

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

2011 ANNUAL MEETING PROGRAM

INCITING THE

SOcial Imagination
Aggregation

*Education
Research
for the
Public Good*

APRIL 8-12, 2011
NEW ORLEANS, LOUISIANA

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
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2011 PROGRAM THEME

We are in the midst of a vibrant and troubling education paradox. On the one hand, it is a time of remarkable interest in education, with increased attention to reform policies, unprecedented educational legislation, and money from all sectors devoted to these efforts. In public discourse, education remains foundational to opening up a range of opportunities: to achieve social and economic mobility, to gain and secure employment, and to develop future life skills. Politicians refer to the knowledge society, economists write about the new economy, and the proliferation of innovative technologies demands new forms of learning in an unparalleled knowledge economy. Yet the path or shape that these efforts take is toward technocratic and market-driven solutions to the everyday issues schools, teachers, and students experience. These trends often benefit parents with means who can move their children out of the public education system into private learning settings that they hope are more likely to offer a value-added education for "new times." At the same time, schools are becoming increasingly segregated, with high teacher attrition rates in many districts.

In his recent book *Why School?* (2009), education researcher Mike Rose argues for the persistent relevance of school and explores how in narrowing their purposes of education, schools have neglected the wider goals of democratic education. In this period of significant social and technological change, there is a place for education research that is oriented not only toward its traditionally valued and enduring purposes but significantly toward public policy and the public good; research that helps us avoid a kind of reductionism, quick fixes, and narrow conceptions of teaching/learning, assessment, curriculum, teacher preparation, and education reform. In a time of extraordinary opportunity, research can enable us to see through the political and polemical tangles and can move us past the current policy impasse toward a new democratic vision of schooling. This will require nothing less than a renewed, creative social imagination.

Our intent is that the 2011 Annual Meeting will stimulate a new dialogue about the contributions that education research can make to the public sphere. As we continue to think about issues of rigor, validity, and elegance of design, we hope that conference submissions will consider the connection to and integration of questions of the public good as a central notion in conceptions of the work we do.

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F O R E W O R D

Welcome to New Orleans! This city serves as a rich and dynamic context for elaborating this year's Annual Meeting theme, Inciting the Social Imagination: Education Research for the Public Good. Many considerations have helped to shape our program, but certainly the city's unique cultural and political history and its distinctive location played important roles. As one example, Hurricane Katrina showed us that cities like New Orleans are spaces in which remarkable resilience and tragedy coexist in ways that make our job as researchers complex and challenging. New Orleans offers us an important space in which to bring to bear the best of what we know about human sciences to address complex social and educational problems that this city and many cities are experiencing in the United States and around the globe.

No single theory, method, or policy can serve as the silver bullet to transform education and to ensure robust learning opportunities for all our nation's students. Our slate of Presidential sessions and our featured speakers and activities reflect a range of approaches, methods, theoretical orientations, and disciplinary foci all organized around a central goal: to leverage educational research and scholarship to advance the field, to contribute to the knowledge base, and to promote the public good. Our Presidential sessions include, for example, international researchers, scholars from sociology, legal studies, computer and cognitive science, and critical geography, as well as panels of researchers who are at the forefront of education research, policy, and practice. It is our sincere hope that the knowledge-sharing and -building that will take place in our sessions, working groups, community tours and events, and the rich conversations across venues and spaces will inspire you to continue the excellent research tradition that characterizes AERA but in ways that advance the public good.

One immediate step toward that end is to contribute to the Make It Right Foundation (www.makeitrightnola.org) housing project in the Lower Ninth Ward. Thus far, members have responded generously with donations toward an "AERA-supported" house. Members can contribute to this effort at registration, either online or in person. Your participation in and contributions to our program have already made this a memorable experience for us. We hope that the 2011 Annual Meeting will be exceptionally memorable and productive for you as well.



A handwritten signature in black ink, appearing to read "Kris Gutiérrez".

Kris Gutiérrez
University of Colorado – Boulder
AERA President



A handwritten signature in black ink, appearing to read "Joanne Larson".

Joanne Larson
University of Rochester
AERA Annual Meeting Program Chair

2011 PROGRAM COMMITTEE (WITH DIVISION SECTION CHAIRS)

President: Kris D. Gutiérrez, University of Colorado - Boulder
General Program Chair: Joanne Larson, University of Rochester

Division A - Administration, Organization, and Leadership

Chair: Andrea E. Evans, Northern Illinois University

Section 1: Elizabeth Murakami-Ramalho, University of Texas - San Antonio

Section 2: Alex Bowers, University of Texas - San Antonio

Section 3: Kristina Hesbol, Illinois State University

Section 4: Jonathan Lightfoot, Hofstra University

Section 5: April Peters, University of Georgia

Division B: Curriculum Studies

Chairs: Isabel Nuñez, Concordia University; Therese Quinn, School of the Art Institute of Chicago; Erica Meiners, Northeastern Illinois University

Section 1: K. Wayne Yang, University of California, San Diego; Eve Tuck, State University of New York, New Paltz

Section 2: Ming Fang He, Georgia Southern University; Rowena He, Harvard University

Section 3: Jillian Ford, Emory University; Karyn Sandlos, School of the Art Institute of Chicago

Section 4: Jennifer Sandlin, Arizona State University; Jason Michael Lukasik, Chicago Botanic Garden

Section 5: Monica Garcia, California State University San Bernardino; Rubén Gaztambide-Fernández, Ontario Institute for Studies in Education; Pamela J. Konkol, Concordia University

Section 6: Dolores Calderón, University of Utah; Patricia Krueger, City University of New York

Division C: Learning and Instruction

Chair: Christopher Wolters, University of Houston

Section 1: Stephanie Al Otaiba, Florida State University; Carol McDonald Connor, Florida State University

Section 2: Keith C. Barton, Indiana University.

Section 3: Amy Ellis, University of Wisconsin - Madison; Nicole McNeil, University of Notre Dame

Section 4: Fouad Abd-El-Khalick, University of Illinois, Felicia Moore Mensah, Teachers College Columbia University

Section 5: Cindy Hmelo-Silver, Rutgers University; Krista Muis, McGill University

Section 6: Mimi Bong, Korea University; Becky Packard, Mount Holyoke College; Ellen Usher, University of Kentucky

Section 7: Aaron Doering, University of Minnesota; Dale Niederhauser, Iowa State University

Division D: Measurement and Research Methodology

Chair: Terran L. Brown, ETS

Section 1: Terran Brown, ETS; Mary Pitoniak, ETS

Section 2: Jill Adelson, University of Louisville; Laura M. Stapleton, University of Maryland Baltimore County,

Section 3: Ryan Gildersleeve, Iowa State University; Penny A. Pasque, University of Oklahoma

Division E: Counseling and Human Development

Section 1: V. Paul Poteat, Boston College

Section 2: James L. Rodriguez, California State University - Fullerton

Division F: History and Historiography

Chair: Roland Sintos Coloma, University of Toronto

Division G: Social Context of Education

Chairs: Elizabeth Kozleski, Arizona State University; María E. Fránquiz, University of Texas - Austin

Section 1: Maria Salazar, University of Denver; Francisco Rios, University of Wyoming

Section 2: Cinthia Salinas, University of Texas - Austin; Kathleen King, University of South Florida

Section 3: Pat Enciso, The Ohio State University; Aydin Bal, University of Wisconsin - Madison

Section 4: Minda Lopez, Texas State University - San Marcos; Angela Arzubiaga, Arizona State University

Section 5: Django Paris, Arizona State University; Jason Irizarry, University of Connecticut

Division H: Research, Evaluation, and Assessment in Schools

Chair: Paul Favaro, Peel District School Board

Section 1: Antoinette (Toni) Stroter, University of Iowa

Section 2: Rosanne Brown, Peel District School Board

Section 3: Jim Flaitz, The University of Louisiana - Lafayette

Section 4: Vickie Cartwright, Orange County Public Schools

Division I: Education in the Professions

Chair: Sara Kim, University of California - Los Angeles

Division J: Postsecondary Education

Chair: Terrell L. Strayhorn, University of Tennessee - Knoxville

Section 1: Tonya N. Saddler, Marywood University; Frank Harris, San Diego State University

Section 2: T. Elon Dancy, II, University of Oklahoma; Rachelle Winkle-Wagner, University of Nebraska.

Section 3: Amy Bergerson, University of Utah; Caroline Turner, Arizona State University

Section 4: Ryan Gildersleeve, Iowa State University; Margaret Sallee, University of Tennessee - Knoxville

Section 5: Erik Ness, University of Georgia; David Tandberg, Pennsylvania Department of Education

Section 6: Jenny Lee, University of Arizona; James Earl Davis, Temple University

Division K: Teaching and Teacher Education

Chair: Linda R. McIntyre, South Carolina State University

Section 1: Gisele Ragusa, University of Southern California

Section 2: Jamel Donnor, College of William and Mary; Kmt Shockley, George Mason University

Section 3: Patricia Espiritu Halagao, University of Hawaii; Allyson Tintiangco-Cubales, San Francisco State University

Section 4: Maria E. Torres-Guzman, Teachers College, Columbia University; Mariana Suoto-Manning, Teachers College, Columbia University

Section 5: Belinda Bustos Flores, University of Texas, San Antonio; Ellen Riojas Clark, University of Texas, San Antonio

Section 6: Adrienne Dixson, Ohio State University; Kenneth Fasching-Varner, Edgewood College

Section 7: Leticia Alvarez Gutiérrez, University of Utah; Mary Burbank, University of Utah

Section 8: Connie Anderson, Texas Tech University; Susan Myers, Texas Tech University

Section 9: Dorinda Carter Andrews, Michigan State University

Section 10: Jorgelina Abbate-Vaughn, University of Massachusetts - Boston; Ann Douglass, University of Massachusetts

Division L: Educational Policy and Politics

Chair: John W. Sipple, Cornell University

Section 1: Kenneth Wong, Brown University; Greg Garn, University of Oklahoma

Section 2: Erica Frankenberg, Pennsylvania State University

Section 3: Donald Peurach, Michigan State University

Section 4: Katrina Bulkley, Montclair State University

Section 5: Rebecca Jacobson, Michigan State University

Section 6: Becky Smerdon, Quill Research Associates

Section 7: Thomas Smith, Vanderbilt University

Annual Meeting Policies and Procedures Committee

Mitchell J. Nathan, University of Wisconsin – Madison

Committee on Scholars and Advocates for Gender Equity in Education

Kathleen Weiler, Tufts University

Committee on Scholars of Color in Education

Tabbye Maria Chavous, University of Michigan

Graduate Student Council

Annis N. Brown, Michigan State University

International Relations Committee

Beverly Lindsay, The Pennsylvania State University

Social Justice Action Committee

William Watkins, University of Illinois - Chicago

Special Interest Group (SIG) Representatives

Vincent A. Anfara, Jr., The University of Tennessee

Geni Cowan, California State University - Sacramento

Stefinee Pinnegar, Brigham Young University

Leann G. Putney, University of Nevada - Las Vegas

Sharon H. Ulanoff, California State University - Los Angeles

Executive Director

Felice J. Levine, American Educational Research Association

Submitters, Reviewers, and Program Chairs

AERA wishes to extend our appreciation to all submitters, reviewers, Division program and section chairs, and SIG chairs and program chairs for making the 2011 Annual Meeting a success. Without the hard work, support, and dedication from each of these individuals, who comprise the backbone of the AERA Annual Meeting, participants and attendees would not be able to benefit from the quality of the presentations and richness of the interaction.

A complete listing of the 2011 Program Committee (with Division section chairs) is listed above. A listing of SIG chairs and program chairs may be found on the AERA Annual Meeting website.

A special thank you to all the reviewers who served on expert peer-review panels and contributed importantly to the work of authors and the culmination of a vibrant meeting. A complete listing of all reviewers is available on the AERA Annual Meeting website.

Technological Innovations for 2011 Annual Meeting *AERA Program App and Twitter*

As part of AERA's continued effort to improve the delivery and usability of the Annual Meeting Program, the Association is introducing two new electronic communications features this spring: a mobile application (app) and Twitter.

The complete program for registered attendees is featured in electronic and searchable format as the 2011 AERA Annual Meeting Program app, for handheld personal digital assistant (PDA) units such as iPhones, iPads, Blackberries, and smart phones running on the Droid platform. Key functions of the app, supported by Core-Apps, include: Exhibitors, Sessions, Speakers, Social Media, Maps, and a Dashboard that allows attendees to create a personalized schedule. Registrants can download the free app to their mobile device by pointing their mobile browser to <http://www.aera.net/mobileapp.htm>. Registrants may also access the app on their personal computers via that same URL.

In addition, education researchers can share comments in 140 characters or less about sessions, new research, special events, and much more via the Association's Twitter account at www.twitter.com/AERA_EdResearch). Sign up online to join this real-time information network and participate in the streaming conversations.

PROGRAM HIGHLIGHTS

AERA Presidential Address

Designing Resilient Ecologies: Towards a Human Science of Learning

Kris D. Gutiérrez

University of Colorado-Boulder

Sunday, April 10, 4:05 pm–6:05 pm

New Orleans Marriott, Mardi Gras Ballroom



AERA Distinguished Lecture

Generalizing Across Borders: Policy and the Limits of Educational Science

Allan A. J. Luke

Queensland University of Technology

Friday, April 8, 4:05 pm–5:35 pm

Sheraton, Napoleon Ballroom C3



Wallace Foundation Distinguished Lecture

Toward an Interdisciplinary Understanding of Educational Inequity and Difference: The Case of the Racialization of Ability

Alfredo J. Artiles

Arizona State University

Saturday, April 9, 12:25 pm–1:55 pm

Sheraton, Napoleon Ballroom C3



Distinguished Contributions to Research in Education Award (2010) Lecture

The Tortured History of Reading Comprehension Assessment: Are There Lessons From the Past? Is There Hope for the Future? Will We Ever Get It Right?

P. David Pearson

University of California-Berkeley

Monday, April 11, 12:25 pm–1:55 pm

Sheraton, Napoleon Ballroom C3



Presidential Session/Opening Plenary Session

Who Kidnapped Superman?

Diane Ravitch

New York University

Cosponsored by the Supervision and Instructional Leadership SIG

Friday, April 8, 6:00 pm–7:00 pm

New Orleans Marriott, La Galerie 5



AERA Awards Presentation and Presidential Address

52.010. AERA Awards Presentation and Presidential Address.

Sunday, April 10 - 4:05 pm -6:05 pm
New Orleans Marriott, Mardi Gras Ballroom
Chair:

Joanne Larson, *University of Rochester*

Awards and Presenters:

Palmer O. Johnson Memorial Award, *Maria E. Torres-Guzman, Columbia University*

Review of Research Award, *V.P. Franklin, University of California - Riverside*

Relating Research to Practice Award, *Robert S. Rueda, University of Southern California*

E.F. Lindquist Award, *Edward H. Haertel, Stanford University*

Early Career Award, *Vanessa Siddle Walker, Emory University*

Outstanding Book Award, *Lynda Stone, University of North Carolina at Chapel Hill*

Committee on Scholars of Color in Education Awards, *Tabbye Maria Chavous, University of Michigan*

Distinguished Contributions to Gender Equity in Education Research Award, *Kathleen A. Weiler, Tufts University*

Social Justice in Education Award, *James Earl Davis, Temple University*

Distinguished Public Service Award, *P. David Pearson, University of California - Berkeley*

Presidential Citations, *Kris D. Gutierrez, University of Colorado - Boulder*

Distinguished Contributions to Research in Education Award, *P. David Pearson, University of California - Berkeley*

AERA Presidential Address:

Designing Resilient Ecologies: Towards a Human Science of Learning

Kris D. Gutierrez, University of Colorado - Boulder

Joint Social Justice Combined Reception

Preceded by the Social Justice in Education Award Lecture (see next page). Cosponsored by the Affirmative Action Council, Committee on Scholars and Advocates for Gender Equity in Education, Committee on Scholars of Color in Education, and Social Justice Action Committee.

29.010. Joint Social Justice Combined Reception.

Friday, April 8 - 8:30 pm - 9:30 pm
New Orleans Marriott, La Galerie 3

Chairs:

Tabbye Maria Chavous, University of Michigan

James Earl Davis, Temple University

William H. Watkins, University of Illinois - Chicago

Kathleen A. Weiler, Tufts University

AERA Welcomes New Members and First-Time Meeting Attendees

New members and first-time meeting attendees are invited to an orientation session. This session offers an opportunity to learn more about the Association and the benefits of being a member, as well as helpful tips on navigating the Annual Meeting.

30.011. AERA Welcoming Orientation for New Members and First Time Attendees.

Saturday, April 9 - 7:00 am - 8:00 am
New Orleans Marriott, Mardi Gras Salon E

Chairs:

Kris D. Gutierrez, University of Colorado - Boulder

Arnetha F. Ball, Stanford University

Felice J. Levine, American Educational Research Association

Graduate Student Council Open Business Meeting and Reception

Graduate Students are strongly encouraged to attend the Open Business Meeting and Reception of the Graduate Student Council to learn more about the GSC work and initiatives Reception to follow.

40.010. Graduate Student Council Open Business Meeting and Reception.

Saturday, April 9 - 6:15 pm - 7:45 pm
Astor Crowne Plaza, St. Charles Ballroom

Chair:

Annis N. Brown, Michigan State University

AERA SIG Open Meeting and Reception for SIG Officers

The SIG Open Meeting and Reception provide an informal forum for current and incoming SIG officers to interact with officers from other SIGs, members of the SIG Executive Committee and AERA Central Office staff. Bring questions and ideas on membership outreach, Annual Meeting planning, and other topics of interest to share.

66.002. AERA SIG Open Meeting and Reception for SIG Officers.

Monday, April 11 - 4:05 pm - 6:05 pm
New Orleans Marriott, La Galerie 1

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

AERA Open Business Meeting

The AERA Open Business Meeting provides a time for Association members to discuss important issues regarding education research and the work of AERA. Members are encouraged to attend this meeting convened by AERA President Kris D. Gutierrez. Chairs of the AERA Standing Committees will present summary reports on key Committee initiatives and activities undertaken during the current year.

72.001. AERA Open Business Meeting.

Tuesday, April 12 - 8:15 am - 9:45 am
Sheraton, Rhythms Ballroom III

Chairs:

Kris D. Gutierrez, University of Colorado - Boulder

Felice J. Levine, American Educational Research Association

ADDITIONAL AWARD LECTURES



Social Justice in Education Award (2011) Lecture

Lesson One - I Would Sing: Social Justice Research and Heeding the Persistent Cry of the Young

William C. Ayers

University of Illinois - Chicago

Friday, April 8, 7:30 pm – 8:30 pm

New Orleans Marriott, La Galerie 2

AERA Distinguished Public Service Award Lecture

From Eisenhower to Obama: Ruminations on a Federal Experience in Education

Emerson J. Elliott

National Council for the Accreditation of Teachers

Sunday, April 10, 10:35 am–12:05 pm

Sheraton, Napoleon Ballroom C3



FEATURED PRESIDENTIAL SESSIONS



Intervening to Shape the Future

Yrjö H. Engeström

University of Helsinki

Cosponsored by the Cultural Historical Research SIG

Saturday, April 9, 4:05 pm–6:05 pm

Sheraton, Napoleon Ballroom C1

CLS v. Martinez: The Clash of College Student Organizations and Nondiscrimination Principles in Higher Education

Michael A. Olivas

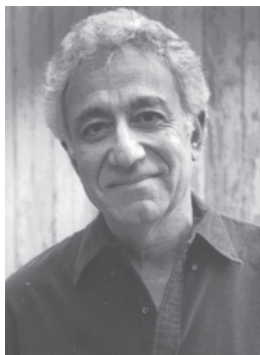
University of Houston

President, Association of American Law Schools

Cosponsored by the Hispanic Research Issues SIG, the Law and Education SIG, and Division J - Postsecondary Education

Sunday, April 10, 10:35 am–12:05 pm

Sheraton, Napoleon Ballroom D



Rethinking Remedial Education and the Academic-Vocational Divide: Lessons to Learn About Language, Cognition, and Social Class

Mike Rose

University of California - Los Angeles

Monday, April 11, 12:25 pm–1:55 pm

Sheraton, Napoleon Ballroom A2-A3

PRESIDENTIAL SESSIONS OF SPECIAL INTEREST



Generations of Exclusion: Mexican Americans and Education in the United States

Cosponsored by the Hispanic Research Issues SIG

Saturday, April 9, 2:15 pm - 3:45 pm

Sheraton, Napoleon Ballroom A2-A3

Mexican American Educational Disadvantages Over Four Generations Since Immigration

Edward Telles, Princeton University

The Inter-Cohort Reproduction of Mexican American Dropouts

Rogelio Saenz, Texas A&M University

On Spatial Grounds: Critical Geography and Education Research for Social Justice

Saturday, April 9, 2:15 pm - 3:45 pm

Sheraton, Napoleon Ballroom B2

Seeking Spatial Justice

Edward Soja, University of California - Los Angeles

Passionate Affinity Spaces and the Public Sphere

James Paul Gee, Arizona State University



Inside the Black Box: Understanding Educational Processes and Mechanisms

Cosponsored by Division D - Measurement and Research Methodology

Sunday, April 10, 12:25 pm - 1:55 pm

Sheraton, Napoleon Ballroom C3

Modeling Mediation: Causes, Markers, and Mechanisms

Stephen W. Raudenbush, University of Chicago

How Can We Use Multi-Site Experiments to Investigate Education Processes and Mechanisms?

Sean F. Reardon, Stanford University

Cultural Dimensions of Informal and Formal Learning: Design-Based and Community-Based Perspectives

Monday, April 11, 10:35 am - 12:05 pm

Sheraton, Napoleon Ballroom B3

Informal Learning in Contributing to a Community

Barbara Rogoff, University of California - Santa Cruz

How and Why Youth Learn Longitudinally Across Diverse Environments

Philip L. Bell, University of Washington



ADDITIONAL PRESIDENTIAL SESSIONS

Friday, April 8

20.011. Closing the Opportunity Gap: What America Must Do to Give All Children an Even Chance. Chairs: *Kevin G. Welner, Prudence L. Carter*; Participants: *Angela Valenzuela, Gloria J. Ladson-Billings, Gary A. Orfield, Janelle T. Scott, Amy Stuart Wells, Michele S. Moses, John S. Rogers*

23.011. Interest-Driven Learning and Participatory Democracy: A 21st-Century Agenda for Technology and Education. Chair: *Constance Yowell*; Participants: *Mizuko Ito, Joseph E. Kahne, Nichole D. Pinkard, Ethan Zuckerman*; Discussant: *Elyse A. Eidman-Aadahl*

Saturday, April 9

32.012. Beyond New London: Literacy Learning and the Design of Social Futures. Chair: *William Cope*; Participants: *Mary Kalantzis, Gunther Kress, James Paul Gee, Courtney B. Cazden, Gail Cawkwell, Allan A. J. Luke, Sarah Michaels, Catherine O'Connor, Richard Sohmer, William Cope*; Discussant: *Brian V. Street*

32.013. Developing and Testing Theories of Implementation: Conducting Research With Educational Systems. Chair: *William R. Penuel*; Participants: *William R. Penuel, Suzanne Donovan, Paul A. Cobb, Erin Craig Henrick, Chuck Munter, Anthony S. Bryk, Alicia Grunow, Louis M. Gomez, Milbrey W. McLaughlin*; Discussants: *William R. Penuel, Nora H. Sabelli, Barry J. Fishman*

32.014. Education Research for the Public Good: Shaping State and Federal Policies for English Language Learners. Chairs: *Diane L. August, Megan Hopkins*; Participants: *Robert T. Linn, Kenji Hakuta, David Johns, Jennifer A. O'Day, Patricia C. Gandara, Kevin G. Welner, Diane L. August, Gabriela J. Uro*

33.010. Inciting the Social Imagination: Implications of the New U.S. National Educational Technology Plan for Research and Reform. Chair: *Barbara M. Means*; Participants: *Barry J. Fishman, Yasmin B. Kafai, James W. Pellegrino, Chris J. Dede, Roy D. Pea*; Discussant: *Karen Cator*

33.011. The Legal and Social Construction of Race: History and the Politics of Latinos in Education. *Cosponsored by Division F - History and Historiography.* Chair: *Ruben Donato*; Participants: *Mary Romero, Daniel Gilbert Solorzano, Ruben Donato, Dolores Delgado Bernal*; Discussant: *James D. Anderson*

34.010. Race in the Postracial Era: New Directions for Critical Race Theory? *Cosponsored by Division G - Social Context of Education.* Chair: *Gloria J. Ladson-Billings*; Participants: *Margaret Montoya, Neil Gotanda, Gerald Torres*; Discussants: *Gloria J. Ladson-Billings, William F. Tate*

34.011. Standing Our Ground/Standing on Our Ground: Indigenous Research as an Act of Defiance and Enlightenment. *Cosponsored by the Indigenous Peoples of the Americas SIG and the Indigenous Peoples of the Pacific SIG.* Chair: *Sharon Nelson-Barber*; Participants: *Laiana Wong, Bryan McKinley Jones Brayboy, Sandy M. Grande, Geni Cowan*; Discussants: *Sharon Nelson-Barber, Margaret J. Maaka*

36.011. Building Theoretical and Research Collaborations Among LGBTQ Communities. Chair: *Connie North*; Participants: *Cindy Cruz, Roland Sintos Coloma, Lance Trevor McCready, Karleen Jimenez Pendleton*; Discussants: *Connie North, Cindy Cruz*

36.014. We Have a Charge to Keep: Revisiting the Agenda of the AERA Commission on Research in Black Education (CORIBE), 2000-2010. Chair: *Joyce E. King*; Participants: *Joyce E. King, Annette M. Henry, Etta R. Hollins, Gloria J. Ladson-Billings, Carol D. Lee, William H. Watkins, Bryan McKinley Jones Brayboy, Kristen L. Buras, Adrienne D. Dixon, Zeus Leonardo, Marvin Lynn, Cirecie A. Olatunji, Tara J. Yosso*; Discussants: *Garrett Albert Duncan, Beverly M. Gordon*

38.010. Building Knowledge for Social Justice: The Relationship Between Social Science Research and a Political Movement to Change the "Common Sense" About Inequality. Chair: *Jeannie Oakes*; Participants: *Jeannie Oakes, Prudence L. Carter, Sean F. Reardon, Lauren Fox, Joseph Edward Luesse, Janelle T. Scott, Kathryn Hill, Maria Eschaveste, Amy Stuart Wells*; Discussants: *Charles M. Payne, Stephen W. Raudenbush*

Sunday, April 10

47.010. Boundary Crossing: Theorizing and Methodologies for Cultural-Ecological Studies of Learning. Chair: *Carol D. Lee*; Participants: *William F. Tate, Margaret Beale Spencer, Joan Chiao, Stephen W. Raudenbush, Takako Nomi, Carol D. Lee*

47.011. Citizenship Education for the Public Good: Diversity, Immigration, and Schooling. Chair: *James A. Banks*; Participants: *James A. Banks, Patricia C. Gandara, Sonia Nieto, Gerard A. Postiglione, Audrey Helen Osler*; Discussant: *Gloria J. Ladson-Billings*

47.012. Ten Years After the National Research Council Report *Scientific Research in Education: Renewed Focus on the Public Good*. Chairs: *Elizabeth A. St. Pierre, Patti A. Lather*; Participants: *Margaret A. Eisenhart, Robert E. Floden, Angela Valenzuela*; Discussant: *Michael J. Feuer*

48.011. Design Research Exploring Transformative Frameworks for Learning and Education. Chair: *Gerhard Fischer*; Participants: *Gerhard Fischer, Sharon Derry, Daniel R. Zalles, Michael Eisenberg, Alexander Repenning*; Discussant: *Allan M. Collins*

48.012. Measuring and Developing Teacher Effectiveness: An Assessment of Research, Policy, and Practice. *Cosponsored by Division K - Teaching and Teacher Education.* Chair: *Eva L. Baker*; Participants: *Gloria J. Ladson-Billings, Edward H. Haertel, Linda Darling-Hammond*

49.012. Maintaining Public Education for the Public Good: A Discussion of the Political and Economic Threats to Higher Education. *Cosponsored by Division J - Postsecondary Education.* Chair: *LeAnn G. Putney*; Participants: *Arthur Levine, David F. Labaree, Gustavo E. Fischman, Sara Goldrick-Rab*; Discussant: *William G. Tierney*

50.010. Determining the Quality of Teacher Education Programs. Chair: *Kenneth Zeichner*; Participants: *Kenneth Zeichner, Linda Darling-Hammond, Suzanne M. Wilson, Nancy Zimpher*; Discussant: *Arthur Levine*

50.011. Learning for Social Change: Bridging Youth Activism and the Learning Sciences. Chair: *Ben R. Kirshner*; Participants: *Nancy M. Ares, Manuel Espinoza, Ernest D. Morrell, Ben R. Kirshner*; Discussant: *Nailah Suad Nasir*

50.012. UC Links: The Transformative Power of Collaborative Design and Practice. Chair: *Charles F. Underwood*; Participants: *Charles F. Underwood, Leann Parker, Jacqueline S. Hotchkiss, Lynda D. Stone, Ivan Rosero, Robert A. Lecusay, Camille Campion, Shirin Vossoughi, Olga A. Vasquez*; Discussants: *Luis C. Moll, Yrjö H. Engeström*

Monday, April 11

62.012. Horizons in Research Methodologies: Alternative Methodologies/Shifting Epistemologies. Chair: *Ezekiel J. Dixon-Roman*; Participants: *Kathleen D Hall, John Jackson, Ezekiel J. Dixon-Roman, Zeus Leonardo*; Discussant: *Shirley Brice Heath*

63.010. Powerful Ideas: A Conversation With Researchers and Community Organizers Working Together to Enhance the Public Good. Chair: *John S. Rogers*; Participants: *Lauren Wells, Pauline Lipman, Jitu Brown, Mark R. Warren*; Discussant: *Shawn A. Ginwright*

65.010. Coming to Terms With Our Past: Historical Memory, Trauma, and Healing. Chair: *Roland Sintos Coloma*; Participants: *Bryan McKinley Jones Brayboy, Laura Munoz, Eileen H. Tamura, Amy E. Wells-Dolan, William H. Watkins*

65.011. Hopes for and Realities of the Assessment Consortia. Chair: *Lorrie A. Shepard*; Participants: *Laura Slover, Joseph L. Willhoft, Jeffrey Nellhaus, Linda Darling-Hammond*; Discussants: *Lorrie A. Shepard, Jack Buckley*

65.012. Practitioner Research: Counternarratives on Practice. Chairs: *Marilyn Cochran-Smith, Susan L. Lytle*; Participants: *Erin A. Hashimoto-Martell, Victoria Beatriz Ekk, Vanessa Morris, Gerald Campano*; Discussants: *Marilyn Cochran-Smith, Susan L. Lytle*

66.010. Reading Policy in an Age of Accountability. *Cosponsored by Division C - Learning and Instruction.* Chair: *Cynthia E. Coburn*; Participants: *Cynthia E. Coburn, Sarah L. Woulfin, P. David Pearson*; Discussants: *Peter P. Afflerbach, David K. Cohen*

66.011. Revisiting the National Research Council Report *How People Learn: A Re-Examination*. Chair: *Carol D. Lee*; Participants: *Barbara Rogoff, Nailah Suad Nasir, Margaret Beale Spencer, Carol D. Lee, Roy D. Pea, Andrew Meltzoff, James G. Greeno*; Discussant: *Carol D. Lee*

66.012. Standing in the Space of Response: Reimagining Research on Recurring Educational Problems. Chair: *Cheryl J. Craig*; Participant: *Alan H. Schoenfeld*; Discussants: *D. Jean Clandinin, Walter Doyle, Gloria J. Ladson-Billings*

66.013. Teacher Education in a New Era of School Improvement: Report of the Student Learning Student Achievement Task Force (National Board for Professional Teaching Standards). Chair: *Robert L. Linn*; Participants:

Douglas N. Harris, Robert L. Linn, Lee S. Shulman; Participant: *Lloyd Bond, Linda Darling-Hammond, Frederick M. Hess, Peggy G Carr*; Discussant: *Joan E. Auchter*

Tuesday, April 12

72.010. A Research Agenda for the New K-12 Standards in Science/Engineering: Studying Innovations and Forms of Implementation That Advance the Goals of Equity and Diversity. *Cosponsored by Division C - Learning and Instruction.* Chairs: *Nancy W. Brickhouse, James Earl Davis*; Participants: *Jonathan F. Osborne, Jean Moon, David H. Monk, Richard A. Duschl, William R. Penuel, Gerald K. Letendre*

75.010. Intersectionality as an Analytical Paradigm: Theory, Research, and Pedagogy. Chair: *Roland Sintos Coloma*; Participants: *Donna L. Deyhle, Lance Trevor McCreedy, Sofia A. Villenas, Angela Calabrese Barton, Kevin K. Kumashiro*

75.011. Reconceptualizing Our Instructional Methods, Assessments, and Accountability Systems to Ensure Success for English Language Learners. *Cosponsored by Division D - Measurement and Research Methodology.* Chairs: *Terran Leon Brown, Emily J. Shaw*; Participants: *Charlene Rivera, Aida Walqui, Richard P. Duran, Jamal Abedi, Maria Martiniello*; Discussant: *Eugene E. Garcia*

Innovative Approaches to Scholarship

Four evening Presidential sessions will embrace your senses and present research using innovative or nontraditional approaches to scholarship.

26.010. Innovative Approaches to Scholarship I: Slam High. Chair: *Bronwen E. Low*; Participant: *David Smith*

41.011. Innovative Approaches to Scholarship II: Listening to the Sounds of Science: Knowledge and Making Sense in Urban Middle Grades Classrooms. Chair: *Walter S. Gershon*

54.010. Innovative Approaches to Scholarship III: Documentation, Legality, and Unspoken Risks: The Effect of Immigration Enforcement on Child Well-Being. Chair: *Vivian L. Gadsden*

69.011. Innovative Approaches to Scholarship IV: Living Narratives and Cultural Identities: Creating a Digital Home to Protect and Preserve a Physical One. Participants: *Nick Slie, JuliAnna Avila*

Featured AERA Sessions on Research and Science Policy



Federal Visions, Aspirations, and Ambitions for Education Statistics

Saturday, April 9, 12:25 pm–1:55 pm

Sheraton, Napoleon Ballroom C1

Jack Buckley, U.S. Commissioner of Education Statistics, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education

Lynda T. Carlson, Director, National Center for Science and Engineering Statistics, National Science Foundation

The Advocacy Agenda for Education and Learning Research in Uncertain Times: What Preoccupies Our Washington Representatives

Saturday, April 9, 2:15 pm–3:45 pm

Sheraton, Napoleon Ballroom C1

Howard J. Silver, Executive Director, Consortium of Social Science Associations

Paula R. Skedsvold, Executive Director, Federation of Associations in Behavioral & Brain Sciences

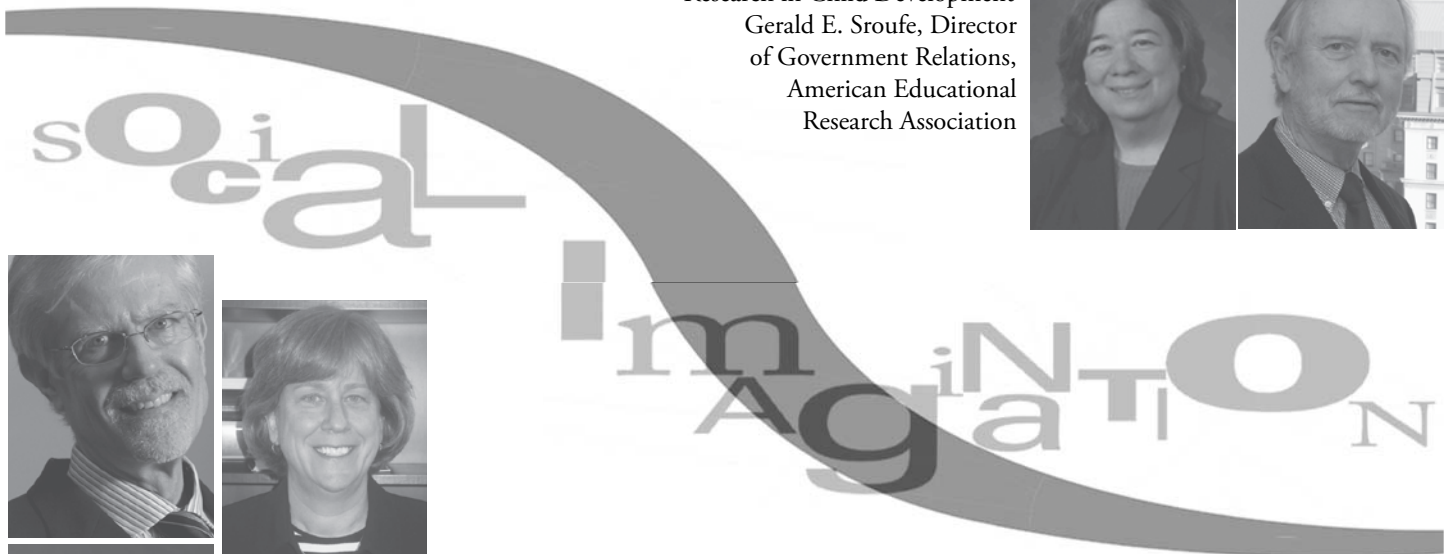
Martha Zaslow, Director, Office for Policy and Communications, Society for Research in Child Development

Gerald E. Sroufe, Director

of Government Relations,

American Educational

Research Association



Federal Priorities for Supporting and Advancing Scientific Research

Sunday, April 10, 12:25 pm–1:55 pm

Sheraton, Napoleon Ballroom B2

John Q. Easton, Director, Institute of Education Sciences, U.S. Department of Education

Joan Ferrini-Mundy, Assistant Director, Education and Human Resources, National Science Foundation

Myron Gutmann, Assistant Director, Social Behavioral and Economic Sciences, National Science Foundation



AERA Report and Recommendations on IES Reauthorization—New Release

Monday, April 11, 2:15 pm–3:45 pm

Sheraton, Napoleon Ballroom B2

Felice J. Levine, American Educational Research Association

Kenji Hakuta, Stanford University

Carl F. Kaestle, Brown University

Camilla P. Benbow, Vanderbilt University



Education Research Policy, Research Issues, and Research Support

Featured Symposia

38.015. Protecting the Rights of Participants in Rapidly Evolving Contexts: Aligning the Perspectives of IRBs, Investigators, and Institutions.

Cosponsored by AERA Division G - Social Context of Education and AERA Ethics Committee.

Saturday, April 9, 4:05 pm - 5:35 pm

Sheraton, Oak Alley

Chairs: *Elizabeth Kozleski, Arizona State University; Carolyn D. Herrington, Florida State University*; Participants: *Patricia C. Gandara, University of California - Los Angeles; Cecilia Rios Aguilar, University of Arizona; Luis C. Moll, University of Arizona; Michael J. Saks, College of Law, Arizona State University; Shirley Laska, University of New Orleans and Center for Hazards Assessment, Response & Technology, UNO*

38.016. Using Education Research Data to Advance Cumulative Knowledge.

Saturday, April 9, 4:05 pm - 5:35 pm

Sheraton, Napoleon Ballroom D

Chair: *Barbara L. Schneider, Michigan State University*; Participants: *Myron Gutmann, National Science Foundation; George C. Alter, University of Michigan; Jane Hannaway, The Urban Institute; Sarah-Kathryn McDonald, University of Chicago*

50.013. Are You Seeking a Research Grant? The Current Landscape of Federal Programs and Opportunities.

Sunday, April 10, 2:15 pm - 3:45 pm

Sheraton, Napoleon Ballroom C1

Chair: *Deborah L. Vandell, University of California - Irvine*; Participants: *Allen Ruby, Institute of Education Sciences, U.S. Department of Education; Janice H. Earle, National Science Foundation; James A. Griffin, National Institute of Child Health and Human Development*

63.014. The Canadian Deans Accord for Education Research and the Potential of Accords in Other Countries.

Cosponsor: Organization of Institutional Affiliates

Monday, April 11, 12:25 pm - 1:55 pm

Sheraton / Napoleon Ballroom B2

Chair: *Gerald E. Sroufe, American Educational Research Association*; Participant: *Robert J. Tierney, Dean, Faculty of Education and Social Work, The University of Sydney*; Discussants: *Karen Symms Gallagher, Dean, Rossier School of Education, University of Southern California; Douglas J. Palmer, Dean, Education & Human Development, Texas A&M University; Jane Close Conoley, Gevirtz Graduate School of Education, University of California - Santa Barbara*

Major New NRC Reports

49.014. Incentives and Test-based Accountability in Education—The 2011 National Research Council Report and Beyond.

Sunday, April 10, 12:25 pm - 1:55 pm

Sheraton, Napoleon Ballroom D

Chair: *Carolyn D. Herrington, Florida State University*; Participants: *Michael Hout, National Research Council Committee Chair and University of California - Berkeley; Kevin Lang, National Research Council Committee Member and Department of Economics, Boston University; Brian Stecher, National Research Council Committee Member and RAND Corporation*; Discussants: *Michael T. Nettles, ETS; Adam Gamoran, University of Wisconsin - Madison*

50.014. Learning Science: Computer Games, Simulations, and Education—Learning from and Building on the 2011 National Research Council Report.

Sunday, April 10, 2:15 pm - 3:45 pm

Sheraton, Napoleon Ballroom B2

Chair: *Eva L. Baker, University of California - Los Angeles*; Participants: *Ray S. Perez, National Research Council Committee Member and Office of Naval Research; Constance A. Steinkuehler, National Research Council Committee Member and University of Wisconsin - Madison*; Discussants: *Yasmin B. Kafai, University of Pennsylvania; Barry J. Fishman, University of Michigan*

60.012. High School Dropout, Graduation, and Completion Rates: Better Data, Better Measures, Better Decisions: Research Issues and Implication of the 2010 Report of the National Research Council.

Monday, April 11, 8:15 am - 10:15 am

Sheraton, Napoleon Ballroom B2

Chair and Discussant: *Jane Hannaway, Urban Institute*; Participants: *John R. Warren, NRC-NAEd Committee Member and University of Minnesota; Elaine M. Allensworth, NRC-NAEd Committee Member and Consortium on Chicago School Research at the University of Chicago*; Discussants: *Henry M. Levin, Teachers College, Columbia University; Robert G. Croninger, University of Maryland - College Park*

Future Directions in STEM Education

62.013. Advancement of K-12 Science Education for the Next Decades - Building Quality Education for the S in STEM.

Monday, April 11, 10:35 am - 12:05 pm

Sheraton, Napoleon Ballroom A2&A3

Chair: *Felice J. Levine, American Educational Research Association*; Participants: *Helen R. Quinn, Chair, Board on Science Education, National Research Council, and Stanford Linear Accelerator Center, Stanford University; Elisa L. Klein, University of Maryland, and 2009-2010 SRCD/AAAS Science and Technology Policy Fellow, Office of Behavioral and Social Sciences Research (OBSSR), National Institutes of Health; Robert M. Hauser, Division of Behavioral and Social Sciences and Education, National Research Council and University of Wisconsin - Madison*; Discussants: *Shirley Malcom, American Association for the Advancement of Science; Camilla P. Benbow, Vanderbilt University*

International Focus Sessions

Sessions Cosponsored by AERA and the World Education Research Association (WERA)

63.013. Science Education and Building Science Skill in the Crucial Years of Children's Learning—International Perspectives. Chair: *James W. Pellegrino, University of Illinois - Chicago*; Participants: *Hafiz M. Iqbal, Pakistan Association for Research in Education; Justin Dillon, Kings College, London; Louise Archer, Kings College, London; Jennifer DeWitt, Kings College, London; Jonathan F. Osborne, Stanford University; Beatrice Willis, Kings College, London; Billy Wong, Kings College, London; Marcia Linn, University of California - Berkeley*; Discussant: *Helen R. Quinn, Chair, Board on Science Education, National Research Council, and Stanford Linear Accelerator Center, Stanford University*

66.014. Design and Assessment of Learning-Focused Social Networks: International Perspectives. Chair: *Klaus Breuer, Johannes Gutenberg Universitat Mainz*; Participants: *Jan L. Plass, New York University; Ong Kim Lee, National Institute of Education; Eva L. Baker, University of California - Los Angeles; Judith Kalman, Cinvestav; Kyung Sung Kim, Seoul National University of Education; Russell Shilling, Defense Advanced Research Projects Agency*

AERA International Relations Committee

22.010. Explaining the Educational Trajectories of Immigrant and Nonimmigrant Youth in Secondary Education in Flanders (Belgium). Chair: *Martha A. Montero-Sieburth, University of Amsterdam*

34.018. Global Education From Middle School Through Postsecondary Education Settings. Chair: *Akinyi Wadende, Texas State University*

38.018. Identifying and Working Around the Challenges of Conducting International and Comparative Educational Research. Chair: *Martha A. Montero-Sieburth, University of Amsterdam*

48.017. Public and Higher Education Policy Challenges Emanating From Global and Domestic Disasters: Lessons and Paradigms From New Orleans Universities. Chair: *Kassie Freeman, Southern University - Baton Rouge*

50.018. STEM in International Contexts. Chair: *Ara Tekian, University of Illinois - Chicago*

60.014. Toward a Positive Future. Chair: *Tiina Itkonen, California State University - Channel Islands*

63.019. Teachers' Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. Chair: *Elizabeth Kozleski, Arizona State University*

65.017. The Insistence of Transnational Biography: Implications for Both Countries of Binational Movement of Students From the United States to Mexico. Chair: *Edmund T. Hamann, University of Nebraska - Lincoln*

75.012. Teachers' Professional Identity. Chair: *Annette M. Henry, University of British Columbia*

AERA -Wide Sessions on International Topics

49.015. Mentoring Across Professions and National Borders: Initiating a Collaborative Conversation. Chairs: *Sarah K. McMahan, Texas Woman's University; Frances K. Kochan, Auburn University*; Participants: *Shaza Ezzi, King Abdulaziz University; Guillermo Hernandez, Universidad Autonoma de Aguascalientes; William Y. Wu, Hong Kong Baptist University; Amos Carmeli, Wsizmann Institute of Science*; Discussants: *Joseph T. Pascarella, University of Portland; Carol A. Mullen, University of North Carolina - Greensboro*

62.014. International Benchmarking: Perspectives on Methodology, Rhetoric, and Policy. Chair: *Michael J. Feuer, George Washington University*; Participants: *Moshe Justman, Ben Gurion University; Hans Wagemaker, IEA; James H. Williams, George Washington University; Avital Darmon, The Israel Academy of Sciences and Humanities; Sylvia Schmelkes, Universidad Iberoamericana*

International Aligned Organizations

Australian Association for Research in Education

65.019. The Ethical Framing Education Research Practice
British Educational Leadership, Management, and Administration Society

63.020. New Perspectives on Educational Leadership
British Educational Research Association

48.018. British Educational Research Association Presidential Symposium:
Disciplines of Education: Their Future in Education Research

Canadian Society for the Study of Education

32.018. When Large-Scale Assessment Meets Classroom Assessment:
Teachers' Use of Province-Wide Assessments as Part of Students' Grades
Commonwealth Council for Educational Administration and Management

32.017. Educational Leadership for the Public Good: Theory and Praxis
Dutch Programme Council for Educational Research

22.012. Development of Teacher Interpersonal Expertise
Throughout the Professional Career

Educational Studies Association of Ireland

36.019. Perspectives on Learner Voice in Educational Research: Dynamics
and Dilemmas in Understanding and Representing Voice in Research

Flemish Forum for Educational Research

33.016. How You Teach Is What You Get? Does the Curriculum Matter
in the Promotion of Mathematical Skills in Elementary School Children?

International Academy of Education

34.019. Symposium: Poverty and Education

International Congress for School Effectiveness and School Improvement

49.023. Innovation, Transformation, and Improvement in
School Reform: A Challenge to School Effectiveness and
School Improvement Research

Netherlands Educational Research Association

60.016. Professional Learning Communities: Needs,
Development, and School Policy

Nordic Educational Research Association

33.015. Gender in Education: Nordic Perspectives

Spotlight on New Orleans

36.038. Division J Invited Session: Leadership of Higher Education in New Orleans: Institutional Responses to Katrina

Sponsor: Division J - Postsecondary Education

Saturday, April 9, 2:15 pm - 3:45 pm

JW Marriott, Ile de France I

Participants: *Caroline Sotello Viernes Turner, Arizona State University; James Earl Davis, Temple University*

38.014. Freedom Dreaming in the Urban South: Education Research, Public Policy, and the Powers of Imagination.

Saturday, April 9, 4:05 pm - 5:35 pm

Sheraton, Rhythms Ballroom II

Chair and Discussant: *Joyce E. King, Georgia State University;*

Participants: *Kristen L. Buras, Emory University; Adrienne D. Dixon, Ohio State University; Sylvia Wynter, Stanford University*

48.026. Critical Inquiry, Disaster, and Hope: New Orleans, Louisiana

Sponsor: Division D - Measurement and Research Methodology

Sunday, April 10, 10:35 am - 12:05 pm

Doubletree, Madewood A

Chair: *Penny A. Pasque, University of Oklahoma;* Participants: *Gaile S. Camella, University of North Texas; Michelle Perez, Southern Illinois University - Carbondale; Andre Perry, Capital One/University of New Orleans Charter Schools; Aaron M. Kuntz, University of Alabama;* Discussant: *R. Evelyn Gildersleeve, Iowa State University*

48.017. Public and Higher Education Policy Challenges Emanating From Global and Domestic Disasters: Lessons and Paradigms From New Orleans Universities

Sponsor: International Relations Committee

Sunday, April 10, 10:35 am - 12:05 pm

Sheraton, Napoleon Ballroom B1

Chair and Discussant: *Kassie Freeman, Southern University - Baton Rouge;* Participants: *Loren Blanchard, Xavier University; Monique Guillory, Xavier University; Michael Cunningham, Tulane University; Jeffrey Johnson, Tulane University; Beverly Lindsay, Pennsylvania State University*

60.022. New Orleans School Reform: What's Happening on the Ground

Sponsor: Division B - Curriculum Studies

Monday, April 11, 8:15 am - 10:15 am

Astor Crowne Plaza, Astor Ballroom III

Chair: *Richard Ayers, University of California - Berkeley;* Participants: *Raynard Sanders, Research on Reforms; Deirdre Johnson Burel, Orleans Public Education Network; Lateresa Morgan, New Orleans parent; Brandon Bigard, New Orleans student*

69.011. Innovative Approaches to Scholarship IV: Living Narratives and Cultural Identities: Creating a Digital Home to Protect and Preserve a Physical One (Presidential Session)

Monday, April 11, 6:30 pm - 8:00 pm

Sheraton, Napoleon Ballroom B3

Participants: *JuliAnna Avila, University of North Carolina - Charlotte; Nick Slie, Mondo Bizarro*

74.010. The Women and Children of New Orleans: Five Years Later

Sponsor: Committee on Scholars and Advocates for Gender Equity in Education

Tuesday, April 12, 10:35 am - 12:05 pm

Sheraton, Gallier

Chair and Discussant: *Valerie Polakow, Eastern Michigan University;* Participants: *Jane Henrici, Institute for Women's Policy Research; Karen Ann Johnson, University of Utah; Tracie Washington, Louisiana Justice Institute; Karran Harper Royal, Pyramid Community Parent Resource Center*

75.013. When Opportunity Knocks: Dismantling the New Orleans Public School System Post-Katrina

Sponsor: Social Justice Action Committee

Tuesday, April 12, 12:25 pm - 1:55 pm

Sheraton, Napoleon Ballroom C2

Chair: *Damekia Morgan, Families and Friends of Louisiana's Incarcerated Children (FFLIC);* Participants: *Raynard Sanders, Research on Reforms; Barbara W. Ferguson, University of New Orleans*

Don't miss ...

New Orleans Off-Site Visits and Tours

Details on page 60.



There's Still Time to Help Build a New House in New Orleans's Lower Ninth Ward

Each year, the AERA President selects a deserving nonprofit organization located in the Annual Meeting host city and encourages meeting participants to consider donating to that organization when they register.

For 2011, AERA President Kris Gutiérrez selected the Make It Right Foundation, which is helping to rebuild New Orleans by constructing safe, sustainable, and affordable homes for working families in the city's Lower Ninth Ward, which was devastated by Hurricane Katrina in August 2005. Actor Brad Pitt founded the organization to build 150 affordable, green, high-design homes in this two-square-mile neighborhood that was hardest hit by the storm. More information about Make It Right Foundation is available at <http://www.makeitrightnola.org>.

Attendees who are interested in supporting AERA's effort to raise enough funds for the foundation to build an AERA-sponsored house may make a contribution during the Annual Meeting. Special donation forms are available at On-Site Registration, located in the Sheraton, Napoleon Foyer Third Level. Contributions may also be made via the AERA website at <http://www.aera.net>.

Please join the community of education researchers in lending a hand to make it right for a displaced family in New Orleans.

AERA Standing Committee Sessions

Committee on Scholars and Advocates for Gender Equity in Education

- 23.013. A Fireside Chat: Telling Queer and Gendered Stories.**
- 34.016. Constructing, Policing, and Investing in Adolescent Girls.** Chair: *Hannah M. Tavares, University of Hawaii – Manoa*
- 47.013. How Does Gender Matter in Schools?** Chair: *Barbara J. Thayer-Bacon, The University of Tennessee*
- 48.028. Rethinking Sex and Gender.** Chair: *Margaret A. Nash, University of California – Riverside*
- 60.013. SAGE Open Business Meeting and Breakfast: A Conversation with James Earl Davis.** Chair: *Kathleen A. Weiler, Tufts University*
- 66.017. Learning Gender in the Rainbow Nation in the Context of AIDS and Other Social Problems.** Chair: *Deevia Bhana, University of KwaZulu-Natal*
- 74.010. The Women and Children of New Orleans: Five Years Later.** Chair: *Valerie Polakow, Eastern Michigan University*

Committee on Scholars of Color in Education

- 33.014. Analyses of Race, Ethnicity, and Gender in Higher Education.** Chair: *Maricela Correa-Chavez, Clark University*
- 38.020. Youth Researching the State of Education in California and Educational Acts of Courage.** Chair: *Ernest D. Morrell, University of California - Los Angeles*
- 63.018. Race and Gender Matter: Achievement Processes Among African American Adolescents.** Chair: *Tabbye Maria Chavous, University of Michigan*
- 72.011. Research on LGBTQ Issues: Perspectives From Diverse Communities.** Chair: *Kevin K. Kumashiro, University of Illinois - Chicago*
- 78.010. Deconstructing Student Diversity for Schooling Equity: A Critical Discussion of Educational Research to Reinvent Language Policy.** Chair: *Virginia M. Gonzalez, University of Cincinnati*

AERA Committee Open Meetings

- 32.001. AERA Committee on Scholars of Color in Education Awards Presentation: Open Meeting.** Chair: *Tabbye Maria Chavous, University of Michigan*
- 33.003. AERA Social Justice Action Committee: Town Hall.** Chair: *William H. Watkins, University of Illinois – Chicago*
- 48.001. AERA Journal Publications Committee: Open Meeting. Changing Knowledge Ecologies: Revisioning Scholarly Publishing.** Chair: *Russell W. Rumberger, University of California - Santa Barbara*
- 60.013. AERA Committee on Scholars and Advocates for Gender Equity in Education Open Meeting and Breakfast: A Conversation with James Earl Davis.** Chair: *Kathleen A. Weiler, Tufts University*
- 63.001. AERA Affirmative Action Council: Open Meeting.** Chair: *James Earl Davis, Temple University*

Communication and Outreach Committee

- 36.017. Insights from Leading Education Journalists: Making Your Research Relevant to the Public and Policymakers.** Chair: *Larry McQuillan, American Institutes for Research*

Social Justice Action Committee

- 22.011. The Voices of Diversity: What Students of Diverse Races/Ethnicities and Both Sexes Tell Us About Their College Experiences And Their Perceptions And Observations.** Chair: *M. Christopher Brown, Fisk University*
- 36.014. We Have a Charge to Keep: Revisiting the Agenda of the Commission on Research in Black Education (CORIBE), 2000-2010.** Chair: *Joyce E. King, Georgia State University*
- 38.019. Wrestling With Contradictions: Social Justice in an Era of School Choice.** Chair: *Pauline Lipman, University of Illinois - Chicago*
- 75.013. When Opportunity Knocks: Dismantling the New Orleans Public School System Post-Katrina.** Chair: *Damekia Morgan, Families and Friend of Louisiana's Incarcerated Children (FFLIC)*

Important Sessions for Current and Incoming SIG Officers

All current and incoming SIG officers are strongly encouraged to attend one of the three SIG Leadership Orientation sessions and a special Open Meeting and Reception. Join members of the AERA SIG Executive Committee and AERA staff for an informative briefing and discussion on SIG operations, Annual Meeting planning for 2012, and governance-related functions (bylaws, awards, nominations, and elections).

SIG Leadership Orientations:

- 23.004. Session 1: Friday, April 8, 4:05-5:35 pm**
48.003. Session 2: Sunday, April 10, 10:35 am-12:05 pm
63.002. Session 3: Monday, April 11, 12:25-1:55 pm
All sessions are in the Sheraton, Rhythms Ballroom III.

66.002. AERA SIG Open Meeting and Reception for SIG Officers

Monday, April 11, 4:05-6:05 pm
 New Orleans Marriott, La Galerie 1

Important Training Sessions

- Online Program Management System (All Academic): Demonstration and Training for Program Chairs**
 Sheraton, Rhythms Ballroom III
36.010. Session 1: Saturday, April 9, 2:15-3:45 pm
48.010. Session 2: Sunday, April 10, 10:35 am - 12:05 pm
62.010. Session 3: Monday, April 11, 10:35 am - 12:05 pm

AERA Web Content Management System Training for Division and SIG Web Managers

- Sheraton, Rhythms Ballroom III
32.011. Session 1: Saturday, April 9, 8:15-9:45 am
60.010. Session 2: Monday, April 11, 8:15-9:45 am

Graduate Student Council Sessions

20.012: GSC Division J Fireside Chat: Bridging the Gap: Translating Higher Education Research Into Policy. Chairs: *Bryan Gopaul, Lauren Theresa Schudde*

25.012: Orientation to the Annual Meeting and Networking for Graduate Students and Campus Liaisons

32.015: Graduate Student Networking Opportunity With Special Interest Groups (SIGs)

34.017: GSC Division A Fireside Chat: Imagining a Better Education: The Convergence of Research, Policy, Practice and Participation. Chairs: *Carl Byron Keys, Angela Urick*

36.016: GSC Division E Fireside Chat: Make Me Marketable: How Can I Reimagine the Promise and Potential of Education Research? Chairs: *Shadi Roshandel, Jioni Lewis*

40.010: Graduate Student Council (GSC) Open Business Meeting. Chair: *Annis N. Brown*

48.015: GSC Division B Fireside Chat: Hope and Healing in Justice Work: Dismantling, Changing, Rebuilding Curriculum. Chairs: *Crystal T. Laura, Ronald Kenneth Porter*

48.016: GSC Division I Fireside Chat: Making the Most of Mentoring in Doctoral Education and Life Beyond. Chairs: *Christina M. Cestone, Robert Williams Ellis*

49.020: GSC Chair Fireside Chat: Scholars of Color. Chair: *Annis N. Brown*

49.021: GSC Division F Fireside Chat: Contesting the "His" in History: How to Address Hetero-Patriarchy in Historical Research and Teaching. Chairs: *Jessica Clawson, Nashwa Salem*

49.022: GSC Division K Fireside Chat: Culturally Responsive Research Approaches: Distinctive Means of Infusing Silenced Voices. Chairs: *Talonda Michelle Lipsey, Norma Valenzuela*

50.017: GSC Division L Fireside Chat: Critical Conversations: Explaining Democratic Implications of Mayoral Takeover of School Districts. Chairs: *Heather E. Price, Timothy Lyle Nordin*

62.017: GSC Chair-Elect Fireside Chat: Race, Place, and Space: Finding Your Niche as a Recent Graduate. Chair: *Nicholas Daniel Hartlep*

62.018: GSC Division H Fireside Chat: Reimagining Our Schools: An Exercise in Purposeful and Effective Evaluation. Chairs: *Whitney Elaine Wall, Bradley Joseph Coverdale*

63.017: GSC Division C Fireside Chat: Taking Research to Scale With Paul Cobb. Chairs: *Janice Hansen, Yin Wah B. Kreher*

65.015: GSC Division D Fireside Chat: Reinforcing the Connection Between Diagnostic Modeling in Educational Research and the Public Interest. Chair: *Dubravka Svetina*

65.016: GSC Division G Fireside Chat: (Re)Imagining Interdisciplinary Research Methodologies: Expanding Our Insights on the Social Contexts of Education. Chairs: *Cecilia Henriquez, LaGarrett Jarriel King*

66.016: GSC Chair-Elect Fireside Chat: The Last Hurdle: Dissertation and Thesis Writing. Chair: *Nicholas Daniel Hartlep*

Important Session for 2012 Annual Meeting Peer Reviewers

49.016. So You Want to Be a Peer Reviewer: Learning to Review Annual Meeting Papers and Enhancing Annual Meeting Quality.

Sheraton, Napoleon Ballroom C2

Sunday, April 10, 12:25 pm to 1:55 pm

Chairs:

Mitchell J. Nathan, University of Wisconsin - Madison

Deborah L. Vandell, University of California - Irvine

After the meeting, check it out!

THE AERA ONLINE PAPER REPOSITORY



All individuals who register for the 2011 Annual Meeting, as well as all AERA members, will have access to this new AERA resource. Each presenter at the 2011 Annual Meeting may elect to upload to the Online Paper Repository full text of the paper presented in New Orleans. Deposited 2011 papers will be accessible to all 2011 registrants. 2011 meeting papers will be made available to registrants a few weeks after the Annual Meeting. The Repository serves as an archive of Annual Meeting presentations for the Association.

For registrants and members, the Repository:

- Offers a new opportunity to have broader access to information presented at the Annual Meeting
- Serves as a reference on current scholarship and research
- Outlines guidelines for citing scholarship presented at the Annual Meeting

For presenters, the Repository:

- Allows sharing of presentations in a new format and reaching a broader audience than those attending the session
- Records in a permanent online archive the full text of the presentations
- Permits addition of presentation notes at any time after the Annual Meeting
- Enables reporting of subsequent publication of the research by allowing future addition of citation information, a journal URL, or a digital object identifier (DOI)

Presenters retain copyright of their full text. If presenters did not opt to participate in the repository before the Annual Meeting, they may upload directly to the repository until **May 16**. Users of the AERA Online Papers Repository will be informed of appropriate citation and use of repository content.

For more information about participating in and using the repository, visit www.aera.net/repository.

Journal Talks Sessions

These roundtables are designed to facilitate communication with journal editors and reviewers, authors, and potential authors. The journals are listed by timeslot and table number.

	Saturday, April 9	Sunday, April 10	Monday, April 11
10:35 am - 11:55 am Sheraton Grand Ballroom A	<ol style="list-style-type: none"> 1. International Journal of Education & the Arts 2. Journal of At-Risk Issues 3. TechTrends 4. Environmental Education Research 5. Studying Teacher Education 6. ICBCHE Journal 7. Middle Grades Research Journal 8. Educational Technology Research & Development 9. American Educational Research Journal SIA 10. Educational Policy Analysis Archives 11. Journal of African American Males in Education 12. Contemporary Issues in Technology and Teacher Education 13. Journal of Early Childhood Literacy 14. Current Issues in Education 15. Review of Educational Research 16. Journal of Research on Technology in Education 		<ol style="list-style-type: none"> 1. Canadian Journal of Environmental Education 2. Community College Review 3. Teaching and Teacher Education 4. Educational Researcher 5. Educational Policy 6. LEARNing Landscapes 7. International Journal of Pastoral Care in Education 8. Learning for Democracy: A Journal of Thought and Practice 9. Professional Development in Education 10. Issues in Teacher Education 11. Review of Research in Education 2012 12. Learning and Instruction 13. Journal of Transformative Education 14. The Journal of Education
10:35am- 11:55am Sheraton Grand Ballroom B	<ol style="list-style-type: none"> 1. Vocations & Learning 2. The New Educator 3. Journal of Early Childhood Research 4. Educational Media International 5. Teacher Education Quarterly 6. Mentoring & Tutoring 7. Pedagogies: An International Journal 		<ol style="list-style-type: none"> 1. Journal of Teacher Education 2. Paedagogica Historica 3. Journal of International Social Studies 4. Australian Educational Researcher 5. Taboo: The Journal of Culture and Education 6. Research Papers in Education 7. Applied Psychological Measurement
12:25pm- 1:55pm Sheraton Grand Ballroom A	<ol style="list-style-type: none"> 1. Educational Psychology Review 2. Journal of Moral Education 3. The Journal of Educational Foundations 4. Canadian Journal of Education 5. International Journal of Leadership in Education 6. Educational Review 7. International Journal of Education Policy and Leadership 8. Race Ethnicity and Education 9. Journal of School Leadership 10. Journal for Research in Mathematics Education 11. Educational Evaluation and Policy Analysis 	<ol style="list-style-type: none"> 1. Oxford Review of Education 2. Structural Equation Modeling 3. Academy of Management Learning & Education 4. The Journal of Educational Research 5. Frontiers in Educational Psychology 6. Comparative Education 7. International Journal of Science Education 8. Studies in Philosophy and Education 9. Journal of Early Childhood Literacy 10. American Journal of Education 11. American Educational Research Journal TLHD 12. Intercultural Education 	<ol style="list-style-type: none"> 1. Vitae Scholasticae: The Journal of Educational Biography 2. Journal of Educational and Behavioral Statistics 3. Interdisciplinary Journal of Problem-based Learning 4. Journal of Educational Administration 5. Oxford Review of Education 6. Contemporary Issues in Early Childhood 7. Curriculum Inquiry 8. Teaching and Curriculum Dialogue 9. Higher Education 10. Irish Educational Studies 11. Equity & Excellence in Education 12. Journal of Cases in Educational Leadership
12:25pm- 1:55pm Sheraton Grand Ballroom B	<ol style="list-style-type: none"> 1. Journal of Computing in Higher Education 2. Ethnography and Education 3. Educational and Psychological Measurement 4. Management in Education 5. Educational Administration Quarterly 6. International Journal of Qualitative Studies in Education 	<ol style="list-style-type: none"> 1. High Ability Studies 2. Research on Christian Education 3. National Association of Student Affairs Professionals 4. Research in Science and Technological Education 5. Journal of the Professoriate 	<ol style="list-style-type: none"> 1. Online Educational Research Journal 2. Urban Education 3. eJournal of Education Policy 4. The Teacher Educator 5. Taboo: The Journal of Culture and Education 6. Journal of Early Childhood Teacher Education 7. School Leadership & Management
2:15pm- 3:45pm Sheraton Grand Ballroom A		<ol style="list-style-type: none"> 1. Frontiers in Quantitative Psychology and Measurement 2. British Journal of Sociology of Education 3. Educational Research and Evaluation 4. Educational Management Administration & Leadership 5. Religion & Education 6. Disability & Society 7. Annual Editions: Multicultural Education 8. British Journal of Educational Psychology 9. Journal of Education for Students Placed At Risk 10. Global Studies of Childhood 11. Journal of Curriculum Studies 12. Asia-Pacific Journal of Teacher Education 13. Linguistics and Education 14. Journal of Literacy Research 	
2:15pm- 3:45pm Sheraton Grand Ballroom B		<ol style="list-style-type: none"> 1. Effective Education 2. South African Journal of Education 3. European Journal of Special Needs Education 4. Teaching in Higher Education 5. International Journal of Educational Leadership Preparation 6. Journal of Mixed Methods Research 7. Journal of the Learning Sciences 	

PROFESSIONAL DEVELOPMENT AND TRAINING COURSES

The Professional Development and Training Committee has planned a rich program of extended and mini-courses for the 2011 AERA Annual Meeting in New Orleans. The program was crafted based on consideration of more than 70 submissions and a competitive review process. Professional development courses provide training in specific research methods and skills, cover significant research issues in related disciplines, emphasize specialized areas, address professional development issues, focus on research for the improvement of practice, or examine recent methodological and substantive developments in education research.

The extended courses begin on Thursday, April 7, one day before the start of the Annual Meeting. Mini-courses are held Saturday through Monday, April 9–11. For further information on these courses, visit <http://www.aera.net>. Direct questions about the courses to proflevel@aera.net. Tickets for courses may be purchased online during preregistration or on site at Onsite Registration (Sheraton, Napoleon Foyer Third Level).

Below is a summary of all courses throughout the meeting, and the following pages contain course details.

Extended Courses

Thursday, April 7

- PDC01 - A Gentle Introduction to Hierarchical Linear Modeling
- PDC02 - Diagnostic Measurement: Theory, Methods, and Applications
- PDC03 - Empowerment Evaluation: Tools to Improve Educational Programs and Produce Results
- PDC04 - How To Inform Policymakers: A Strategic Approach For Academics
- PDC05 - Learning Mathematics for Teaching: Instrument Dissemination Workshop
- PDC07 - Psychometrics Behind National Assessment of Educational Progress: Understanding and Analyzing NAEP data
- PDC08 - Sustaining a Research Agenda for Education, Technology, Media, and Students of Color

Thursday, April 7 to Friday, April 8

- PDC06 - Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach

Mini-Courses

Saturday, April 9

- PDC09 - An Introductory Primer Review of Multivariate Statistics I: Multivariate Significance Tests and MANOVA
- PDC10 - Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009 (HSL:09)
- PDC11 - Performatory Research and Inquiry
- PDC12 - Writing an Application for an IES Grant: A Workshop
- PDC13 - Communications 101: Making an Impact With Your Research Through Effective Presentations, Social Media, and Writing
- PDC14 - Developing a Competitive Educational Research Proposal for NSF's Division of Research on Learning

- PDC15 - Protecting Student Data in Electronic Longitudinal Student Data Systems: Understanding the Department of Education's New Privacy Guidance
- PDC16 - Using NAEP Data on the Web for Educational Policy Research

Sunday, April 10

- PDC17 - A Hands-On Introduction to Latent Class Models, Rasch Models and Their Extensions
- PDC18 - Grant Writing for Large-Scale Secondary Data Analysis
- PDC19 - How to Get Published: Guidance from Emerging and Senior Scholars

Monday, April 11

- PDC21 - Helping STEM Researchers Strengthen Their Proposals by Integrating K-12 STEM Education Components
- PDC22 - Designing Scenario-Based Assessment Items Using an Evidence-Centered Design Framework
- PDC23 - Using the International Databases from Large-Scale Education Studies for Secondary Analysis
- PDC24 - Data Analysis on Simple Random Samples and NCES Complex Samples Using The R Software
- PDC25 - Accessing and Analyzing High School Transcript Study Data for Inspired Educational Research Purposes
- PDC26 - An Introductory Primer Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Correlation Analysis
- PDC27 - Coding Qualitative Data: A Survey of Selected Methods
- PDC28 - Using Cognitive Task Analysis to Capture Expert Knowledge and Skills for Research and Instructional Design

Extended Courses

PDC01: A Gentle Introduction to Hierarchical Linear Modeling

Directors: D. Betsy McCoach, University of Connecticut

Ann A. O'Connell, Ohio State University

Date: Thursday, April 7, 9:00 am–5:00 pm

Fee: \$115

Location: New Orleans Marriott, La Galerie 6

This course will introduce participants to the fundamentals of hierarchical linear modeling (HLM). The instruction will focus on fundamental concepts and practical applications, with minimal emphasis on statistical theory. In addition to presenting a conceptual overview of HLM, we will utilize two examples to demonstrate the application of HLM within both an organizational and a longitudinal (growth curve) framework. Participants will learn how to analyze two-level multilevel data using both HLM 6 and SPSS, and they will learn to interpret the results of the analyses. Instruction

will consist of lecture, demonstrations of the software, and hands-on data analysis opportunities. Students should bring a laptop equipped with SPSS and the student version of HLM, available free from www.ssicentral.com.

PDC02: Diagnostic Measurement: Theory, Methods, and Applications

Directors: Laine Bradshaw, University of Georgia

Jonathan Templin, University of Georgia

Date: Thursday, April 7, 9:00 am–5:00 pm

Fee: \$95

Location: New Orleans Marriott, Regent

Diagnostic measurement is an emerging field of psychometrics that focuses on ascertaining actionable information from tests and assessments. This course provides an introduction to the terms, techniques, and common methods used for diagnosing what students know and gives researchers access to information that can be used to help design remediation paths for students needing help in a subject area. The course is taught from a

nontechnical level. Course participants are expected to have only a basic knowledge of statistics and psychometrics to enroll and will gain hands-on experience with all aspects of diagnostic models (from test construction to statistical estimation). Participants should bring a laptop computer.

PDC03: Empowerment Evaluation: Tools to Improve Educational Programs and Produce Results

Director: David Fetterman, Fetterman & Associates

Date: Thursday, April 7, 9:00 am–5:00 pm

Fee: \$95

Location: New Orleans Marriott, Mardi Gras Salon D

Empowerment evaluation is designed to help people use evaluation to accomplish their objectives. It is instrumental in the development of new programs, ongoing self-assessment, organizational learning, and accreditation self-studies. The course concepts include critical friend, culture of evidence, community of learners, cycle of reflection and action, and reflective practitioners. Principles include improvement, inclusion, social justice, capacity building, and accountability. The course will prepare participants to conduct or monitor an empowerment evaluation. The course is for evaluators, educators, community organizers, and funders. Potential participants are encouraged to review the following empowerment evaluation websites: <http://evaluation.blogspot.com> and <http://www.davidfetterman.com/empowermentevaluation.htm>.

PDC04: How to Inform Policy Makers: A Strategic Approach for Academics

Directors: David R. Garcia, Arizona State University

Kris Gutiérrez, University of Colorado, Boulder

Date: Thursday, April 7, 9:00 am–5:00 pm

Fee: \$115

Location: New Orleans Marriott, Mardi Gras Salon E

The gap between academic research and the realities of the policy-making process is well documented. Many scholars discuss “what” should be done about these problems, but very few know “how” to engage in the policy-making process. By design, this course will train participants to learn “how” by imparting a set of skills that are outside traditional academic training. Scholars who have engaged in the policy process through professional experience, as well as media experts and lobbyists, will help participants learn how to (1) translate academic research for presentation to multiple audiences, (2) identify and leverage the networks that influence the policy process, and (3) develop a sophisticated understanding of the policy process in order to develop a strategy to engage effectively.

PDC05: Learning Mathematics for Teaching: Instrument Dissemination Workshop

Directors: Heather Hill, Harvard University

Geoffrey Phelps, ETS

Date: Thursday, April 7, 9:00 am–5:00 pm

Fee: \$95

Location: New Orleans Marriott, La Galerie 5

The Learning Mathematics for Teaching (LMT) project develops and disseminates multiple-choice survey measures of mathematical knowledge for teaching (MKT) in the content areas of number concepts and operations, patterns functions in algebra, geometry, rational number, proportional reasoning, and data probability and statistics. These measures are suitable for use with elementary and middle school teachers. This course will provide background information on the development and theory supporting the LMT measures and practical guidance on appropriate use of these measures in research and program evaluation. The course will include a demonstration of the online administration system. It is designed for all researchers investigating teacher knowledge. A basic understanding of statistics is helpful. Course participants are encouraged to review the information and terms of use on the LMT website: <http://sitemaker.umich.edu/lmt>.

PDC06: Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach

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

Anthony J. Onwuegbuzie, Sam Houston State University

Instructor: Normand Peladeau, Provalis Research

Dates: Thursday, April 7, 9:00 am–5:00 pm

Friday, April 8, 8:00 am–12:00 noon

Fee: \$135

Location: New Orleans Marriott, La Galerie 3

The purpose of this 2-day course is to provide a step-by-step guide for selecting and applying quantitative, qualitative, and mixed data-analytic techniques. This interactive course, for new and seasoned researchers, will provide frameworks and heuristics for selecting and applying data-analytic techniques and validating, interpreting, and reporting results of mixed research studies. Presenters also will provide published examples and illustrate applications of statistical software (e.g., SPSS, SAS), qualitative software (e.g., NVivo), and mixed research software (e.g., QDA Miner) that integrate a variety of text analysis and statistical techniques. Finally, the instructors will provide an array of publishing tips and approaches for applying evidence-based standards and guidelines when reporting results and writing a mixed-method research article.

PDC07: Psychometrics Behind National Assessment of Educational Progress: Understanding and Analyzing NAEP Data

Director: Emmanuel Sikali, National Center for Education Statistics

Instructors: Enis Dogan, American Institutes for Research

Andrew Kolstad, National Center for Education Statistics

Date: Thursday, April 7, 9:00 am–5:00 pm

Fee: \$95

Location: New Orleans Marriott, La Galerie 4

The goal of this course is to introduce researchers to the National Assessment of Educational Progress (NAEP) and the AM Statistical Software analysis tool. AM is a free statistical software package for analyzing data from complex samples, especially large-scale assessments. This course will introduce users to the psychometric and sampling design of NAEP. Using the NAEP data file, instructors will introduce several data analysis strategies, including the Marginal Maximum Likelihood approach to compute scale scores, use of sampling weights, and variance estimation procedures.

PDC08: Sustaining a Research Agenda for Education, Technology, Media, and Students of Color

Directors: Kevin Clark, George Mason University

Kim Scott, Arizona State University

Date: Thursday, April 7, 9:00 am–5:00 pm

Fee: \$115

Location: New Orleans Marriott, Balcony J

Organized around three panels of leading scholars, program directors, granting agencies, and policy makers, this course invites practitioners and academics to engage in meaningful pragmatic activities focused on how to create and sustain scholarly work focused on the education of students of color through the use of technology and media. The course will include recommended reading lists for practitioners and scholars; strategies and resources for best practices in creating and sustaining research agendas and programs; the scholarship of under-represented groups in technology and media; and essential elements of writing successful grant proposals to support research, intervention efforts, and/or after-school endeavors that focus on theoretical and practical approaches encouraging more students of color in technology and media.

Mini-Courses

PDC09: An Introductory Primer/Review of Multivariate Statistics I: Multivariate Significance Tests and MANOVA

Director: Bruce Thompson, Texas A&M University

Date: Saturday, April 9, 8:00 am–12:00 noon

Fee: \$50

Location: Hotel Monteleone, La Nouvelle Orleans East

Only multivariate analyses (e.g., MANOVA, descriptive discriminant analysis, predictive discriminant analysis, canonical correlation analysis, structural equation modeling) consider how all the variables in an analysis interact simultaneously in all possible configurations, and honor a reality “in which the researcher cares about multiple outcomes, in which most

outcomes have multiple causes, and in which most causes have multiple effects” (Thompson, 1986, p. 9). This first of two mini-courses will cover two commonly used multivariate methods, the four multivariate significance tests and MANOVA, and will presume as background only that participants have previously heard about Pearson r and ANOVA. Further information about the presenter is available at <http://www.coe.tamu.edu/~bthompson> (see PDC26 for second course).

PDC10: Longitudinal Surveys at the National Center for Education Statistics: High School Longitudinal Study of 2009 (HSL:09)

Directors: Kristin Flanagan, American Institutes for Research
Laura LoGerfo, National Center for Education Statistics
Date: Saturday, April 9, 8:00 am–12:00 noon
Fee: \$95

Location: Hotel Monteleone, La Nouvelle Orleans West

This course will inform researchers about the design, structure, components, and use of the High School Longitudinal Study of 2009 (HSL:09). HSL:09 collected data from students, school administrators, school counselors, math and science teachers, and parents. It is the first National Center for Education Statistics longitudinal study to begin with a ninth-grade cohort in the fall of a school year, and it includes a new math test that focuses on algebra skills. The HSL:09 cohort will be followed through secondary and postsecondary experiences to gauge their learning in algebra and to understand their decision making about courses, college, and careers, especially in science and math. Participants should have an understanding of statistics and bring laptop computers to access the public-use data.

PDC11: Performatory Research and Inquiry

Directors: Lois Holzman, East Side Institute
Carrie Lobman, Rutgers University
Tony Perone, University of Illinois, Chicago
Date: Saturday, April 9, 8:00 am–12:00 noon
Fee: \$50

Location: Hotel Monteleone, Vieux Carre

This course addresses the need for education researchers to develop their creativity in response to the demands that both public and professional dialogue are placing on education. New populations of students and new learning tools require new methods of teaching, teacher education, and education research, also new attitudes toward and understandings of these social activities and identities. This course introduces graduate students and faculty to the performatory model of learning, teaching, and researching that relates to the process of inquiry as an exercise of social creativity. Participants learn the fundamentals of performance and improvisation, how to utilize these skills in creating one’s research persona, and how to generate and/or research learning environments that are performance based.

PDC12: Writing an Application for an IES Grant: A Workshop

Director: Meredith Larson, National Center for Education Research
Allen Ruby, National Center for Education Research
Date: Saturday, April 9, 8:00 am–12:00 noon
Location: Hotel Monteleone, Riverview

This course is by application only (see www.aera.net). The course provides instruction and advice on writing successful applications to the Institute of Education Sciences’ (IES) education research grants program (84.305A). Perspective applicants who have not received an IES grant should participate. This workshop covers the four sections of the research narrative (significance, research plan, personnel, and resources), focusing on (1) the content expected, (2) techniques to clearly explicate the content, and (3) ways to provide continuity throughout the narrative. Participants will review examples and receive feedback on their work. Direct instruction on these topics will be accompanied by review of examples, application to participant’s own work, and discussion. Participants are expected to be familiar with the IES Request for Applications (see <http://ies.ed.gov/funding/>), to have the skills needed for such research, and to bring a research idea and outline of a research plan. Participants must provide (1) a letter (one to two pages) describing their goals for the workshop and their proposed project as it relates to IES’s goals and topic areas and (2) a brief CV or resume (one to two pages).

PDC13: Communications 101: Making an Impact With Your Research Through Effective Presentations, Social Media, and Writing

Director: Ronald Dietel, University of California, Los Angeles
Instructors: Paul Baker, Wisconsin Center for Education Research
Barbara McKenna, Stanford Ctr for Opportunity Policy in Education
Date: Saturday, April 9, 1:00 pm–5:00 pm
Fee: \$95

Location: Hotel Monteleone, Riverview

Improve your skills in communicating research for the public good. This course for education researchers and scholars will help you to (1) identify public audiences for your research, (2) craft your message for different groups, (3) select appropriate methods to communicate findings, and (4) practice your communication skills. Expert communicators in writing, social media, and presentations will share proven strategies for reaching diverse public audiences, including reporters, policy makers, other researchers, practitioners, and the public. Each instructor will share tips for improving outreach and impact. Hands-on activities will build your skills. Bring at least one communications product including your choice of a writing sample (article, op-ed, blog entry, press release, etc.) and a presentation. Laptop computers and/or smart phones are highly encouraged. See <http://communicateresearch.wordpress.com> for more information.

PDC14: Developing a Competitive Educational Research Proposal for NSF’s Division of Research on Learning

Directors: Janice Earle, National Science Foundation
Gavin Fulmer, National Science Foundation
Instructors: Celeste Pea, National Science Foundation
Kusum Singh, National Science Foundation
Date: Saturday, April 9, 1:00 pm–5:00 pm

Location: Hotel Monteleone, Vieux Carre

This course is by application only (see www.aera.net). The course is aimed for researchers interested in submitting an education research proposal to the National Science Foundation (NSF) Division of Research on Learning (DRL). The course will focus on characteristics of DRL’s three major research programs: Research and Evaluation in Education, Science and Engineering (REESE); Discovery Research K–12 (DRK–12); and Faculty Early Career Development (CAREER, an NSF-wide initiative). It will include discussion of the contexts of STEM education research in NSF; provide an overview of NSF’s proposal review process and merit review criteria; and examine and discuss cases of competitive proposals. Participants will prepare in advance of the course for two activities: (1) discussing brief passages from proposals to demonstrate strengths and weaknesses in addressing the NSF merit review criteria, and (2) a one-page summary of a research idea to discuss with DRL Program Officers and other attendees.

PDC15: Protecting Student Data in Electronic Longitudinal Student Data Systems: Understanding the Department of Education’s New Privacy Guidance

Director: Marilyn Seastrom, National Center for Education Statistics
Date: Saturday, April 9, 1:00 pm–5:00 pm
Fee: \$50

Location: Hotel Monteleone, La Nouvelle Orleans East

This course will provide participants with an understanding of the Department of Education’s nonregulatory privacy guidance. The objective of the guidance is to assist managers and users of Statewide Longitudinal Data Systems in appropriately balancing the tension between the need to protect personally identifiable information in education records and the need to meet reporting requirements and expand education-improvement uses of data in education records. This course, led by the author of the privacy guidance, will provide participants with an understanding of the content of the privacy guidance, from data governance and stewardship to data use agreements to data protections in reporting. Participants will receive assistance with tools developed to support the implementation of the privacy guidance.

PDC16: Using NAEP Data on the Web for Educational Policy Research

Directors: Debbie Kline, Educational Testing Service
Cathy Trapani, Educational Testing Service

Emmanuel Sikali, National Center for Education Statistics

Date: Saturday, April 9, 1:00 pm–5:00 pm

Fee: \$95

Location: Hotel Monteleone, La Nouvelle Orleans West

This course is for researchers interested in National Assessment of Educational Progress (NAEP) data and focuses on using the NAEP Data Explorer Web tool to examine the wealth of assessment data collected since 1990. The course provides hands-on learning and active participation. The participants will be guided through an examination of the data, with emphases on (1) the relationships between student performance and teacher and school characteristics and (2) using NAEP data to augment or confirm other education research findings. Participants will have the opportunity to work independently according to their interests. This course focuses on the 2009 math and reading assessments and the most recent assessments of science and writing. Laptop computers with wireless Internet cards are required.

PDC17: A Hands-On Introduction to Latent Class Models, Rasch Models, and Their Extensions

Director: Matthias von Davier, Educational Testing Service

Date: Sunday, April 10, 8:00 am–12:00 noon

Fee: \$50

Location: Hotel Monteleone, Riverview

This course introduces latent class models, item response models, and related modern psychometric models in a common framework. This framework includes extensions of item response theory (IRT) to multidimensional and multiple population models, and extensions of latent class models to mixture IRT and cognitive diagnosis models. Differences between these models will be explained and related to the appropriate choice of a model for different types of substantial research hypotheses. An overview of models will be followed by practical examples that are analyzed in real time using publicly available software, provided free to session attendees together with example data sets. The intended audience is researchers and graduate students who intend to use these models in their research. The attendees are encouraged to bring their own laptop computers.

PDC18: Grant Writing for Large-Scale Secondary Data Analysis

Directors: Jeremy Kilpatrick, University of Georgia

Chandra Muller, University of Texas, Austin

Date: Sunday, April 10, 8:00 am–12:00 noon

Location: Hotel Monteleone, Vieux Carre

This course is by application only (see www.aera.net). The course will provide an introduction to funding studies using extant secondary data sources, such as those supported by the AERA Grants Program (<http://www.aera.net/grantsprogram/index.html>). The course is designed for early career scholars (e.g., advanced graduate students, postdoctoral fellows, and junior faculty), although others are welcome. It is recommended that participants have a research question or an idea and data set in mind. Participants should have experience using large-scale secondary data sets, such as those developed by the National Center for Education Statistics and the National Science Foundation, and sufficient statistics and methods background for conducting their research. Course topics will include planning the proposal, proposal writing (framing and motivating research questions; preparing and writing the data, methods, and analytic plans; and use of multiple databases), the review process, and funding sources.

PDC19: How to Get Published: Guidance From Emerging and Senior Scholars

Director: Patricia A. Alexander, University of Maryland, College Park

Instructors: Gregory Camilli, *University of Colorado, Boulder*

Patricia B. Elmore, *Southern Illinois University*

Jeffrey A. Greene, *University of North Carolina, Chapel Hill*

Emily M. Grossnickle, *University of Maryland, College Park*

Gregory R. Hancock, *University of Maryland, College Park*

Panayiota Kendeou, *Neapolis University Pafos*

Alexandra List, *University of Maryland, College Park*

Sandra Michelle Loughlin, *University of Maryland, College Park*

Sofie Loyens, *Erasmus University Rotterdam, Netherlands*

Matthew T. McCrudden, *Victoria University of Wellington, New Zealand*

Diane L. Schallert, *University of Texas, Austin*

Date: Sunday, April 10, 8:00 am–12:00 noon

Fee: \$50

Location: Hotel Monteleone, La Nouvelle Orleans

This course will provide graduate students and early-career faculty with critical information about how to publish. The course will feature two panels: emerging scholars who have learned how to navigate the complex and demanding publication process successfully, and senior scholars who have acquired expertise in foundational aspects of publication. The course will present an overview of the publishing process, from conceptualizing studies to preparing well-crafted manuscripts and from submission through review and resubmission. Question-and-answer sessions will follow both presentations, by the emerging scholars and the senior scholars. Each participant will be provided with materials, including handouts, work samples, and correspondence that elaborate the important points shared during the session.

PDC21: Helping STEM Researchers Strengthen Their Proposals by Integrating K–12 STEM Education Components

Directors: Melissa Dyehouse, Purdue University

Johannes Strobel, Purdue University

Nicole Weber, Purdue University

Instructors: Ronald L. Carr, Purdue University

Elizabeth Gajdzik, Purdue University

Date: Monday, April 11, 8:00 am–12:00 noon

Fee: \$50

Location: Hotel Monteleone, La Nouvelle Orleans West

This course aids education faculty in assisting science, technology, engineering and math (STEM) researchers to incorporate education components within both their research and grant writing, enabling integration of STEM education research in K–12 and competitive grants, such as those within the National Science Foundation (NSF) Faculty Early Career Development program (CAREER). Strategies will be provided for incorporating STEM education research into other fields, which is important for supporting NSF initiatives to build scientific literacy in the nation's workforce. Methods of faculty recruitment, transfer of education research, and support in the development and assessment process will be included. The course is intended for emergent researchers, continuing researchers, and graduate students.

PDC22: Designing Scenario-Based Assessment Items Using an Evidence-Centered Design Framework

Directors: Dennis Fulkerson, Pearson

Geneva D. Haertel, SRI International

Robert J. Mislevy, University of Maryland, College Park

Instructors: Mingyu Feng, SRI International

Paul Nichols, Pearson

Eric Snow, SRI International

Date: Monday, April 11, 8:00 am–12:00 noon

Fee: \$50

Location: Hotel Monteleone, Queen Anne Ballroom

This course introduces design patterns under the evidence-centered design framework as a high-level tool to guide the design and development of scenario-based, innovative assessment items. The course includes lecture, discussion, and group activities. Participants will use design patterns to (1) select a scenario topic; (2) identify the focal knowledge, skills, and abilities to be assessed; (3) conceptualize sequential scenes and “item ideas”; and (4) identify sources of construct irrelevant variance that may contribute to students' poor performance and ways to reduce the variance through task design. Design of constructed-response, technology-enabled, and multiple-choice items will be addressed. The target audience includes graduate students, education researchers, and assessment designers. General knowledge of assessment design and development desired.

PDC23: Using the International Databases From Large-Scale Education Studies for Secondary Analysis

Director: Oliver Neuschmidt, IEA Data Processing and Research Center

Instructors: Plamen Mirazchiyski, IEA Data Processing and Research Center

Andres Sandoval-Hernández, IEA Data Processing and Research Center

Date: Monday, April 11, 8:00 am–12:00 noon

Fee: \$50

Location: Hotel Monteleone, Bonnet Carre

This course will provide an overview of the available international databases for the latest cycles of the studies conducted by the International Association for the Evaluation of Educational Achievement. These are the Progress in International Reading Literacy Study, the Trends in International Mathematics and Science Study, and the International Civic and Citizenship Education Study. The content of the available data and materials in the databases will be reviewed. Studies' methodological complexities, implications for analysis, and analysis procedures and methods will be presented and discussed in detail. The course provides hands-on training in analyzing data from the Trends in International Mathematics and Science Study, using software (provided by the course organizers) that handles all issues related with the analysis of large-scale assessment data.

PDC24: Data Analysis on Simple Random Samples and NCES Complex Samples Using the R Software

Director: Emmanuel Sikali, National Center for Education Statistics

Date: Monday, April 11, 8:00 am–12:00 noon

Fee: \$50

Location: Hotel Monteleone, La Nouvelle Orleans East

This course is an introduction to the use of the R software to perform statistical analysis. The first part of the course will consist of an introduction to the R working environment; the second part will cover topics similar to those presented in introductory statistical classes, such as exploratory data analysis, probability distribution, performing statistical tests, regression analysis, ANOVA, and graphics. This course is geared toward graduate students and researchers with good statistical working knowledge.

PDC25: Accessing and Analyzing High School Transcript Study Data for Inspired Educational Research Purposes

Directors: Janis Brown, National Center for Education Statistics

Jennifer Laird, MPR Associates, Inc.

Stephen Roey, Westat

Instructor: Robert Perkins, Westat

Date: Monday, April 11, 1:00 pm–5:00 pm

Fee: \$95

Location: Hotel Monteleone, Bonnet Carre

This course will provide graduate students, faculty, and researchers with information on how to access and analyze the National Assessment of Educational Progress (NAEP) High School Transcript Study (HSTS) data. Topics covered by this course will include (1) the HSTS survey design; (2) technical issues in the proper use and handling of sampling weights and plausible values; and (3) a discussion and demonstration of current specialized software for accessing and analyzing HSTS data. The course will include extensive demonstrations, independent exercises, and group discussions. A laptop computer with a wireless card is required for full participation.

PDC26: An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Correlation Analysis

Director: Bruce Thompson, Texas A&M University

Date: Monday, April 11, 1:00 pm–5:00 pm

Fee: \$50

Location: Hotel Monteleone, La Nouvelle Orleans East

Only multivariate analyses (e.g., MANOVA, descriptive discriminant analysis, predictive discriminant analysis, canonical correlation analysis, structural equation modeling) consider how all the variables in an analysis interact simultaneously in all possible configurations, and honor a reality "in which the researcher cares about multiple outcomes, in which most outcomes have multiple causes, and in which most causes have multiple effects" (Thompson, 1986, p. 9). This second of two mini-courses will cover three commonly used multivariate methods, descriptive discriminant analysis, predictive discriminant analysis, and canonical correlation analysis, and will presume as background only that participants have previously heard about Pearson r and ANOVA.

Further information about the presenter is available at <http://www.coe.tamu.edu/~bthompson> (see PDC09 for first course).

PDC27: Coding Qualitative Data: A Survey of Selected Methods

Director: Johnny Saldaña, Arizona State University

Date: Monday, April 11, 1:00 pm–5:00 pm

Fee: \$50

Location: Hotel Monteleone, La Nouvelle Orleans West

The primary goals of this course are to acquaint participants with sources and methods of coding qualitative data, including factors that influence and affect coding selections, approaches to data analysis, and writing analytic memos. The course will survey seven methods of coding qualitative data, collected from various publications in education and the social sciences. Participants will explore basic coding and recoding principles, apply them to the analysis of qualitative data, and discuss their transfer to relevant future projects. Manual (hard-copy) coding will be emphasized, with a discussion of available CAQDAS (software) for future use. This course is for graduate students in the initial stages of their qualitative research projects and professors teaching courses in qualitative research methods.

PDC28: Using Cognitive Task Analysis to Capture Expert Knowledge and Skills for Research and Instructional Design

Directors: Richard E. Clark, University of Southern California

David F. Feldon, University of Virginia

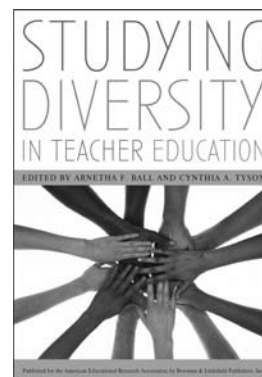
Kenneth A. Yates, University of Southern California

Date: Monday, April 11, 1:00 pm–5:00 pm

Fee: \$50

Location: Hotel Monteleone, Queen Anne Ballroom

Experts omit about 70% of the decisions they make when they describe how to perform a complex task. These omissions limit the effectiveness of instruction. This course will introduce participants to cognitive task analysis (CTA), an evidence-based method of capturing complete and accurate descriptions of the knowledge and skills that experts use to perform complex tasks and solve difficult problems. Participants will learn the basic skills needed to perform CTA and how to transfer results into instructional designs and research materials. They will also learn about research on expertise, self-report, and the effectiveness of CTA-based instruction. This interactive course will include demonstrations, practice, and individual feedback appropriate for graduate students, education researchers, and instructional designers new to CTA.



Studying Diversity in Teacher Education: A New AERA Publication

*Sunday, April 10, 2:15pm - 3:45pm
Sheraton, Napoleon Ballroom A2&A3*

Chair: Cherry A. Banks, AERA Books Editorial Board Chair and University of Washington - Bothell

Presentation:

Arnetha F. Ball, Stanford University

Cynthia A. Tyson, Ohio State University - Columbus

Discussants:

James G. Cibulka (National Council for Accreditation of Teacher Education)

Sharon P. Robinson (American Association of Colleges for Teachers of Education)

Richard De Lisi (Rutgers University)

DIVISION HIGHLIGHTS AND SESSIONS

Division highlight sessions are boldfaced

A *Division A* **Administration Organization & Leadership**

- 2.010: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, General Session).
- 2.011: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 1).
- 2.012: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 2).
- 2.013: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 3).
- 2.014: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 4).
- 8.010: International Study on Successful School Principals Project Sponsored by Division A.
- 12.010: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Reception and Dinner.
- 16.010: Barbara L. Jackson Scholars Workshop (Closed Session).
- 16.011: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, General Session).
- 16.012: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 1).
- 16.013: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 2).
- 16.014: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 3).
- 16.015: Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 4).
- 20.045-3: Division A Poster Session.
- 22.013: A Behavioral Model Approach to Understanding School Culture and Climate.
- 22.014: African American Principals' Perspectives on African American Parents, African American Students, and the Principalship.
- 22.015: Community Stakeholders Engaging Schools to Eliminate Social Class Barriers to Academic Achievement.
- 22.016: Systemic Effects of Principal and Teacher Leadership.
- 23.014: Allocating Resources to Improve Teaching and Learning.
- 23.015: Black Women Scholars on Educational Leadership for the Public Good: Exploring the Intersectionality of Race, Gender, and Leadership in Schools.
- 23.016: Student Optimism, Cultures of Learning, and Instructional Effectiveness.
- 32.081-1: Administration and Teaching for Collaboration, Pedagogy, and Capacity.
- 32.081-2: Administration in Charter, Private, and Market-Based Contexts.
- 32.081-3: Building Organization and Capacity in Leadership.
- 32.081-4: Collective Leadership: An Analysis of the Past, Present, and Future of the Kellogg Leadership for Community Change Series (2002-2014).
- 32.081-5: Creating School Policies That Value Diverse Students and Communities.
- 32.081-6: Critical Race Theory and Educational Leadership.
- 32.081-7: Data-Driven Decision Making From North America to Europe to New Zealand.
- 32.081-8: Culture, Community, and Context in Leadership.
- 32.081-9: Distributed Leadership for Student Outcomes: School Achievement and Accountability.
- 32.081-10: Districts and Reform for Improving Student Achievement.
- 33.017: Conceptualizing and Measuring Professional Community.
- 33.018: Leading Schools With High Expectations and High Levels of Support.
- 34.017: GSC Division A Fireside Chat: Imagining a Better Education: The Convergence of Research, Policy, Practice and Participation.
- 34.020: Division A Affirmative Action Session: The K-12 Affirmative Action Divide: Bridging Academic and Administrative Communities for Public Education.
- 36.020: Leadership That Disrupts Inequity.**
- 36.021: Leading and Learning for Agency and Change.
- 36.022: Organizational Policy, Equity, Data Use, and Achievement.
- 38.021: Positioning Leadership Development for Equity and Justice.
- 38.022: Retaining and Renewing Educational Leaders: Preparation, Socialization, Work Lives.**
- 47.015: Developing Leadership for Inquiry-Based School Reform: Lessons From Scaffolded Apprenticeship Model in New York City and Boston.
- 47.016: Examining Policy Impacts on Leadership Preparation From Multiple Angles.
- 47.017: The World Is Flat: A Global Perspective on Leadership School Reform.
- 48.019: Division A Vice Presidential Session: Grappling With Issues of Quality and Impact in Equity-Oriented Research in Educational Leadership.
- 49.024: Culture, Identity, and Systems in Leadership Contexts.
- 49.025: Engaging School Leadership, Community Advocacy, and Research to Address Critical Educational Policy.
- 49.026: English Language Learning, Special Education, and Technology in Administrative Contexts.
- 49.085-4: Leading for Learning.
- 50.019: Contexts for Teacher Leadership and Development.
- 50.020: Creating Community and School Leadership for Sustainable Reform.
- 50.021: Dynamics of School Leadership in Domestic and Foreign Contexts.

50.022: Expanding Educational Opportunity for Low-Income and Minority Students Through the International Baccalaureate.

50.023: Transformative Leadership: Improving Policy, Practice, and the Public Good.

53.010: Division A Administration, Organization, and Leadership Business Meeting.

55.010: Division A, Division L, University Council for Educational Administration, University of Texas-Austin, and SAGE Publications Joint Reception.

60.017: From Theory to Intervention: Putting the Distributed Leadership Perspective Into Practice.

60.018: Leadership Efficacy and School Outcomes in the 21st Century.

60.019: Using Data to Lead Change.

62.019: Facilitating Urban High School Improvement in Mathematics and Science Through a University STEM Center-District-Business Collaboration.

62.020: Framing Community Partnerships, Parental Involvement, and Student Collaboration for School Success.

62.021: Growing and Retaining Leadership in Schools.

63.072-1: Determining Major Influences of Academic Achievement on Children of Color in Schools.

63.072-2: Diverse Perspectives on Leadership.

63.072-3: Formative Assessment to Support Leadership Development in Middle and High Schools.

63.072-4: Giving Voice to School District Leadership and Student Performance in the Era of Accountability.

63.072-5: How Diverse School Communities Reconcile Cultural Group Bias and Academic Achievement.

63.072-6: Improving Conditions for Learning: The Cleveland Metropolitan School District's Experience and Its Implications for Educational Equity and the Public Good.

63.072-7: Leadership Distribution, Vision, Culture, and Equity.

63.072-8: Leading Change in Instructional Practice.

63.072-9: Reaching Beyond: Socially Responsible Leadership.

63.072-10: School Improvement at Scale: The Case of New York City.

63.072-11: Succession and Professional Development for School Leadership.

63.072-12: Reform and Administration for School Improvement.

65.020: Exploring the External Factors That Give Context to Schooling and Education.

65.021: Instructional Leadership and Teacher Outcomes for Academic Achievement.

65.022: Leadership Development for Successful Outcomes.

66.018: Indicators of School Leadership, Networks, Succession, and Performance.

66.019: Leadership for Student Engagement, Belonging, and Achievement.

66.020: Organizational Responses to Reform, Accountability, and Policy Across School Levels.

72.012: Reform, Restructuring, and School Improvement.

72.013: Research, Policy, and Practice for Leaders and Leadership.

72.014: School Leadership, Professional Communities, Performance, and Teacher Retention.

74.011: Postracial America? Separate and Unequal Education for African Americans in a Suburban School System.

74.012: Professional Development, Evaluation Systems, and Strategic Approaches in Leadership.

74.013: Shifting the Focus From Teaching to Learning.

74.047-11: Institutional Capacity and Systems-Building Efforts.

75.014: Constructing Frameworks for Inquiry on the Professional Development of School Leaders.

75.051-1: Internal and External Dynamics of Capital for K-12 Leaders and Stakeholders.

75.051-2: Leadership Re-Framed: Inquiry Into Cognition, Disposition, and Comparative Policy Contexts.

75.051-3: Strategies for Assessing Leadership Development: From Psychometrics to Performance.

75.051-4: Student Achievement, Characteristics, Participation, and Persistence.

75.051-5: The Impact of Multiple Stakeholders on Student and School Improvement.

75.051-6: The Role of Teacher Leaders in Curriculum and Outcomes.

75.051-7: Women Superintendents: Builders, Menders, and Sustainers.

78.011: Rethinking Schools, Rethinking Leadership.

78.012: Social Justice, School Equity, and Transformational Leadership for Administration.

B *Division B Curriculum Studies*

7.010: Division B EcoJustice and Environmental Educators in Conversation: Exploring Intersections and Tensions Seminar (Day 1 of 2).

7.011: Division B Educational Research and Activism for Social Justice Seminar (Day 1 of 2).

7.012: Division B Graduate Student Alumni Seminar on Critical Race Theory, Critical Latina/o Theory, and Feminist Pedagogy (Day 1 of 2).

7.013: Division B Graduate Student Seminar (Day 1 of 2).

7.014: Division B International Curriculum Research Graduate Student Seminar (Day 1 of 2).

7.015: Division B New Faculty Seminar Finding/Creating/Engaging Spaces to Research/Write/Publish (Day 1 of 2).

18.011: Division B EcoJustice and Environmental Educators in Conversation: Exploring Intersections and Tensions Seminar (Day 2 of 2).

18.012: Division B Educational Research and Activism for Social Justice Seminar (Day 2 of 2).

18.013: Division B Graduate Student Alumni Seminar on Critical Race Theory, Critical Latina/o Theory, and Feminist Pedagogy (Day 2 of 2).

18.014: Division B Graduate Student Seminar (Day 2 of 2).

18.015: Division B International Curriculum Research Graduate Student Seminar (Day 2 of 2).

18.016: Division B New Faculty Seminar Finding/Creating/Engaging Spaces to Research/Write/Publish (Day 2 of 2).

20.013: Engaging Youth in Democratic Practices Within Public Spaces.

20.014: Toward a Grounded Pedagogy of Youth Civic Agency: A Comparative Analysis of Four Projects.

20.031: Disrupting Colonizing Curricular Practices: Culture, Place, Politics, and Pedagogy.

20.041-9: Enacting Social Justice and Human Rights Education Praxis.

20.041-10: Liberating Civic Education Curriculum in International/Transnational/Countertransnational Contexts.

20.041-11: Thinking in, About, and Through Science.

22.017: Art and Image in Curriculum Inquiry.

22.018: Curriculum Studies on the Management of Bodies in Schools and Society.

22.019: What Remains: Curricular Excursions Into Unlikely Places of Learning.

22.020: Witnessing Indigenous Stories in Film/Painting/Photography/Theater.

- 23.017: Dear Maxine: Letters From the Unfinished Conversation.
- 23.018: Placing the Oil Flow, the Earth, in the Curriculum.
- 23.019: School Office, Classroom, and Field Confessions: Ritual Practices, Cloistered Pedagogical Performances, and Poignant Philosophical Concerns.
- 32.081-13: A Year on the East Side: Impact and Change of Federal Policies on Saginaw Schools.
- 32.083-2: Aesthetic as Subject, Object, and Approach.
- 32.083-3: Civic Education and Liberation in International/Transnational Contexts.
- 32.083-4: Curriculum of Diasporas/Migrants/Immigrants/Ethnic Minorities: Race, Gender, Class, Language, Culture, Ethnicity, and Place.
- 32.083-5: Communities, Youth, Schooling, and Democracy.
- 32.083-6: Community-Based Organizing and Social Justice.
- 32.083-7: Critical Conversations on Race, Place, and Belongingness in Schools and Communities.
- 32.083-8: Critical Analysis of Curriculum in and Beyond School Walls.
- 32.083-9: Curriculum as Contention.
- 32.083-10: Ecological Inquiry in the Classroom: Promoting Agency Through Understanding Human Connections to Environmental Issues.
- 33.019: EcoJustice Education: Educating for the Local.
- 33.020: Ethics and International Curriculum Work: The Challenges of Culture and Context.
- 33.021: Visions of New Teachers Danced in Their Heads: Getting Policymakers to Rethink the Role of Veteran Educators in the Age of Teach for America.
- 34.021: Democracy, Civic Participation, and the Public Good.
- 34.022: Historical, Theoretical, and Global Perspectives on Higher Education.
- 34.054: Understandings Emerging Through the Southern Mist: The Curriculum of Place.
- 34.085-2: Methodology in Curriculum.
- 34.085-3: Schooling Desire and Civic Education.
- 36.023: Division B Vice Presidential Address: Diving Into the Wreckage: Working the Cracks/Embracing Contradiction.**
- 38.023: An Invitation to Curriculum Studies.**
- 40.011: Division B Curriculum Studies Business Meeting: I Shall Create! Curriculum Studies for the 21st Century.**
- 47.069-5: Deleuzian Perspectives on Youth Practices: Affect, Embodiment, and the Curriculum.
- 47.069-6: Foundational Perspectives on Schools and Schooling.
- 47.069-7: Sensing Place: Embodiment and Aesthetics in Ecological Inquiry.
- 47.069-8: Self and Subjectivity in Curriculum Studies Methodology.
- 47.069-9: Storying Environmental Selves and Spaces: Ecological Inquiry as a Narrative Pursuit.
- 47.069-10: Taking Action in Curriculum Across Contexts.
- 47.069-11: Teacher Theorizing on Curriculum, Part 1.
- 47.069-12: Theorizing Curriculum Through the Arts.
- 47.069-13: Unschooling and the i-Commons: How i-Generation Unschoolers Go About Connecting and Learning in the World.
- 48.015: GSC Division B Fireside Chat: Hope and Healing in Justice Work: Dismantling, Changing, Rebuilding Curriculum.
- 48.020: Micro/Macro Views of the Classroom Through Novel Methodological Lenses.
- 49.027: Enabling Intersections: Crippling Indigenous Studies and Indigenizing Critical Crip/Disability Studies.
- 50.024: In Honor of the Late Howard Zinn: AERA Can't Be "Neutral" on a Moving Train.**
- 50.025: Inciting Curriculum: Ideology, Narrative, and Imagination.
- 50.026: International Hip-Hop Pedagogues: Youth Critiquing and Resisting the Neoliberal Agenda.
- 60.020: A Curriculum of Cultural Imagination: West Meets East in Dewey, Parker, Confucius, Makiguchi, and Ikeda.
- 60.021: Critical Literacy Across the Curriculum.
- 60.022: New Orleans School Reform: What's Happening on the Ground.**
- 62.022: "It's Not Just Me, We All Do It": Producing and Reproducing Heteronormativity in Schools.
- 62.023: Against Romancing the Public: Why Dislodging Neoliberalism Requires a Radical Critique of the Public Sphere.
- 62.024: American Narratives, Hyperpatriotism, Militarism, and the Curriculum: Examining the Political and Pedagogical Implications of White Supremacy in the Lives of Students of Color.
- 63.021: Creating a Critical Civics Curriculum: Lessons From the Field.
- 63.022: Curriculum in Vulnerable Times: International Perspectives.
- 63.023: Textual Explorations of the Methodologist's Inner World.
- 63.055: Students and Communities Organizing for Social Justice in Arizona.
- 65.023: Critical Approaches to Urban Education.
- 66.021: Anti-Racist/Anti-Oppressive Education and Activism.
- 66.022: Globalization and Asian Education in the 21st Century.
- 66.050: Inside and Outside the Subject(tivity) of Place: Traversing Social, Cultural, and Psychical Geographies in Educational Research.
- 66.069-1: Curriculum Interventions, Controversies, and Reforms.
- 72.015: Prioritizing Student Voice: Integrating Youth Participatory Action Research Into Schools and Classrooms.
- 72.016: Racialization of Immigrants in Education.
- 74.014: Naming Our Worlds: Humanizing Pedagogies Through Praxes of Hope.
- 74.015: Pushing the Boundaries of Research and Practice From the "Margins": Possibilities for New Epistemologies From Communities of Color.
- 74.016: Thinking About and Enacting Curriculum in "Frames of War."
- 74.023: Constructions of Citizenship as Curriculum History.
- 74.037: The Role of Language and Culture in the Education of Indigenous Children and Youth.
- 75.015: Reimagining Youth Agency Amidst Neoliberal and Hierarchical Educational Reform: International Case Studies.
- 75.016: Sensing, Placing, and Imagining Our Eco-Selves in an Acquisitive Society: Curriculum Studies and/as Ecological Inquiry.
- 75.051-13: Preparing Educators to Work Effectively With Indigenous Students, Schools, and Communities.
- 78.041-1: Historical Perspectives on Schools and Schooling.
- 78.041-2: Imagining the Landscape of Curriculum for Diasporas, Ethnic Minorities, Transmigrants, and Immigrants.
- 78.041-3: Indigenizing Curriculum, Transforming Knowledge, and Empowering Communities.
- 78.041-4: Inciting the Imagination in a Postfoundational Educational Thought.
- 78.041-5: Issues of Identity and Authority in Teacher Education.
- 78.041-6: Methodological Innovations in Classroom Research.
- 78.041-7: Participatory Action and Arts-Based Research and Practice.
- 78.041-8: Place-ing Research and Activism in Local/Global Contexts.
- 78.041-9: Reading Multicultural Texts in Culturally Responsive Classrooms.
- 78.041-10: Research in and With Youth: Filmmaking, Artmaking, and Photovoice.
- 78.041-11: Revisiting Curricular Programs and Materials.
- 78.041-12: S(he)'s on Top (?): Public Pedagogies of Gender and Sexuality.
- 78.041-13: Teacher Theorizing on Curriculum, Part 2.

C *Division C* *Learning and Instruction*

5.010: Division C Graduate Student Seminar (Day 1 of 2, Invitation Only).

9.010: Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only).

15.010: Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only).

18.017: Division C Graduate Student Seminar (Day 2 of 2, Invitation Only).

20.041-16: Roundtable: Learning Progressions and Learning Trajectories.

20.042-5: Roundtable: Classroom Discourse and Interaction in Mathematics.

20.042-6: Roundtable: Early Childhood and Success in Mathematics.

20.042-7: Roundtable: Factors Affecting Student Achievement in Mathematics.

22.021: Designing Mathematics Assessments That Are Sensitive to Instruction: An International Approach From the Classroom to Large-Scale Implementation.

22.066-6: International Studies of History and Social Science Education, Ethics, and the Arts.

22.066-7: Linking Home and Schools: Including Nondominant Communities.

22.066-8: Poster Session: Collaborative Learning Environments.

23.020: Jan Hawkins Award Address: Erica Halverson.

23.021: Linking Mathematics Classroom Practices to Student Outcomes.

23.022: Teachers' Motivation and Well-Being From a Career Stage Perspective.

23.061-4: Poster Session: Effects of Instructional Format on Learning.

23.061-6: Poster Session: Motivation in Learning and Instruction.

32.019: Attitudes and Motivation in Mathematics Education.

32.020: New Learning Environments for Science: Their Implications for Research and Affordances for Supporting Science Inquiry.

32.021: The Role of Educational Psychology in Teacher Education.

32.022: Understanding the Education Trajectories of Young Black Men in New York City: Elementary and Middle School Years.

32.081-16: Roundtable Session: Lenses on Negotiating Access to Science Teaching and Learning.

32.082-1: Roundtable: Early Childhood Mathematics Learning.

32.082-2: Roundtable: Student Reasoning in Mathematics.

32.082-3: Supporting Content Learning Through the Melding of Technology and Pedagogy.

32.085-6: Poster Session: Current and Critical Issues in Science Education.

32.085-7: Reading Research for the Public Good: New Perspectives and Diverse Populations.

33.022: Changing Spaces: Creative Approaches to Alternative Education.

33.023: Exploring Domain and Developmental Differences in Epistemic Cognition Using Quantitative and Qualitative Methodologies.

33.024: How to Promote Arithmetic Skills in the Early School Years.

33.025: Navigating and Searching in Hypertext Environments.

33.026: Visualization, Simulations, and Modeling in Science Teaching and Learning.

33.071: Using Questioning and Discussion to Uncover and Advance Students' Historical Thinking.

33.076-6: Poster Session: The Influence of Teacher and Instructional Factors on Learning Outcomes.

34.023: Children's Invented Representations as Tools for Developing Understanding in Science and Engineering: A Symposium.

34.024: Exploring the Motivational and Emotional Nexus of Teaching.

34.025: Identity, Perception, and Student Positioning in Mathematics.
34.026: Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts.

34.027: Sylvia Scribner Award Address: Paul A. Cobb.

34.085-6: Experiencing Learning and Motivation Through the Intersection of Technology and Pedagogy.

36.024: New Perspectives, New Reflections: An International Dialogue on the Use of Video in Teacher Education.

36.025: Personal Epistemology: Its Nature and Its Role in Specific Learning Contexts.

36.026: Progress in Learning Science Through Technology-Enhanced Models.

36.027: Role of Strategy Use and Metacognition in the Development of Mathematics Problem Solving.

36.028: Wikis and Technology Use in Writing and Language Learning.

36.029: Writing Instruction for the Public Good.

36.082-1: Roundtable: Research on Mathematics Problem Solving.

36.082-2: Motivation for Adolescent Readers: Researcher Insights.

36.082-3: Online Learning: The Role of Effective Communication.

36.082-4: Roundtables: Collaborative Learning.

36.082-5: Roundtables: Motivation and Academic Achievement.

36.082-6: Roundtables: The Use of Instructional Tools to Improve Learning Outcomes.

36.085-6: Investigating Ways to Increase Understanding: Insights From Reading Research.

36.085-7: Poster Session: Out of School Learning Environments.

38.024: Assessment to Support Instruction: Advances in Assessing Individual Differences in Reading Performance.

38.025: Exploring Classroom-Based Scientific Argumentation: A Methodological Discussion.

38.026: History Education: Empirical Studies of Teaching and Learning.

38.027: Improving Educational Computer Game Design.

38.028: Science Education in Urban Settings: Challenges, Approaches, and Successes.

38.029: Teaching With and About Inquiry in Science Classrooms.

38.030: Tracing and Fostering the Development of Historical Thinking: International Experiences.

38.082-7: Poster: Teaching, Learning, and Social Issues in Mathematics Education.

47.018: Balancing Epistemology and Empowerment: Discussion, Argument, and Dialog Across the Disciplines.

47.019: Debate: Motivation, Learning, and Transfer From Computer Games.

47.020: Inciting Imaginations: New Directions in STEM Education.

47.021: Perspectives on Text Complexity Within the Common Core Standards.

47.022: The Roles of Mathematical Problems in Teacher Professional Development: Opportunities for Learning Mathematics.

47.023: The Use of New Media Technologies in the Design of Intergenerational, Urban Learning Environments.

48.021: Beliefs About the Self, Tasks, and Domains on Academic Achievement.

48.022: Diverse Strategies to Help Students Improve Their Conceptual Understanding and Problem Solving.

48.023: Influence of Teachers' Knowledge and Beliefs on Instructional Practice.

48.024: Promoting Conceptual Understanding and Thinking Skills of Underserved Children.

- 48.025: The Functional Relevance of Emotions for Students' Engagement and Performance.
- 48.078-7: Poster Session: Research on Student Science Learning.
- 48.078-8: The Roles of Technology in Education: An Inside Look at Video Games for Data Visualization.
- 49.028: Assessing the Cognitive Demands of a Century of Reading Curricula.
- 49.029: Calibrating Calibration: Conceptualization, Measurement, Calculation, and Context.
- 49.030: In the Public Good: Supporting a Diverse Professoriate.
- 49.031: Learning Environments and Teacher Learning.
- 49.032: Naïve Concepts and Conceptual Change: Theory, Applications, and Implications.
- 49.033: Roxana Moreno's Unique Contributions to the Science of Learning and Instruction.
- 49.034: Toward a Better Understanding of Text: Research Related to Improving Reading Comprehension.
- 49.087-9: Poster: Cognitive Processes in Mathematics Education.
- 50.027: Creating "Spaces": Shaping Informal Media-, Arts-, Culture-, and Science-Based Learning Environments.
- 50.028: Developing a Measure of Knowledge for Teaching English Language Arts 4-9.
- 50.029: Models in Elementary Mathematics Teaching and Learning.
- 50.030: Moving Past Blind Men and the Elephant: A Profiles Framework for Understanding Motivation and Self-Regulation.
- 50.031: Thinking Critically About Higher-Order Thinking: New Perspectives on a Familiar Construct.
- 50.082-8: Poster Session: Learning Environments.
- 50.082-9: Poster Session: Self-Regulatory Processes.
- 53.011: Division C Learning and Instruction Business Meeting and Reception.
- 60.023: Enacting Beliefs About Knowledge and Knowing in an Information Age.**
- 60.024: Integrating Science, Literacy, Technology, and Universal Design to Enhance Inquiry-Based Science Learning in Grades 6-8.**
- 60.025: Regulating Emotions: Effects on Social Adjustment and Learning in School.
- 60.026: Residential Educational Settings and Academic and Non-Academic Outcomes: Implications for Research, Practice, and Policy.
- 60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
- 60.028: Understanding and Reducing Cognitive Load During Learning.
- 60.029: Vocabulary Instruction and Intervention: Research Insights.
- 62.025: A Focus on Online Discourse.
- 62.026: Complex Interplay Between Knowledge, Motivation, Metacognition, and Self-Regulation on Cognitive Processing.
- 62.027: Designing Technology to Support Collaboration in the Classroom.**
- 62.028: Investigations of Vocabulary Development Among English Language Learners.
- 62.079-6: Poster Session: Technology-Enhanced Learning Environments.
- 63.017: GSC Division C Fireside Chat: Taking Research to Scale With Paul Cobb.
- 63.024: Let Us Talk: Examine the Relationships Between Classroom Discourse, Vocabulary, and Reading Outcomes.
- 63.025: Merging Human Creativity and the Power of Technology: Computational Thinking in the K-12 Classroom.
- 63.026: What Educational Psychologists and Learning Scientists Can Learn From Each Other: A Dialogue.**
- 65.024: Adolescent English Language Learners' Reading and Writing Development: Multidimensional and Multidisciplinary Insights.
- 65.025: Designing Effective Instructional Environments.
- 65.026: Early Cognitive Abilities for Learning Math and Science: Implications for Instruction From the National Science Foundation's Research and Evaluation on Education in Science and Engineering Program.
- 65.027: Promoting Science Achievement: Variables and Approaches.
- 65.028: Using Cognitive Science to Understand Why, for Whom, Under What Conditions Interventions Succeed or Fail.**
- 65.044: Innovative Assessments in New Media (Virtual + Games + Mixed-Reality).
- 66.010: Reading Policy in an Age of Accountability, Cosponsored by the National Conference on Research on Language and Literacy.
- 66.023: Factors Affecting Students' Engagement and Achievement in Reading.
- 66.024: Improving the Design of Multimedia Instruction: Effects of Cueing, Segmentation, and Fading of Representations.
- 66.025: Reading Across Languages: Literacy Development of Chinese-English Bilinguals in the United States, Canada, and Taiwan.
- 66.026: Research on Teaching and Learning of Social and Historical Issues.
- 66.027: Using Models in the Classroom: Research Into Practice.
- 66.071-3: Poster Session: Cognitive and Metacognitive Processes.
- 72.010: A Research Agenda for the New K-12 Standards in Science/Engineering: Studying Innovations and Forms of Implementation That Advance the Goals of Equity and Diversity.
- 72.017: Fusing Technology With Instruction: Finding Ways to Make Technology Effective for Learning.
- 72.018: Insights Into Response to Intervention.
- 72.019: Learning STEM: The Need for Instructional and Motivational Scaffolding.
- 72.020: Reading and Writing Together: A Cognitively Based Approach to Literacy Assessment.
- 74.017: Effects of Text Characteristics, Strategy Use, and Motivation on Text Processing.
- 74.018: Environments to Support Mathematics Learning.
- 74.019: Examining Student Engagement, Readiness, Accountability, Learning, and Collaboration With Classroom Response Systems.
- 74.020: Learning With Spatial, Embedded, and Embodied Representations.
- 74.021: Online Interaction and Learning.
- 75.017: New Tools, New Times, New Learning: Using Digital Environments and Assessments to Promote Sustainable Learning.
- 75.018: Principled Design of Simulation-Based Science Assessments.
- 75.019: Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer/Practitioner Dialogue.
- 75.052-3: A Roundtable Discussion: Insight Into Beginning Reading Instruction.
- 75.052-4: Building Reading: Insights From a Round Table Discussion.
- 75.052-5: Creative Approaches to Learning: Pedagogical Agents and Virtual Worlds.
- 75.052-6: From iPads to Podcasts: A Look at Social Media and 21st-Century Learning.
- 75.052-7: From Video Games to Documentaries: A Close Look at Factors Impacting Achievement.
- 75.052-8: Using Technology for Learning: Looking at Student Outcomes, Sequencing, Transfer, and Web-Based Systems.
- 75.052-9: Studies of Teachers' Learning in Social Studies.
- 75.052-10: Roundtable Session: Science Teachers, Curricula, and Teaching.
- 75.052-11: Roundtable Session: Enhancing Science Content Achievement, Knowledge Organization, and Problem Solving.

75.052-12: Roundtables: Cognition, Epistemology, and Comprehension.
 75.052-13: Roundtable Session: Representation, Uncertainty, and Action in Science Learning.
 75.052-14: New Perspectives on the Arts and Liberal Arts.
 75.052-15: Roundtable Session: Fostering Engagement in Science Learning.
 78.013: Developing and Evaluating Three formats for Assessing Online Reading Comprehension.
 78.014: Enhancing Motivation, Executive Function, Social Skills, and Achievement: The Impact of Peer Mentoring and Peer Tutoring.
 78.015: Examinations of Learning in Computer Gaming Environments.
 78.016: Examining Analogical Reasoning in the Process of Learning Science.
 78.017: Fostering Engagement With, and Interest and Motivation in, Primary and Middle School Science.

D *Division D* **Measurement and Research Methodology**

16.016: Division D Graduate Student Seminar: "The Social Network" and Other Tips for Transitioning From Graduate Student to Professional.
 20.015: Assessment of Learning Progressions.
 20.036: Ethics, Reflexivity, and Subjectivity in Qualitative Inquiry.
 22.022: Advances in Measurement.
22.023: Communicating Assessment Results to Particular Audiences.
22.024: Division D Exemplary Work From Promising Researchers.
 22.025: Issues in Rasch Modeling.
 22.026: Tools for Qualitative and Mixed Methods Research in Education.
 22.027: Understanding and Evaluating Equating Invariance in Multiple Contexts.
 22.065-13: Addressing Heterogeneity and Selection Issues.
 22.065-14: Dimensions of Test Validation.
 22.065-15: Issues in Vertical Scaling.
 22.065-16: Understanding the Impact of Common Testing Issues on Item Performance and Estimation.
 23.060-1: Analytic Considerations Regarding Non-Normal and Noncontinuous Data.
 23.060-2: Applications of Mixed Methods and Qualitative Research.
 23.060-3: Building a Better Model for Testlet-Based Data.
 23.060-4: Finding Value in Aggregated Scores and Subscores.
 23.060-5: Technical Issues Related to Value-Added Modeling.
 23.060-6: To Catch a Cheat, Psychometrically Speaking.
 23.060-13: Improving Equating Results Under Less Than Optimal Conditions.
 32.023: Concerns and Considerations in Qualitative Inquiry.
 32.024: Dimensionality and Model Fit With Item Response Theory.
 32.025: Issues in Research Design and Selection Bias in Educational Studies.
 32.063: Issues in College Testing and Assessment.
 33.027: Cognition and Assessment.
33.028: Construct-Irrelevant Sources Affecting Reading Assessments of Students With Disabilities.
33.029: Measurement of Teacher Characteristics.
 33.076-2: Diverse Topics in Psychometrics and Educational Measurement.
34.028: Division D Measurement and Research Methodology Luncheon and Business Meeting: Generalizing in Educational Research: An Integrative View on the Quantitative and Qualitative.
 34.085-1: Measurement Services SIG Poster Session.
36.030: The Robert L. Linn Distinguished Address.

38.031: Assessing Development: Longitudinal Studies in Educational Contexts.

38.032: Assessment in International Contexts.
 38.033: Developments in Standard Setting.
 40.012: NCME and AERA Division D Joint Welcome Reception for Current and New Members.
 47.024: Issues in Computer-Based Testing.
48.026: Critical Inquiry, Disaster, and Hope: New Orleans, Louisiana.
 48.064: Relational Ethics and Qualitative Research.
 49.011: Inside the Black Box: Understanding Educational Processes and Mechanisms.
 49.035: Issues and Innovative Applications in Mixture Modeling.
 49.086-6: Classification and Growth Models in Educational Research.
 50.032: Exploring the Link Between Multiple Measures and Student Outcomes.
 50.081-1: Uncovering the Promise and Pitfalls of Computerized and Adaptive Testing in Action.
 50.081-2: Methodological Decisions in Meta-Analytic Studies.
 50.081-3: Qualitative Methodology and Change.
 50.081-4: Quality Control and Data Mining Techniques Applied to Monitoring Scale Scores.
 50.081-5: Statistical Methods to Improve and Monitor Rater Behavior.
 50.081-6: Strategies for Addressing Longitudinal Challenges in Educational Data: Unique Applications.
 60.030: Model Specification Issues in Longitudinal Analyses.
 60.031: Strategies for Addressing Challenges in Educational Data: Unique Applications.
 62.066: Embodiment, Aesthetics, and Visual Data in Qualitative Research.
 62.079-1: Posters From Division D Section Three: Qualitative Research Methods.
63.027: Division D Mentoring Luncheon for New Professionals.
 65.015: GSC Division D Fireside Chat: Reinforcing the Connection Between Diagnostic Modeling in Educational Research and the Public Interest.
65.029: Design Considerations for Experimental Studies in Education.
68.010: Division D 2011 In-Progress Research Gala.
 72.021: Analysis and Meta-Analysis of Single-Case Studies.
 72.022: Propensity Score Analysis: Current Issues and New Developments.
 72.023: Various Differential Item Functioning Angles.
 74.022: Modeling Strategies in a Complex Automated Performance Assessment Environment.
 74.049-16: Mixture Models: Issues in Estimation, Longitudinal, and Multilevel Modeling.
 74.049-17: Issues in Equating and Linking.
 75.011: Reconceptualizing Our Instructional Methods, Assessments, and Accountability Systems to Ensure Success for English Language Learners.
 75.020: Qualitative Methods and Democratic Practice in Education.
 78.018: Rater Cognition and Its Importance for Score Validity: Global Perspectives and Findings.

E *Division E* **Counseling and Human Development**

16.017: Division E Graduate Student Preconference Seminar.
 16.018: Division E New Faculty Preconference Workshop.
 20.016: Cultural, Ethnic, and Gender Issues in Psychological Measurement.
22.064-9: Career Counseling and Retention Issues for Underrepresented Students.

23.023: Research on Linking the Moral, Social, and Political in Human Development.

23.056: Positive Psychology: The Contribution of Personality and Coping.

32.026: Thinking Outside the Box: Which Student Supports Are Necessary in High-Expectation High-Need Schools?

33.030: Diversity Matters: Perspectives on Closing the Achievement Gap.

34.085-4: Division E Human Development Poster Session.

36.016: GSC Division E Fireside Chat: Make Me Marketable: How Can I Reimagine the Promise and Potential of Education Research?

38.082-3: Current Perspectives in School-Based Counseling.

47.025: Positive growth and Development: Programs in Coping.

48.027: Crossing Over: Academic Transitions During Adolescence.

53.012: Division E Counseling and Human Development Business Meeting.

62.029: Measurement of Social and Behavioral Skills From Birth Through Adolescence: Implications for Educational Research.

62.079-4: Emerging Multicultural Counseling Issues in Education.

63.072-14: Problematic Adolescent Behavior Across Contexts.

65.030: Prevention of Bullying, Sexual Harassment, and Dating Violence Among Children and Adolescents.

66.028: Promoting and Sustaining Math Self-Efficacy.

66.029: School-Based Bullying and Sexual Violence Perpetration/Victimization: Research on Gender-Based Attitudes, Disability Status, and Sexual Minority Youth.

72.024: Family Matters: Parental Influences on Development During Early Childhood.

74.047-3: Language and Literacy Development in Diverse Settings.

75.021: Here I Am Again: Adolescent Resiliency Examined Through Multiple Lenses.

**F Division F
History and Historiography**

7.016: Division F History and Theory Institute.

13.010: Division F Mentoring Seminar: Thriving in Academe (Day 1 of 2).

17.010: Division F Mentoring Seminar: Thriving in Academe (Day 2 of 2).

20.017: Historians of Education: A Transnational Dialogue.

22.028: Education for Organizing, Resistance, and Empowerment.

23.024: Comparative Studies of Race, Indigeneity, and Nation.

32.027: Teachers, Plural Memories, and the Social Imagination.

33.011: The Legal and Social Construction of Race: History and the Politics of Latinos in Education.

33.031: Reconsidering Historical Narratives and Educational Logics.

34.029: The African American Imagination and Catholic Education in Louisiana 1727-1975.

36.031: Values, Governance, and Consumerism in Higher Education.

38.034: Division F Vice Presidential Address: Taking a Q From Lesbian and Gay History in Education.

40.013: Division F Vice Presidential Social.

48.028: Rethinking Sex and Gender.

49.021: GSC Division F Fireside Chat: Contesting the "His" in History: How to Address Hetero-Patriarchy in Historical Research and Teaching.

50.024: In Honor of the Late Howard Zinn: AERA Can't Be "Neutral" on a Moving Train.

50.033: Indigenous Representations and Educational Development.

53.013: Division F History and Historiography Business Meeting.

60.032: History and Theory: Disruptions, Bridges, and Applications.

62.077-1: Childhood and Its Institutions.

62.077-2: Higher Education.

62.077-3: School Teachers and Administrators.

63.028: Mexican Americans and School Segregation in California, 1903-1943.

65.031: Desegregation and Its Aftermaths: Transition, Loss, and Accountability.

66.069-1: Curriculum Interventions, Controversies, and Reforms.

66.069-2: Education and the Development of Young People.

74.023: Constructions of Citizenship as Curriculum History.

75.022: Post-World War II Black Education Organizing.

78.041-1: Historical Perspectives on Schools and Schooling.

**G Division G
Social Context of Education**

3.010: Division G Pre-conference Mentoring Session. Education Scholarship for the Public Good: Challenges and Opportunities of Research to Incite the Social Imagination.

20.018: Parent and Family Involvement in Diverse Schooling Contexts: Understanding Roles and "Other" Ways of Being in Urban and Immigrant Communities.

20.043-1: Critical Narratives in Media and Policy.

20.043-2: Critical Research Innovations in the Social Context of Education.

20.043-3: Equitable Yet? Desegregation, School Choice, and Dis/Inclusion.

20.043-4: Examining District Policies' Workings.

20.043-5: Identity and Ethnicity/Race: An Examination of Experiences and Reflections.

20.043-6: Identity, Power, and Race in Urban Contexts.

20.043-7: Immigrant Schooling Experiences: Teacher, Student, and Program Dynamics.

20.043-8: Opportunity, Networks, and Identity Among Marginalized Students.

20.043-9: Parent Advocacy in Schools and Community.

20.043-10: Putting Inner City Students First: Emergent Findings and Future Possibilities.

20.043-11: Teaching, Learning, and Assessment Practices in Nested Contexts.

20.043-12: Telling Our Stories: Race, Gender, Ethnicity, and Identity in Education.

20.043-13: The (Mis)Education of English Language Learners and Immigrant Youth: Theoretical, Pedagogical, and Curricular Interventions.

20.043-14: The Social and Emotional Context of Schooling.

22.029: Challenging Racializing Practices, Discourses, and Narratives.

22.030: From the Living Room to the Kitchen Table to the Corner: Creating Critical Counter Spaces in and out of School.

22.066-3: Adult Issues in Education—Lifelong Learning.

22.066-4: Alternative Contexts for Thinking About Teaching, Learning, and Coaching.

22.066-9: Past Is Present but Not Future Perfect.

23.025: Division G Vice Presidential Address: The Schooling of Disposable Populations in a Wayward Society.

32.028: Artifactual Literacy for the Public Good: Inciting Meaning Making Through the Artifactual.

32.029: Black Girls' Stories and Toni Cade Bambara: The Power of Practical Application, Healing, and Critical Imagination.

32.030: Challenging Anti-Immigration Discourse and Language and Education Policies in the Southeast: Collaboration Among Teachers, Students, Families, and University Educators.

- 32.031: Using Cultural Historical Activity Theory to Study the Impact of Educational Policies on Urban, Culturally Diverse Communities.
- 33.032: Considering Race, Space, Ability, and Segregation in Policy and Practice.
- 33.033: From the Local to the Global: Language and Multiliteracies Within Latino Families and Schools.
- 33.034: Hegemonic Language Ideologies and the Education of Latina/o Students.
- 33.074-12: Constructing and Evaluating Biliterate and Bicultural Practices at Home and School.
- 33.076-4: Family and Schooling in Transnational Social Contexts.
- 34.010: Race in the Postracial Era: New Directions for Critical Race Theory?
- 34.030: Critical Practices and Mindsets in Professional Development in Pursuit of Social Justice.
- 34.031: Defining and Explicating the Knowledge Base in Multicultural Education: The 15-Year Odyssey of the Multicultural Education Series.
- 34.032: Learning From El Pueblo Mágico: The Mediating Potential of Social Design Experiments for Nondominant Communities.**
- 34.033: The Changing Landscape of Immigrant Education: Forwarding the Perspectives of Immigrant Youth.
- 34.083-8: Multiracial Identities: Examining the Complexity of Schooling Context.
- 34.083-9: Who We Are and Who We Can Become: Constructing Teacher Identities.
- 36.032: Designing Meaningful Spaces for Learning in Math and Technology Instruction.
- 36.033: Learning Under “Reasonable Suspicion”: Studies With Arizona’s Native American, African American, Latino/a, and African Youth.
- 36.034: Transnational Considerations in the Social Context of Schooling: United States, Chile, and Canada.
- 36.085-4: Learning in Linguistically and Culturally Diverse Learning Contexts Across Subject Areas.
- 38.015: Protecting the Rights of Participants in Rapidly Evolving Contexts: Aligning the Perspectives of IRBs, Investigators, and Institutions.**
- 38.035: A View of Arizona’s Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners?
- 38.036: Advances in Social Contexts of Education Interdisciplinary Research Lecture: “We Can’t Get There From Here”: The Meaning and Context of High School Girls’ Engagement in STEM.**
- 38.037: Gender and Math and Science: Breaking Through Boundaries and Constraints.
- 38.038: The Liberatory Power of Hip Hop in South African, Native American, and Palestinian Youth Context.
- 40.014: Division G Social Context of Education Business Meeting.
- 43.010: Division K and Division G Joint Reception.
- 47.026: Academic Identity and Language Development: Applied Research and Longitudinal Data Across Disciplines.
- 47.027: Making Collaboration the Cornerstone of Linked Learning.
- 47.028: Multiple Publics, Multiple Voices: Exploring Perspectives on Race and Identity in Urban Schools and Communities.
- 47.073-5: New Media and Multilingual Youth: Images and Voices for the Public Good.
- 48.029: Dialogues Across Contexts: Social Identities, Understanding, and Action.
- 48.030: Discourses of Immigration and English Education: Imagining Change, Practicing Policy.
- 48.031: Paying It Forward: Mother Scholars Navigating the Academic Terrain.**
- 49.036: Family Advocacy and Engagement in the Learning Experiences of Students of Color.
- 49.037: Privilege in Knowledge and Context: Advancing the Study of Elite Education.
- 49.087-4: Participation in Democratic Society.
- 50.034: Education Markets in Morocco, Canada, Australia, and Sweden: Youth, Identity, and Globalization.
- 50.035: Place, Space, and Community Roles.
- 50.036: Pushing the Boundaries With Multimodal Pedagogies: Overturning Public and Institutional Notions of an “Autonomous” Literacy Through the Arts.
- 51.010: Black Education, Environmental Health, and Grassroots Organizing: Testimonies From the Lower Ninth Ward of New Orleans.**
- 60.069-1: Discourse and Inquiry in the Classroom Context.
- 60.069-2: Forging Out-of-School Partnerships With New and Traditional Immigrants: A Renewed Call for Advocacy and Culturally Relevant Programs.
- 60.069-3: High School to Military Transitions: Critical Analysis of Militarization in Shaping Postsecondary Opportunities.
- 60.069-4: Politics and Voices of Immigration, Engagement, and Education.
- 60.069-5: Politics of Race and Social Inclusion.
- 60.069-6: Qualitative Studies of Education Policy in Marginalized Student Communities.
- 60.069-7: Reimagining National Board/Federal Policies.
- 60.069-8: Reconfiguring School, Family, and Community Connections.
- 60.069-9: Social Contexts of Schooling in Transnational Perspective.
- 60.069-10: Teachers and Students Creating Rich Sites of Bi/Multilingual and Bi/Multidialectal Learning.
- 60.069-11: Teaching and Learning Math in Diverse Learning Contexts.
- 62.030: A Critical Look at the Gendered and Raced Educational Trajectories of Latino Males in Continuation Schools, High Schools, and Higher Education Settings.
- 62.031: Queer of Color Epistemologies and Pedagogies: Redefining Modes of Educational Scholarship.
- 62.032: Radical Healing: Education for Social Transformation and Community Empowerment.
- 62.033: Reimagining Bilingual Education Research and Language Policies for the Public Good.**
- 62.034: Remaking and Reimagining Through Culturally Relevant Arts Education.
- 63.029: Advancing Mathematics Learning for Latina/o Students: Innovative Models of Teacher Professional Development.
- 63.030: COMPUGIRLS: Culturally Relevant Computing for Girls of Color.
- 63.031: Division G Early Career Mentoring Luncheon.
- 63.032: Postsecondary Experiences for Ethnic Minorities: Examining Race, Class, and Gender.
- 65.016: GSC Division G Fireside Chat: (Re)Imagining Interdisciplinary Research Methodologies: Expanding Our Insights on the Social Contexts of Education.
- 65.032: Aspirations for the Public Good: Community, University, and Federal Interventions.
- 65.033: Reimagining a Justice Framework: Ricanstructing Puerto Rican Identities.**
- 65.034: Reimagining Latino “Parent Involvement” Through Ethnographic Film.
- 66.030: Imagined Possibilities in Street Spaces: The Local and International Community Context.
- 66.031: Schools for Self-Determination: Critical Pedagogy and Grassroots Organizing for Educational Sovereignty.

- 66.032: Sparking the Imagination of the Next-Generation Scholar: Thinking About the Complexity of Social Contexts.
- 66.033: The Language of Citizenship and Belonging in Diasporic Communities.
- 72.025: Reading and Writing in Social Contexts: From Beginner to Expert Inside and Outside of Schooling.
- 72.026: Suburban Multiracial Transformation in a Policy Vacuum: Denial, Resegregation, or New Strategies?
- 72.027: Teachers in Diverse Learning Contexts: Experiences, Struggles, and Interactions.
- 74.047-12: Experiences of Linguistically and Culturally Diverse Students in High School Learning Contexts.
- 74.048-1: Advancing English Language Learners in Science and Math: Realizing the Promise.
- 74.048-2: Citizenship Education: Critical Learning Across Cultural Contexts.
- 74.048-3: Considerations and Innovations in Research Across Social Contexts.
- 74.048-4: Contextualizing Math and Science Instruction: Access and Opportunities.
- 74.048-5: Language (and) Learning in Educational Contexts.
- 74.048-6: Listening and Learning From Educational Policy and Reform.
- 74.048-7: Literacy in Multicultural Learning Contexts.
- 74.048-8: Middle School Education Research: Examining Unique Grade Level Experiences.
- 74.048-9: Promoting Student (Dis)Engagement: “We’re Really Not That Bad.”
- 74.048-10: Reimagining Communities for Learning: Critical Literacies in Uncertain Spaces.
- 74.048-11: School and Classroom Contexts With Diverse Learners.
- 74.048-12: Schooling Experiences in International Settings: Examining Teaching and Learning Opportunities.
- 74.048-13: Situating Identity Making.
- 74.048-14: Youth Literacy Practices: Reimagining Learning Across Contexts.
- 75.023: Research for Social Justice: Youth, School, and Community Collaboration.
- 75.024: Revisiting and Critiquing Deficit Thinking: Implications for Equitable Democratic Schooling for All Students and the Common Good.
- 75.025: Tensions, Struggles, and Opportunities in Discourse, Identify, and Learning.
- 78.019: Expanding Latino Students’ Spaces for Learning: Mobilizing Knowledge Across Classroom Walls, Nations, and Digital Spaces.
- 78.020: Teachers and Teacher Learning in the Social Context of School and Community.
- 78.021: Young People, Education, and the Global Imaginary: History, Empire, and Identity in Transnational Borderlands.**
- 20.021: Supporting the Transition to High School: Evidence From Four Urban Research Consortia.
- 20.045-2: Evaluating the Effectiveness of Technology Programs and Initiatives.
- 22.065-1: Examining Literacy and Mathematical Implementation Issues and Challenges.
- 22.065-2: Investigating Factors Associated With Predicting Improvements in Academic Achievement Among 8th and 9th Grade Students.
- 22.065-3: Scaling-Up Reading Achievement Interventions: Challenges in Secondary Schools.
- 22.065-4: Teacher Practices With At-Risk, Culturally, and Linguistically Different Students in Secondary Schools.
- 22.065-5: The Impact of Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation.
- 22.065-6: Use of Assessment Results in Determining Student Promotion Decisions and School Accountability.
- 22.065-7: Validity and Reliability Issues in Instrument Development and Program Evaluation.
- 22.065-8: Why Measure Implementation in an Impact Study? Examples, Challenges, and the Relationship Between Implementation and Results in the Striving Readers Program Evaluations.
- 23.026: Assessment of Language and Reading.
- 23.027: Content Analysis in Program Evaluation: Methods, Software, and Impact on Program Development.
- 23.061-5: Applied Research in Secondary Public Schools.
- 32.032: Data Use for Accountability: When Reforms Meet Reality.
- 32.033: Measuring Student Growth: New Advances and Major Challenges in the State Assessment Consortia Initiatives.
- 32.034: Quantitative Approaches to the Evaluation of Literacy Interventions for Elementary and Secondary Students.
- 33.035: Addressing Data Quality Challenges in Classroom Value-Added Models.
- 33.036: Division H Vice Presidential Session: Empowerment Evaluation in Education: Innovative Practices for the Public Good.**
- 34.034: Does Benchmark Assessment Make a Difference for Teaching and Learning?
- 34.035: High School to College Transition Programs: A Deeper Look Into the Effectiveness of International Baccalaureate Programs.
- 36.035: E-Books as Instructional Tools in Preschool Classrooms: Promises and Pitfalls.
- 36.036: Evaluation of Frameworks and Tools for School Improvement.
- 36.083-7: Using Data-Driven Instruction and Comprehensive Database Systems to Make Policy Decisions: Challenges and Strategies.
- 36.085-1: Assessment Issues in Schools.
- 38.039: Division H Vice Presidential Session: Toward Formative Assessments Supporting Learning: Design, Validation, and Mediating Factors.**
- 38.080-2: Bullying, Behavioral Issues, Emotional Struggles, and Other Related Challenges to the Student Learning Environment.
- 38.080-3: Closing Achievement Gaps Between Subgroups and School Accountability.
- 38.080-4: Assessing the Influence of Programs to Prepare At-Risk Students for College: Evaluating GEAR UP.
- 38.080-5: Instructional Leadership Issues: Teacher Practices, Professional Development, and Policy Implications.
- 38.080-6: Preparing Preschoolers: Evaluating Literacy and School Readiness Programs.
- 47.029: How to Build Learning Progressions: Formative Assessment’s Basic Blueprints.

H *Division H Research, Evaluation and Assessment in Schools*

- 19.010: Division H Graduate Students/Early Career Mentoring Seminar: Graduate Student Involvement in Division H: Exploring Opportunities for Involvement, Experience, and Mentoring in Research and Assessment.
- 20.019: Assessment and Instruction of Academic English Language Proficiency for English Language Learners.
- 20.020: Common Core State Standards Are Here: What Is the Role of Research and Evaluation?

47.030: Organizational Effects of Test-Based School Reforms Within Low- and High-Stakes Educational Environments.
 47.073-3: Exploring Effective Programs and Measures for English Language Learners.
 48.032: Accountability Systems and Their Effects on School Processes and Student Learning.
48.033: Division H Vice Presidential Session: Formative Assessment: International Perspectives and Applications.
 49.038: Evaluating (In)formal Programs: The Implementation and Impact of Elementary School Teacher Professional Development in Science.
 49.039: Methods to Improve Teacher Assessment Practices.
 49.087-1: Evaluating the Impact of Supportive Programs Designed to Transition Students Through School.
 50.037: Effects of Curricular Modifications Based on Principles of Cognitive Science for Middle School Science Curricula.
 50.038: Evaluating the Impact of Innovative Educational Programs on Student Outcomes.
 50.039: Innovative Research Tools for the Promotion of Equity and Community Engagement in Education.
 50.040: Integrating Classroom Assessments Into Balanced State Assessment Systems.
 59.014: Division H Research, Evaluation, and Assessment in Schools Business Meeting and Breakfast.
 62.018: GSC Division H Fireside Chat: Reimagining Our Schools: An Exercise in Purposeful and Effective Evaluation.
 62.035: A State Response to the No Child Left Behind Act's Corrective Action Requirement for Failing Districts: California's Intensive Technical Assistance and Intervention Policy in Theory and Practice.
62.036: Division H Vice Presidential Session: Affirmative Action Perspectives – Research for the Public Good: Multiple Partners, Multiple Perspectives, One Coherent Approach in the Design, Implementation, and Evaluation of a Program for English Language Learners.
 65.011: Hopes for and Realities of the Assessment Consortia.
65.014: Division H Vice Presidential Session: Through Multiple Lenses: Graduate Student Research in a Global Community of Learners.
 65.035: Evaluating the Impact of Program Initiatives for At-Risk Youth.
 65.070-3: Understanding Teachers' and School Leaders' Perspectives on Educational Programs and Practices.
 66.034: Intervening Successfully to Keep All Students on Track to Graduation: The Diplomas Now Model.
 66.035: Redesigning Schools: Evaluating the Impact of School Reform.
 72.028: Examining Teacher and Student Issues in Large-Scale Assessments.
 74.049-1: Advance Placement and Career Pathway Programs in Secondary Schools.
 74.049-2: Assessing College Readiness, Innovation, and Student Growth.
 74.049-3: Assessment Usage in an Era of Educator Accountability and Teacher Effectiveness.
 74.049-4: Bridging the Gap Between Theory and Educational Practice: Evaluation Studies for School Districts.
 74.049-5: Current Studies in Program Evaluation Using Quantitative and Mixed-Method Approaches.
 74.049-6: Early Warning Indicators: Predictors of High School Dropouts.
 74.049-7: Evaluating Leadership, Alternative Teaching, and Social Innovative Programs.
 74.049-8: Implementation Evaluation of Professional Development Programs in Mathematics and Science.
 74.049-9: Measuring the Effectiveness of Interventions on Mathematics and Science Achievement for K-12 Students.

74.049-10: Narrowing the Curriculum or Improving Instruction? Tying Accountability With Assessment Usage.
 74.049-11: The Evolution of an Innovative Assessment Paradigm: From Classroom to an National Science Foundation-Funded Randomized Controlled Trial.
 74.049-18: Technical Issues in Assessment Development and Utilization.
 75.018: Principled Design of Simulation-Based Science Assessments.
 75.026: Exploring Strategies to Improve Mathematics Achievement Trajectories Using Growth Modeling.
 78.022: Using Assessment to Improve Student Outcomes.

I *Division I Education in the Professions*

20.022: Gathering Validity Evidence.
 22.031: Building a Better Curriculum.
 22.064-10: Implementing Change in the Professions.
 23.059-8: Learning in the Professions Across the Life Span.
 32.035: The Impact of Bias and Reflection on Clinical Reasoning.
 33.076-7: Division I Poster Session.
 34.036: Increasing Inclusion in the Professions.
36.037: Becoming Scientists: Practices in Undergraduate Education That Contribute to Degree Completion and Advanced Study in STEM Disciplines.
38.040: Using Simulation to Achieve Standardized, Competency-Based Curricula and Assessments.
 40.015: Division I Education in the Professions Business Meeting and Reception: Celebrating 40th Anniversary.
47.031: An Introduction to Research Methods for Education in the Professions.
 48.016: GSC Division I Fireside Chat: Making the Most of Mentoring in Doctoral Education and Life Beyond.
 48.034: Learning From the Professions: Innovative Designs in Teacher Education That Draw on Preparation for Practice in Other Professions.
 49.040: Improving Quality of Care: Measures and Methods.
 50.041: Institutional Culture: Social and Environmental Factors.
 60.033: Enhancing Learning Through Peer Interaction.
 62.037: Examining Cross-Professional Studies.
 63.033: The Scholarship of Writing for Publication Workshop.
 65.067-11: Methodologies in Professions Education.
 66.069-11: Professional Activity, Professional Education.
 72.029: Cognitive and Affective Domains in Professions Education.
 74.047-13: Cultural Issues in Professional Education.
 75.027: Teaching to Learn, Learning to Teach.

J *Division J Postsecondary Education*

6.010: Division J Emerging Scholars Workshop (Day 1, Group 1).
 6.011: Division J Emerging Scholars Workshop (Day 1, Group 2).
 6.012: Division J Emerging Scholars Workshop (Day 1, Group 3).
 14.010: Division J Emerging Scholars Workshop (Day 2, Group 1).
 14.011: Division J Emerging Scholars Workshop (Day 2, Group 2).
 14.012: Division J Emerging Scholars Workshop (Day 2, Group 3).
 20.012: GSC Division J Fireside Chat: Bridging the Gap: Translating Higher Education Research Into Policy.
 20.023: Assessing Community College Student Success in Developmental Education.
 20.024: International Approaches to Higher Education Policy and Finance.

- 20.025: Males of Color: College Experiences, Contexts, and Outcomes.
 20.045-1: Posters: Division J, Section 5.
 22.063-1: Academic Leadership.
 22.063-2: Curriculum in Postsecondary Education.
 22.063-3: Adult and Nontraditional College Students.
 22.063-4: Faculty Roundtable 2: Assessment, Engagement, and Collaboration.
 22.063-5: Student Access and the Role of Institutional Image in Recruitment.
 22.063-6: Topics of Organizational Culture, Learning, and Social Justice in Higher Education Research.
 22.063-7: Faculty Roundtable 3: Faculty Lives.
 22.063-8: Latino/a Student Success in College.
 22.063-9: Student Identity Development and Performance.
 22.063-10: Students' Success in the STEM Disciplines.
 22.063-11: Teaching and Learning in Graduate Education.
 22.063-12: Explorations Into the STEM Career Pipeline.
 22.063-13: Examining the Context of Teaching and Learning.
 22.063-14: The Community College Transfer Function.
 23.028: (Inter)national Contexts and Social Justice.
 23.029: Academic Performance and Self-Efficacy.
 23.030: Critical Inquiry and Transgressive Methodologies in the Study of Higher Education.
 23.031: Higher Education Governance and Accountability.
 23.061-1: Postsecondary Student Access and Success.
 32.036: Assessing Student Learning, Development, and Outcomes in STEM Education.
 32.037: Beyond Simple Public/Private Dichotomies: Higher Education's Role in Creating Community, Societal, Democratic, and Economic Sustainability.
 32.038: Collaboration and Leadership Effectiveness.
 32.082-4: Pathways of Minorities and Women Into Postsecondary Science Careers: Interdisciplinary Perspectives.
 32.084-2: The Path to College From High School Preparation Programs.
 33.037: Classroom Experiences and Self-Reported Gains of College.
 33.038: College Classrooms, Teaching, and Student Engagement.
33.039: Division J Graduate Student Session: Funding for Research.
 34.037: Into the Imagination: Native Americans in Higher Education.
 34.038: Investigating Diverse Student Identities, Study Abroad, and College Experiences.
 34.039: Making It From High School Through College: Postsecondary Pipeline Issues.
 36.038: Division J Invited Session: Leadership of Higher Education in New Orleans: Institutional Responses to Katrina.
 36.039: Division J Working Group 1.
 36.081-1: College Success and Experiences Outside of the Classroom.
 36.081-2: Faculty Roundtable 1: Locating Faculty Work.
 36.081-3: Higher Education Policy Innovation and Implications.
 36.081-4: Linguistic Minority Students' Access to and Pathways Through College.
 36.081-5: Meaning-Making and Self-Understanding.
 36.081-6: Organizational Change.
 36.081-7: Publicly Engaged Scholarship: Educational Aspirations, Career Pathways, and Conceptualizing Knowledge Production for the 21st Century.
 36.081-8: The Role of the Family in Postsecondary Access and Success.
 36.081-9: Experiences of Students of Color From a P-20 Perspective.
 36.081-10: Racial-ized Experiences in College.
 36.081-11: The College Transition and First-Year Experience.
 36.081-12: Student Learning From High School Through College.
 36.081-13: Teaching Roundtable 1: Cohorts and Communities.
 36.081-14: Teaching Roundtable 3: Transformation and Training.
 36.084-5: Using Longitudinal Data to Study the Effects of Course-Taking and High School Effectiveness.
38.013: Creating Future Directions for Community Colleges Using Today's Research.
 38.041: Faculty Issues and Practices in Postsecondary Education.
 38.042: First-Generation and Low-Income Students' Access to College.
 38.082-8: Dispositions Inclusion in Higher Education Administrative Practice.
40.016: Division J Postsecondary Education Business Meeting and Reception.
 47.032: State and Federal Policy and Minority Student Success in Higher Education.
 47.073-1: Section 1: College Student Learning and Development Poster Session 2.
 47.073-2: Back to the Faculty: Transition From University Department Leadership.
 48.013: Presidential Invited Address: CLS v Martinez: The Clash of College Student Organizations and Nondiscrimination Principles in Higher Education.
 48.035: Race and College Experiences.
 48.036: Reliability and Validity of the National Survey of Student Engagement.
 48.037: Research on LGBT Issues in Postsecondary Educational Settings.
 49.012: Maintaining Public Education for the Public Good: A Discussion of the Political and Economic Threats to Higher Education.
 49.041: Community College Student Retention and Outcomes.
 49.042: Critical Race Theory and the "Two-Year" College Pipeline.
 49.043: Deconstructing Diversity Course Learning: Identifying the Variability Within Diversity Course Research.
 49.044: Higher Education Costs.
 49.045: Minority Serving Institutions Research Roundtable Luncheon.
 49.046: Perspectives on Identity Development and Learning.
49.047: Responding to College Completion Goals: State Strategies and Implications.
 49.048: Science and Math Education in Postsecondary Settings.
 50.042: Division J Working Group 2.
 50.043: Division J, Professional Development Session: Congratulations, You're Tenured! Now What?
 50.044: Student Persistence in Two-Year and Community Colleges.
 50.045: Teaching and Learning in the College Classroom.
 50.046: Women and Underrepresented Groups in STEM Fields.
 60.034: Pathways to Postsecondary Success for Low-Income Youth: Developing Monitoring Tools for Equitable Outcomes and Opportunities.
 60.035: Students With Different Abilities.
 60.036: Utilizing Discourse and Cultural Analysis to Interrogate Institutional Culture.
 60.068-1: African American Students' Postsecondary Experiences.
 60.068-2: Cooperative and Group Learning.
 60.068-3: Teaching Roundtable 2: Exemplary Teaching in Postsecondary Education.
 60.068-4: Success Factors for Racially Underrepresented Populations in the STEM Fields.
 60.068-5: Dual Enrollment of Students in Secondary and Postsecondary Education.
 60.068-6: The Impact of Globalization on Student Experiences and Outcomes in U.S. Higher Education.
 60.068-7: The Role of the Two-Year Degree.
 60.068-8: Trends, Effects, and Dilemmas Related to Higher Education Enrollment and Finance.

60.068-9: Academic and Social Preparation for College.
 60.068-10: Women's Issues and Feminist Scholarship in Higher Education.
 60.071-1: Factors Affecting University Faculty's Motivation to Participate in Performance Assessment.
 60.071-2: Poster Session: Faculty, Curriculum, and Teaching.
 60.071-3: Research on Gender, Race, and Human Rights in Postsecondary Education.
 62.038: Division J Vice Presidential Invited Session: Reimagining Research on Recurring Problems in Higher Education.
 62.078-3: Lessons From Managing Diversity: (Re)Visioning Equity on College Campuses.
 63.034: Exploring Theoretical Developments in Persistence for College Students of Color.
 63.035: National Organizations and Policy Impact.
 63.036: Pathways of Success for Students of Color.
63.037: Re-Visioning the Relationship Between Public Policy and Qualitative Research: Perspectives From the Field.
 65.036: Division J Working Group 3.
 65.037: Division J, Professional Development Session: Preparing for Tenure: Career Support for Advanced Assistant Professors.
 65.038: Fostering Success Among Women and Students of Color in the STEM Disciplines.
 65.039: Professional Development and Faculty Supports in Postsecondary Education.
 65.070-1: Section 1: College Student Learning and Development Poster Session 1.
 65.070-2: Beyond "Fit": Searching for Successful Administrative Socialization.
66.036: Division J Invited Session: The Eye of the Storm: Talking about Race and Class Through Hurricane Katrina.
 66.037: How Diversity Affects Student Learning.
 66.038: Immigrant and Undocumented College Students.
 66.039: Students in Minority-Serving Institutions.
 72.030: Education Pipeline Solutions.
 72.031: Evaluation and Ethical Leadership.
 72.032: The Outcomes of Student Participation in Undergraduate Research.
 74.024: Examining Diversity Outcomes of College.
 74.025: Faculty and Their Relationship to the University and Other Organizations.
 74.026: The College Choice Process for Immigrant Communities in the United States.
 75.028: Exploring the Role of Race in Postsecondary Education Research.
 75.029: Facilitating Academic Engagement and Learning in Higher Education: Evidence From Four Large-Scale Endeavors.
 75.030: Psychological Literacy and Global Citizenship: Why Should Psychology Educators Care?
 75.031: The Economic Returns of Higher Education.
 78.023: Diversity in American Higher Education: Toward a More Comprehensive Approach.
 78.024: Faculty Negotiating Relationships and Identities.
 78.025: Promoting College Access.
 78.026: Understanding Gender, Representation, and Organizational Context in Higher Education.

K *Division K Teaching and Teacher Education*

10.010: Division K New Faculty Preconference Seminar (Day 1 of 2).
 11.010: Division K Graduate Student Preconference Seminar (Day 1 of 2).

16.019: Division K Graduate Student Preconference Seminar (Day 2 of 2).
 16.020: Division K New Faculty Preconference Seminar (Day 2 of 2).
 20.026: Innovation in Access to English: Professional Development for Teachers of English Language Learners.
 20.045-4: Constructed Spaces for Educational Access, Equity, and Empowerment.
 20.045-5: Cultural and Linguistic Responsiveness in Transformative Communities.
 20.045-6: Division K, Section 5 Poster Session.
 22.032: Culturally Relevant Pedagogy and Praxis.
 22.033: Diversified Teaching Force and Practices.
 22.034: Early Childhood: Examining Effective Mentoring and Professional Development Practices.
 22.035: Social Justice Pedagogy Through Self-Reflection on Race, Gender, and Class.
 22.066-1: Division K Section 6 Poster Session.
 22.066-2: Strategic Recruitment in Teacher Education.
 23.022: Teachers' Motivation and Well-Being From a Career Stage Perspective.
 23.032: Sociocultural Issues in Teaching STEM Education.
 23.033: Supporting the Development of Critical Teachers of Color: Possibilities and Challenges.
 23.034: Teacher Education Policy and Education for the Public Good.
 23.035: Understanding African American Student Achievement.
 23.036: Using Teacher Social Network Data to Study Teacher Learning Through Interactions.
 23.059-9: Developing Cultural Competencies for the Classroom.
 24.011: Teaching "Where Ya At": Historians, Artists, and Veteran Teachers Talk about Making Local Culture and Consciousness Matter in the Curriculum.
28.010: Division K Teaching and Teacher Education Off-Site Visit - Community Forum: Constructing and Reconstructing Schools in Times of Crisis.
 32.027: Teachers, Plural Memories, and the Social Imagination.
 32.039: Case Studies and Culture: Explorations of Teacher Education and Teacher Practice Within Cultural Frames.
 32.040: Innovations and Challenges in Integrating Reflective Practice in Preservice Early Childhood, Elementary, and Secondary Teacher Education.
 32.041: Investigation of Standards-Based Reform in Math and Science Teaching and Learning in Qatari Elementary Schools.
 32.042: Literacies Remixed: Multiliteracies and New Literacies in the Disciplines.
 32.043: Mentoring as a Discursive Practice: Encounters Between the Pedagogical, Moral, and Political in Cross-National Settings.
 32.044: Pedagogy, Language, Culture, and Reading.
 32.045: Teacher Candidates Learning to Anticipate, Elicit, Interpret, and Facilitate Student Thinking: High-Leverage Practices for Teaching.
 32.082-6: Division K Section 6 Roundtable 2.
 32.083-11: The Power of Preservice Teachers' Race Counter-Stories.
 32.084-3: Examining Large-Scale Mentoring and Professional Development Activities.
 32.085-1: Division K Section 7 Poster Session.
 32.085-2: Division K, Section 5, Poster Session 1.
 33.040: Appraising Teacher Education Reform: Through the Eyes of Teacher Education Database.
 33.041: Examining Effective Practices That Promote Effective Mentoring and Teacher Learning.
33.042: Professors in Residence: A New Paradigm for Teacher Education in the 21st Century.

33.043: Teacher Communities in Secondary Education: How Teachers Work and Learn Together.

- 33.044: The Role of School/University Partnerships in Enhancing Teacher Educator and Preservice Teacher Learning.
- 33.073-1: Academy for Teacher Excellence: Impacting Teachers' Lives Through Communities of Practice.
- 33.076-3: Examining School-University Partnerships in Teacher Education.
- 33.076-6: Poster Session: The Influence of Teacher and Instructional Factors on Learning Outcomes.
- 34.024: Exploring the Motivational and Emotional Nexus of Teaching.
- 34.040: Building Teacher Efficacy and Influencing Student Achievement: Associated Outcomes of a United States-Africa Self-Sustainable Partnership for Creating Culturally Relevant Textbooks.
- 34.041: Exploring the Possibilities of Online Learning for Future Teachers and Teacher Educators.
- 34.042: International Approaches to Developing Assessment Capability: Teaching and Teacher Education.
- 34.043: Recruiting "Global Ambassadors" for the "Public Good"? International Teachers in U.S. Urban Schools.
- 34.044: Shifting Teacher Beliefs and Practices Toward a Socially Just Model of Teaching: Uncovering Best Practices.
- 34.045: Teacher Professionalism: Reimagining the Promise and Potential of Education Research Through Schools/University Collaborations.
- 34.046: Teachers' Digital Literacies.
- 34.085-5: Identities: Teachers, Students, and Communities.
- 36.040: Examining the Perceptions of Mentoring and Induction Programs.
- 36.041: Facilitating Preservice Teachers' Competency Through Guided Experience, Observation, and Practice.**
- 36.042: International Trends in the Study of Teachers and Teaching: Disseminating Research for the Public Good.
- 36.043: Teachers' Literacy Practices.
- 36.044: Teaching Practice and Teachers' Career Paths.
- 36.085-3: Innovative STEM Teacher Education and Professional Development.
- 38.043: Cross-National Perspectives on the Review and Reform of Teacher Education: Ireland, Scotland, Norway, and New Zealand.**
- 38.044: Design Problems in Practice-Focused Teacher Education: Identifying and Teaching High-Leverage Practices.**
- 38.045: Mathematics Teacher Noticing: Seeing Through Teachers' Eyes.**
- 38.046: Reducing Vulnerability: Responding to the Challenges Confronting Black Males Through the Development of Research-Based Interventions.
- 38.047: Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas.
- 38.048: The Effects of Teacher Professional Development on New Science Teachers and Their Students.
- 40.017: Division K Teaching and Teacher Education Business Meeting: The Social and Political Climate for the Teaching Profession and for Teacher Education.
- 43.010: Division K and Division G Joint Reception.
- 47.033: Approaches to Preservice Teacher Education: Examining the Role of Context, Community, and Culture in Teaching and Learning.
- 47.071-1: Assessment and Licensure Issues in Preservice Teacher Education.
- 47.071-2: Considering the Multiple Languages in/of Quality Teaching.
- 47.071-3: Contemporary Topics in Mathematics Education.
- 47.071-4: Developing Teacher Identity: Innovative Teacher Reflection.
- 47.071-5: Division K Section 6 Roundtable 3.
- 47.071-6: Division K Section 6 Roundtable 1.

- 47.071-7: Dynamics of Preservice Teacher Education.
- 47.071-8: Remerging Multicultural Education and Language Learning.
- 47.071-9: Research Methods and Pedagogical Tools.
- 47.071-10: Teacher Education and Professional Development in STEM.
- 47.071-11: Teacher Learning and Professionalism.
- 47.071-12: Technology as Central to 21st-Century Teacher Education.
- 47.071-13: Teacher Conceptions of Knowledge, Content, and Teaching.
- 48.012: Measuring and Developing Teacher Effectiveness: An Assessment of Research, Policy, and Practice.
- 48.038: Diverse Youths' Negotiations of Ethnic Identity in School: Implications for Teachers.
- 48.039: How Can We Determine Quality in Language Education?
- 48.040: Preparing for Change: Teacher Preparation Practices That Support Enactment of Reform-Oriented Pedagogies.
- 48.041: Teacher Self-Perceptions and Their Guiding Beliefs.
- 48.042: Toward a Framework for Conceptualizing and Effecting Teacher Entrepreneurial Leadership for Transforming STEM Teaching and Learning.
- 48.076-12: Teaching Standards, Professional Development, and Teacher Retention.
- 48.078-4: Innovative Strategies for Enhancing Content Learning and Pedagogical Knowledge in Teacher Education.
- 48.078-5: Innovative Technologies and Training in Teacher Education.
- 49.022: GSC Division K Fireside Chat: Culturally Responsive Research Approaches: Distinctive Means of Infusing Silenced Voices.
- 49.049: Conceptualizing and Studying Teachers' Curriculum Capacity.
- 49.050: Identity and Narrative in Teacher Education Research.
- 49.051: Innovative Approaches to Professional Development.
- 49.052: Preparing Linguistically Responsive Educators: Challenges and Opportunities in One Teacher Education Program's Multifaceted Approach.
- 49.053: The Role of Professional Development in Promoting Teacher Expertise and Student Learning.
- 49.087-3: Mentoring and Professional Development in the Content Areas.
- 50.047: Division K New Faculty Professional Development Workshop: Negotiating Politics and Finding Balance in Academic Life.
- 50.048: Division K Town Hall Meeting: Revisiting What Matters Most: Preparing Teachers for Urban School Settings.**
- 60.037: Building STEM Centers for Excellence in Educational Innovation.
- 60.038: Community-Based Early Field Experiences as a Catalyst for Preservice Teacher Development.
- 60.039: Experimenting to Support and Understand Teachers' Learning on a Large Scale.
- 60.040: From Design to Practice: Current Issues in the Development and Use of Multimedia Websites in Teacher Education in the United States and Singapore.
- 60.041: Moving Social Justice From Research to Policy in Teacher Education.
- 60.042: Navigating Cultures in Professional Contexts: Do Students, Teachers, and Administrators Value Intercultural Teaching Experiences Similarly?
- 60.043: Testifyin' in the 21st Century: Recovering the Voices of Black Educators From the Field of Alternative Certification.
- 60.044: The Undergraduate Learning Assistant Model: Teachers' Conceptions and Practices During Induction Years.
- 60.045: What's Value-Added Models Got to Do With It? The Quality and Qualities of Instruction of High-Value-Added Model Teachers.**
- 60.067-1: Making Education Matter: Youth, Teachers, Professors, and Community Organizers as Activist-Scholars.

- 60.071-6: Professional Learning Communities, Trust, and an Examination of Best Practices in Mentoring and Collaborative Activities.
- 62.039: Cultural-Historical Approaches to Preservice Teacher Education: Examining the Role of Context, Community, and Culture in Teacher Learning.
- 62.040: Issues in Mentoring Preservice and New Teachers.
- 62.041: Pathways Toward the Future: The Promise of Innovative Teacher Education and Preservice Preparation Programs.
- 62.042: Pedagogies of Active Listening.
- 62.043: Unpacking Features and Mechanisms of Lesson Study for Teacher Development Across Varied Contexts.**
- 62.044: What Does Cultural, Linguistic, and Social Inclusion Have to Do With Quality?
- 62.079-5: School Climate, Organizational Structures, and Contextual Factors Impacting Mentoring.
- 63.038: Critical Service Learning for Social Justice in PK-12 and Teacher Education Classrooms.
- 63.039: Culturally Responsive Teaching in Special Education: Missed Opportunities or Limitations?
- 63.040: Learning From Beginning Teachers' Practices.
- 63.041: New Teacher Induction and the Public Good: Sustaining Professional Commitments in Urban Schools.**
- 63.042: Visionary Teaching in Real-World Schools.
- 63.072-15: Teachers as Policy Advocates and Agents of Change.
- 63.074-4: Topics in Teacher Education: Assessment, Supervision, Curriculum, and Instruction.
- 65.040: New Pedagogies for Social Transformation and Community Empowerment.
- 65.068-1: Classrooms as Spaces for Teacher Learning.
- 65.068-2: Coaching and Mentor Characteristics.
- 65.068-3: Communities and Families in Teacher Education.
- 65.068-4: Compelling Teacher Practice in Science Education.
- 65.068-5: Considering Culture and Language in Quality Teaching.
- 65.068-6: Division K Section 6 Roundtable 4.
- 65.068-7: Division K Section 6 Roundtable 5.
- 65.068-8: Innovations for Urban Teacher Preparation: Insights From Various Stakeholders.
- 65.068-9: International Conversations in Teacher Education.
- 65.068-10: Promoting Inclusivity.
- 65.068-11: Quality Teaching for Inclusion in High School.
- 65.068-12: Teachers as Innovative Learners.
- 66.040: Division K New Faculty Professional Development Workshop: The Road to Tenure and Promotion: Supports, Challenges, and Options.
- 66.041: Math Education and Teacher Development: Critical Practices and Important Insights.
- 66.042: New Times, Old Issues, and Still Toward Possibilities of Anti-Oppressive Teaching: When Diversity Looks Different.
- 66.043: Student-Focused Science Education: Diverse Foci-Connected Practices.
- 66.044: What Can Be Learned From Teacher Education in Canada?
- 72.019: Learning STEM: The Need for Instructional and Motivational Scaffolding.
- 72.047-1: Inclusion and Teacher Education.
- 72.047-2: Language, the Arts, and Technology.
- 72.047-3: Looking Within and Engaging in Practice.
- 72.047-4: Mentoring With Special Populations.
- 72.047-5: Multiculturalism for the Classroom.
- 72.047-6: Pedagogies of Technology: The Politics of Teaching and Learning in a Digital Society.
- 72.047-7: Professional Development to Enhance Teacher and Student Learning.
- 72.047-8: Professional Development, Curriculum, and Discourse Practices.
- 72.047-9: Retention of Quality Teachers Through Mentoring and Induction.
- 72.047-10: STEM Teacher Development and Associated Practice.
- 72.047-11: Teachers Engaging in Critical Reflection.
- 72.047-12: Teachers' Beliefs and Perceptions.
- 72.047-13: Exploration and Issues in Science Education.
- 72.047-14: The Diversity of Literacy.
- 74.027: Asian American Teachers' Negotiation of their Racial Identity as Critical Educators.
- 74.028: Grabbing the Reins: Promising Solutions to Persisting Problems of Practice in Student Teaching Field Experiences.
- 74.029: Promising Approaches: Quality Teaching and Programs in Early Childhood and Elementary Settings.
- 74.030: Reflecting on the Dynamics of Raising Minoritized Students' Achievement Using a "Community of Practice" Framework.**
- 74.031: Students and Research: Cultural Consciousness, Inquiry, and Exploration.
- 74.032: What Is It About Finland? The Goals and Structures Behind Teacher Education.
- 74.048-15: Assessment and Evaluation in Teacher Professional Development.
- 75.032: A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary English Language Learners.
- 75.033: Building a Relational Learning Community in Professional Development.
- 75.034: Reflection and Other Forms of Mentoring Support for New Teachers.
- 75.035: Taking a Closer Look at the Performance Assessment of Preservice Teachers.**
- 75.036: What Do You Mean "Teaching for Social Justice"?: Different Conceptions in Social Justice Teacher Education.**
- 78.027: An Examination of Urban Teacher Education and the Public Good.
- 78.028: Beyond External Accountability: How Teachers of English Language Learners Internally Work to Imagine and Create New Possibilities for Their Students.
- 78.029: Special Topics and Issues That Impact Attrition and Retention: Power, Community, and Culture.
- 78.030: Teacher Knowledge and Metacognition in Differing Contexts.

L *Division L* *Educational Policy and Politics*

- 20.027: Assessing the Academic Achievement of English Language Learners: Policy Lessons From California, Arizona, and Utah.
- 20.028: Charters, Choice, and Policy: The Next Generation of Questions.
- 22.036: Civic Engagement and School Decision Making.
- 22.037: *Horne v. Flores*: Impact of the Arizona Educational Equity Project.
- 22.063-15: Charter School Legal Issues.
- 22.064-13: Bridging the Research/Policy-making Gap: Handing Down the Lessons of Lived Experience.
- 23.058-1: A Cross-Cultural Comparison of Educational Governance.
- 23.058-2: Accommodations Policy for Large-Scale Assessment: What We Know About Implementation at the Local Level.

23.058-3: Addressing Equity Issues in Urban School Districts.

23.058-4: Advancing Education Reform in a Centralized System: Lessons From Israel.

23.058-5: Choice, Charters, and Branding in New York City.

23.058-6: Cross-National Issues in Education Policy and Student Outcomes.

23.058-7: Cross-National Research on Teacher Policy.

23.058-8: Teacher Characteristics and Practice.

23.058-9: Teacher Effectiveness: Policy and Practice.

23.058-10: Teacher Qualifications, Professional Development and Supports.

32.046: Cross-National Comparisons of Research on Higher Education Policy.

32.047: Teacher Evaluation.

33.045: Division L Vice Presidential Session: Whither Federal Educational Policy: A 50-Year Perspective.

34.047: Collaborating to Improve Teacher Quality: Insights, Challenges, and Opportunities.

34.048: Developing Capabilities for Instructional Improvement: Motivations, Resources, and Challenges.

36.083-14: Teacher Evaluation and Incentives.

38.049: Cross-National Research on Education Policy and Student Outcomes.

38.050: Measuring Teacher Effectiveness: New Advances and Major Challenges in the State Assessment Consortia Initiatives.

40.018: Division L Educational Policy and Politics Business Meeting.

47.034: Cross-National Research on Teacher Quality and Teacher Labor Markets.

47.035: Environmental Standards and School Curricula: Raising the Bar and Making the Connections.

48.043: Of Cabbage and Kings: Using Observation and Value-Added Measures to Assess English Language Arts Teachers.

48.074-7: Cross-National Research on the Politics of Education.

48.074-8: Educator Incentive Pay: A Comparative Analysis of Three Large-Scale Reforms.

48.074-9: Fairness, Trust, and Capabilities: Building Blocks for Education Reform.

48.074-10: From Policy to Practice: National, Local, and Individual Student Perspectives on High School Accelerated Coursetaking.

48.074-11: How Professional Development Can Be Good for Teachers and Students: Learning From Research and Practice.

48.074-12: Internal Reactions to External Accountabilities: The Role of Leadership.

48.074-13: Local Autonomy in the Pursuit of Systemic Improvement: The Case of Ontario's Special Education Initiative Essential for Some, Good for All.

48.074-14: Making Connections From Policy to Practice: How Accountability Policies Translate Into Teacher Practices and Student Learning.

49.054: Diverse Approaches to Teacher Performance Assessment and Their Validity Evidence.

49.055: Division L Junior Faculty Mentoring Seminar: Advice From Leading Faculty and Researchers in Education Policy.

49.056: Evaluating Pay-for-Performance: Further Findings From Four Urban Teacher Incentive Fund Evaluations.

49.084-8: The Whole Is Greater Than the Sum of Its Parts.

50.017: GSC Division L Fireside Chat: Critical Conversations: Explaining Democratic Implications of Mayoral Takeover of School Districts.

50.049: From Policy to Practice: An Exploration of Top-Down and Bottom-Up Decisions in Language Education Policy.

50.050: Innovations in the Design and Implementation of School Improvement Networks: Evidence From the Field.

60.046: Policy and Program Effects on School Improvement: Alignment, Practice, and Achievement.

60.047: Where the Buck Stops: District Responses to Accountability Policies.

62.045: Multiple Perspectives on Strategies for and Obstacles to Quality Instruction.

62.046: Resources That Matter for Quality Schooling.

62.077-11: Race and Policy: Examining Their Evolving Connectedness in an Educational Context.

63.043: Lots of Sticks and Not Many Carrots: When Accountability Policies and Procedures Get Tough.

63.044: New Developments in Classroom Measurement: Conceptual, Methodological, and Policy Implications.

63.045: Teacher Supply and Turnover.

65.041: Designing and Implementing Integration Policies in the 21st Century: Considering Demography, Geography, and Legal Context.

65.042: Issues of Improvement in the Core Content Areas: Mathematics as a Case.

65.043: School Choice: The Latest Empirical Evidence.

65.069-1: The Opportunities, Mechanisms, and Consequences of Increasing Accountability Demands: An International Perspective.

66.045: District Decision Making.

72.046-1: Equity in Special Education: Analysis of National and International Policies.

72.046-2: Meritocracy, Research, and the Public Good.

72.046-3: Multiple Dimensions of Educational Quality.

72.046-4: Policy Change in International Contexts.

72.046-5: Results From Year 4 of a Comprehensive Evaluation of Denver's "ProComp" Teacher Compensation Reform.

72.046-6: Scaling up an Ambitious Reform of Teaching and Learning: Evidence From a Large-Scale Randomized Trial.

72.046-7: School Choice and Innovation: What's Different About Charter Schools?

72.046-8: Teacher Effects.

72.046-9: The Implication of a Restrictive Language Policy on Teacher Preparation and Classroom Practice.

72.046-10: The Value of School Attendance: Research Findings and Policy Implications.

74.033: The Gates Foundation and the Future of U.S. "Public" Schools.

75.037: Transforming Education Under Mayoral Control: The Case of New York City.

75.038: Using Value-Added to Improve Teaching and Learning: Promises and Pitfalls.

78.031: Why Are Schools in Some African Countries More Effective? A Multimethods and Comparative Approach to Educational Policy Research.

SPECIAL INTEREST GROUP SESSIONS

SIG-Academic Audit Research in Teacher Education

23.059-5: Program Assessment Using Qualitative, Quantitative, and Mixed Methods: Experiences From Across the Country.
33.046: Using Qualitative, Quantitative, and Mixed Methods in Program Assessment.
40.019: Academic Audit Research in Teacher Education SIG Business Meeting: Designing and Implementing Program Assessment Systems.

SIG-Action Research

22.065-12: Action Research Across Diverse and International Contexts.
23.060-11: Action Research Across Diverse Settings: Local and International.
33.047: Action Research Identity Outcomes: Shift in Self-Perception, Professional Role, and Researcher Identity Interactive Symposium.
36.045: Action Research: Path to Learning in Doctoral Programs and Beyond.
47.036: Learning to Teach and Improve Schools Through Action Research.
49.086-4: Action Research as Teacher Inquiry in Schools: Challenges and Opportunities.
50.081-10: Action Research: Disciplinary Perspectives and Diverse Research Strategies.
60.048: Action Research Works in Many Places: With Creativity, in Participatory Video Research and Non-Western Epistemologies.
63.046: David Teaches Goliath: How One Action Research Center Provokes University and Community Change.
65.070-4: Action Research: Online, With High School Students and With Participants.
66.046: Data, Accountability, and Collaboration: Action Research Meets Basic Educational Needs.
68.011: Action Research SIG Business Meeting.
74.049-15: Action Research: Habits of Mind and Teacher Identity.

SIG-Adolescence and Youth Development

32.085-4: Adolescence and Youth Development.
36.046: The Intersection of Culture and Academic Achievement.
40.020: Adolescence and Youth Development SIG Business Meeting.
49.057: Challenges and Solutions in Youth Development and Education.
62.047: Innovative Methods in Youth Development and Educational Research.
63.074-6: Adolescence and Youth Development Poster Session.

SIG-Adult Literacy and Adult Education

22.038: Challenges and Opportunities for Adult Learners Pursuing General Educational Development Credentials.
25.013: Adult Literacy and Adult Education SIG Business Meeting.
36.083-1: Resources for Instruction of Adult Learners.
48.074-1: Current Issues in Adult Learning.
50.051: Proposal for an AERA 2011 Conference Session on

Washington State's Integrated Basic Education and Skills Training (I-BEST) Program.

60.049: Growth From Adult Participation in Learning.

SIG-Adulthood and Aging

38.051: Adult Issues Related to Dementia, African American Third-Agers, Personality, School Memories, and Cultural Differences.
40.021: Adulthood and Aging SIG Business Meeting.

SIG-Advanced Studies of National Databases

25.014: Advanced Studies of National Databases SIG Business Meeting: Dissertation Presentation and Panel on Innovative Analyses.
32.048: The Roles of Early Environments and Teacher Quality in Pre-K-Grade 1 Achievement.
56.010: Quantitative SIG Social.

SIG-Advanced Technologies for Learning

22.039: Advanced Technology for Supporting and Assessing Student Learning.
25.015: Advanced Technologies for Learning SIG and Learning Sciences SIG Joint Business Meeting.
33.048: Computing What the Eye Cannot See: Educational Data Mining, Learning Analytics, and Computational Techniques for Detecting and Evaluating Patterns in Learning.
36.047: Advanced Technologies for Communication and Learning.
38.082-4: Advanced Technologies for Learning: Poster Session.
47.037: Diverse Perspectives on Embodied Learning: What's So Hard to Grasp?
60.050: Educational Uses of Innovative Technologies to Increase STEM Learning.

SIG-Applied Research in Virtual Environments for Learning

23.058-15: Using Virtual Worlds for Teaching and Learning.
32.049: Virtual World and Games Assessments.
48.044: Workshop: Research in Virtual Worlds and Visual Environments.
49.086-5: Agents and Avatars in Virtual Environments.
50.081-11: Research Into Virtual Worlds for Education.
65.044: Innovative Assessments in New Media (Virtual + Games + Mixed-Reality).
68.012: Applied Research in Virtual Environments for Learning SIG Business Meeting.
72.033: Virtual Spaces in Portable Digital Domes for Learning in Science and Cultural Heritage.

SIG-Arts and Inquiry in the Visual and Performing Arts in Education

32.050: Reimagining Self Through and Beyond Words.
48.077-2: Critically Charged Spaces of Self and Other.
63.047: Social and Artistic Imagining: Verbatim Theater Performance and Youth Engagement.
68.013: Arts Inquiry in the Visual and Performing Arts in Education SIG Business Meeting and Workshop.

SIG-Arts and Learning

- 20.043-15: Imagining to Learn: Arts Integration and Impact on Content Knowledge.
- 22.064-11: Intersection of Pedagogy and Practice in and Through the Arts.
- 23.059-11: Artist-Teachers and Teacher-Researchers: Evolution of Professional Identities Through Arts Instruction.
- 23.059-12: The Critical Body: Learning Through Dancing.
- 32.051: Community Arts: Social Engagement Inside and Outside School.
- 36.048: Assessing Achievement, Access, and Equality in Arts-in-Education.
- 47.038: (Re)positioning Learning Through Creative Medias, Literacies, and Modalities.
- 49.058: Both in and out of the Game: Research With Young Children in Classroom Contexts.
- 50.052: Creative, Cultural, and Critical Pedagogies for Engagement in the Arts.
- 53.014: Arts and Learning SIG Business Meeting and Guest Speaker Dr. Liora Besler.
- 60.069-13: Praxis and Perception: Teaching and Learning Music, Art, and Virtual Reality.
- 75.052-14: New Perspectives on the Arts and Liberal Arts.

SIG-Arts-Based Educational Research

- 22.040: Arts-Based Education Research as Incitement, Invitation, and Action: Research From Anthropology, Educational Philosophy, Theater, and Social Foundations.
- 25.016: Arts-Based Educational Research SIG Business Meeting.
- 36.083-2: Uncovering What Is Not Easily Visible Through Arts-Based Research.
- 48.074-2: Cultural and Environmental Issues Utilizing the Arts.
- 62.048: Trans/Relating Through Arts-Based Educational Research in Formal and Informal Environments.

SIG-Associates for Research on Private Education

- 49.087-7: Private Higher Education.
- 53.015: Associates for Research on Private Education SIG Business Meeting.
- 63.048: If Homeschooling Is So Good, Why Don't More Educators Promote It?

SIG-Bilingual Education Research

- 23.059-2: Biliteracy Development and Teaching in and Beyond Classrooms.
- 25.017: Bilingual Education Research SIG Business Meeting.
- 34.083-1: Sociocultural Perspectives: Diverse Learners, Teachers, and Parents in Multilingual Contexts.
- 36.049: Dual Language Programs in Micro and Macro Perspectives: From Pedagogy to School Reform.
- 38.028: Science Education in Urban Settings: Challenges, Approaches, and Successes.
- 38.035: A View of Arizona's Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners?
- 38.080-9: Culturally Relevant Practices: Teaching, Learning, and Fostering Heritage Languages in Diverse Language Communities.
- 40.030: Hispanic Research Issues SIG Business Meeting.
- 47.039: Math and Science Inquiry, Testing, and Access for

Multilingual Learners.

- 48.078-3: Multilingual Education in the Twenty-First Century: Practice, Policy, Theory, and Research: Poster Session I.
- 49.059: Preparation, Challenges, and Contributions of Bilingual Teachers.
- 62.049: Race, Class, and Immigration in the Multilingual Experience.
- 63.074-3: Multilingual Education in the 21st Century: Practice, Policy, Theory, and Research: Poster Session II.
- 65.067-6: Re-Visioning Classroom Instruction for English Language Learners: Pedagogical Insights From Ethnographic Research.
- 74.034: Reading Instruction and Development in Linguistically Diverse Classrooms.
- 75.039: Shifts in Participation and Identities of Latino Students in Computer-Mediated Environments.

SIG-Biographical and Documentary Research

- 48.074-3: Documenting Experiences: Portraiture, Autobiography, and the Imagined Self.
- 49.060: Documentary Films: The Praxis of a Public Education.
- 60.071-4: Teacher Experience, Teacher Research: Biographical and Documentary Approaches to Educational Inquiry.
- 68.014: Biographical and Documentary Research SIG Business Meeting. An Immodest Proposal: Promoting the Discussion of Pornography in Academe and Beyond Through Documentary and Research.
- 74.035: Of Discipline and Possibility: Traditions and Turns in Biographical and Documentary Research.

SIG-Brain, Neurosciences, and Education

- 20.029: Educational Neuroscience: Four Exemplary Levels of Analysis.
- 25.018: Brain, Neurosciences, and Education SIG Business Meeting: Meeting of the Brains.
- 33.049: Educational Neuroscience: Three Reports From Research Pioneers.
- 38.052: The Centrality of Task Design and Analysis for Documenting the Neural Basis for Mathematics Learning.
- 49.087-6: Educational Neuroscience: Investigations, Insights, and Issues.

SIG-Business Education & Computer Information Systems Research

- 65.045: Online Innovation in Business Teaching and Practice.
- 68.015: Business Education and Computer Information Systems Research SIG Business Meeting.

SIG-Career Development

- 22.041: Contemporary Contributions to Career Development Research and Practice.
- 25.019: Career Development SIG Business Meeting and Discussion: Emerging Issues in Career Development Theory, Research, and Practice.
- 38.081-2: Empowering Youth to Make Successful Career Choices and Transitions.

SIG-Career and Technical Education

- 33.050: Programs of Study: Multiple Approaches Examining the Implementation of a Federal Policy on Career Preparation.
- 38.053: Preparing Students for Success in High School and Beyond: High

School Career and Technical Education and the Career Academy Model.
 40.022: Career and Technical Education SIG Business Meeting.
 47.072-4: Career and Technical Education and Higher Education.
 50.080-3: Career and Technical Education and Learning.
 60.070-3: Career and Technical Education and Schooling.

SIG-Caribbean and African Studies in Education

48.045: Effective Schools? Confronting Challenges of the Teacher, Student, Test, and Context.
 63.072-13: Finding Our Own Rhythm: Experiences of African-Born Educators and Students.
 66.047: Pursuit of Happiness: Identities, Communities, and Pedagogies Across Educational Landscapes.
 68.016: Caribbean and African Studies in Education SIG Business Meeting.
 74.047-2: Inciting the Social Imagination: Integrating African Indigenous Concepts in Education.

SIG-Catholic Education

34.029: The African American Imagination and Catholic Education in Louisiana 1727-1975.
 36.050: Examining Critical Issues in the Contemporary Catholic High School.
 68.017: Catholic Education SIG Business Meeting.
 72.034: Select Issues in Catholic Education.

SIG-Chaos & Complexity Theories

25.020: Chaos and Complexity Theories: SIG Business Meeting and Conversation. The State of Complexity.
 34.049: Complexity in Thinking, Conversation, Knowledge, and Democracy.
 36.084-3: Chaos and Complexity: SIG.
 38.054: Weaving a Tapestry: Metaphors, Models, Methods, and More.
 50.080-5: Chaos and Complexity: SIG Roundtable Presentation.

SIG-Charter School Research and Evaluation

22.065-9: Charter Schools: Best Choice?
 23.060-12: Teachers in Charter Schools: Charter School Research and Evaluation.
 34.050: Issues in the Evolution of Charter Schools: Leadership, Research, and Image.
 53.052: School Choice SIG and Charter School Research and Evaluation SIG Joint Business Meeting
 65.046: Inside Charter Schools: Teaching, Curriculum, and Performance.

SIG-Classroom Assessment

20.041-3: Teachers Use of Classroom Assessment.
 32.052: Formative Assessment for Michigan Educators.
 34.083-4: Teachers' and Students' Views on Assessment.
 36.051: Classroom Assessment in Mathematics: Impact on Instruction and Learning.
 47.069-1: Assessment and Grading Practices.
 48.076-3: Measuring Classroom Formative Assessment Use.
 53.017: Classroom Assessment: SIG Business Meeting. Implications of Common Core Standards and Assessments on Classroom Teacher Assessments.
 62.050: Using Evidence to Take Action: Strategies Teachers Use to Deconstruct Student Work and Reteach.

66.048: Teachers' Use of Classroom Formative Assessments.

SIG-Classroom Management

20.030: Teacher Management and Teacher Care: Examining Both Dimensions in Classroom Settings.
 25.021: Classroom Management: SIG Business Meeting.
 33.074-11: Classroom Management: The Influence of Teachers' Learning and Experience on Management Strategies.
 38.055: Classroom Management 2.
 47.073-4: Classroom Management.

SIG-Classroom Observation

23.037: Using Classroom Observation to Examine Teaching and Learning in Early Childhood and Elementary Settings.
 25.022: Classroom Observation: SIG Business Meeting.

SIG-Cognition and Assessment

22.042: Using Evidence of Student Cognition in Assessment Design: Applications of Cognitive Interviews.
 23.058-14: Validity Issues in Assessment.
 36.052: Principled Assessment Design and Data Analysis for Diagnostic Assessments.
 53.018: Cognition and Assessment SIG Business Meeting.

SIG-Communication of Research

63.049: Communicating Educational Research: Studying Impact in an Evolving Environment.
 68.018: Communication of Research SIG Business Meeting. The Future of Scholarly Publication in Education: An Informal Chat.

SIG-Computer and Internet Applications in Education

33.051: Clearing Technology Integration Hurdles in K-12.
 34.051: Creative Conversations and Potential Collaborations Between Educational Technology Labs and Institutes.
 38.056: Considerations of Technology-Based Community, Engagement, and Assessment in Education.
 49.061: Hot Topics in Computer and Internet Applications for Education.
 50.080-1: An Affinity for Educational Research and Technology Design: Student-Led Design, Development, and Inquiry Endeavors.
 53.019: Computer and Internet Applications in Education SIG Business Meeting.
 60.051: Pedagogical Agent Presence, Appearance, and Agent-Learner Interactions: Current Research and Future Directions.
 63.073-4: Considerations in Learning and Researching With Technology.
 65.068-13: Technology Tools in Education and Scholarship: Microblogging, Lecture Capture, and Researcher Productivity.

SIG-Conflict Resolution and Violence Prevention

50.053: New Developments in Conflict Resolution In Schools.
 65.067-2: Advances in Conflict Resolution.

SIG-Confluent Education

50.054: Applying Confluent Education to Promote Social Imagination and Public Good.
 53.020: Confluent Education SIG Business Meeting With Dr. Bernardo Gallegos as Keynote Speaker.

SIG-Confucianism, Taoism, and Education

- 20.041-4: Cross-Cultural Education Studies of Learning, No-Self, and Ethics.
 25.023: Confucianism, Taoism, and Education: SIG Business Meeting.
 34.052: Creative Tensionality and Dynamic Harmony: Reimagining Curriculum and Pedagogy.

SIG-Constructivist Theory, Research, and Practice

- 47.069-2: Constructivist Perspectives in Education: From Preschool to Professional Development.
 53.021: Constructivist Theory, Research, and Practice: SIG Business Meeting.
 63.050: Helping Children Achieve Their Full Potential: Constructivism K-8.
 66.049: Supporting Constructivist Practice in Contemporary Learning Environments.

SIG-Cooperative Learning: Theory, Research and Practice

- 32.085-9: Current Issues in Cooperative Learning.
 53.022: Cooperative Learning: Theory, Research, and Practice SIG and Conflict Resolution and Violence Prevention SIG Business Meeting.
 63.051: Advances in Cooperative Learning.

SIG-Critical Educators for Social Justice

- 20.041-2: Challenging the Norm: Curriculum, Teacher Resistance, and Special Education.
 22.064-4: Critical Examinations of Personal Experiences.
 24.011: Teaching "Where Ya At": Historians, Artists, and Veteran Teachers Talk about Making Local Culture and Consciousness Matter in the Curriculum.
 32.053: Working Toward Social Justice Praxis in K-12 Classrooms.
 33.074-10: Critical Examination of Intersectionalities in Social Justice Education.
 34.053: Critical Examination of Social Justice in Teacher Education.
 36.083-10: Approaching Social Justice Praxis: Investigating Teacher Perspectives.
 39.010: "It's All about the Dollars": School Reform and the Assault on New Orleans' Public Schools and Teachers' Union.
 40.023: Critical Educators for Social Justice SIG Business Meeting.
 48.046: Uncovering the Complexities of Space, Race, and Praxis in Social Justice Education.
 50.079-7: Reimagining Critical Hope: Situated Perspectives Across North-South Contexts.
 50.079-8: Reflexive Activism: Challenges of Mentoring Preservice Teachers of Culturally and Linguistically Diverse Students.
 60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
 62.051: Measuring the Right to Education: Possibilities and Challenges.
 63.052: Off the Beaten Path: Social Justice Teaching in Uncommon Contexts.
 65.067-5: Teacher Education for the Public Good: Subverting Hyper-Accountability and Deficit Discourse in Social Justice Teacher Education.
 66.071-1: Critical Educators for Social SIG Justice Poster Session.
 72.035: The Blame Game and the Deficit Paradox.
 74.047-1: What Next for Education for Social Justice?

75.040: Marginalized Voices: Working Toward Resistance and Social Justice.

78.032: Where Theory Meets Practice: Sociopolitical Development, Academic Interventions, and Urban Youth.

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education

- 22.043: Abolishing Whiteness for the Public Good: A Critical Analysis of Whiteness Studies.
 23.058-13: Negotiating Educators, Parents, and the Print Media to Find Voice and Combat Stereotypes.
 32.083-13: Equity and Access: Strategic Tools for Race, Class, Gender, and Disability.
 33.052: Cutting the Diversity Cake With Critical Race Theory Insight: Three Perspectives on the Role of Diversity in Higher Education.
 34.083-12: Critiques of the Examination of Issues Related to Gender, Race, and Class for Academic Success.
 36.053: Détournement as Praxis: Challenging Popular Representations of Race and Ethnicity.
 47.040: Still Lifting, Still Climbing: The Work of African American Women Professors.
 48.076-14: Learning and Unlearning Attitudes: Analyses of Anti-Racism in Education.
 49.030: In the Public Good: Supporting a Diverse Professoriate.
 49.062: Hardly "Postracial": Challenging Whiteness for (the Public) Good.
 50.055: Holding the Intersectional Accountable to Critical Race Theory: Braiding Joteria and Chicana Feminist Epistemologies to Document the Raced, Gendered, and Sexed Experiences of Chicano Gay Men and Chicanas in Higher Education.
 53.023: Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Business Meeting and Guest Speaker.
 60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
 62.052: Instructions for Nationhood: Teachable Moments in Educational Policies and Practices.
 63.053: Teacher Educators: Using Critical Race Theory as a "Call to Context."
 66.069-13: Racial Identity and Differences: Responding to Stories of Achievement.
 72.036: The Chicana and Chicano Pipeline Revisited Ten Years Later: A Critical Race Quantitative Analysis of Contemporary Intersections.
 74.047-8: Critical Pedagogy and Critical Race Theory for the Education of Males From Diverse Backgrounds.
 75.051-12: Adolescent Issues of Disconnect: Perceptions, Dialogue, Social Change, and Leadership.
 78.041-14: Ascribed Characteristics of Race, Ethnicity, Class: Examining Politics and Policy Paradigms for Student Experiences.

SIG-Critical Issues in Curriculum and Cultural Studies

- 20.031: Disrupting Colonizing Curricular Practices: Culture, Place, Politics, and Pedagogy.
 34.054: Understandings Emerging Through the Southern Mist: The Curriculum of Place.
 38.057: What Comes After the Post? Curriculum Studies, Myths, Understanding, and the Posthuman.
 47.072-1: Telling Pictures? Readings of Visual Culture in the Study of Education.

50.080-2: Storying Curriculum as Personal/Political Text: Understanding Teachers Educating for Social Justice.
 63.073-5: Problematizing Public Pedagogy: Theorizing and Researching Popular Culture and Media and/as Curriculum.
 66.050: Inside and Outside the Subject(tivity) of Place: Traversing Social, Cultural, and Psychical Geographies in Educational Research.
 66.069-1: Curriculum Interventions, Controversies, and Reforms.
 68.019: Critical Issues in Curriculum and Cultural Studies SIG Business Meeting.

SIG-Critical Perspectives on Early Childhood Education

22.044: Looking Back/Looking "Forward": Continuing the Dialogue About Critical and Reconceptualist Early Childhood Care and Education.
 23.038: Reconceptualizing Methods in Early Childhood Research.
 32.054: Rethinking Practice in Early Childhood Education.
 33.053: Reconceptualizing Teacher Education Through Policy and Discourse.
 34.055: Looking Through an Artistic Lens: Issues and Education in Early Childhood.
 36.083-3: Reconceptualizing Teacher Education Research.
 47.041: Critical Perspectives: Discussion of International Contexts.
 49.063: Defining Identity: A Discussion of a Variety of Roles and Positionings in Early Childhood.
 50.079-1: Critical Perspectives on Early Childhood.
 53.024: Critical Perspectives on Early Childhood Education SIG Business Meeting.
 62.077-1: Childhood and Its Institutions.
 62.077-4: Critical Perspectives on Early Childhood Policy and Practice.
 65.067-1: Reconceptualizing Research Methods in Early Childhood.
 66.069-3: Critical Perspectives on Young Children and Childhood.

SIG-Cultural Historical Research

22.045: Redefining Science, Redefining Selves: Youth's Identity Development in Agentic Environments.
 34.056: Play Is the Thing: Performance Practices That Support Learning and Development Across the Life Span.
 36.054: Theorizing and Researching Practice: Touchstones, Challenges, and Approaches.
 38.011: Presidential Invited Address: Intervening to Shape the Future.
 48.074-4: From Storyboards to Google: New Technologies and the Ways We Teach Now.
 50.079-2: Identities and Education: Ways We Are Developing Into Our Teacher and Learner Selves.
 53.025: Cultural Historical Research: SIG Business Meeting. Per-Form, Re-Form, Trans-Form: Social Justice and Cultural-Historical Research.
 60.068-11: The Diversity of Children's Lives: Ways That Change Can Happen in Poverty, Play, and Preschool.
 65.047: Collaboration, Communion, and Intellectual Development: Exploring the Multiple Layers of Joint Activity and Classroom Talk.
 74.048-14: Youth Literacy Practices: Reimagining Learning Across Contexts.

SIG-Democratic Citizenship in Education

20.041-5: Democratic Citizenship in Education Paper Discussion Session.
 25.024: Democratic Citizenship in Education: SIG Business Meeting and Presentation. What Do We Know About the Civic

Action of Young People From Disadvantaged Communities?
 32.055: Democratic Citizenship in Education Paper Session I.
 36.055: Democratic Citizenship in a Global Age: Whose Values Take Precedence?
 47.042: Democratic Citizenship in Education Paper Session 2.

SIG-Design and Technology

23.039: Research-Based Frameworks for Instructional Design Education and Expertise Development.
 25.025: Design and Technology SIG Business Meeting.
 34.057: Judgment, Perspectives, and Reflection in Instructional Design Learning and Practice.
 36.084-1: Digital System Designs for Higher Education.
 49.087-5: K-12 and Community-Based Design for Math, Science, and Special Education.

SIG-Dewey Studies

32.056: The Central Concepts of John Dewey's Thought: Philosophical and Historical Studies.
 38.058: The Implications of John Dewey's Thought for Classroom Practices.
 40.024: Dewey Studies SIG Business Meeting and Invited Distinguished Lecture.
 47.069-3: Issues in John Dewey's Educational Thought.
 48.047: John Dewey's Philosophy of Listening.
 62.078-4: Dewey and Perspectives on Contemporary Educational Issues.

SIG-Disability Studies in Education

20.041-6: The Construction of Racial/Ethnic Disproportionality in Special Education.
 20.041-7: Young Adults and Disability: Reports From the Real World.
 23.040: Considering Policy Across National, International, and Theoretical Landscapes.
 32.081-11: Constructing Meaning in Personal, Cultural, and Material Contexts.
 33.054: (De)constructing (Dis)ability and Desire in Text and Curriculum.
 34.083-5: Creating Disability and Identity in Schools.
 36.056: Reflecting (Dis)ability in Professional and Teacher Discourse.
 40.025: Disability Studies in Education SIG Business Meeting.
 50.056: Valuing a Plurality of Research Methodologies in the Field of Learning Disabilities.

SIG-Districts in Research and Reform

25.026: Districts in Research and Reform SIG Business Meeting: Portfolio Management Models in Urban District Reform.
 38.082-1: Shifting Landscapes: Identifying Portfolio Reform Efforts in Los Angeles Unified School District.
 63.054: District Strategies in an Era of Fiscal Crises: Human Capital, Capacity-Building Partnerships, and Resource Allocation.

SIG-Doctoral Education across the Disciplines

22.046: The Influence of Mentors and Advisors on Doctoral Student Success.
 32.057: The Influence of Faculty on Doctoral Student Experiences From Admission to Dissertation.
 36.057: Program and Curricular Influences on Doctoral Student Development.

- 47.043: Becoming a Scholar: Writing, Research, and Doctoral Student Identity Development.
 49.085-5: Doctoral Education Across the Disciplines SIG Roundtable Session I.
 62.077-5: Doctoral Education Across the Disciplines SIG Roundtable Session II.
 66.069-4: Doctoral Education Across the Disciplines SIG Roundtable Session III.
 68.020: Doctoral Education Across the Disciplines SIG Business Meeting.

SIG-Early Education and Child Development

- 20.041-13: Adult Roles in Early Childhood Education.
 22.047: Children and Teachers Negotiating Schooling in Early Childhood Classrooms.
 23.041: Classroom Practice in Early Childhood Education.
 32.083-12: Early Childhood Influence on Child Development.
 33.074-14: Curriculum in Early Childhood Education.
 34.058: Families in Early Childhood Education.
 36.058: Interventions in Early Childhood Education.
 47.044: Literacy Practices in the Early Childhood Classroom.
 48.048: The Impact of Schooling in Early Childhood Education.
 48.076-13: Everyday Practice in Early Childhood Classrooms.
 49.064: Mathematics and Science in Early Childhood Education.
 50.082-7: The Significance of Early Childhood Education.
 53.026: Early Education and Child Development SIG Business Meeting.
 60.068-14: Issues in Early Childhood Education.
 62.077-1: Childhood and Its Institutions.
 62.077-14: Literacy Activities for Early Childhood.
 65.048: Professional Development in Early Childhood Education.
 66.051: Teacher Beliefs and Practices in the Early Childhood Classroom.
 72.037: Beyond the Developmental Constraints: Exploring Science Learning and Teaching in Early Childhood.
 74.036: Understanding Children From Diverse Contexts.
 75.041: Early Childhood Vocabulary Learning: From Child Development to Professional Development.

SIG-Education and Philanthropy

- 32.085-8: Education and Philanthropy Poster Session.
 38.059: Education Philanthropy and Education Reform: Approaches to Best Practice.
 53.027: Education and Philanthropy SIG Business Meeting.

SIG-Education and Student Development in Cities

- 53.028: Education and Student Development in Cities SIG Business Meeting.
 62.053: Internationalization, Teacher Education, and Student Development in Cities.
 65.070-6: Learning to Teach in a Multicultural Classroom.

SIG-Education, Health, and Human Services Linkages

- 22.048: Ready to Succeed: Linking Education and Child Welfare Data to Improve Outcomes for Foster Youth.
 25.027: Education, Health, and Human Service Linkages SIG Business Meeting.
 33.074-7: Partnerships for Health and Learning.

- 38.080-1: Understanding Health in Schools.
 48.049: Understanding and Supporting Student Health.

SIG-Educational Change

- 20.041-8: Pursuing Sustainable Change: How Community, Participatory Democracy, and Trust Define School Reform in Varying Contexts.
 23.042: Approaches to Evaluating Research Impact for Educational Change: International Evidence About Possibilities and Challenges.
 34.083-6: Systems-Wide Educational Change: Experiences in Teacher Education Programs and School Districts.
 38.060: Building Capacity at All Levels for Evidence-Based Decision Making: Models, Processes, and Impacts.
 40.026: Educational Change SIG Business Meeting.
 49.084-10: Teachers in the Midst of Educational Change.
 60.052: Developing and Sustaining Urban Teaching Residencies: How Do We Provide Effective Preparation Experiences and Build Resident Efficacy?

SIG-Educational Statisticians

- 33.055: Experimental and Quasi-Experimental Designs.
 36.059: Significance Testing and Alternatives.
 40.027: Educational Statisticians SIG Business Meeting.
 47.073-7: Educational Statisticians Poster Session.
 49.085-3: Modeling Categorical and Ordinal Outcomes.
 56.010: Quantitative SIG Social.
 62.056: Analysis of Cross-Classified Data, Multilevel Outliers, and Reporting of Multilevel Models.
 66.052: Issues in Factor Analysis and Structural Modeling.

SIG-Environmental Education

- 32.058: King Cake: Examining Practices and Capacities for Environmental Education in Schools.
 33.074-1: Creole Cottage: Environmental Education, Sustainability, and Design.
 38.061: Inciting Experience of Environment and Place Through Children's Literature: Transdisciplinary Research for the Community Good.
 48.074-5: How Do We Sustain Educators, Environmentalists, and Students in the Gloomy World of Climate Change?
 49.084-1: Using Place-Based Education to Promote STEM Learning and Civic Engagement.
 50.079-3: Delta: Environmental Connections and Actions Across Contexts and Cultures.
 62.077-6: Parish: Environmental Education Situated, and Compelled, With Implications for Learning and Policy.
 66.053: Assessing Schools for Generation R (Responsibility): Reimagining Legislation and School Policy for Environmental Science Education.
 68.021: Environmental Education SIG Business Meeting.
 72.038: Gulf: Philosophical and Political Challenges to Environmental Education as a Public Good.
 75.042: Les Enfants: Experiences of Environment and Community in and out of School.

SIG-Faculty Teaching, Evaluation, and Development

- 32.085-10: Student Ratings, Perceptions, and Educational Philosophy.
 40.028: Faculty Teaching, Evaluation, and Development SIG

Business Meeting and Invited Guests.

49.065: Responding to the Diversity Challenge in Higher Education: Journeying Toward Curricular and Inclusive Teaching.

50.057: Global Perspectives on Professional Development in Higher Education.

65.068-14: Evaluation, Accreditation, Teaching Cultures, and Learning-Centered Teaching.

SIG-Family and Consumer Sciences

62.054: Pedagogic and Curricular Re-ve(a)lations: Seeing Self, Sustainable Farming, Sexual Health, and Service Learning.

68.022: Family and Consumer Sciences SIG Business Meeting.

SIG-Family, School, Community Partnerships

22.049: Rewind and Reimagine: Using Video as Unfiltered Evidence of Parental Participation in School Mathematics.

25.028: Family, School, Community Partnerships SIG Business Meeting.

33.056: Engaging the Public in Literacy Education: Examining Partnerships Between Teachers and Communities.

34.083-2: Examining the Effects of Family Outreach and Engagement.

38.080-10: Conceptualizing Effective Partnerships Between Schools and Linguistically Diverse Families of Young Children.

47.045: Family Engagement and Early Childhood Education.

48.076-2: Building Stronger Connections Between Schools and Families With Children With Disabilities.

50.079-9: Family Engagement and Teacher Professional Development and Practice.

62.055: Family, School, Community Partnerships, and Latino Populations.

65.067-7: Strengthening School-Community Collaboration.

66.054: Family, School, Community Partnerships: Examining the Intersection of Race and Class.

SIG-Fiscal Issues, Policy, and Education Finance

38.062: State of the States and Provinces 2011.

40.029: Fiscal Issues, Policy, and Education Finance SIG Business Meeting.

48.077-1: Special Topics in School Finance.

60.053: Education Finance, and Policy: Intersections Between Policies, Practices, and Resources.

SIG-Foucault and Education

38.063: Teaching Practices and National Political Projects: The Production of Citizen Subjects.

47.046: Historical Criticism, Pedagogy, and Pleasure: Opening up New Possibilities in Educational Thought and Experience.

53.029: Foucault and Education SIG Business Meeting.

62.077-7: Disrupting Rationalities: Foucauldian Critiques of Educational Discourse.

SIG-Grassroots Community & Youth Organizing for Education Reform

23.043: Where Research Meets Action: Youth Participatory Action Research as a Model for Youth Organizing and Educational Reform.

33.057: The Futures Project: Understanding the Longitudinal Impact of Engaging Urban Youth as Critical Researchers.

36.083-11: Youth Organizing for Educational Equity and Social Change.

48.050: Community Organizing and Education Reform in an Era of New Power Dynamics and Funding Strategies.

49.066: Grassroots Community and Youth Organizing for Education Reform SIG Business Meeting.

50.079-11: Learning From Youth and Scholar-Activist Participatory Action Research.

51.010: Black Education, Environmental Health, and Grassroots Organizing: Testimonies From the Lower Ninth Ward of New Orleans.

63.055: Students and Communities Organizing for Social Justice in Arizona.

65.067-9: New Perspectives on Parent Organizing.

SIG-Hierarchical Linear Modeling

48.051: Analysis of Multilevel Data in Experimental and Quasi-Experimental Designs and Sample Size Requirements for Multilevel Models.

56.010: Quantitative SIG Social.

62.056: Analysis of Cross-Classified Data, Multilevel Outliers, and Reporting of Multilevel Models.

68.023: Hierarchical Linear Modeling SIG Business Meeting and Distinguished Speaker Presentation by David Rindskopf: Hierarchical Linear Modeling for Single-Case Designs: The Easy, the Difficult, and the Impossible.

SIG-Hispanic Research Issues

22.064-2: Unearthing the Experiences of (Non)Immigrant Latina/o Students in Education.

23.044: Revisiting Education in the New Latino Diaspora.

32.084-5: Factors Impacting Latina/o Youth's Educational Success.

34.059: Pedagogies of Hope Within Climates of Hopelessness.

36.012: Generations of Exclusion: Mexican Americans and Education in the United States.

36.060: Chicano School Failure and Success (3rd Ed.): Chapter Contributors' Reflections on School Reform.

40.030: Hispanic Research Issues SIG Business Meeting.

48.013: Presidential Invited Address: CLS v Martinez: The Clash of College Student Organizations and Nondiscrimination Principles in Higher Education.

48.069: Arizona Educational Equity Project: Examining Experiences of English Learners and Their Teachers.

48.074-6: Justice for All? Exploring the Achievement Performance of Latina/o Students.

49.067: Protecting Our Children and Communities: Organizing in Local and National Contexts.

50.058: Reimagining Research Methodologies: Research With(in) Bilingual and Biliterate Communities.

60.068-12: The Need for Critical Hope in Education Through Persistence, Resistance, Respeto, and Caring.

62.077-10: Examining the Engagement of Latinas/os in STEM.

63.028: Mexican Americans and School Segregation in California, 1903-1943.

75.043: Understanding the Disenfranchisement of Latino Males: Contemporary Perspectives on Cultural and Structural Factors.

SIG-Holistic Education

20.032: Creative, Humanely Restorative Community Building Through Holistic Education.

- 25.029: Holistic Education SIG Business Meeting: How to Incite an Education Revolution, One School at a Time.
 33.074-2: Generating Educational Possibility Through Holistic Leadership.
 36.061: Reflection, Contemplation, and Other Internal Investigations: Defining, Exploring, Teaching.
 49.084-2: Practicing Mindfulness of the Embodied Beings of Teachers and Students.

SIG-Inclusion & Accommodation in Large-Scale Assessment

- 34.084-6: Design and Implementation of Alternate Assessments.
 47.047: Accessibility of Educational Environments: Supporting Students With Special Needs.
 53.030: Inclusion & Accommodation in Educational Assessment SIG Business Meeting.
 63.073-7: Test Accommodation Research: Item Difficulty, Test Accessibility, Policies, and Perceptions.
 65.049: Exploring Issues of Scoring Student Performance on Alternate Assessments Based on Alternate Achievement Standards.
 65.050: Language Demands of Content Assessments and Validity of Accommodations for English Language Learners.

SIG-Indigenous Peoples of the Americas

- 22.020: Witnessing Indigenous Stories in Film/Painting/Photography/Theater.
 32.059: Global Indigenous Perspectives on Indigenous and Colonizing Education: Lessons From Africa, Canada, and USA.
 32.082-5: Hear Their Voices: Indigenous Student Perceptions of Educators' Efforts to Engage in Culturally Relevant Teaching and Learning.
 34.011: Standing Our Ground/Standing on Our Ground: Indigenous Research as an Act of Defiance and Enlightenment.
 40.031: Indigenous Peoples of the Pacific SIG Business Meeting: Racism or Cluelessness? Recent Trends in AERA Policies and Procedures.
 48.052: Indigenous Education Research: What Have We Learned?
 49.027: Enabling Intersections: Crippling Indigenous Studies and Indigenous Critical Crip/Disability Studies.
 49.068: Decolonizing Methodologies in an Urban Community: Ripple Effects of Community-Based Design Research.
 50.033: Indigenous Representations and Educational Development.
 50.080-6: Indigenous Education and the Sciences.
 62.078-1: Issues in the Education of Indigenous Children and Youth in Meso-America, Mexico, and the Southwestern United States.
 65.051: Documenting Constraints and Imagining Opportunities: High-Stakes Testing's Impact in Indigenous Arizonan and Alaskan Communities.
 66.071-2: The Impact of Natural Resource Revenues on First Nations Community Educational Outcomes in Alberta, Canada.
 68.024: Indigenous Peoples of the Americas SIG Business Meeting: Indigenous the Academy.
 74.037: The Role of Language and Culture in the Education of Indigenous Children and Youth.
 75.051-13: Preparing Educators to Work Effectively With Indigenous Students, Schools, and Communities.

SIG-Indigenous Peoples of the Pacific

- 32.060: The Politics of Indigenous Schooling.

- 34.011: Standing Our Ground/Standing on Our Ground: Indigenous Research as an Act of Defiance and Enlightenment.
 38.064: The Politics of Indigenous Theorizing.
 40.031: Indigenous Peoples of the Pacific SIG Business Meeting: Racism or Cluelessness? Recent Trends in AERA Policies and Procedures.
 47.070-3: Breaking Trail in Indigenous Educational Research: Session Two.
 48.052: Indigenous Education Research: What Have We Learned?
 49.085-2: Breaking Trail in Indigenous Research: Session One.
 50.080-6: Indigenous Education and the Sciences.
 65.067-14: Breaking Trail in Indigenous Research: Session Three.

SIG-Informal Learning Environments Research

- 23.051: Learning Science in Out-of-School Time: Research Directions for Generalized Understanding of OST.
 33.058: Informal Learning and Sociable Media in Children's Culture.
 38.065: Informal Learning Across Sites and Disciplines: What Do We Know, Where Do We Need to Go.
 47.070-2: Media, Museum, and Informal Learning.
 50.080-7: Partnerships and Across Site Studies: Informal and Semiformal Learning.
 53.031: Informal Learning Environments Research SIG Business Meeting. Invited Presentation: Informal Learning.
 60.071-8: Identity and Learning in Informal Settings.
 65.052: Public Engagement With Science Research Through Citizen Science in the Zooniverse Project: Lessons for the Informal Learning Community.

SIG-Instructional Technology

- 23.061-3: SIG Instructional Technology: Games and Online Learning Environments.
 32.061: Design Considerations in Games and Virtual Environments.
 33.026: Visualization, Simulations, and Modeling in Science Teaching and Learning.
 33.075-1: SIG Instructional Technology: Games and Online Learning.
 33.075-2: SIG Instructional Technology: Preservice Teacher Education.
 34.083-10: Pedagogically Orientated Mobile Learning Research: The Case of Design Research.
 36.062: Technology Activities in K-12 Settings.
 36.085-5: SIG Instructional Technology: Diversity and Socialization in Technology.
 38.066: Successful Grantsmanship in Instructional Technology: A Panel Discussion.
 48.053: Culture and Diversity in Technology Design and Integration.
 53.032: Instructional Technology SIG Business Meeting.
 60.054: Strategies for Socialization in Online and Blended Learning.
 62.057: Scaffolding Students for Problem Solving With Technology.
 63.073-1: SIG Instructional Technology: Technology Evaluation Strategies.
 63.073-2: SIG Instructional Technology: Technology Integration for K-12 Student Success.
 65.053: Technology Issues in Higher Education.
 66.055: Preservice Teacher Education: Curricula and Tactics.
 72.046-12: SIG Instructional Technology: Technology Topics.
 74.047-5: SIG Instructional Technology: Developing the Self in Technology-Based Learning.
 75.051-11: SIG Instructional Technology: Technology Applications to Health.

78.033: Modeling for Successful Problem Solving and Knowledge Construction.

SIG-International Studies

20.041-1: The Education Impact of International Study.
 22.050: International Benchmarking State Performance Standards Using the Programme for International Student Assessment (PISA).
 23.059-1: Use of International Statistics.
 32.062: Cross-Cultural Research From Six Countries: Comparing Productivity of Academic Olympians With Gifted and Non-Gifted Students.
 33.074-9: Education and Gender.
 34.060: Students We Share: Mexican-Origin Children and Youth in the 21st Century.
 36.082-7: Education and Cultural Values.
 36.083-9: Teacher Perceptions and Education Quality.
 36.083-13: Science and Scientific Careers.
 47.048: Outcomes of Civic and Citizenship Education in International Comparison.
 47.070-6: Teachers and the Teaching Profession.
 48.054: Issues in the Use of International Data Sets.
 50.059: Secondary Reform From the Perspectives of Teachers and Students in Six Countries.
 53.033: International Studies SIG Business Meeting.
 62.058: Implications for International Assessments: The Development, Implementation, and Validity of the Early Grade Mathematics Assessment.
 62.077-12: Education and Globalization.
 63.056: A Decade of Programme for International Student Assessment (PISA): Findings on the Achievement, Engagement, and Measurement of 15-Year-Olds' Literacy.
 63.057: European Teacher Attitudes Toward Muslim Students.
 65.067-4: Examining the Teaching Profession in the United Arab Emirates: Implications for Future Policy and Practice.
 72.046-11: Education in East Asia.
 74.038: Education and Social Cohesion.
 75.044: Education and Economic Development.
 78.034: Effectiveness of Higher Education.

SIG-Invitational Learning

23.045: Invitational Learning in Diverse Contexts.
 25.030: Invitational Learning SIG Business Meeting. Inviting Students to Learn: 100 Tips.

SIG-Ivan Illich

48.076-4: Counter Publics and Learning Webs: Deschooling, Democracy, and the Multitude.
 60.055: Dwelling in Uncertain Futures: Illichian Homeplaces Against Utopianism and Nihilism.
 65.054: Ivan Illich SIG Business Meeting. In the Mirror of the Past: Ivan Illich Glares Into the Present and Future.

SIG-Language and Social Processes

22.064-14: Negotiating Disciplinary, Professional, or Institutional Borders to Build Collaborative Teaching Relationships: A Discourse Perspective.
 25.031: Language and Social Processes SIG Business Meeting.
 33.074-15: Exploring Language(s): Ideologies, Policies, and Choices.

34.061: New and Emerging Scholars Studying Language-in-Use: The Nonlinear, Generative Process of Becoming a Researcher.
 36.063: Directions in the Semiotic Analysis of Young Children's Literacy: Back to the Future (With Multimodality).
 38.067: Multiple Perspectives on Computer-Mediated Classroom Discussion: Research on Discourse in the New Millennium.
 47.070-1: Exploring Student and/or Teacher Discourse in Formal and Informal Education Settings.

SIG-Large Scale Assessment

22.051: A Compilation of Validity Issues Encountered in Large-Scale Assessments.
 33.059: How Design Patterns Address Three Pressing Challenges in Large-Scale Assessment.
 40.032: Large-Scale Assessment SIG Business Meeting. Measurement Literacy in This New Era of K-12 Assessment.
 48.076-5: Large Scale Assessment SIG Table 1.

SIG-Law and Education

22.063-15: Charter School Legal Issues.
 48.013: Presidential Invited Address: CLS v Martinez: The Clash of College Student Organizations and Nondiscrimination Principles in Higher Education.
 49.084-8: The Whole Is Greater Than the Sum of Its Parts.
 62.077-11: Race and Policy: Examining Their Evolving Connectedness in an Educational Context.
 65.055: Educator Ethics: A Look at Teacher Professional Responsibility Through Case Law in Four States.
 68.025: Law and Education SIG Business Meeting and Presentation on the Educational Rights of Children.
 72.046-1: Equity in Special Education: Analysis of National and International Policies.
 74.039: From the Courtroom to the Schoolhouse: Recent Advancements in School Law and Implications for Leadership.

SIG-Leadership for School Improvement

23.046: Leadership for School Improvement SIG Business Meeting.
 48.076-6: Leading for School and Student Success.
 65.056: Building Leadership for Learning: Teachers and Principals.

SIG-Leadership for Social Justice

20.033: Promoting Transformative Educational Leadership Through a Critical Analysis of the Obama Administration's Educational Agenda.
 23.047: Schools, Leadership, and Social Justice.
 36.064: Leadership, Social Justice, and Critical Pedagogy.
 40.033: Leadership for Social Justice SIG Business Meeting.

SIG-Learning Environments

23.048: SIG Learning Environments Paper Session: The Role of Teachers and Teaching in the Learning Environment.
 25.032: Learning Environments SIG Business Meeting.
 33.076-5: SIG Learning Environments Poster Session: Contemporary Research on Learning Environments.
 36.065: SIG Learning Environments Paper Session: Successful Environments for Older and Younger Learners.

SIG-Learning Sciences

- 33.060: Learning Sciences Perspectives on Math and Science.
- 34.062: Producing Selves: The Analytical Utility of Theorizing About Identities Across Spaces, Narratives, Activities, and Time.
- 36.085-8: Discussions in the Learning Sciences.
- 48.055: Supporting Computational Thinking Through Games and Game Design.
- 62.059: Theoretical and Empirical Accounts of Framing in Classroom Interactions.
- 65.026: Early Cognitive Abilities for Learning Math and Science: Implications for Instruction From the National Science Foundation's Research and Evaluation on Education in Science and Engineering Program.
- 66.027: Using Models in the Classroom: Research Into Practice.
- 72.046-14: Innovations in Methodology in the Learning Sciences.
- 74.047-9: Discussions of Teaching in the Learning Sciences.
- 75.019: Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer/Practitioner Dialogue.

SIG-Learning and Teaching in Educational Leadership

- 22.052: Instructional Teacher Leadership in Action.
- 25.033: Learning and Teaching in Educational Leadership SIG Business Meeting and Panel Discussion of New Orleans School Administrators.
- 33.074-8: Leadership Preparation From Early Childhood to Adult Education.
- 38.080-8: The Landscape of Leadership Preparation.
- 48.078-1: Learning and Teaching in Educational Leadership.
- 49.069: "Integrity, Fairness, and in an Ethical Manner": Exploring Interstate School Leaders Licensure Consortium Standard 5 as a Leadership Foundation.
- 50.060: Transferring Learning in Leadership Preparation.

SIG-Literature

- 36.066: (Trans)cending and Complicating Histories, Identities and Modalities: Literary Texts and Response Practices.
- 40.034: Literature SIG Business Meeting. Making Spaces for Reading Diverse Literature: Queer and Ally Youth and Adults Reading LGBTQ-Themed Literature.
- 50.079-4: Critical Perspectives on Texts and Readers Engagement.

SIG-Lives of Teachers

- 20.041-15: Teachers' Perceptions of Their Professional Development.
- 33.061: A Holistic Examination Across the Teaching Continuum: Five Studies About Teachers, Teaching, and Teacher Learning.
- 38.068: Life Stories and Teacher Empowerment.
- 40.035: Lives of Teachers SIG Business Meeting.
- 47.070-4: Dimensions of Teaching: Teachers' Lived Experiences and Teachers' Beliefs.
- 50.079-15: Career Pathways in Teaching.

SIG-Longitudinal Studies

- 33.062: From Kindergarten to College: Studies of Elementary and Secondary School Achievement Growth and Postsecondary School Outcomes.
- 40.036: Longitudinal Studies SIG Business Meeting.

SIG-Marxian Analysis of Society, Schools and Education

- 22.064-5: Materialistic Readings, Higher Education, and Imperialism Through Technology.
- 25.034: Marxian Analysis of Society, Schools, and Education SIG Business Meeting: The Neoliberal Restructuring of Cities, Education Policy, and Possibilities for Social Transformation Through a Marxist Lens.
- 36.067: Democracy, Social Change, and Economic Justice: Beyond the Class Reductionism.

SIG-Measurement Services

- 32.063: Issues in College Testing and Assessment.
- 34.085-1: Measurement Services SIG Poster Session.
- 53.034: Measurement Services SIG Business Meeting.

SIG-Media, Culture, and Curriculum

- 22.053: Saints and Sluts: Racialized Pedagogies of the Good Girl/Bad Girl in Popular Youth Culture.
- 33.074-13: The Use of Digital Media for Equity and Social Justice in Schooling.
- 34.063: A Space for Design: When New Media Technologies Meet Formal Learning Environments.
- 36.068: Developing 21st-Century Writing Practices in Gaming-Related Affinity Spaces.
- 38.081-3: The Use of Sociocultural Analytic Frameworks in Understanding Virtual Learning Environments.
- 48.056: Symposium: Evidence-Driven Approaches for Understanding Collaborative Learning in Digitally Mediated, Game-Based Environments.
- 49.070: Socially Situated Expert Practice in and Around Gaming.
- 60.069-12: Teachers' Interactions With New Media Technologies in Their Classrooms.
- 62.060: Emergent Activities in New Media Environments and Their Relationship to Learning.
- 66.070-1: Adolescents' Engagement With Social Media.
- 68.026: Media, Culture, and Curriculum SIG Business Meeting.
- 74.047-4: Analyses of Mass Media and Their Place in Education.
- 75.051-10: Contexts for Studying the Production of Digital Narratives.

SIG-Mentorship and Mentoring Practices

- 22.054: Mentoring in Academia: Faculty and Doctoral Students.
- 23.059-6: Mentoring College Students.
- 33.063: Mentoring At-Risk Youth.
- 34.083-14: Mentoring Experienced Educators: Theory and Practice.
- 40.037: Mentorship and Mentoring Practices SIG Business Meeting.
- 49.071: Mentoring Preservice and Beginning Teachers.
- 50.082-2: Mentoring in the Workplace.

SIG-Middle-Level Education Research

- 22.064-6: Concerns and Issues in Young Adolescent Development.
- 25.035: Middle-Level Education Research SIG Business Meeting.
- 34.064: The National Project on Middle Level Common Planning Time: Emerging Results From Phase II.
- 48.076-7: Varying Literacies in Educating Today's Young Adolescents.
- 49.072: Middle School Teachers Listen to Students as Part of Professional Development and Teacher Education.
- 60.056: Leadership, Decision Making, and School Improvement in Middle Level Schools.

SIG-Mixed Methods Research

- 32.064: Five Years After Katrina: Social Innovation or Rhetoric.
 50.082-3: Procedural Issues in Conducting Mixed Methods Research.
 53.035: Mixed Methods Research SIG Business Meeting and Outstanding Mixed Methods Dissertation Award Winner.
 66.070-4: Applying Mixed Methods Research to Study Educational Contexts.
 74.040: Conceptualizing Mixed Methods Research: Toward Further Understanding of Its Theoretical and Methodological Issues.
 78.035: Experiences with Obtaining Grants to Conduct Mixed Methods Research.

SIG-Moral Development and Education

- 20.041-12: Moral Development and Education SIG, Roundtable Session 1.
 33.074-3: Moral Development and Education SIG, Roundtable Session 2.
 36.069: Moral Judgment of Students in Higher Education and the Moral Sense of Purpose in Adolescents.
 40.038: Moral Development and Education SIG Business Meeting.
 48.057: Moral Motivation: What Makes People Act Morally?

SIG-Motivation in Education

- 23.049: Teacher Motivation: Why Does It Matter?
 23.061-6: Poster Session: Motivation in Learning and Instruction.
 32.065: Development and Influences on Student Engagement and Self-Esteem.
 33.075-7: How to Attract, Retain, and Promote Qualified and Committed Teachers? Insights Into Motivation and Emotion.
 34.024: Exploring the Motivational and Emotional Nexus of Teaching.
 34.026: Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts.
 34.065: Developments in Interest Theory and Research.
 36.070: Motivation and Development: Some Thoughts About the Development of Achievement Motivation and of Theories of Achievement Motivation.
 38.082-5: Motivation in Education SIG: Poster Session 1 of 2.
 40.039: Motivation in Education SIG Business Meeting.
 47.049: Making Motivational Theory Relevant: The Contribution of Intervention Research to Motivation Theory and Educational Practice.
 48.021: Beliefs About the Self, Tasks, and Domains on Academic Achievement.
 48.025: The Functional Relevance of Emotions for Students' Engagement and Performance.
 48.058: Reading, Motivation, and Belonging.
 49.087-8: Motivation in Education SIG: Poster Session 2 of 2.
 50.030: Moving Past Blind Men and the Elephant: A Profiles Framework for Understanding Motivation and Self-Regulation.
 60.025: Regulating Emotions: Effects on Social Adjustment and Learning in School.
 60.057: Teacher, Class, and School Effects on Motivations and Achievement.
 62.026: Complex Interplay Between Knowledge, Motivation, Metacognition, and Self-Regulation on Cognitive Processing.
 62.061: New Directions in Achievement Goals and Goal Structures Research.

- 63.058: On the Issue of High Correlation Between Performance-Approach and Performance-Avoidance Goals.
 65.057: Advances in Goal Theory Research.
 66.023: Factors Affecting Students' Engagement and Achievement in Reading.
 72.019: Learning STEM: The Need for Instructional and Motivational Scaffolding.
 74.017: Effects of Text Characteristics, Strategy Use, and Motivation on Text Processing.

SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice

- 22.055: Situating "Culture" in Multi-"Cultural" Education.
 38.080-13: Ethnic Group Considerations in Multicultural/Multiethnic Education.
 47.050: African American Males in Higher Education: Examining Their Experiences in Diverse Contexts.
 48.075-1: The Complexities of Diversity: Perspectives and Reflections in Multicultural/Multiethnic Education.
 49.073: Unique Discourses in Multicultural/Multiethnic Education.
 60.071-7: Multiethnic Considerations for Work-Life Balance: Examining the Literature on Diverse Faculty.
 63.059: Indigenous Perspectives on Multicultural Education.
 65.067-13: Enhancing Multicultural Education: Examining Perceptions, Identities, and Privilege.
 68.027: Multicultural/Multiethnic Education: Theory, Research, and Practice SIG Business Meeting.

SIG-Multiple Intelligences: Theory and Practice

- 38.069: Multiple Intelligences in Action.
 53.036: Multiple Intelligences: Theory and Practice SIG Business Meeting.

SIG-Multiple Linear Regression: The General Linear Model

- 32.066: Current Methodological Issues in Multiple Linear Regression and the General Linear Model.
 53.037: Multiple Linear Regression: The General Linear Model SIG Business Meeting.

SIG-Music Education

- 33.074-4: Music Education SIG Roundtable.
 34.066: Music Education Reform.
 36.071: Living and Leading Diverse Musical Communities.
 47.073-8: Music Education SIG Poster Session.
 49.084-4: Music Education SIG Roundtable II.
 50.061: Collaborative Learning Environments in Music Education: Implications for Professional Development.
 53.038: Music Education SIG Business Meeting.
 62.077-9: Music Education SIG Roundtable III.
 63.060: Exploring Music Learning and Meaning in Various Populations.
 78.036: From Music Student to Music Teacher and Beyond.

SIG-NAEP Studies

- 23.050: Achievement Gap, Construct Irrelevant Variance, Socioeconomic Status, and Background Variables in NAEP and Course-Taking Trends.
 48.059: Association of Student Achievement With Background Variables, Engagement, and Motivation.

53.039: NAEP Studies SIG Business Meeting.

SIG-Narrative Research

- 20.044-1: Narrative Research SIG: Teacher Education Structured Poster Session.
 23.060-7: Narrative Research SIG Roundtable Session I: Culture, Identity, and Narrative.
 33.064: Narrative Research SIG Session: Moving Into the Academy: Using Narrative to Examine Experiences of Marginalization.
 34.067: Narrative Research SIG Session: Narratives of Teacher Education: Examining the Experiences of Beginning Teachers.
 38.070: Narrative Research SIG Symposium Session: Narrative Inquiries Into Curriculum-Making in Teacher Education.
 49.086-1: Narrative Research SIG Roundtable Session II: Changing Contexts, Shifting Identities.
 50.081-7: Narrative Research SIG Roundtable Session III: Challenging Mainstream Classroom Standards.
 60.058: Narrative Research SIG Session: Exploring Narrative Representations for Qualitative Methodology.
 63.061: Narrative Research SIG Session: Acknowledging Student Voice in Curriculum Development.
 68.028: Narrative Research SIG Business Meeting.

SIG-Online Teaching and Learning

- 22.056: Research on Online Discussions.
 34.068: Community of Inquiry Research.
 47.073-6: Online Teaching and Learning.
 50.062: Innovation in Online and Blended Learning.
 50.063: Research on Online Teaching and Learning.
 53.040: Online Teaching and Learning SIG Business Meeting.
 62.062: Examining the Extent and Nature of Online Learning in American K-12 Education: A Symposium on the Research Initiatives in Online Education of the Alfred P. Sloan Foundation.
 63.074-5: Teaching and Learning Online.

SIG-Organizational Theory

- 49.084-5: Uses and Discussions of Organizational Theory.
 53.041: Organizational Theory SIG Business Meeting.
 62.063: Schools as Organizations: Empirical and Conceptual Uses of Organizational Theory.

SIG-Out-of-School Time

- 23.051: Learning Science in Out-of-School Time: Research Directions for Generalized Understanding of OST.
 32.067: Building the Discipline to Support Youth Work Education.
 33.075-5: Promising Practices of Out-of-School Programs: Supporting Science Education, Student Engagement, and Academic Outcomes.
 38.065: Informal Learning Across Sites and Disciplines: What Do We Know, Where Do We Need to Go.
 40.040: Out-of-School Time SIG Business Meeting.
 47.072-3: The Impact of Out-of-School Programs on Literacy Development, Workplace Learning, and At-Risk Student Success.
 48.060: Advances in Out-of-School Time Research: Examining the Variables Important for Successful OST Programming and Experiences.
 50.080-7: Partnerships and Across Site Studies: Informal and Semiformal Learning.
 50.082-6: Promoting Positive Developmental, Academic, and Vocational Outcomes Through Out-of-School Time Activities.

SIG-Paulo Freire

- 32.068: Problem Posing Immigration Along the Educational Pipeline.
 33.075-4: Taking on the Challenge of Paulo Freire in Teacher Education.
 34.069: Critical Service Learning as a Revolutionary Pedagogy: A Freirean Perspective on Transforming Society.
 47.072-2: Freirean Considerations on Naming and Challenging Injustice.
 50.082-5: Objectification of Human Existence: Science and Information as Tools of Power and Control Among Social Groups.
 53.042: Paulo Freire SIG Business Meeting.
 66.056: The Urgency of Paulo Freire for K-12 Education.
 74.048-10: Reimagining Communities for Learning: Critical Literacies in Uncertain Spaces.

SIG-Peace Education

- 20.034: Building Understanding in Contextually Responsive Peace Education.
 22.064-7: Urban Applications and Praxis Considerations in Peace Education.
 32.083-1: Responsive Positioning in Peace Education.
 34.070: Anti-Racist Pedagogy in Peace Education: A Call for a Shift in Theoretical Groundings.
 38.080-11: International Applications in Higher Education.
 40.041: Peace Education SIG Business Meeting: "Isn't It Just a Bunch of White Women?" Reconceptualizing a More-Inclusive Peace Education in the Academy.
 48.061: Transforming Traditional Higher Education Paradigms in Postconflict Environments: Four Case Studies.

SIG-Philosophical Studies in Education

- 20.035: Philosophizing Teacher Identity and Professional Community.
 22.064-1: Modes of Research: Narrative, Perception, and Educational Neuroethics.
 25.036: Philosophical Studies in Education SIG Business Meeting and Distinguished Lecturer Gert Biest: "Philosophy of Education for the Public Good: Five Challenges and An Agenda."
 32.069: Language and the Myth of the Inclusive Classroom: "Whaa-Whaa," Charlie Brown's Teacher, Meet Claudia Ruitenberg.
 33.074-5: Emancipation and Classroom Practices in Rancière, Deleuze, and Freire.
 38.071: Absurdity, Boredom, and Gratitude in Education.
 49.084-6: Philosophizing as Educators and the Epistemology of Place.
 50.079-5: Subjectivity, Recognition, and Tragic Hope in Education.
 62.064: Reverence, Listening, and Humor in Education: Philosophical and Psychological Perspectives.

SIG-Politics of Education

- 23.059-7: Changing Voices in Education Policy: Examining the Motivation and Influence of Different Policy Actors.
 25.037: Politics of Education SIG Business Meeting.
 32.070: Crossing Boundaries and Colliding Worlds: The Politics of Prekindergarten Education.
 34.083-7: Politics of Language: The Policy Consequences of How the Issues Are Defined and Framed.
 48.062: Local and State Actors Involved in Education Politics and Policymaking.
 66.057: The Politics of Sustainable Change in Education.

SIG-Portfolios and Reflection in Teaching and Teacher Education

- 20.042-4: Portfolios and Reflection as Tools of Professional Growth and Development for In-Service Teachers.
 32.071: Fostering Interdisciplinary Learning and Reflectivity in Higher Education: Redesigning Curriculum and Assessments.
 38.072: Portfolios and Reflective Practice for Preservice Teachers: Models for Authentic Learning.
 40.042: Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting.

SIG-Postcolonial Studies and Education

- 36.083-4: Postcolonial Approaches With Students and Teachers.
 49.084-7: Postcolonial and Transnational Knowledge Creation.
 53.043: Postcolonial Studies and Education SIG Business Meeting. Postcolonial Dialogue: Conversations With Scholars.
 62.065: Elite Secondary Schools, Globalization and Postcoloniality: Explorations of National and Transnational Class Formations Through Schooling.
 66.058: Imagining Postcolonial Futures: Implications for Education in a Global Context.

SIG-Problem-Based Education

- 23.052: Assessing Complex Problem Solving: Theories, Methods, and Tools.
 25.038: Problem-Based Education SIG Business Meeting. Next Generation Assessments & PBL: A Discussion with Joan Herman.
 34.084-4: Using Problem-Based Learning to Teach Science, Technology, Engineering, and Math (STEM) in Higher Education.
 48.075-4: Defining Teachers' Perspectives Implementing Problem-Based Learning in K-12 Classrooms.
 66.059: Assessing Student Responses in Varied Problem-Based Learning Environments.

SIG-Professional Development School Research

- 32.072: National Society for the Study of Education Yearbook on Professional Development School Research: Measuring the Impacts.
 34.084-7: Issues in Professional Development School Networks: Partnerships and Fidelity.
 40.043: Professional Development School Research SIG Business Meeting.
 47.070-5: School-Based Innovations in Professional Development Schools.
 49.074: Teacher Candidates and Mentor Teachers in Professional Development Schools.

SIG-Professional Licensure and Certification

- 48.077-3: Barriers to and Trends in Professional Certification Throughout the Career.
 63.062: Fun With Test Items: Subgroup Construct Stability, Common and Repeated Items, and Item Relevance Factors.
 68.043: Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Joint Business Meeting.

SIG-Professors of Educational Research

- 38.081-1: Teaching and Learning From Educational Research Courses.
 48.063: The Study of Research in Academia.

- 60.059: Evolving Paradigms in Mixed Methods Research.
 68.029: Professors of Educational Research SIG Business Meeting.

SIG-Qualitative Research

- 20.036: Ethics, Reflexivity, and Subjectivity in Qualitative Inquiry.
 22.026: Tools for Qualitative and Mixed Methods Research in Education.
 22.057: After Coding: New Analytics in Postqualitative Research.
 23.053: Qualitative Research in Virtual Spaces.
 23.060-2: Applications of Mixed Methods and Qualitative Research.
 32.023: Concerns and Considerations in Qualitative Inquiry.
 32.081-14: The Practice and Politics of Funded Qualitative Research.
 34.071: Philosophically Informed Qualitative Research for the Public Good.
 34.083-11: Researcher Roles in Qualitative Research.
 38.081-4: Writer Voice and Dialogue in Qualitative Research.
 47.051: Duoethnographies of Status, Privilege, and Power: A Political Turn for the Public Good.
 48.064: Relational Ethics and Qualitative Research.
 49.075: Attributing Causality in Qualitative Research: Viable Option or Inappropriate Aspiration?
 50.079-14: Problematizing Reflective Practices in Qualitative Research.
 50.081-3: Qualitative Methodology and Change.
 60.070-1: Autoethnographic Practices.
 62.066: Embodiment, Aesthetics, and Visual Data in Qualitative Research.
 62.079-1: Posters From Division D Section Three: Qualitative Research Methods.
 65.058: Reimagining Black Girlhood: Lessons on Performance From Saving Our Lives Hear Our Truths (SOLHOT).
 66.070-2: Decolonizing Qualitative Methodologies in Cross-Cultural Contexts.
 68.030: Qualitative Research SIG Business Meeting and Egon Guba Invited Lecture.
 72.046-13: Visual Representation in Qualitative Inquiry.
 74.047-6: Postmodern Epistemologies in Qualitative Research.
 75.020: Qualitative Methods and Democratic Practice in Education.
 75.052-1: Emerging Methodologies and Epistemologies in Qualitative Research.

SIG-Queer Studies

- 36.085-2: Walking a "Straight" Line: Queer Parents in Hetero(Normative) Schools.
 38.034: Division F Vice Presidential Address: Taking a Q From Lesbian and Gay History in Education.
 47.052: Queer Education in Schools: Experience, Resistance, and Policy.
 49.030: In the Public Good: Supporting a Diverse Professoriate.
 50.079-13: Teaching Queer: Identities, Geographies, and Transformation.
 62.077-13: Listening to Queer Voices.
 66.060: Diverse Methodologies for Exploring LGBTQ Issues in Education.
 68.031: Queer Studies SIG Business Meeting.
 78.037: Queer Positionalities of Teachers, Parents, Youth, and Texts.

SIG-Rasch Measurement

- 25.039: Rasch Measurement SIG Business Meeting.
 36.072: Issues of Rasch Dimensionality, Scaling, and Fit.
 38.082-2: Rasch SIG Poster Session.
 48.065: Studies in Rasch Conditions and Applications.

SIG-Religion and Education

- 34.029: The African American Imagination and Catholic Education in Louisiana 1727-1975.
 36.084-2: Religion and Education: Emerging Issues.
 47.053: Teacher Faith and Curriculum in Education.
 50.080-4: Diverse Perspectives in Religion and Education.
 66.061: Divergent Issues in Religion and Education.
 68.032: Religion and Education SIG Business Meeting.

SIG-Research Focus on Black Education

- 4.018: The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education.
 22.028: Education for Organizing, Resistance, and Empowerment.
 32.083-14: Challenges and Prospects in Black Higher Education.
 33.065: Critical Perspectives on Spirituality, Religion, and the Black Church on Black Educational Outcomes.
 34.029: The African American Imagination and Catholic Education in Louisiana 1727-1975.
 47.072-6: Identities and Achievement of Black Students.
 49.085-1: Sankofa: Learning From Our Past in Transforming the Future.
 50.064: Postracial America? Black Middle-Class Parents and the Fight for Equality of Educational Opportunity in the 21st Century.
 53.044: Research Focus on Black Education SIG Business Meeting and W. E. B. DuBois Distinguished Lecture.
 55.011: Research Focus on Black Education SIG, Washington University of St. Louis, and Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Joint Reception.
 63.073-6: Social and Cultural Capital and the Academic Success of Black Students.
 65.031: Desegregation and Its Aftermaths: Transition, Loss, and Accountability.
 65.059: Research in Action: Racial Negotiation Measurement and Intervention for Black Students.
 72.039: Approaches to Success: Gendered Analysis of African Americans in STEM.
 75.022: Post-World War II Black Education Organizing.
 75.045: Advancing the Educational Achievement of Black Males.
 75.052-2: Strengthening the Pipeline of Highly Qualified Teachers of Black Students.

SIG-Research Focus on Education and Sport

- 25.040: Research Focus on Education and Sport SIG Business Meeting.
 32.073: Reimagining the Possibilities of Research on Education and Sport, Part I.
 36.084-4: Reimagining the Possibilities of Research on Education and Sport, Part II.

SIG-Research Use

- 38.073: Race to Nowhere: A Documentary.
 50.082-1: Research Use.
 53.045: Research Use SIG Business Meeting.
 63.063: Research in the Hands of Teachers and Administrators.

SIG-Research in Global Child Advocacy

- 40.044: Research in Global Child Advocacy SIG Business Meeting: Evolving University Partnerships for Global Child Advocacy.

SIG-Research in Mathematics Education

- 20.037: Diagram, Gesture, and Agency: Theorizing Embodiment in the Mathematics Classroom.
 22.064-12: SIG/Research in Mathematics Education Roundtable 1: Students.
 23.054: Using Argumentation to Investigate Aspects of Teaching Geometry.
 32.074: Mathematics Education and Equity.
 38.074: Culturally Relevant Mathematics Education.
 40.045: Research in Mathematics Education SIG Business Meeting.
 48.066: Understanding Variations in Teachers' Implementations of Curricula.
 48.078-6: SIG/Research in Mathematics Education Poster Session 1.
 49.076: SIG/Research in Mathematics Education Roundtable 2: Teachers.
 50.065: Student Mathematical Knowledge.
 60.070-4: SIG/Research in Mathematics Education Roundtable 3: Understanding.
 62.067: Teacher Mathematical and Pedagogical Knowledge.
 65.067-12: SIG/Research in Mathematics Education Roundtable 4: Learning.
 66.062: Curricular Effects on Mathematics Learning and Teaching.
 72.040: Science Content Versus Mathematical Structures in the Elementary Grades.
 74.047-7: SIG/Research in Mathematics Education Roundtable 5: Teacher Education.
 75.019: Rethinking STEM Content, Access, and Agency for Broad Participation: A Designer/Practitioner Dialogue.
 75.046: Extending, Expanding, and Applying the Construct of Mathematical Knowledge for Teaching.

SIG-Research in Reading and Literacy

- 20.038: The Role of Imagination in the Multiliteracies of the 21st Century.
 22.065-10: Aspects of Geographical Space, Culture, and Gender That Influence Reading.
 23.060-8: Developing Exemplary Teachers of Reading.
 32.075: The Intersection of Theory and Practice in Effective Professional Development Literacy Practices.
 47.054: Reading Researchers in Search of Common Ground: The Expert Study Revisited.
 48.067: How Talk and Attention to Text Influence Reading Processes.
 49.086-2: Human Rights, Literacy, and Globalization in the 21st Century.
 50.081-8: Learners With Development Disabilities, Struggling Readers, and Diverse Students Receive Support in Literacy.
 53.046: Research in Reading and Literacy SIG Business Meeting.
 62.068: Factors That Influence Reading Processes.
 63.074-1: Measures of Reading Development.
 66.023: Factors Affecting Students' Engagement and Achievement in Reading.
 74.017: Effects of Text Characteristics, Strategy Use, and Motivation on Text Processing.
 74.049-12: Meaning-Making From Texts.
 75.047: Factors That Influence English as a Second Language Learners' Reading Development.

SIG-Research in Social Studies Education

- 20.042-2: Civic and Citizenship Education in Three Political-Geographic Regions.

- 22.058: Democratic Education: Cultures, Contexts, and Implications.
 22.066-6: International Studies of History and Social Science Education, Ethics, and the Arts.
 23.058-12: Critical Approaches to History Education.
 32.076: Multiculturalism and Identity in Social Studies Education.
 34.083-13: Ethics and Social Studies Education.
 38.082-6: Social Studies Education.
 47.055: Supporting Students' Intellectual Engagement in Social Studies: Cases of Teacher Capacity and Teacher Learning.
 49.084-12: Illuminated Realities: Examinations of English, Japanese, and U.S. Social Studies Textbooks.
 50.066: Civic Education.
 53.047: Research in Social Studies Education SIG Business Meeting.
 60.060: Reform/Practice in Social Studies Education.
 62.077-15: Teacher Education and Elementary Social Studies.
 66.026: Research on Teaching and Learning of Social and Historical Issues.
 72.041: Educating Citizens: How High-Quality Discussions of Controversial Issues Affect Learning and Political Engagement.
 74.041: The Challenge of the Documentary in Democratic and Social Studies Education.
 78.041-15: Teacher Education and the Social Studies.

SIG-Research on Evaluation

- 23.060-9: Reimagining the Promise and Potential of Evaluation to Inform Policy and Knowledge Construction Through the Lens of Evaluation Methodology.
 34.072: Research on Mixed Methods Approaches to Addressing Generalization and Transferability in Evaluations in Rural Contexts.
 40.046: Research on Evaluation SIG Business Meeting.
 50.067: Evaluating Multiple Indicators of Teacher Effectiveness: Toward a Robust Teacher Evaluation System.

SIG-Research on Giftedness and Talent

- 23.059-3: Research on Giftedness, Creativity, and Talent SIG Roundtable I.
 34.073: New and Creative Perspectives on Giftedness, Creativity, and Talent in Education.
 36.073: Translating Insights From Psychology and Neuroscience to Gifted Education.
 47.056: Gifted Education Programming and Instruction.
 49.087-2: Research on Giftedness, Creativity, and Talent SIG Poster Session.
 53.048: Research on Giftedness, Creativity, and Talent SIG Business Meeting. Reflections From Gifted, Creative Performing Artists: Implications for Research and Practice.
 62.069: Cross-Cultural Studies in Gifted and Talented Education.
 65.067-8: Research on Giftedness, Creativity, and Talent SIG Roundtable II.
 74.042: Instrumentation and Identification in Gifted and Talented Education.

SIG-Research on Learning and Instruction in Physical Education

- 23.055: Student Knowledge, Interests, and Attitudes.
 25.041: Research on Learning and Instruction in Physical Education SIG Business Meeting.
 33.075-6: Roundtables in Research on Learning and Instruction in Physical Education, Part 1.

- 38.075: Transitioning From Student to Physical Educator: Are Graduates Ready to Meet the Needs of Today's Inactive Students?
 47.072-5: Roundtables in Research on Learning and Instruction in Physical Education, Part 2.

SIG-Research on Teacher Induction

- 32.081-12: From Preservice to Early Exit: Unique Perspectives on Induction Experiences.
 38.076: Impacting the Work, Perceptions, and Retention of New Mathematics Teachers Through Professional Development: Research/Implications.
 53.049: Research on Teacher Induction SIG Business Meeting and Invited Presentation.
 66.063: New Teacher Induction: Important Questions and Promising Practices Now and in the Future.

SIG-Research on Women and Education

- 23.060-10: Gender Equity and Women in Educational Leadership.
 25.042: Research on Women and Education SIG Business Meeting, Reception, and Willystine Goodsell Award Address.
 48.028: Rethinking Sex and Gender.
 49.086-3: STEM Gender Stereotypes.
 50.081-9: Gender Equity in Teaching and Learning.

SIG-Research on the Education of Asian and Pacific Americans

- 47.057: Specters of Colonialism, Embodiments of Hope: Critical Perspectives on Asian American Educational Experiences.
 48.076-11: Research on the Education of Asian and Pacific Americans: Roundtable Session 3.
 60.061: Issues of Culture and Identity Among Asian and Pacific American Students.
 66.069-10: Research on the Education of Asian and Pacific Americans: Roundtable Session 1.
 68.033: Research on the Education of Asian and Pacific Americans SIG Business Meeting.
 72.042: Perspectives of Asian American Parents Toward Education, Language, and Identity.
 75.051-9: Research on the Education of Asian and Pacific Americans: Roundtable Session 2.

SIG-Research on the Education of Deaf Persons

- 66.064: Advances and Innovations in Deaf Education Research: Multiple Viewpoints.
 68.034: Research on the Education of Deaf Persons SIG Business Meeting.

SIG-Research on the Superintendency

- 49.077: The Superintendency and School Board Governance.
 53.050: Research on the Superintendency SIG Business Meeting.
 65.067-10: Superintendent Preparation and Practice.

SIG-Research, Education, Information and School Libraries

- 40.047: Research, Education, Information, and School Libraries SIG Business Meeting.
 50.068: REISL (Research, Education, Information, and School Libraries) Paper Session.

SIG-Rural Education

- 47.058: Current Issues in Rural Education.

- 48.076-10: Curriculum and Teaching Issues in Rural Schools.
 53.051: Rural Education SIG Business Meeting.
 63.064: Reconceptualizing Rural-Regional Preservice Teacher Education in Australia.
 66.069-9: Miscellany of Rural Issues.

SIG-Safe Schools and Communities

- 22.066-5: Safe Schools and Communities Poster Session.
 23.059-10: Approaches to Making Schools Safer.
 34.084-2: Engaging Perspectives on School Violence.
 40.048: Safe Schools and Communities SIG Business Meeting Featuring Contributors to Educational Researcher's Special Issue on School Safety and Violence Prevention.
 47.059: Safety and Security in Schools.
 50.069: Bullying, Victimization, and Peer Relationships in Schools.

SIG-School Choice

- 34.084-1: Exploring School Choice in Local Contexts.
 36.074: Culture and Commitment: Issues and Perspectives Surrounding KIPP Charter Schools.
 50.070: Possibilities and Limitations of School Choice.
 53.052: School Choice SIG and Charter School Research and Evaluation SIG Joint Business Meeting.

SIG-School Community, Climate, and Culture

- 47.060: The Organizational Climate Index in Schools.
 60.071-5: An Analysis of Educator Experiences With Merit-Based Pay.
 62.079-3: Exploring the Classroom Climate.
 68.035: School Community, Climate, and Culture SIG Business Meeting.
 72.043: Successful Academic Environments.
 75.048: Classroom Climate, Student Connections, and Outcomes.

SIG-School Effectiveness and School Improvement

- 47.069-4: Parent Involvement, School Environment, and School Assistance.
 50.079-12: Methodological Challenges and Advances in Educational Effectiveness Research.
 53.053: School Effectiveness and School Improvement SIG Business Meeting.
 62.070: Effective Teachers and Classrooms.
 66.069-8: Value-Added Models in Research on Educational Effectiveness.
 72.044: Effectiveness of School Policies, Practices, and Programs.

SIG-School Indicators, Profiles, and Accountability

- 65.060: Using Data to Understand or Predict Student Outcomes.
 68.036: School Indicators, Profiles, and Accountability SIG Business Meeting.

SIG-School Turnaround and Reform

- 20.039: Identifying School Turnaround and Leading the Process Through Principal Leadership, External Support, and Redesign.
 22.064-8: Multiple Perspectives on Turning Around Schools: Building Capacity, Engaging Students, and Leader Autonomy.
 40.049: School Turnaround and Reform SIG Business Meeting and Presentation by Dr. Joe Johnson.
 47.061: Boon or Bust? Taking Stock of Urban High School Turnaround in Texas Districts.

SIG-School/University Collaborative Research

- 22.065-11: School-University Collaboration: Transforming Cultures and Practices.
 34.074: All in This Together: Using a Multi-Agency Data Source to Improve Schools, Programs, and Policy.
 40.050: School/University Collaborative Research SIG Business Meeting.
 49.078: Inquiry Into School University Collaboration: Domestic and International Perspectives.

SIG-Science Teaching and Learning

- 20.041-14: Investigations of Students' Learning of Science Concepts.
 22.059: The Dynamics of Teacher Professional Growth.
 23.058-11: Various Approaches to Promote Reflection and Teacher Professional Development.
 32.077: Understanding the Experiences of Students and Teachers in Multiple Contexts.
 32.081-16: Roundtable Session: Lenses on Negotiating Access to Science Teaching and Learning.
 33.026: Visualization, Simulations, and Modeling in Science Teaching and Learning.
 33.066: Diversity and Bias.
 34.023: Children's Invented Representations as Tools for Developing Understanding in Science and Engineering: A Symposium.
 36.075: Supporting Student Learning in Early Childhood.
 38.025: Exploring Classroom-Based Scientific Argumentation: A Methodological Discussion.
 38.029: Teaching With and About Inquiry in Science Classrooms.
 47.062: Teacher Identity and Growth.
 48.068: Language in the Science Classroom.
 49.032: Naïve Concepts and Conceptual Change: Theory, Applications, and Implications.
 49.084-11: Teachers, Scientists, Partnerships, and Teacher Growth.
 60.027: Trajectories and Persistence in Science for Underrepresented and Minority Students.
 62.078-5: Assessment in Science.
 63.065: The Impact of Partnerships on Students and Teachers.
 65.027: Promoting Science Achievement: Variables and Approaches.
 66.027: Using Models in the Classroom: Research Into Practice.
 66.069-14: International Perspectives on Science Education.
 68.037: Science Teaching and Learning SIG Business Meeting.
 72.019: Learning STEM: The Need for Instructional and Motivational Scaffolding.
 72.047-15: Science Resource Analyses.
 74.043: Toward Culturally and Socially Relevant Science Education.
 75.049: Effective Science Teaching for English Language Learners.
 78.016: Examining Analogical Reasoning in the Process of Learning Science.

SIG-Second Language Research

- 23.059-4: Second Language Research SIG Roundtable 3: Examining Language Learning and Proficiency Evaluation Instruments.
 32.068: Problem Posing Immigration Along the Educational Pipeline.
 32.078: Engaging Multilingual Children's Second Language Literacy: Research in the Elementary Grades.
 34.075: Academic Practice of Adult English Language Learners and In- and Preservice Teachers.
 48.069: Arizona Educational Equity Project: Examining Experiences of English Learners and Their Teachers.

49.084-9: Second Language Research SIG Roundtable 2: English Language Teaching: Teacher Perceptions, Anxiety, and Pedagogy.
 50.079-10: Second Language Research SIG Roundtable 1: Critical Issues in English Language Teaching and Learning.
 53.054: Second Language Research SIG Business Meeting.
 60.062: Learning World Languages and Literacies: Research on Learners' Selection.
 62.079-2: Poster Session: Second and World Languages Teaching and Learning.
 65.061: Perspectives on Academic Language and Its Role in Content and Language Standards.

SIG-Self-Study of Teacher Education Practices

20.042-1: Theorizing Self-Study.
 22.060: Understanding the Complexity of Becoming a Teacher Educator.
 23.061-2: Exploring Self-Study of Teacher Education Practices.
 32.081-15: Collaboration and Collaborative Self-Study.
 33.067: The Process of Becoming a Teacher Educator.
 36.083-8: Critical Friends as Integral to Self-Study.
 38.080-7: Self-Study of Science Teacher Education.
 48.070: Cross-Cultural Negotiations and Self-Study Research.
 50.071: Ethical Issues in Self-Study Relationships.
 53.055: Self-Study of Teacher Education Practices SIG Business Meeting: There Is No Meeting Like the S-STEP Business Meeting.
 60.063: Teacher Educators as Researchers: What to Do When Roles Do Not Fit?
 62.071: Self-Study in Education for the Public Good: Using Nested Critical Friends for Social Justice Education.
 63.066: Self-Study of Teacher Education: So What!
 65.067-3: Using Evaluations and Ratings to Improve Teaching.

SIG-Semiotics in Education

63.067: Signs in Education: Semiotics in Action.
 68.038: Semiotics in Education SIG Business Meeting.

SIG-Service-Learning & Experiential Education

38.077: Service Learning for Social Justice.
 40.051: Service-Learning and Experiential Education SIG Business Meeting: The Journal of Research on Service Learning and Teacher Education.
 49.079: Service Learning as Pedagogy.
 50.082-4: Service Learning: Furthering Our Understanding.
 60.070-2: Developing a Voice: An Exploration of Youth Community Engagement, Service, and Activism.
 62.072: Service Learning for Civic Engagement.

SIG-Social and Emotional Learning

32.084-1: Assessing Competencies and Correlates of Child and Youth Social and Emotional Learning.
 34.076: Social and Emotional Learning SIG Business Meeting and Reception. Policy and Practice: An Address by Congressman Tim Ryan (D-Ohio).
 38.078: Going to Scale With Social and Emotional Learning.
 48.075-3: Assessing Structure and Processes of Social and Emotional Learning Competencies Among Children and Adolescents.
 49.080: Content, Design and Evaluation Findings From A Review of School-Based Social and Emotional Learning.

60.064: Testing a Universal Screening Tool to Measure Student Social-Emotional Competence for Practicality, Reliability, and Validity.
 62.073: Expansive and Sustainable Learning for Youth With the Six Seconds Emotional Intelligence Assessment - Youth Version (SEI-YV).
 65.069-2: Teachers' Beliefs, Emotional Skills, and Social and Emotional Learning Practice.
 72.045: Alternative Approaches to Assessment and Measurement of Social-Emotional Characteristics.
 74.047-10: School-Level Social and Emotional Learning Programming and Practice: Development and Implementation.
 78.042-2: Social and Emotional Learning Program Outcome Studies.

SIG-Sociology of Education

33.074-6: The Innovative Use of Case Studies to Examine Recent Changes in Public Education.
 36.083-5: What Happens in High School: Effects of Secondary Behaviors on Postsecondary and Career Trajectories.
 48.076-1: School Achievement, Leadership, and Reform: The Role of Teachers, Principals, and School Structure.
 50.079-6: The Impact of Friends, Family, and Other Forms of Capital on Educational Achievement and Attainment.
 60.065: Sociology and Stratification in Math and Science Curricula, Instruction, Coursetaking, and Educational Trajectories.
 65.062: Differing Perceptions of Ability, Equality, and Opportunity.
 68.039: Sociology of Education SIG Business Meeting and Reception.
 74.044: Toward a Better Understanding of High School Dropouts and Other Not-So-College-Bound Students.
 78.038: The Dynamics of Race and Social Class in the Culture and Context of Schooling.

SIG-Special Education Research

20.040: Findings From Analyses of Large-Scale Datasets and Their Implications for Special Education Policy and Practice.
 22.064-3: Family Involvement and Special Education.
 33.068: Disproportionate Representation in Special Education.
 33.069: Perspectives on Teacher Education for Students with Special Needs.
 34.077: Evidence-Based Interventions for Primary Grade Students at Risk for Mathematics Difficulties.
 36.076: Emerging Research Perspectives on Family Adaptation to Child Disability.
 47.063: Reading Instruction for Students With Disabilities.
 49.081: Assessments and Interventions Designed to Help Students With Mathematics Disabilities.
 50.072: Cognitive, Behavioral, and Classroom Factors Related to Mathematics Disabilities.
 53.056: Special Education Research SIG Business Meeting.
 60.068-13: Inclusionary Practices in Special Education.
 63.074-2: Findings From Special Education Research.
 65.063: Findings From Research on Children and Youth With Autism.
 66.069-5: Increasing Supports for Special Education Children and Youth.
 74.045: Special Education and English Language Learners.
 75.051-8: Special Education Observation and Evaluation Studies.
 78.039: Supply and Demand in Special Education: Findings From the Special Education Faculty Needs Assessment Project.

SIG-Spirituality & Education

- 34.078: Education as “Spirituality”: Rationale, Pedagogy, and Social Foundations.
 40.052: Spirituality and Education SIG Business Meeting. Invited Panel and Discussion.
 47.064: Spirituality and Education sig: Paper Session.
 49.084-3: Spirituality and Education sig: Roundtable Papers.
 62.077-8: Spirituality and Education SIG: Roundtable Papers 2.

SIG-Stress and Coping in Education

- 23.056: Positive Psychology: The Contribution of Personality and Coping.
 25.043: Stress and Coping in Education SIG Business Meeting.
 34.026: Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts.
 34.084-5: Stress and Coping in Education Paper Discussions.

SIG-Structural Equation Modeling

- 47.065: Measurement Issues and Estimation Methods in Structural Equation Modeling.
 53.057: Structural Equation Modeling SIG Business Meeting.
 56.010: Quantitative SIG Social.
 63.068: Longitudinal Data Analysis and Mixture Models in Structural Equation Modeling.
 74.049-13: Innovative Ideas and Approaches in Structural Equation Modeling.

SIG-Studying and Self-Regulated Learning

- 32.085-3: Examining Self-Regulatory Predictors of Academic Success: Behavior, Cognition, and Affect.
 34.084-3: Using Self-Regulatory Processes and Strategies to Enhance Academic Learning.
 47.066: Honoring Barry J. Zimmerman: His Achievements as an Educator, Collaborator, and Theorist.
 50.030: Moving Past Blind Men and the Elephant: A Profiles Framework for Understanding Motivation and Self-Regulation.
 50.082-9: Poster Session: Self-Regulatory Processes.
 53.058: Studying and Self-Regulated Learning SIG Business Meeting.
 62.026: Complex Interplay Between Knowledge, Motivation, Metacognition, and Self-Regulation on Cognitive Processing.
 65.064: Trends and Innovations in Self-Regulation Assessment.

SIG-Supervision and Instructional Leadership

- 24.010: Opening Plenary Session: Who Kidnapped Superman?
 48.076-9: Supervision of Instruction: Innovations in Alternative Approaches, Data Use, Three-Way Conferences, and Response to Intervention.
 50.073: Supervision of Instruction: Studies on Perspective and Viewpoint.
 66.065: Teacher Evaluation as a National Reform Strategy for the “Highly Effective Teacher”: What’s Complicated in This Picture?
 68.040: Supervision and Instructional Leadership SIG Business Meeting. Racing to the Top: A Panel Discussion on the State of Supervisory Practice in Public Schools.

SIG-Survey Research in Education

- 48.078-2: Application of Survey Research Methods in Education.
 50.074: Scale Construction and Measurement Invariance in Survey Research.
 62.074: Methodological Issues in Survey Research.

- 68.041: Survey Research in Education SIG Business Meeting.
 74.049-14: Survey Development, Data Collection, and Measurement Errors in Survey Research.

SIG-Systems Thinking in Education

- 48.075-2: Systems Thinking Approaches to Inform and Extend Practice in Schools.
 53.059: Systems Thinking in Education SIG Business Meeting.
 62.075: Exploring Systems Theories and Archetypes in Education.
 66.066: Failing Kids: A Systemic Study of Educational Myths.

SIG-Talent Development of Students Placed at Risk

- 40.053: Talent Development of Students Placed at Risk SIG Business Meeting: Talent Development in the 21st Century.

SIG-Teacher as Researcher

- 32.083-15: Teacher Research: Critical Literacy and Teacher Inquiry.
 33.070: Teacher Research: Interrogating Inquiry and “Best Practices” in K-12 Settings.
 34.079: An Inquiry Focus on Early Childhood Math/Science Education: Enriching Our Identities as Reflective Professionals.
 36.077: Empowering Teachers Through Inquiry: How One Rural School Attempted to Disrupt the Status Quo.
 36.083-12: Teacher Research: Critical Pedagogy and Democratic Classroom Practices.
 38.080-14: Teacher Research: Constructivism and Student-Directed Learning.
 40.054: Teacher as Researcher SIG Business Meeting, Reception, and Discussion With Marilyn Cochran-Smith and Susan Lytle.

SIG-Teacher’s Work/Teachers Unions

- 39.010: “It’s All about the Dollars”: School Reform and the Assault on New Orleans’ Public Schools and Teachers’ Union.
 48.076-8: Critical Reflections on Changes in Teachers’ Work.
 65.065: Researching Teacher Unions: New Insights and Perspectives.
 68.042: Teacher’s Work/Teachers Unions SIG Business Meeting: Resisting the Neo-Liberal Assault on Chile’s Public Schools and Teacher Unions.

SIG-Teaching Educational Psychology

- 48.071: Innovative Approaches to Instruction and Assessment.
 53.060: Teaching Educational Psychology SIG Business Meeting.
 63.069: Technological Approaches That Facilitate Learning.
 66.069-7: Fostering Engagement in Educational Psychology Courses.

SIG-Teaching History

- 33.071: Using Questioning and Discussion to Uncover and Advance Students’ Historical Thinking.
 36.083-6: Critical Approaches to Teaching and Learning History.
 38.026: History Education: Empirical Studies of Teaching and Learning.
 49.082: Teaching History SIG Business Meeting: Learn About New Orleans History From Local Historian and His Students.
 50.075: Historical Agency: Conceptual Issues, Empirical Research, and Implications for Democratic Participation.

SIG-Technology as an Agent of Change in Teaching and Learning

- 20.042-3: Issues Associated With Technology in Teaching and Learning.

- 22.061: K-12 Online Learning.
 23.057: Laptops in Preservice Teacher Education.
 25.044: Technology as an Agent of Change in Teaching and Learning SIG Business Meeting.
 33.072: Larger Scale Studies of Technology in K-12 and Postsecondary Education.
 34.080: Technology in Teaching and Learning: Innovative Strategies Requiring Social Participation.
 36.078: Research on Technology and Preservice Teacher Education.
 47.069-14: Games and Devices in Teaching and Learning.
 48.077-4: Analyzing and Assessing Teacher Knowledge and Practice.
 50.076: Technology as an Agent for Change in Rethinking the Design and Delivery of Assessments for All Students.
 60.070-6: Social Tools in Technology and Learning.
 63.070: Research on Technology Integration Professional Development.
 65.070-5: Technology as an Agent of Change in Teaching and Learning Poster Session.

SIG-Technology, Instruction, Cognition & Learning

- 32.084-4: Technology, Instruction, Cognition and Learning Roundtable 1: Computational Thinking: Progress in Defining, Supporting, and Measuring Computational Thinking in Projects Funded by the National Science Foundation's Division of Research on Learning.
 36.079: Technology, Instruction, Cognition and Learning 1: Accelerating the Development of Expertise in Classroom Teaching.
 38.079: Technology, Instruction, Cognition and Learning 2: The Role of Automation in Adaptive Instruction: A Dialog on Fundamental Issues With Commentary.
 40.055: Technology, Instruction, Cognition, and Learning SIG Business Meeting and Reception.
 47.067: Technology, Instruction, Cognition and Learning 3: Knowledge Maps for Representation of Higher-Order Cognitions: Potentials and Limitations From an International Perspective.
 48.022: Diverse Strategies to Help Students Improve Their Conceptual Understanding and Problem Solving.
 49.084-13: Technology, Instruction, Cognition, and Learning Roundtable 2: Issues in Technology, Instruction, Cognition, and Learning.
 60.070-5: Technology, Instruction, Cognition, and Learning Roundtable 3: Issues in Technology, Instruction, Cognition, and Learning.
 62.079-7: Technology, Instruction, Cognition, and Learning Poster Session 1: Issues in Technology, Instruction, Cognition, and Learning.
 65.066: Technology, Instruction, Cognition, and Learning 4: Instructional Strategies for Higher Order Learning.
 66.067: Technology, Instruction, Cognition, and Learning 5: Developing, Managing, and Assessing Learning Environments.

SIG-Test Validity Research and Evaluation

- 48.072: Validity Research on College and Graduate School Admission Tests.
 68.043: Test Validity Research and Evaluation SIG and Professional Licensure and Certification SIG Joint Business Meeting.
 74.046: Test Validity for English Language Learners and Special Populations.

SIG-Tracking and Detracking

- 32.079: Unexpected Inequities: Tracking and Detracking Student Opportunities to Survive and Thrive in Schools.
 66.068: Detracking: A Strategy for Educational Excellence, Equity, and the Public Good.
 68.044: Tracking and Detracking SIG Business Meeting.

SIG-Urban Learning, Teaching, and Research

- 33.076-1: Current Issues in Urban Learning, Teaching, and Research.
 34.083-3: Critical Perspectives on Urban Teaching and Learning: Four Projects in One Urban College of Education.
 38.028: Science Education in Urban Settings: Challenges, Approaches, and Successes.
 40.056: Urban Learning, Teaching, and Research SIG Business Meeting.
 49.083: Hip-Hop Pedagogies in Action: Moving Beyond Advocacy to Critical Research.
 60.066: New Teachers in the Urban Context.
 63.071: Lessons From an Urban Teacher Residency: Teacher and Student Learning.
 66.069-6: The Urban Teacher and Unique Challenges.
 75.050: Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools.
 78.040: Science Education in the Urban Context.

SIG-Vocabulary

- 32.085-5: Learning Frameworks for Vocabulary Acquisition.
 34.081: How Diversity, Context, and Content Impact Vocabulary Learning and Vocabulary Instruction.
 40.057: Vocabulary SIG Business Meeting.

SIG-Workplace Learning

- 22.062: Developing Human Resources for the Workplace: Mentoring, Apprenticeships, Internships, and Other Learning.
 25.045: Workplace Learning SIG Business Meeting.
 32.080: Workplace Learning Paper Session 2.
 34.085-7: Workplace Learning Poster Session.
 50.077: Workplace Learning Paper Session 3.
 62.078-2: Workplace Learning Roundtable 2.
 66.070-3: Workplace Learning Roundtable 1.

SIG-Writing and Literacies

- 33.075-3: Seeing Literacies: Connecting the Written Word and Visual Modalities.
 34.082: Critical and New Literacies Within the University: Exploring Multiple Literacy Practices of Students and Faculty.
 36.080: Writing Spaces: Recontextualizing Literacies Across Multiple Dimensions.
 38.080-12: Literacies at Work and Play: Adolescent and Young Adult Writing in Multiple Contexts.
 40.058: Writing and Literacies SIG Business Meeting.
 47.068: The Future of Critical Literacies in U.S. Schools.
 47.073-5: New Media and Multilingual Youth: Images and Voices for the Public Good.
 48.073: Rethinking Assessment in an Age of New, Participatory, and Multimodal Adolescent Literacies.
 50.078: A National Study of Writing Instruction in Typical and High-Performing Schools.
 62.076: Researching the Literacy Practices of Children and Young People in Virtual Worlds.
 63.073-3: Learning, Culture, and Citizenship: Exploring the Literacies of Immigrant Youth.
 66.069-12: Agency and Intentionality in the Literacy Practices of Adult Learners.
 78.042-1: Writing and the Development of Teachers as Learners.

AERA GOVERNANCE MEETINGS AND EVENTS

16.001: AERA Research Advisory Committee: Closed Meeting 1. New Orleans Marriott, Balcony L; Friday, 8:00 am to 12:00 pm

16.002: AERA Social Justice Action Committee: Closed Meeting 1. New Orleans Marriott, Bacchus; Friday, 8:00 am to 12:00 pm

20.001: AERA 2010-2011 Council Meeting. New Orleans Marriott, Balconies IJ; Friday, 12:00 pm to 3:45 pm

23.001: AERA Committee on Scholars of Color in Education: Closed Meeting. New Orleans Marriott, Bacchus; Friday, 4:05 pm to 6:05 pm

23.002: AERA Ethics Committee: Closed Meeting. New Orleans Marriott, Balcony L; Friday, 4:05 pm to 6:05 pm

23.003: AERA Journal Publications Committee and Journal Editors: Closed Meeting. New Orleans Marriott, Balconies MN; Friday, 4:05 pm to 5:35 pm

23.004: SIG Leadership Orientation: Session 1. Sheraton, Rhythms Ballroom III; Friday, 4:05 pm to 5:35 pm

25.001: AERA Publications Committee Reception: Invitation Only. New Orleans Marriott, La Galerie 6; Friday, 6:15 pm to 7:45 pm

32.001: AERA Committee on Scholars of Color in Education Awards Presentation: Open Meeting. New Orleans Marriott, La Galerie 1; Saturday, 8:15 am to 9:45 am

32.002: Review of Research in Education (2013): Closed Editorial Board Meeting. New Orleans Marriott, Bacchus; Saturday, 8:15 am to 9:45 am

33.001: AERA Ad Hoc International Representatives: Closed Meeting. New Orleans Marriott, Bacchus; Saturday, 10:35 am to 12:05 pm

33.002: AERA Fellows Committee: Closed Meeting. New Orleans Marriott, Regent; Saturday, 10:35 am to 12:05 pm

33.003: AERA Social Justice Action Committee: Open Meeting. Sheraton, Rhythms Ballroom III; Saturday, 10:35 am to 12:05 pm

34.001: American Educational Research Journal (Teaching, Learning, and Human Development): Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Saturday, 12:25 pm to 1:55 pm

34.002: Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting. New Orleans Marriott, Regent; Saturday, 12:25 pm to 1:55 pm

36.001: Review of Research in Education (2012): Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Saturday, 2:15 pm to 3:45 pm

38.001: Educational Evaluation and Policy Analysis: Closed Editorial Board Meeting. New Orleans Marriott, Regent; Saturday, 4:05 pm to 5:05 pm

38.002: Journal of Educational and Behavioral Statistics: Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Saturday, 4:05 pm to 5:05 pm

40.001: American Educational Research Journal (Social and Institutional Analysis): Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Saturday, 6:15 pm to 7:45 pm

47.001: AERA Affirmative Action Council: Closed Meeting. New Orleans Marriott, Bacchus; Sunday, 8:15 am to 9:45 am

47.002: AERA Graduate Student Council: Closed Meeting. New Orleans Marriott, Balconies MN; Sunday, 8:15 am to 9:45 am

47.003: AERA Journal Publications Committee: Closed Meeting. New Orleans Marriott, Balconies IJ; Sunday, 8:15 am to 10:15 am

47.004: AERA SIG Executive Committee: Closed Meeting. New Orleans Marriott, Iberville; Sunday, 8:15 am to 10:15 am

48.001: AERA Journal Publications Committee: Open Meeting. Sheraton, Napoleon Ballroom C1; Sunday, 10:35 am to 12:05 pm

48.002: AERA Professional Development and Training Committee: Closed Meeting. New Orleans Marriott, Bacchus; Sunday, 10:35 am to 12:05 pm

48.003: SIG Leadership Orientation: Session 2. Sheraton, Rhythms Ballroom III; Sunday, 10:35 am to 12:05 pm

49.001: AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting. New Orleans Marriott, Bacchus; Sunday, 12:25 pm to 1:55 pm

50.001: Handbook of Research on Teaching Editorial Advisory Board: Closed Meeting. New Orleans Marriott, Balconies IJ; Sunday, 2:15 pm to 3:45 pm

58.001: AERA Government Relations Committee: Closed Meeting. New Orleans Marriott, Iberville; Monday, 7:30 am to 10:15 am

58.002: AERA Research Advisory Committee: Closed Meeting 2. New Orleans Marriott, Bacchus; Monday, 7:30 am to 10:15 am

60.001: AERA Communications and Outreach Committee: Closed Meeting. Sheraton, Estherwood; Monday, 8:15 am to 9:45 am

60.002: Annual Meeting Policies and Procedures Committee: Closed Meeting. New Orleans Marriott, Regent; Monday, 8:15 am to 10:15 am

61.001: AERA Grants Program Governing Board: Closed Meeting. New Orleans Marriott, Balcony K; Monday, 9:15 am to 6:05 pm

62.002: Journal of Educational and Behavioral Statistics: Closed Management Committee Meeting. New Orleans Marriott, Bacchus; Monday, 10:35 am to 12:05 pm

63.001: AERA Affirmative Action Council: Open Meeting. Sheraton, Napoleon Ballroom C1; Monday, 12:25 pm to 1:55 pm

63.002: SIG Leadership Orientation: Session 3. Sheraton, Rhythms Ballroom III; Monday, 12:25 pm to 1:55 pm

63.003: AERA Books Editorial Board: Closed Meeting. New Orleans Marriott, Regent; Monday, 12:25 pm to 1:55 pm

65.001: AERA Technology Committee: Closed Meeting. New Orleans Marriott, Bacchus; Monday, 2:15 pm to 3:45 pm

66.001: AERA International Relations Committee: Closed Meeting. New Orleans Marriott, Regent; Monday, 4:05 pm to 6:05 pm

66.002: AERA SIG Open Meeting and Reception for SIG Officers. New Orleans Marriott, La Galerie 1; Monday, 4:05 pm to 6:05 pm

66.003: AERA Social Justice Action Committee: Closed Meeting 2. New Orleans Marriott, Bacchus; Monday, 4:05 pm to 6:05 pm

67.001: Orientation Session for Newly Appointed Committee Chairs and Members. New Orleans Marriott, Iberville; Monday, 5:30 pm to 6:30 pm

68.001: AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception: Invitation Only. New Orleans Marriott, La Galerie 2; Monday, 6:15 pm to 8:15 pm

70.001: AERA Executive Director and Division Vice Presidents: Closed Meeting. New Orleans Marriott, Regent; Tuesday, 7:00 am to 8:00 am

71.001: AERA Minority Fellowship Selection Committee: Closed Meeting. New Orleans Marriott, Bacchus; Tuesday, 7:30 am to 12:00 pm

72.001: AERA Open Business Meeting. Sheraton, Rhythms Ballroom III; Tuesday, 8:15 am to 9:45 am

72.002: Review of Educational Research: Closed Editorial Board Meeting. New Orleans Marriott, Balconies MN; Tuesday, 8:15 am to 9:45 am

73.001: AERA Orientation for New Council Members: Closed Meeting. New Orleans Marriott, Balcony L; Tuesday, 10:15 am to 12:05 pm

74.001: Educational Researcher: Closed Editorial Board Meeting. New Orleans Marriott, Regent; Tuesday, 10:35 am to 12:05 pm

76.001: AERA 2012 Annual Meeting Program Committee: Closed Meeting. New Orleans Marriott, Balconies IJ; Tuesday, 12:30 pm to 5:00 pm

Congratulations to the AERA 2011 Fellows

AERA extends its congratulations to the 2011 class of AERA Fellows. These Fellows will be inducted into the AERA Fellows Program on Saturday, April 9, 8:15 am – 10:15 am, at the AERA Fellows Invitation Only Breakfast. The AERA Fellows Program was established by AERA Council in 2007 to honor education researchers with substantial research accomplishments, to convey the Association's commitment to excellence in research, and to enable the next generation of emerging scholars to appreciate the value of sustained achievements in research and the breadth of scholarship worthy of recognition. The Program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

Michael Apple, *University of Wisconsin - Madison*

W. Steven Barnett, *Rutgers University*

Muriel Bebeau, *University of Minnesota*

Estela Bensimon, *University of Southern California*

David Bloome, *The Ohio State University*

Dominic Brewer, *University of Southern California*

Cheryl Craig, *University of Houston*

Christopher Dede, *Harvard University*

Mary Futrell, *The George Washington University*

Patricia Gandara, *University of California - Los Angeles*

David Hansen, *Teachers College, Columbia University*

Elfrieda Hiebert, *University of California - Berkeley*

Sylvia Hurtado, *University of California - Los Angeles*

Jonathan Jansen, *University of the Free State*

Mary Kennedy, *Michigan State University*

Carol Lee, *Northwestern University*

Henry Levin, *Teachers College, Columbia University*

Barbara Means, *SRI International*

Anna Neumann, *Teachers College, Columbia University*

Sonia Nieto, *University of Massachusetts - Amherst*

Michael Olivas, *University of Houston*

Randall Penfield, *University of Miami*

Robert Pianta, *University of Virginia*

Viviane Robinson, *University of Auckland*

Karen Seashore Louis, *University of Minnesota*

Walter Secada, *University of Miami*

William Tate, *Washington University in St. Louis*

John Tippeconnic, *Arizona State University*

Theo Wubbels, *Utrecht University*

Steven Yussen, *University of Minnesota - Twin Cities*

Bruno Zumbo, *University of British Columbia*

WORKING GROUPS, OFF-SITE VISITS, AND TOURS

Working Groups

Working groups provide opportunities for small groups of attendees to meet throughout the Annual Meeting to discuss a strand of inquiry of mutual interest related to the meeting theme. Each group will meet once before an anchor Presidential session to develop a mini-program of study that will include a strand of sessions they may wish to attend (together or separately) as the basis of their discussions. Below are the 2011 Working Groups and their chairs who will initiate the conversations at the first meeting. Each group has a maximum of 20 attendees who signed up on a first-come, first-served basis prior to the Annual Meeting and who will attend both group meetings.

Beyond New London: Literacy Learning and the Design of Social Futures. *Chairs: William Cope, University of Illinois - Urbana-Champaign; Mary Kalantzis, University of Illinois - Urbana-Champaign*

Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Napoleon Ballroom C1, Third Level

Closed Meeting 2: Tuesday, April 12, 10:35 am - 12:05 pm, Sheraton, Grand Ballroom B, Fifth Level

Building Knowledge for Social Justice: The Relationship Between Social Science Research and a Political Movement to Change 'Common Sense' About Inequality. *Chairs: Jeannie Oakes, The Ford Foundation; Amy Stuart Wells, Teachers College, Columbia University*

Closed Meeting 1: Friday, April 8, 4:05 pm - 5:35 pm, Sheraton, Salon 824, Eighth Level

Closed Meeting 2: Sunday, April 10, 2:15 pm - 3:45 pm, Sheraton, Salon 828, Eighth Level

Building Theoretical and Research Collaborations Among LGBTQ Communities. *Chairs: Edward Brockenbrough, University of Rochester; Cindy Cruz, University of California - Santa Cruz*

Closed Meeting 1: Friday, April 8, 4:05 pm - 5:35 pm, New Orleans Marriott, Iberville, Fourth Level

Closed Meeting 2: Monday, April 11, 2:15 pm - 3:45 pm, Sheraton, Grand Ballroom B, Fifth Level

Citizenship Education for the Public Good: Diversity, Immigration, and Schooling. *Chair: Angela E. Arzubiaga, Arizona State University*

Closed Meeting 1: Saturday, April 9, 4:05 pm - 5:35 pm, Sheraton, Grand Ballroom B, Fifth Level

Closed Meeting 2: Tuesday, April 12, 10:35 am - 12:05 pm, Sheraton, Grand Ballroom B, Fifth Level

Education Research for the Public Good: Shaping State and Federal Policies for English Language Learners. *Chairs: Diane L. August, Center for Applied Linguistics; Megan Hopkins, University of California - Los Angeles; Kevin G. Welner, University of Colorado - Boulder*

Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Napoleon Ballroom C1, Third Level

Closed Meeting 2: Monday, April 11, 12:25 pm - 1:55 pm, Sheraton, Salon 824, Eighth Level

Interest Driven Learning and Participatory Democracy: A 21st-Century Agenda for Technology and Education. *Chair: Kylie A. Pepler, Indiana University - Bloomington*

Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Napoleon Ballroom C1, Third Level

Closed Meeting 2: Monday, April 11, 2:15 pm - 3:45 pm, Sheraton, Grand Ballroom B, Fifth Level

Intervening to Shape the Future. *Chairs: Kevin O'Connor, University of Colorado - Boulder; William R. Peruel, SRI International*

Closed Meeting 1: Friday, April 8, 4:05 pm - 5:35 pm, Sheraton, Salon 828, Eighth Level

Closed Meeting 2: Monday, April 11, 2:15 pm - 3:45 pm, Sheraton, Grand Ballroom B, Fifth Level

The Legal and Social Construction of Race: History and the Politics of Latinos in Education. *Chairs: James D. Anderson, University of Illinois - Urbana-Champaign; Ruben Donato, University of Colorado - Boulder*

Closed Meeting 1: Friday, April 8, 2:15 pm - 3:45 pm, Sheraton, Salon 824, Eighth Level

Closed Meeting 2: Monday, April 11, 10:35 am - 12:05 pm, Sheraton, Salon 824, Eighth Level

Measuring and Developing Teacher Effectiveness: An Assessment of Research, Policy, and Practice. *Chair: Barnett Berry, Center for Teaching Quality*

Closed Meeting 1: Saturday, April 9, 4:05 pm - 5:35 pm, Sheraton, Grand Ballroom B, Fifth Level

Closed Meeting 2: Sunday, April 10, 2:15 pm - 3:45 pm, Sheraton, Salon 828, Eighth Level

Race in the Postracial Era: New Directions for Critical Race Theory? *Chair: Neil Gotanda, Western State University*

Closed Meeting 1: Saturday, April 9, 10:35 am - 12:05 pm, Sheraton, Salon 824, Eighth Level

Closed Meeting 2: Sunday, April 10, 12:25 pm - 1:55 pm, Sheraton, Salon 828, Eighth Level

Off-Site Visits

Attendees interested in participating in the following Off-Site Visits can register onsite at the AERA Registration located at the Sheraton, Napoleon Foyer, Third Level.

1.010. Community Service Project Sponsored by the Graduate Student Council in Partnership With the New Orleans Area Habitat for Humanity. Graduate Student Council. *(Sold Out)*

Thursday, April 7: 7:00 am - 4:00 pm

New Orleans Area Habitat for Humanity

28.010. Division K Teaching and Teacher Education Off-Site Visit-Community Forum: Constructing and Reconstructing Schools in Times of Crisis. Division K - Teaching and Teacher Education.

Friday, April 8: 8:00 pm - 11:00 pm

Location: ASHÉ Cultural Arts Center, 1712 Oretha Castle Haley Blvd.

51.010. Black Education, Environmental Health, and Grassroots Organizing: Testimonies From the Lower Ninth Ward of New Orleans. Division G - Social Context of Education, Section 5: Social Context of Research on Schools and Communities. *(Sold Out)*

April 10: 4:00 pm - 7:00 pm

Location: Martin Luther King School for Science and Technology, 1617 Caffin Avenue

Don't miss ...

Coffee and Conversation With Incoming President Arnetha Ball

Monday, April 11, 7:00 am - 8:00 am

Sheraton, Grand Ballroom B

Tours

AERA is pleased to offer meeting attendees a selection of tours. Space is limited for these tours. Attendees wishing to register for tours can visit the registration area in the Sheraton, Napoleon Foyer, Third Level. Tours are listed below in day and time order. All tours will depart the Sheraton at the start time of the tour and return to the Sheraton at the end time of the tour.

TOUR1. Rebuilding New Orleans with the Make It Right Foundation

Friday, April 8, 1:30 pm - 5:30 pm

TOUR2. Rebuilding New Orleans with the Make It Right Foundation

Saturday, April 9, 8:30 am - 12:30 pm

TOUR3. New Orleans Past and Present: A River Runs through It

Saturday, April 9, 1:30 pm - 5:30 pm

TOUR4. Louisiana Swamp Tour

Sunday, April 10, 9:00 am - 1:00 pm

TOUR5. French Quarter Facets Walking Tour

Monday, April 11, 8:30 am - 12:30 pm

TOUR6. New Orleans Past and Present: A River Runs through It

Monday, April 11, 1:30 pm - 5:30 pm

MEET FELLOWS IN EDUCATION RESEARCH

*Excellence in Education Research:
Early Career Scholars and Their Work*

Highlighting fellows' research from

AERA Grants Program
AERA-ETS Fellowship Program in Measurement
and Education Research
IES Postdoctoral Research Training Program in the
Education Sciences
National Academy of Education/Spencer
Postdoctoral Fellowship Program
National Association of Holmes Scholars Alumni
New Connections: Increasing Diversity of Robert
Wood Johnson Foundation Programming

Program remarks by

George L. Wimberly, Director
Social Justice and Professional Development
American Educational Research Association
Kris D. Gutiérrez, President
American Educational Research Association
University of Colorado - Boulder
Courtney A. Bell, Research Scientist
Educational Testing Service
Edward H. Haertel, NAEd Vice President and Stanford
University

*Saturday, April 9, 2011
4:05 pm - 6:05 pm
New Orleans Marriott
Mardi Gras Salon DE*

*Promising Scholarship in Education:
Dissertation Fellows and Their Research*

Highlighting fellows' research from

AERA Grants Program
AERA Minority Dissertation Fellowship in
Education Research
IES Predoctoral Interdisciplinary Research Training
Program in the Education Sciences
National Association of Holmes Scholars Alumni

*Supported and cosponsored by
the American Institutes for Research*

Program remarks by

George L. Wimberly, Director
Social Justice and Professional Development
American Educational Research Association

William H. Schmidt, Chair
AERA Grants Program
Michigan State University

David Myers, President
American Institutes for Research

*Monday, April 11, 2011
4:05 pm - 6:05 pm
New Orleans Marriott
Mardi Gras Salon DE*

Welcome, Undergraduates!

*To the 2011 AERA Annual
Meeting and
the AERA Undergraduate
Student Education
Research Training
Workshop
April 8-10, 2011*

Welcome

*Attendees of the Council for the
Study of Community Colleges*
Cosponsored session by AERA,
ACSCC, and Division J -
Postsecondary Education
April 9, 2011
*38.013. Creating Future Directions for
Community Colleges Using Today's Research*

AERA Welcomes

*The Education Writers
Association (EWA) and
journalists attending the
AERA-EWA Seminar for
Journalists
April 9-10, 2011*

MEETINGS OF AFFILIATED GROUPS

American Educational Studies Association Mid-Year Executive Council Meeting, Saturday, April 9, 8:00am-12:00pm, New Orleans Marriott, Balcony L, Fourth Level

American Institutes for Research Reception, Sunday, April 10, 6:30pm-8:30pm, Sheraton, Grand Ballroom A, Fifth Level

American Psychological Association (APA) Division 15 Executive Committee Meeting, Friday, April 8, 6:00pm-9:00pm, New Orleans Marriott, Balconies IJ, Fourth Level

Arizona Colleges of Education Reception, Sunday, April 10, 7:00pm-9:00pm, Doubletree, Crescent Ballroom, 16th Level

Arts Based Educational Research SIG - Methodologies: Investigating Adjacent Possibilities for Research, Publishing and Dissemination, Thursday, April 7, 1:00pm-5:00pm, New Orleans Marriott, Balcony L, Fourth Level

Ball State University, Indiana State University, and Purdue University Joint Reception, Saturday, April 9, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 3, Second Level

Boston College Lynch School Reception, Sunday, April 10, 7:00pm-8:15pm, New Orleans Marriott, La Galerie 5, Second Level

Breaking Barriers II/The Journal of Negro Education and The Congressional Black Caucus Foundation Panel Session, Friday, April 8, 4:30pm - 6:00pm, Sheraton, Grand Chenier, Fifth Level

Breaking Barriers II/The Journal of Negro Education and The Congressional Black Caucus Foundation Reception, Friday, April 8, 6:00pm-7:30pm, Sheraton, Grand Ballroom B, Fifth Level

Cengage Learning Focus Group, Saturday, April 9, 8:00am-5:00pm, New Orleans Marriott, Boardroom, First Level

Center for Assessment Board Meeting, Thursday, April 7, 8:00am-5:00pm, New Orleans Marriott, Boardroom, First Level

Chapman University 150th Anniversary Reception, Saturday, April 9, 8:00pm-10:00pm, New Orleans Marriott, Balconies IJ, Fourth Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, Breakout Group 1), Thursday, April 7, 6:30am-7:00pm, New Orleans Marriott, Preservation Hall Studio 6, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, Breakout Group 2), Thursday, April 7, 6:30am-7:00pm, New Orleans Marriott, Preservation Hall Studio 7, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 1 of 2, General Session), Thursday, April 7, 6:30am-7:00pm, New Orleans Marriott, Preservation Hall Studio 9, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, Breakout Group 1), Friday, April 8, 7:30am-2:00pm, New Orleans Marriott, Preservation Hall Studio 6, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, Breakout Group 2), Friday, April 8, 7:30am-2:00pm, New Orleans Marriott, Preservation Hall Studio 7, Second Level

Chinese American Educational Research and Development Association (CAERDA) Annual Conference (Day 2 of 2, General Session), Friday, April 8, 7:30am-2:00pm, New Orleans Marriott, Preservation Hall Studio 9, Second Level

College and University Faculty Assembly (CUFA) Board Meeting, Sunday, April 10, 8:00am-12:00pm, Sheraton, Salon 828, Eighth Level

Consortium for Cross-Cultural Research in Education Seminar, Saturday, April 9, 1:00pm-5:00pm, Astor Crowne Plaza, Iberville, Second Level Mezzanine

Consortium of State and Regional Educational Research Associations Business Meeting and Reception, Friday, April 8, 6:15pm-7:45pm, New Orleans Marriott, Preservation Hall Studio 10, Second Level

Dean's Reception, The Graduate School of Education and Human Development, The George Washington University, Sunday, April 10, 6:30pm-8:30pm, New Orleans Marriott, Preservation Hall Studio 2, Second Level

Directors of Research and Evaluation (DRE) Annual Meeting, Thursday, April 7, 12:00pm-4:00pm, New Orleans Marriott, Balcony K, Fourth Level

Directors of Research and Evaluation (DRE) Seminar, Saturday, April 9, 6:15pm-7:45pm, JW Marriott, St. Jerome, Third Level

Duquesne University Carnegie Project on the Education Doctorate Consortium Closed Meeting, Saturday, April 9, 9:00am-3:00pm, New Orleans Marriott, St. Charles, 41st Level

Education and Urban Society Editorial Board Meeting - SAGE Publications, Monday, April 11, 7:30am-9:00am, JW Marriott, St. Claude, Third Level

Elsevier Ltd. Teaching and Teacher Education - Editorial Board Meeting, Friday, April 8, 4:00pm - 6:00pm, JW Marriott, St. Jerome, Third Level

Emerald Group Publishing Ltd. Editor Meeting, Sunday, April 10, 8:00am-12:00pm, Astor Crowne Plaza, Grand Ballroom B, Second Level

ETS Recruitment Breakfast, Monday, April 11, 8:00am-10:30am, JW Marriott, Ile de France III, Third Level

Harvard Graduate School of Education Reception, Sunday, April 10, 7:00pm-9:00pm, Arnaud's Restaurant, 813 Rue Bienville New Orleans.

Holland Happening: Netherlands Educational Research Association Reception, Saturday, April 9, 7:00pm-9:00pm, Hotel Monteleone, Riverview, 16th Level

Holistic Education SIG: Embodying and Enacting Social Imagination - A Playshop, Friday, April 8, 8:00am-11:45am, Sheraton, Estherwood, Fourth Level

Indiana University School of Education Reception, Sunday, April 10, 7:00pm-9:00pm, Sheraton, Rhythms Ballroom II, Second Level

John Dewey Society Annual Lecture, Friday, April 8, 4:15pm-6:15pm, Sheraton, Napoleon Ballroom D, Third Level

John Dewey Society Annual Reception, Friday, April 8, 6:30pm-8:30pm, Sheraton, Rhythms Ballroom I&II, Second Level

John Dewey Society Business Meeting, Friday, April 8, 12:00pm-1:45pm, Sheraton, Napoleon Ballroom D, Third Level

John Dewey Society Symposium, Friday, April 8, 2:00pm-4:00pm, Sheraton, Napoleon Ballroom D, Third Level

John Wiley & Sons Inc. Science Education Reviewer's Reception - By Invitation Only, Saturday, April 9, 9:00pm-11:00pm, New Orleans Marriott, Preservation Hall Studio 7, Second Level

- Journal of Educational Administration Editorial Board Annual Meeting, Saturday, April 9, 6:15pm-7:45pm, New Orleans Marriott, Balcony K, Fourth Level
- Korean-American Educational Researchers Association Workshop and Business Meeting, Monday, April 11, 6:00pm-10:00pm, New Orleans Marriott, Preservation Hall Studio 7, Second Level
- Learning and Teaching in Educational Leadership SIG Taskforce on Evaluating Leadership Preparation Programs Workgroups, Friday, April 8, 8:00am-10:00am, New Orleans Marriott, Balcony K, Fourth Level
- Lives of Teachers SIG's Michael Huberman Outstanding Scholarship on the Lives of Teachers Award: Presenting the 2011 Recipient, Christopher Day, Monday, April 11, 4:05pm-6:05pm, New Orleans Marriott, Preservation Hall Studio 2, Second Level
- Loyola University, Chicago, American Jesuit Colleges and Universities (AJCU) Reception, Friday, April 8, 7:00pm-9:00pm, New Orleans Marriott, Preservation Hall Studio 8, Second Level
- Michigan State University College of Education Reception, Friday, April 8, 8:30pm-11:55pm, Sheraton, Armstrong, Eighth Level
- National Association of Holmes Scholars Alumni (NAHSA) Mentoring Seminar, Thursday, April 7, 8:00am-5:00pm, New Orleans Marriott, Bacchus, Fourth Level
- National Association of Test Directors Breakfast and Business Meeting, Friday, April 8, 7:00am-2:00pm, Doubletree, Crescent Ballroom, 16th Level
- New York University Steinhardt School of Culture, Education and Human Development Reception at AERA, Sunday, April 10, 6:00pm-8:00pm, Doubletree, International Ballroom, 16th Level
- North Carolina State University College of Education & The William & Ida Friday Institute for Educational Innovation Reception, Saturday, April 9, 7:00pm-8:30pm, Sheraton, Bayside A, Fourth Level
- Penn State University College of Education Reception, Saturday, April 9, 6:00pm-8:00pm, New Orleans Marriott, Preservation Hall Studio 8, Second Level
- Professors of Curriculum 2011 Meeting, Saturday, April 9, 8:00am-12:00pm, Sheraton, Waterbury, Second Level
- Promoting Diverse Early- and Mid-Career Scholars Through the RWJF New Connections Program, Saturday, April 9, 2:15pm-3:45pm, New Orleans Marriott, Preservation Hall Studio 8, Second Level
- Research on Women and Education Board Meeting, Friday, April 8, 8:00am-12:00pm, Astor Crowne Plaza, St. Ann, Second Level Mezzanine
- Routledge Reception, Sunday, April 10, 7:00pm-8:30pm, New Orleans Marriott, La Galerie 2, Second Level
- Rutgers University Graduate School of Education Reception, Saturday, April 9, 7:00pm-9:00pm, Sheraton, Napoleon Ballroom D, Third Level
- SAGE Reception for Authors and Editors, Sunday, April 10, 7:00pm-9:00pm, Sheraton, Grand Ballroom D, Fifth Level
- Society for the Study of Curriculum History (SSCH) Annual Meeting (Day 1 of 2), Thursday, April 7, 8:00am-5:00pm, New Orleans Marriott, Iberville, Fourth Level
- Society for the Study of Curriculum History (SSCH) Annual Meeting (Day 2 of 2), Friday, April 8, 8:00am-12:00pm, New Orleans Marriott, Iberville, Fourth Level
- Society of Professors of Education Annual Meeting, Saturday, April 9, 12:00pm-4:00pm, New Orleans Marriott, Iberville, Fourth Level
- Springer Reception, Saturday, April 9, 7:00pm-9:00pm, New Orleans Marriott, Preservation Hall Studio 2, Second Level
- Stanford School of Education Reception, Sunday, April 10, 8:00pm-10:00pm, Hotel Monteleone, Riverview, 16th Level
- Studiocode Workshop, Saturday, April 9, 3:00pm-6:00pm, Sheraton, Salon 828, Eighth Level
- Teach For America Alumni in Academia Reception, Monday, April 11, 5:00pm-7:00pm, New Orleans Marriott, Balconies MN, Fourth Level
- Teachers College Reception at AERA, Sunday, April 10, 7:00pm-9:00pm, Antoine's Restaurant, 713 Rue Saint Louis New Orleans, LA 70130
- Teachers College Record Editorial Board, Sunday, April 10, 8:00am-10:00am, Astor Crowne Plaza, Bourbon, Second Level Mezzanine
- Temple University College of Education Reception, Sunday, April 10, 7:00pm-9:30pm, New Orleans Marriott, La Galerie 3, Second Level.
- Texas A&M University College of Education and Human Development Former Students and Friends Reception, Sunday, April 10, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 6, Second Level
- Universitas 21 Deans of Education Board Meeting, Friday, April 8, 8:00am-12:00pm, Astor Crowne Plaza, Burgundy, Second Level Mezzanine
- University of California Schools of Education Reception, Saturday, April 9, 7:00pm-9:00pm, Astor Crowne Plaza, Iberville, Second Level Mezzanine
- University of California, Berkeley, Graduate School of Education Reception, Sunday, April 10, 6:00pm-8:00pm, Hotel Monteleone, La Nouvelle Orleans East, Mezzanine Level
- University of California, Los Angeles, Reception, Saturday, April 9, 7:00pm-10:00pm, Hotel Monteleone, La Nouvelle Orleans, Mezzanine Level
- University of Colorado, Boulder, Reception, Friday, April 8, 7:00pm-9:00pm, Hard Rock Café New Orleans, 418 North Peters Street New Orleans, LA 70130
- University of Georgia College of Education Reception, Saturday, April 9, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 1, Second Level
- University of Illinois, Urbana-Champaign, College of Education Reception, Saturday, April 9, 7:00pm-9:00pm, Sheraton, Gallery, First Level
- University of Kansas/Kansas State University Reception, Saturday, April 9, 7:00pm-9:00pm, Astor Crowne Plaza, Grand Ballroom A, Second Level
- University of Maryland College of Education Reception, Sunday, April 10, 7:00pm-9:00pm, New Orleans Marriott, La Galerie 1, Second Level
- University of Massachusetts, Amherst, Reception, Monday, April 11, 7:00pm-8:30pm, Sheraton, Grand Ballroom B, Fifth Level
- University of Pennsylvania Graduate School of Education Reception, Friday, April 8, 6:00pm-8:00pm, House of Blues - New Orleans, 225 Decatur Street, New Orleans, Parish Room
- University of Wisconsin-Madison/Institute of Education London/University of Toronto Joint Alumni Reception, Saturday, April 9, 7:00pm-9:00pm, InterContinental New Orleans, La Salle Ballroom A, Third Level
- Urban Education Editorial Board Meeting - SAGE Publications, Saturday, April 9, 7:00am-8:30am, New Orleans Marriott, Regent, Fourth Level
- WestEd AERA Reception, Saturday, April 9, 7:00pm-9:00pm, Sheraton, Grand Ballroom D, Fifth Level
- World-Class Instructional Design and Assessment Consortium/Madison Academic Language Working Group Meeting, Friday, April 8, 4:30pm-6:00pm, New Orleans Marriott, Boardroom, First Level.

NAVIGATING THE ANNUAL MEETING

Explanation of Session Formats

Business Meeting

Format: All Divisions and SIGs must hold a business meeting to conduct the business of their unit. In addition, some units may choose to present awards or feature an invited speaker during the business meeting.

Demonstration/Performance

Format: Demonstration/Performance sessions are directed to using, showing, or illustrating a particular technique, tool, or method in order to convey the value of the approach for research or to illustrate or present understandings or findings through such a method.

Off-Site Visit

Format: Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual Meeting is occurring and connects researchers with concrete examples of relevant work. Visits are to be spent at a site other than the meeting rooms, such as a school, museum, science lab, or community agency.

Paper Session

Format: In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique, if there is a discussant, and audience discussion. A typical structure for a session with four or five papers is approximately 5 minutes for the chair's introduction to the session, 10 minutes per author presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters are urged to be attentive to the total time available to them and to take steps to ensure that more than one speaker does not detract from the overall presentation of the work or others presenting their work.

Poster Session

Format: Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Individual presenters set up displays representing their papers in a large area with other presenters. Each poster session has roughly (70) posters.

Roundtable Session

Format: Roundtable sessions allow maximum interaction among presenters and with attendees. Each table has three to five researchers of accepted papers clustered around shared interests. Each roundtable at a roundtable session has a designated Chair knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session is scheduled for a 90-minute timeslot. Each roundtable session has approximately 15 roundtables.

Symposium

Format: A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may also be quite interactive where a large portion of the session is devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction.

Structured Poster Session

Format: These sessions begin with attendees viewing poster presentations, then moves into brief oral presentations to the audience gathered as a group followed by direct discussion with poster presenters. Posters are conceptually

linked in terms of education research issues, problems, settings, methods, analytic questions, or themes.

Working Group Roundtable

Format: Working group roundtables encourage substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Participants in these sessions discuss areas that are cross-cutting, where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions.

Workshop

Format: Workshops provide an opportunity to exchange information or work on a common problem, project, or shared interest. Presentations are brief, allowing adequate time for reflective discussion and interaction. Didactic presentations are limited, and learning by doing occupies most of the session.

Meeting Services and Facilities

Registration

It is the policy of AERA that all persons, including participants who plan to attend one or more sessions at the 2011 AERA Annual Meeting & Exhibition, are required to register. Registration is not transferable.

Badges should be worn at all times, not only as a courtesy to other registrants but also as an indication that registration has been completed before participation in any scheduled event. Badges must be worn to gain admission to the Exhibit Hall and Career Center. In addition, badge wearing is monitored at selected sessions.

2011 On-Site Registration Fees:

AERA Member	\$205
AERA Student Member	\$115
Non-Member	\$320
Non-Member Student	\$145
Guest	\$ 60
AERA & NCME	\$370
Student Member AERA & NCME	\$170
Non-member Student AERA & NCME	\$245

On-site registration will take place at the Sheraton, Napoleon Foyer, Third Level. Hours are:

Thursday, April 7, 4:00 p.m.–7:00 p.m.
Friday, April 8, 8:00 a.m.–6:00 p.m.
Saturday, April 9, 8:00 a.m.–6:00 p.m.
Sunday, April 10, 8:00 a.m.–6:00 p.m.
Monday, April 11, 8:00 a.m.–6:00 p.m.
Tuesday, April 12, 8:00 a.m.–11:00 a.m.

Refunds

AERA regrets that refunds for registration, tours, and Professional Development courses cannot be made after February 25, 2011. It is the policy of AERA that registration is not transferable.

Non-members

Non-members, who have not preregistered, may register at the Non-member On-site Registration rates above. Non-members who wish to become AERA members may register at the member rates if a membership application and dues payment accompany the registration on-site.

Guest Registration

Guest registration is designed for the spouse, partner, or family members of the registrant. Guests may visit the exhibits and attend the sessions in which

the registrant is presenting. Guest registration is not applicable for professionals (including students) in the field of education research who will be attending sessions or presenting papers. Guest registration must be included as part of the registration of another individual. Only one guest registration is allowed per registrant. Guest badges will not include the guest's institutional affiliation and "Guest" will be clearly noted on the badge.

Name Badges

Registrants must pick up their badges onsite at the Onsite Registration area located at the Sheraton, Napoleon Foyer, Third Level. Badges should be worn at all times. There is a \$5 replacement fee for lost badges.

The National Council on Measurement in Education (NCME)

NCME is a professional organization that holds its Annual Meeting from April 7 – 11 at the Westin New Orleans Canal Place in conjunction with that of AERA. For additional information on the NCME meeting, please visit their web site at: www.ncme.org

Annual Meeting Program and Supplement

Annual Meeting Program Books

The official AERA Annual Meeting Printed Program, containing a complete list of the 2011 AERA Annual Meeting sessions and events, is available to all registered attendees at the Annual Meeting. Programs may be picked up starting Thursday, April 7 at Onsite Registration at the Sheraton. There is a charge of \$15 for additional or replacement copies of the program. An online downloadable program is also available, as well as a mobile app.

Annual Meeting Program on the Internet

The 2011 AERA Annual Meeting Program in PDF and online searchable formats is available on the AERA website (www.aera.net). For complete up-to-date program information, please access the online program.

Annual Meeting Program Mobile Application

The 2011 AERA Annual Meeting Program mobile app provides attendees comprehensive information on the meeting including session times and locations, presenter names, affiliations and paper titles, and an exhibitor listing and exhibit hall map. The mobile app contains current information including all of the late changes listed in the Program Supplement. Most functionality of the native mobile app is accessible, even when there is no constant Wi-Fi, 3G or Web connection. The mobile app is compatible with the iPhone, iPad, iPod Touch, Android and BlackBerry devices and available for all other web browser-enabled phones, as well as PCs, through a web-based platform version. It can be downloaded for free by pointing a mobile browser to <http://www.aera.net/mobileapp.htm>. It can also be downloaded to a PC by accessing <http://m.core-apps.com/aeraam2011>.

Annual Meeting Program Supplement

The Program Supplement contains important late changes, additions, and corrections which were not included in the printed Annual Meeting Program. Please pick up the Program Supplement at the On-site Registration area located at the Sheraton.

Exhibit Hall

AERA is pleased to welcome new and returning exhibitors to the 2011 AERA Annual Meeting. All registrants are encouraged to visit the AERA Exhibit located at the New Orleans Marriott, Grand Ballroom, Third Level. The AERA Exhibit Hall will be open April 9-11 during the following hours:

Saturday, April 9	9:00 am – 6:00 pm
Sunday, April 10	9:00 am – 4:00 pm
Monday, April 11	9:00 am – 5:00 pm

A directory of exhibitors is provided in the back of this program on page 448.

On Site Services

AERA Headquarters Office

The AERA Headquarters Office is located in the Sheraton, Maurepas, Third Level. It is open Friday - Monday, 9:00 a.m. – 6:30 p.m. and Tuesday, 9:00 a.m. – 12:00 p.m. The Headquarters Office phone number is 504-595-5561.

Press Office

The AERA Press Office is located in the Sheraton, Nottoway, Fourth Level. The Press Office phone number is 504-681-5440.

Help Service Desk

The Help Service Desk, located in the AERA Registration Area at the Sheraton, Napoleon Foyer, Third Level, enables attendees to join the Association and obtain information about the Association and the Annual Meeting. The Help Service Desk is open during registration hours.

Community Seating Area

Community seating areas are available in the New Orleans Marriott, Grand Ballroom Foyer, Third Level, and the Sheraton, Grand Ballroom AB Foyer, Fifth Level. These areas offer a place to sit and relax in between sessions, have a coffee or a quick bite, network with colleagues, and prepare for your next session.

Internet Availability at Hotels

Wireless internet access is available to attendees in the lobby and public areas of the hotels where sessions are being held. Please see below for internet access information at each hotel, as some hotels provide complimentary internet access and some charge a fee. Internet is available in the meeting rooms at the following hotels.

Astor Crowne Plaza: Free wireless in lobby for hotel and non-hotel guests.

DoubleTree: Free wireless in lobby for hotel and non-hotel guests. Access is also available, although reliability varies depending on the number of users and specific location, in the 2nd floor meeting rooms.

Hotel Monteleone: Hotel guests and non-hotel guests can purchase wireless for \$9.95 for 24 hours for access throughout the hotel including the meeting rooms.

JW Marriott: Free wireless in lobby for hotel and non-hotel guests.

New Orleans Marriott: Free wireless for all attendees at the Cyber Café located in the Grand Ballroom Foyer, Third Level. There will also be laptop computers provided at the Cyber Café for use by attendees. Free wireless for hotel and non-hotel guests in the public space and the meeting rooms on the second, third and fourth levels.

Sheraton: Free wireless in lobby for hotel guests only. Non-hotel guests can purchase wireless, accessible in the lobby area only, for \$6.95 - \$16.00 depending on speed for a 24-hour period.

Child Care Center

Services for child care will be provided by KiddieCorp for children of all ages, from infants to adolescents, at the Sheraton, Rooms 817, 821, 825 and 829, Eighth Level. The Child Care Center's experienced staff includes an on-site supervisor. KiddieCorp is licensed, bonded, and insured. Nutritious snacks and beverages along with age-appropriate toys, games, movies, and cartoons are provided. Ratios of staff to children are 1 to 2 for infants, 1 to 3 for toddlers, and 1 to 5 for school-age children. The fee for this service is \$10 per hour per child.

The Child Care Center is open from 11:30 a.m. to 6:15 p.m. on the first day of the Annual Meeting (Friday, April 8), and from 8:00 a.m. to 6:15 p.m. on subsequent days except for the last day (Tuesday, April 12), when it closes at 3:45 p.m. To ensure that the center is properly staffed and to facilitate planning of games and other activities for the children, advance registration is required. On-site registration at the Child Care Center may be possible, at a slightly higher cost, if space is available.

Resources for Registrants with Disabilities

AERA is committed to offering an accessible environment for persons with disabilities. The Association strives to support persons with special needs while they are attending the Annual Meeting. Attendees generally need to request special arrangements at the time of pre-registration. An Accessibility Services Desk is located in the On-site Registration Hall at the Sheraton, Napoleon Foyer, Third Level. The phone number for the Accessibility Services Desk is 504-681-5426. Registrants needing special services such as readers' escorts, sign language interpretation, or wheelchair repairs are strongly encouraged to visit or contact the Accessibility Services Desk.

During the Annual Meeting, persons with disabilities who desire a quiet place to rest or prepare for a presentation may visit the AERA Comfort Rooms located at Sheraton, Rampart, Fifth Level, and the New Orleans Marriott, Audobon, Fifth Level. The telephone number for the Sheraton comfort room is 504-595-5560. The comfort rooms are open during the following hours:

Friday, April 8, 12:00 p.m. – 6:00 p.m.

Saturday through Monday, April 9-11, 8:00 a.m. – 6:00 p.m.

Tuesday, April 12, 8:00 a.m. – 12:00 p.m.

AERA is pleased to provide special van service for registrants with disabilities during the 2011 Annual Meeting. Detailed information may be obtained from the Accessibility Services Desk. The van service stops at the following locations: Astor Crowne Plaza, DoubleTree, Hotel Monteleone, JW Marriott, New Orleans Marriott, and Sheraton. Shuttles will depart every thirty minutes. AERA signs are posted at all boarding sites identifying the location as an AERA Access Shuttle pick-up and drop-off site. Accessibility van service operates during the following hours:

Friday 11:30 am – 6:30 pm.

Saturday 7:30 am – 6:30 pm

Sunday 7:30 am – 6:30 pm

Monday 7:30 am – 6:30 pm

Tuesday 7:30 am – 4:30 pm

Career Center

The AERA Career Center is located in the Astor Crowne Plaza, Grand Ballroom CD, Second Level. Hours of operation are Saturday and Sunday April 9-10 from 9:00 a.m. – 5:00 p.m. and Monday, April 11 from 8:00 a.m. – 4:00 p.m. Job seekers and employers may register onsite at the Center for a nominal fee. Stop by to register and meet with your perspective employers or employees during this unique event.

Gender Neutral Facilities

The American Educational Research Association is committed to making the meeting welcoming to all of our community. Gender neutral bathrooms are an important part of making the AERA Annual Meeting more inclusive. Gender neutral bathrooms are available in the New Orleans Marriott and Sheraton hotels and include visual signage on the door as a Gender Neutral Bathroom: All Genders Welcome. The bathroom in the New Orleans Marriott is located on the first level and the bathroom in the Sheraton is located on the eighth level.

Graduate Student Council Resource Center

The Resource Center is open Friday from 12:00 p.m. – 6:00 p.m. and Saturday to Monday from 10:00 a.m. – 6:00 p.m. in the Astor Crowne Plaza, St. Charles, First Level. All graduate students are welcome to visit throughout the meeting.

Housing and Hotel Information

Meeting Facilities

This year, the headquarter facilities are the Astor Crowne Plaza, DoubleTree, Hotel Monteleone, JW Marriott, New Orleans Marriott, and Sheraton. Please check the text of the Annual Meeting Program for exact locations of all 2011 AERA Annual Meeting activities.

Hotels (numbers refer to location on map provided on page 457 of this Program)

*1. Astor Crowne Plaza (504-962-0500): 739 Canal St,

2. Chateau Bourbon (504-586-0800): 800 Iberville St

3. Courtyard by Marriott Downtown (504-581-9005): 124 St. Charles Ave

*4. Doubletree Hotel New Orleans (504-581-1300): 300 Canal St

5. Drury Inn and Suites New Orleans (504-529-7800): 820 Poydras St

6. Hampton Inn & Suites Convention Center (504-566-9990): 1201 Convention Center Blvd

7. Hampton Inn Downtown/French Quarter (504-529-9990): 226 Carondelet St

8. Hilton Garden Inn Convention Center (504-525-0044): 1001 S. Peters St

9. Holiday Inn New Orleans French Quarter (504-529-7211): 124 Royal St

*10. Hotel Monteleone (504-523-3341): 214 Royal St

11. InterContinental New Orleans (504-525-5566): 444 St. Charles Ave

*12. JW Marriott New Orleans (504-525-6500): 614 Canal St

13. La Quinta Inn & Suites Downtown (504-598-9977): 301 Camp St

14. New Orleans Marriott (Co-Headquarters) (504-581-1000): 555 Canal St

15. Omni Royal Crescent Hotel (504-527-0006): 535 Gravier St

16. Omni Royal Orleans (504-529-5333): 621 St. Louis St

17. Renaissance Pere Marquette Hotel (504-525-1111): 817 Common St

18. Roosevelt New Orleans (504-648-1200): 123 Baronne St

19. Royal Sonesta (504-586-0300): 300 Bourbon St

20. Sheraton New Orleans (Co-Headquarters) (504-525-2500): 500 Canal St

21. Staybridge Suites Hotel (504-571-1818): 501 Tchoupitoulas St

22. The Whitney Wyndham (504-581-4222): 610 Poydras St

23. W New Orleans (504-525-9444): 333 Poydras St

24. Westin New Orleans Canal Place (504-566-7006): 100 Rue Iberville

25. Wyndham Riverfront Hotel (504-524-8200): 701 Convention Center Blvd

*Sessions will be held at these hotels as well as the Co-headquarter properties.

Additional hotels at the airport and Metairie are the Crowne Plaza New Orleans Airport (504-469-4915) located at 2829 Williams Blvd., DoubleTree by Hilton Hotel New Orleans Airport (504-467-3111) located at 2150 Veterans Memorial Blvd., Ramada Metairie (504-835-4141) located at 2713 North Causeway Blvd., and Sheraton Metairie (504-837-6707) located at 4 Galleria Blvd. Complimentary transportation is provided from Friday, April 8th until Tuesday, April 12 on a complimentary basis to and from the Sheraton, one of the headquarter hotels located downtown at 500 Canal Street. Complete schedules are available at each of the hotels and at the housing services desk in on-site registration. This transportation is based on availability and is offered to guests on a first-come first-served basis.

Changes or Cancellations in Hotel Reservation

For changes and cancellations of hotel reservations, please contact the hotel directly. Hotel reservation cancellations made within 72 hours of arrival forfeit all deposits. For on-site assistance please visit the Housing Bureau's booth located in the Sheraton, Sheraton, Napoleon Foyer, Third Level.

Emergency and Medical Assistance

If medical assistance is required at your hotel, please contact the operator, by dialing "0" from your hotel room or any hotel house phone. The hotel can provide the names of physicians on call, or get you emergency assistance.

From any location, the citywide emergency telephone number is 911. The nearest hospital emergency room, to the meeting hotels, is the Tulane University Hospital and Clinic - 127 Elk Place
New Orleans, LA 70112, (504) 988-5525.

The closest Urgent Care is New Orleans Urgent Care - 900 Magazine Street, New Orleans, LA (504) 552-2433

Telephone Numbers

The following telephone numbers in the New Orleans area may prove useful and helpful during your conference stay:

Emergency Service (for police, fire, ambulance) no area code required.....911

Visitor Information Center.....504-566-5011

Louis Armstrong New Orleans International Airport

Ground Transportation..... 1-866-596-2699

New Orleans Police Department with non-

emergencies..... 504-821-2222

PROGRAM SCHEDULE

Thursday, 7:00 am

Committee Sessions

1.010. Community Service Project Sponsored by the Graduate Student Council in Partnership With the New Orleans Area Habitat for Humanity.

Graduate Student Council; Off-Site Visit
New Orleans Area Habitat for Humanity, NOAHH
7:00 am to 4:00 pm

Visit Leaders:

Robin Harris, Michigan State University
Patrick Bell, Tulane University
Sarah Leah Santillanes, University of New Mexico
Alicia M. Trotman, Michigan State University
John R. Walcott, Michigan State University

Thursday, 8:00 am

Division Sessions

2.010. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, General Session). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Third Level, Napoleon Ballroom B3
8:00 am to 5:00 pm

2.011. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 1). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 816
8:00 am to 5:00 pm

2.012. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 2). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 820
8:00 am to 5:00 pm

2.013. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 3). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 824
8:00 am to 5:00 pm

2.014. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 1 of 2, Group 4). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 828
8:00 am to 5:00 pm

Thursday, 8:30 am

Division Sessions

3.010. Division G Pre-conference Mentoring Session. Education Scholarship for the Public Good: Challenges and Opportunities of Research to Incite the Social Imagination. Division G - Social Context of Education; Mentoring Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
8:30 am to 4:30 pm

Chairs:

Marta P. Baltodano, Loyola Marymount University
Immaculada Maria Garcia Sanchez, Temple University

Thursday, 9:00 am

Professional Development Courses

4.010. A Gentle Introduction to Hierarchical Linear Modeling. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 6
9:00 am to 5:00 pm

Director:

D. Betsy Mccoach, University of Connecticut

Instructor:

Ann A. O'Connell, The Ohio State University

4.011. Diagnostic Measurement: Theory, Methods, and Applications. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Fourth Level, Regent
9:00 am to 5:00 pm

Director:

Jonathan Templin, University of Georgia

Instructor:

Laine Percell Bradshaw, University of Georgia

4.012. Empowerment Evaluation: Tools to Improve Educational Programs and Produce Results. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Third Level, Mardi Gras Salon D
9:00 am to 5:00 pm

Director:

David M. Fetterman, Fetterman and Associates

4.013. How to Inform Policymakers: A Strategic Approach for Academics. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Third Level, Mardi Gras Salon E
9:00 am to 5:00 pm

Directors:

David R. Garcia, Arizona State University

Kris D. Gutiérrez, University of Colorado - Boulder

Instructor:

David Johns, U.S. Senate HELP Committee

4.014. Learning Mathematics for Teaching: Instrument Dissemination Workshop. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 5
9:00 am to 5:00 pm

Directors:

Heather C. Hill, Harvard University

Geoffrey C. Phelps, ETS

4.015. Mixed Data-Analysis Techniques: A Comprehensive Step-by-Step Approach (Day 1). Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 3
9:00 am to 5:00 pm

Directors:

Kathleen M.T. Collins, University of Arkansas

Anthony J. Onwuegbuzie, Sam Houston State University

Instructor:

Normand Peladeau, Provalis Research

4.016. Psychometrics Behind National Assessment of Educational Progress: Understanding and Analyzing NAEP Data. Professional Development and Training Committee; Professional Development Course
New Orleans Marriott, Second Level, La Galerie 4
9:00 am to 5:00 pm

Director:

Emmanuel Sikali, U.S. Department of Education

Instructors:

Enis Dogan, American Institutes for Research
Andrew J. Kolstad, National Center for Education Statistics

4.017. Sustaining a Research Agenda for Education, Technology, Media, and Students of Color. Professional Development and Training Committee;

Professional Development Course
 New Orleans Marriott, Fourth Level, Balcony J
 9:00 am to 5:00 pm

Directors:

Kevin A. Clark, George Mason University
Kimberly A. Scott, Arizona State University

SIG Sessions

4.018. The Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education. SIG-Research Focus on Black Education; Invited Session

New Orleans Marriott, Fourth Level, Balcony I
 9:00 am to 6:00 pm

Director:

Jerlando F.L. Jackson, University of Wisconsin - Madison

Thursday, 10:00 am

Division Sessions

5.010. Division C Graduate Student Seminar (Day 1 of 2, Invitation Only).

Division C - Learning and Instruction; Graduate Student Seminar
 Sheraton, Third Level, Napoleon Ballroom C1
 10:00 am to 6:00 pm

Chair:

Jennifer G. Cromley, Temple University

Participants:

Jonathan David Bostic, University of Florida
Jennifer Richardson McGee, University of North Carolina - Charlotte

Thursday, 12:00 pm

Division Sessions

6.010. Division J Emerging Scholars Workshop (Day 1, Group 1). Division J - Postsecondary Education; Mentoring Session

Sheraton, Fourth Level, Oak Alley
 12:00 pm to 7:00 pm

6.011. Division J Emerging Scholars Workshop (Day 1, Group 2). Division J - Postsecondary Education; Mentoring Session

Sheraton, Fourth Level, Bayside A
 12:00 pm to 7:00 pm

6.012. Division J Emerging Scholars Workshop (Day 1, Group 3). Division J - Postsecondary Education; Mentoring Session

Sheraton, Fourth Level, Bayside C
 12:00 pm to 7:00 pm

Thursday, 1:00 pm

Division Sessions

7.010. Division B EcoJustice and Environmental Educators in Conversation: Exploring Intersections and Tensions Seminar (Day 1 of 2). Division B - Curriculum Studies; Seminar

New Orleans Marriott, Third Level, Mardi Gras Salon A
 1:00 pm to 5:00 pm

7.011. Division B Educational Research and Activism for Social Justice Seminar (Day 1 of 2). Division B - Curriculum Studies; Seminar

New Orleans Marriott, Third Level, Mardi Gras Salon B
 1:00 pm to 5:00 pm

7.012. Division B Graduate Student Alumni Seminar on Critical Race Theory, Critical Latina/o Theory, and Feminist Pedagogy (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar

New Orleans Marriott, Third Level, Mardi Gras Salon C
 1:00 pm to 5:00 pm

7.013. Division B Graduate Student Seminar (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar

New Orleans Marriott, Second Level, Preservation Hall Studio 8
 1:00 pm to 5:00 pm

7.014. Division B International Curriculum Research Graduate Student Seminar (Day 1 of 2). Division B - Curriculum Studies; Graduate Student Seminar

New Orleans Marriott, Second Level, Preservation Hall Studio 1
 1:00 pm to 5:00 pm

7.015. Division B New Faculty Seminar Finding/Creating/Engaging Spaces to Research/Write/Publish (Day 1 of 2). Division B - Curriculum Studies; Mentoring Session

New Orleans Marriott, Second Level, Preservation Hall Studio 10
 1:00 pm to 5:00 pm

7.016. Division F History and Theory Institute. Division F - History and Historiography; Seminar

Sheraton, Fourth Level, Bayside B
 1:00 pm to 5:00 pm

Chair:

Jackie M. Blount, The Ohio State University

Participants:

Patti A. Lather, The Ohio State University
Catherine A. Lugg, Rutgers University
Lucy E. Bailey, Oklahoma State University
Jackie M. Blount, The Ohio State University

Thursday, 2:00 pm

Division Sessions

8.010. International Study on Successful School Principals Project Sponsored by Division A. Division A - Administration Organization & Leadership; Seminar

Sheraton, Fourth Level, Edgewood
 2:00 pm to 5:00 pm

Thursday, 3:00 pm

Division Sessions

9.010. Division C New Faculty Mentoring Seminar (Day 1 of 2, Invitation Only). Division C - Learning and Instruction; Mentoring Session

Sheraton, Third Level, Napoleon Ballroom C3
 3:00 pm to 6:30 pm

Thursday, 4:00 pm

Division Sessions

10.010. Division K New Faculty Preconference Seminar (Day 1 of 2). Division K - Teaching and Teacher Education; Mentoring Session

New Orleans Marriott, Second Level, Preservation Hall Studio 3
 4:00 pm to 9:00 pm

Chairs:

Kimberly A. White-Smith, Chapman University
Jeremy N. Price, Montclair State University

Participant:

Rich Milner, Vanderbilt University

Thursday, 5:00 pm

Division Sessions

11.010. Division K Graduate Student Preconference Seminar (Day 1 of 2).

Division K - Teaching and Teacher Education; Graduate Student Seminar

New Orleans Marriott, Second Level, Preservation Hall Studio 4
5:00 pm to 9:00 pm

Chair:

Susan E. Noffke, University of Illinois - Urbana-Champaign

Thursday, 5:45 pm

Division Sessions

12.010. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy Reception and Dinner. Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Third Level, Napoleon Ballroom B3
5:45 pm to 8:30 pm

Thursday, 6:00 pm

Division Sessions

13.010. Division F Mentoring Seminar: Thriving in Academe (Day 1 of 2).
Division F - History and Historiography; Mentoring Session
Sheraton, Fourth Level, Bayside B
6:00 pm to 9:00 pm

Chair:

Margaret A. Nash, University of California - Riverside

Friday, 7:00 am

Division Sessions

14.010. Division J Emerging Scholars Workshop (Day 2, Group 1). Division J - Postsecondary Education; Mentoring Session
Sheraton, Fourth Level, Oak Alley
7:00 am to 11:30 am

14.011. Division J Emerging Scholars Workshop (Day 2, Group 2). Division J - Postsecondary Education; Mentoring Session
Sheraton, Fourth Level, Bayside A
7:00 am to 11:30 am

14.012. Division J Emerging Scholars Workshop (Day 2, Group 3). Division J - Postsecondary Education; Mentoring Session
Sheraton, Fourth Level, Bayside C
7:00 am to 11:30 am

Friday, 7:30 am

Division Sessions

15.010. Division C New Faculty Mentoring Seminar (Day 2 of 2, Invitation Only). Division C - Learning and Instruction; Mentoring Session
Sheraton, Third Level, Napoleon Ballroom C3
7:30 am to 12:00 pm

Friday, 8:00 am

Governance Meetings and Events

16.001. AERA Research Advisory Committee: Closed Meeting 1. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balcony L
8:00 am to 12:00 pm

Chair:

Deborah L. Vandell, University of California - Irvine

16.002. AERA Social Justice Action Committee: Closed Meeting 1. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
8:00 am to 12:00 pm

Chair:

William H. Watkins, University of Illinois - Chicago

Division Sessions

16.010. Barbara L. Jackson Scholars Workshop (Closed Session). Division A - Administration Organization & Leadership; Seminar
Sheraton, Fifth Level, Grand Ballroom E
8:00 am to 12:00 pm

16.011. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, General Session). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Third Level, Napoleon Ballroom B3
8:00 am to 12:00 pm

16.012. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 1). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 816
8:00 am to 12:00 pm

16.013. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 2). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 820
8:00 am to 12:00 pm

16.014. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 3). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 824
8:00 am to 12:00 pm

16.015. Division A and Division L: David L. Clark National Graduate Student Seminar in Educational Leadership and Policy (Day 2 of 2, Group 4). Division A - Administration Organization & Leadership; Graduate Student Seminar
Sheraton, Eighth Level, Salon 828
8:00 am to 12:00 pm

16.016. Division D Graduate Student Seminar: "The Social Network" and Other Tips for Transitioning From Graduate Student to Professional. Division D - Measurement and Research Methodology; Graduate Student Seminar
Doubletree, 16th Level, International Ballroom
8:00 am to 11:00 am

16.017. Division E Graduate Student Preconference Seminar. Division E - Counseling and Human Development; Graduate Student Seminar
New Orleans Marriott, Second Level, La Galerie 1
8:00 am to 11:50 am

16.018. Division E New Faculty Preconference Workshop. Division E - Counseling and Human Development; Mentoring Session
New Orleans Marriott, Second Level, La Galerie 4
8:00 am to 11:50 am

16.019. Division K Graduate Student Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Graduate Student Seminar
New Orleans Marriott, Second Level, Preservation Hall Studio 4
8:00 am to 11:45 am

Chair:

Susan E. Noffke, University of Illinois - Urbana-Champaign

16.020. Division K New Faculty Preconference Seminar (Day 2 of 2). Division K - Teaching and Teacher Education; Mentoring Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
8:00 am to 11:45 am

Chairs:

Kimberly A. White-Smith, Chapman University
Jeremy N. Price, Montclair State University

Friday, 8:30 am**Division Sessions****17.010. Division F Mentoring Seminar: Thriving in Academe (Day 2 of 2).**

Division F - History and Historiography; Mentoring Session
 Sheraton, Fourth Level, Bayside B
 8:30 am to 11:30 am

Chair:

Margaret A. Nash, University of California - Riverside

Friday, 9:00 am**Professional Development Courses****18.010. Mixed Data Analysis Techniques: A Comprehensive Step-by-Step**

Approach (Day 2 of 2). Professional Development and Training Committee;
 Professional Development Course
 New Orleans Marriott, Second Level, La Galerie 3
 9:00 am to 5:00 pm

Directors:

Kathleen M.T. Collins, University of Arkansas
Anthony J. Onwuegbuzie, Sam Houston State University

Instructor:

Normand Peladeau, Provalis Research

Division Sessions**18.011. Division B EcoJustice and Environmental Educators in Conversation:**

Exploring Intersections and Tensions Seminar (Day 2 of 2). Division B -
 Curriculum Studies; Seminar
 New Orleans Marriott, Third Level, Mardi Gras Salon A
 9:00 am to 12:00 pm

18.012. Division B Educational Research and Activism for Social Justice

Seminar (Day 2 of 2). Division B - Curriculum Studies; Seminar
 New Orleans Marriott, Third Level, Mardi Gras Salon B
 9:00 am to 12:00 pm

18.013. Division B Graduate Student Alumni Seminar on Critical Race Theory,

Critical Latina/o Theory, and Feminist Pedagogy (Day 2 of 2). Division
 B - Curriculum Studies; Graduate Student Seminar
 New Orleans Marriott, Third Level, Mardi Gras Salon C
 9:00 am to 12:00 pm

18.014. Division B Graduate Student Seminar (Day 2 of 2).

Division B - Curriculum Studies; Graduate Student Seminar
 New Orleans Marriott, Second Level, Preservation Hall Studio 8
 9:00 am to 12:00 pm

18.015. Division B International Curriculum Research Graduate Student

Seminar (Day 2 of 2). Division B - Curriculum Studies; Graduate Student
 Seminar
 New Orleans Marriott, Second Level, Preservation Hall Studio 1
 9:00 am to 12:00 pm

18.016. Division B New Faculty Seminar Finding/Creating/Engaging Spaces

to Research/Write/Publish (Day 2 of 2). Division B - Curriculum Studies;
 Mentoring Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 10
 9:00 am to 12:00 pm

18.017. Division C Graduate Student Seminar (Day 2 of 2, Invitation Only).

Division C - Learning and Instruction; Graduate Student Seminar
 Sheraton, Third Level, Napoleon Ballroom C1
 9:00 am to 12:00 pm

Chair:

Jennifer G. Cromley, Temple University

Participants:

Jonathan David Bostic, University of Florida
Jennifer Richardson McGee, University of North Carolina - Charlotte

Friday, 10:00 am**Division Sessions****19.010. Division H Graduate Students/Early Career Mentoring Seminar.**

**Graduate Student Involvement in Division H: Exploring Opportunities
 for Involvement, Experience, and Mentoring in Research and
 Assessment.** Division H - Research, Evaluation and Assessment in Schools;
 Graduate Student Seminar
 Sheraton, Fourth Level, Edgewood
 10:00 am to 12:00 pm

Friday, 12:00 pm**Governance Meetings and Events****20.001. AERA 2010-2011 Council Meeting.**

AERA Governance; Governance
 Session
 New Orleans Marriott, Fourth Level, Balconies IJ
 12:00 pm to 3:45 pm

Chair:

Kris D. Gutiérrez, University of Colorado - Boulder

AERA Related Activities**20.010. AERA Council of Editors: Closed Business Meeting.**

AERA Related
 Activities; Board Meeting
 New Orleans Marriott, Fourth Level, Balconies MN
 12:00 pm to 2:00 pm

Chair:

Todd Reitzel, American Educational Research Association

Presidential Sessions**20.011. Closing the Opportunity Gap: What America
 Must Do to Give All Children an Even Chance.****Presidential Session; Invited Session**

Sheraton, Third Level, Napoleon Ballroom C2
 12:00 pm to 1:30 pm

Chairs:

Kevin G. Welner, University of Colorado - Boulder
Prudence L. Carter, Stanford University

Participants:

School Culture and How Schooling Is Organized. *Angela Valenzuela, University
 of Texas - Austin*
 The Education Debt and Accumulated Disadvantages. *Gloria J. Ladson-Billings,
 University of Wisconsin - Madison*
 Separate Does Not Make Equal: The Consequences of Housing and School
 Segregation. *Gary A. Orfield, University of California - Los Angeles*
 Markets, Testing, and Stratification. *Janelle T. Scott, University of California -
 Berkeley; Amy Stuart Wells, Teachers College, Columbia University*
 Enhancing a Nation's Democracy Through Equitable Schools. *Michele S.
 Moses, University of Colorado - Boulder; John S. Rogers, University of
 California - Los Angeles*

Committee Sessions**20.012. GSC Division J Fireside Chat: Bridging the Gap: Translating Higher**

Education Research Into Policy. Graduate Student Council Cosponsored by
 Division J - Postsecondary Education; Fireside Chat
 JW Marriott, Third Level, Frontenac
 12:00 pm to 1:30 pm

Chairs:

Bryan Gopaul, OISE/University of Toronto
Lauren Theresa Schudde, University of Wisconsin - Madison

Participants:

M. Christopher Brown, Fisk University
Bridget Terry Long, Harvard University
Michael A. Olivas, University of Houston
Lorelle Espinosa, University of California - Los Angeles

Division Sessions

20.013. Engaging Youth in Democratic Practices Within Public Spaces. Division

B - Curriculum Studies; Paper Session
 Astor Crowne Plaza, Second Level Mezzanine, Bienville
 12:00 pm to 2:00 pm

Chair:

Matthew Wappett, University of Idaho

Participants:

A Place Called School: Students' Negotiations of Schooling Within a Discourse of Democracy. *Sandra Schmidt, University of South Carolina*
 Historical Consciousness in "Postwar" Guatemala: Official Narratives in Unofficial Spaces. *Michelle Jannette Bellino, Harvard University*
 National Student Protest for Educational Equity in Chile: A Case Study of Public Pedagogy and Its Influence in a Chilean Secondary School. *Michael Patrick O'Malley, Texas State University - San Marcos; Sarah W. Nelson, Texas State University - San Marcos; Israel Aguilar, Texas State University - San Marcos; Juan Manuel Nino, Texas State University - San Marcos; Jason Aleman, Texas State University - San Marcos*
 Writing That Binds: How Spoken Word Offers a Platform for Organized Youth Protest. *Jen Ann Weiss, City College of New York - CUNY*
 High School Students' Perspectives on Mathematics as a Tool for Social Inquiry. *Anastasia Brelias, Northeastern Illinois University*

Discussant:

Teresa J. Rishel, Kent State University

20.014. Toward a Grounded Pedagogy of Youth Civic Agency: A Comparative Analysis of Four Projects. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom III
 12:00 pm to 2:00 pm

Chair:

Leticia Alvarez Gutiérrez, University of Utah

Participants:

Civic Agency in the Council of Youth Research. *Nicole Mirra, University of California - Los Angeles; Ernest D. Morrell, University of California - Los Angeles; D'Artagnan Scorza, University of California - Los Angeles; Melanie Bertrand, University of California - Los Angeles; Antero Garcia, University of California - Los Angeles; Antonio Nieves Martínez, University of California - Los Angeles*
 Civic Agency in the Watts Youth Collective. *Laurence A. Tan, 122nd Street Elementary School, Los Angeles*
 Civic Agency in the Mentor/Mentee Project. *Benji Chang, University of California - Los Angeles*
 Civic Agency in the Pin@y Educational Partnerships. *Allyson Tintiangco-Cubales, San Francisco State University; Arlene Sudaria Daus-Magbual, San Francisco State University; Roderick Daus-Magbual, University of San Francisco; Henry Francisco, San Francisco State University*

Discussant:

K. Wayne Yang, University of California - San Diego

20.015. Assessment of Learning Progressions. Division D - Measurement and Research Methodology; Paper Session

Doubletree, Second Level, Madewood A
 12:00 pm to 1:30 pm

Chair:

Kristen L. Huff, Regents Research Fund

Participants:

Dynamic Bayesian Inference Networks and Hidden Markov Models for Modeling Learning Progressions Over Multiple Time Points. *Younyoung Choi, University of Maryland; Robert J. Mislevy, ETS; Kristen E. Dicerbo, Independent Researcher*
 Measuring Learning Progressions Using Bayesian Modeling in Complex Assessments. *Daisy Wise Rutstein, University of Maryland - College Park; Robert J. Mislevy, ETS*
 Quantitative Structural Representations of Cognitive Tasks for Both Learning and Assessment in Complex Cognitive Environments. *Zhidong Zhang, University of Texas - Brownsville; Jingyan Lu, University of Hong Kong*
 The Reliability and Validity of Items in Different Formats in Assessing K-12

Students' Learning Progression of Carbon Cycling. *Jing Chen, Michigan State University; Charles W. Anderson, Michigan State University*

Discussant:

Derek C. Briggs, University of Colorado

20.016. Cultural, Ethnic, and Gender Issues in Psychological Measurement.

Division E - Counseling and Human Development; Paper Session
 Astor Crowne Plaza, Second Level, Astor Ballroom I
 12:00 pm to 1:30 pm

Chair:

Cynthia Hudley, University of California - Santa Barbara

Participants:

Examining the Problem of Cultural Validity in Psychological Measures: The Case of the Rosenberg Self-Esteem Scale and Implications for Practice. *Pedro R. Portes, University of Georgia*
 Exploring the Face and Predictive Validity of Student Engagement Profiles. *Michael A. Lawson, Binghamton University - SUNY; Katherine E. Masyng, University of California - Davis*
 The Parental Bonding Instrument: Investigating Method Effects With Negatively Wording Items and Testing of Factorial Invariance Between Gender Equivalence. *Wen-Juo Lo, University of Arkansas; Yi-Hsin Chen, University of South Florida; Jam Khojasteh, University of Arkansas*
 Validation of Goal Orientation Measure in Pattern of Adaptive Learning Scales (PALS) Among Latino Adolescents in a College Outreach Program. *Nida Rinthapol, University of California - Santa Barbara; Richard P. Duran, University of California - Santa Barbara*

Discussant:

Theresa A. Thorkildsen, University of Illinois - Chicago

20.017. Historians of Education: A Transnational Dialogue. Division F - History and Historiography; Symposium

JW Marriott, Third Level, Ile de France II
 12:00 pm to 2:00 pm

Chair:

Thomas S. Popkewitz, University of Wisconsin

Participants:

The History of Education in Early 20th-Century American Teacher Education: The Loss of Historical Imagination. *Antonio Luzón, University of Granada; Miguel Pereyra, University of Granada; Mónica Torres, University of Granada*
 History of Education and the Visual Turn: A Historiographical Balance From Latin American History. *Ines Dussel, FLACSO Argentina*
 From Pupil to Artist: Inventiveness, Status, and Heritage in the History of Art Education in Portugal (1780-1983). *Jorge Ramos Do O, University of Lisbon*
 Mirror, Mirror, Who Is More Modern Than I? The Same Question Coming From Several Easts and Wests (Brazil, Turkey, and United States). *Mirian Jorge Warde, Universidade Estadual Paulista*
 Global Isomorphism and Cultural Idiosyncrasies: Prospects of a New School History. *Daniel Trohler, University of Luxembourg*
 Research Toward Authenticity: Narratives and Interpretations in Chinese Traditional Historiography. *Zongjie Wu, Zhejiang University*

Discussants:

David F. Labaree, Stanford University
Barry M. Franklin, Utah State University

20.018. Parent and Family Involvement in Diverse Schooling Contexts: Understanding Roles and "Other" Ways of Being in Urban and Immigrant Communities. Division G - Social Context of Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 5
 12:00 pm to 2:00 pm

Chair:

Natasha Flowers, Indiana University/Purdue University at Indianapolis

Participants:

Mediating Roles of Parental Support and Aspiration in Effects of Socioeconomic Status (SES) on Students' Academic Achievement. *Xiaoyan Sun, The Chinese University of Hong Kong; Kit-Tai Hau, The Chinese University of Hong Kong; Xiaoxu Li, Peking University; Yinqun Gan, Peking University*
 Parental Involvement in a Minority-Serving Urban School as a Function of Parental Educational Level. *Anjoo Sikka, University of Houston - Downtown; Carol Ciampi, Houston Independent School District, Texas*
 Parenting Performativity Possibilities: Gendered Effects of Parenting on Developed Achievement. *Ezekiel J. Dixon-Roman, University of Pennsylvania; Julianne Oothoudt, University of Pennsylvania*

Parent Empowerment: Voices of Urban Communities. *Constance D. Jordan, Pepperdine University*
 Opting Out of the Mainstream: Exploring Home Schooling in an Immigrant Family Setting. *Marina Aleixo, University of Minnesota*
 Discussant:
Bradford Allison, California State University - Los Angeles

20.019. Assessment and Instruction of Academic English Language Proficiency for English Language Learners. Division H - Research, Evaluation and Assessment in Schools; Symposium
 Doubletree, Second Level, Rosedown A
 12:00 pm to 1:30 pm

Chair:

Mikyung Kim Wolf, ETS

Participants:

Investigating the Constructs of English Language Proficiency Assessments and English Language Learner Students' Performance on the Assessments. *Mikyung Kim Wolf, ETS; Yuan Wang, ETS; Steven L. Holtzman, ETS*

How English Language Proficiency Assessments Manifest Growth. *H. Gary Cook, University of Wisconsin*

Teacher Perspectives on Making Academic Language Accessible to English Language Learners (ELLs). *Sultan Turkan, ETS*

Developing a Defensible Foundation for English Language Proficiency Assessment: Challenges and Concerns With Academic Language Constructs. *Alison Bailey, University of California - Los Angeles; Margaret Heritage, University of California - Los Angeles*

Discussant:

Sarah McManus, North Carolina Department of Public Instruction

20.020. Common Core State Standards Are Here: What Is the Role of Research and Evaluation? Division H - Research, Evaluation and Assessment in Schools; Symposium
 Doubletree, Second Level, Madewood B
 12:00 pm to 1:30 pm

Chair:

Rolf K. Blank, Council of Chief State School Officers

Participants:

Common Core Standards and Data-Driven Improvement of Instruction. *Rolf K. Blank, Council of Chief State School Officers*

How Are States Setting Education Improvement Goals With the Common Core State Standards? *Keith Gayler, Council of Chief State School Officers*

Implications of Common Core for Curriculum, Assessment, and Accountability. *Brian Gong, National Center for the Improvement of Educational Assessment, Inc.*

Discussant:

Scott Norton, Louisiana State Department of Education

20.021. Supporting the Transition to High School: Evidence From Four Urban Research Consortia. Division H - Research, Evaluation and Assessment in Schools; Symposium
 Doubletree, Second Level, Rosedown B
 12:00 pm to 1:30 pm

Chair:

James J. Kemple, New York University

Participants:

Using Ninth-Grade Indicators to Improve Chicago Schools. *Elaine M. Allensworth, NRC-NAEd Committee Member and Consortium on Chicago School Research at the University of Chicago; Nicholas D. Montgomery, University of Chicago*

Identifying the Early Warning Signals of Dropout Outcomes in the Baltimore City Public Schools. *Martha Abele Abele Mac Iver, Johns Hopkins University*

Improving High School Graduation Rates by Keeping Ninth-Grade Students "On-Track": Evidence From New York City. *Nicky Stephenson, Research Alliance for New York City Schools at New York University; James J. Kemple, New York University*

Context, Conditions, and Consequences: Freshman Year Transition in Philadelphia. *Eva Gold, Research for Action; Deborah A. Good, Research for Action; Holly Plataras Maluk, Research for Action*

Discussants:

Paul D. Goren, Consortium on Chicago School Research

James J. Kemple, New York University

20.022. Gathering Validity Evidence. Division I - Education in the Professions; Paper Session

Sheraton, Second Level, Rhythms Ballroom II
 12:00 pm to 2:00 pm

Chair:

Sheila W. Chauvin, Louisiana State University - Health Sciences Center

Participants:

The Nursing Student Self-Efficacy Scale: Development Using Item Response Theory. *Glenda Simonton Stump, Arizona State University*

Applying the Bookmark Method to Medical Education: Standard-Setting for an Aseptic Technique Station. *Monica L. Lypson, University of Michigan; Larry D. Gruppen, University of Michigan; Paula T. Ross, University of Michigan*

Scores Gains on Performance Tests for Repeat Examinees: An Evaluation of Construct and Criterion-Related Evidence. *Mark R. Raymond, National Board of Medical Examiners; Nilufer Kahraman, National Board of Medical Examiners; Kimberly A. Swygert, National Board of Medical Examiners; Kevin Balog, National Board of Medical Examiners*

Effect of Postgraduate Training on the United States Medical Licensing Examination (USMLE®) Step 3® Examination Computer-Based Case Simulation (CCS) Component. *Richard A. Feinberg, National Board of Medical Examiners; Kimberly A. Swygert, National Board of Medical Examiners; Steven Arthur Haist, National Board of Medical Examiners; Gerard F. Dillon, National Board of Medical Examiners; Constance T. Murray, National Board of Medical Examiners*

Modeling Relationships Between Preadmission Achievement and Clinical Skills Performance on a Medical Licensure Examination. *Gina Pugliano, National Board of Osteopathic Medical Examiners; William L. Roberts, National Board of Osteopathic Medical Examiners; Erik Langenau, National Board of Osteopathic Medical Examiners; John R. Boulet, Educational Commission for Foreign Medical Graduates; Tom Levitan, American Association of Colleges of Osteopathic Medicine*

The Impact of Intelligence, Educative, and Reproductive Ability, on Objective Structured Clinical Exam (OSCE) Performance. *Paul F. Wimmers, University of California - Los Angeles; Guido F. Schauer, University of Texas - Houston*

Discussant:

Andre F. De Champlain, National Board of Osteopathic Medical Examiners

20.023. Assessing Community College Student Success in Developmental Education. Division J - Postsecondary Education; Paper Session
 JW Marriott, Third Level, Orleans
 12:00 pm to 1:30 pm

Chair:

Hugo Alberto Garcia, Claremont Graduate University

Participants:

A Report on Interventions in Developmental Mathematics Courses for Underprepared Hispanic Students in Higher Education. *Olga M. Ramirez, University of Texas - Pan American; Xiaohui Wang, University of Texas - Pan American; Karen M. Watt, University of Texas - Pan American*

Reading and Writing Intervention for Community College Developmental Education Students. *Dolores Perin, Teachers College, Columbia University; Rachel Julia Hare, Teachers College, Columbia University*

Summarizing Strategies for College Developmental Readers. *Bettina Murray, John Jay College of Criminal Justice - CUNY*

The Role of Students' Self-Efficacy in Developmental Mathematics Across Ethnicity. *Linda Reichwein Zientek, Sam Houston State University; Carlton Jing Fong, University of Texas - Austin; Zeynep Ebrar Yetkiner, Julie M. Phelps, Valencia College*

Learning Commons Services Assessment: A Qualitative Inquiry Into Students' Views of Library Services at a Community College. *Brenda S. Cole, South Texas College; Monica J. Alaniz, South Texas College & University of Texas - San Antonio; Fernando Chapa, South Texas College*

Discussant:

Victor Saenz, University of Texas - Austin

20.024. International Approaches to Higher Education Policy and Finance. Division J - Postsecondary Education; Paper Session
 JW Marriott, Third Level, Maurepas
 12:00 pm to 1:30 pm

Chair:

Jorge Enrique Delgado, University of Pittsburgh

Participants:

Cost-Sharing at Community Colleges in the United States and South Africa. *Jenna Cullinane, The University of Texas at Austin*

International Conceptualizations of Tuition Fees. *Deanna L. Rexe, Simon Fraser University; Michelle Johanna Nilson, Simon Fraser University*

Private Postsecondary Education Above the 49th Parallel: A Pan-Canadian

Comparative Case Study. *Michelle E. Pidgeon, Simon Fraser University; Michelle Johanna Nilson, Simon Fraser University*

The Impact of Undergraduate Enrollment Expansion: Issues Emerged From a Case Study on a Key University in China. *Jingning Zhang, Arizona State University*

Discussant:

Gabriela Judith Silvestre, Saint Cloud State University

20.025. Males of Color: College Experiences, Contexts, and Outcomes. Division

J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Rosalie

12:00 pm to 1:30 pm

Chair:

T. Elon Dancy, University of Oklahoma

Participants:

Getting In: Exploring the College Transition Process of Low-Income African American and Latino Males. *Lorenzo DuBois Baber, University of Illinois; Brandon Common, University of Illinois; Terrance Antwan Range, Wilberforce University*

A Psychosociocultural Approach to the Academic Performance of African American and Latino Males. *Araceli Espinoza, University of Southern California; Darnell G. Cole, University of Southern California*

A Qualitative Exploration of Retention and Graduation Rates of African American Male College Students at Predominately White Universities. *John A. Kuykendall, University of Arkansas - Little Rock; Jorg Vianden, Wisconsin-LaCrosse; Robert Mock, University of Kentucky*

Pathways to Success for African American Males. *Celina M. Sima, University of Illinois; Patricia Inman, University of Illinois - Chicago*

Quantifying the Socialization Process for Black Male Doctoral Students and Its Influence on Sense of Belonging. *Terrell Lamont Strayhorn, The Ohio State University; Amanda M. Blakewood, University of Tennessee*

Discussant:

James Earl Davis, Temple University

20.026. Innovation in Access to English: Professional Development for Teachers of English Language Learners. Division K - Teaching and Teacher

Education; Symposium

New Orleans Marriott, Fourth Level, Regent

12:00 pm to 1:30 pm

Chair:

M. Beatriz Arias, Arizona State University

Participants:

The Institute for Teachers of English Language Learners (ITELL) Project: Developing Coaching Models for Teachers of English Language Learners. *Eugene E. Garcia, Arizona State University; Ermina Garcia, Isaac School District No. 5*

English Language Learner Teacher Professional Development Reflects Teacher Voice. *M. Beatriz Arias, Arizona State University; Amy M. Markos, Arizona State University*

Professional Development Reflected in English Language Learner (ELL) Classrooms. *Margarita Jimenez-Silva, Arizona State University; Tracy R. Nguyen, Arizona State University*

Integrating Technology for English Language Learners (ITELL) Opportunity to Learn: Saturday Club. *Nancy J. Murri, Eagle County School District; Silvia Cecilia Noguera, Arizona State University*

Integrating Technology for English Language Learners (ITELL) Quantitative Outcomes: Assessing the English Language Learner Professional Development Model. *Eduardo Henrique Diniz De Figueiredo, Arizona State University; Kerry Chase Lawton, Arizona State University*

Discussant:

Luis C. Moll, The University of Arizona

20.027. Assessing the Academic Achievement of English Language Learners:

Policy Lessons From California, Arizona, and Utah. Division L -

Educational Policy and Politics; Symposium

Sheraton, Fifth Level, Grand Couteau

12:00 pm to 1:30 pm

Chair:

Ok-Choon Park, U.S. Department of Education

Participants:

Assessing English Learner Achievement: Pass-Fail Status on Arizona's Language and Content Tests Over 2 Years. *Eric Haas, WestEd*

Accommodations for English Learner Students: The Effect of Linguistic Modification of Math Test Item Sets. *Edynn Sato, WestEd; Stanley N.*

Rabinowitz, WestEd; Carole J. Gallagher, WestEd; Chun-Wei (Kevin) Huang, WestEd

Progress of English Learners on the California English Language Development Test (CELDT), California's English Proficiency Exam. *Robert T. Linquanti, WestEd; Eric W. Crane, WestEd*

English Learner Performance Patterns on the Utah Academic Language Proficiency Assessment (UALPA) and the Utah Performance Assessment System for Students (U-PASS), Utah's Language Proficiency and Academic Content Tests. *Eric W. Crane, WestEd; Vanessa Barrat, WestEd*

Discussant:

Jamal Abedi, University of California - Davis

20.028. Charters, Choice, and Policy: The Next Generation of Questions.

Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics, Division L - Educational Policy and Politics; Paper Session

Sheraton, Fifth Level, Grand Chenier

12:00 pm to 2:00 pm

Chair:

Guilbert C. Hentschke, University of Southern California

Participants:

Are Charter Schools More Effective Than Traditional Schools in Utah? *Yongmei Ni, University of Utah; Andrea K. Rorrer, University of Utah*

School Choice and Institutional Legitimacy: Understanding the Demand for Schooling in Chile's Voucher System. *Daniel Salinas, The Pennsylvania State University*

Taking Charge of Choice: How Charter School Policy Contexts Matter. *Claire E. Smrekar, Vanderbilt University; Madeline Clark Mavrogordato, Vanderbilt University*

The Charter Management Organizational Form and the Promises and Perils of Large-Scale Organizing in Education. *Allison Demeritt, University of Washington*

The Moral Complexity of Choice: Reconsidering Frameworks for Parents' Preferences. *Terri S. Wilson, Southern Illinois University - Carbondale*

Discussant:

Luis Alberto Huerta, Teachers College, Columbia University

SIG Sessions

20.029. Educational Neuroscience: Four Exemplary Levels of Analysis. SIG-

Brain, Neurosciences, and Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Bourbon

12:00 pm to 2:00 pm

Chair:

George G. Hruby, University of Kentucky

Participants:

Educational Neuroscience: An Example in the Context of the Integers. *Jessica Tsang, Stanford University; Kristen Pilner Blair, Stanford University; Laura Bofferding, Stanford University; Miriam Rosenberg-Lee, Stanford University; Daniel L. Schwartz, Stanford University*

Teachers and Counselors Teaming to Teach National Institutes of Health (NIH) Neuroscience Curriculum for Drug Prevention. *Kris Bosworth, The University of Arizona*

Qualitative Research in Educational Neuroscience: What Can Be Gleaned From a Single Trial? *Stephen R. Campbell, Simon Fraser University; Olga V. Shipulina, Simon Fraser University; O. Arda Cimen, Simon Fraser University*

Educators' Beliefs about Neuroscience and Education: What They Think and Why. *Debby M. Zambo, Arizona State University; Ron Zambo, Arizona State University*

Discussant:

Jeffrey W. Gilger, Purdue University

20.030. Teacher Management and Teacher Care: Examining Both Dimensions in Classroom Settings. SIG-Classroom Management; Symposium

Sheraton, Second Level, Rhythms Ballroom I

12:00 pm to 2:00 pm

Chair:

Joan M.T. Walker, Pace University

Participants:

Exploring the Nature of Teacher Warmth and Demand in Early Teacher-Child Relationships. *Heather A. Davis, North Carolina State University; Megan Gableman, North Carolina State University; Rickiah Wigfield, North Carolina State University*

Convergence and Divergence Between Students' and Teachers' Perceptions of Control and Care in Classroom Settings. *Mieke Brekelmans, Utrecht University; Perry den Brok, Eindhoven University of Technology; Tim Mainhard, Utrecht University; Theo Wubbels, Utrecht University*

Classroom Emotional Climate and Student Conduct. *Marc A. Brackett, Yale University; Susan E. Rivers, Yale University; Maria Regina Reyes, Yale University; Peter Salovey, Yale University*

Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE). *Patricia A. Jennings, The Pennsylvania State University; Mark T. Greenberg, The Pennsylvania State University; Karin Snowberg, The Pennsylvania State University; Michael Coccia, The Pennsylvania State University*

The Longitudinal Impact of a Universal School-Based Social-Emotional and Literacy Intervention on Teachers' Affective Experiences and Classroom Practices. *Joshua L. Brown, Fordham University; Stephanie Margaret Jones, Harvard University; Catalina Torrente, New York University; Lawrence Aber, New York University*

Discussant:

Andrew J. Martin, The University of Sydney

20.031. Disrupting Colonizing Curricular Practices: Culture, Place, Politics, and Pedagogy. SIG-Critical Issues in Curriculum and Cultural Studies

Cosponsored by Division B - Curriculum Studies; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Irberville

12:00 pm to 2:00 pm

Chair:

Jake Burdick, Arizona State University

Participants:

Bootleggers and Curricular Contrabandistas: A Border Educorrido. *Laura M. Jewett, University of Texas - Brownsville*

Ethnic Studies in K-12 as a Hegemonic Battleground. *Richard A. Orozco, Oregon State University*

Museum in a Book: Teaching Culture Through Decolonizing, Arts-Based Methodologies. *Sharon Chappell, California State University - Fullerton*

The Preparation of Subjectivity for Globality: Curriculum, Cultural History, and the Map. *Bernadette M. Baker, University of Wisconsin*

"A Perverse Kind of Sense": Urban Spaces, Ghetto Places, and the Discourse of School Shootings. *Abraham Paul DeLeon, University of Texas - San Antonio*

La Lengua que Resiste: Language as a Source of Wealth and Resistance. *Karla Cristina Perez, University of California - Los Angeles*

Discussant:

Nina Asher, Louisiana State University

20.032. Creative, Humanely Restorative Community Building Through Holistic Education. SIG-Holistic Education; Paper Session

JW Marriott, Third Level, Ile de France I

12:00 pm to 2:00 pm

Chair:

Bruce J. Novak, Truman College

Participants:

Nga Toi Māori Arts Education: The Interrelatedness of Understanding, Doing, and Being in Teacher Professional Development. *Rawiri Hindle, Victoria University of Wellington, New Zealand*

Holistic/Restorative Learning Through Copoiesis. *Barbara A. Bickel, Southern Illinois University - Carbondale; Medwyn McConachy, Independent Scholar*

Making a Difference by Embracing Cooperative Learning Practices in an Alternate Setting: Inciting the Social Imagination. *Michael Dominic Dyson, Monash University; Margaret M. Plunkett, Monash University; Ben Dyson, University of Auckland*

Cooperative Learning + Multiple Intelligences = Educating the Whole Child for the 21st Century. *Michelle L. Tichy, University of Northern Iowa; Michael Skivington, University of Wisconsin - Oshkosh*

A Theoretical Framework for Clarifying Teaching With a Spiritual Perspective and a Holistic Philosophy. *Robert H. London, California State University - San Bernardino*

Constructive Postmodernism, Spirituality, and Education. *Brett G. Grant, University of Illinois - Urbana-Champaign*

Discussant:

Dan W. Rea, Georgia Southern University

20.033. Promoting Transformative Educational Leadership Through a Critical Analysis of the Obama Administration's Educational Agenda. SIG-

Leadership for Social Justice; Symposium

Sheraton, Second Level, Rhythms Ballroom III

12:00 pm to 2:00 pm

Chair:

Bradley J. Porfilio, Lewis University

Participants:

"You're a Whole New Generation": Barack Obama, Youth Culture, and the Hermeneutics of Refusal. *Kip Kline, Lewis University*

It Was There All Along: The Obama Administration and the Persistence of Neoliberal Education Policy. *Rebecca A. Goldstein, Montclair State University; Alexandra Perry, Montclair State University; Nataly Chesky, Montclair State University*

Whose Schools Are These Anyway? American Dream or Nightmare? Countering the Corporate Takeover of Schools in California. *Roberta Ahlquist, San José State University*

On the Origin of Performance Pay and Obama's "Blueprint" for Education. *Mark J. Garrison, D'Youville College*

Creating Community Engagement: A Plan for a Different Accountability in the Post-No-Child-Left-Behind Era. *Paul G. Theobald, Buffalo State College - SUNY; Amanda J. Wagle, Empire State College - SUNY*

Discussants:

Paul R. Carr, Lakehead University

Heather Hickman, Lewis University

20.034. Building Understanding in Contextually Responsive Peace Education.

SIG-Peace Education; Paper Session

Sheraton, Fourth Level, Gallier

12:00 pm to 1:30 pm

Chair:

Edyth J. Wheeler, Towson University

Participants:

What Does Peace Mean? Kindergarteners Share Ideas. *Cynthia S. Sunal, The University of Alabama; Lynn A. Kelley, University of West Alabama; Dennis W. Sunal, The University of Alabama*

Pieces for Peace: Using Impromptu to Build Musical and Cross-Cultural Understanding. *Michael Downton, Indiana University; Kylie A. Peppler, Indiana University - Bloomington*

Uganda's Road to Peace: Using Video Games to Teach Complex Values. *Sasha A. Barab, Indiana University; Patrick K. Pettyjohn, Indiana University; Asmalina Saleh, Indiana University - Bloomington; Brenden Sewell, Indiana University; Matthew Haselton, Indiana University*

Creating a Hopeful Future Through Community-Based Peace-Building in Burundi and Sierra Leone. *Elavie Ndura-Ouedraogo, George Mason University; Patricia A. Maulden, George Mason University*

Discussant:

Blythe F. Hinitz, The College of New Jersey

20.035. Philosophizing Teacher Identity and Professional Community. SIG-

Philosophical Studies in Education; Paper Session

JW Marriott, Third Level, Ile de France III

12:00 pm to 1:30 pm

Chair:

Donald Blumenfeld-Jones, Arizona State University

Participants:

Inciting Ethos: Challenging the Predictable to Imagine the Possible for Professional Community. *Pamela J. Konkol, Concordia University*

Maxine Greene and the Quest in Our Times: A Teacher Educator's Reflections on Imaginative Praxis for Democratic Education. *JoVictoria Goodman, The Pennsylvania State University - Harrisburg*

Philosophy to Practice: The Value of Arendtian Ideas in the Examination of Teacher Stories of Uncertainty. *Carrie Ann Barnes Rogers, Western Carolina University*

Discussant:

Kathryn A. Hytten, Southern Illinois University

20.036. Ethics, Reflexivity, and Subjectivity in Qualitative Inquiry. SIG-

Qualitative Research Cosponsored by Division D - Measurement and

Research Methodology; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom II

12:00 pm to 1:30 pm

Chair:

Jennifer R. Wolgemuth, Charles Darwin University

Participants:

Exploring Power in Written Texts Through Multiple Analytic Texts. *Corrine M. Wickens, Northern Illinois University*

Feminist Relational Materialism and Diffractive Methodology: Re-Envisioning

the Teacher-Student Writing Conference. *Mindy Legard Larson, Linfield College; Donna K. Phillips, Pacific University*

Jane Addams as a Resource to Developing a Reflexively Realist Social Science Practice. *Jerry L. Rosiek, University of Oregon; Scott L. Pratt, University of Oregon*

Derridean Deconstruction as Qualitative Method: An Ethical Practice of Disruption. *Sara M. Childers, The University of Alabama*

Discussant:

Lisa A. Mazzei, Gonzaga University

20.037. Diagram, Gesture, and Agency: Theorizing Embodiment in the Mathematics Classroom. SIG-Research in Mathematics Education; Symposium

New Orleans Marriott, Second Level, La Galerie 6
12:00 pm to 1:30 pm

Chair:

Elizabeth De Freitas, Adelphi University

Participants:

Where Diagrams and Gestures Intersect: Mathematical Agency and the Virtual. *Elizabeth De Freitas, Adelphi University; Nathalie Sinclair, Simon Fraser University*

Multimodality and Mathematics. *Kay O'Halloran, National University of Singapore*

Dawning of Signs, Emergence of (Symbolic) Gestures: Contributions to Mathematics Education Research From Nonintentional Phenomenology. *Wolff-Michael Roth, University of Victoria*

On the Epistemological and Ontological Foundations of Embodied Theories of Teaching and Learning Mathematics: A Historical-Cultural Perspective. *Luis Radford, Laurentian University*

Performing Mathematics in the Classroom. *Brian Rotman, The Ohio State University*

Discussant:

Nathalie Sinclair, Simon Fraser University

20.038. The Role of Imagination in the Multiliteracies of the 21st Century. SIG-Research in Reading and Literacy; Symposium
Doubletree, Second Level, Nottoway
12:00 pm to 1:30 pm

Chair:

Rosalind Horowitz, University of Texas - San Antonio

Participants:

The Role of Imagination in the Multiliteracies of the 21st Century. *Nancy J. Nelson, University of North Texas; Rosalind Horowitz, University of Texas - San Antonio; Kieran Egan, Simon Fraser University; Gadi Alexander, Ben-Gurion University of the Negev*

Lamps, Mirrors, and the Imagination: Relevance to Literacy Research? *Nancy J. Nelson, University of North Texas*

How Speech Propels and Informs the Imagination of the Literate Mind. *Rosalind Horowitz, University of Texas - San Antonio*

Using Students' Imaginative Toolkits in Learning. *Kieran Egan, Simon Fraser University*

How Can Educators and Literacy Experts Harness the Imagination to Meet the Challenge of Multiliterate Environments? *Gadi Alexander, Ben-Gurion University of the Negev*

Discussant:

Kieran Egan, Simon Fraser University

20.039. Identifying School Turnaround and Leading the Process Through Principal Leadership, External Support, and Redesign. SIG-School Turnaround and Reform; Paper Session
Sheraton, Fourth Level, Southdown
12:00 pm to 2:00 pm

Chair:

Joseph Radding, California Department of Education

Participants:

A Statistical Approach to Identifying Schools Demonstrating Substantial Improvement in Student Learning. *Coby Meyers, American Institutes for Research; Chris A. Condon, Learning Point Associates; James J. Lindsay, Learning Point Associates; Yinmei Wan, Learning Point Associates*

Leadership Practices and Processes in Turnaround Schools. *Kathleen M. Hickey, Governors State University*

Supporting School Turnaround: How School Stakeholders Engage With External Support Providers. *Kerstin A. Carlson Le Floch, American Institutes for Research; Andrea Boyle, American Institutes for Research; Susan Bowles*

Therriault, American Institutes for Research; Molly Beth Abend, American Institutes for Research

Keeping Students in School: Impact of a High School Reform Model on Students' Enrollment and Progression in School. *Julie A. Edmunds, University of North Carolina - Greensboro; Larry Bernstein, RTI International; Fatih Unlu, Abt Associates Inc.; Elizabeth J. Glennie, RTI International; Nina Arshavsky, University of North Carolina - Greensboro*

Success in the College Prep Mathematics Pipeline: Impact of Policies and Practices Employed by Three High School Reform Models. *Nina Arshavsky, University of North Carolina - Greensboro; Julie A. Edmunds, University of North Carolina - Greensboro; Luke C. Miller, The Urban Institute; Matthew Corritore, The Urban Institute*

Discussant:

John Christopher Fischetti, University of North Carolina - Wilmington

20.040. Findings From Analyses of Large-Scale Datasets and Their Implications for Special Education Policy and Practice. SIG-Special Education Research; Paper Session

Sheraton, Fourth Level, Oakley
12:00 pm to 2:00 pm

Chair:

William J. Calderhead, University of Kentucky

Participants:

Predictors of Dropout Among Students With Disabilities in the National Longitudinal and Transitional Study 2 (NLTS2). *Mark S. Zablocki, University of Maryland*

The Achievement Gap for Lower and Upper Grades: "Mind the Gap" for Students With Disabilities. *Rohini Sen, University of Connecticut; Mary E. Yakimowski, University of Connecticut; Michael N. Faggella-Luby, University of Connecticut; Michael P. Alfano, University of Connecticut*

A Propensity Score Matching Analysis of the Effects of Inclusive Special Education Services. *John M. Weathers, University of Colorado - Colorado Springs; Hsien-Yuan Hsu, National Taiwan Normal University; Nianbo Dong, Vanderbilt University; Sandra S. Meagher, University of Colorado*

Improving Academic, Social, and Behavior Outcomes in Students With Emotional Disturbances Through the Enhancement of Self-Confidence. *Xin Wei, SRI International*

Analysis of the Effect of Performance Pay for Teachers on Special Education Student Group Achievement in Mathematics and Reading. *Saahoon Hong, University of Minnesota; Ji Hoon Ryoo, University of Nebraska; William M. Bart, University of Minnesota*

Does Subgroup Policy in No Child Left Behind Improve Achievement of Students With Disabilities? A Regression Discontinuity Design. *Xin Wei, SRI International*

Division and SIG Roundtables

20.041. Roundtable Session 1; Roundtable Session

20.041-1. The Education Impact of International Study. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Brooks A. Rosenquist, Vanderbilt University

Participants:

Bringing the World to U.S. Classrooms: The Impact of an International Teacher Exchange Program. *Susan G. Colville-Hall, The University of Akron; Sandra Spickard Prettyman, The University of Akron; Maria Adamowicz-Hariasz, The University of Akron; Susan A. Wunder, University of Nebraska - Lincoln; Aleidne J. Moeller, University of Nebraska - Lincoln; Slava Sidorova, The University of Akron*

Cross-Border Higher Education Program: Similar Rhetoric and Different Perceptions. *Yiyun Jie, University of Minnesota*

Developing Preservice Teachers' Cultural Sensibility Through Study Abroad Experiences. *E. David Wong, Michigan State University; Robin Harris, Michigan State University*

"Early Study Abroad" Korean Youth in a University Town of U.S. Midwest. *Sohyun An, Augustana College*

The Impact of International Internships on Preservice Teacher Personal and Professional Development. *Kari Knutson Miller, California State University - Fullerton; Amber Michelle Gonzalez, University of California - Santa*

Barbara; Connie Lou Woodland, Davis County School District; Nghia Ho; Peggy B. Shoar, California State University - Fullerton

20.041-2. Challenging the Norm: Curriculum, Teacher Resistance, and Special Education. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Sidonia Jessie Alemuma-Nimoh, Gustavus Adolphus College

Participants:

Social Justice and Diversity in Connecticut Public Schools. *Ellen M. Retelle, Central Connecticut State University*

The Missing Modes of Language Arts: Using Critical Literacy to Enact a Comprehensive English Language Arts (ELA) Program. *Delane Ann Bender-Slack, Xavier University; Teresa Young, Xavier University*

"I Feel Like a Second-Class Citizen": A Case Study of School Choice, School Culture, and Social Justice. *Darren E. Lund, University of Calgary; David A. Ball, Calgary Board of Education*

20.041-3. Teachers Use of Classroom Assessment. SIG-Classroom Assessment; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Jeffrey S. Beaudry, University of Southern Maine

Participants:

"Flying Blind": An Exploration of Beginning Science Teachers' Enactment of Formative Assessment Practices. *Erin Marie Furtak, University of Colorado - Boulder; Deborah Morrison, University of Colorado*

Formative Assessment in the Elementary Classroom and Its Impact on Higher-Order Thinking. *Beverly Ann Fitzpatrick, Memorial University, Newfoundland; Henry W. Schulz, Memorial University, Newfoundland*

Structured Teaching and Formative Assessment to Develop Critical Thinking in Elementary School Students. *Henry W. Schulz, Memorial University, Newfoundland; Beverly Ann Fitzpatrick, Memorial University, Newfoundland*

Teachers' Instructional Use of Student Assessment Data. *Nancy R. Hoover, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University*

20.041-4. Cross-Cultural Education Studies of Learning, No-Self, and Ethics. SIG-Confucianism, Taoism, and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Tianlong Yu, Southern Illinois University - Edwardsville

Participants:

Lévinas, No-Self, and Education. *Guoping Zhao, Oklahoma State University*

U.S. and Chinese Teachers' Conceptions of Learning Process: An Analysis From Confucianism, Individualism, and Behaviorism. *Lingqi Meng, The Pennsylvania State University; David Kirshner, Louisiana State University*

The Dualism of "Superior Man" Versus "Inferior Man" in Confucian Ethics. *Tianlong Yu, Southern Illinois University - Edwardsville; Hongbo Yu, Shandong Normal University*

Understanding Confucius' Perspective on Book Learning: An Analysis of the Analects. *Liqing Tao, College of Staten Island - CUNY; Gaoyin Qian, Lehman College - CUNY; Weibin Xu, Huzhou Normal University, China*

20.041-5. Democratic Citizenship in Education Paper Discussion Session. SIG-Democratic Citizenship in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

James M. Mitchell, California State University - East Bay

Participants:

Capabilities and Special Education Policy: Promoting Full Citizenship for Students With Disabilities. *Michael Wilson, Teachers College, Columbia University; Katherine Gordon, Teachers College, Columbia University*

Citizens After Crisis: How Two College Students' Memories of 9/11 Shaped Their Notions of Citizenship. *Elizabeth Almond Bellows, University of Texas*

Citizenship in the History Classroom: Canadian and U.S. Teachers' Perspectives on the "Good Citizen." *Lisa Y. Faden, University of Western Ontario*

Teacher Education, Hope, and Responsibility in South Africa: The Case of Stellenbosch University. *Yusef Waghid, Stellenbosch University; Adel Engelbrecht, Stellenbosch University*

Toward Democracy: Teaching Democracy in the Context of Nondemocracy. *Min Yu, University of Wisconsin - Madison; Christopher B. Crowley, University of Wisconsin - Madison*

20.041-6. The Construction of Racial/Ethnic Disproportionality in Special Education. SIG-Disability Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Pedro A. Noguera, New York University

Participants:

Historicizing Dis/Ability and Race: Containing Difference, Creating Normalcy. *Beth A. Ferri, Syracuse University; David J. Connor, Hunter College - CUNY*

Special Education and the State: Using Formal Legal Compliance to Address Disproportionality. *Catherine Voulgarides, New York University*

How Systems Construct Ability and Create Disproportionality. *Elizabeth Kozleski, Arizona State University*

Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts. *Roey Ahram, New York University*

20.041-7. Young Adults and Disability: Reports From the Real World. SIG-Disability Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Christine Elaine Ashby, Syracuse University

Participants:

Ethics, Participatory Media, and People With Disabilities. *Kathleen Caroline Sitter, University of Calgary*

Hitting the Reset Button on Education: Student Reports From College. *Maria C. Paiewonsky, University of Massachusetts*

New Kind of First-Generation College Student: Higher Education for Individuals Who Use Facilitated Communication. *Christine Elaine Ashby, Syracuse University; Julie N. Causton-Theoharis, Syracuse University*

20.041-8. Pursuing Sustainable Change: How Community, Participatory Democracy, and Trust Define School Reform in Varying Contexts. SIG-Educational Change; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Jan Robertson, Independent Scholar

Participants:

Tools and Social Arrangements for Sustainable Curricular Change in Diverse Settings. *Allison Skerrett, University of Texas - Austin*

Between Participatory-Collectivist Change and Bureaucracy. *Paul Chung, Boston College*

Latino Family Involvement and Participatory Democracy During the College Predisposition Phase. *Michelle A. Reich, Boston College*

The Impact of Educational Change on Conventional High Schooling. *Kristin L. Kew, New Mexico State University*

20.041-9. Enacting Social Justice and Human Rights Education Praxis. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Emma H. Fuentes, University of San Francisco

Participants:

Preparing for Post-Independence Development in South Sudan. *Tarnjeet Kaur Kang, University of Illinois - Urbana-Champaign*

Risk and Resilience in the Peruvian Amazon: Women, Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS), and Gender Relations. *Yasmin Lalani, OISE/University of Toronto*

The Black Entertainment Television (BET) Connection: Global Hegemony as Experienced in the Life Histories of Kriol Youth in Belize City. *Calvin Centae Richards, Arizona State University*

Extending Discourse on Social Justice Through the Lens of Human Rights Education Praxis. *Andrea McEvoy Spero, University of San Francisco; Jessie Blundell, University of San Francisco; Page Hersey; Michelle Yee, University of San Francisco*

Reimagining Inclusion: A Postcolonial-Disability Studies Perspective on Education in Kenya. *Kagendo Mutua, The University of Alabama; Beth Blue Swadener, Arizona State University*

20.041-10. Liberating Civic Education Curriculum in International/Transnational/Counterinternational Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Rowena Xiaqing He, Harvard University

Participants:

Using Geospatial Technology to Enhance Elementary Students' Global Citizenship. *Eui-Kyung Shin, Northern Illinois University*
Empowerment or Disempowerment: Civic Education in China and the United States Under Discourses of Globalization. *Steven Paul Camicia, Utah State University; Juanjuan Zhu, Utah State University*
Producing the Global Citizen: Controversiality in Multicultural Education and Neo-Nationalism in Korea's Curriculum Reform. *Ji-Hye Kim, University of Wisconsin - Madison*
Citizenship at a Crossroads: Education, Tourism, and Migrancy in Southwest China. *Jinting Wu, University of Wisconsin - Madison*

20.041-11. Thinking in, About, and Through Science. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Kathryn Michele Kauper, University of Iowa

Participants:

A Scientific Approach to the Incorporation of Body-Mind Practices in Western Education. *Oren Ergas, The Hebrew University of Jerusalem*
An Historical Examination of Philosophical Conceptions of the Nature of Science: Implications for Science Teaching. *Deidre B. Sessoms, California State University - Sacramento*
Modes of Enunciation in Science Classrooms: Visible Inscription and Conceptual Understanding in a Photosynthesis Curriculum. *Brett W. Merritt, Michigan State University; Lynn Fendler, Michigan State University*

20.041-12. Moral Development and Education SIG, Roundtable Session 1. SIG-Moral Development and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Mariam Orkodashvili, Vanderbilt University

Participants:

Exploring the Judgment-Action Gap: College Students and Academic Dishonesty. *Lori J. Olafson, University of Nevada - Las Vegas; Gregory John Schraw, University of Nevada - Las Vegas; Louis S. Nadelson, Boise State University; Sandra G. Nadelson, Boise State University; Nicholas Kehrwald, University of Nevada - Las Vegas*
Measuring College Students' Perceptions and Attitudes Toward Anti-Plagiarism Tools and Their Behaviors, Beliefs, and Moral Judgment Regarding Plagiarism. *Aaron Kim, Florida State University; Jean-Marc Wise, Florida State University*
Ethical Complexities in the Virtual World: Teacher Perspectives of Information and Communication Technologies-Based Dilemmas. *Shawn Lennie, OISE/University of Toronto*
Getting Into and Getting Beyond Modeling as a Means of Moral Education: Addressing a Central Belief of Teacher Candidates. *Matthew N. Sanger, Idaho State University; Richard D. Osguthorpe, Boise State University*

20.041-13. Adult Roles in Early Childhood Education. SIG-Early Education and Child Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Ida Rose Florez, Arizona State University

Participants:

Collaboration and Pedagogical Documentation: Implications for Contemporary Teacher Learning and Development in Early Childhood Education. *Alice C.Y. Wong, OISE/University of Toronto*
Exploring the Connections Between Early Childhood Teacher Job Stress and Social Supports Using Eco-Maps. *Ashley Diane Romero, Louisiana State University; Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge*
Preschool Teacher's Language Use During Dramatic Play. *Sohyun Han, University of Delaware; Carol Vikelich, University of Delaware; Myae Han, University of Delaware; Martha J. Buell, University of Delaware*

20.041-14. Investigations of Students' Learning of Science Concepts. SIG-Science Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Marilyne Stains, University of Massachusetts - Boston

Participants:

Cognitive Constraints Imposed on Mental Models of Diffusion: A Cross-Sectional Study. *Marilyne Stains, University of Massachusetts - Boston; Hannah Sevan, National Science Foundation*
Enhancing Metacognition Related to Chemistry Learning: Students' Conscious Triangulation of Macroscopic, Molecular, and Symbolic Representations. *Gregory P. Thomas, University of Alberta; David Anderson, The University of British Columbia*
Impact on Learning Using a Representational Approach to Teaching Quantum Physics. *Bruce G. Waldrip, Monash University*
The Particle Nature of Matter: More Complicated Than We Think. *Paula A. Magee, Indiana University/Purdue University at Indianapolis; Natalie S. Barman, Indiana University/Purdue University at Indianapolis*
Undergraduate Students' Understanding of Nanoscience and the Development of a Conceptual Road Map to Guide Curriculum Development and Assessment in Nanoscience. *Alan Ka-fai Szeto, Purdue University Calumet*

20.041-15. Teachers' Perceptions of Their Professional Development. SIG-Lives of Teachers; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

Ronald Beebe, University of Houston - Downtown

Participants:

Professional Development Practices at the Mission Hill School. *Matthew David Knoester, University of Evansville*
Supervising a Student Teacher: The Impact on the Cooperating Teacher's Professional Development. *Jo-Anne Mecca, New Jersey City University; Muriel K. Rand, New Jersey City University*

20.041-16. Roundtable: Learning Progressions and Learning Trajectories. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:00 pm to 1:30 pm

Chair:

William R. Penuel, SRI International

Participants:

Diagnostic Assessment for Learning Trajectories: Directions, Challenges, Redirections, and Opportunities. *William R. Penuel, SRI International; Jere Confrey, North Carolina State University; Alan Maloney, North Carolina State University; Andre A. Rupp, University of Maryland*
Evaluating Learning Progressions in Early Numeration and Computation Development During Elementary School. *Joseph Betts, Renaissance Learning*
Learning Trajectories as Instructional Guides. *P. Holt Wilson, University of North Carolina - Greensboro*

20.042. Roundtable Session 2; Roundtable Session

20.042-1. Theorizing Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
12:00 pm to 1:30 pm

Chair:

Martha A. Allestaht-Snyder, University of Georgia

Participants:

On the Necessity for Social Imagination: A Self-Study Reveals Why It is Essential. *Mary P. Manke, University of Wisconsin - River Falls*
Pedagogical Inquiry: Beginning, Continuing, and Recreating With the Deep Fires. *Hafdis Gudjonsdottir, University of Iceland; Mary C. Dalmau, Victoria University, Australia*
The Self of Self-Study. *Shlomo Back, Kaye College of Education*
Action Research for Troubled Times and Troubled Places: Working Through Colonization and Its Aftermaths. *Jean McNiff, York St. John University*

20.042-2. Civic and Citizenship Education in Three Political-Geographic Regions. SIG-Research in Social Studies Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
12:00 pm to 1:30 pm

Chair:

John G. Ainley, Australian Council for Educational Research

Participants:

National Contexts for Civic and Citizenship Education in Europe, Latin America, and East Asia: An Overview. *Joana Lopes, National Foundation for Educational Research, United Kingdom; David Kerr, National Foundation for Educational Research*

Latin American Perspectives on Civics and Citizenship. *Wolfram H. Schulz, Australian Council for Educational Research; Eugenio Gonzalez, ETS*

Priorities for Civic and Citizenship Education in Europe. *David Kerr, National Foundation for Educational Research; Linda Sturman, National Foundation for Educational Research*

Orientations to Civics and Citizenship Across the East Asian Region. *Julian Mederic Stephen Fraillon, Australian Council for Educational Research*

20.042-3. Issues Associated With Technology in Teaching and Learning, SIG-

Technology as an Agent of Change in Teaching and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

12:00 pm to 1:30 pm

Chair:

Christine M. Greenhow, University of Maryland - College Park

Participants:

Degree of Digital Equity in Schools by Race and Socioeconomic Characteristics.

Gloria Gonzales Dholakia, University of Texas - Austin; Joan E. Hughes, University of Texas - Austin; Michelle Fulks Read, University of Texas - Austin

Three-Year Analysis of Teacher Digital Literacies in a Networked Teaching and Learning Environment. *Pamela L. Whitehouse, West Virginia University; Rachael Lynn Horst, West Virginia University*

Teaching, Learning, and Being in Online Environments: Through the Lens of Self-Regulation. *Kelly F. Glassett, Southern Illinois University*

21st-Century Learning Skills Used in an Elementary Mathematics Specialist Training Program. *Beth Bos, Texas State University - San Marcos*

20.042-4. Portfolios and Reflection as Tools of Professional Growth and Development for In-Service Teachers, SIG-Portfolios and Reflection in

Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

12:00 pm to 1:30 pm

Chair:

Barbara Rae Peterson, Austin Peay State University

Participants:

A Case Study Examining the Impact of an E-Folio Implementation on High School Teachers. *Clare Ryan Kilbane, Otterbein College; Natalie B. Milman, The George Washington University; Sandra Paxton, eTech Ohio*

Understanding Advanced Professional Development of Early Career and Experienced Teachers Through Program Portfolios. *Rebecca K. Fox, George Mason University; Charles Stephen White, George Mason University; Leah Schoenberg Muccio, George Mason University; Jie Tian, George Mason University*

Using E-Portfolio as a Portrait of Growth Through Inquiry in an In-Service Chemistry Education Program. *Wesley Pitts, Lehman College - CUNY; Rachel Ruggirello, Drexel University*

Using the Critical Incident Technique to Frame Teacher Reflection: A Promising Approach to Foster Resilience. *Mylene Leroux, University of Quebec, Outaouais; Manon Theoret, University of Montreal*

Breaking Boundaries: Innovative Steps to Pedagogical Approaches at the Cutting Edge of Learning, Teaching, and Assessment: Developing Economies to Sustain Teacher Employability. *John Connell, Leeds Metropolitan University*

20.042-5. Roundtable: Classroom Discourse and Interaction in Mathematics.

Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

12:00 pm to 1:30 pm

Chair:

Kristie Jones Newton, Temple University

Participants:

Mathematics Across Cultures: Teacher-Facilitated Horizontal Discourse in Chinese and U.S. Mathematics Lessons. *Shuai Wang, University of Illinois - Urbana-Champaign; Leigh Ann Mingle, University of Illinois; Marc O. McConney, University of Illinois - Urbana-Champaign; Michelle Perry, University of Illinois*

Mechanisms of Effective Implementation of Classroom Connectivity

Technology in Algebra I Classrooms. *Stephen J. Pape, University of Florida; Karen E. Irving, The Ohio State University; Sharilyn K. Owens, Appalachian State University; Melissa L. Shirley, University of Louisville; Clare Valerie Bell, University of Missouri - Kansas City; Jonathan David Bostic, University of Florida; Soon C. Lee, The Ohio State University; Douglas Owens, The Ohio State University*

Reflections and Perceptions: Preservice Mathematics Teachers' Experiences With Problem Posing and Problem Solving. *Kristie Jones Newton, Temple University; Angela Shelton, Temple University*

Supporting Students' Conceptual Learning Through Mathematical Discussions and Individual Assistance. *Christine U. Pauli, University of Zurich; Kurt Reusser, University of Zurich; Sandro Biaggi, University of Zurich*

20.042-6. Roundtable: Early Childhood and Success in Mathematics.

Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

12:00 pm to 1:30 pm

Chair:

Amy Claessens, Northwestern University

Participants:

Does Early Childhood Mathematics Teaching Match the National Council of Teachers of Mathematics Standards? *Xia Li, Brooklyn College - CUNY; Arthur J. Baroody, University of Illinois; Mary DeBey, Brooklyn College - CUNY*

How Important Is Where You Start? Early Mathematics Knowledge and Later School Success. *Amy Claessens, Northwestern University; Mimi Engel, Vanderbilt University*

Scaling Up Successful Interventions in Diverse Environments: Longitudinal Analyses of an Early Math Intervention. *Douglas H. Clements, University at Buffalo - SUNY; Julie Sarana, University at Buffalo - SUNY; Christopher B. Wolfe, University at Buffalo - SUNY; Mary Elaine Spitzer, University at Buffalo - SUNY; Alissa Anne Lange, University at Buffalo - SUNY*

20.042-7. Roundtable: Factors Affecting Student Achievement in Mathematics.

Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

12:00 pm to 1:30 pm

Chair:

Kelley Durkin, Vanderbilt University

Participants:

Effects of Connected Mathematics 2 on Student Achievement and Engagement. *Taylor Martin, University of Texas - Austin; Sarah Jane Harris, University of Texas - Austin; Percival Grant Matthews, University of Notre Dame; Stephanie Baker Peacock, University of Texas - Austin*

Procedural Flexibility Matters for Student Achievement: The Relationship Between Procedural Flexibility and Standardized Tests. *Kelley Durkin, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University; Jon R. Star, Harvard University*

School Achievement Beyond Secondary Education: Factors Influencing the Development of Mathematical Ability. *Alexander Roppelt, Humboldt University, Berlin; Olaf Koeller, Leibniz Institute for Science and Mathematics Education*

Taking Algebra I in the Eighth Grade and Its Association With Success in College Calculus. *John Almarode Almarode, University of Virginia; Katherine Dabney, University of Virginia; Xitao Fan, University of Virginia; Robert H. Tai, University of Virginia; Philip M. Sadler, Harvard University*

The Relationship Between High School Mathematics Curriculum and College Mathematics Achievement for Students Attending Two-Year, Postsecondary Institutions. *Danielle Nicole Dupuis, University of Minnesota; Amanuel Gebri Medhanie, University of Minnesota - Twin Cities; Thomas P. Post, University of Minnesota; Brandon LeBeau, University of Minnesota; Debra Monson, University of Minnesota; Michael R. Harwell, University of Minnesota*

20.043. Roundtable Session 3; Roundtable Session**20.043-1. Critical Narratives in Media and Policy.**

Division G - Social Context of

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:00 pm to 1:30 pm

Chair:

Kathryn Nakagawa, Arizona State University

Participants:

Advocacy Research at Work in the Media, Scholarship, and Educational Policy.

Michelle D. Young, University of Texas; Margaret Terry Orr, Bank Street

College of Education; Marilyn Anne Springel, University of Texas - Austin
 The Lure and Lore of Trauma in the Film Precious: Urban Schools and
 Hollywood's Narratives of Children in Peril. *Elizabeth M. Dutro, University*
of Colorado; Bethy Leonardi, Colorado University - Boulder
 Toward a New Narrative on Black Males, Education, and Public Policy. *Anthony*
L. Brown, University of Texas - Austin; Jamel K. Donnor, College of William
and Mary

20.043-2. Critical Research Innovations in the Social Context of Education.

Division G - Social Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Django Paris, Arizona State University

Participants:

Culturally Competent Research With Children: Implications for the Public
 Good. *Mary M. Chittooran, Saint Louis University*
 Decolonizing Scholarship in Reservation Border Towns Through Community-
 Centered Participatory Research. *Christine Rogers, Montana State University*
 Exposing the Explanatory Possibilities of Critical Race Theory (CRT) and
 Latino Critical Race Theory (LatCrit) as Theoretical Frameworks in Latina/o
 Educational Research. *Isaura Betzabe Pulido, Illinois State University*
 Research as Praxis in English as a Second Language (ESL) Teacher Education.
Elizabeth Anne Robinson, University of Massachusetts - Amherst

20.043-3. Equitable Yet? Desegregation, School Choice, and Dis/Inclusion.

Division G - Social Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Ariana Mangual Figueroa, Rutgers University

Participants:

A Road Not Taken With School Desegregation. *George W. Noblit, University of*
North Carolina
 Education for Inequality: An Imminent Critique of School Choice. *Jake Cornett,*
The University of Kansas
 The Dynamics of Metropolitan School District Segregation and Fragmentation:
 A Longitudinal Time-Lag Analysis. *Kori James Stroub, University of Texas -*
Austin; Meredith Paige Richards, University of Texas - Austin
 The (Dis)Inclusion of Latinos From Spanish Programs in Utah's Dual
 Immersion Boom. *Garrett Delavan, University of Utah; Juan Andres Freire,*
University of Utah; Veronica E. Valdez, University of Utah

20.043-4. Examining District Policies' Workings. Division G - Social Context of

Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Ning Rui, Research for Better Schools

Participants:

Sisyphus's Boulder: The Shifting Politics and Professional Culture of an Urban
 School District. *Camika Royal, Temple University*
 Wedge: Chinese American Political Activism and the Desegregation of San
 Francisco Schools, 1987-1999. *Rand Quinn, Stanford University*
 When Opposites Attract: Unions, Universities, and Urban School Districts
 Collaborating to Create Comprehensive School Reform Policy. *Larisa*
Warhol, Arizona State University; Anyasia P. Mayer, University of Connecticut;
Casey D. Cobb, University of Connecticut; Morgaen L. Donaldson,
University of Connecticut; Jason G. Irizarry, University of Connecticut
 "What Happens in Vegas Stays in Vegas": The Deployment of Abstinence-Plus
 Curricula in Virginia. *Brigitte C. Scott, Virginia Polytechnic Institute and State*
University

20.043-5. Identity and Ethnicity/Race: An Examination of Experiences and Reflections. Division G - Social Context of Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Ruanda Garth Mccullough, Loyola University Chicago

Participants:

In Their Own Words: School Experiences and Social Relationships of Urban
 Youth. *Desiree Vega, The Ohio State University; James L. Moore, The Ohio*
State University
 Pathways Toward Progress: Racial Identity, Motivation, and School Support.

Antonia Szymanski, University of Iowa
 Chicano Ethnic Identity Trajectories: Destination or Journey? *Loretta Chavez,*
Metropolitan State College of Denver
 Examining Predictors of Positive National Identity for Immigrant and
 Nonimmigrant Students. *Alexandra List, University of Maryland; Lauren*
Elizabeth Musu-Gillette, University of Maryland

20.043-6. Identity, Power, and Race in Urban Contexts. Division G - Social
 Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Floyd Cobb, University of Denver

Participants:

Contending With Legacy: Stereotype Threat, Racial Identity, and School
 Culture. *Aisha Noni Toney, California Charter Schools Association*
 Book Clubs as Critical Spaces: Urban Adolescent Females Deconstructing
 Notions of Identity, Power, and Agency. *Jody Nicole Polleck, Hunter College*
 - *CUNY*
 The Other Half Hasn't Been Told: Special Educators, African American Males,
 and Their Success in Special Education. *Brian L. Wright, TERC, Inc.; Felicity*
A. Crawford, Wheelock College
 Examining Successful Advanced Placement English Teachers of High-
 Achieving African American Males in Low-Income Urban Areas. *Stanley*
Louis Johnson, Jr., University of California - Los Angeles

20.043-7. Immigrant Schooling Experiences: Teacher, Student, and Program Dynamics. Division G - Social Context of Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Samantha Paredes Scribner, Indiana University - Indianapolis

Participants:

Acculturative Stress and Coping of High-Achieving Koreans in the United
 States. *Diane Sookyoung Lee, Stanford University; Amado M. Padilla,*
Stanford University
 Supporting Immigrant Adolescent Students' Success: Power of Teachers.
Jennifer Scaturro Watkinson, Loyola University Maryland; Afra Ahmed Hersi,
Loyola University Maryland
 Fragmented Lives and Social Integration: Refugee High School Students'
 Struggle for Acceptance. *Franco Zengaro, University of West Florida;*
Mohamed Ali, Middle Tennessee State University; Sally Zengaro, The
University of Alabama
 "Study Hall for Mexicans": A Critical Examination of an Academic Support
 Program for Nondominant Students. *Andrea Caroline Bien, University of*
Colorado - Boulder
 Spoken Word Poetry, Cultural Hybridity, and Pedagogy: Educational Insights
 From a Hmong Immigrant Emcee. *Bic H. Ngo, University of Minnesota*

20.043-8. Opportunity, Networks, and Identity Among Marginalized Students.

Division G - Social Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Tambra O. Jackson, University of South Carolina

Participants:

Children of Promise: Immigrant Haitian Parents' Aspirations for their Children.
Margarette Mahoti, University of Miami; Neporcha Cone, Northern
Kentucky University; Okhee Lee, University of Miami
 Coethnic Networks as Sources of Educational Social Capital for Korean
 Immigrant Parents. *Wonsoo Park, University of Texas - Austin*
 Native American College Students: A Group Forgotten. *Kristen L. Emery,*
University of Rochester; Tara Leigh Sands, University of Rochester; Melissa
Raucci, University of Rochester; Stephanie J. Waterman, University of
Rochester
 Strengthening Educational Opportunities for Latino English Language Learners:
 What Matters in School and Community Contexts. *Betty Jane Alford, Stephen*
F. Austin State University; Mary Catherine Nino, Stephen F. Austin State
University
 Informal Learning Among Street Youth: Identity Positions, Alternative
 Pedagogies, New Literacies, and Public Life. *Theresa Rogers, The University*
of British Columbia; Amanda Wager, The University of British Columbia;
Sara Schroeter, The University of British Columbia; Chelsey Hauge, The
University of British Columbia

20.043-9. Parent Advocacy in Schools and Community. Division G - Social

Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Erica K. Yamamura, Seattle University

Participants:

- A Meta-Analysis: The Effects of Programs of Parental Involvement on Elementary Children's Achievement. *William H. Jeynes, California State University - Long Beach*
- Parenting, Identity, and Education From Over There: Creating a Neighborhood School. *Ashlea Hitchcock, Boys & Girls Clubs*
- Privilege, Voice, and Parent Diversity: Changes in a Southern New Immigration Community. *Myriam Casimir, California State Polytechnic University, Pomona*
- "They Are Like a Bridge": Low-Income Immigrant Parents Achieving Information, Access, and Advocacy. *Nga-Wing Anjela Wong, The University of Alaska - Fairbanks*

20.043-10. Putting Inner City Students First: Emergent Findings and Future Possibilities. Division G - Social Context of Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Kathleen M. Gallagher, OISE/University of Toronto

Participants:

- Performing Policy: Critical Multicultural Education in a Diverse Classroom. *Dominique Riviere, OISE/University of Toronto*
- PLAY (Place, Activity, Youth) Geographies in the Model School. *Caroline Ann Fusco, University of Toronto*

20.043-11. Teaching, Learning, and Assessment Practices in Nested Contexts.

Division G - Social Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Jennifer Elizabeth Jefferson, University of Texas - Austin

Participants:

- Arts as Integrated Inquiry: Constructing New Approaches to Curriculum. *Elizabeth Hallmark, University of Rochester*
- From a Mouse to an Elephant: Perspectives of U.S. Policies in the Canadian Curriculum. *Timothy G. Cashman, University of Texas - El Paso; Benjamin McDermott, University of Texas at El Paso*
- Participation as Relational Process: Unpacking Involvement in Social Action and Community Service. *Jeffrey N. Jones, Western Michigan University; Joshua H. Bench, Western Michigan University; Bethany L. Warnaar, Western Michigan University*
- Leveraging the Social Presence Model in Online Learning Environments. *Aimee Whiteside, University of Minnesota - Twin Cities; Amy E. Garrett Dikkers, University of North Carolina - Wilmington*
- Nested Contexts That Shape Assessment for Learning: School-Based Professional Learning Community and Classroom Culture. *Menucha Birenbaum, Tel Aviv University; Helena Kimron, Tel Aviv University*

20.043-12. Telling Our Stories: Race, Gender, Ethnicity, and Identity in

Education. Division G - Social Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Heather J. Brace, Whittier College

Participants:

- Undergraduate Students' Participation in Oral History Study. *Arda J. Melkonian, University of California - Los Angeles; Doris Kathy Melkonian, University of California - Los Angeles*
- Gendered Mobilities: Exploring Rural Girls' Contradictory Narratives of Future Success. *Kate Cairns, OISE/University of Toronto*
- Her Story/Our Stories: Sustaining Purposeful Teachers. *Della R. Leavitt, University of Illinois - Chicago; Erin N. Washington, Chicago Public Schools*

20.043-13. The (Mis)Education of English Language Learners and Immigrant Youth: Theoretical, Pedagogical, and Curricular Interventions. Division

G - Social Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Roland Sintos Coloma, OISE/University of Toronto

Participants:

- Negotiating Domination and Resistance: English Language Learners and Foucault's Care of the Self in English-Only Educational Contexts. *Jennifer M. Bondy, Miami University*
- Performing Resistance: Reinterpreting the School Rituals of Immigrant Students. *Lauren B. Isaac, Miami University*
- Teachers' Concern for Students in Immigrant Families. *Anthony A. Peguero, Miami University*
- Reimagining Teacher Preparation: Teaching English Language Learners Is Every Teacher's Job. *Amy Fisher Young, Miami University*

20.043-14. The Social and Emotional Context of Schooling. Division G - Social

Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Brianna L. Kennedy, University of Florida

Participants:

- Relationships Between Emotional Climate and the Fluency of Classroom Interactions. *Kenneth G. Tobin, The Graduate Center - CUNY; Stephen M. Ritchie, Queensland University of Technology; Jennifer L. Oakley, Queensland University of Technology; Victoria Mergard, Queensland University of Technology*
- An Investigation of Different Informants' Ratings for Bullying, Victimization, and Other Related Behaviors of Students With and Without Behavioral Disorders. *Jeong-Il Cho, Idaho State University; Dong-Joong Kim, Indiana State University*
- Supporting Child Welfare Through Early Childhood Programs: Examples in Illinois Preschool Programs. *Aimee Victoria Hilado, Erikson Institute*
- Good Students or Good Girls/Boys: Negotiating Roles in the Local Second Language Learning Classroom. *Huajing Zhao, University of Cambridge*

20.043-15. Imagining to Learn: Arts Integration and Impact on Content Knowledge. SIG-Arts and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
 12:00 pm to 1:30 pm

Chair:

Lynn Sanders-Bustle, University of Louisiana - Lafayette

Participants:

- "Theater Made Me": Adult Perceptions of Their High School Speech and/or Theater Participation. *Johnny Saldana, Arizona State University; Laura A. McCammon, The University of Arizona; Angela Rose Hines, Arizona State University; Matthew Omasta, Utah State University*
- Teaching About Genocide: A Cross-Curricular Approach in Art and History. *Mark Thorsen, Ponderosa High School*
- Creativity and Agency: Literacy Learning in an After-School Club. *Lynda D. Stone, California State University - Sacramento; Jacqueline S. Hotchkiss, University of Colorado - Boulder; Ana G. Garcia Nevarez, California State University - Sacramento; Charles F. Underwood, University of California - Berkeley; Leann Parker, University of California - Berkeley*
- Effective Professional Development in Arts and Arts Integration for Generalist Teachers. *Monique Poldberg, University of Nebraska; Nancy Lee Andrzejjczak, University of California - Irvine; Guy Trainin, University of Nebraska - Lincoln*

Division and SIG Posters**20.044. Narrative Research SIG: Teacher Education Structured Poster Session;** Poster Session**20.044-1. Narrative Research SIG: Teacher Education Structured Poster Session.** SIG-Narrative Research; Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH
 12:00 pm to 1:30 pm

Chair:

Simmee Chung, University of Alberta

Posters:

1. Student Teachers' Experiences of Writing in the Spaces Between Becoming and Being a Teacher. *James G. Deegan, Mary Immaculate College; Anne Bernadette O'Byrne, Mary Immaculate College*
2. Reflections on "Perceptions of Beginning Teachers, Their Mentors, and Administrator Regarding Preservice Music Teacher Preparation": Ten Years Later. *Colleen M. Conway, University of Michigan*

3. "My Story": Adapting a Narrative Inquiry Tool for Teacher Professional Development. *Kylea Asher, Indiana University*
4. Tackling the Abstruse Nature of Reflection for Future Teachers of English Language Learners. *Angela Lopez Pedrana, University of Houston - Downtown*
5. Doris's Story: Why We Need to Care About Older Struggling Readers Too. *Denise L. McLurkin, City College of New York - CUNY*
6. Two Stories About the Reform of Elementary Education in Brazilian Public Schools. *Cristiane Cordeiro Camargo, Federal University of Sao Carlos & Federal Institut of South Minas Gerais; Maria Da Graca N. Mizukami, Presbyterian University Mackenzie and Federal University of Sao Carlos; Maria Luiza Terra Podesta, Dalila Gali Elementary School*
7. Embedding Narratives of Practice in Action Research: Provocaciones as Story. *Cathy K. Zeek, Lasell College; Carole L. Walker, Texas A&M University - Commerce*

Discussants:

M. Shaun Murphy, University of Saskatchewan
Janice Huber, University of Regina

20.045. Poster Session 1; Poster Session

20.045-1. Posters: Division J, Section 5. Division J - Postsecondary Education;
 Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 12:00 pm to 1:30 pm

Posters:

1. Building Green on Campus: Planning for Environmental Sustainability. *Shannon M. Chance, Hampton University/Architecture*
2. Cumulative Debt Levels Differences for Undergraduate Students as a Function of Familial or Credit Characteristics. *Kristy Vienne, Sam Houston State University; John R. Slate, Sam Houston State University*
3. Does Admission Translate Into Enrollment? A Medical School Case Study. *Manuel S. Gonzalez Canche, The University of Arizona; Brendan Cantwell, University of Georgia; Jeffrey F. Milem, The University of Arizona*
4. Impacts of the Economic Crisis on Post-Compulsory Education: Reviewing the International Evidence to Date. *Bilal Barakat, Vienna Institute of Demography*
5. Policy Implications of a Geographically Based Classification of America's 266 Public Master's Colleges and Universities. *John Clinton Kinkead, Dalton State College; Stephen Katsinas, The University of Alabama*
6. What Happens to State Student Aid Funding During Recessions and Why? *William M. Zumeta, University of Washington; Shannon Matson, University of Washington*
7. Transfer Opportunities and Challenges: A Technical College's Role in Vertical Transfer. *Megan Michaelene Chase, University of Southern California; Loni Bordoloi Pazich, New York University*
8. Diminishing Barriers to College Readiness in a Florida Region: An Exploratory Qualitative Study. *Kimberly Sessions Brown, University of West Florida; David E. Hardy, The University of Alabama*
9. Standing in the Gap: Higher Education Professionals Providing Support for Undocumented Students. *Kristina Isabel Lizardy-Hajbi, University of Colorado - Colorado Springs*

20.045-2. Evaluating the Effectiveness of Technology Programs and Initiatives.

Division H - Research, Evaluation and Assessment in Schools; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 12:00 pm to 1:30 pm

Posters:

10. Evaluating the Effectiveness of the Time to Know Program. *Brianna M. Scott, Rockman et al; Saul Rockman, Rockman et al; Colleen Kausinen, University of Michigan; Kristin M. Bass, Rockman et al*
11. Effects of Technology Integration in K-12: Evaluating Longitudinal Outcomes for Students and Teachers. *Megan Townsend, North Carolina State University; Melinda J. Mollette, North Carolina State University; Amy Overbay, North Carolina State University*
12. Assessing the Impact of Professional Development to Support Content Area Teachers' Knowledge and Instructional Needs in Reading. *Vicky I. Zygouris-Coe, University of Central Florida; Bonnie Swan, University of Central Florida*
13. Measuring the Effectiveness of a One-to-One Laptop Initiative in a Rural School District. *Judy L. Lambert, University of Toledo; Yi Gong, Keene State College*
14. Educational Technology Programs: Lessons Learned in Implementing K-12 Rigorous Evaluations. *Kelly Wilson, Indiana University; Courtney Brown, Indiana University; Jonathan A. Plucker, Indiana University*
15. Evaluating the Evaluation System: Qualitative Research on a System That Builds Local Program Evaluation Capacity. *Kylene Chinsio Shen, Empirical Education Inc.; Joseph B. Townsend, Empirical Education Inc.*

20.045-3. Division A Poster Session. Division A - Administration Organization & Leadership; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 12:00 pm to 1:30 pm

Posters:

16. Career Academy Model Replication: A Descriptive Study of the Georgia Central Educational Center Model. *Amy Lynn Detgen, Academy for Educational Development; Corinne Alfeld, Academy for Educational Development*
17. Collaborative Inquiry for Equity: What Is the Leader's Role? *Peg Winkelman, California State University - East Bay; Michelle P. Collay, California State University - East Bay; Ginny V. Lee, California State University - East Bay*
18. Does Teacher Absence Reflect Work Shirking? A Cross-cultural Study of Temporal Absence Trends. *Zehava Rosenblatt, University of Haifa; Arie Shirom, Tel Aviv University; Orly Lishchinsky Shapira, University of Haifa*
19. Exploring School-Specific Context and Bullying Data: Informing Practice With Evidence. *Shannon Pignato, Auburn University; Ellen H. Reames, Auburn University*
20. Is There an Opportunity Cost Associated With School Improvement Efforts? *Adam V. Maltese, Indiana University; Craig Dennis Hochbein, University of Louisville*
21. Laying the Foundation for Distributed Instructional Leadership in Urban High Schools: Transforming the Work of Department Chairs and Principals. *Paul V. Bredeson, University of Wisconsin - Madison; Carolyn Kelley, University of Wisconsin*
22. Learning Organization in Thai Primary Schools: Perceptions of Teachers and Principals. *Ponsombut Srisai, Kumchatnongpongnaadee School*
23. Numeracy Lead Teachers as Boundary Spanners in Elementary School Settings. *Linda Bonne, Victoria University of Wellington; Joanna Higgins, Victoria University of Wellington - New Zealand*
24. TALC (Transition, Adjustment, Leadership, Commitment): A Leadership Development Model for Foreign-Born African Academic Leaders in American Institutions of Higher Education. *Taiwo A. Ande, University of Mary Washington; Kandace G. Hinton, Indiana University - Indianapolis*
25. Teachers' Job Satisfaction by Their Teaching Grade Levels. *Heeja Kim, Trident University International; Kitt R. Square-Johnson, Wilmer Academy*
26. The Principal Perspective Toward K-12 Physical Education. *Mark UrteI, Indiana University/Purdue University at Indianapolis*
27. The Professional Development of Aspiring School Principals: A Case Study of One Leadership Academy. *Jennifer Bell, The University of Arizona*
28. The Relationship Between Democratic Belief and Motivation Toward Participation in School Governance in Teachers. *Chun-Wen Lin, National PingTung University of Science and Technology*
29. Using an Integrated Economic and Organizational Model to Understand New Teacher Mobility, Attrition, and Retention. *Shuqi Wu, University of Hawaii; Stacey Butler Roberts, University of Hawaii - Manoa*
30. What Principals Want to Know About Special Education. *Jama Siegel Robertson, University of North Carolina - Wilmington; Jaime Dereta Christensen, Spectrum Academy; Laura Baylot Casey, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Clinton Smith, Shelby County Schools*

20.045-4. Constructed Spaces for Educational Access, Equity, and Empowerment. Division K - Teaching and Teacher Education; Poster Session

Sheraton, Fifth Level, Grand Ballroom C
 12:00 pm to 1:30 pm

Posters:

31. e-Aorangi Māori Model for e-Education. *Sheryl Lee Ferguson, Te Whare Wānanga o Awanuiārangī*
32. Digital Storytelling in Bhutan: Bridging the Digital Divide in a Rural Community School. *Khendum Gyabak, University of Texas - El Paso; Heriberto Godina, University of Texas - El Paso; Brian H. Giza, University of Texas - El Paso*
33. Digital Citizenship: An Empirical Study of Student Awareness. *Thanh Truc Thi Nguyen, University of Hawaii - Manoa; Heather M. DeWoody, University of Hawaii; Peter M. Ayala, University of Hawaii*
35. The Role of the Parent Advocate in Education: A Grounded Theory Approach. *Kim F. Fields, University of Southern California*

36. The Impact of the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program on School Performance in Third, Fifth, Seventh, and Ninth Grades. *Amber L. Brown, University of Texas - Arlington; Joohi Lee, University of Texas - Arlington*
37. Empowering Adolescents: A Multiple Case Study of U.S. Montessori High Schools. *Wendy J. LaRue, Odyssey Montessori*

20.045-5. Cultural and Linguistic Responsiveness in Transformative

Communities. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:00 pm to 1:30 pm

Posters:

38. A National Survey of Programs: How Well Are Early Childhood Teachers Being Prepared to Teach Divergent Thinking and Creativity? *Cynthia L. Williams, Texas Christian University; Ruth Davis, University of Texas - Arlington; Jimmy K. Byrd, University of North Texas*
39. A Powerful Glimpse From Around the Table: Student Perceptions of Involvement in a Transdisciplinary Course. *Kathryn I. Scorgie, Azusa Pacific University*
40. Beliefs and Practices of Chinese Language Teaching in K-12 Classrooms in the United States: The Case of Southern California. *Chan Lu, Loyola Marymount University; Magaly Lavadenz, Loyola Marymount University*
41. Examining Culturally Responsive Teaching Self-Efficacy in a Preservice Social Studies Education Course. *Paul G. Fitchett, University of North Carolina - Charlotte; Tehia V. Starker, University of North Carolina - Charlotte; Bethany Lyn Salyers, University of North Carolina - Charlotte*
42. Initial Teacher Education: It's More Than Pedagogy: Student Teachers' Perceptions of Issues and Opportunities Arising From Course Structure. *Linda Mary Hogg, Victoria University of Wellington; Anne Speirs Yates, Victoria University of Wellington, New Zealand*
43. Inventing What We Desire: Designing Spaces For Reimagining Teaching and Learning "In These Times". *Mary Frances (Molly) Buckley, University of Pennsylvania; Heather Rohland Burchell, University of Pennsylvania; Sarah Reed Hobson, University of Pennsylvania; Katharine Emily Bartow Jacobs, University of Pennsylvania; Susan L. Lytle, University of Pennsylvania; Jie Yie Park, Bard College; Kathleen Riley; Jessica Whitelaw, University of Pennsylvania*
44. Investigating Changes in Student Belief Structures While Majoring in Teacher Education. *Sean Michael Lennon, Valdosta State University; Jeffrey Byford, The University of Memphis*
45. Joining Forces: How Counselor and Teacher Educators Are Preparing Teachers to Work With Diverse Populations. *Blaire Cholewa, Kean University; Ellen Amatea, University of Florida*
46. Learning to Teach About the World: A Case Study of African American Preservice Social Studies Teachers. *Guichun Zong, Kennesaw State University*
47. Multicultural Service Learning and Preservice Teachers' Career Preferences: Assessing Effects of Race and Class Boundaries. *Dorothea M. Anagnostopoulos, Michigan State University; Shih-Pei Chang, Michigan State University; Hilda Omae, Strathmore University*
48. Preservice Teachers: Does Cultural Responsiveness Affect Anticipated Self-Determination to Teach in Specific Settings? *Michelle L. Cox, University of Oklahoma*
49. Preservice Teachers' Perceptions of Culturally Responsive Teacher Preparation in the 21st Century. *Dawn Tracey Lambeth, Valdosta State University*
50. Student Teaching and the Challenge of Difficult-to-Staff Schools. *Matthew A. Shirrell, Northwestern University; Michelle Reininger, Northwestern University*
51. The Retention and Success of Underrepresented Groups in a Bachelor of Education Program. *Pamela Millward, The University of Auckland*

20.045-6. Division K, Section 5 Poster Session. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:00 pm to 1:30 pm

Poster:

52. Destabilization and Possibility: Secondary Preservice Teacher Representations of Multicultural Concepts Through Discursive Practices. *Leslie Ann Flemmer, The Evergreen State College; Grace C. Huerta, The Evergreen State College*

Friday, 2:00 pm

AERA Related Activities

- 21.010. Undergraduate Student Education Research Training Workshop: Closed Session.** AERA Related Activities; Invited Session
New Orleans Marriott, Fourth Level, Balcony K
2:00 pm to 7:00 pm

Friday, 2:15 pm

Committee Sessions

- 22.010. Explaining the Educational Trajectories of Immigrant and Nonimmigrant Youth in Secondary Education in Flanders (Belgium).** International Relations Committee; Invited Session
Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm

Chair:

Martha A. Montero-Sieburth, University of Amsterdam

Participants:

The Educational Trajectories of Immigrant and Nonimmigrant Youth Project in Secondary Education in Flanders, Belgium. *Christiane Timmerman, University of Antwerp*

The Development of Theoretical and Methodological Procedures for the Educational Youth Trajectories Research Project During the Past 2 Years. *Noel Clycq, University of Antwerp*

Preliminary Results of the Ethnographic School Research of the Youth Trajectories Research Project. *Reinhilde Pulinx, University of Ghent, Belgium*

Survey Methodology and Results of the Youth Trajectories Research Project. *Johan Wets, Katholieke Universiteit Leuven*

Preliminary Results of the Community Ethnography Including Polish, Chinese, Moroccan, and Turkish Immigrants in the Educational Youth Trajectories Research Project. *Edith Piequerey, University of Antwerp; Sarah Braeye, Catholic University of Leuven, Belgium*

Discussant:

Frederick D. Erickson, University of California - Los Angeles

- 22.011. The Voices of Diversity: What Students of Diverse Races/Ethnicities and Both Sexes Tell Us About Their College Experiences And Their Perceptions And Observations.** Social Justice Action Committee; Invited Session
Sheraton, Third Level, Napoleon Ballroom C2
2:15 pm to 3:45 pm

Chair:

M. Christopher Brown, Fisk University

Participants:

Michael T. Nettles, ETS

Catherine M. Millett, ETS

Paula Caplan, Harvard University

Charlotte Hardin, Missouri State University

Discussant:

William T. Trent, University of Illinois - Urbana-Champaign

International Organization Sessions

- 22.012. Development of Teacher Interpersonal Expertise Throughout the Professional Career.** Dutch Programme Council for Educational Research; Invited Session
Sheraton, Second Level, Rhythms Ballroom I
2:15 pm to 3:45 pm

Participants:

Development of Teacher Interpersonal Expertise: A Conceptual Framework. *Mieke Brekelmans, Utrecht University; Jan Van Tartwijk, Utrecht University; Perry den Brok, Eindhoven University of Technology; Theo Wubbels, Utrecht University*

Teacher Interpersonal Knowledge: Comparing Different Phases of the Career. *Luce Claessens, Leiden University; Jan Van Tartwijk, Utrecht University; Perry den Brok, Eindhoven University of Technology; Theo Wubbels, Utrecht University; Nico Verloop, Leiden University*

Teacher Interpersonal Behavior: A Contrasting Case Study. *Heleen Pennings, Utrecht University; Jan Van Tartwijk, Utrecht University; Jan D.H.M. Vermunt, Utrecht University; Mieke Brekelmans, Utrecht University*

The Importance of the Teacher-Student Interpersonal Relationship in Teachers' Professional Identity: Role Perceptions Related to Self- and Ideal Perceptions. *Anna Van der Want, Eindhoven University of Technology; Perry den Brok, Eindhoven University of Technology; Douwe Beijaard, Eindhoven University of Technology; Mieke Brekelmans, Utrecht University*

Division Sessions

22.013. A Behavioral Model Approach to Understanding School Culture and Climate. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm

Chair:

Mousumi Mukherjee, University of Illinois - Urbana-Champaign

Participants:

Race and Culture in a Diverse School: A Study of Differences in Perceptions and Efficacy. *Elizabeth Butler, University of Southern California; Michelle M. Riconscente, University of Southern California*

Parental Involvement, Public Schools, and the Theory of Planned Behavior. *Deborah Halligan Bracke, Augustana College; Dan P. Cortis, Augustana College*

School Climate and Student Behavioral and Academic Outcomes: An Analysis of U.S. Trends in International Mathematics and Science Study (TIMSS) Data Using Structural Equation Modeling. *Tiedan Huang, Floyd D. Beachum, Lehigh University; George White, Lehigh University*

School Culture and Academic Reform: Teachers' Perceptions of the Effects of an International Baccalaureate Diploma Program. *Victoria Crowell, Duval County Public Schools; Elinor A. Scheirer, University of North Florida*

Critical Change for the Greater Good: Multicultural Dimensions of Educational Leadership. *Lorri Michelle Johnson Santamaria, California State University - San Marcos; Andres Peter Santamaria, Fallbrook Union Elementary School District*

22.014. African American Principals' Perspectives on African American Parents, African American Students, and the Principalship. Division A - Administration Organization & Leadership; Symposium
Sheraton, Fourth Level, Bayside B
2:15 pm to 3:45 pm

Participants:

An African American Principal's Perspective on African American Student Engagement: Findings From Research and Practice. *Dwayne E. Evans, University of Illinois - Chicago*

Creating Spaces for Urban Youth: The Emergence of Culturally Relevant (Hip-Hop) Pedagogy and Implications for School Leadership. *Muhammad Khalifa, University of Texas - San Antonio*

Do African American Principals Feel Up to the Job? Some Perspectives on African American Principal Self-Efficacy. *Andrea E. Evans, Southern Illinois University - Carbondale*

22.015. Community Stakeholders Engaging Schools to Eliminate Social Class Barriers to Academic Achievement. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Oakley
2:15 pm to 3:45 pm

Chair:

Wanda B. Coneal, North Carolina Central University

Participants:

Collective Trust and Student Achievement in High-Poverty Elementary Schools. *Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma*

Collaborative Community Research Solutions in Malelane District in South Africa. *Thembi Constance Nllalane, Okayama University*

Factors in the Academic Achievement of Migrant Students. *Linda S. Evans, University of South Florida; Ann Cranston-Gingras, University of South Florida; Ruth Ban, Barry University; Ray Melecio, ESCORT/Tampa; Georgina Rivera-Singletary, University of South Florida*

In Between "Decent" and "Street": How Urban Violence Structures Male Peer Ties and Its Impact on Educational Outcomes. *Maria G. Rendon, Harvard University*

22.016. Systemic Effects of Principal and Teacher Leadership. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
2:15 pm to 3:45 pm

Chair:

Heather Zavadsky, University of Texas

Participants:

How Is Teachers' and Principals' Power Related: Findings From a National Study. *Jiangang Xia, Western Michigan University; Jianping Shen, Western Michigan University*

The Effect of Principals' Technological Leadership in Taiwanese Elementary Schools: A Test of the Mediated-Effects Model. *I-Hua Chang, National Chengchi University, Taiwan; Cheng-Mei Hsu, China University of Technology; I-Tsai Chang, Wulong Elementary School in Hsinchu County*

The Effects of Principal Leadership on High School Classroom Instruction and Student Learning. *James Sebastian, Consortium on Chicago School Research*

Why Teachers Leave and What Administrators Can Do About It. *Donna A. Breault, Northern Kentucky University; Rick A. Breault, Northern Kentucky University; Gerald Milton Eads, Georgia Professional Standards Commission*

22.017. Art and Image in Curriculum Inquiry. Division B - Curriculum Studies; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom III
2:15 pm to 3:45 pm

Chair:

Leonie Pihama, Maori and Indigenous Analysis Ltd.

Participants:

Documentary as Method: New Possibilities for Teaching, Learning, and Curriculum Inquiry. *Jeffery M. Frank, Teachers College, Columbia University; Erin Murphy, Teachers College*

Enlivening the Methodological Imagination in Research on the Emotional World of Sexuality and Sex Education. *Karyn E. Sandlos, School of the Art Institute of Chicago*

Reimagination of Language-Based and Visual Literacies With the Bluest Eye. *Allan Jonathan Eakle, Johns Hopkins University*

Women Warriors and Rebels: Learning Through Public Art. *Heidi Davis, Indiana University*

Exposing the Ephemeral: Nonrepresentational Analyses of Contemporary Theater Practices in Education. *Mia Perry, The University of British Columbia*

Discussant:
Bello Usman Amsami, University of Maiduguri

22.018. Curriculum Studies on the Management of Bodies in Schools and Society. Division B - Curriculum Studies; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Iberville
2:15 pm to 3:45 pm

Chair:

Nikola Hobbel, Humboldt State University

Participants:

Of Ghosts and Ghetto Politics: When Disability and "Other" Bodies Matter. *Nirmala Erevelles, The University of Alabama*

The Correctional Classroom as a Site of Multiple Fantasies. *Rachel Oppenheim, Antioch University Seattle*

Toward a Research Agenda for the other Pipeline: Schooling, Curriculum, and the Military. *Gary L. Anderson, New York University; Robin Ann Gonzalez, Teachers College, Columbia University*

Under Lock and Key: Student and Teacher Perspectives on the Curriculum of School Security. *Horace R. Hall, DePaul University*

Discussant:

Lance Trevor McCready, OISE/University of Toronto

22.019. What Remains: Curricular Excursions Into Unlikely Places of Learning. Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bienville
2:15 pm to 3:45 pm

Chair:

Lisa Farley, York University

Participants:

"I Just Have to Tell You...": Curricular Inquiries Into Students' Disclosures. *Aparna Mishra Tarc*

Thinking With Negative Capability: Curricular Narratives of/about Violence. *Sara Matthews, Wilfrid Laurier University*

"The Gleaners and I": Notes on a Curriculum of Invention. *Rm Kennedy, York University*

The Reluctant Pilgrim: On Place, Memory, and Learning After Historical Loss.
Lisa Farley, York University

22.020. Witnessing Indigenous Stories in Film/Painting/Photography/Theater. Division B - Curriculum Studies Cosponsored by SIG-Indigenous Peoples of the Americas; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom I
2:15 pm to 3:45 pm

Chair:
Judy M. Iseke, Lakehead University

Participants:
Indigenous Cultural Traditions in Digital Technologies of Film/Media. *Judy M. Iseke, Lakehead University*
Reimagining Catlin and Curtis: Native "Footprints," Stories, and Images Upon the Land. *Kathleen J. Martin, California Polytechnic State University - San Luis*
Storying History: Popular Theater and the Historical. *Sandra J. Wolf, Lakehead University*
The Anishinaabe Riviera on Lake Superior. *Mark Aquash, The University of British Columbia*

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

22.021. Designing Mathematics Assessments That Are Sensitive to Instruction: An International Approach From the Classroom to Large-Scale Implementation. Division C - Learning and Instruction; Symposium
New Orleans Marriott, Fourth Level, Regent
2:15 pm to 3:45 pm

Chair:
Guadalupe Carmona, University of Texas - Austin

Participants:
What Does It Mean for Mathematics Tests to Be Insensitive to Instruction?
Walter M. Stroup, University of Texas - Austin
Computer Modeling of the Instructionally Insensitive Nature of the Texas Assessment of Knowledge and Skills (TAKS) Exam. *Vinh Pham, Landmark College*
A Longitudinal Study to Investigate Changes in Students' Mathematics Scores in Texas. *Guadalupe Carmona, University of Texas - Austin; Gladys Krause, University of Texas - Austin; Monica Monroy, University of Texas - Austin; Cynthia Lima, University of Texas - Austin; Maria-Antonieta Avila, University of Texas - Austin; Adem Ekmekci, University of Texas - Austin*
Formative Assessment Practices in School Mathematics and Its Relation to Academic Achievement in Standardized Tests: The Case of Mexico. *Lucia Monroy Cazorla, Centro Nacional de Evaluacion para la Educacion Superior; Miguel Herrera, Centro Nacional de Evaluacion para la Educacion Superior*
How You Look at It: Multiple Views of a Generative Data Set. *Sarah M. Davis, National Institute of Education, Singapore*

Discussant:
Maria Trigueros, Instituto Tecnologico Autonomo de Mexico

22.022. Advances in Measurement. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Rosedown B
2:15 pm to 3:45 pm

Chair:
Pamela L. Paek, National Center for the Improvement of Educational Assessment, Inc.

Participants:
Comparing Parametric and Nonparametric Bootstrap Methods for Estimating Standard Error of Population Invariance Measures. *Yingchen Wang, North Carolina Agricultural and Technical State University; Zhongmin Cui, ACT, Inc.*
Disattenuation of Negative Bias in Effect Size and Power Estimation Due to Fallible Measurement. *Lihshing Leigh Wang, University of Cincinnati; Shuyan Sun, University of Cincinnati; Aaron Proffitt, God's Bible School and College; Robert J. Suess, University of Cincinnati*
Improved Conditional Covariance-Based Subtest Selection for Polytomous Item DIMTEST. *Tan Li, University of South Carolina; Brian T. Habing, University of South Carolina; Louis A. Roussos, Measured Progress*
Evaluating the Performance of Parametric and Nonparametric Procedures of Constructing Confidence Interval for Coefficient Alpha: A Simulation Study. *Ying Cui, University of Alberta; Johnson Li, University of Alberta*

Discussant:
Andre F. De Champlain, National Board of Osteopathic Medical Examiners

22.023. Communicating Assessment Results to Particular Audiences. Division D - Measurement and Research Methodology; Symposium
Doubletree, Second Level, Rosedown A
2:15 pm to 3:45 pm

Chair:
Diego Zapata-Rivera, ETS

Participants:
Next Steps in Improvements to Student Score Reporting: Emerging Methodologies and Evaluative Criteria. *Ronald K. Hambleton, University of Massachusetts - Amherst; April L. Zenisky, University of Massachusetts - Amherst*
Exploring Teachers' Understanding and Use of Assessment Results. *Diego Zapata-Rivera, ETS; Waverely VanWinkle, ETS; Rebecca Zwick, ETS*
Question-Based Reports for Policymakers. *Waverely VanWinkle, ETS; Margaret Vezzu, ETS; Diego Zapata-Rivera, ETS*
Designing and Evaluating an Interactive Score Report for Students. *Margaret Vezzu, ETS; Waverely VanWinkle, ETS; Diego Zapata-Rivera, ETS*
Developing and Evaluating Score Reports for a Diagnostic Mathematics Assessment. *Mary Roduta Roberts, University of Alberta; Mark J. Gierl, University of Alberta; Renate Taylor-Majeau, Alberta Education*

Discussants:
Howard Wainer, National Board of Medical Examiners
Richard E. Mayer, University of California - Santa Barbara

22.024. Division D Exemplary Work From Promising Researchers. Division D - Measurement and Research Methodology; Invited Session
Doubletree, Second Level, Madewood A
2:15 pm to 3:45 pm

Chair:
Dubravka Svetina, Arizona State University

Participants:
Sarah Hansen, University of Minnesota
April Galyardt, Carnegie Mellon University
Hanwook Yoo, University of Massachusetts - Amherst
Oksana Babenko, University of Alberta

Discussants:
Aaron M. Kuntz, The University of Alabama
Andreas H. Oranje, ETS
Hariharan Swaminathan, University of Connecticut

22.025. Issues in Rasch Modeling. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Shadows
2:15 pm to 3:45 pm

Chair:
Alvaro J. Arce, Pearson

Participants:
A Multilevel Rasch Mixture Testlet Model. *Hong Jiao, University of Maryland; Mathias Von Davier, ETS; Akihito Kamata, University of Oregon; Ying-Fang Chen, University of Maryland - College Park*
A Rasch Model for Item Calibration Using Clustered Samples of Examinees. *Yeow Meng Thum, Northwest Evaluation Association; Shudong Wang, Northwest Evaluation Association*
Confirmatory Mixture Rasch Models. *John T. Willse, University of North Carolina - Greensboro*
Investigation of Precision in Rasch Difficulty Estimation. *Mike McGill; Edward W. Wolfe, Pearson*
Random Item Rasch Models in Small-Scale Educational and Psychological Experiments. *Feifei Ye, University of Pittsburgh; Qun Guan, University of Pittsburgh*

Discussant:
George Engelhard, Emory University

22.026. Tools for Qualitative and Mixed Methods Research in Education. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
2:15 pm to 3:45 pm

Chair:
Kip Austin Hinton, University of California - Los Angeles

Participants:

Examining Problem-Solving Strategies on Multiple-Choice Science Items

Among English Language Learners Through Cognitive Interviews. *Rachel Rae Prosser, University of Colorado - Boulder; Guillermo Solano-Flores, University of Colorado - Boulder*

Qualitative Data Analysis: Comparing Results From Constant Comparative and Two Computer Software Methods.

Amanda L. Nolen, University of Arkansas - Little Rock; Jim Vander Putten, University of Arkansas - Little Rock

Random Qualitative Validation: A Cross-Sectional Approach to Survey

Validation. *Eric V. Van Duzer, Humboldt State University*

The Iterative Mixing of Mixed-Methods and Design-Based Research.

Kok-Sing (Kenneth) Tang, University of Michigan

"It's Like a Lightbulb Went On!" Analyzing Teachers' Reflective Themes and Developing a Scoring Framework.

H. Emily Hayden, University at Buffalo - SUNY

Discussant:

Theresa Y. Austin, University of Massachusetts - Amherst

22.027. Understanding and Evaluating Equating Invariance in Multiple

Contexts. Division D - Measurement and Research Methodology; Paper Session

Doubletree, Second Level, Madewood B

2:15 pm to 3:45 pm

Chair:

Jill R. van den Heuvel, CTB/McGraw-Hill

Participants:

Equating Invariance Across Curriculum Groups on a Statewide Fifth-Grade Science Exam. *Anne Corinne Huggins, University of Miami*

Estimation of Population Invariance in Equating Mathematics and Science Tests Across Different English Proficiency Groups. *Lilly (Yuli) Zhang, ETS; Mary C. Grant, ETS; Kathleen Siemborski, ETS*

Evidence Pertaining to Repurposing: Reliability and Invariance of Linking Functions. *Yanlin Jiang, ETS; Insu Paek, Florida State University; Neil J. Dorans, ETS*

Examining Possible Construct Changes to a Licensure Test by Evaluating Invariance Assumptions. *Sooyeon Kim, ETS; Michael E. Walker, ETS; Kevin C. Larkin, ETS*

Discussant:

Deborah J. Harris, ACT, Inc.

22.028. Education for Organizing, Resistance, and Empowerment.

Division F - History and Historiography Cosponsored by SIG-Research Focus on Black Education; Paper Session

JW Marriott, Third Level, Ile de France II

2:15 pm to 3:45 pm

Chair:

Dwayne Wright, Shepherd University

Participants:

Education as a Community Organizing Method: A History of the Head Start Program in Mississippi, 1964-1966. *Jon Hale, Muskingum University*

College Students, the Black Freedom Struggle, and the First Amendment at Southern Colleges. *Joy Ann Williamson-Lott, University of Washington*

The Sisterhood of 1921: Educational Biographies of Eva Dykes, Sadie Alexander, and Georgianna Simpson. *Kijua Sanders-McMurtry, Agnes Scott College; Nia Woods Haydel, Georgia State University*

Discussant:

Linda M. Perkins, Claremont Graduate University

22.029. Challenging Racializing Practices, Discourses, and Narratives.

Division G - Social Context of Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 4

2:15 pm to 3:45 pm

Chair:

John Michael Lee, Jr., The College Board

Participants:

Institutional Grief: Linking Racial Ideological and Material Power in the Practice of Juvenile Prison Schooling. *Sabina Elena Vaught, Tufts University*

Locating Racial Disproportionality in Special Education: Relationships Between In-Child, Poverty, and In-School Explanations. *Rachel Garver*

Racial and Social Class Segregation in Suburban Public Schools: The Relationship Between Housing Markets and District Boundaries. *Amy Stuart Wells, Teachers College, Columbia University; Miya Tamiko Warner, Teachers College, Columbia University; Allison Roda, Teachers College, Columbia University; Lauren Fox, Teachers College, Columbia University; Kathryn Hill, Teachers College, Columbia University; Courtney Grzesikowski,*

Teachers College, Columbia University

For Equity and Community: Black Undergraduate Men's Interests in Doctoral Study in Education Fields. *Charles Harold Frederick Davis, III, University of Pennsylvania; Shaun R. Harper, University of Pennsylvania; Jonathan Berhanu, University of Wisconsin - Madison; Keon Monte McGuire, University of Pennsylvania*

We Want to Go to College Too! The Complexities of "Low-Performing" African American Students' Pathways to College. *Ifeoma A. Amah, University of Texas - Arlington*

Discussant:

Kimberly A. Scott, Arizona State University

22.030. From the Living Room to the Kitchen Table to the Corner: Creating Critical Counter Spaces in and out of School.

Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 6

2:15 pm to 3:45 pm

Chair:

Ernest D. Morrell, University of California - Los Angeles

Participants:

"You Ain't Gon Find no Black Person out Here Sellin Oranges": Racism, Gentrification, and Problematic Safe Spaces in Majority-Minority Schools and Communities. *H. Samy Alim, Stanford University*

Damya's Democracy: Classrooms and Communities as Sites of Literacy Engagements. *Valerie F. Kinloch, The Ohio State University*

"Betwixt and Between": Literacy, Liminality, and the Ceiling of Black Girls. *Maisha T. Winn, Emory University*

Finding the Corner in the Classroom: Establishing Safe, Critical Counter-Spaces for Wounded Healing. *Shiv Raj Desai, The Ohio State University*

Discussant:

Marc Lamont Hill, Teachers College, Columbia University

22.031. Building a Better Curriculum.

Division I - Education in the Professions; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, St. Louis

2:15 pm to 3:45 pm

Chair:

Katherine M. Edmondson, Cornell University

Participants:

Assessing Competency: Using Evidence-Based Decision Making During Development and Piloting of an Innovative Program. *Cheryl-Anne Nadine Poth, University of Alberta; Shelley Paige Ross, University of Alberta; Chiara Papile, University of Alberta; Rebecca Georgis, University of Alberta*

Lessons Learned About Medical School Curricular Integration: Perceptions of Curriculum Leaders, Teaching Faculty, Students, and Staff. *Stephanie D. Sutherland, University of Ottawa; Genevieve Moineau, University of Ottawa; John Leddy, University of Ottawa; Stanley John Hamstra, University of Ottawa*

Assessing a Writing Across the Curriculum (WAC) Initiative: Making Analysis Meaningful for All Disciplines. *Jennifer M. Good, Auburn University; Kelly Birchfield, Auburn University; Kevin Osborne, Sandhills Community College*

Discussant:

Ilene B. Harris, University of Illinois - Chicago

22.032. Culturally Relevant Pedagogy and Praxis.

Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 3

2:15 pm to 3:45 pm

Chair:

Kenneth James Fasching-Varner, Edgewood College

Participants:

Becoming Culturally Relevant Teachers: Examining (Dis)Connections Between Beliefs and Practice. *Hillary N. Braud, Louisiana State University - Baton Rouge; Ana Laura Rodriguez-Garcia, University of Texas - Brownsville*

Culturally Relevant Pedagogy and HBO's The Wire. *James Trier, University of North Carolina - Chapel Hill*

Culturally Responsive Practice: It's Not Just for the Kids: Exploring a Critical Race Theory Framework for Professional Learning. *Letitia C. Fickel, University of Canterbury; Patricia R. Chesbro, The University of Alaska - Anchorage; Nancy J. Boxler, The University of Alaska*

Discussant:

Ebony Elizabeth Thomas, Wayne State University

22.033. Diversified Teaching Force and Practices.

Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 1
2:15 pm to 3:45 pm

Chair:

Martha A. Adler, University of Michigan - Dearborn

Participants:

Interrogating the Transformative Promise: Singaporean Teachers' Perspectives of Diversity and Multicultural Education. *Theresa Alviar Martin, National Institute of Education; Li-Ching Ho, National Institute of Education, Nanyang Technological University, Singapore*

Preparing a Diverse Early Childhood Workforce. *Karin H. Spencer, The George Washington University; Lorelei Emma, The George Washington University*

Race and Role Modeling: The Divergent Perspectives of Black, Latino, and White Male Teachers. *Edward Brockenbrough, University of Rochester*

Understanding Teachers' Assessment Practice in Linguistically and Culturally Diverse Classrooms. *Anne M. Marshall, University of Illinois - Chicago; Lisa Hendon, University of Illinois - Chicago; Gabriela Groza, University of Illinois at Chicago; Frances Amurao, University of Illinois at Chicago*

22.034. Early Childhood: Examining Effective Mentoring and Professional Development Practices. Division K - Teaching and Teacher Education;

Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4

2:15 pm to 3:45 pm

Chair:

Patricia Hoffman Miller, Prairie View A&M University

Participants:

A Case Study of Teachers' Situated Professional Learning Through the Targeted Reading Intervention. *Steven J. Amendum, North Carolina State University*

Developing Head Start Teachers' Intentional Teaching Practices. *Julie K. Kidd, George Mason University; Susan Burns, George Mason University; Ilham Nasser, George Mason University; Mona Assaf, George Mason University; Raymond Shorter, George Mason University*

Early Childhood Education Provider Professional and Educational Attainment During Participation in a Workforce Development Program. *Vanessa Barrat, WestEd; Laura Jaeger, WestEd; Melissa E. White, WestEd*

The Efficacy of a Classroom-Wide Model for Promoting Social-Emotional Development and Preventing Challenging Behavior. *Mary Louise Hemmeter, Vanderbilt University; Patricia A. Snyder, University of Florida; Lise Fox, University of South Florida*

Unpacking Coaching to Support Implementation of Multicomponent Interventions for Early Childhood Practitioners. *Crystal Dawn Crowe, University of Florida; Kathleen Artman, The Ohio State University; Jessie Morris, Vanderbilt University; Tara McLaughlin, University of Florida*

Discussant:

Joseph C. Ciechalski, East Carolina University

22.035. Social Justice Pedagogy Through Self-Reflection on Race, Gender, and Class. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8

2:15 pm to 3:45 pm

Chair:

Rhoda Freelon, University of California - Los Angeles

Participants:

Social Imaginings Within an Urban School Context: How Teachers Negotiate Spaces of Learning Amidst a Maelstrom. *Arlene Ford, University of California - Los Angeles*

Understanding the Spatial Context of Preservice Teachers and Writing Instruction: Movement From Disbelief to Belief. *Lanette Jimerson, University of California - Berkeley*

Mesoamericanas/-os: The (R)Evolution of Latina/-o Identity in the United States With Implications for Urban Schooling. *Cueponcaxochitl Dianna Moreno, University of California - Los Angeles*

Responses to "Guess Who's Coming to Class?": The Reflections of Preservice Candidates Taught by a Black Male Teacher Educator (BMTE). *Jonathan Andrew Carroll, University of California - Los Angeles*

Discussant:

David O. Stovall, University of Illinois - Chicago

22.036. Civic Engagement and School Decision Making. Division L - Educational Policy and Politics; Invited Session

Sheraton, Fifth Level, Grand Couteau

2:15 pm to 3:45 pm

Participants:

New York City School Closing Public Hearings: A Public Sphere or Missed

Opportunity for Public Deliberation? *Liza Pappas, The Graduate Center - CUNY*

Building a Dispersed Network of Influence: Community Efforts to Expand Opportunities for American Indian Students. *Charles L. Howell, Northern Illinois University; Boyd Lee Bradbury, Minnesota State University - Moorhead*

Teach For America and Civic Engagement: A Framework for Understanding TFA Career Aspirations, Alumni Networks, and Political Activities. *Janelle T. Scott, University of California - Berkeley; Tina M. Trujillo, University of California - Berkeley*

Discussant:

Robert A. Rider, University of Tennessee

22.037. Horne v. Flores: Impact of the Arizona Educational Equity Project.

Division L - Educational Policy and Politics; Symposium

Sheraton, Fifth Level, Grand Chenier

2:15 pm to 3:45 pm

Chair:

Patricia C. Gandara, University of California - Los Angeles

Participants:

Implementing Structured English Immersion [SEI] in Arizona: Benefits, Costs, Challenges, and Opportunities. *Cecilia Rios Aguilar, The University of Arizona; Manuel S. Gonzalez Canche, The University of Arizona; Luis C. Moll, The University of Arizona*

Do the Arizona English Language Learner Assessment Cut Scores Meet the Standards? A Validation Review of the AZELLA. *Ida Rose Florez, Arizona State University*

Policy in Practice: The Implementation of Structured English Immersion in Arizona. *Karen E. Lillie, Arizona State University; Amy M. Markos, Arizona State University; Alexandria Estrella, Arizona State University; Tracy R. Nguyen, Arizona State University; Karisa Jessica Peer, University of California - Los Angeles; Karla Cristina Perez, University of California - Los Angeles; Anthony J. Trifiro, Arizona State University; M. Beatriz Arias, Arizona State University; Terrence (Terry) G. Wiley, Arizona State University*

Is Arizona's Approach to Educating Its English Learners Superior to Other Forms of Instruction? *Mary Theresa Martinez-Wenzl, University of California - Los Angeles; Karla Cristina Perez, University of California - Los Angeles; Patricia C. Gandara, University of California - Los Angeles*

The Arizona Home Language Survey and the Identification of Students for English Language Learner Services. *Claude N. Goldenberg, Stanford University; Sara Ann Rutherford Quach, Stanford University*

Discussant:

Patricia C. Gandara, University of California - Los Angeles

SIG Sessions

22.038. Challenges and Opportunities for Adult Learners Pursuing General Educational Development Credentials. SIG-Adult Literacy and Adult

Education; Paper Session

JW Marriott, Third Level, Orleans

2:15 pm to 3:45 pm

Chair:

Joni Marie Schwartz, Kingsborough Community College - CUNY

Participants:

Labor Market Impacts of the General Educational Development (GED) Credential on High School Dropouts: Evidence From the National Longitudinal Survey of Youth 1997 (NLSY97). *Wei Song, American Council on Education*

Crossing the Bridge: General Educational Development (GED) Credentials and Postsecondary Educational Outcomes, Year 1 Report. *Margaret B. Patterson, American Council on Education, GED Testing Service; Jizhi Zhang, American Council on Education; Wei Song, American Council on Education; Anne Guison-Dowdy, American Council on Education*

General Educational Development (GED) Preparation Through Distance Learning in Rural Pennsylvania. *Esther Prins, The Pennsylvania State University; Brendaly Elizabeth Drayton, The Pennsylvania State University; Cathy Kassab, By the Numbers; Ramazan Gungor, The Pennsylvania State University*

General Educational Development (GED) Readiness and the Official Practice Test. *Barbara Sparks, Literacy Assistance Center; Shannon Nicole Allen, The Graduate Center - CUNY*

Discussant:

M. Cecil Smith, Northern Illinois University

22.039. Advanced Technology for Supporting and Assessing Student Learning.

SIG-Advanced Technologies for Learning; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
2:15 pm to 3:45 pm

Chair:

Victor R. Lee, Utah State University

Participants:

Do Differences in Student's Exploration Behavior Lead to Differences in Domain Learning or Inquiry Skills? *Matt Bachmann, Worcester Polytechnic Institute; Janice D. Gobert, Worcester Polytechnic Institute; Joseph Beck, Worcester Polytechnic Institute*

Instrumenting an Educational Math Game to Gain Insight Into Math Proficiencies. *Jody S. Underwood, Pragmatic Solutions; Ram Kumar, New York University Polytechnic University; Stacy Kruse, Pragmatic Solutions, Inc.*

New Tools for Modeling Quantitative Variation in Complex Systems: A Design and Preliminary Classroom Study. *Michelle Hoda Wilkerson-Jerde, Northwestern University; Uri J. Wilensky, Northwestern University*

Source Engagements: An Online History Community's Pursuit of Historical Knowledge. *Jolie Christine Matthews, Stanford University*

Teaching Causal Understanding With Causal Maps: A Regression Analysis of Accuracy, Total Links, Temporal Flow, and Outcome Node Positions. *Allan C. Jeong, Florida State University; Woon Jee Lee, Florida State University*

Discussant:

Thomas C. Reeves, University of Georgia

22.040. Arts-Based Education Research as Incitement, Invitation, and Action:

Research From Anthropology, Educational Philosophy, Theater, and Social Foundations. SIG-Arts-Based Educational Research; Symposium
JW Marriott, Third Level, Maurepas
2:15 pm to 3:45 pm

Chair:

Nancy M. Ares, University of Rochester

Participants:

The Adolescent Voice in Ethnodrama. *Johnny Saldana, Arizona State University*
Méconnaissance, Metastasized: Black (Female) Canaries in the Academic Oven. *Signithia Fordham, University of Rochester*

The Surprising Distance Between Two Points. *Audrey Thompson, University of Utah*

Centering the Lives of Residents in a Community Change Initiative. *Nancy M. Ares, University of Rochester*

Discussant:

Johnny Saldana, Arizona State University

22.041. Contemporary Contributions to Career Development Research and Practice.

SIG-Career Development; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bourbon
2:15 pm to 3:45 pm

Chair:

Kimberly A.S. Howard, University of Wisconsin - Madison

Participants:

Student Career Education: A Model of Collaboration to Prepare Youth for the World of Work. *June Watters Gothberg, Western Michigan University; Paula D. Kohler, Western Michigan University*

Predicting Science Career Interests of 10th-Grade Students: The Role of Gender, Socioeconomic Status, and Race/Ethnicity. *Aaron H. Carlstrom, Kansas State University; Kimberly A.S. Howard, University of Wisconsin - Madison; V. Scott Solberg, University of Wisconsin - Madison; David Caulum, University of Wisconsin - Madison*

Adolescents' Work and Future Perceptions of Male and Female Young Adults. *Rachel Gali Cinamon, Tel Aviv University; Hanoch Flum, Ben-Gurion University of the Negev; Tova Most, Tel Aviv University; Yisrael Rich, Bar-Ilan University*

Investigating the Role of Social Emotional Learning Indicators on Career Decision-Making Difficulties. *V. Scott Solberg, University of Wisconsin - Madison; Stephen Gresham, University of Wisconsin - Madison; Esther CL Tan, Singapore Ministry of Education; Beatrice Cho, Singapore Ministry of Education; Hwee Chin Lim, Ministry of Education, Singapore*

22.042. Using Evidence of Student Cognition in Assessment Design:

Applications of Cognitive Interviews. SIG-Cognition and Assessment; Symposium
Sheraton, Fourth Level, Oak Alley

2:15 pm to 3:45 pm

Chair:

Maureen Ewing, The College Board

Participants:

Using Think-Aloud Interviews in Evidence-Centered Assessment Design for the Advanced Placement World History Exam. *Pamela K. Kaliski, The College Board; Kristen L. Huff, Regents Research Fund; Allison Thurber, The College Board*

Cognitive Interviews of English Language Learners and Students With Disabilities and Features Contributing to Item Difficulty: Implications for Item and Test Design. *Edynn Sato, WestEd*

Evidence From Think-Aloud Protocols About the Validity of Inferences From Item Response Demands Coding Frameworks. *Steve Ferrara, CTB/McGraw-Hill; Jing Chen, Michigan State University*

Investigating the Accuracy, Consistency, and Quality of Students' Verbal Reports in a Large-Scale Assessment of Mathematics. *Jacqueline P. Leighton, University of Alberta*

Discussants:

Joanna Sandra Gorin, Arizona State University

Kadriye A. Ercikan, The University of British Columbia

22.043. Abolishing Whiteness for the Public Good: A Critical Analysis of Whiteness Studies.

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
2:15 pm to 3:45 pm

Chair:

Zeus Leonardo, University of California - Berkeley

Participants:

From Sadosomochism to Humanization: Toward an Abolitionist Theory of White Guilt. *Ricky Lee Allen, University of New Mexico*

Maintaining Equilibrium: A Challenge to White Silence in Racial Discussions. *Robin DiAngelo, Westfield State College*

No Truth and Reconciliation Without Justice: A Call for Abolitionist Praxis. *Matt Horton, University of California - Berkeley*

White "Supremacy" and Me: The Making and Breaking of Race(ism). *Vajra M. Watson, University of California - Davis*

Discussant:

Mark R. Warren, Harvard University

22.044. Looking Back/Looking "Forward": Continuing the Dialogue About Critical and Reconceptualist Early Childhood Care and Education.

SIG-Critical Perspectives on Early Childhood Education; Symposium
JW Marriott, Third Level, Rosalie
2:15 pm to 3:45 pm

Chair:

Marianne N. Bloch, University of Wisconsin - Madison

Participants:

Continued Critical Reconceptualizations of Early Childhood Curriculum: Colonialist Histories and Countering Neoliberal "Models." *Gaile S. Cannella, University of North Texas; Radhika Viruru, Qatar University; Michelle Perez, Southern Illinois University - Carbondale*

Critical Reconceptualizations of Early Childhood Curriculum, Theory, and Pedagogy: New Governmentalities and (Im)Possible but Rhizomatic Openings. *Marianne N. Bloch, University of Wisconsin - Madison; I-Fang Lee, The Hong Kong Institute of Education; Deborah I. Kennedy, University of New Mexico; Sabiha Bilgi, Abant Izzet Baysal University, Turkey*

Navigating Early Childhood Policy and Practice: Reconceptualizations and Globalization. *Mark Kettering Nagasawa, Arizona State University; Beth Blue Swadener, Arizona State University*

Discussants:

Theodora A. Lightfoot, National-Louis University

Janice A. Jipson, National-Louis University

22.045. Redefining Science, Redefining Selves: Youth's Identity Development in Agentic Environments.

SIG-Cultural Historical Research; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
2:15 pm to 3:45 pm

Chair:

Kevin O'Connor, University of Colorado - Boulder

Participants:

1. Telling Stories Out of School: Youth Identity Construction Through Participating in Scientific Investigations in Belize. *Brian Bailey, Nazareth*

College; April L. Luehmann, University of Rochester; Joseph A. Henderson, University of Rochester

2. Exploring the Scope and Limits of Agency in the Figured Worlds of School Science Learning: A Longitudinal Study of Students' Identities. Heidi Carlone, University of North Carolina - Greensboro; Julia Kimmel, University of North Carolina - Greensboro; Cassi B. Lowder, University of North Carolina - Greensboro; Jean Rockford, University of North Carolina - Greensboro; Catherine Scott, University of North Carolina - Greensboro
3. Redefining Science to Re-Author Selves: Investigating Participants' Dialogic Meaning-Making of Science and Selves in an Inquiry Club With an Agentic Bent. April L. Luehmann, University of Rochester
4. Building an Environment to Engage Young People in Becoming Science Journalists. Joseph L. Polman, University of Missouri - St. Louis
5. The Role of Adult Mentors From Diverse Backgrounds in Engaging Youth in an After-School Science Apprenticeship Program: Implications for Broadening/Deepening Participation in Science. Shelley Stromholt, University of Washington; Deana Scipio, University of Washington; Andrew W. Shouse, University of Washington; Philip L. Bell, University of Washington
6. Becoming a Make-a-Difference Expert: Authoring an Agentic Science Identity Through Traversing Three Environments: School Science, Community Science Club, and Home. Edna Tan, Michigan State University; Angela Calabrese Barton, Michigan State University; Shari Levine Rose, Michigan State University
7. Engaging Urban Girls' Identities in Science. Jessica J. Thompson, University of Washington
8. Performance of Identity and Construction of Place in Environmental Justice Education. Carrie T. Tzou, University of Washington - Bothell; Philip L. Bell, University of Washington
9. Exploring Trajectories of "Becoming" in Science Through Inquiry-Based Learning Opportunities. Tammie Visintainer, University of California - Berkeley; Bernadette S. Chi, University of California - Berkeley

Discussant:

Nailah Suad Nasir, University of California - Berkeley

22.046. The Influence of Mentors and Advisors on Doctoral Student Success.

SIG-Doctoral Education across the Disciplines; Paper Session
JW Marriott, Third Level, Conde
2:15 pm to 3:45 pm

Chair:

Karri A. Holley, The University of Alabama

Participants:

- Graduate Student Expectations About Mentoring: What Are the Characteristics and Outcomes Desired? Craig Anne Hefflinger, Vanderbilt University; Christopher J. Troilo, Peabody College/ Vanderbilt University
- Talking Back: Mentoring Experiences of African American Female Doctoral Students. Sean Robinson, Argosy University
- The Highly Productive Doctoral Adviser: Lessons to Be Learned. Margaret Mary Kiley, Australian National University
- The Cross-Race Doctoral Advising Relationship: Examining the Role of Race Between Black Doctoral Protégés and Their White Faculty Advisors. Marco J. Barker, Louisiana State University - Baton Rouge

22.047. Children and Teachers Negotiating Schooling in Early Childhood

Classrooms. SIG-Early Education and Child Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 5
2:15 pm to 3:45 pm

Chair:

Beverly Lynn Alford, Texas A&M University - College Station

Participants:

- Adaptation to Kindergarten in Taiwan by Children of Transnational-Marriage Families: Views of Their Kindergarten Teachers. Ya-Chin Lin, University of Wisconsin - Madison
- Building Self-Regulatory Capacity in Young Children: The Role of Play in the Early Childhood Curriculum. Linda R. Kroll, Mills College
- Children's Perspectives of Transition to School. Johanna Einarsdottir, University of Iceland
- Preschool Teachers as the Mediator: Student-Teacher Interactions With Black Males Who Exhibit "Externalizing" Behavior. Patricia Nunley, Mills College
- The Effects of Disruption on Academic Task Performance in Kindergarteners. Lindsay H. Bell, University of Michigan; Frederick J. Morrison, University of Michigan

22.048. Ready to Succeed: Linking Education and Child Welfare Data to Improve Outcomes for Foster Youth. SIG-Education, Health, and Human

Services Linkages; Symposium
JW Marriott, Third Level, Ile de France III
2:15 pm to 3:45 pm

Chair:

Jordan E. Horowitz, California Partnership for Achieving Student Success

Participants:

- Ready to Succeed: Background and Methods. Lauren Davis Sosenko, California Partnership for Achieving Student Success
- Ready to Succeed: K-12 Findings. Kristine Frerer, University of California - Berkeley
- Ready to Succeed: Postsecondary Findings. Nathan M. Pellegrin, California State University

Discussant:

Jordan E. Horowitz, California Partnership for Achieving Student Success

22.049. Rewind and Reimagine: Using Video as Unfiltered Evidence of Parental Participation in School Mathematics. SIG-Family, School, Community

Partnerships; Demonstration/Performance
Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm

Chair:

Enrique G. Murillo, California State University - San Bernardino

Participants:

- Dialogues in Proximity: A Video Documentary of Mothers, Students, and Teacher's Conversations Around Problem Solving. Higinio Dominguez, Texas State University
- Mexican Mothers' Reflections on Their Dialogues in Proximity: Revisiting Dialogic Interspaces. Carlos Alfonso Lopez Leiva, University of Illinois - Chicago
- Family Involvement in Mathematics Education: Spaces for Participation. Javier Diez-Palomar, Autonomous University of Barcelona; Marta Civil, The University of Arizona; Silvia Molina Roldán, Universitat Rovira i Virgili

22.050. International Benchmarking State Performance Standards Using the Programme for International Student Assessment (PISA). SIG-

International Studies; Symposium
Sheraton, Eighth Level, Salon 820
2:15 pm to 3:45 pm

Chair:

Joseph L. Willhoft, Washington State Office of Superintendent of Public Instruction

Participants:

- Statistical Basis for International Benchmarking by Linking State Tests to the Program for International Student Assessment (PISA). Gary W. Phillips, American Institutes for Research
- International Benchmarking in Delaware. Liru Zhang, Delaware Department of Education
- International Benchmarking in Hawaii. Patricia Podevin Reiss, Hawaii Department of Education
- International Benchmarking in Oregon. Tony Alpert, Oregon Department of Education

Discussant:

Michael J. Feuer, The George Washington University

22.051. A Compilation of Validity Issues Encountered in Large-Scale Assessments. SIG-Large Scale Assessment; Paper Session

Sheraton, Fourth Level, Bayside C
2:15 pm to 3:45 pm

Chair:

Jennifer L. Dunn, Measured Progress

Participants:

- School Effect on the Differential Item Functioning Detection in Large-Scale Assessments. Xiaoshu Zhu, University of Maryland - College Park; Jing Gao, University of Maryland University College; Andre A. Rupp, University of Maryland
- The Influence of Choice on Large-Scale Accessible Reading Assessments. Catherine M. Kelly, St. Catherine University, St. Paul; Megan C. Mahowald, University of Minnesota - Twin Cities; Deborah R. Dillon, University of Minnesota - Twin Cities; David G. O'Brien, University of Minnesota
- Missing Response Patterns in Large-Scale Assessments: A Case Study of the Ontario Secondary School Literacy Test. Jingshun Zhang, OISE/University of Toronto; Ruth A. Childs, OISE/University of Toronto
- Students' Attitudes Toward Large-Scale Testing for Institutional Accountability Mandates: Developing a Measure. Anna Zilberberg, James Madison

University; Robin Anderson, James Madison University; Sara J. Finney, James Madison University; Kimberly Rebecca Marsh, James Madison University; Peter J. Swerdzewski, The College Board

Measuring Student Academic Growth at a State Level. Ze Wang, University of Missouri; Soo-Yeon Cho, University of Missouri - Columbia; Steven J. Osterlind, University of Missouri - Columbia

Discussant:

Deanna Lynn Morgan, The College Board

22.052. Instructional Teacher Leadership in Action. SIG-Learning and Teaching in Educational Leadership; Demonstration/Performance
Sheraton, Fourth Level, Gallier
2:15 pm to 3:45 pm

Chairs:

Melinda M. Mangin, Michigan State University

Sara Ray Stoelinga, University of Chicago

Participants:

Instructional Teacher Leadership in Action. Melinda M. Mangin, Michigan State University; Sara Ray Stoelinga, University of Chicago; Cynthia L. Carver, Oakland University; Rachele Andrea DiMeglio, Michigan State University; Morgaen L. Donaldson, University of Connecticut; Casey D. Cobb, University of Connecticut; Anyisia P. Mayer, University of Connecticut

Instructional Teacher Leadership in Action. Melinda M. Mangin, Michigan State University; Sara Ray Stoelinga, University of Chicago; Cynthia L. Carver, Oakland University; Rachele Andrea DiMeglio, Michigan State University; Morgaen L. Donaldson, University of Connecticut; Casey D. Cobb, University of Connecticut; Anyisia P. Mayer, University of Connecticut

22.053. Saints and Sluts: Racialized Pedagogies of the Good Girl/Bad Girl in Popular Youth Culture. SIG-Media, Culture, and Curriculum; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm

Chair:

Lisa Weems, Miami University

Participants:

Recovering From "Yo Mama Is So Stupid...": (En)Gendering a Critical Paradigm on Race. Rochelle Brock, Indiana University - Northwest
True to the Game II: New Representations of Black Gangsta Femininity in Urban Street Fiction. Jeanine M. Staples, The Pennsylvania State University
The Sway and Magic of Arabian Nights: Contemplations on a Genealogy of Shuttlecocks and Genies. Ozlem Sensoy, Simon Fraser University; Elizabeth Marshall, Simon Fraser University

Discussant:

Annette M. Henry, The University of British Columbia

22.054. Mentoring in Academia: Faculty and Doctoral Students. SIG-Mentorship and Mentoring Practices; Paper Session
Sheraton, Eighth Level, Salon 816
2:15 pm to 3:45 pm

Chair:

Aram Ayalon, Central Connecticut State University

Participants:

Mentoring in Academia: A Model for Higher Education for the 21st Century. B. Gloria Guzman Johannessen, Texas State University - San Marcos; Ann Unterreiner, Valdosta State University
Creating a Community of Practice of Emerging Academics Across Institutions. SueAnn I. Bottoms, Oregon State University; Jerine Pegg, University of Alberta; Anne L. Kern, University of Idaho; Anne Adams, University of Idaho; Ke Wu Norman, University of Montana; Hilary Smith Risser, Montana Tech
Importance of Traditional Mentoring Behaviors and Characteristics in an Online Doctoral Environment. Linda Crawford, Walden University; Iris Yob, Walden University

Mentoring: It's About Time. Psychosocial Functions in Doctoral Mentoring Relationships. Mark J. Hager, Menlo College

Discussant:

William A. Kealy, University of North Carolina - Greensboro

22.055. Situating "Culture" in Multi-"Cultural" Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
2:15 pm to 3:45 pm

Chair:

Joseph E. Flynn, Northern Illinois University

Participants:

What Teachers Want and Need: Moving Beyond Awareness of English Language Learners in Teacher Education and Professional Development.

Amanda Sox, The University of Arizona

Developing a Culturally Responsive Pedagogy Through Case-Based Instruction. AnnMarie Alberton Gumm, University of South Florida

Korean/Korean American Adolescents' Responses to Culturally Conscious Literature. Eunhyun Kim, University of Illinois

Situating Culturally Responsive Instruction and Literacy Motivation in One Urban Middle School Classroom. Javier Enrique Hernandez, University of California - Irvine

The Null Curriculum in Multicultural Education: What We're Not Teaching Teachers. Paul Cameron Gorski, George Mason University

Discussant:

Robert Lewis Lake, Georgia Southern University

22.056. Research on Online Discussions. SIG-Online Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm

Chair:

Patrick R. Lowenthal, University of Colorado - Denver

Participants:

Exploring the Variety of Student Interaction Styles in Online Discussion Forums: Case Studies of Thorough, Self-Monitoring, and Independent Patterns of Behavior. Alyssa F. Wise, Simon Fraser University; Ying-Ting Hsiao, Simon Fraser University; Farshid Marbouti, Simon Fraser University; Jennifer Speer, Simon Fraser University

Graduate Student Co-Facilitation of Online Discussions: Exploring Student Learning and Division of Labor. Natalie B. Milman, The George Washington University; Marilyn Hillarious, The George Washington University; Bryce L. Walker, The George Washington University

Creating Video-Annotated Discussions: An Asynchronous Alternative. Craig D. Howard, Indiana University - Bloomington; Rodney D. Myers, Indiana University

Online Discussion Boards and Student Achievement: The Impact of Course Design, Instructor, and Student Variables. Marlowe Mager, Haywood Community College; Steven Heulett, Haywood Community College; Meagan Karvonen, Western Carolina University

Discussant:

Kathryn Ley, University of Houston - Clear Lake

22.057. After Coding: New Analytics in Postqualitative Research. SIG-Qualitative Research; Symposium
Astor Crowne Plaza, Second Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Alecia Youngblood Jackson, Appalachian State University

Participants:

Within and Beyond: What Do We Do in the Afterward? Patti A. Lather, The Ohio State University

Qualitative Data Analysis After Coding. Elizabeth A. St. Pierre, University of Georgia

Plugging One Text Into Another: Thinking With Theory in Qualitative Research. Alecia Youngblood Jackson, Appalachian State University; Lisa A. Mazzei, Gonzaga University

The Naming of Parts: A Wavering Critique of Coding. Maggie Maclure, Manchester Metropolitan University

Discussant:

Jennifer C. Greene, University of Illinois - Urbana-Champaign

22.058. Democratic Education: Cultures, Contexts, and Implications. SIG-Research in Social Studies Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
2:15 pm to 3:45 pm

Chair:

Steven Paul Camicia, Utah State University

Participants:

"We Don't Talk About That": Student Perceptions of China's Democratic and Authoritarian Convergence in Moral Education Classrooms. Thomas Misco, Miami University

Citizen Values as Islamic Values: The Conundrum of Sacrifice as Social Justice. Nancy Carol Patterson, Bowling Green State University

"I Should Decide Which Is More Important for My Child: English or Character Education": The Concepts of Democracy Through Parental Dilemma in

Korean Education. *Lena Lee, Miami University*
 Democratic Education Curriculum Development Between the Colonizer and the Colonized: Complexities, Contradictions, Challenges, and Possibilities of Global Alliances. *Steven Paul Camicia, Utah State University; Alfredo Bayon, Southern Leyte State University*

Discussant:

Barry M. Franklin, Utah State University

22.059. The Dynamics of Teacher Professional Growth. SIG-Science Teaching and Learning; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 2
 2:15 pm to 3:45 pm

Chair:

David S. Lustick, University of Massachusetts - Lowell

Participants:

Do Different Contexts Invoke Different Epistemologies? A Critique of Research Methods Used for Studying Personal Epistemologies. *Loucas T. Louca, European University, Cyprus; Dora Tzialli, University of Cyprus; Michalis P. Michaelides, European University, Cyprus; Zacharias C. Zacharia, University of Cyprus*

Impact of Teachers' Physics Content Knowledge on Students' Achievement in Elementary School: A Video Study. *Annika Ohle, University Duisburg-Essen; Hans E. Fischer, University Duisburg-Essen*

Inciting Innovation in Math and Science Teaching Through Meaningful Content Integration: Developing Teachers' Content and Pedagogical Knowledge.

Zenaida Aguirre-Munoz, Texas Tech University; Shirley M. Matteson, Texas Tech University; Rebecca Ortiz, Texas Tech University; David Lamp, Texas Tech University; Brock Williams, Texas Tech University

Socio-Transformative Constructivism and Collaborative Planning/Assessment With Concept Maps. *Alberto J. Rodriguez, San Diego State University*

Preservice Elementary Teachers' Conceptions of Inquiry: Do They Portray Scientific Inquiry in the National Science Education Standards? *Youngjin Song, University of Northern Colorado; Nam-Hwa Kang, Oregon State University; Teresa M. Higgins, University of Northern Colorado*

Discussant:

Kenneth G. Tobin, The Graduate Center - CUNY

22.060. Understanding the Complexity of Becoming a Teacher Educator. SIG-Self-Study of Teacher Education Practices; Symposium
 New Orleans Marriott, Second Level, Preservation Hall Studio 10
 2:15 pm to 3:45 pm

Chair:

Anastasia P. Samaras, George Mason University

Participants:

Developing a Distinct Pedagogy of Teacher Education. *Shawn M. Bullock, University of Ontario Institute of Technology*

Negotiating Professional and Personal Identities as New Faculty Members. *Judy Joy Williams, Monash University*

Exploring and Forming Networks of Support, Collaboration, and Critique. *Jason K. Ritter, Duquesne University*

Discussant:

Nathan D. Brubaker, James Madison University

22.061. K-12 Online Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Invited Session
 New Orleans Marriott, Third Level, Mardi Gras Salon A
 2:15 pm to 3:45 pm

Chair:

Kara M. Dawson, University of Florida

Discussant:

Richard E. Ferdig, Kent State University

22.062. Developing Human Resources for the Workplace: Mentoring, Apprenticeships, Internships, and Other Learning. SIG-Workplace Learning; Paper Session
 New Orleans Marriott, Third Level, Mardi Gras Salon C
 2:15 pm to 3:45 pm

Chair:

Martin Mulder, Wageningen University

Participants:

A Restricted "Apprenticeship": The Work-Based Learning of Trainee Teachers in English Colleges of Further Education. *Kevin Orr, University of Huddersfield; Robin Simmons, University of Huddersfield*

Mentor/Protégé Role-Based Preferences for Reciprocal Development: A Choice

Between Traditional and Relational High-Quality Mentoring. *Rajashi Ghosh, Drexel University*

The Role of Vocational Habitus in an Alberta Youth Internship Program. *Laura Autumn Servage, University of Alberta; Alison Taylor, University of Alberta*

The Value of Work Experience in Outcomes for Students: An Investigation Into the Importance of Work Experience in the Lives of Undergraduates and Postgraduate Job Seekers. *Angela Shaw, University of Hull*

"Projectification": New Challenges for the Organization of Apprenticeship as a Model of Learning. *David John Guile, Institute of Education - London*

Improvisational Coactions in the Workplace Training Classroom. *Lyndon C. Martin, York University; Jo M. Towers, University of Calgary*

Discussant:

Bridget N. O'Connor, New York University

Division and SIG Roundtables

22.063. Roundtable Session 4; Roundtable Session

22.063-1. Academic Leadership. Division J - Postsecondary Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom A
 2:15 pm to 3:45 pm

Chair:

John P. Murray, California State University - Long Beach

Participants:

Boards as Principals, Presidents as Agents? Examining the Governance Relationship. *Eve Marie Proper, Vanderbilt University*

Developing Tomorrow's Leaders Today: Leadership Development Programs at Three North Carolina Community Colleges. *Paul Knott, Asheville Buncomb Technical Community College; Ann Elizabeth Alexander, Western Carolina University*

Understanding Academic Leadership. *Alenoush Saroyan, McGill University; Dawit Asrat Getahun, McGill University; Engida Hailye Gebre, McGill University*

22.063-2. Curriculum in Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom A
 2:15 pm to 3:45 pm

Chair:

Jamillah M.A. Grant, Northcentral University

Participants:

Engineering Broad Thinkers: The Effects of Curricular Emphases and Instructional Practices on Undergraduate Interdisciplinary Skills. *David B. Knight, The Pennsylvania State University*

Entrepreneurship Education Programs and Implementations in China. *Ying Xiong, University of Maryland; Cheng Qiang Qin, Guangxi University; Peter Yee Han Joong, University of the West Indies*

Grant Writing Courses: Are They Preparing Graduate Students to Consider the Power of Their Proposals? *David Bonner, University of North Texas; Bridget A. Walsh, University of Nevada - Reno; Kim Nimon, University of North Texas*

22.063-3. Adult and Nontraditional College Students. Division J - Postsecondary Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom A
 2:15 pm to 3:45 pm

Chair:

Hugo Alberto Garcia, Claremont Graduate University

Participants:

A Current Look at Nontraditional Postsecondary Students: Field of Study and Institution Type. *Melissa Cominole, Nicole McDermott Tate, North Carolina State University; Elizabeth J. Glennie, RTI International*

Educational Pathways: Experiences of Adult Undergraduates Returning to the Pipeline. *Chera D. Reid, New York University; Frances K. Stage, New York University; Halima Leak, New York University*

Adult Learners' Sense-Making on Academic Success in College: A View From Three Urban Commuter Institutions. *Mary Ziskin, Indiana University; Desiree Danielle Zerquera, Indiana University - Bloomington; Vasti Torres, Indiana University*

22.063-4. Faculty Roundtable 2: Assessment, Engagement, and Collaboration. Division J - Postsecondary Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom A
 2:15 pm to 3:45 pm

Chair:

Julia Hyunjeong Yoo, Lamar University

Participants:

Relationship Between Faculty Perceptions of Institutional Participation in Assessment and Faculty Practices of Assessment-Related Activities. *Antwione M. Haywood, Indiana University; Mahauganee Dawn Shaw, Indiana University; Thomas F. Nelson Laird, Indiana University; Eddie R. Cole, Indiana University*

Setting the Table: How and in What Ways Institutional Support Strengthens Faculty Community Engagement. *Kerry Ann O Meara, University of Maryland - College Park; Andrew Louder, University of Maryland; Aleece B. Sisson, University of Maryland*

The Influence of Faculty Collaborations on Motivation: A Self-Determination Perspective. *Vicente M. Lechuga, Texas A&M University*

22.063-5. Student Access and the Role of Institutional Image in Recruitment.

Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Phillis George, Jackson State University

Participants:

Branding Access: Using Financial Aid to Foster Institutional Image. *Michael S. Harris, The University of Alabama; Bradley Barnes*
The Role of Undergraduates at an "Entrepreneurial University": A Case Study of Rowan University. *Michael W. Klein, New York University*
Understanding the Behaviors of Stealth Applicants in the College Search Process. *Stephanie Dupaul, Southern Methodist University; Michael S. Harris, The University of Alabama*

22.063-6. Topics of Organizational Culture, Learning, and Social Justice in Higher Education Research. Division J - Postsecondary Education; Roundtable Session

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

Chair:

Karen P. Macbeth, The Ohio State University

Participants:

A Deweyan Perspective on Community College Institutional Accountability. *Clifford P. Harbour, University of Wyoming*
Development of New Measures of Change, Self-Efficacy Beliefs, and Organizational Culture in Higher Education. *Chad D. Ellett, CDE Research Associates, Inc.; Kadir Demir, Georgia State University; Lisa M. Martin-Hansen, Georgia State University; Judy Awong-Taylor, Board of Regents of the Univesity System of Georgia; Nancy Vandergrift, University of Georgia*
Responding to Cultural Scripts for Learning: Addressing International Pedagogies Meaningfully. *Thushari Welikala, Nottingham university*
Undergraduate Research Writing Students' Exploration of Issues of Diversity and Social Justice. *Gloria Park, Indiana University of Pennsylvania*
Who's Defining the Public Good: Universities in a Local, Knowledge-Based Economy. *Tami L. Moore, Oklahoma State University; Melanie Wilderman, Oklahoma State University; Joshua M. Krawczyk, Oklahoma State University; Boomer Appleman, Oklahoma State University*

22.063-7. Faculty Roundtable 3: Faculty Lives. Division J - Postsecondary Education; Roundtable Session

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

Chair:

Amanda M. Blakewood, University of Tennessee

Participants:

Knowledge Mobilization Practices of Educational Researchers in Canada. *Robyn Read, OISE/University of Toronto; Amanda Cooper, OISE/University of Toronto; Joelle Rodway Macri, OISE/University of Toronto*
Living on the Intellectual Continuum: A Reflexive Interrogation of Scholarly Life. *Leslie D. Gonzales, Clemson University; James W. Satterfield, Clemson University*
Postsecondary Faculty and the Politics of Tenure. *Janet H. Lawrence, University of Michigan; Molly Christina Ott, University of Michigan; Sergio Celis, University of Michigan*
Privacy in the Online Classroom: Faculty Views of a Safe Work Environment. *Lauryl A. Lefebvre, The University of Memphis*

22.063-8. Latino/a Student Success in College. Division J - Postsecondary Education; Roundtable Session

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

Chair:

Maricela Oliva, University of Texas - San Antonio

Participants:

Latino/a Undergraduates' Sense of Belonging: Mi Casa Es Su Casa . . . Or Is It? *Sonia Esquivel, Kansas State University; Kay Ann Taylor, Kansas State University*
Latino Educational Attainment in College: Impact of Social Capital. *William Watson, San Francisco State University*
Voices of Success: Understanding the Factors That Shaped the P-20 Trajectories of Academically Successful Latinas/os. *Daisy Denise Alfaro, University of Washington*

22.063-9. Student Identity Development and Performance. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Heather J. Brace, Whittier College

Participants:

Effects of Collective Racial Esteem on African American Male College Student Involvement. *Fashaad Crawford, PhD, University of Louisville; Michael Anthony, University of Louisville*
Intercultural Competence and Student Engagement Among Community College Students. *Stacey L. Edmonson, Sam Houston State University; Rebecca McBride Bustamante, Sam Houston State University; Rebecca L. Riley, Kingwood College, LoneStar Community College District*
The Relationship Between Spirituality and Sexual Identity Among Lesbian and Gay Undergraduate Students: A Qualitative Analysis. *Danielle Marie Johnson, University at Buffalo - SUNY*

22.063-10. Students' Success in the STEM Disciplines. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Michelle A. Maher, University of South Carolina

Participants:

Examining Access and Persistence in the Science, Technology, Engineering, and Mathematics Fields for Students With Learning Disabilities. *Jennifer Bell, The University of Arizona; Heather Haeger, The University of Arizona; Heather Metcalf, The University of Arizona*
Examining the Gender Gap in Science, Technology, Engineering, and Mathematics Persistence: The Role of Sample Selection and College Grades. *Barbara Anne King, University of Texas - Austin*
An Inquiry Into the Goal Commitment of Science, Technology, Engineering, and Mathematics (STEM) Graduate Students. *Melissa D. Hurst, University of South Carolina; Michelle A. Maher, University of South Carolina*

22.063-11. Teaching and Learning in Graduate Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Participants:

Facing 21st-Century Challenges Head-On: Reforming Graduate Education With Scholarly Engagement. *Kandace M. Knudson, University of California - Davis; Joyce Gutstein, University of California - Davis*
The Effects of Undergraduate Research Experiences on Students' Aspirations for Research Careers and Graduate Education. *Dake Zhang, Purdue University; Omolola Adedokun, Purdue University; Loran Carleton Parker, Purdue University; Amy L. Childress, Purdue University; Wilella Burgess, Purdue University*
The Impact of Undergraduate Research Experience on a Performance-Based Measure of Science, Technology, Engineering, and Mathematics (STEM) Graduate Students' Research Skills. *Joanna Angeline Gilmore, University of South Carolina; Michelle Vieyra, University of South Carolina - Aiken; Briana Crotwell Timmerman, University of South Carolina*
What Happens When the Apprentice Is Also the Master? A Qualitative Analysis of Graduate Students as Both Apprentice and Master Trainers in a Cognitive Apprenticeship Model. *Bridget Lee, University of Texas - Austin; Stephanie W. Cawthon, University of Texas - Austin; Kathryn Dawson, University of Texas - Austin*

22.063-12. Explorations Into the STEM Career Pipeline. Division J - Postsecondary Education; Roundtable Session

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

Chair:

Karen Evans Stout, University of Minnesota

Participants:

Realigning Current Practices and Policy: Defining Science, Technology, Engineering, and Mathematics (STEM) Student Success Literacy for Successful Transfer in STEM Fields. *Soko S. Starobin, Iowa State University; Jaime R. Lester, George Mason University*

Failure to Persist at Career Entry: Leak at the End of the Science, Technology, Engineering, and Mathematics Educational Pipeline. *Gina Ann Garcia, University of California - Los Angeles; Dan Merson, The Pennsylvania State University; Joanna Musial-Demurat, University at Albany - SUNY; Christina Turner, Gonzaga University; Lisa Weltzer-Ward, Kaplan University, Walden University; Hui-Jeong Woo, Loyola Marymount University*

Filling the Pipeline for Computational Sciences: Career Development Implications for Students in STEM-Specific Fields. *Deborah Worley, University of North Dakota; Amy E. Wells-Dolan, The University of Mississippi; Ayana Milele Johnson, The University of Mississippi*

22.063-13. Examining the Context of Teaching and Learning. Division J -

Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Karin Ann Lewis, University of Kentucky

Participants:

Assessing the Motivational and Learning Strategies of Community College Students. *Sandra M. Harris, Walden University; Rebecca R. Jacobson, Capella University*

Developing Civic Competence in Undergraduate Engineers Using Institutional Values, Curricula, and Pedagogies of Engagement. *Lois Calian Trautvetter, Northwestern University; Carla Cortes, Northwestern University*

The Effectiveness of Blended Instruction in Postsecondary General Education Mathematics Courses. *Anna Emilia Bargagliotti, The University of Memphis*

Undergraduate Research Experience: Intention and Doing for Science, Technology, Engineering, and Mathematics (STEM) Majors. *Ali Korkmaz, Indiana University - Bloomington; James S. Cole, Indiana University; Jennifer Buckley, Indiana University*

22.063-14. The Community College Transfer Function. Division J -

Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Amy Elizabeth Stich, University at Buffalo - SUNY

Participants:

Administrators' Perceptions of the Transfer Process for Historically Underrepresented Students: A Case Study. *Ruth C. Slotnick, Harvard University*

Creating Seamless Pathways to the Baccalaureate: Implications for Helping Students Build Transfer Capital. *Amy J. Fann, University of North Texas; Dawna Wilson, University of North Texas; Mayra Olivares-Urueta, University of Texas Southwestern; Roxanne Del Rio, North Central Texas College; Rafael de la Pena, University of North Texas; Kirsty Robertson, University of North Texas*

Does Earning an Associate Degree Lead to Better Baccalaureate Outcomes for Transfer Students? *Colin Chellman, City University of New York; David Crook, City University of New York; Vanessa Anderson, City College of New York - CUNY; Aleksandra Holod, Teachers College, Columbia University*

22.063-15. Charter School Legal Issues. Division L - Educational Policy and

Politics Cosponsored by SIG-Law and Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Jeanne M. Powers, Arizona State University

Participants:

Special Education in Charter Schools: Lessons From New Orleans. *Robert Garda, Loyola University New Orleans*

Preparing for an Era of Charter School Expansion: Special Education in Massachusetts' Charter Schools. *William Blackwell, Boston University*

Segregation Despite State Civil Rights Legislation: The Case of Charter Schools. *Genevieve Parker Siegel-Hawley, University of California - Los Angeles; Erica Frankenberg, The Pennsylvania State University*

22.064. Roundtable Session 5; Roundtable Session

22.064-1. Modes of Research: Narrative, Perception, and Educational

Neuroethics. SIG-Philosophical Studies in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Craig A. Cunningham, National-Louis University

Participants:

Rationale in Support of an Educational Neuroethics. *Helene Lalancette, Simon Fraser University; Stephen R. Campbell, Simon Fraser University*

The Philosophy of Narrative Research in Education. *Galit Caduri, Haifa University, Israel*

Seeing the Possible: Sensitive Perception as a Tool for Educational Research. *Ariana Stokas, Bard College*

22.064-2. Unearthing the Experiences of (Non)Immigrant Latina/o Students in

Education. SIG-Hispanic Research Issues; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Mary Carol Combs, The University of Arizona

Participants:

Achieving the Dream, Facing Reality: Experiences of Undocumented Latina/o Graduate Students. *Argelia Lara, University of California - Los Angeles*

Undocumented Participants: Protection and Ethics in a Time of Fear. *Bernadette Marie Mykal Mendoza-Brady, University of Northern Colorado; Maria K.E. Lahman, University of Northern Colorado; Katrina L. Rodriguez, University of Northern Colorado; Jana Schwartz, University of Northern Colorado*

Educational Pathways of Latino Immigrant Newcomers Ages 18-24: Examining an Overlooked Population. *Marguerite Lukes, New York University*

"Son Menos Mexicanos (They're Less Mexican)": U.S. Migrant Students in Mexican Schools. *Nadeen T. Ruiz, California State University - Sacramento*

22.064-3. Family Involvement and Special Education. SIG-Special Education

Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

William J. Calderhead, University of Kentucky

Participants:

Academic Expectations and Values as Associated With Parental Treatment Choices for Children With Attention Deficit Hyperactivity Disorder. *Lucy M. Barnard-Brak, Baylor University; Tracey Nicole Sulak, Baylor University*

Meaning of Parental Involvement in Inclusive Physical Education for Students With Developmental Disabilities: Parents' Perspectives. *Jihoun An, Texas State University - San Marcos; Samuel R. Hodge, The Ohio State University; Sookyung Shin, The University of Kansas*

Mothers' and Adolescents' Perceptions of Family Environment and Social-Emotional Functioning. *Marjorie Montague, University of Miami; Wendy Morrison Cavendish, University of Miami; Craig K. Enders, Arizona State University*

The Relationship Among Family Support of Goal Orientation, School Efforts to Facilitate Student Involvement, and Self-Determination. *Wendy Morrison Cavendish, University of Miami; Ray Rodriguez, University of Miami*

An Examination of the Individualized Education Program Process in a Secondary Inclusive Setting: A Collective Systems Perspective. *Laura E. Bray, University of Pittsburgh; Jennifer L. Russell, University of Pittsburgh*

22.064-4. Critical Examinations of Personal Experiences. SIG-Critical Educators

for Social Justice; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Amy Denise Mulholland, University of Houston

Participants:

On Spirituality and Social Justice. *Sheryl Conrad Cozart, George Mason University; Gretchen Givens Generett, Duquesne University*

Silence No More: A Transformative Transcendental Phenomenology of the Teen Mothers' Collegiate Experiences in the Rural Southeast. *Angela M. Rogers, University of South Florida*

The Internal Power of Chicana/Latina Students. *Marisol Oriana Ruiz, New Mexico State University; Lilia Chavez, University of San Francisco*

22.064-5. Materialistic Readings, Higher Education, and Imperialism Through**Technology.** SIG-Marxian Analysis of Society, Schools and Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Rebecca A. Goldstein, Montclair State University

Participants:

Marxist Approaches to the History of American Higher Education. *Nathan**Masters Sorber, The Pennsylvania State University*

Struggles in Semiotic Landscapes and Reading Between Images: Marketing

Imperialism Through Technology. *Joao J. Rosa, University of Massachusetts*
- *Dartmouth*

The Family: Conservative, Psychoanalytical, Anarchist, and Materialist

Readings. *Faith A. Agostinone, Aurora University***22.064-6. Concerns and Issues in Young Adolescent Development.** SIG-Middle-

Level Education Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Nan Bahr, Queensland University of Technology

Participants:

Reimagining Research at the Middle Level: Drop-Outs and Sanitary Pads in

Rwanda: Implications for the United States. *Kathleen Malu, William Paterson*
University

African American Young Adolescent Girls' Negotiation of Identities In and Out

of School. *Lisa Harrison, Ohio University*Toward a Motivation Model Based on Middle School Students' Voices. *Erika D.**Daniels, California State University - San Marcos*

Understanding the Interplay Between Adolescent Needs and School Structures

During the Middle to High School Transition. *Cheryl Rose Ellerbrock,**University of South Florida; Sarah M. Kiefer, University of South Florida*

You're Not the Boss of Me! Seven Middle School Girls Move Toward Being

Enough. *Hilary E. Hughes, University of Georgia***22.064-7. Urban Applications and Praxis Considerations in Peace Education.**

SIG-Peace Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Cheryl Duckworth, Nova Southeastern Univ.

Participants:

Urban Teaching: A Place for Peace Education. *Supriya Baily, George Mason**University; Beverly D. Shaklee, Kent State University*Starting Small: Child Guidance Approach to Educating for Peace. *Linda Pickett,**University of Michigan - Flint*Toward Comprehensive Peace Education Praxis for Sustainability. *Edward J.**Brantmeier, James Madison University***22.064-8. Multiple Perspectives on Turning Around Schools: Building Capacity,****Engaging Students, and Leader Autonomy.** SIG-School Turnaround and

Reform; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Joseph F. Johnson, San Diego State University

Participants:

Assessing School Capacity to Implement and Sustain Effective School-Level

Transformation Practices. *Eric Barela, Partners in School Innovation; Derek**S. Mitchell, Partners In School Innovation*Early College High School: Meeting the Core Principles. *Jill Bradley-Levine,**University of Indianapolis*Engagement in Early College: Mediating Academic Achievement. *Dana Nowell,**University of Virginia*

Like Being at a New School: Students' Lived Experience in a Turnaround

School. *Jennifer D. Olson, University of Illinois - Chicago*

Making A's: Principals' Perceived Autonomy in an Era of Accountability and

Achievement. *April L. Peters, University of Georgia; Sheneka M. Williams,*
*University of Georgia***22.064-9. Career Counseling and Retention Issues for Underrepresented****Students.** Division E - Counseling and Human Development; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Rebecca A. Robles-Pina, Sam Houston State University

Participants:

"You Know There's Just So Much That We Can Do": Counselors' Perceptions

of the College Choice Process of Mexican American Students. *Melissa Ann**Martinez, University of Texas - Austin*

Factors Limiting College Opportunity for Aspiring First-Generation College

Students and Impact of School Counselor Interventions. *Jacquelin Breaux**Broussard, Armstrong Middle School; Dianne F. Olivier, University of**Louisiana - Lafayette*Outcomes of Career Counseling for First-Year College Students. *Julia Panke**Makela, University of Illinois - Urbana-Champaign; Debra D. Bragg,**University of Illinois - Urbana-Champaign*

Students' Perceptions of a Program for Exploring Postsecondary Options.

*Sandra A. Deemer, Millersville University; Melissa Ostrowski, Penn Manor**School District*

Unique Characteristics of First-in-Family Aspiring College Students: Identifying

Targeted Areas for Intervention. *Molly Gordon, University of Minnesota*- *Twin Cities; Angie J. Pohl, University of Minnesota; Monica Jacob,**University of Minnesota; Sandra L. Christenson, University of Minnesota***22.064-10. Implementing Change in the Professions.** Division I - Education in the

Professions; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Sara Kim, University of California - Los Angeles

Participants:

A Systematic Approach to Implement Curriculum Reform in the Professions.

*Marcia R. O'Neal, The University of Alabama - Birmingham; Brian F.**Geiger, The University of Alabama - Birmingham; Nataliya V. Ivankova, The**University of Alabama - Birmingham; Kent G. Palcanis, The University of**Alabama - Birmingham; Karen A. Werner, Oak Ridge Institute for Science**and Education; Retta R. Evans, The University of Alabama - Birmingham;**Lasonja B. Kennedy, The University of Alabama - Birmingham*

Evaluation of a Professional School Recruitment Program and Its Impact

on Diversity. *Alicia Ayodele, University of Minnesota; Doneka R. Scott,**University of Minnesota*

Understanding Change and Innovation in Dental School Curriculum

From 1995 to 2009. *Eugene L. Anderson, American Dental Education**Association; N. Karl Haden, Academy for Academic Leadership; Karen**Novak, University of Kentucky; Gloria Gonzalez, American Dental**Education Association***22.064-11. Intersection of Pedagogy and Practice in and Through the Arts.** SIG-

Arts and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Robin A. Mello, University of Wisconsin - Milwaukee

Participants:

Signature Pedagogies in the Arts: Research for the Public Good. *Libby G.**Cohen, National Institute of Education; Liang See Tan; Myra Bacsal, National**Institute of Education; Heather Kvill, National Institute of Education; Daphna**Kehila, National Institute of Education; Xueyan Yang, National Institute of**Education*

Arts Integration: The Intersection of Public and Traditional School Pedagogy.

*Debbie Randolph, University of North Carolina; Jessica E. Speed, University**of North Carolina - Chapel Hill*

Arts-Centered Inquiry: Reimagining Arts in Education as Pragmatic

Instrumentalism. *Leann Logsdon, Georgia State University***22.064-12. SIG/Research in Mathematics Education Roundtable 1: Students.**

SIG-Research in Mathematics Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Cheng-Yao Lin, Southern Illinois University - Carbondale

Participants:

An Inverse Relationship Between Mathematics Identities and Classroom

Practices Among Early Career Elementary Teachers: The Impact of

Accountability. *Joan Gujarati, Manhattanville College*

Exploring Student Motivation for Mathematics in an Elementary Setting. *Sandra Mammano Linder, Clemson University; Julie Brockman Smart, Presbyterian College; Jennifer Cribbs, Clemson University*

When, What, and How for Elementary Mathematics Homework. *Renmin Ye, Houston Independent School District, Texas; Shu-Ling Lai, Ling Tung University; Carla Stevens, Houston Independent School District, Texas; Chin-Mei Lin, Ling Tung University*

Do Different Higher Education Teacher Education Programs Produce Variations in Grades 3-8 Student Performance in Mathematics? *Mary E. Yakimowski, University of Connecticut; Mary P. Truxaw, University of Connecticut; Wei Xia, University of Connecticut*

Grade 3 Students' Sense-Making Paths to Multi-Digit Subtraction Problem Solving and Representations. *Aki Murata, Stanford University; Sailaja Kattubadi, USAsiaEdu*

22.064-13. Bridging the Research/Policy-making Gap: Handing Down the Lessons of Lived Experience. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

David R. Garcia, Arizona State University

Participants:

Building a Bridge Over the Research/Policy-making Gap: Academics in the Role of Research Intermediary. *Emily Rydel Ackman, Arizona State University; Stacey Long-Genovese, Arizona State University; David R. Garcia, Arizona State University*

Building a Bridge Over the Research/Policy-making Gap: Academics in the Role of Research Intermediary. *Emily Rydel Ackman, Arizona State University; Stacey Long-Genovese, Arizona State University; David R. Garcia, Arizona State University*

Building a Bridge Over the Research/Policy-making Gap: Academics in the Role of Research Intermediary. *Emily Rydel Ackman, Arizona State University; Stacey Long-Genovese, Arizona State University; David R. Garcia, Arizona State University*

22.064-14. Negotiating Disciplinary, Professional, or Institutional Borders to Build Collaborative Teaching Relationships: A Discourse Perspective. SIG-Language and Social Processes; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Louise B. Jennings, Colorado State University

Participants:

Interactional Discourse Patterns of an Interdisciplinary Team: Consequences for Students. *W. Douglas Baker, Eastern Michigan University*

On-Site and Online Instructors Discursively Constructing Roles and Relationships in a Hybrid Course. *Roseanne Macias, University of California - Santa Barbara; Terry Inglese-Sinicropo, University of California - Santa Barbara*

Negotiating a Co-Expertise Collaborative Teaching Relationship Between a Classroom Teacher and a University Researcher. *Beth V. Yeager, University of California - Santa Barbara; Phoebe Hirsch-Dubin, University of California - Santa Barbara; Jill Brody, Mesa Unified School District*

22.065. Roundtable Session 6; Roundtable Session

22.065-1. Examining Literacy and Mathematical Implementation Issues and Challenges. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm

Chair:

Mary M. Chittooran, Saint Louis University

Participants:

Evaluation of the Grade 7 Pre-Algebra Benchmark Exams. *Mei-Hui Wang, Anne Arundel County Public Schools, Maryland; Adam Milam, Anne Arundel County Public Schools, Maryland; Beverly Gayle Pish, Anne Arundel County Public Schools, Maryland*

Examining Teachers' Practices Providing Written Feedback in Mathematics Problem-Solving Classes. *Edith Gummer, Northwest Regional Educational Laboratory; Karen A. Marrongelle, Portland State University*

Measuring Fidelity of Implementation: Methodological and Conceptual Issues and Challenges. *Ellen Osmundson, University of California - Los Angeles;*

Cathy Ringstaff, WestEd; Joan L. Herman, University of California - Los Angeles; Yunyun Dai, University of California - Los Angeles; Mike Timms, WestEd

A Framework for Assessing Intellectual Authenticity in Literacy and Uses for Teacher Professional Development. *Matthew R. Hanson, University of Illinois - Urbana-Champaign; Lizanne DeStefano, University of Illinois; Susan McMahon, National-Louis University; Elisa Mustari Fiedler, University of Illinois - Urbana-Champaign*

Assessment and Teaching of Mathematics for 21st-Century Learning. *Kwok Wai Loo, Nanyang Technological University; Kim H. Koh, Nanyang Technological University, Singapore; Yean Bee Lee, Nanyang Technological University; Shuyi Chua, National Institute of Education, Singapore*

22.065-2. Investigating Factors Associated With Predicting Improvements in Academic Achievement Among 8th and 9th Grade Students. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm

Chair:

Juna Z. Snow, University of California - Berkeley

Participants:

A Day in the Life of Delaware's Ninth Graders. *Joan L. Buttram, University of Delaware*

Exploring Relationships Among School Relatedness, Parental Advisement, and Eighth-Grade Academic Achievement. *Ying Hong Jiang, Azusa Pacific University; Patricia J. Bonner, Azusa Pacific University; Jenny Y.P. Yau, Azusa Pacific University*

Testing the Effects of Independent Silent Reading and Computer-Based Cognitive Tools in Secondary Students. *Joshua A. Cuevas, Georgia State University; Roxanne L. Russell, University of Phoenix Online; Miles Anthony Irving, Georgia State University*

The Forgotten Middle: Who Are They? *Dale Whittington, Shaker Heights City School District*

22.065-3. Scaling-Up Reading Achievement Interventions: Challenges in Secondary Schools. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm

Chair:

John R. Slate, Sam Houston State University

Participants:

Investigation of Reading Achievement Growth Over Academic and Summer Periods. *Tammiee S. Dickenson, University of South Carolina - Columbia; Diane M. Monrad, University of South Carolina; Robert John May, University of South Carolina; Heather Bennett, University of South Carolina*

Mining Black Diamonds: Improving Reading Achievement in K-3 Appalachian Ohio Schools by Applying Scientifically Based Reading Research (SBRR) Principles. *James A. Salzman, Ohio University; David O. Newman, Cleveland State University; Sharon L. Reynolds, Ohio University*

Reading on Grade Level and College Attendance: A Longitudinal Analysis of Third-Grade Students in Chicago in 1996-97 and Their Future Educational Outcomes. *Joy Lesnick, University of Chicago; Julia A. Gwynne, University of Chicago; Robert M. Goerge, University of Chicago; Cheryl Smithgall, University of Chicago*

A Multisite Randomized Control Trial to Examine the Impact of ABRACADABRA on Indigenous Early Literacy in Australia. *Janet Helmer, Charles Darwin University; Jennifer R. Wolgemuth, Charles Darwin University; Christine Bottrell, Charles Darwin University; Helen Harper, Charles Darwin University; Tess Lea, The Northern Institute - Charles Darwin University*

22.065-4. Teacher Practices With At-Risk, Culturally, and Linguistically Different Students in Secondary Schools. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm

Chair:

Kyndra Violetta Middleton, Howard University

Participants:

Culturally Responsive Instruction: Teacher Practices and Beliefs in Culturally and Linguistically Diverse Schools. *Elizabeth C. Rightmyer, Education / Research Consultants; Tiffany Renee Wheeler, Transylvania University*

The Formative Assessment of Academic Language and Science Learning

With English Language Learners in Kindergarten. *Alison Bailey, University of California - Los Angeles; Huang Yiching, University of California - Los Angeles; MaryLou Escobar; Para Los Ninos*

Disjointed Continuity in Classification of Language Minority Students: Measurement Error and Effects on Research, Policy, and Practice. *Shonte Stephenson, University of California - Davis; Irina S. Okhremtchouk, University of California - Davis*

22.065-5. The Impact of Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Katherine E. Culp, Education Development Center, Inc.

Participants:

Study of the Thinking Reader Software Program: Study Design and Methodology. *Teresa Garcia Duncan, ICF International; Kathryn V. Drummond, American Institutes for Research*

Study of the Thinking Reader Software Program: Description of the Intervention and Implementation. *Kathryn V. Drummond, American Institutes for Research; Courtney C. Zmach, Collier County Public Schools; Lindsay Fryer, American Institutes for Research*

Study of the Thinking Reader Software Program: Analytical Strategy and Student Achievement Findings. *Marjorie Chinen, American Institutes for Research; H. Ray Miller, University of Pittsburgh*

22.065-6. Use of Assessment Results in Determining Student Promotion

Decisions and School Accountability. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Rosanne B. Brown, Peel District School Board

Participants:

Raising All Ships: The Effect of Retesting on School Accountability Results and Achievement Gaps. *Bradley J. McMillen, Wake County Public Schools, North Carolina; Brian K. Sumner, Wake County Public Schools, NC*

Test-Based Promotion From a Bourdieuan Perspective: How One Graduate Student Chose a Theoretical Framework. *Andrew Huddleston, University of Georgia*

Teacher and Student Perceptions of Accommodations for English Language Learners (ELLs) on Math Assessments: Do They Add Up? *Nichole Rivera, University of California - Los Angeles; Jenny C. Kao, Teachers College, Columbia University; Sandy Chang, University of California - Los Angeles; Noelle Griffin, University of California - Los Angeles*

22.065-7. Validity and Reliability Issues in Instrument Development and Program Evaluation.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Winona M. Burt, University of Houston - Clear Lake

Participants:

Development and Validation of the Interest-in-the-Arts Questionnaire. *Paul R. Brandon, University of Hawaii - Manoa; Brian E. Lawton, University of Hawaii - Manoa*

The Importance of Data Validity and Reliability in Program Evaluation. *Laura M. Holian, REL-Appalachia at CNA; Linda Cavalluzzo, CNA Education*

Validating Learning Walks as a Tool for Research. *Brett D. Campbell, Clark County School District*

22.065-8. Why Measure Implementation in an Impact Study? Examples, Challenges, and the Relationship Between Implementation and Results in the Striving Readers Program Evaluations.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Cris Price, Abt Associates Inc.

Participants:

Implementation and Impact of the Ohio Department of Youth Services Striving

Readers Project. *William Loadman, The Ohio State University*

Implementation and Impact of the Mid-South Striving Readers Project. *Debra J. Coffey, Research for Better Schools*

Implementation and Impact of the Newark, New Jersey, Striving Readers Project. *Jennifer A. Hamilton, Westat*

Implementation and Impact of the Springfield-Chicopee, Massachusetts, Striving Readers Project. *Kimberley Sprague, The Education Alliance at Brown University*

Implementation and Impact of the Portland, Oregon, Striving Readers Project: Examining the Relationship Between Implementation and Impact. *Bonnie Faddis, RMC*

22.065-9. Charter Schools: Best Choice? SIG-Charter School Research and Evaluation; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Craig L. Esposito, University of Connecticut

Participants:

A Case for "Ma and Pa" Charter Schools. *Nina K. Buchanan, University of Hawaii - Hilo; Heather Nakakura, West Hawaii Explorations Academy PCS; Curtis Muraoka, West Hawaii Explorations Academy PCS*

Institutionalizing Innovation in Charter School Structure: The Impact of Leader Vision. *Hugh C. Thompson, The University of Arizona*

"It's Our Best Choice Right Now": Examining the Choice Options of Charter School Parents. *Adriana Villavicencio, New York University*

22.065-10. Aspects of Geographical Space, Culture, and Gender That

Influence Reading. SIG-Research in Reading and Literacy; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Rosalind Horowitz, University of Texas - San Antonio

Participants:

Border Crossings: The Significance of Borders as Represented in Literature for Transnational Youth. *Rosalind Horowitz, University of Texas - San Antonio; Michelle Olvera Dart, University of Texas - San Antonio; Monica Rae Jazdzewski, University of Texas - San Antonio*

Proof That "Anything Is Possible": Beyond Raced and Gendered Understandings of Textual Connection. *Katherine M. Sciurba, New York University*

Factors Related to Students' Attitudes Toward Reading in Italy. *Fabio Alivernini, INVALSI; Sara Manganelli, INVALSI; Ines Di Leo, INVALSI; Bruno Losito, Third University of Rome*

22.065-11. School-University Collaboration: Transforming Cultures and

Practices. SIG-School/University Collaborative Research; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Tatiana Joseph, University of Wisconsin - Milwaukee

Participants:

What's Next? A Collaborative, Appreciative Inquiry-Based Approach to Enhancing Principals' Learning-Centered Leadership. *Robert Martin Reardon, Virginia Commonwealth University*

Transforming an Organization's Culture: A Collaborative Research Partnership Using Appreciative Inquiry. *Raymond L. Calabrese, The Ohio State University; Erik Cohen, The Ohio State University*

An Unusually Effective School/University Collaborative Program. *David Reynolds, University of Plymouth; Linda la Velle, University of Plymouth*

Urban Elementary Teachers as Novice Lesson Study Practitioners: Timing Is Everything. *Sharon Dotger, Syracuse University; Vicki McQuitty*

22.065-12. Action Research Across Diverse and International Contexts. SIG-

Action Research; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Adam Rubin, New Visions for Public Schools

Participants:

Playing the Game: Strategies for Inclusion, Cultural Production, and Social

Change. *Erin Allaman, University of Colorado*
 Action Research for Teachers in Qatar: Linking Practice, Theory, and Policy. *Jean McNiff, York St. John University; Julie Pearson, St. Mary's University College*
 Putting Diversity Into Practice: Expanding Undergraduates' Cross-Cultural Awareness Through Cultural Stories. *Pei-Fen Li, University of Georgia; Boh Young Lee, University of Georgia; Jerry Gale, University of Georgia; Hao-Min Chen, University of Georgia*

22.065-13. Addressing Heterogeneity and Selection Issues. Division D - Measurement and Research Methodology; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 2:15 pm to 3:45 pm

Chair:

Christopher Rhoads, Northwestern University

Participants:

Generalizability of Results From Randomized Trials: Using Moderator Analyses to Investigate Heterogeneity of Effects. *Andrew P. Jaciw, Empirical Education Inc.*

Improving the External Validity of Randomized Experiments Using Propensity Score Matching. *Laura Elizabeth Tipton, Northwestern University*

Should Auxiliary Independent Variables Be Included in Models During Analyses? Perspective From Sample Size. *Xiaoxu Li, The Chinese University of Hong Kong; Xiaoyan Sun, The Chinese University of Hong Kong*

22.065-14. Dimensions of Test Validation. Division D - Measurement and Research Methodology; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 2:15 pm to 3:45 pm

Chair:

Joy L. Matthews-Lopez, National Association of Boards of Pharmacy

Participants:

Beyond Alignment: Important Questions to Ask (and Answer) to Evaluate Content Validity. *Stephen G. Sireci, University of Massachusetts - Amherst; Jason A. Schweid, University of Massachusetts*

Readability of Credentialing-Examination Materials: The Creation, Calibration, and Validation of an Appropriate Measurement Model. *Barbara A. Badgett, University of Nevada - Las Vegas; Alice J. Corkill, University of Nevada - Las Vegas*

The Need for Documenting Validation Transactions: A Qualitative Component of the Testing Validation Process. *Charles Secolsky, County College of Morris - New Jersey; Ellen Wentland, Northern Essex Community College; Brian Denison, Champlain Regional College*

Think-Aloud Protocols: Methodology for Characterizing Cognitive Reading Skill and Test Validation. *Maryam Wagner, OISE/University of Toronto; Eunice Eunhee Jang, University of Toronto*

Triangulating Validity Evidence: Classroom Discussions, Written Assessments, and Cognitive Interviews. *Kristen Orourke Burmester, University of California - Berkeley*

22.065-15. Issues in Vertical Scaling. Division D - Measurement and Research Methodology; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 2:15 pm to 3:45 pm

Chair:

Canda D. Mueller, Questar Assessment, Inc.

Participants:

Common Item Selection in Multidimensional Item Response Theory (MIRT) Vertical Scaling Under Unbalanced Content Designs. *Yang Lu, Michigan State University; Mark D. Reckase, Michigan State University*

Establishing Validity Evidence to Assess College Readiness Through a Vertical Scale. *Katherine Furgol, University of Iowa; Anthony D. Fina, University of Iowa; Catherine Welch, University of Iowa*

Exploring Unidimensional Proficiency Classification Accuracy From Multidimensional Data in a Vertical Scaling Context. *Marc Howard Kroopnick, Association of American Medical Colleges; Robert J. Mislevy, ETS*

22.065-16. Understanding the Impact of Common Testing Issues on Item Performance and Estimation. Division D - Measurement and Research Methodology; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 2:15 pm to 3:45 pm

Chair:

Shungwon Ro, Kenexa

Participants:

A Comparison of Standard Item Response Theory and Effort-Moderated Item Response Theory Models in Test Evaluation for Speeded Test. *Ming Lei, The College Board*

Context Effects on Item Parameters and Scale Score Estimation. *Bruce F. Randel, McREL; Seung W. Choi, Northwestern University; Michelle LD Barrett, CTB/McGraw-Hill; Dong-In Kim, CTB/McGraw-Hill*

The Effect of Altering Correct Response Location. *Tianshu Pan, Pearson; Donald G. Meagher, Pearson*

Division and SIG Posters

22.066. Poster Session 2; Poster Session

22.066-1. Division K Section 6 Poster Session. Division K - Teaching and Teacher Education; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 2:15 pm to 3:45 pm

Posters:

- English Education for the Public Good: A Review of Literature on Culturally Responsive English Instruction (1979-2009). *Theresa Adkins, Towson University*
- Examining the Ineffectiveness of Preparing of Culturally Responsive Teachers Within Educational Psychology Courses. *Tehia V. Starker, University of North Carolina - Charlotte; Kamau Oginga Siwatu, Texas Tech University*
- Exploring the Tensions Between Multicultural Education and Developmentally Appropriate Practice in Early Childhood Education. *Caryn C. Park, Tufts University*
- Exploring Veteran and Novice Quality Teacher Practices for Social Justice. *Jenifer Anne Crawford, University of Southern California; Paula M. Carbone, University of Southern California*
- How Can Educators Effectively Support Undocumented Students? Exploring the Perspectives of Undocumented Latino Youth. *Rita Catherine Tracy, University of Colorado - Boulder; Emily Wexler Love, University of Colorado - Boulder*
- Korean Parents' Experiences and Satisfaction With Their Children's Education at Schools. *Jeesun Jung, Ohio University - Athens; Seungho Moon, Teachers College, Columbia University; Yoosoon Bang, Teachers College, Columbia University; Kyee Yum Kwon, Teachers College, Columbia University; Younjung Suh, Teachers College, Columbia University*
- Losers to Winners: An Investigation of the Co-Construction of School Identities in a Professional Development School. *Darby Claire Delane, University of Florida; Elizabeth Bondy, University of Florida*
- Mathematics and Social Justice: A Literacy Connection. *Dana L. Hagerman, University of Wisconsin - Madison; Anita A. Wager, University of Wisconsin*
- Mentoring: The Under-Explored Link to Social Justice in Teacher Education. *Renee Spanos, The Ohio State University*
- Preparing to Teach for Social Justice: What Novice Teachers Tell Us. *Shannon P. Hart, National-Louis University; Deborah O'Connor, National-Louis University*
- Preparing White Educators to Enact Critical Multiculturalism in Nondominant School Communities Through Mindfulness. *Barbara J. Dray, University of Colorado - Denver; Peggy Hickman, Arcadia University*
- Should One Size Fit All? Rural Colleges of Education and the National Council for Accreditation of Teacher Education (NCATE) Diversity Standard. *Debra A. Miretzky, Western Illinois University; Sharon Stevens, Western Illinois University*
- Teacher Sense of Agency and Critical Pedagogy: Obstacles to Implementation in the Context of Neoliberalism. *Tonda Liggett, Washington State University - Vancouver*
- The Relationship Between Attributions of Cultural Awareness and Cultural Competence Among Preservice Teachers. *Yan Yang, University of Texas - Brownsville*
- There Is a Need, But How Do We Meet It? Examining Multicultural Education Classes. *Brandelyn L. Tosolt, Northern Kentucky University; Bettina L. Love, Northern Kentucky University*
- Toward Cultural and Linguistic Diversity in Early Childhood Teacher Preparation. *Young-Hee Park, Florida State University; Sung-On Hwang, Florida State University*

22.066-2. Strategic Recruitment in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 2:15 pm to 3:45 pm

Posters:

17. Admissions to Initial Teacher Education: The Role of Teacher Educators. *Amanda K. Ferguson, OISE/University of Toronto*
18. Engaging Urban Communities in Teacher Education. *Ann Marie Ryan, Loyola University Chicago; Ruanda Garth Mccullough, Loyola University Chicago*
19. Learning to Teach Teachers: An Ethnographic Study of Novice Teacher Education Instructors. *Judith Longfield, Georgia Southern University*
20. Recruiting and Retaining Underrepresented Populations to Teacher Education: A Critical Inquiry Perspective. *Marilyn Terese Chu, Western Washington University; David M. Carroll, Western Washington University*
21. Strengthening the Pipeline: Reforming Teacher Education for the Public Good. *Joshua H. Barnett, Arizona State University; Audrey Amrein-Beardsley, Arizona State University*
22. Thaaat's What You Meant by Diversifying the Teaching Profession: Contradictions in Recruiting From Underrepresented Communities. *Mary D. Burbank, University of Utah; Richard Diaz, University of Utah*

22.066-3. Adult Issues in Education—Lifelong Learning. Division G - Social Context of Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

23. Policy-Driven for Lifelong Learning and Its Effects: Experiences of Working Adults in Taiwan. *Dianfu Chang, National Chinan University; Sung-Po Lin, National Chi Nan University, Taiwan*
24. The Medium, the Message, and the Educator: Baudrillard and Adult Education. *Beth Martin, North Carolina State University*

22.066-4. Alternative Contexts for Thinking About Teaching, Learning, and Coaching. Division G - Social Context of Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

25. Figured Worlds of Technology Use: Technology, Identity, and Information Technology Support in a Public Law School. *Matthew Lessem, University of Colorado*
26. Learning in and About Context: The Pedagogy of Literacy Methods Assignments in School- and Community-Based Field Settings. *Kate Brayko, University of Washington*
27. Quest for the Coaching Sorority in the Rural South. *Alan Brown, The University of Alabama*

22.066-5. Safe Schools and Communities Poster Session. SIG-Safe Schools and Communities; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Poster:

28. Effects of an Educational Video on the Measurement of Bullying by Self-Report. *Michael Baly, University of Virginia; Dewey G. Cornell, University of Virginia*

22.066-6. International Studies of History and Social Science Education, Ethics, and the Arts. Division C - Learning and Instruction Cosponsored by SIG-Research in Social Studies Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

29. Interest and Attitude: Do They Influence Students' Learning on Bioethical Dilemmas? *Hiemke Katharina Schmidt, GRK 1195, University of Goettingen; Martin Rothgangel, University of Vienna; Dietmar Grube, University of Vechta*
30. National Identity Formation in Secondary Social Studies Textbooks in Taiwan. *Phone-Mei Chou, National Taipei University of Education*
31. The Connection Between Students' Ideas of History and Their Attitudes to Historical Learning. *Yi-Mei Hsiao*
32. Imitation and Imagination in the Children's Drawing. *Yanjie Yang, Yiyang Wang, Beijing Normal University, China*
33. Investigating the Historical Empathy of Students at a Secondary School: In What Ways Does Teaching Make a Difference? *Martyn Charles Davison, Pakuranga College*
34. The Influence of Pedagogical Content Knowledge on Advanced Placement Psychology Teachers' Instruction. *Michael Kopish, University of Wisconsin - Madison*

22.066-7. Linking Home and Schools: Including Nondominant Communities. Division C - Learning and Instruction; Poster Session

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

Posters:

35. A Longitudinal Study of Children's Science Explanation Writing Development. *Carol A. Donovan, The University of Alabama; Laura B. Smolkin, University of Virginia*
36. Assessing Early Language and Literacy Skills: Revisiting the Teacher Rating of Oral Language and Literacy. *Jisu Han, University of Georgia; So Mi Kim*
37. Bidialectal African American Adolescents' Views on Code-Switching in English Language Arts Classes. *Amanda J. Godley, University of Pittsburgh; Allison Escher, University of Pittsburgh*
38. Deictic, Chronotopic, Transitory: Examining the Nature of Literacy in a Digitally Enhanced Fourth-Grade Classroom. *Elizabeth A. Baker, University of Missouri*
39. Effects of a Teacher Training on the Efficacy of Curriculum-Based Measurement (CBM). *Natalie Foerster, University of Münster; Elmar Souvignier, University of Münster*
40. Emergent Literacy Skill Development in Children Attending Head Start: Using Extratextual Input With Alphabet Books. *Autumn B. Wyant, University of Notre Dame; Sara P. Godshall, University of Notre Dame; Mary Wagner Fuhs, University of Notre Dame; Jeanne Day, University of Notre Dame*
41. How Effective Are Family Literacy Programs? Results of a Meta-Analysis. *Nele McElvany, Technical University of Dortmund; Roel Van Steensel, University of Amsterdam; Stephanie Herppich, University of Kiel; Jeanne J.H. Kurvers, Tilburg University*
42. Influence of Oral Discussion on Metadiscourse in Reflective Essays. *Beata M. Latawiec, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign*
43. Preschool Teacher Study Groups: Collaborative Professional Development in Early Literacy. *Linda Michele Platas, University of California - Berkeley; Anne E. Cunningham, University of California - Berkeley; Sarah G. Wheeler, University of California - Berkeley; Kelly E. Boyle, University of California - Berkeley*
44. Using Concept Mapping and Intentional Teaching to Develop Young Children's Knowledge and Vocabulary About Plants. *Janice Hunter, University of North Florida; Stephanie Wehry, University of North Florida; Heather Monroe-Ossi, University of North Florida; Cheryl A. Fountain, University of North Florida*
45. Word Learning and Decodable Texts: Problems for Struggling Early Readers. *Rick Chan Frey, University of California - Berkeley*

22.066-8. Poster Session: Collaborative Learning Environments. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

46. How to Measure Performance in Case-Based Learning When the "Right Answer" Doesn't Exist? *Genevieve Gauthier, McGill University; Susanne P. Lajoie, McGill University*
47. Empathy Development Environments: A Framework for Supporting the Cultivation of Empathic Capacities. *Shaundra Bryant Daily, Massachusetts Institute of Technology; Karen A. Brennan, Massachusetts Institute of Technology; Rosalind W. Picard, Massachusetts Institute of Technology*
48. High School Journalism as Community of Practice: Empirical and Theoretical Challenges. *Alex Hoobie Schott, University of Iowa*
49. If Learners Select and Write Their Own Problem-Based Learning Problems, Would It Be Good? *Hyeon Woo Lee, Sangmyung University*
50. Supporting Elementary Students' Knowledge Building About Climate Change Through Online and Face-to-Face Collaborative Discourse. *Richard J. Reeve, Queen's University; Azza Sharkawy, Queen's University*
51. Teaching in Linguistically Heterogeneous Classrooms: Scaffolding Native/ Non-Native Speaker Participation in Pair Work. *Ester J. Dejong, University of Florida*

22.066-9. Past Is Present but Not Future Perfect. Division G - Social Context of Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

52. The Roots of Inequality: Race, Class, and Gender in California Schools, 1849-1900. *Lisa Garcia Bedolla, University of California - Berkeley*
53. Post-Coloniality in Taiwan's Overseas-Studies Education Program. *Yun-Shiuan (Viola) Chen, University of Illinois - Urbana-Champaign*

Friday, 4:05 pm

Governance Meetings and Events

23.001. AERA Committee on Scholars of Color in Education: Closed Meeting.

AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
4:05 pm to 6:05 pm

Chair:

Tabbye Maria Chavous, University of Michigan

23.002. AERA Ethics Committee: Closed Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Balcony L
4:05 pm to 6:05 pm

Chair:

Carolyn D. Herrington, Florida State University

23.003. AERA Journal Publications Committee and Journal Editors: Closed Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Balconies MN
4:05 pm to 5:35 pm

Chair:

Russell W. Rumberger, University of California - Santa Barbara

23.004. SIG Leadership Orientation: Session 1. AERA Governance; Governance Session

Sheraton, Second Level, Rhythms Ballroom III
4:05 pm to 5:35 pm

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

Presidential Sessions

23.010. AERA Distinguished Lecture: Allan A.J. Luke.

Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
4:05 pm to 5:35 pm

Chair:

Kris D. Gutiérrez, University of Colorado - Boulder

Speaker:

Generalizing Across Borders: Policy and the Limits of Educational Science.
Allan A.J. Luke, Queensland University of Technology

23.011. Interest-Driven Learning and Participatory Democracy: A 21st-Century Agenda for Technology and Education. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2
4:05 pm to 6:05 pm

Chair:

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

Participants:

Connected Learning and Participation in a Networked Age. *Mizuko Ito, University of California - Irvine*
New Media and the Future of Democracy: An Educational Agenda. *Joseph E. Kahne, Mills College*
Creating Hybrid Online/Face-to-Face Spaces to Support Anytime/Anywhere Learning. *Nichole D. Pinkard, DePaul University*
The Internet and Activism: Taking the Long View. *Ethan Zuckerman, Harvard University*

Discussant:

Elyse A. Eidman-Aadahl, University of California - Berkeley

AERA Sessions

23.012. Triennial Travesties of 2011. AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom B
4:05 pm to 6:05 pm

Chair:

W. James Popham, University of California - Los Angeles

Participants:

Foucault Gumbo. *Jeffrey K. Smith, University of Otago; Lisa F. Smith, University*

of Otago

A Cajun Musical Commentary on Educational Research. *Judith A. Arter, Pearson*
The Golden Age of Education: When? *Gordon Stobart, Institute of Education - London*
Medley: Academic Recession Rag-Charter Petitioner Blues. *William G. Wraga, University of Georgia*

Secrets for Early Career Professionals: The Real AERA Presession. *Gregory J. Cizek, University of North Carolina - Chapel Hill*

Passivity Foregone: How to Recruit Assessment Professionals. *W. James Popham, University of California - Los Angeles*

The Messickists. *Gilbert N. Andrada, Connecticut State Department of Education; Robert Cook, University of Massachusetts - Amherst; Katrina Crofts, University of Massachusetts - Amherst; Mary Pitoniak, ETS; Stephen G. Sireci, University of Massachusetts - Amherst; Florence R. Sullivan, University of Massachusetts - Amherst*

Committee Sessions

23.013. A Fireside Chat: Telling Queer and Gendered Stories. Committee on Scholars and Advocates for Gender Equity in Education; Invited Session

Sheraton, Fourth Level, Oak Alley

4:05 pm to 5:35 pm

Invited Guests:

Kevin K. Kumashiro, University of Illinois - Chicago
Sofia A. Villenas, Cornell University

Division Sessions

23.014. Allocating Resources to Improve Teaching and Learning. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside B

4:05 pm to 5:35 pm

Chair:

Bob L. Johnson, Jr., University of Utah

Participants:

A Study of Female Central Office Administrators and their Aspirations to the Superintendency. *Ava J. Muñoz, University of Texas - Arlington; Anita M. Pankake, University of Texas - Pan American; Shirley J. Mills, University of Texas - Pan American; Marie V. Simonsson, University of Texas - Pan American; Elizabeth T. Murakami-Ramalho, University of Texas - San Antonio; Jessica G. Land, University of Texas - San Antonio*

Economic Sense and Sensibility: How Educators Navigate the Market for Comprehensive School Reform Designs. *Marian A. Robinson, Teachers College, Columbia University*

Lean Management in a K-12 School District: A Case Study. *Beverly Brown, Oakland University*

Principals' Efforts to Enhance Teacher Quality: An Examination of Human Capital Development in Schools. *Morgan L. Donaldson, University of Connecticut*

School Improvement via a Distributed Leadership Team: A Micropolitical Perspective. *Julie K. Shepherd, University of Iowa*

Discussant:

Christopher A. Thorn, University of Wisconsin - Madison

23.015. Black Women Scholars on Educational Leadership for the Public Good: Exploring the Intersectionality of Race, Gender, and Leadership in Schools. Division A - Administration Organization & Leadership; Symposium

Sheraton, Fourth Level, Edgewood

4:05 pm to 5:35 pm

Chair:

Linda C. Tillman, University of North Carolina - Chapel Hill

Participants:

Examining Race, Gender, and Organizational Structure Through Narrative Methodology: Black Female Leadership Narratives on Transformational and Transactional Leadership. *April L. Peters, University of Georgia*

The Case for Authentic Instructional Leadership: The Identity and Experiences of an African American Female Administrator. *Karen Stansberry Beard, Miami University of Ohio*

Black Women and the Ethic of Care in Educational Leadership: Developmental Levels of Caring Among African American Women Leaders. *Lisa Bass, University of Oklahoma*

Toward the Three Frames of African American Leadership: Analyzing the Practices of Black Female Principals for the Public Good. *Latish Cherie Reed,*

University of Wisconsin - Milwaukee

The Significance of Mentoring for African American Women in Educational Leadership: A Black Feminist Perspective. *Cosette M. Grant, The Pennsylvania State University - Greater Allegheny*
Blurring the Lines of Race and Gender in Leadership: A Black Woman Scholar's Reflections on Intersectionality in Educational Leadership. *Patrice A. McClellan, Lourdes College*

Discussant:

Sonya Douglass Horsford, University of Nevada - Las Vegas

23.016. Student Optimism, Cultures of Learning, and Instructional

Effectiveness. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
4:05 pm to 5:35 pm

Chair:

Jimmy K. Byrd, University of North Texas

Participants:

Establishing a Culture of Learning: Implementing Literacy Strategies Within a Professional Learning Community. *James E. Gray, Iberia Parish School System; Dianne F. Olivier, University of Louisiana - Lafayette*
School Instructional Effectiveness and Student Learning in Math: Investigating a Nonlinear Model of School Improvement. *Ronald H. Heck, University of Hawaii - Manoa*
Student Academic Optimism: Confirming a Construct. *Curt M. Adams, University of Oklahoma; Patrick B. Forsyth, University of Oklahoma*
The Effects of Academic Optimism on Elementary Reading Scores. *Raymona Bevel, Madison County Schools; Roxanne M. Mitchell, The University of Alabama*

Discussant:

Jimmy K. Byrd, University of North Texas

23.017. Dear Maxine: Letters From the Unfinished Conversation. Division B -

Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
4:05 pm to 6:05 pm

Chair:

Robert Lewis Lake, Georgia Southern University

Participants:

Imagining the Possible. *Mike Rose, University of California - Los Angeles*
Crisis, Dispossession, and the Social Imagination: A Conversation Between W. E. B. DuBois, Naomi Klein, and Maxine Greene. *Michelle Fine, The Graduate Center - CUNY*
Maxine Greene: Ever My Teacher. *Martha Barry McKenna, Lesley University*
Breaking Through the Crust. *Wendy R. Kohli, Fairfield University*
Our Imaginarium. *Gloria J. Ladson-Billings, University of Wisconsin - Madison*
"Coming Together to Act on the Possibility of Repair": Conversations With Maxine Greene. *Janet L. Miller, Teachers College, Columbia University*
A Letter of Reply to Those Who Are Not Yet. *Maxine Greene, Teachers College, Columbia University*

Discussants:

Sonia Nieto, University of Massachusetts - Amherst
William H. Schubert, University of Illinois - Chicago
James M. Giarelli, Rutgers Graduate School of Education

23.018. Placing the Oil Flow, the Earth, in the Curriculum. Division B -

Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom I
4:05 pm to 5:35 pm

Chairs:

Mark Kissling, Michigan State University
Crystal T. Laura, University of Illinois - Chicago

Participants:

Going Beyond "Happy" Globalization. *Nina Asher, Louisiana State University*
Lessons From Disasters. *Nel Noddings, Stanford University*
When Oil Meets Water: Anticipating Our Environmental Future Through Time-Space. *Marcia McKenzie, University of Saskatchewan*
Using the Gulf Oil Flow to Engage Students in Science and Citizenship. *Troy D. Sadler, University of Florida*
Truth Telling Versus Oil Welling: Ecology, Power, and Critical Education in the Deep South. *Kristen L. Buras, Emory University*
BP Oil Spill: A Middle School Mathematics Unit. *Anne M. Marshall, University of Illinois - Chicago*

Discussant:

William C. Ayers, University of Illinois - Chicago

23.019. School Office, Classroom, and Field Confessions: Ritual Practices, Cloistered Pedagogical Performances, and Poignant Philosophical Concerns. Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bienville
4:05 pm to 5:35 pm

Chair:

Virginia Ann Worley, Oklahoma State University

Participants:

Exiting Confessional Cloisters, Entering Inquiry, Agency, and Self-Creation. *Susan Birden, Buffalo State College - SUNY*
From Cloistered Confessionals to Open Gardens: Classroom Places Cultivating Self- and Community Creation, Interaction, and Action. *Virginia Ann Worley, Oklahoma State University*
An Ethical Revolution Shrouded in Sheep's Clothing: Troubling Qualitative Inquiry and the Press to Confess. *Stacy Otto, Illinois State University*

Discussant:

David T. Hansen, Teachers College, Columbia University

23.020. Jan Hawkins Award Address: Erica Halverson. Division C - Learning and Instruction; Invited Session

New Orleans Marriott, Second Level, Preservation Hall Studio 7
4:05 pm to 5:35 pm

Chair:

Margaret M. Riel, Pepperdine University

Participant:

Erica Rosenfeld Halverson, University of Wisconsin - Madison

23.021. Linking Mathematics Classroom Practices to Student Outcomes.

Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
4:05 pm to 6:05 pm

Chair:

Robert E. Floden, Michigan State University

Participants:

Empirical Research to Link Classroom Practices to Student Mathematics Learning: Challenges and Solutions. *Robert E. Floden, Michigan State University; Alan H. Schoenfeld, University of California - Berkeley; Danielle Dawn Champney, University of California - Berkeley; Duanghathai Katwibun, Oregon State University; Hee-Jeong Kim, University of California - Berkeley; Jerilynn Lepak, Mariana Levin, University of California - Berkeley; Nicole Louie, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Daniel Reinholz, University of California - Berkeley; Jose Sanchez, University of California - Berkeley; Kimberly Seashore, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jamie Wernet, Michigan State University*
Toward an Understanding of Classroom Context and Student Learning of Algebra. *Drew H. Gitomer, ETS; Courtney A. Bell, ETS; Bridget Kathleen Hamre, University of Virginia; Robert Pianta, University of Virginia; Daniel McCaffrey, RAND*

Identifying Meaningful Aspects of Mathematics Instruction. *Melissa D. Boston, Duquesne University; Glenn Colby, Vanderbilt University*

Capturing What Counts: Classroom Practices That Lead to Robust Understanding of Algebra. *Daniel Reinholz, University of California - Berkeley; Mariana Levin, University of California - Berkeley; Hee-Jeong Kim, University of California - Berkeley; Danielle Dawn Champney, University of California - Berkeley; Robert E. Floden, Michigan State University; Duanghathai Katwibun, Oregon State University; Jerilynn Lepak, Nicole Louie, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Jose Sanchez, University of California - Berkeley; Alan H. Schoenfeld, University of California - Berkeley; Kimberly Seashore, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jamie Wernet, Michigan State University*

Measuring Middle-School Students' Robust Understanding of Mathematics. *Jerilynn Lepak; Kimberly Seashore, University of California - Berkeley; Daniel Reinholz, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Danielle Dawn Champney, University of California - Berkeley; Robert E. Floden, Michigan State University; Duanghathai Katwibun, Oregon State University; Hee-Jeong Kim, University of California - Berkeley; Mariana Levin, University of California - Berkeley; Nicole Louie, University of California - Berkeley; Jose Sanchez, University of California - Berkeley; Alan H. Schoenfeld, University of California - Berkeley; Niral Shah, University of California - Berkeley; Jamie Wernet, Michigan State University*

Discussants:

Hilda Borko, Stanford University
James G. Greeno, University of Pittsburgh

23.022. Teachers' Motivation and Well-Being From a Career Stage Perspective.

Division C - Learning and Instruction Cosponsored by Division K - Teaching and Teacher Education; Symposium
 New Orleans Marriott, Second Level, La Galerie 4
 4:05 pm to 5:35 pm

Chair:

Nancy E. Perry, The University of British Columbia

Participants:

Can Teaching Students to Self-Regulate Learning Enhance Motivation for Teaching and Well-Being in Student Teachers? *Nancy E. Perry, The University of British Columbia; Rebecca J. Collie, The University of British Columbia*
 Weekly Motivation and Job Stress of Preservice Teachers During the Final Teaching. *Rob Klassen, University of Alberta; Lindsey Krawchuk, University of Alberta; Wanwisa Hannok, University of Alberta; Rosemary Y. Foster, University of Alberta*
 School Climate and Social and Emotional Learning: Predictors of Early Career Teacher Well-Being and Efficacy. *Rebecca J. Collie, The University of British Columbia; Nancy E. Perry, The University of British Columbia*
 The Other Side of Teacher Motivation. *Judith A. MacCallum, Murdoch University; Veronica Morcom, Murdoch University*

Discussant:

Anita Elizabeth Woolfolk Hoy, The Ohio State University

23.023. Research on Linking the Moral, Social, and Political in Human Development. Division E - Counseling and Human Development; Symposium

Astor Crowne Plaza, Second Level, Grand Ballroom A
 4:05 pm to 5:35 pm

Chair:

Wiel M. Veugelers, University of Amsterdam

Participants:

Racism and Ostracism in the School Atmosphere: The Choices and Justifications of Adolescents to Deal With Critical Incidents. *Robert L. Selman, Harvard University; Dennis Barr, Facing History and Ourselves; Janet Kwok, Harvard University*
 Rasch-Based Proficiency Levels as Mixture of Both Civic and Moral Knowledge and Thinking. *Fritz K. Oser, University of Fribourg; Horst Biedermann, University of Freiburg*
 Finnish Teachers' and Students' Views on Holistic School Pedagogy. *Kirsi A. Tirri, University of Helsinki*
 Moral Education and Character Education: Their Relationship and Roles in Citizenship Education. *Wolfgang Althof, University of Missouri - St. Louis; Marvin W. Berkowitz, University of Missouri - St. Louis*
 Moral and Citizenship Education in Theory and Practice: The Case of the Netherlands. *Wiel M. Veugelers, University of Amsterdam*

Discussant:

Joel Westheimer, University of Ottawa

23.024. Comparative Studies of Race, Indigeneity, and Nation. Division F - History and Historiography; Paper Session

JW Marriott, Third Level, Ile de France II
 4:05 pm to 5:35 pm

Chair:

AJ Angulo, Winthrop University

Participants:

Staggered Inequalities, Porous Opportunities, and Impermeable Boundaries: Toward a Comparative Framework for African American and Mexican American Educational History. *Victoria M. MacDonald, University of Maryland - College Park; Roderick LaMar Carey, University of Maryland - College Park*
 Education, Captivity, and Indigenous Slavery in New Mexico: Genizaros, and Their Coyote Descendants. *Bernardo P. Gallegos, National University*
 A Brief Social History of Ideas Pertaining to Child Care in France and in the United States. *Kaspar Burger, University of Freiburg*

Discussant:

Eileen H. Tamura, University of Hawaii - Manoa

23.025. Division G Vice Presidential Address: The Schooling of Disposable Populations in a Wayward Society. Division G - Social Context of Education; Invited Session

New Orleans Marriott, Second Level, La Galerie 2
 4:05 pm to 5:35 pm

Chair:

Alfredo J. Artiles, Arizona State University

Speaker:

The Schooling of Disposable Populations in a Wayward Society. *Garrett Albert Duncan, Washington University in St. Louis*

Discussants:

Antonia Darder, University of Illinois
Vanessa Siddle Walker, Emory University

23.026. Assessment of Language and Reading. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Doubletree, Second Level, Rosedown A
 4:05 pm to 5:35 pm

Chair:

Shungwon Ro, Kenexa

Participants:

Using the Rasch Model to Develop a Screening Measure for At-Risk and Advanced Beginning Readers to Enhance Response-to-Intervention Frameworks. *Amy Weisenburgh - Snyder, University of Texas - Austin; Lynn Chen, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin*
 Assessment of Emerging Reading Skills in Young Native Speakers and Language Learners. *Thao Duong, University of California - Berkeley; P. David Pearson, University of California - Berkeley; Patti Price, PPrice, Speech and Language Technology*
 Examining Validity and Accommodations for English Language Learners in Content Area Exams: Implications for Research and Practice. *Margarita Huerta, Texas A&M University*
 Comparing Students' Reading Comprehension Achievement Along Different Text Types in Paper-Based and Computerized Environment. *Krisztina R. Toth, University of Szeged; Agnes Hodi, University of Szeged*
 Examining Growth in Critical Reading in High School: An Analysis of the Interactions of Gender, Race, and School Characteristics. *George Anthony Benmers, Fordham University; Howard T. Everson, City University of New York*

23.027. Content Analysis in Program Evaluation: Methods, Software, and Impact on Program Development. Division H - Research, Evaluation and Assessment in Schools; Symposium

Doubletree, Second Level, Madewood B
 4:05 pm to 5:35 pm

Chair:

Tara Marie Pearsall, Savannah College of Art and Design

Participants:

Using Content Analysis for Program Evaluation: An Overview and Examination of Current Issues. *Joanna Angeline Gilmore, University of South Carolina*
 The Use of Content Analysis in the Evaluation of South Carolina's Reading First Initiative. *Sarah J. Gareau, Lenoir Rhyne University; Diana Luminita Mindrila, University of South Carolina; Kassie Mae Miller, University of South Carolina*
 Using Content Analysis to Evaluate the Teaching American History Project. *Jennifer May, University of South Carolina*
 Content Analysis Within the Evaluation of Advanced Math in Middle Schools. *Brandon Loudermilk, Richland School District Two*

23.028. (Inter)national Contexts and Social Justice. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde
 4:05 pm to 5:35 pm

Chair:

Pamela Felder, Morgan State University

Participants:

Student Affairs Professionals in a Social Justice Education Course: Effects of Narrative on Transformative Learning. *Kristina Isabel Lizardy-Hajbi, University of Colorado - Colorado Springs*
 The Elusive Goal: Early Study Abroad Korean College Students in the Midwest. *Yoon K. Pak, University of Illinois - Urbana-Champaign; Eunhyun Kim, University of Illinois; Hee Young Choi, University of Illinois*
 Chinese Student and University Program Outcomes of the Sino American Dual Degree 1 + 2 + 1 Program. *Susan D. Longerbeam, Northern Arizona*

University; Thomas DeStefano, Northern Arizona University; Jing Li, University of Southern California; Lixin Yu, Xi'an University of Science and Technology

Incentives for Students to Transfer: A Critical Analysis. Loni Bordoloi Pazich, New York University; Megan Michaelene Chase, University of Southern California

Racial Equality in Graduation Rates at Selective Institutions: Accounting for Pre-College Differences. Bradley E. Cox, Florida State University

Discussant:

Erica K. Yamamura, Seattle University

23.029. Academic Performance and Self-Efficacy. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontenac
4:05 pm to 5:35 pm

Chair:

Jill D. Salisbury-Glemon, Auburn University

Participants:

Academic Performance Enhancement in Higher Education: New Drugs, New Developmental Implications. Ross Douglas Aikins, University of California - Los Angeles

Educational Persistence: Self-Efficacy and Topics in a College Orientation Course. Susan A. Brewer, University of Phoenix; Arfe Yucedag Ozcan, University of Phoenix

Learner Performance in Statistics: A Comparison of Three Instructional Approaches. Zipora Libman, Kibbutzim College of Education

Physical Activity and Self-Regulatory Capabilities: Examining Relationships With Academic Self-Efficacy and Academic Outcomes. Nicole Judith Gilinsky, Texas Tech University; Kent Griffin, Texas Tech University

The Influence of College on Intentions to Innovate Among Undergraduate Students. Matt Mayhew, New York University; Jeffrey S. Simonoff, New York University; Batia Wiesenfeld, New York University; William J. Baumol, New York University; Michael W. Klein, New York University

Discussant:

Wanda B. Coneal, North Carolina Central University

23.030. Critical Inquiry and Transgressive Methodologies in the Study of Higher Education. Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Ile de France I
4:05 pm to 5:35 pm

Chairs:

R. Evely Gildersleeve, Iowa State University

Aaron M. Kuntz, The University of Alabama

Participants:

Nana Osei-Kofi, Iowa State University

Susan Talburt, Georgia State University

Octavio Villalpando, University of Utah

Discussants:

Aaron M. Kuntz, The University of Alabama

R. Evely Gildersleeve, Iowa State University

23.031. Higher Education Governance and Accountability. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Orleans
4:05 pm to 5:35 pm

Chair:

Hugo Alberto Garcia, Claremont Graduate University

Participants:

For-Profit Universities and "the Public Good": Oxymoron or Shining Example. Guilbert C. Hentschke, University of Southern California; William G. Tierney, University of Southern California; Gisele Ragusa, University of Southern California

State Constitutions and Higher Education: An Inventory and Directions for Future Research. Erik C. Ness, University of Georgia; Heidi Leming, University of Georgia

The Rhetoric of Accountability and the Government of Education. Tatiana Suspitsyna, The Ohio State University

Discussant:

David E. Hardy, The University of Alabama

23.032. Sociocultural Issues in Teaching STEM Education. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
4:05 pm to 6:05 pm

Chair:

Mary Theresa Grasseti, Framingham State University

Participants:

Prepare and Support Computer Science Teachers: Understanding Computer Science Teachers' Professional Identity. Lijun Ni, Georgia Institute of Technology; Mark J. Guzdial, Georgia Institute of Technology

Stories and Statistics: A Mixed Picture of Gender Equity in Mathematics. Kathleen Jablon Stoehr, The University of Arizona; Kathy Carter, The University of Arizona

Student-Teachers' Research-Informed Actions to Address Socio-Scientific Issues. John Lawrence Bencze, OISE/University of Toronto; Erin Sperling, OISE/University of Toronto

Teacher Change in Elementary Science Instruction With English Language Learners.

Jaime Maerten-Rivera, University of Miami; Okhee Lee, University of Miami

Teacher Transformation Through the Long-term Dialogue of Three Inquiry-Oriented Teaching Cultures. Mohammad A. Basir, University of Iowa; Brian Hand, University of Iowa

Discussant:

Daniel Ness, Dowling College

23.033. Supporting the Development of Critical Teachers of Color: Possibilities and Challenges. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
4:05 pm to 5:35 pm

Chair:

Rigoberto Marquez, University of California - Los Angeles

Participants:

Professional Teaching Counterspaces: Reconceptualizing Professional Development for New Mathematics and Science Teachers of Color. Julia Maria Aguirre, University of Washington - Tacoma

When the Institution Is Primarily White: Lessons From the Preparation of Critical Teachers of Color. Francisco A. Rios, University of Wyoming

Black Teacher Practice. Annette M. Henry, The University of British Columbia

Practice Shock in Critically Conscious Teachers of Color: Implications for Teacher Educators. Thomas M. Philip, University of California - Los Angeles

23.034. Teacher Education Policy and Education for the Public Good. Division K - Teaching and Teacher Education; Invited Session
New Orleans Marriott, Second Level, La Galerie 1
4:05 pm to 5:35 pm

Chair:

David G. Imig, University of Maryland

Participants:

Research on Teacher Education Policy: Quality and Needs. Kenneth Zeichner, University of Washington

Teacher Education Policy and the Social Justice Agenda. Marilyn Cochran-Smith, Boston College; Mary (Kim) K. Fries, University of New Hampshire

Multiple Aspects of Accountability in Teacher Education Policy: Accreditation and Value-Added Models. M. Jayne Fleener, North Carolina State University

State Standards and Practice Boards: Their Standing and Potential. Lynne E. Weisenbach, University of Indianapolis

Foot-Dragging and Overreaching: The Story of Federal Teacher Policy.

Frederick M. Hess, American Enterprise Institute

Discussants:

Penelope M. Earley, George Mason University

Nicholas M. Michelli, The Graduate Center - CUNY

23.035. Understanding African American Student Achievement. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Fourth Level, Regent
4:05 pm to 6:05 pm

Chair:

Amy Suzanne Johnson Lachuk, University of South Carolina

Participants:

A Path to Literacy: Examining a Young Black Man's Engagement With Reading. David E. Kirkland, New York University

Examining High-Achieving African American Males in Advanced Placement English Classes in Low-Income Urban Areas. Stanley Louis Johnson, Jr., University of California - Los Angeles

That's My Language: Students and Teacher Becoming Critically Literate Through a Study of African American Vernacular English in a City School. Kimberly N. Parker, University of Illinois - Urbana-Champaign

Discussant:

Carla R. Monroe, Alliance Group International

23.036. Using Teacher Social Network Data to Study Teacher Learning

Through Interactions. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
4:05 pm to 5:35 pm

Chair:

Thomas M. Smith, Vanderbilt University

Participants:

Peer's Influence on Teachers' Mathematical Knowledge for Teaching and Instructional Practices. *Min Sun, Michigan State University; Kenneth A. Frank, Michigan State University*

Investigating School and District-Level Factors That Influence Teachers' Learning Opportunities Through Interactions. *Anne Louisa Garrison, Vanderbilt University; Thomas M. Smith, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Sarah Elizabeth Green, Vanderbilt University*

Teacher Networks and the Role of the Mathematics Coach: How Institutional Factors Influence Coach Centrality. *Lynsey K. Gibbons, Vanderbilt University; Anne Louisa Garrison, Vanderbilt University; Paul A. Cobb, Vanderbilt University*

A Case Study Analysis of Mathematics Coaches Providing High-Quality Learning Opportunities to Teachers. *Lynsey K. Gibbons, Vanderbilt University*

Discussant:

Cynthia E. Coburn, University of California - Berkeley

SIG Sessions**23.037. Using Classroom Observation to Examine Teaching and Learning in Early Childhood and Elementary Settings.** SIG-Classroom Observation;

Paper Session
Sheraton, Fifth Level, Grand Couteau
4:05 pm to 5:35 pm

Chair:

Susana Elena Franco-Fuenmayor, Texas A&M University

Participants:

Observations of Bilingual Preschool Teachers' Shared Book Reading Practices After Curriculum Implementation, Professional Development, and Instructional Cues. *Sharolyn D. Pollard-Durodola, Texas A&M University; Jorge E. Gonzalez, Texas A&M University; Deborah C. Simmons, Texas A&M University; Aaron B. Taylor, Texas A&M University; Matthew J. Davis, Texas A&M University - College Station; Leslie Simmons, Texas A&M University; Miranda Nava-Walichowski, Texas A&M University*

Systematic Classroom Observation in the Early Childhood Setting From a Student, Teacher, and Classroom Perspective. *Beverly Lynn Alford, Texas A&M University - College Station; Yolanda N. Padron, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Hersh C. Waxman, Texas A&M University*

Using Classroom Observation to Investigate Productive Student Participation in Higher and Lower Performing Qatari Schools. *Stephanie L. Knight, The Pennsylvania State University; Dawn R. Parker, Texas A&M University*

Discussant:

Kip T. Tellez, University of California - Santa Cruz

23.038. Reconceptualizing Methods in Early Childhood Research. SIG-Critical

Perspectives on Early Childhood Education; Paper Session
JW Marriott, Third Level, Rosalie
4:05 pm to 5:35 pm

Chair:

Ginger LuAnne Zierdt, Minnesota State University - Mankato

Participants:

Imagining Dual Language Education With Young Children: Language Ideologies and Community Cultural Wealth. *Minda M. Lopez, Texas State University - San Marcos*

Playing With Power: Teacher Action Research in a Toddler Classroom. *Emmanuelle Fincham, Teachers College, Columbia University*

Reading a Decade of the Journal of Early Childhood Literacy: A Chronotopes of Inquiry Perspective. *Angela Kinney, University of Cincinnati; Jory J. Brass, University of Cincinnati*

Researching With Children: Young Children's Consideration of Their Research Rights. *Susan B. Dockett, Charles Sturt University; Robert Perry, Charles Sturt University*

Responsible Thinking: An Essential Component of Dialogical Critical

Thinking: Exploratory Study With Pupils Aged 4 to 16 Years. *Marie-France Daniel, Universite De Montreal; Mathieu Gagnon, Universite du Quebec a Chicoutimi*

"Hey, It's a Gink!": A Young Child's Use of the Internet in the Home. *Christina R. Davidson, Charles Sturt University*

Discussant:

Ginger LuAnne Zierdt, Minnesota State University - Mankato

23.039. Research-Based Frameworks for Instructional Design Education and Expertise Development. SIG-Design and Technology; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
4:05 pm to 5:35 pm

Chair:

Thomas C. Reeves, University of Georgia

Participants:

Adapting Studio-Based Learning Across Design Disciplines: Research-Based Guidelines for Effective Practice. *Katherine S. Cennamo, Virginia Polytechnic Institute and State University; Brigitte C. Scott, Virginia Polytechnic Institute and State University; Mitzi Vernon, Virginia Polytechnic Institute and State University; Margarita McGrath, Virginia Polytechnic Institute and State University; Sarah Douglas, University of Oregon - Eugene; Yolanda Reimer, University of Montana*

Dynamics of Individual, Instructional, and Environmental Factors in the Development of Instructional Design Expertise. *Patricia L. Hardre, University of Oklahoma; Sherry L. Kollmann, University of Oklahoma*

Exploring Novice Designers' Reflective Thinking and Its Relationship With Design Performance. *Yi-Chun Hong, University of Georgia; Ikseon Choi, University of Georgia*

Framing an Integrative Curriculum Framework for Further Development of Design Education in Universities Through Education Research. *Elson S.Y. Szeto, The Hong Kong Institute of Education*

The Civic-Minded Instructional Designer: A Conceptual Framework for Instructional Design and Technology Education. *Farrah Dina Yusop, Iowa State University; Ana-Paula Correia, Iowa State University*

Discussant:

Wayne A. Nelson, Southern Illinois University - Edwardsville

23.040. Considering Policy Across National, International, and Theoretical

Landscapes. SIG-Disability Studies in Education; Paper Session
Sheraton, Fourth Level, Gallier
4:05 pm to 5:35 pm

Chair:

Kathleen M. Collins, The Pennsylvania State University

Participants:

A Call to Action as Public Intellectuals: Influencing President Obama's Proposed Educational Reforms. *Mary Elizabeth McNeil, Chapman University; Ann I. Nevin, Arizona State University*

A Change Will Do You Good: How Public Policy May (Eventually) Shape the Way We View Least Restrictive Environment. *Gina Marlene Garner, Aquinas College*

Convention and Decree: An Archaeologic Policy Analysis of United Nations and Cuban Statements on Disability. *John David Erratt, Chapman University*

The [Dis]Abling Tool: A Theoretical Lens and a Method. *Joseph Michael Valente, The Pennsylvania State University; Kathleen M. Collins, The Pennsylvania State University*

Discussant:

Matthew Wappett, University of Idaho

23.041. Classroom Practice in Early Childhood Education. SIG-Early Education and Child Development; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 5
4:05 pm to 5:35 pm

Chair:

Debora B. Wisneski, University of Wisconsin - Milwaukee

Participants:

Classroom Predictors of Executive Function Growth in Kindergarteners.

Lindsay H. Bell, University of Michigan; Frederick J. Morrison, University of Michigan

Early Childhood Educators' Construction and Implementation of Strategies for Emotional Scaffolding. *Mi-Hwa Park, Murray State University*

Instructional Conversations in Preschool Classrooms: Educators' Use of Dialogic Instruction With 2- to 5-Year-Olds. *Lois A. Yamauchi, University of Hawaii - Manoa; Seongah Im, University of Hawaii; Lauren K. Mark, University of Hawaii - Manoa*

Is Music an Active Developmental Tool or Simply a Supplement? Early Childhood Preservice Teachers' Beliefs About Music and Factors on Beliefs. *Hae Kyoung Kim, Towson University*

Reconceptualizing Artistic Practice in Early Childhood: The Young Child, an Everyday Artist. *Dana Frantz Bentley, Teachers College, Columbia University*

23.042. Approaches to Evaluating Research Impact for Educational Change:

International Evidence About Possibilities and Challenges. SIG-

Educational Change; Symposium
Sheraton, Fourth Level, Bayside C
4:05 pm to 5:35 pm

Chair:

Lorna M. Earl, Aporia Consulting Ltd.

Participants:

What Works How? A Systematic Review of the Evidence About the Impact of Practitioner Use of Research. *Philippa Cordingley, Consortium of Universities for Research in Earthquake Engineering*

Evidence for a Change: Persuasion and Precision in Education Strategies.

Carol Campbell, Stanford University; David Fulford, Ontario Ministry of Education; Raymond Théberge, Ontario Ministry of Education

Exploring the Impact of Research Use in Public Sector Leadership Development Programs and Projects: English Cases. *Louise Stoll, Institute of Education - London*

Knowledge Mobilization Intermediaries in Education: A Multiple Case Study Analysis. *Amanda Cooper, OISE/University of Toronto*

Discussants:

Ann Lieberman, Stanford University

Lorna M. Earl, Aporia Consulting Ltd.

23.043. Where Research Meets Action: Youth Participatory Action Research as a Model for Youth Organizing and Educational Reform. SIG-Grassroots

Community & Youth Organizing for Education Reform; Symposium
Sheraton, Eighth Level, Salon 816
4:05 pm to 5:35 pm

Chair:

Kavitha Mediratta, The Atlantic Philanthropies

Participants:

Learning Through Change: The Possibilities of Youth Participatory Action Research and Youth Organizing. *Laura K. Colket, University of Pennsylvania*

Movement Lawyering for Educational Justice. *Jim Freeman, Advancement Project*

Youth Action Research: A Foundation for Organizing. *Youth United for Change Youth, Youth United for Change*

"Professionals" Take the Back Seat: The Role of the Education Researcher in Youth Participatory Action Research. *Rebecca Reumann Moore, Research for Action; Deborah A. Good, Research for Action*

Discussant:

Kavitha Mediratta, The Atlantic Philanthropies

23.044. Revisiting Education in the New Latino Diaspora. SIG-Hispanic

Research Issues; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
4:05 pm to 5:35 pm

Chair:

Edmund T. Hamann, University of Nebraska - Lincoln

Participants:

1. State Education Policy and Teacher Capacity in Wisconsin's New Latino Diaspora. *Rebecca Jane Lowenhaupt, Northwestern University*
2. Subtractive Schooling in a "Low-Incidence" New Latino Diaspora (NLD) School. *Erika Bruening, University of Nebraska - Lincoln*
3. The First Immigrant: Family and Social Capital in the New Latino Diaspora. *Carlos Martinez, University of Pennsylvania; Stanton Wortham, University of Pennsylvania; Kathy Lee, University of Pennsylvania*
4. The Secret Minority of the New Latino/a Diaspora. *Stephanie A. Flores-Koulish, Loyola University Maryland*
5. The 3 Rs: Rhetoric, Recruitment, and Retention. *Socorro Herrera, Kansas State University; Melissa Ann Holmes, Kansas State University*
6. Early Childhood Education Within the New Latino(a) Diaspora. *Jennifer Keys Adair, University of Texas - Austin*
7. Borders, Fences, and Prison Bars: The Literal and Symbolic Functions of Containment in the Education of Latino Youth. *John Raible, University of Nebraska - Lincoln; Jason G. Irizarry, University of Connecticut*
8. Professional Development Across Borders: Assessing the Value of Binational

Teacher Exchanges in Developing Educator Competencies in the New Latino Diaspora. *Adam Samuel Winslow Sawyer, Bard College*

9. Defined by Language: The Role of Foreign Language Departments in Latino Education in Southeastern New Diaspora Communities. *Linda Harklau, University of Georgia; Soria Elizabeth Colomer, University of Georgia*

Discussant:

Enrique G. Murillo, California State University - San Bernardino

23.045. Invitational Learning in Diverse Contexts. SIG-Invitational Learning;

Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon C
4:05 pm to 5:35 pm

Chair:

Kathleen F. Berg, University of Hawaii

Participants:

One Classroom at a Time: Preservice Teachers Tell Their Stories to Create Agency and Change. *Laura A. Mitchell, University of Houston - Downtown*

First Step to Success in Hawaii Preschools. *Jean Johnson, University of Hawaii - Manoa; Naomi Rombaoa Tanaka, University of Hawaii - Manoa; Susan Mrazek, University of Hawaii - Manoa; Ranilo Laygo, University of Hawaii - Manoa; Annemieke Golly, University of Oregon*

Inviting Calm Within: Neurology, Attention Deficit Hyperactivity Disorder (ADHD), and Mindfulness. *Phillip S. Riner, University of North Florida*

Changes That Stick: The Role of Sustaining Forces. *Joyce Langenegger, Blinn College*

An Invitation to Community: Developing the Capacity for Meaningful Connections Between Learning and Living. *Kay Fukuda, University of Hawaii - Manoa; Tina Lopez, University of Hawaii - Manoa; Kellen Smith, Hawaii Department of Education; Jaclyn Wills, Hawaii Department of Education; Kristin Risberg, Hawaii Department of Education; Eugene Pascual, Hawaii Department of Education; Noelle Pezzi, Hawaii Department of Education*

Discussant:

Joseph C. Ciechalski, East Carolina University

23.046. Leadership for School Improvement SIG Business Meeting. SIG-

Leadership for School Improvement; Business Meeting
Sheraton, Eighth Level, Salon 820
4:05 pm to 5:35 pm

Chair:

Bonnie Carol Fusarelli, North Carolina State University

Participants:

Karen Sanzo Crum, Old Dominion University

Shelby A. Cosner, University of Illinois - Chicago

William C. Frick, University of Oklahoma

Susan Korach, University of Denver

23.047. Schools, Leadership, and Social Justice. SIG-Leadership for Social

Justice; Paper Session
Sheraton, Fourth Level, Southdown
4:05 pm to 6:05 pm

Chair:

Gary L. Anderson, New York University

Participants:

Building Bridges Between Urban Schools and Urban Communities: Preparing Preservice Principals for Social Justice Through Community Inquiry. *Elizabeth Jane Alvarado, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles*

Creating Social Justice Leaders: Building Bridges Through a Catalytic Perspective. *Christa A. Boske, Kent State University*

Knuckling Under? School Superintendents and Accountability-Based Educational Reform. *Abra N. Feuerstein, Bucknell University*

School Disciplinary Outcomes of Students' Insubordination: Educationally Disadvantaged Status, Race, and Poverty. *Seunghee Han, University of Missouri - Columbia; Seoung Joun Won, University of Missouri*

Social Justice Leadership and Institutional Culture of Care. *Moses Eziukwu Chikwe, University of California - Los Angeles; Robert Cooper, University of California - Los Angeles*

The Experiences of Young African American Women Principals. *Tanya Roane, Virginia Commonwealth University; Whitney H. Sherman, Virginia Commonwealth University*

23.048. SIG Learning Environments Paper Session: The Role of Teachers and Teaching in the Learning Environment. SIG-Learning Environments;

Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon B

4:05 pm to 5:35 pm

Chair:

Janet E. Alleman, Michigan State University

Participants:

Modeling Teacher-Student Interpersonal Relationships and Academic

Motivation Within One School Year: Developmental Changes and Link.

Ridwan Maulana, University of Groningen; Marie-Christine J. Opendakker,

University of Groningen; Roel J. Bosker, University of Groningen

Stimulating Student Teachers' Development Toward Meaning-Oriented

Learning and Deliberate Practice in a Complex Learning Environment.

Maaikje Endedijk, University of Twente; Larika Bronkhorst; Paulien C. Meijer,

Utrecht University; Mieke Brekelmans, Utrecht University; Bob Koster,

Utrecht University; Jan D.H.M. Vermunt, Utrecht University

Teacher Action Research: Use of a New Learning Environment

Questionnaire. *Jill M. Aldridge, Curtin University of Technology; Barry*

J. Fraser, Curtin University of Technology; Lisa Marie Bell, Curtin

University of Technology

The Model of Interpersonal Teacher Behavior: A Qualitative Cross-Cultural

Validation Within the Greek Elementary Education Context. *Kyriakos S.*

Charalampous, Democritus University of Thrace; Constantinos M. Kokkinos,

Democritus University of Thrace

The Teacher Behavior Questionnaire: Facilitating Interventions for Student

Success. *Don Wooldridge, Kathleen Moritz Rudasill, University of Louisville;*

Annie C. Bjerg, University of Louisville; Patrick Pössel, University of

Louisville

Discussant:

Kent Alan Divoll, University of Houston - Clear Lake

23.049. Teacher Motivation: Why Does It Matter? SIG-Motivation in Education;

Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8

4:05 pm to 5:35 pm

Chair:

Stuart A. Karabenick, University of Michigan

Participants:

Strivings to Connect and Strivings to Avoid Conflict With Students: Extension of

an Achievement Goal Approach to Teacher Motivation. *Ruth Butler, Hebrew*

University of Jerusalem, Israel

Motivation to Become a Teacher, Teacher Responsibility, and Implications

for Mastery and Performance Approaches to Instruction. *Fani Lauermann,*

University of Michigan; Stuart A. Karabenick, University of Michigan

Teaching Interest and School Characteristics: Examining Links to Student

Achievement. *Chris S. Hulleman, James Madison University; Matthew G.*

Springer, Vanderbilt University; Ryan Balch, Vanderbilt University

Possibilities of Possible Selves Theory for Teachers: Implications for Beginning

Teachers' Psychological Well-Being, Work Engagement, and Teaching

Style. *Paul W. Richardson, Monash University; Helen M.G. Watt, Monash*

University

Discussant:

Julianne C. Turner, University of Notre Dame

23.050. Achievement Gap, Construct Irrelevant Variance, Socioeconomic Status, and Background Variables in NAEP and Course-Taking Trends.

SIG-NAEP Studies; Paper Session

Sheraton, Fourth Level, Oakley

4:05 pm to 6:05 pm

Chair:

Cadelle Hemphill, American Institutes for Research

Participants:

Mind the Gaps: States, Race, and Income. *Gregory J. Marchant, Ball State*

University; Sharon E. Paulson, Ball State University

A Lack of Construct Irrelevant Variance in National Assessment of Educational

Progress Math Items for Students With Learning Disabilities (So Far). *Luke S.*

Duesbery, San Diego State University

Deciphering Socioeconomic Status: Understanding the Association Between

SES and Student Background Variables in the National Assessment of

Educational Progress. *Burhan Ogut, American Institutes for Research;*

Salvador Rivas, University of Luxembourg

Trends in Noncore Academic Courses: 1990 to 2009. *Janis D. Brown, U.S.*

Department of Education; Jennifer Laird, MPR Associates, Inc.

Discussant:

Rolf K. Blank, Council of Chief State School Officers

23.051. Learning Science in Out-of-School Time: Research Directions for

Generalized Understanding of OST. SIG-Out-of-School Time Cosponsored

by SIG-Informal Learning Environments Research; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Iberville

4:05 pm to 6:05 pm

Chair:

Larry E. Suter, National Science Foundation

Participants:

Theory and Action of Science Education Found in the National Science

Foundation (NSF) Out-of-School Time (OST) Awards. *Sylvia Margaret*

James, National Science Foundation

Studying the Out-of-School Time Setting: Toward a Research Agenda That

Accounts for Learning and Development in the Context of Science. *Bromwyn*

Bevan, Exploratorium; Vera Safa Michalchik, SRI International

Investigating the Social Capital Supporting After-School Science Activities.

Barbara M. Means, SRI International; Ann House, SRI International; Carlin

Llorente, SRI International

Quality of Science Learning in Out-of-School Time Settings: The Vision,

the Reality and How to Bridge the Two With the Help of Assessment and

Research. *Gil G. Noam, Harvard University*

Discussants:

Robert H. Tai, University of Virginia

Kevin Crowley, University of Pittsburgh

23.052. Assessing Complex Problem Solving: Theories, Methods, and Tools.

SIG-Problem-Based Education; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Bourbon

4:05 pm to 6:05 pm

Chairs:

Xun Ge, University of Oklahoma

Dirk Ifenthaler, University of Freiburg

Deniz Eseryel, University of Oklahoma

Participants:

Effects of Problem-Based Learning on Knowledge Retention and

Comprehension. *Sofie Loyens, Erasmus University Rotterdam, Netherlands;*

Remy M. Rikers, Erasmus University Rotterdam, Netherlands; Henk G.

Schmidt, Erasmus University Rotterdam, Netherlands

A Longitudinal Perspective on Problem Solving: Cognitive and Methodological

Reflections. *Dirk Ifenthaler, University of Freiburg*

Assessing Problem-Solving Performance: From a Collective Cognition

Perspective. *Woei Hung, University of North Dakota*

Developing Valid Assessment Methods and Scoring Rubrics to Measure Ill-Structured

Problem-Solving Performance. *Xun Ge, University of Oklahoma; Lourdes G. Planas,*

University of Oklahoma; Deniz Eseryel, University of Oklahoma

Use of Trace Methods to Assess Information Problem-Solving Skills. *Mingming*

Zhou, Nanyang Technological University; Xun Ge, University of Oklahoma

Alternative Assessment Strategies for Complex Problem Solving in Game-

Based Learning Environments. *Deniz Eseryel, University of Oklahoma; Dirk*

Ifenthaler, University of Freiburg; Xun Ge, University of Oklahoma

Discussant:

J. Michael Spector, University of Georgia

23.053. Qualitative Research in Virtual Spaces. SIG-Qualitative Research;

Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II

4:05 pm to 6:05 pm

Chair:

Jonathan D. Mathis, University of Southern California

Participants:

Cyber-Ethnography and the Study of Online Culture: Potentials for Educational

Research. *Cecilia Huynh Sam, University of Southern California*

Friending a Participant: Qualitative Data Collection and Social Network Sites.

Ronald Edward Hallett, University of the Pacific

The Use of Metaphor Analysis to Investigate the Online Academic Literacies of

First-Generation, Remedial Writers Involved in a Summer Bridge Program.

Stefani Robin Relles, University of Southern California

Behind the Virtual Interview: Perceptions of the Interviewee. *Jonathan D.*

Mathis, University of Southern California

Discussant:

Yvonna S. Lincoln, Texas A&M University - College Station

23.054. Using Argumentation to Investigate Aspects of Teaching Geometry.

SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 2
4:05 pm to 5:35 pm

Chair:

AnnaMarie Conner, University of Georgia

Participants:

- A Student Teacher's Role in Supporting Collective Argumentation in a Geometry Unit. *AnnaMarie Conner, University of Georgia; Brian W. Gleason, University of Georgia; Laura Singletary, University of Georgia; Patty Wagner, University of Georgia*
- A Comparison of Middle School Students' Mathematical Arguments in Technological and Nontechnological Environments. *Ryan C. Smith, University of Georgia*
- A Student Teacher's Support for Argumentation in the Presence of Proof in Geometry. *AnnaMarie Conner, University of Georgia*

Discussant:

Rose M. Zbiek, The Pennsylvania State University

23.055. Student Knowledge, Interests, and Attitudes. SIG-Research on Learning and Instruction in Physical Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
4:05 pm to 6:05 pm

Chair:

Mara L. Manson, Adelphi University

Participants:

- Effect of Task Cognitive Demand on Situational Interest and Performance: A Mixed Method Study. *Xihe Zhu, Old Dominion University*
- Exploring South Asian, Muslim Girls' Physical Education Experiences Using Narratives: Centralizing Difference in Feminist Thought. *Annette Stride, Leeds Metropolitan University*
- Constructing Cardiovascular Fitness Knowledge in a Constructivist Physical Education Curriculum. *Tan Zhang, University of North Carolina - Greensboro; Senlin Chen, University of North Carolina - Greensboro; Ang Chen, University of North Carolina - Greensboro; Catherine D. Ennis, University of North Carolina - Greensboro*
- "Scrapping Popular Physical Culture": Developing Different Kinds of Dialogue With Young People in Physical Education. *Eimear Enright, University of Limerick; Mary O'Sullivan, University of Limerick*

Discussant:

Melinda A. Solmon, Louisiana State University

23.056. Positive Psychology: The Contribution of Personality and Coping. SIG-

Stress and Coping in Education Cosponsored by Division E - Counseling and Human Development; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
4:05 pm to 6:05 pm

Chair:

Erica Frydenberg, University of Melbourne

Participants:

- The Contribution of Self-Concept in Coping With the Stress of School Retention. *Rebecca A. Robles-Pina, Sam Houston State University; Dianne Reed, Sam Houston State University*
- Big 5 Personality Traits, Coping Mechanisms, and College Grade Point Average. *Gretchen Maria Reevy, California State University - East Bay*
- The Relationship Between Positive Adaptation During the Transition to Adulthood and Educational Experiences, Temperament, and Personality. *Erica Frydenberg, University of Melbourne; Ann Sanson, University of Melbourne*
- Personality Traits, Preventive Coping, and Self-Care in Counselor Training. *Minda M. Markle, University of Texas - Austin; Christopher J. McCarthy, University of Texas - Austin*
- The Importance of Positivity and Emotional Regulation in Extinguishing Teacher Burnout. *Russell L. Carson, Louisiana State University; Thomas J. Templin, Purdue University; Howard M. Weiss, Purdue University; Stefanie Plenmons, Purdue University*

Discussant:

Richard G. Lambert, University of North Carolina - Charlotte

23.057. Laptops in Preservice Teacher Education. SIG-Technology as an Agent of Change in Teaching and Learning; Invited Session

New Orleans Marriott, Third Level, Mardi Gras Salon A
4:05 pm to 5:35 pm

Chair:

Joan E. Hughes, University of Texas - Austin

Division and SIG Roundtables**23.058. Roundtable Session 7;** Roundtable Session

23.058-1. A Cross-Cultural Comparison of Educational Governance. Division L - Educational Policy and Politics; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Tamara V. Young, North Carolina State University

Participants:

- Ambiguous Educational Policy Discourse and Social Justice: Stories of Founding Principals of Israel's "Charter-Type Schools". *Gadi Bialik, Tel Aviv University*
- Enforcing Legislation Through the Supervision of the Public: The Governance of Educational Policy in Taiwan. *Ling-Ying Lu, University of Edinburgh*
- Standards-Based Educational Reform in Federal Political Systems: The United States and Australia Compared. *Louise Watson, University of Canberra Australia; Patricia Burch, University of Southern California*
- Who Deserves Good Schools? Cultural Categories of Worth and Education Reform. *Julie Swando, Indiana University; Emily Meanwell, Indiana University*
- The Role of Civil Society in Educational Interventions in Postconflict Societies. *Shabnam Koirala-Azad, University of San Francisco; Brad Demetrius Washington, University of California - Berkeley*

23.058-2. Accommodations Policy for Large-Scale Assessment: What We Know About Implementation at the Local Level. Division L - Educational Policy and Politics; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Candace Baker, Texas A&M International University

Participants:

- National Assessment of Educational Progress (NAEP) 2008 Grade 4 Inclusion Block Study. *Lizanne DeStefano, University of Illinois*
- Teachers and Test Accommodations: A Research-Based Professional Development Framework. *Lindy L. Crawford, Texas Christian University*
- Using Data to Support Teachers' Accommodation Decision Making. *Leanne R. Ketterlin-Geller, Southern Methodist University*
- Individualized Education Program (IEP) Accommodation Policy in Practice: Implications for Technical Considerations. *Lynn Michelle Hemmer, Texas A&M International University; Candace Baker, Texas A&M International University*

23.058-3. Addressing Equity Issues in Urban School Districts. Division L -

Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Michael A. Gottfried, RAND Corporation

Participants:

- Assessing Access: Is There Educational Equity Within Urban Schooling? *Erica Johnson, University of Pennsylvania*
- Policies and Practices in New Orleans Charter and Traditional Schools. *Jennifer L. Steele, RAND Corporation*
- Using an Equity Framework to Evaluate Intradistrict Allocation of Resources. *Stephanie Levin, University of Pennsylvania*

23.058-4. Advancing Education Reform in a Centralized System: Lessons From Israel. Division L - Educational Policy and Politics; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Michael J. Feuer, The George Washington University

Participants:

- System Leadership as a Collaborative Endeavor: The Case of Two Districts in Israel. *Gal Yechezkel Fisher, Avney Rosha National Institute for School Leadership; Flor Haymann, School Leadership Institute*
- The Role of School Principals in the Implementation of an Educational Reform. *Yair Berson, University of Haifa; Rima'a Daas, University of Haifa*
- Does Decentralization Equal Resegregation? The Fantastic Legal Mess in Israel's Education Policy. *Dan Gibton, Tel Aviv University*

Can Third-Sector Organizations Be Catalysts for Improvement in a Centralized Education System? *Shahaf Gal, The Henrietta Szold Institute; Joshua L. Glazer, The Rothschild Foundation*

Does a National System of Small Group Learning Improve Outcomes? An Analysis of the "New Horizons" Education Reform. *Michal Beller, ETS; Hagit Glickman, The National Authority for Measurement and Evaluation in Education; Tal Raz, The National Authority for Measurement and Evaluation in Education; David Ratner, The National Authority for Measurement and Evaluation in Education*

23.058-5. Choice, Charters, and Branding in New York City. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Catherine C. DiMartino, Hofstra University

Participants:

Charter Schools and New York City's United Federation of Teachers: A Brief History. *Christina Collins, United Federation of Teachers*
School Brand Management: The Policies, Practices, and Perceptions of Branding and Marketing in New York City's Public High Schools. *Catherine C. DiMartino, Hofstra University; Sarah Butler Jessen, New York University*

23.058-6. Cross-National Issues in Education Policy and Student Outcomes.

Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Jane Ann Beese, The University of Akron

Participants:

Beyond Using Gross Domestic Product for Policy-Making: An Exploratory Study of the Relationship Between Program for International Student Assessment Math/Science Test Scores and National Well-Being. *Chong Ho Yu, Arizona State University; Angel Kay Jannasch-Pennell, Arizona State University; Samuel Digangi, Arizona State University*
Differences in Academic Outcomes Between Vocational and Academic Education in Chile. *Mauricio Farias Arenas, Stanford University; Rafael Carrasco, Stanford University*
Educating Beijing's Migrants: A Profile of the Weakest Link in China's Education System. *Fang Lai, Stanford University*

23.058-7. Cross-National Research on Teacher Policy. Division L - Educational

Policy and Politics Cosponsored by Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Nadeem Ahmad Khan, University of Nottingham

Participants:

Global Education in American and Australian Teacher Preparation: A Comparison of Policy, Perception, and Practice. *Misty M. Kirby, University of Canberra; Elizabeth Outlaw Crawford, Armstrong Atlantic State University*
Public Policy's Third Lever: International Research on Innovative Teaching and Learning. *Maria Langworthy, Langworthy Research*
Teacher and School Correlates of Moonlighting: A Multilevel Study of Teachers in Mexico. *Anabelle Reta, Florida State University; William Joshua Rew, Florida State University; Laura B. Lang, Florida State University; Thomas F. Luschei, Claremont Graduate University*
Teacher Construction and Marshalling of Resources in Complex Curriculum Policy Areas: An Example From the United Kingdom. *James Charles Conroy, University of Glasgow; David Charles Athanasius Lundie, University of Glasgow*

23.058-8. Teacher Characteristics and Practice. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Circe L. Stumbo, West Wind Education Policy, Inc.

Participants:

Effects of Teacher Credentials, Coursework, and Certification on Student Achievement in Math and Reading in Kindergarten: An Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K) Study. *James A. Leak, University of California - Irvine; George Farkas, University of California -*

Irvine

Influence of Teachers' Instructional Practices on First Graders' Reading Achievement. *Laura Lee Neergaard, Vanderbilt University*
Teacher Certification and Student Achievement: An Analysis Using the Education Longitudinal Study of 2002. *Courtney Preston, Vanderbilt University*

23.058-9. Teacher Effectiveness: Policy and Practice. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Robert Rothman, Alliance for Excellent Education

Participants:

Shelter in a Storm: The Value of Policy Stability and Continuity for Developing Teachers. *Laura Autumn Servage, University of Alberta; Jean-Claude Couture, Alberta Teachers' Association*
The Impact of No Child Left Behind on Teachers: A Cacophony of Voices. *Vicki S. Collet, University at Buffalo - SUNY; Linda L. Norris, University at Buffalo - SUNY*
The Impact of Online Professional Development on the Race/Class Achievement Gap in Mathematics. *Sheralyn Trisha Dash, Boston College*

23.058-10. Teacher Qualifications, Professional Development and Supports.

Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Maria Perez, Stanford University

Participants:

Examining Beginning Mathematics Teachers' Formal and Informal Mentoring. *Eric D. Hochberg, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Morgan S. Polikoff, University of Southern California; Andrew C. Porter, University of Pennsylvania; Kristin L. Mcgraner, Vanderbilt University*
Examining Factors Facilitating Inquiry-Based Teaching in Science. *Naien Tang; Chia-Lin Tsai, University of Missouri; Yan Zhao, Boston College*
Teacher Influence on Students' Motivation to Learn Math: Variability and Links to Achievement. *Erik Ruzek, University of California - Irvine; Thurston Domina, University of California - Irvine; Greg Duncan, University of California - Irvine*

23.058-11. Various Approaches to Promote Reflection and Teacher Professional Development. SIG-Science Teaching and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Sonya N. Martin, Drexel University

Participants:

Applying Theory to Practice: Video Analysis and Cogenerative Dialogues as Reflexive Tools for Preservice Teachers. *Sonya N. Martin, Drexel University; Christina Süry, University of Luxembourg*
Are There Benefits to Pedagogical Discontentment? A 2-Year Study Exploring Its Link to Rural Science and Mathematics Teachers' Changes in Practices. *Margaret R. Blanchard, North Carolina State University; Jason W. Osborne, North Carolina State University; Jennifer L. Albert, North Carolina State University*
Chemistry Teachers' Reflective Practices: Written Journal Entries Versus Video Analysis Tool (VAT). *Youngjin Song, University of Northern Colorado; J. Steve Oliver, University of Georgia*
Learning From Peer Coaching: The Change of a Science Teacher's Understandings of Inquiry Teaching. *Jun Yi Chen, National Chiayi University*
Revising Teacher Candidates' Views of Science and Self: Can Accounts From the History of Science Help? *Brian Ellis Lewthwaite, University of Manitoba; Robert D. Renaud, University of Manitoba; John Murray, University of Manitoba; Richard Hechter, University of Manitoba*

23.058-12. Critical Approaches to History Education. SIG-Research in Social Studies Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Maia G. Sheppard, The George Washington University

Participants:

A Longitudinal Study of Learning to Teach History as Interpretation.

Christopher C. Martell, Boston University

Illustrated Cases for Situated Historical Thinking: Understanding Preservice Social Science Teachers Habits of the Mind. *Courtney C. Bentley, University of Montevallo; Scott Waring, University of Central Florida*

Enacting Critical Historical Thinking: Decision Making Among Novice Secondary Social Studies Teachers. *Brooke Blevins, University of Texas; Cinthia S. Salinas, University of Texas - Austin*

23.058-13. Negotiating Educators, Parents, and the Print Media to Find Voice and Combat Stereotypes. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Judson Crandall Laughter, University of Tennessee - Knoxville

Participants:

Boys Are Like Puppies, Girls Aim to Please: How Teachers' Attributions and Associations Lead to Gender Stereotypes. *Tasha Anastasia Riley, The University of British Columbia*

Finding a Voice Through Storytelling: Perspectives of Homeless Parents on Life, School, and Literacy. *Minjeong Kim, University of Massachusetts - Lowell; Shanna Thompson, University of Massachusetts - Lowell; Jose Orlando Torres, University of Massachusetts - Lowell*

Read Between the Lines: Analyzing Black-Latina/o Student Conflict in Mainstream Print Media. *Lhuliana Alonso, University of California - Los Angeles; Michaela Jeanette Mares López, University of California - Los Angeles*

The Educational Experiences of the Black Middle Classes. *Nicola Rollock, Institute of Education - London; Carol Vincent, Institute of Education - London; David Gillborn, Institute of Education - London; Stephen J. Ball, Institute of Education - London*

"[I'm] Hispanic and Anglo [Though] I Don't Really Look That Hispanic": Young Men Negotiating the Dynamics of Phenotype and Racial and Ethnic Identities at a New Mexico High School. *Chalane E. Lechuga, University of New Mexico*

23.058-14. Validity Issues in Assessment. SIG-Cognition and Assessment;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Shauna J. Sweet, University of Maryland

Participants:

Assessing Conceptual Knowledge Through Similarity Ratings. *Joerg Michael Grossschedl, IPN-Leibniz-Institute for Science and Mathematics Education; Ute Harms, IPN-Leibniz Institute for Science and Mathematics Education*

Assessing the Relationship Between Executive Functioning and Reading Comprehension: Key to the Fourth-Grade Slump? *Richard F. Brummer, University of South Florida; Danielle V. Dennis, University of South Florida*

Examining the Role of Metacognition in Changing Answers on Multiple-Choice Tests. *Elena C. Papanastasiou, University of Nicosia; Agni Stylianou-Georgiou, University of Nicosia*

Examining a Universally Designed Curriculum-Based Measure in Mathematics. *Cheng-Fei Lai, University of Oregon; Elisa Jamgochian, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*

Modeling the Development of Multidimensional Skill Profiles in Epistemic Games: A Simulation-Based Investigation of a Novel Analytic Method. *Andre A. Rupp, University of Maryland; Shauna J. Sweet, University of Maryland; David W. Shaffer, University of Wisconsin*

23.058-15. Using Virtual Worlds for Teaching and Learning. SIG-Applied

Research in Virtual Environments for Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Dennis Beck, University of Arkansas

Participants:

Learning Complex Causality in Ecosystems via a Multiuser Virtual Environment. *Shari J. Metcalf, Harvard University; Michael Shane Tutwiler, Harvard University; Amy M. Kamarainen, Harvard University; Tina A. Grotzer, Harvard University; Chris J. Dede, Harvard University*

A Case Study of Three-Dimensional Immersive Learning Strategies. *C. Candace*

Chou, University of St. Thomas; Rama Kaye Hart, University of St. Thomas

Collaborative Scientific Inquiry in Arcadia: A Massively Multiplayer Online Gaming Environment on Blue Mars. *Jodi Asbell-Clarke, TERC; Teon Edwards, TERC; James L. Larsen, TERC; Elizabeth Rowe, TERC; Elisabeth Sylvan, TERC; Jim Hewitt, OISE/University of Toronto*

Visual Signaling in Virtual World-Based Assessments: The Situated Assessment using Virtual Environments for Science (SAVE Science) Project. *Brian C. Nelson, Arizona State University; Younsu Kim, Arizona State University; Cecile M. Foshee, Arizona State University*

23.059. Roundtable Session 8; Roundtable Session

23.059-1. Use of International Statistics. SIG-International Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Chad Robert Lykins, University of Hong Kong

Participants:

Relationship Between Teacher Efficacy and Student Achievement in Number Understanding: Analysis of the Trends in International Mathematics and Science Study (TIMSS) 2007 Data. *Qingmin Shi, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shaoan Zhang, University of Nevada - Las Vegas*

International Differences in Dropout and Inequality. *Stephen P. Lamb, University of Melbourne; Eifred Markussen, NIFU STEP Norwegian Institute for Studies in Innovation, Research and Education*

International Education Statistics in Context: Shifting Historical Paradigms for the Collection and Use of International Education Data and Indicators. *Brooks A. Rosenquist, Vanderbilt University*

Mathematics Achievement and Self-Concept Relations Across 16 Countries: A Higher Level Big-Fish-Little-Pond Effect? *Anna W. Cesa, University of Michigan; Kai S. Cortina, University of Michigan; Kevin F. Miller, University of Michigan*

23.059-2. Biliteracy Development and Teaching in and Beyond Classrooms.

SIG-Bilingual Education Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Gisela Ernst-Slavit, Washington State University

Participants:

Examining the Fidelity of Implementation of a Biliteracy Intervention in Two Third-Grade Classrooms. *Wendy Sparrow, University of Colorado - Boulder*

Training Teachers to Evaluate Emerging Bilingual Students' Biliterate Writing. *Sandra Adriana Butvilofsky, University of Colorado - Boulder; Wendy Sparrow, University of Colorado - Boulder*

Rethinking Literacy Development of Bilingual Students With Special Needs:

Challenges and Hope. *Pierre W. Orelus, New Mexico State University*

Understanding the Importance of Sociocultural Factors for the Biliteracy Development of Two Hispanic First Graders. *Angela Maria Lopez-Velasquez, University of Connecticut; Georgia E. Garcia, University of Illinois - Urbana-Champaign*

23.059-3. Research on Giftedness, Creativity, and Talent SIG Roundtable I.

SIG-Research on Giftedness and Talent; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Cheryll M. Adams, Ball State University

Participants:

Gender Differences in Domain-General and Domain-Specific Creative Thinking Abilities. *Eunsook Hong, University of Nevada - Las Vegas; Yun Peng, University of Nevada - Las Vegas; Junbin Wu, Guangzhou No. 5 High School*

How Mothers Perceive That They Make Educational Decisions for Their Identified Gifted Children. *Shari Orders, University of Ottawa*

Parenting Style, Perfectionism, and Creativity in High-Ability Young Adults.

Angie L. Miller, Indiana University; Kristie Speirs-Neumeister, Ball State University

23.059-4. Second Language Research SIG Roundtable 3: Examining Language Learning and Proficiency Evaluation Instruments. SIG-Second Language Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Jayoung Choi, Georgia State University

Participants:

Examining the Dimensions of English Language Proficiency Testing: Domain and Method Effects. *Vicki D. Peyton, The University of Kansas*
 Examination of the Psychometric Properties of a Self-Efficacy Scale. *Chuang Wang, University of North Carolina - Charlotte; Do-Hong Kim, University of North Carolina - Charlotte*

23.059-5. Program Assessment Using Qualitative, Quantitative, and Mixed Methods: Experiences From Across the Country. SIG-Academic Audit Research in Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Barbara L. Bales, University of Wisconsin - Milwaukee

Participants:

The Relationship of Candidate Subject-Matter Knowledge and Clinical Experience Assessments. *James B. Carroll, University of Portland; Jacqueline C. Waggoner, University of Portland*
 Is Critical Thinking a Predictor of Success on the Texas Pedagogy and Professional Responsibilities EC-12 Test? *Mohammed Mustafa Saleem, West Texas A&M University; Robin Lea Capt, West Texas A&M University*
 Using Student Voice and Qualitative Methods for Program Assessment. *Dianne L. Ferguson, Chapman University; Donald N. Cardinal, Chapman University*
 Getting Inside Outcomes of a Teacher Education Program. *Cecelia E. Traugh, Long Island University - Brooklyn; Jessica Trubek, Long Island University - Brooklyn*
 Candidate Reflection and Program Evaluation. *James B. Carroll, University of Portland; Jacqueline C. Waggoner, University of Portland; Hillary Merk, University of Portland; Bruce N. Weitzel, University of Portland*

23.059-6. Mentoring College Students. SIG-Mentorship and Mentoring Practices;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Helemrose Fives, Montclair State University

Participants:

Mentoring: Impact on the Undergraduate Science Researcher. *Courtney Brown, Indiana University; Christina Russell, Indiana University*
 Transfer From Community College to 4-Year College: A Longitudinal Study of Mentoring. *Becky Wai-Ling Packard, Mount Holyoke College*
 Teacher-Student Collaboration on Designing Instructional Multimedia Materials: A Case Study of Wenzao Ursuline College of Languages. *Ling Wang, Nova Southeastern University; Ya-chen Kao, Wenzao Ursuline College of Languages*

23.059-7. Changing Voices in Education Policy: Examining the Motivation and Influence of Different Policy Actors. SIG-Politics of Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Laurence B. Boggess, Miami University

Participants:

From "At-Risk" to "Disconnected": The Youth Polity From 1973-2008. *Rachel Julia Hare, Teachers College, Columbia University*
 The Role of Policy Entrepreneurs in Pain and Loss Activism. *Tiina Itkonen, California State University - Channel Islands; Robert K. Ream, University of California - Riverside*
 "The Outliers": States' Adoption of Broad-Based Merit Aid Policies Outside of the Southeastern United States. *William Kyle Ingle, Bowling Green State University; RuthAnn Petroff, Bowling Green State University*

23.059-8. Learning in the Professions Across the Life Span. Division I -

Education in the Professions; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Kimberly A. Swygert, National Board of Medical Examiners

Participants:

Crashing the Gate: Identifying Alternative Measures of Student Learning in Introductory Science, Technology, Engineering, and Mathematics Courses. *Kevin Eagan, University of California - Los Angeles; Sylvia Hurtado,*

University of California - Los Angeles; Felisha Herrera, University of California - Los Angeles; Mitchell J. Chang, University of California - Los Angeles

Participatory Game Design to Teach First-Year Engineering Students Career-Relevant Competencies. *Angela Van Barneveld, Purdue University; Kevin Berkopos, Purdue University; Jea Hong Choi, University of Georgia; Peggy A. Ertmer, Purdue University; Jun Fang, Purdue University; Belen Garcia de Hurtado, Purdue University; Constance A. Harris, Purdue University; Youngmi Lee, Purdue University; Wei Liu, Purdue University; Celia(Rui) Pan, Purdue University; Johannes Strobel, Purdue University; Nicole R. Weber, Purdue University; Ji Hyun Yu, Purdue University*

The Desire to Learn: Learning Across Generations. *Lillie R. Albert, Boston College; Peiyun Zhou, Boston College*

23.059-9. Developing Cultural Competencies for the Classroom. Division K -

Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Mark Helmsing, Michigan State University

Participants:

Caring and Collaboration Across Race Lines in One Post-Katrina, New Orleans Charter School. *Jenny Gordon, Binghamton University - SUNY*
 Cultural Socialization Process of Effective Educators of Students of Color in an Elementary School District. *Patricia May Henry, Cypress Fairbanks ISD; Norvella P. Carter, Texas A&M University*
 Relating Teacher Identity to Teaching Practice: Case Studies of African American Mathematics Teachers of Students of Color. *Ann R. Edwards, University of Maryland; Carolina Alejandra Napp-Avelli, University of Maryland - College Park; Nancy Tseng, University of Maryland*
 Understanding the Capacity of African American Teachers to Teach Students Within and Outside of Their Racial Group. *Bethany Brent, University of Wisconsin - Madison*

23.059-10. Approaches to Making Schools Safer. SIG-Safe Schools and

Communities; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Ivan E. Watts, Auburn University

Participants:

Exploring the Relationship Between Ontario's Safe Schools Legislation and Black Male Caribbean Students. *Alicia Hussain-Kelly, Queen's University*
 School Crime and Students' Absence From School. *Xiao (Art) Peng, Vanderbilt University*
 Student Threat Assessment as an Alternative to Zero-Tolerance Disciplinary Policies. *Dewey G. Cornell, University of Virginia; Xitao Fan, University of Virginia; Anne Gregory, Rutgers University*

23.059-11. Artist-Teachers and Teacher-Researchers: Evolution of Professional Identities Through Arts Instruction. SIG-Arts and Learning; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Tracie E. Costantino, University of Georgia

Participants:

Teachers as Researchers and Action Research in the Music Classroom. *Colleen M. Conway, University of Michigan; Scott Nathan Edgar, University of Michigan; Erin Hansen, University of Michigan; C. Michael Palmer, University of Michigan*
 Fostering Commitment to Arts Education Through Service Learning. *Ellen Burke, Millsaps College; Lissa McMamus, Millsaps College; Stacy L. DeZutter, Millsaps College; Katherine Lawrence, Millsaps College; Lindsay Webre, Millsaps College; Janet Wyeth, Millsaps College; Kaitlin Short, Millsaps College*

23.059-12. The Critical Body: Learning Through Dancing. SIG-Arts and

Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Kimberly Anne Powell, The Pennsylvania State University

Participants:

Dancing Through the Curriculum. *Eeva Helena Anttila, Theatre Academy, Finland*

The Body Critical: Understanding the Role of the Teacher's Body in Arts Integration. *Alisha White, Georgia State University; Michelle Zoss, Georgia State University*

Comparison of Evaluation of Dance Education Projects in New Orleans: Pre- and Post-Katrina. *Susan R. Koff, New York University*

23.060. Roundtable Session 9; Roundtable Session

23.060-1. Analytic Considerations Regarding Non-Normal and Noncontinuous Data. Division D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

William Holmes Finch, Ball State University

Participants:

A Comparison of Alternative Methods for Prediction of Categorical Data: A Monte Carlo Simulation Study. *Joelyn E. Holden, Ball State University; William Holmes Finch, Ball State University*

An Empirical Evaluation of Two Bayesian and Conventional Methods to Confirmatory Factor Analysis With Ordinal Data. *Jinsong Chen, The George Washington University*

Confirmatory Factor Analysis Models With Non-Normal Factor and Error Scores. *Xinya Liang, Florida State University; Haiyan Wu, Florida State University; Yanyun Yang, Florida State University*

The Effect of Discretization of Continuous Data: Principal Component Analysis Versus Dual Scaling. *Se-Kang Kim, Fordham University*

23.060-2. Applications of Mixed Methods and Qualitative Research. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

Leonie Pihama, Maori and Indigenous Analysis Ltd.

Participants:

Advancing Educational Research Through A Knowledge Discovery in Data (KDD) Model. *Samira ElAtia, University of Alberta; Ahmed Hammad, University of Alberta; Donald Ipperciel, University of Alberta*

Power, Effect Size, Sample Size, and Precision: A Guide for Mixed-Method Education Research. *Douglas K. Rush, Saint Louis University*

23.060-3. Building a Better Model for Testlet-Based Data. Division D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

Shudong Wang, Northwest Evaluation Association

Participants:

A General Framework for Dual Clustering in Item Response Theory Modeling. *Hong Jiao, University of Maryland; Robert J. Mislevy, ETS*

An Item Response Model for Testlet-Based Rating Scale Items. *Wen-Chung Wang, The Hong Kong Institute of Education; Xuelan Qiu, The Hong Kong Institute of Education*

Evaluating Parameter Recovery Under Testlet Dependency: Comparing Bayesian Random Effects, Bi-Factor, and Independent Items Models. *Natalie Anne Koziol, University of Nebraska - Lincoln*

23.060-4. Finding Value in Aggregated Scores and Subscores. Division D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

John T. Willse, University of North Carolina - Greensboro

Participants:

A Comparison of Score Aggregation Methods on Simulated Test Data. *Jianbin Fu, ETS*

Design a Test to Enhance Desired Uses of Subscores. *Shuqin Tao, Data Recognition Corporation; John N. Denbleyker, University of Iowa*
Profile Reporting: Methods for Determining the Value of Subscale Scores

Over the Total Score. *Oksana Babenko, University of Alberta; Hollis Lai, University of Alberta*

23.060-5. Technical Issues Related to Value-Added Modeling. Division D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

Benjamin Kelcey, Wayne State University

Participants:

Estimating and Testing Value-Added Models of Student Achievement. *Cassandra M. Guarino, Michigan State University; Mark D. Reckase, Michigan State University; Jeffrey Wooldridge, Michigan State University*

The Effects of Cross-Classified Model Misspecification on Value-Added, Growth Models With Improper Covariance Structures. *Laura H. Daniel, University of Pittsburgh*

The Impact of Latent Variable Outcomes on Value-Added Models of Intervention Efficacy. *Leslie Hawley Shaw, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln*

23.060-6. To Catch a Cheat, Psychometrically Speaking. Division D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

Paul D. Nichols, Pearson

Participants:

Application of Statistical Methods to Detect Aberrant Response Patterns. *Yanling Zhang, American Board of Internal Medicine; Renbang Zhu, American Board of Internal Medicine*

Detecting Exposed Test Items With Moving Averages of Standardized Item Residuals in Response Times. *Feiming Li, NBOME*

Incorporating Pseudo-Guessing Into the Deterministic, Gated Item Response Theory Model. *Zhan Shu, University of North Carolina - Greensboro; Jessalyn Smith, CTB/McGraw Hill*

The Effects of Answer Copying on the Ability Level Estimates of Cheater Examinees in Answer-Copying Pairs. *Cengiz Zopluoglu, University of Minnesota; Ernest C. Davenport, Jr., University of Minnesota*

23.060-7. Narrative Research SIG Roundtable Session I: Culture, Identity, and Narrative. SIG-Narrative Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

Jennifer R. Wolgemuth, Charles Darwin University

Participants:

Peace Corps Then, University Faculty Now: Rediscovering Ourselves as Teachers and Learners in Rwanda. *Kathleen Malu, William Paterson University; Kelly McNeal, William Paterson University*

Lost China People, Bak Kwei, and Bus Connections: Considerations When Leaving "Chinatown" in Victoria, British Columbia, Canada, 1952. *Heather Skye McLeod, Memorial University, Newfoundland*

Exploring Cultural Identity and Cultural Difference: A Narrative Reflection. *Leilani Sabzalian, University of Oregon*

23.060-8. Developing Exemplary Teachers of Reading. SIG-Research in Reading and Literacy; Roundtable Session
Doubletree, 16th Level, International Ballroom
4:05 pm to 5:35 pm

Chair:

Catherine M. Kelly, St. Catherine University, St. Paul

Participants:

The Impact of a Yearlong Teacher Literacy Professional Development: Impact on Beliefs, Instruction, and Student Achievement. *Sherry W. Powers, Western Kentucky University; Angela J. Cox, Georgetown College; Antony D. Norman, Western Kentucky University; Cassie F. Zippay, Western Kentucky University; Miriam Elizabeth Stroder, Western Kentucky University*

Walking the Talk: Supporting Teachers' Growth With Differentiated Professional Learning. *Arlene Grierson, Nipissing University*

The Transition to Teaching Reading: Knowledge and Beliefs in Practice. *Catherine M. Kelly, St. Catherine University, St. Paul*

23.060-9. Reimagining the Promise and Potential of Evaluation to Inform Policy and Knowledge Construction Through the Lens of Evaluation

Methodology. SIG-Research on Evaluation; Roundtable Session

Doubletree, 16th Level, International Ballroom

4:05 pm to 5:35 pm

Chair:

Guili Zhang, East Carolina University

Participants:

Improving Indian Education Through Indigenous Evaluation. *Joan L. La France, Mekinak Consulting; Karen Kirkhart, Syracuse University; Richard Nichols, Colyer Nichols, Inc.*

Program Evaluation Practice and Knowledge Construction. *William H. Rickards, Alverno College*

Understanding Situational Contingencies on the Evaluator's Role Identity in Federal Demonstration Projects. *Elaine M. Walker, Seton Hall University; Martin Finkelstein, Seton Hall University*

23.060-10. Gender Equity and Women in Educational Leadership. SIG-

Research on Women and Education; Roundtable Session

Doubletree, 16th Level, International Ballroom

4:05 pm to 5:35 pm

Chair:

Cynthia Beekley, University of Toledo

Participants:

Forty Years Ago, Who Could Have Imagined? Nonlinear Careers of Women Educational Leaders. *Ann Elizabeth Alexander, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University; Jacqueline E. Jacobs, Educational Leadership and Foundations; Sandra Tomnsen, Western Carolina University*

The Role of Gender in the Emotional Intelligence and Balanced Leadership Responsibilities Displayed by the Principal. *Suzy Cutbirth, Southwest Professional Development Center; Barbara Nell Martin, University of Central Missouri*

Women's Access to Higher Education Leadership: Cultural and Structural Barriers. *Julia Nell Ballenger, Stephen F. Austin State University*

Women as Leaders in Education: Succeeding Despite Inequity, Discrimination, and Other Challenges. *Jennifer L. Martin, Oakland University*

Women Leaders of Color Describe the Power of Collaborative Teams. *Michelle P. Collay, California State University - East Bay; Gimmy V. Lee, California State University - East Bay; Peg Winkelman, California State University - East Bay*

23.060-11. Action Research Across Diverse Settings: Local and International.

SIG-Action Research; Roundtable Session

Doubletree, 16th Level, International Ballroom

4:05 pm to 5:35 pm

Chair:

Noah A. Rubin, Harvard University

Participants:

Applying Action Research to an International Learning Experience With Preservice Teachers in Distance Education. *Isabel Alvarez, Autonomous University, Barcelona; Brent S. Kilbourn, OISE/University of Toronto; George Olson, Roosevelt University*

Graduate Candidates' Action Research Skills and Their Intention to Continue to Do Research Post-Program. *Lorraine C. Schmertz, Valdosta State University; Richard W. Schmertz, Valdosta State University*

What Should Count as Data for Data-Driven Instruction? Toward Equity-Based Teacher Professional Development. *Shannon Marie Pella, University of California - Davis*

23.060-12. Teachers in Charter Schools: Charter School Research and**Evaluation.** SIG-Charter School Research and Evaluation; Roundtable Session

Doubletree, 16th Level, International Ballroom

4:05 pm to 5:35 pm

Chair:

Robert A. Maranto, University of Arkansas

Participants:

Charting Teacher Quality: A Case Study of the Detroit Metropolitan Region. *Marytza A. Gawlik, Wayne State University; Michael F. Addonizio, Wayne State University; C. Philip Kearney, University of Michigan*

Rethinking Inputs and Outputs. *Daniel Choi, California State University - Fullerton*

Leading Toward Learning: What Gets Taught in Charter School Preparation Programs. *Marytza A. Gawlik, Wayne State University; Ann M. Allen, The Ohio State University*

23.060-13. Improving Equating Results Under Less Than Optimal Conditions.

Division D - Measurement and Research Methodology; Roundtable Session

Doubletree, 16th Level, International Ballroom

4:05 pm to 5:35 pm

Chair:

Andrew J. Kolstad, National Center for Education Statistics

Participants:

Comparing Methods for Detecting Unstable Anchor Items With Net Differential Item Functioning and Global Differential Item Functioning Conceptions. *Che-Ming Allen Lau, Pearson; Alvaro J. Arce, Pearson*

Does Removing Anchor Items Based on Statistical Criteria Impact Scale Stability and Student Performance? A Rasch Model Perspective. *Thakur B. Karkee, Measurement Inc.; Winnie K. Reid, Measurement Incorporated; Daniel F. Bowen, Measurement Inc.*

Investigating the Effect of Differential Item Functioning (DIF) in Common-Item Nonequivalent Group Equating Design. *Tian Song, Pearson*

Several Issues in Reducing Errors of Linking and Equating at All Ability Levels for State Large-Scale High-Stakes K-12 Assessments. *Haiyan Lin, University of Illinois - Urbana-Champaign; Hua-Hua Chang, University of Illinois - Urbana-Champaign*

Division and SIG Posters**23.061. Poster Session 3; Poster Session****23.061-1. Postsecondary Student Access and Success.** Division J - Postsecondary

Education; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:

1. Assisting Students in Reaching Their Postsecondary Goals: A Case Study of a Campus Undocumented Student Support Group. *Lisa DeAnn Garcia, University of Southern California*
2. Building Community, Building Futures: The Relationship of Community Service to Employment-Related Outcomes. *Hironao Okahana, University of California - Los Angeles; Wen Qi, Indiana University; Elayne Reiss, University of Central Florida; Jim Lenio, Walden University*
3. Changes in Race/Ethnic Enrollment Patterns by Level and Control of Institution. *Mark J. Garrison, D'Youville College; Bonnie K. Fox Garrity, D'Youville College*
4. Community College Retention of Limited English Proficient and Non-Limited English Proficient Hispanic Students: Demographic and Academic Predictors. *Carlton Jing Fong, University of Texas - Austin; Jaimie Meredith Krause, University of Texas - Austin; Claire Ellen Weinstein, University of Texas; Taylor Wayne Acee, Texas State University - San Marcos*
5. Exploring Attributional and Cultural Predictors of Collegiate Success. *Cody Brent Cox, University of Texas - Brownsville; Yan Yang, University of Texas - Brownsville*
6. How Might Governors Improve College Graduation Rates? *John G. Asmusen, University of Minnesota - Twin Cities*
7. Inspiring Adult Students in Life Transitions Through Innovative, Cross-Discipline Pedagogy. *Marion J. Nesbit, Lesley University*
8. Longitudinal Data Analysis With Latent Growth Modeling: An Introduction and Illustration for Higher Education Researchers. *Rebecca D. Blanchard, Baystate Medical Center and Tufts University; Timothy R. Konold, University of Virginia*
9. Systemic Change in the Production of Science, Technology, Engineering, and Mathematics (STEM): A Case Study of Change at an Historically Black College & University (HBCU). *Eugene Kennedy, Louisiana State University; James A. Anderson, South Carolina State University*
10. What Was Different? Exploring Noncognitive Factors in Successful Engineering Students. *Bonni Behrend, University of Arkansas*
11. Using the National Science Foundation's Scientists and Engineers Statistical Data System (SESTAT) System to Examine Postcollege Indicators of Success Among Science, Technology, Engineering, and Mathematics (STEM) Graduates of Color. *Tafaya Ransom, University of Pennsylvania*
12. Underrepresented Students in Science, Technology, Engineering, and Mathematics (STEM): An Examination of Campus Climate. *Blanca Rincon, University of Illinois - Urbana-Champaign; Casey E. George-Jackson, University of Illinois - Urbana-Champaign*
13. The Perceptions of New First-Time Freshmen as a Predictor of Student Retention. *Susana Maria Santos, Claremont Graduate University; Lisa*

Bortman, Whittier College

14. The Relationship Between Military Service and Associate's Degree Attainment. *Monica Christina Esqueda, University of Southern California; Darnell G. Cole, University of Southern California*

23.061-2. Exploring Self-Study of Teacher Education Practices. SIG-Self-Study of Teacher Education Practices; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

15. Framing the Tensions Related to Teaching "Integrated" Mathematics Education Modules to Preservice Teachers. *Mohammad Faaiz Gierdien, Stellenbosch University*
16. Through the Looking Glasses: A Self-Study of an Elementary Mathematics Methods Course Using Brookfield's Four Critically Reflective Lenses. *Katherine Ann Ariemma, Boston College; Rebecca N. Mitchell, Boston College*
17. Advancing Doctoral Pedagogy: A Third-Year Follow-Up on a New Professional Doctorate Program in Education. *Barbara A. Henderson, San Francisco State University; Helen H. Hyun, San Francisco State University; Lizbet Simmons, University of California - Berkeley*
18. Self-Study of Support Needed by a Teacher Education Administrator Leading the Development of New Programs. *Deborah Roose, Oberlin College*
19. So It's Not All About Me? Connecting the Personal and Professional in Teacher Education. *Monica Eileen McGlynn-Stewart, University of Toronto*
20. The Ghosts That Haunt My Classroom: A Self-Study of Creating an Authentic Self of Teaching. *Dashia Michelle Magee, The College of New Jersey*

23.061-3. SIG Instructional Technology: Games and Online Learning Environments. SIG-Instructional Technology; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

21. An Assessment of Knowledge Construction in an Online Discussion Forum: The Relationship Between Content Analysis and Social Network Analysis. *Vasa Buraphadeja, Assumption University of Thailand*
22. Designing an Electronic Educational Game to Facilitate Immersion and Flow. *Douglas Williams, University of Louisiana - Lafayette; Yuxin Ma, University of Louisiana - Lafayette; Louise Prejean, University of Louisiana - Lafayette*
23. Different Identity Revelation Modes in an Online Peer-Assessment Learning Environment. *Fu-Yun Yu, National Cheng Kung University; Chun-Ping Wu, TamKang University*
24. Investigation of Factors Contributing to the Success of Digital Game-Based Learning. *Sungwon Chung, Texas Tech University; Jongpil Cheon, Texas Tech University; Heejin Son, Texas Tech University*
25. Online Group Configuration Strategies. *Mingzhu Qiu, Northern State University*
26. Video Games in the Classroom: Pre- and In-Service Teachers' Perceptions of Games in the K-12 Classroom. *Raymond Pastore, University of North Carolina - Wilmington; David A. Falvo, Delaware State University*

23.061-4. Poster Session: Effects of Instructional Format on Learning. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

27. Assessment Practices in Catalanian Higher Education System: Focus on Competencies. *Elena Cano, Universitat de Barcelona; Georgeta Ion, University of Bucharest*
28. Diversity in Communities of Learning: Do Hierarchical Positions Affect Individuals' Activity and Performance? *Martin Rehm, Maastricht University; Wim H. Gijsselaers, Maastricht University; Mien Segers, University Maastricht*
29. Chronotopic Analysis of Learners' Agency Work in Dialogic Interaction. *Kristiina P. Kumpulainen, National Board of Education; Lasse Lipponen, University of Helsinki*
30. Effects of Presentation Format on Data Analysis Tasks. *Jeremy Sydik, University of Nebraska - Lincoln; Christy A. Horn, University of Nebraska*
31. Examining the Psychometric Properties of RAT-Chinese Version With Rasch Model. *Su Pin Hung, National Taiwan Normal University; Po Seng HAUNG, National Taiwan Normal University; Hsueh-Chi chen, National Taiwan*

Normal University

32. Evaluating the Efficacy of Enhanced Anchored Instruction for Middle School Students With Learning Disabilities in Math. *Brian A. Bottge, University of Kentucky; Xin Ma, University of Kentucky; Michael Toland, University of Kentucky; Allan S. Cohen, University of Georgia; Sun-Joo Cho, Vanderbilt University*
33. Factorial Invariance of an Integrated Sense of Classroom Community Scale Among Face-to-Face and Online Undergraduate Students. *YoonJung Cho, Oklahoma State University; John David Hathcoat, Oklahoma State University; Susan mathew, Oklahoma State University; Hyeyoung Bang, Bowling Green State University; Stacey L. Bridges, Oklahoma State University*
34. How Does the Use of Instructions Affect Learning of Procedural Tasks? *Elsa Eiriksdottir, Georgia Institute of Technology; Richard Catrambone, Georgia Institute of Technology*
35. Observational Learning Through Story Events. *April Scott*
36. The Effects of a Questioning-While-Reading Intervention on the Eye Movements of Struggling Adolescent Readers. *Virginia E. Clinton, University of Minnesota; Catherine M. Bohn-Gettler, Wichita State University; Kristen L. McMaster, University of Minnesota; Panayiota Kendeou, Neapolis University Pafos; Paul Vandebroek, University of Minnesota; David Rapp, Northwestern University*
37. The Role of Compensatory Scaffolds for Inquiry Learning in Narrative-Centered Learning Environments. *Lucy Shores, North Carolina State University; John L. Nietfeld, North Carolina State University*
38. The Influences of Adaptive Instruction on the Study Process. *So Mi Kim; Seung Won Park, University of Georgia*
39. The Role of Spontaneous Speech and Gestures in Improving Comprehension. *Sarah Ann Mayer, University of California - Los Angeles; Jean E. Fox Tree, University of California - Santa Cruz*
40. The Use of Narrative: Gender Differences and Implications for Motivation and Learning in a Game. *Sarah Joy Bittick, University of California - Los Angeles*
41. Walk It Out: The Influence of Movement and Changing Environment on Creativity in Symbolic Equivalence. *Marilyn Ann Oppezzo, Stanford University; Daniel L. Schwartz, Stanford University*

23.061-5. Applied Research in Secondary Public Schools. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

42. An Analysis of Literacy Instruction in Schools With High Levels of Proficiency in Reading/Language Arts. *James Herman, Tennessee Department of Education; Anna W. Grehan, Education Research Group; Shanan L. Chappell, The University of Memphis*
43. Be Careful What You Wish for: Lessons Learned From Conducting a Statewide Readiness Study. *Billie J. Erz, Arizona State University; Robert A. Horn, Northern Arizona University; Jennifer L. Prior, Northern Arizona University; Nancy J. Perry, Arizona State University; David B. Yaden, The University of Arizona; Ronald W. Marx, The University of Arizona*
44. Getting Kids to Understand Evolution: First-Year Implementation Results. *Camelia V. Rosca, Boston College; Laura M. O'Dwyer, Boston College*
45. Isolating the Effects of Teacher Communication With Parents and Students: Results From a Randomized Field Experiment. *Matthew A. Kraft, Harvard University; Shaun Michael Dougherty, Harvard University*
46. The Impact on Student Achievement of the 6+1 Trait Writing Model. *Richard H. Smiley, Education Northwest; Michael T. Coe; Vicki M. Nishioka, Northwest Regional Laboratory; Makoto Hanita, Education Northwest*
47. School Connectedness Among Youth in Residential Treatment: A Comparison of Traditional and Alternative School Experiences. *Amanda B. Nickerson, University at Albany - SUNY; Laura Moon Hopson, University at Albany - SUNY; Camela Steinke, University at Albany - SUNY*
48. The Effects of Literacy Coaching on the Reading Achievement of Struggling Adolescent Readers. *Kouider Mokhtari, Iowa State University; Carla Reichard, Iowa State University; Katie Gustafson, Ames High School; Beth Beschorner, Iowa State University*
49. Identifying Middle School Factors Associated With Students' Attainment of Credits in Core Courses During Grade 9. *Vasuki Rethinam, Montgomery County Public Schools, Maryland*

23.061-6. Poster Session: Motivation in Learning and Instruction. Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Poster Session

Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

50. Achievement Goals as a Predictor of Middle School Students' Affect, Self-Efficacy, Writing Achievement, and Scores on a Statewide Writing Assessment. *Douglas F. Kauffman, University of Nebraska - Lincoln; Ruomeng Zhao, University of Nebraska - Lincoln; Meryem Yilmaz Soylu, University of Nebraska - Lincoln; Mary G. Zeleny, University of Nebraska - Lincoln; Roger H. Bruning, University of Nebraska - Lincoln*
51. Structural Equation Modeling of the Associations Between Perception of Parents' Behaviors, Perfectionism, and Achievement Goals. *Nir Madjar, Ben-Gurion University of the Negev; Marina Voltsis, Ben-Gurion University of the Negev; Michael P. Weinstock, Ben-Gurion University of the Negev*
52. Attributional Analysis of Personal and Interpersonal Motivation for Collaborative Projects: A Replication and Extension Study. *Sarah E. Peterson, Duquesne University; James B. Schreiber, Duquesne University*
53. Examining the Relationship Between Adolescents' Epistemic Beliefs and Motivational Goals in the Domain of Science. *Amber Harris, Middlebury College; Barbara K. Hofer, Middlebury College*
54. How Are Facets of Classroom Need for Closure Related to Learning Processes and Outcomes? *Teresa K. De Backer, University of Oklahoma; H. Michael Crowson, University of Oklahoma; Bryan L. Duke, University of Central Oklahoma; Robert M. Nelson, University of Central Oklahoma*
55. Learners' Motivational and Environmental Factors as Predictors of Learning Flow and Achievement in E-Learning Environment. *Youngju Joo, Ewha Womans University; Kyu Yon Lim, Ajou University; Yoo Kyung Lee, Ewha Womans University; Sunhee Kim, Ewha Womans University; Na Yeon Yoo, Ewha Womans University*
56. Self-Efficacy, Confidence Judgments, and Accuracy in Conceptual Change Learning. *Jacqueline Rae Cordova, University of Nevada - Las Vegas; Suzanne H. Broughton, Utah State University; Gale M. Sinatra, University of Nevada - Las Vegas*
57. Social Influences, School Motivation, and Gender Differences: An Application of the Expectancy-Value Theory. *Weihua Fan, University of Houston*
58. Student Classroom Engagement in 4th to 12th Grade. *Christi Crosby Bergin, University of Missouri; Ze Wang, University of Missouri; David A. Bergin, University of Missouri; Rebecca Bryant-Fritz, University of Missouri; Renee Jamroz, University of Missouri*
59. Teachers' and Students' Psychological Need Satisfaction as Predictors of Students' Academic Achievement. *Tesia Tami Marshik, University of Wisconsin - La Crosse; Patricia T. Ashton, University of Florida; James Algina, University of Florida*
60. The Causal Relationship Between Academic Achievement and Academic Self-Concept: A Panel Study. *Yu-Chen Yeh, Institute of Education, National Chiao Tung University; Ssu-Kuang Chen; Fang-Ming Hwang, National Chiao Tung University; Sunny SJ Lin, National Chiao Tung University, Taiwan*
61. The Effect of Rewarding Help Seeking on Learning and Game Performance. *Girlice C. Delacruz, University of California - Los Angeles*
62. Voices of Latino Male Students on their Disconnect With Education: Perspectives of "Drop-Outs" and Those on the Brink. *Mark D. Halx, Halx Consulting Group; Moises Ortiz, University of Texas - Austin*
63. Use of Task-Value Instructional Inductions for Facilitating Engagement and Conceptual Change. *Marcus Lee Johnson, University of Cincinnati; Gale M. Sinatra, University of Nevada - Las Vegas*
64. The Transition to Secondary School in Tracked Systems: Applying Eccles' Expectancy-Value Model to Parents' Decision Making. *Kathrin Jonknam, University of Tübingen; Kai Maaz, Max Planck Institute for Human Development; Juergen Baumert, Max Planck Institute for Human Development*
65. "Should I Take the Bio Exam?" An Expectancy-Value Perspective on Undergraduates' Decisions to Take an Optional Biology Exam. *Anthony C. Perez, Temple University; Jennifer G. Cromley, Temple University; Emily Tancredi-Brice Agbenyega, Temple University; Erin McNamara Horvat, Temple University*

Friday, 6:00 pm

Presidential Sessions

24.010. Opening Plenary Session: Who Kidnapped Superman? Presidential Session Cosponsored by SIG-Supervision and Instructional Leadership; Invited Session

New Orleans Marriott, Second Level, La Galerie 5
6:00 pm to 7:00 pm

Chair:

Kris D. Gutiérrez, University of Colorado - Boulder

Speaker:

Diane Ravitch, New York University

SIG Sessions

- 24.011. Teaching "Where Ya At": Historians, Artists, and Veteran Teachers Talk about Making Local Culture and Consciousness Matter in the Curriculum.** SIG-Critical Educators for Social Justice Cosponsored by Division K - Teaching and Teacher Education; Off-Site Visit Community Book Center, 2523 Bayou Road, New Orleans
6:00 pm to 8:00 pm

Visit Leaders:

*Kristen L. Buras, Emory University
Adrienne D. Dixon, The Ohio State University
Joyce E. King, Georgia State University*

Participants:

*Joyce Marie Jackson, Louisiana State University
Kalamu Ya Salaam, Students at the Center
Ned Sublette, Musician and Popular Historian
Cherice Harrison Nelson, Guardians of the Flame
Louise Mouton Johnson, Veteran Teacher-Visual Artist
Greg Stafford, Veteran Teacher-Brass Band Member*

Friday, 6:15 pm

Governance Meetings and Events

- 25.001. AERA Publications Committee Reception: Invitation Only.** AERA Governance; Reception
New Orleans Marriott, Second Level, La Galerie 6
6:15 pm to 7:45 pm

Chair:

Russell W. Rumberger, University of California - Santa Barbara

AERA Related Activities

- 25.010. AERA International Reception: Invitation Only.** AERA Related Activities; Reception
New Orleans Marriott, Third Level, Mardi Gras Salon DE
6:15 pm to 7:45 pm

Chair:

Beverly Lindsay, Chair, International Relations Committee and The Pennsylvania State University

- 25.011. MacArthur Foundation Reception following Interest-Driven Learning and Participatory Democracy: A 21st-Century Agenda for Technology and Education.** AERA Related Activities; Reception
Sheraton, Third Level, Napoleon Ballroom C1
6:15 pm to 7:45 pm

Committee Sessions

- 25.012. Orientation to the Annual Meeting and Networking for Graduate Students and Campus Liaisons.** Graduate Student Council; Graduate Student Resource Center After Hours Event
Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
6:15 pm to 7:45 pm

SIG Sessions

- 25.013. Adult Literacy and Adult Education SIG Business Meeting.** SIG-Adult Literacy and Adult Education; Business Meeting
JW Marriott, Third Level, Orleans
6:15 pm to 7:45 pm

Chair:

Esther Prins, The Pennsylvania State University

- 25.014. Advanced Studies of National Databases SIG Business Meeting: Dissertation Presentation and Panel on Innovative Analyses.** SIG-Advanced Studies of National Databases; Business Meeting
Sheraton, Eighth Level, Salon 816

6:15 pm to 7:45 pm

Chair:

Debbie L. Hahs-Vaughn, University of Central Florida

Participants:

*Britt Wilkenfeld, Denver Public Schools**Marilyn M. Seastrom, National Center for Education Statistics**Jennifer E. Park, National Institute for Child Health and Human Development**Jerry West, Mathematica Policy Research, Inc***25.015. Advanced Technologies for Learning SIG and Learning Sciences SIG Joint Business Meeting.** SIG-Advanced Technologies for Learning; Business Meeting

Astor Crowne Plaza, Second Level, Astor Ballroom I

6:15 pm to 8:15 pm

25.016. Arts-Based Educational Research SIG Business Meeting. SIG-Arts-Based Educational Research; Business Meeting

JW Marriott, Third Level, Ile de France III

6:15 pm to 8:15 pm

Chair:

*Anniina Suominen Guyas, Florida State University***25.017. Bilingual Education Research SIG Business Meeting.** SIG-Bilingual

Education Research; Business Meeting

Sheraton, Fourth Level, Oak Alley

6:15 pm to 8:15 pm

25.018. Brain, Neurosciences, and Education SIG Business Meeting: Meeting of the Brains. SIG-Brain, Neurosciences, and Education; Business Meeting

Astor Crowne Plaza, Second Level Mezzanine, Bienville

6:15 pm to 7:45 pm

Chair:

*Jeffrey W. Gilger, Purdue University***25.019. Career Development SIG Business Meeting and Discussion: Emerging Issues in Career Development Theory, Research, and Practice.** SIG-

Career Development; Business Meeting

Astor Crowne Plaza, Second Level, Astor Ballroom II

6:15 pm to 7:45 pm

Chair:

V. Scott Solberg, University of Wisconsin - Madison

Participants:

Impact of Science, Technology, Engineering, Mathematics, and Medicine (STEMM) Contextual Affordances and STEMM Academic Preparation on Occupational Attainment. *Kimberly A.S. Howard, University of Wisconsin - Madison; V. Scott Solberg, University of Wisconsin - Madison; Linda G. Kimmel, Michigan State University; Jon D. Miller, University of Michigan*Self and Career Development as Cultural Constructions: A Foucauldian Perspective. *Graham B. Stead, Cleveland State University; Terri M. Bakker, University of Pretoria*Dreams and Possibilities: Education and Career Guidance (ECG) Portal for Primary 5-6 Students in Singapore. *Stanley Kwek; Hwee Chin Lim, Ministry of Education, Singapore***25.020. Chaos and Complexity Theories: SIG Business Meeting and Conversation. The State of Complexity.** SIG-Chaos & Complexity

Theories; Business Meeting

Astor Crowne Plaza, Second Level, Astor Ballroom III

6:15 pm to 8:15 pm

Chair:

Bernard P. Ricca, Saint John Fisher College

Participants:

*William E. Doll, Louisiana State University**Deborah Osberg, University of Exeter***25.021. Classroom Management: SIG Business Meeting.** SIG-Classroom

Management; Business Meeting

Sheraton, Fourth Level, Oakley

6:15 pm to 7:45 pm

25.022. Classroom Observation: SIG Business Meeting. SIG-Classroom

Observation; Business Meeting

Sheraton, Fifth Level, Grand Couteau

6:15 pm to 7:45 pm

Chair:

*Kelly Feighan, Research for Better Schools***25.023. Confucianism, Taoism, and Education: SIG Business Meeting.** SIG-Confucianism, Taoism, and Education; Business Meeting

Sheraton, Fifth Level, Grand Chenier

6:15 pm to 7:45 pm

Participant:

Bridging East and West in the Contexts of Educational Changes. *Jing Lin, University of Maryland - College Park; Ai Zhang, Richard Stockton College of New Jersey; Fengqiao Yan, Peking University***25.024. Democratic Citizenship in Education: SIG Business Meeting and Presentation. What Do We Know About the Civic Action of Young People From Disadvantaged Communities?** SIG-Democratic Citizenship

in Education; Business Meeting

Sheraton, Fourth Level, Bayside B

6:15 pm to 7:45 pm

Chair:

*Hilary Cremin, University of Cambridge***25.025. Design and Technology SIG Business Meeting.** SIG-Design and Technology; Business Meeting

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A

6:15 pm to 7:45 pm

25.026. Districts in Research and Reform SIG Business Meeting: Portfolio Management Models in Urban District Reform. SIG-Districts in Research and Reform; Business Meeting

Doubletree, Second Level, Nottoway

6:15 pm to 7:45 pm

Chairs:

*David A. Gamson, The Pennsylvania State University**Kyo Yamashiro, L.A. Educational Research Consortium*

Participants:

*Jeffrey R. Henig, Teachers College, Columbia University**Katrina E. Bulkley, Montclair State University***25.027. Education, Health, and Human Service Linkages SIG Business Meeting.** SIG-Education, Health, and Human Services Linkages; Business Meeting

JW Marriott, Third Level, Frontenac

6:15 pm to 7:45 pm

Participant:

Interprofessional Teaching and Learning: Of (a) Course! *Twyla L. Salm, University of Regina***25.028. Family, School, Community Partnerships SIG Business Meeting.** SIG-Family, School, Community Partnerships; Business Meeting

Sheraton, Fourth Level, Southdown

6:15 pm to 7:45 pm

25.029. Holistic Education SIG Business Meeting: How to Incite an Education Revolution, One School at a Time. SIG-Holistic Education; Business Meeting

JW Marriott, Third Level, Ile de France I

6:15 pm to 8:15 pm

Chair:

Michelle L. Tichy, University of Northern Iowa

Participants:

Searching For and Then Fighting for the Changes We Need in Schools. *William C. Ayers, University of Illinois - Chicago*The Story of the Alternative Education Resource Organization: The Education Revolution. *Jerry Mintz, Alternative Education Resource Organization***25.030. Invitational Learning SIG Business Meeting. Inviting Students to Learn: 100 Tips.** SIG-Invitational Learning; Business Meeting

New Orleans Marriott, Third Level, Mardi Gras Salon B

6:15 pm to 7:45 pm

Chair:

Kay Hensler Phelps, School District Re-1

Participant:

Inviting Students to Learn: 100 Tips for Talking Effectively With Your Students. *Jennifer L. Edwards, Fielding Graduate University*

25.031. Language and Social Processes SIG Business Meeting. SIG-Language and Social Processes; Business Meeting
New Orleans Marriott, Second Level, La Galerie 1
6:15 pm to 7:45 pm

25.032. Learning Environments SIG Business Meeting. SIG-Learning Environments; Business Meeting
New Orleans Marriott, Second Level, La Galerie 4
6:15 pm to 7:45 pm

Chair:

Celia E. Johnson, Bradley University

25.033. Learning and Teaching in Educational Leadership SIG Business Meeting and Panel Discussion of New Orleans School Administrators. SIG-Learning and Teaching in Educational Leadership; Business Meeting
Sheraton, Fourth Level, Bayside A
6:15 pm to 7:45 pm

Chair:

Arnold B. Danzig, Arizona State University

Participants:

Tricia Browne-Ferrigno, University of Kentucky

Liz Hollingworth, University of Iowa

Meredith L. Mountford, Florida Atlantic University

Stacey L. Edmonson, Sam Houston State University

Karen Sanzo Crum, Old Dominion University

Beverly J. Irby, Sam Houston State University

Augustina Reyes, University of Houston

Julie K. Shepherd, University of Iowa

William R. Black, University of South Florida

Eleanor E. Drago-Severson, Teachers College, Columbia University

Scott C. Bauer, George Mason University

25.034. Marxian Analysis of Society, Schools, and Education SIG Business Meeting: The Neoliberal Restructuring of Cities, Education Policy, and Possibilities for Social Transformation Through a Marxist Lens. SIG-Marxian Analysis of Society, Schools and Education; Business Meeting
Sheraton, Fourth Level, Edgewood
6:15 pm to 7:45 pm

Chairs:

Sheila L. Macrine, University of New Haven

Joao Menelau Paraskeva, University of Massachusetts

Participant:

The Neoliberal Restructuring of Cities, Education Policy, and Possibilities for Social Transformation Through a Marxist Lens. *Antonia Darder, University of Illinois; Pauline Lipman, University of Illinois - Chicago; David W. Hursh, University of Rochester; Sangeeta G. Kamat, University of Massachusetts; Thomas C. Pedroni, Oakland University; Peter L. McLaren, University of California - Los Angeles; Vicki Macris, University of Alberta*

25.035. Middle-Level Education Research SIG Business Meeting. SIG-Middle-Level Education Research; Business Meeting
Sheraton, Second Level, Rhythms Ballroom III
6:15 pm to 7:45 pm

Chair:

Penny A. Bishop, The University of Vermont

25.036. Philosophical Studies in Education SIG Business Meeting and Distinguished Lecturer Gert Biest: "Philosophy of Education for the Public Good: Five Challenges and An Agenda." SIG-Philosophical Studies in Education; Business Meeting
JW Marriott, Third Level, Maurepas
6:15 pm to 8:15 pm

Chair:

Craig A. Cunningham, National-Louis University

Participant:

Philosophy of Education for the Public Good: Five Challenges and an Agenda.

Gert J.J. Biesta, University of Stirling

Participants:

Charles Bingham, Simon Fraser University

Doris A. Santoro, Bowdoin College

Mark E. Jonas, University of Wisconsin - Whitewater

25.037. Politics of Education SIG Business Meeting. SIG-Politics of Education; Business Meeting

Sheraton, Fourth Level, Bayside C

6:15 pm to 8:15 pm

25.038. Problem-Based Education SIG Business Meeting. Next Generation Assessments & PBL: A Discussion with Joan Herman. SIG-Problem-Based Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Bourbon
6:15 pm to 7:45 pm

25.039. Rasch Measurement SIG Business Meeting. SIG-Rasch Measurement; Business Meeting
Doubletree, Second Level, Rosedown B
6:15 pm to 7:45 pm

25.040. Research Focus on Education and Sport SIG Business Meeting. SIG-Research Focus on Education and Sport; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon A
6:15 pm to 7:45 pm

25.041. Research on Learning and Instruction in Physical Education SIG Business Meeting. SIG-Research on Learning and Instruction in Physical Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
6:15 pm to 8:15 pm

Chair:

Donetta J. Cothran, Indiana University

25.042. Research on Women and Education SIG Business Meeting, Reception, and Willystine Goodsell Award Address. SIG-Research on Women and Education; Business Meeting
Doubletree, Second Level, Shadows
6:15 pm to 8:15 pm

25.043. Stress and Coping in Education SIG Business Meeting. SIG-Stress and Coping in Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
6:15 pm to 8:15 pm

Chair:

Rebecca A. Robles-Pina, Sam Houston State University

Participant:

Understanding Protective Factors Between Bullying Victimization and Psychological Outcomes. *Dorothy L. Espelage, University of Illinois*

Participants:

Russell L. Carson, Louisiana State University

Julie P. Combs, Sam Houston State University

25.044. Technology as an Agent of Change in Teaching and Learning SIG Business Meeting. SIG-Technology as an Agent of Change in Teaching and Learning; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 9
6:15 pm to 7:45 pm

Chair:

Natalie B. Milman, The George Washington University

Participant:

Karen Cator, U.S. Department of Education

25.045. Workplace Learning SIG Business Meeting. SIG-Workplace Learning; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 3
6:15 pm to 7:45 pm

Chair:

James E. Bartlett, North Carolina State University

Friday, 6:30 pm

Presidential Sessions

26.010. Innovative Approaches to Scholarship I: Slam High. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3

6:30 pm to 8:00 pm

Chair:

Bromwen E. Low, McGill University

Participant:

*David Smith, Careful Media***Friday, 7:30 pm****AERA Sessions****27.010. Social Justice in Education Award (2011) Lecture: William C. Ayers.**

AERA Sessions; Invited Session

New Orleans Marriott, Second Level, La Galerie 2

7:30 pm to 8:30 pm

Welcome:

William H. Watkins, University of Illinois - Chicago

Introduction of Awardee:

James Earl Davis, Temple University

Award Recipient and Speaker:

Lesson One - I Would Sing: Social Justice Research and Heeding the Persistent Cry of the Young. *William C. Ayers, University of Illinois - Chicago***Friday, 8:00 pm****Division Sessions****28.010. Division K Teaching and Teacher Education Off-Site Visit - Community Forum: Constructing and Reconstructing Schools in Times of Crisis.**

Division K - Teaching and Teacher Education; Off-Site Visit

ASHÉ Cultural Arts Center, 1712 Oretha C. Haley Boulevard, New Orleans

8:00 pm to 11:00 pm

Visit Leader:

Linda R. McIntyre, South Carolina State University

Participants:

*Peter C. Murrell, Loyola College**Linda C. Tillman, University of North Carolina - Chapel Hill***Friday, 8:30 pm****AERA Related Activities****29.010. Joint Social Justice Combined Reception.** AERA Related Activities; Reception

New Orleans Marriott, Second Level, La Galerie 3

8:30 pm to 9:30 pm

Chairs:

*William H. Watkins, University of Illinois - Chicago**James Earl Davis, Temple University**Tabbye Maria Chavous, University of Michigan**Kathleen A. Weiler, Tufts University***Saturday, 7:00 am****AERA Related Activities****30.010. Undergraduate Student Education Research Training Workshop Early****Bird Breakfast: Invitation Only (Day 1 of 2).** AERA Related Activities;

Invited Session

New Orleans Marriott, Fourth Level, Balcony K

7:00 am to 8:00 am

30.011. AERA Welcoming Orientation for New Members and First Time**Attendees - Sponsored by ICF International.** AERA Sessions; Invited

Session

Sheraton, Fifth Level, Grand Ballroom A

7:00 am to 8:00 am

Chairs:

*Felice J. Levine, Executive Director, American Educational Research Association**Kris D. Gutiérrez, AERA President and University of Colorado - Boulder**Arnetta F. Ball, AERA President-elect and Stanford University***Saturday, 8:00 am****Professional Development Courses****31.010. An Introductory Primer/Review of Multivariate Statistics I:****Multivariate Significance Tests and MANOVA.** Professional Development

and Training Committee; Professional Development Course

Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East

8:00 am to 12:00 pm

Director:

*Bruce Thompson, Texas A&M University - College Station***31.011. Longitudinal Surveys at the National Center for Education Statistics:****High School Longitudinal Study of 2009 (HSL:09).** Professional

Development and Training Committee; Professional Development Course

Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West

8:00 am to 12:00 pm

Directors:

*Kristin Flanagan, American Institutes for Research**Laura F. LoGerfo, Department of Education***31.012. Performatory Research and Inquiry.** Professional Development and

Training Committee; Professional Development Course

Hotel Monteleone, 17th Level, Vieux Carre

8:00 am to 12:00 pm

Directors:

*Lois Holzman, East Side Institute for Group and Short Term Psychotherapy**Carrie L. Lobman, Rutgers University**Anthony T. Perone, University of Illinois - Chicago***31.013. Writing an Application for an Institute of Educational Sciences****Grant: A Workshop.** Professional Development and Training Committee;

Professional Development Course

Hotel Monteleone, 16th Level, Riverview

8:00 am to 12:00 pm

Directors:

*Allen Ruby, Institute of Education Sciences, U.S. Department of Education**Meredith J. Larson***Saturday, 8:15 am****Governance Meetings and Events****32.001. AERA Committee on Scholars of Color in Education Awards****Presentation and Open Meeting.** AERA Governance; Governance

Session

New Orleans Marriott, Second Level, La Galerie 1

8:15 am to 9:45 am

Chair:

*Tabbye Maria Chavous, University of Michigan***32.002. Review of Research in Education (2013): Closed Editorial Board****Meeting.** AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Bacchus

8:15 am to 9:45 am

Chairs:

*Jamal Abedi, University of California - Davis**Christian J. Faltis, University of California - Davis***AERA Related Activities****32.010. AERA Fellows Breakfast: Invitation Only.** AERA Related Activities;

Governance Session

New Orleans Marriott, Third Level, Mardi Gras Salon DE

8:15 am to 10:15 am

Chair:

*Margaret Beale Spencer, University of Chicago***32.011. AERA Web Content Management System Training for Division and****SIG Web Managers: Session 1.** AERA Related Activities; Workshop

Sheraton, Second Level, Rhythms Ballroom III

8:15 am to 9:45 am

Chair:

Phoebe H. Stevenson, American Educational Research Association
Tracy Young, American Educational Research Association

Presidential Sessions

32.012. Beyond New London: Literacy Learning and the Design of Social Futures. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2
8:15 am to 10:15 am

Chair:

William Cope, University of Illinois - Urbana-Champaign

Participants:

The New London Agenda in Retrospect. *Mary Kalantzis, University of Illinois - Urbana-Champaign*

Learning and Knowing: Issues and Principles. *Gunther Kress, Institute of Education - London*

Language and Learning and Digital Media. *James Paul Gee, Arizona State University*
Appropriating Students' Multilingual Strengths and Multimodal Interests as Resources For Learning. *Courtney B. Cazden, Harvard University; Gail Cawkwell, University of Waikato, New Zealand*

Multiliteracies in Australia: Educational and Economic Reforms? *Allan A.J. Luke, Queensland University of Technology*

Teacher Orchestration of Talk in a Pedagogy of Multiliteracies. *Sarah Michaels, Clark University; Catherine O'Connor, Boston University; Richard Sohmmer, Investigators Club*

Future Agendas for Multiliteracies. *William Cope, University of Illinois - Urbana-Champaign*

Discussant:

Brian V. Street, Kings College, London

32.013. Developing and Testing Theories of Implementation: Conducting Research With Educational Systems. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
8:15 am to 10:15 am

Chair:

William R. Penuel, SRI International

Participants:

Developing the Area of Design-Based Implementation Research. *William R. Penuel, SRI International*

The Strategic Education Research Partnership: A Use-Inspired Model for Designing for Improvement at Scale. *Suzanne Donovan, SERP Institute*
Conducting Design Research at the District Level. *Paul A. Cobb, Vanderbilt University; Erin Craig Henrick, Vanderbilt University; Chuck Munter, Vanderbilt University*

Improving Community College Developmental Mathematics at Scale. *Anthony S. Bryk, Carnegie Foundation for the Advancement of Teaching; Alicia Grunow, Stanford University; Louis M. Gomez, University of Pittsburgh*

The Youth Data Archive: Building Complementary Indicator Systems for Improving Youth Outcomes in Communities. *Milbrey W. McLaughlin, Stanford University*

Discussants:

William R. Penuel, SRI International

Nora H. Sabelli, SRI International

Barry J. Fishman, University of Michigan

32.014. Education Research for the Public Good: Shaping State and Federal Policies for English Language Learners. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
8:15 am to 10:15 am

Chairs:

Diane L. August, Center for Applied Linguistics

Megan Hopkins, University of California - Los Angeles

Participants:

Fostering Meaningful Accountability for English Language Learners: What Will It Take? *Robert T. Linn, WestEd; Kenji Hakuta, Stanford University; David Johns, U.S. Senate HELP Committee*

Using Research to Implement the Federal Agenda. *Jennifer A. O'Day, American*

Institutes for Research

Research in the Service of Policy: The Arizona Case. *Patricia C. Gandara, University of California - Los Angeles; Kevin G. Welner, University of Colorado - Boulder*

Implementing the Common Core for English Language Learners. *Diane L. August, Center for Applied Linguistics; Gabriela J. Uro, Council of Great City Schools*

Committee Sessions

32.015. Graduate Student Networking Opportunity With Special Interest Groups (SIGs). Graduate Student Council; Invited Session

Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
8:15 am to 9:45 am

Chair:

Amis N. Brown, Michigan State University

Participants:

Vincent A. Anfara, University of Tennessee

Deborah A. Ceglowski, Ball State University

Geni Cowan, California State University - Sacramento

Stefnee E. Pinnegar, Brigham Young University

LeAnn G. Putney, University of Nevada - Las Vegas

Sharon H. Ulanoff, California State University - Los Angeles

International and State-Regional Organization Sessions

32.016. Consortium of State and Regional Educational Research Associations Paper Session 1. Consortium of State and Regional Educational Research Associations; Invited Session

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

Chair:

Keith M. Kershner, Research for Better Schools

Participants:

California Educational Research Association - Factors Associated with Academic Achievement of Academically Talented Students: A Comparison of Four Ethnic Groups. *Hae-Seong Park, Azusa Pacific University*

Virginia Educational Research Association - Associations of Pre-service Teachers' Performance, Personality, and Beliefs with Teacher Self-Efficacy at Program Completion. *Faiza M. Jamil, University of Virginia; Jason Downer, University of Virginia; Robert Pianta, University of Virginia*

Rocky Mountain Educational Research Association - Single-Gender Versus Coeducation: A Study of Two Models of Education Females. *Deborah Ann Hamer, Tarleton State University*

Southeastern Association for Community College Research - An Evaluation of Instructor Qualifications for Teaching Dual Enrollment Classes. *Barbara Abdulka-Jarim, George Mason University*

Discussant:

Douglas J. Simpson, Texas Tech University

32.017. Educational Leadership for the Public Good: Theory and Praxis.

Commonwealth Council for Educational Administration and Management; Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
8:15 am to 10:15 am

Chair:

Petros A. Pashiardis, Open University of Cyprus

Participants:

Contexts for Successful Principals: Phases of School Improvement and Layering of Leadership. *Christopher W. Day, University of Nottingham*

A Research-Led Evaluation to Enhance the Preparation of School Leaders to Deliver Education for the Public Good in Trinidad and Tobago. *Freddy Edna James, University of the West Indies; June Marilyn George, University of the West Indies; Susan Herbert, University of the West Indies*

Exploring the Relationship Among School Principals' Epistemological Beliefs, Context, and Leadership Practices. *Petros A. Pashiardis, Open University of Cyprus; Stefan Brauckmann, DIPF; Panayiota Kendeou, Neapolis University Pafos; Athena Michaelidou, Cyprus Centre for Educational Research and Evaluation; Eleni Lytra, Open University of Cyprus*

Managing the Good: Developing Diversity, Learning Leadership, and Professional Praxis in the Educational Community. *Steve Rayner, Oxford Brookes University*

The Views of Cyprus Primary School Principals Regarding the Necessity and

Feasibility of Undertaking Initiatives for School Improvement. *Christodoula Moustaka-Tsiolakki, Open University of Cyprus; Andreas Tsiakkiros, Open University, Cyprus*

32.018. When Large-Scale Assessment Meets Classroom Assessment: Teachers' Use of Province-Wide Assessments as Part of Students' Grades. Canadian Society for the Study of Education; Invited Session
Sheraton, Third Level, Napoleon Ballroom D
8:15 am to 10:15 am

Chairs:

Martha J. Koch, University of Ottawa
Christina Van Barneveld, Lakehead University

Participants:

Teachers' Determination of Final Grades Using Large-Scale Assessments: Policy Implications. *Marian Fushell, Department of Education, Government of Newfoundland and Labrador*

Large-Scale Assessment Results and Final Grades: The Ten Percent Rule and Other Teacher Practices. *Tess Miller, Queen's University*

One Test, Two Scores: Dilemmas Emerging From Teachers' Use of a Large-Scale Mathematics Assessment as Part of Students' Grades. *Martha J. Koch, University of Ottawa*

The Rights and Responsibilities of Test Takers When Some Parts of a Large-Scale Test Count Toward Class Marks. *Christina Van Barneveld, Lakehead University; Kariann Brinson, Lakehead University*

Teachers' Use of Large-Scale Assessment Results in Ontario: Grading Issues and Policies. *Marielle Simon, University of Ottawa; Christina Van Barneveld, Lakehead University; Sherry King, Lakehead University; Catherine Nadon, University of Ottawa*

Discussant:

Don A. Klinger, Queen's University at Kingston

Division Sessions

32.019. Attitudes and Motivation in Mathematics Education. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
8:15 am to 10:15 am

Chair:

Julianne C. Turner, University of Notre Dame

Participants:

Achievement Goal Orientation of Community College Mathematics Students and the Misalignment of Instructors' Perceptions. *Vilma M. Mesa, University of Michigan*

Can a Pedagogical Agent Help Reduce Mathematics Anxiety? *Quan Wei, Utah State University; Yanghee Kim, Utah State University*

Factorial Validity of the Scores From the Trends in International Mathematics and Science Study (TIMSS) 2007 Mathematics Attitude Scale. *Namok Choi, University of Louisville; Sarah Bush, University of Louisville; Amy English Hunter, University of Louisville; Tim Truitt, University of Louisville*

The Gender Confidence Gap in Junior High School Mathematics: Gender Differences in Student Belief-Achievement Relationships. *John A. Ross, OISE/University of Toronto; Catherine D. Bruce, Trent University*

Discussant:

Nicole M. Else-Quest, Villanova University

32.020. New Learning Environments for Science: Their Implications for Research and Affordances for Supporting Science Inquiry. Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
8:15 am to 9:45 am

Chair:

Janice D. Gobert, Worcester Polytechnic Institute

Participants:

- Using Logs, Machine Learning, and Data Mining to Determine When to Scaffold Science Inquiry. *Janice D. Gobert, Worcester Polytechnic Institute; Ryan S. Baker, Worcester Polytechnic Institute; Michael A. Sao Pedro, Worcester Polytechnic Inst; Ermal Toto, Worcester Polytechnic Institute; Orlando Montalvo, Worcester Polytechnic Institute*
- Enabling Teachers to Become Effective Moderators While Moderating Multiple E-Discussions. *Astrid Wichmann, Ruhr University Bochum; Adam*

Giemza, University Duisburg-Essen; Ulrich Hoppe, University Duisburg-Essen; Bruce McLaren, Carnegie Mellon University

- Using Bioworld to Enhance Learning While Performing an Authentic Inquiry-Based Task in Medicine. *Susanne P. Lajoie, McGill University; Laura Naismith, McGill University; Eric G. Poitras, McGill University; Ilian Cruz-Panesso, McGill University; Yuan-Jin Hong, McGill University; John Ranellucci, McGill University; Jeffrey Wiseman, McGill University*
- Modeling Across Domains: What Processes Lead to Good Models? *Wouter R. Van Joolingen, University of Twente*
- Scripting for Collaborative Online Learning (S-COL): Adaptive Support for Learning on Top of Diverse Web Content. *Karsten Stegmann, University of Munich; Christof Wecker, University of Munich; Ingo Kollar, University of Munich; Frank Fischer, University of Munich*
- Investigating How Graphical and Textual Computer-Based Programming Environments Support Student Inquiry in Science During Modeling. *Zacharias C. Zacharia, University of Cyprus; Loucas T. Louca, European University, Cyprus*
- A Knowledge Community and Inquiry Model for Secondary Science. *James D. Slotta, University of Toronto; Vanessa L. Peters, University of Michigan; Hedieh Najafi, OISE/University of Toronto*

Discussant:

Cindy E. Hmelo-Silver, Rutgers University

32.021. The Role of Educational Psychology in Teacher Education. Division C - Learning and Instruction; Invited Session
Hotel Monteleone, Ground Level, Royal Ballroom
8:15 am to 9:45 am

Chairs:

Helen Patrick, Purdue University
Lynley H. Anderman, The Ohio State University

Participants:

James G. Cibulka, National Council for Accreditation of Teacher Education
Etta R. Hollins, University of Missouri - Kansas City
Ronald W. Marx, The University of Arizona
Susan B. Nolen, University of Washington
Anita Elizabeth Woolfolk Hoy, The Ohio State University

32.022. Understanding the Education Trajectories of Young Black Men in New York City: Elementary and Middle School Years. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Iberville
8:15 am to 10:15 am

Chairs:

Ronald Mincy, Columbia University
Pedro A. Noguera, New York University

Participants:

Hierarchical Linear Modeling (HLM) Growth Modeling to Examine School-Related Factors to Math Performance Over Time. *Afshin Zilanawala, Columbia University*

Identifying Grouping Trajectories for Black Males in the Early Years. *Margary Martin, New York University*

Predicting Course Credit Completion for Black Males in Their First Year of High School. *Edward Fergus, New York University*

Options for Black Males After School: Opportunities and Access to High Quality Out-of-School Time Programming for Black Males in New York City. *Naomi Jefferson, New York University*

Discussant:

Nicole Sharpe, Black Male Donor Collaborative

32.023. Concerns and Considerations in Qualitative Inquiry. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Paper Session
Doubletree, Second Level, Madewood A
8:15 am to 9:45 am

Chair:

Ana Lucia Cruz, Saint Louis Community College at Meramec

Participants:

Creating Change: Ethics and the Impact of Research on Participants. *Rosemary Capps, University of Utah; Amy A. Bergerson, University of Utah*

Genre, Discourse, Power: A New Approach to the Study of Language and Schooling. *Ross Emmerson Collin, Manhattanville College*

Meta-Synthesis: An Innovative Approach to Literature Reviews. *Caroline Sottello Viernes Turner, Arizona State University; Juan Carlos Gonzalez, California State University - Fresno; J. Luke Wood, Lincoln Memorial*

University

Participatory Design Research in Building Community Through Telecollaboration (BCT) Project. *Gyeong Mi Heo, McGill University; Alain Breuleux, McGill University*

Transparency in Transcribing Interview Records: Making Visible Theoretical Bases for Inciting Dialogues Across Perspectives. *Audra Skukauskaitė, University of Texas - Brownsville*

Discussant:

Aaron M. Kuntz, The University of Alabama

32.024. Dimensionality and Model Fit With Item Response Theory. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Rosedown B
8:15 am to 9:45 am

Chair:

Chien-Lin Yang, American Dental Association

Participants:

A Determinant-Based Measure for Determining the Number of Dimensions Present. *Jessalyn Smith, CTB/McGraw Hill*

Comparison of Posterior Predictive Model Checking (PPMC) Using Expectation Maximization plus Expectation (EM+E) Method Versus Markov Chain Monte Carlo (MCMC). *Leslie A. Hendrix, University of South Carolina; Brian T. Habing, University of South Carolina*

Consistency of Dimensionality and Content Structure Analysis Across Different Methods and Samples. *Yu Fang, ACT, Inc.*

Dimensionality in Extended Constructed Response Items With Local Dependency. *Yongsang Lee, University of California - Berkeley; Jimmie Choi, University of California - Berkeley; Karen L. Draney, University of California - Berkeley; Hyo Jeong Shin, University of California - Berkeley*

Parametric Bootstrap Versus Computationally Fast Posterior Predictive Model Checking (PPMC) for Item Response Theory Model Fit. *Leslie A. Hendrix, University of South Carolina; Brian T. Habing, University of South Carolina*

Discussant:

Barbara G. Dodd, University of Texas - Austin

32.025. Issues in Research Design and Selection Bias in Educational Studies. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Shadows
8:15 am to 9:45 am

Chair:

Ginger Stoker, SRI International

Participants:

Estimating Causal Effects in Studies Involving an Eligibility Cutoff: Regression Discontinuity Versus Cohort Control Designs. *Hyekyung Jung, American Institutes for Research; Michael H. Seltzer, University of California - Los Angeles*

A Simulated Comparison of Bias Reduction Rates for Matching Through Latent Variable Versus Matching Through Surrogate Variables With Measurement Errors. *Qiu Wang, Purdue University; Kimberly S. Maier, Michigan State University; Richard T. Houang, Michigan State University*

Bayesian Approaches to Propensity Score Analysis. *Jianshen Chen, University of Wisconsin - Madison; David Kaplan, University of Wisconsin - Madison*

Propensity Score Matching Within Versus Across Schools. *Benjamin Kelcey, Wayne State University*

Discussant:

Debbie L. Hahs-Vaughn, University of Central Florida

32.026. Thinking Outside the Box: Which Student Supports Are Necessary in High-Expectation High-Need Schools? Division E - Counseling and Human Development; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom II
8:15 am to 9:45 am

Chair:

Kristen E. Vogt, University of Maryland

Participants:

A Model of Student Supports in "High-Expectation" Secondary Settings. *Rhona S. Weinstein, University of California - Berkeley; Leo White, University of California - Berkeley*

Principals' Perspectives on Critical Student Supports: Case Study of Student Support Resources and Practices in an Early College Network. *Andrea Venezia, WestEd; Laura Jaeger, WestEd*

A Comprehensive Support Structure for Early-College Secondary Students: Case Study of the University of California-Berkeley's California College Preparatory Academy Early College High School. *Megan Reed, California*

College Preparatory Academy

Discussant:

Katherine L. Hughes, Teachers College, Columbia University

32.027. Teachers, Plural Memories, and the Social Imagination. Division F - History and Historiography Cosponsored by Division K - Teaching and Teacher Education; Symposium
JW Marriott, Third Level, Ile de France II
8:15 am to 9:45 am

Chair:

Kate B. Rousmaniere, Miami University

Participants:

Visioning Teachers and the Good Society: Inclusion and Exclusion Among Asian Americans. *Eileen H. Tamura, University of Hawaii - Manoa*

Los Mireles and the Historical Restoration of the Mexican American Teacher in South Texas. *Laura Munoz, Texas A&M University - Corpus Christi*

Gendered Histories: The Contested Terrain of Media Technologies in Education. *Kari Dehli, OISE/University of Toronto*

Betsey Holsbery's School: Place, Memory, and the Creation of a Common Past. *Kathleen A. Weiler, Tufts University*

Discussant:

Kate B. Rousmaniere, Miami University

32.028. Artifacts Literacy for the Public Good: Inciting Meaning Making Through the Artifacts. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
8:15 am to 10:15 am

Chair:

Jennifer Rowsell, Brock University

Participants:

Artifacts as Strategies of Selfhood: An Exploration of Male Immigrant Adolescents' Identity-Making Practices. *Cheryl A. McLean, Rutgers University*

Young Children's Engagement With Material Objects in Contrasting Learning Contexts: An Ecological Perspective. *Sue Mary Nichols, University of South Australia*

Relations of Place and Time in the Artifacts Literacies of Urban Youth. *Valerie F. Kinloch, The Ohio State University*

Materializing Literacies: Seeing Literacies as Artifacts in Home Settings. *Kate Pahl, University of Sheffield*

The Computer Motherboard as Self: An African American Mother Understands Digital Literacies Through Artifacts Lens. *Tisha Y. Lewis, The Fishing School*

Discussant:

Lalitha M. Vasudevan, Teachers College, Columbia University

32.029. Black Girls' Stories and Toni Cade Bambara: The Power of Practical Application, Healing, and Critical Imagination. Division G - Social Context of Education; Demonstration/Performance
New Orleans Marriott, Second Level, La Galerie 4
8:15 am to 9:45 am

Chair:

Lisa Weems, Miami University

Participants:

Toni Cade Bambara and the Psychic Economy of Black Girls. *Ruth Nicole Brown, University of Illinois - Urbana-Champaign*

Sweetheart, We Are Sure We Want to Be Well: Quests for Wholeness. *Durell Maurice Callier, University of Illinois - Urbana-Champaign*

Why You Tryna Silence Her Body? The Role of Education in Shaping the Black Female Body. *Dominique Hill, University of Illinois - Urbana-Champaign*

Loud Silence: Performing the Research Interview, Listening to Black Women's Stories From the Academy and Beyond. *Chamara J. Kwakye, University of Illinois - Urbana-Champaign*

32.030. Challenging Anti-Immigration Discourse and Language and Education Policies in the Southeast: Collaboration Among Teachers, Students, Families, and University Educators. Division G - Social Context of Education; Invited Session
New Orleans Marriott, Second Level, La Galerie 6
8:15 am to 10:15 am

Chairs:

Ruth Harman, University of Georgia

Martha A. Alleksaht-Snyder, University of Georgia

Participants:

- Immigration, Language, and the Politics of Public Education in Gainesville, Georgia, 1980-2010. *Tore Carl Olsson, University of Georgia*
- The Schools and International Migrant Kids: Continuities and Discontinuities in Integrating Mexican Immigrant Children into Southern Society. *Victor Zuniga, Universidad de Monterrey; Rubén Hernández-León, University of California - Los Angeles*
- Transitivity in the Media: The Discursive Construction of Two Immigrant Groups. *Charles Allen Lynn, University of Georgia*
- Tensions in New Latino Communities: A Latina Teacher as a Centripetal Force of Authoritative Discourses. *Soria Elizabeth Colomer, University of Georgia*
- Critical Participatory Practices in a Middle School English as a Second Language Classroom: Latina Girls Speak Out for Undocumented Latino Communities. *Ruth Harman, University of Georgia; Kinga Varga-Dobai, University of Georgia; Kelli Bivins, Clarke County School District, Georgia*
- Who Knows, How, and for What Purposes? Steps-to-College Programs for Latino/a Middle and High School Students, Their Families, and Their Teachers. *Martha A. Alexsaht-Snyder, University of Georgia; Cory A. Buxton, University of Georgia; Paula Jean Mellom, University of Georgia; Carlos Rivera, University of Georgia*

Discussant:

Maria E. Franquiz, University of Texas - Austin

32.031. Using Cultural Historical Activity Theory to Study the Impact of Educational Policies on Urban, Culturally Diverse Communities.

Division G - Social Context of Education; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon C
8:15 am to 9:45 am

Chair:

Kerri A. Ullucci, Roger Williams University

Participants:

- Undocumented Immigrant Students in Policy and Discourse: College Access and In-State Resident Tuition Policies. *R. Evelyn Gilderleeve, Iowa State University*
- Structure, Agency, and Hybridity in the Classroom: Using Cultural-Historical Activity Theory to Explore the Local Impact of Statewide Restrictive Language Policy. *Ramon Antonio Martinez, University of Texas - Austin*
- From the White House Garden to an Urban Wall Garden: Using Cultural Historical Activity Theory (CHAT) to Study the Local Impact of Michelle Obama's Health Education Policy Initiative. *Althea Scott Nixon, University of Southern California*
- "Just Like I Told You, You Must Learn!" Pedagogy, Discursive Interactions, and Limited Learning Engagement. *Jevon D. Hunter*
- "It Ain't Where Ya From, It's Where Ya At": Building a More Dynamic Approach to Race and Culture in Teacher Preparation Programs Through Critical CHAT Perspectives. *Benji Chang, University of California - Los Angeles*

32.032. Data Use for Accountability: When Reforms Meet Reality.

Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Madewood B
8:15 am to 9:45 am

Chair:

Anne Sontag Karch, University of Wisconsin - Madison

Participants:

- A Human Factors Engineering Framework for Effective Data Use in Education Reform and Accountability. *Sara Kraemer, University of Wisconsin - Madison*
- Data Use in Schools. *Catherine Pautsch, University of Wisconsin; Rachel Lander, WCER*
- Applying Performance Management Framework to Data Use Professional Development. *Peter James Witham, University of Wisconsin*
- Who Are You Going to Believe, Me or Your Lying Eyes? *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Katherine Kresin Delaney, University of Wisconsin - Madison; Anne Sontag Karch, University of Wisconsin - Madison; Cynthia Lorena Romero, University of Wisconsin - Madison*
- Measures of Quality: The Relationships Between Teacher Value Added and Classroom Quality. *Mary Elizabeth (Beth) Graue, University of Wisconsin - Madison; Nandita Gawade, WCER; Katherine Kresin Delaney, University of Wisconsin - Madison; Anne Sontag Karch, University of Wisconsin - Madison; Cynthia Lorena Romero, University of Wisconsin - Madison*

Discussant:

Audrey Amrein-Beardsley, Arizona State University

32.033. Measuring Student Growth: New Advances and Major Challenges

in the State Assessment Consortia Initiatives. Division H - Research, Evaluation and Assessment in Schools; Symposium
Sheraton, Third Level, Napoleon Ballroom C3
8:15 am to 10:15 am

Chair:

Pascal D. Forgione, Center for K12 Assessment & Performance Management

Participants:

- An Overview of the Partnership for Assessment of Readiness for College and Careers (PARCC) and SMARTER Balanced Assessment Consortium (SBAC) Assessment Consortia Plans. *Nancy Doorey, Center for K-12 Assessment & Performance Management*
- A Psychometrician's Perspective on Consortia Approaches to Measuring Student Growth. *Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.*
- A Statistician's Perspective on Consortia Approaches to Measuring Student Growth. *Robert L. Linn, University of Colorado - Boulder*
- A Cognitive Scientist's Perspective on Consortia Approaches to Measuring Student Growth. *James W. Pellegrino, University of Illinois - Chicago*

Discussants:

Mitchell D. Chester, Ohio Department of Education

Michael T. Kane, ETS

Shael Suransky, New York City Department of Education

32.034. Quantitative Approaches to the Evaluation of Literacy Interventions for Elementary and Secondary Students.

Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Rosedown A
8:15 am to 9:45 am

Chair:

Anne Hafner, California State University - Los Angeles

Participants:

- The Impact of READ 180 on the Literacy Skills of Students With Disabilities. *Allison D'Amour Meisch, Westat; Amy Falk Smith, University of California - Davis; Jennifer A. Hamilton, Westat*
- An Empirical Evaluation of the Leveled Literacy Intervention Program's Impact on K-2 Literacy Achievement. *Carolyn Ransford-Kaldon, The University of Memphis; Cristin L. Ross, The University of Memphis; E. Sutton Flynt, The University of Memphis*
- A Randomized Controlled Trial Evaluation of a School-Based Volunteer Tutoring Program. *Sarah Miller, Centre for Effective Education; Paul Connolly, Queen's University - Belfast*
- Does Read Right Put Adolescents on the Right Path? Results From a Multisite Randomized Controlled Trial. *Caitlin Scott, Education Northwest; Theresa Deussen, Education Northwest; Makoto Hanita, Education Northwest*
- Relationship Between Literacy Program Implementation and Student Achievement. *Tomonori Ishikawa, University of South Carolina; Tammie S. Dickenson, University of South Carolina - Columbia; Sarah J. Gareau, Lenoir Rhyne University; Diane M. Monrad, University of South Carolina; Heather Bennett, University of South Carolina; Diana Luminita Mindrila, University of South Carolina*

Discussant:

Vickie L. Cartwright, Orange County Public School

32.035. The Impact of Bias and Reflection on Clinical Reasoning.

Division I - Education in the Professions; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
8:15 am to 9:45 am

Chair:

Remy M. Rikers, Erasmus University Rotterdam, Netherlands

Participants:

- The Influence of Medical Students' Self-Explanations on Diagnostic Performance. *Martine G. Chamberland, University of Sherbrooke; Christina St-Onge, Université de Sherbrooke; Linda Bergeron, Université de Sherbrooke; Annick Bourget, Université de Sherbrooke*
- Explicitation Interview: A Guided Reflexivity Activity to Support Medical Students' Expertise Development. *Annick Bourget, Université de Sherbrooke; Martine G. Chamberland, University of Sherbrooke; Jacques Tardif, University of Sherbrooke*
- Confirmation Bias in Medical Decision Making. *Kees van den van den Berge, Erasmus University Rotterdam, Netherlands; Silvia Mamede, Erasmus University Rotterdam, Netherlands; Henk G. Schmidt, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands*

Wikipedia Causes Doctors to Misdiagnose Clinical Cases. *Henk G. Schmidt, Erasmus University Rotterdam, Netherlands; Silvia Mamede, Erasmus University Rotterdam, Netherlands; Tamara Van Gog, Erasmus University Rotterdam, Netherlands; Kees van den van den Berge, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands*

Discussant:

Fred Paas, Erasmus University Rotterdam, Netherlands

32.036. Assessing Student Learning, Development, and Outcomes in STEM

Education. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde

8:15 am to 9:45 am

Chair:

Elizabeth W. Brooks, Kent State University

Participants:

A Survey of the Scientific Epistemological Views of College Students: Assessing the Impact of an Implicit Curriculum in Science Education. *Leigh S. Arino De La Rubia, Tennessee State University; John Mark Hunter, Tennessee State University*

Bridging the Gap: An Exploration of Tensions Between Pedagogical Reforms and Science, Technology, Engineering, and Mathematics Students' Learning Needs. *Emily Tancredi-Brice Aghenyega, Temple University; Erin McNamara Horvat, Temple University; Anthony C. Perez, Temple University; Jennifer G. Cromley, Temple University; Ingelle Townsend, Temple University; Lillian Raja, Temple University*

Considering the Role of Gender in Developing a Science Identity: Undergraduate Students in Science, Technology, Engineering, and Mathematics Fields at Large, Public, Research Universities. *Montrisha Money Williams, University of Illinois - Urbana-Champaign; Casey E. George-Jackson, University of Illinois - Urbana-Champaign; Lorenzo DuBois Baber, University of Illinois; William T. Trent, University of Illinois - Urbana-Champaign*

Learning, Retention, and Forgetting in University Physics. *Eleanor C. Sayre, Wabash College; Scott V. Franklin, Rochester Institute of Technology*

Discussant:

Lois Calian Trautvetter, Northwestern University

32.037. Beyond Simple Public/Private Dichotomies: Higher Education's Role in Creating Community, Societal, Democratic, and Economic Sustainability.

Division J - Postsecondary Education; Symposium

JW Marriott, Third Level, Frontenac

8:15 am to 10:15 am

Chair:

John Burkhardt, University of Michigan

Participants:

A Center for the Public Good. *John Burkhardt, University of Michigan; Elizabeth Hudson, University of Michigan*

Leading and Supporting the Public Good. *Judith A. Ramaley, Winona State University; Alice Diebel, The Charles F. Kettering Foundation*

Researching, Teaching, and Partnering for the Public Good. *Matthew Hartley, University of Pennsylvania; Magdalena Martinez, University of Michigan; Penny A. Pasque, University of Oklahoma; Edith Fernandez, Nevada System of Higher Education*

32.038. Collaboration and Leadership Effectiveness.

Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas

8:15 am to 9:45 am

Chair:

Tatiana Suspitsyna, The Ohio State University

Participants:

Fostering Organizational Collaboration in Higher Education Institutions: Examining Structure, Culture, and Agency. *Claudia Salguero, University of California - Los Angeles; Jay R. Dee, University of Massachusetts - Boston*

Stories of Generational Leadership: Female Higher Education Administrators' Voices. *Colette M. Taylor, Texas Tech University; Erika Marie Langill Warnick, Texas Tech University*

The Manifestations and Implications of Administrative Academic Capitalism: A Multiple Case Study of Three Student Affairs Organizations. *Rozana Carducci, University of Missouri - Columbia*

Understanding the Mentoring Relationships That Support New Academic Administrators in Higher Education Institutions. *Marguerite McLellan, Salem State College; Jay R. Dee, University of Massachusetts - Boston*

Unpacking Leader Effectiveness: Exploring Gender, Institutional Type, and Other Common Predictors. *Mary Edna Antonaros, University of Michigan; Carol Himelhoch, Siena Heights University; Stephen R. Ball, Lourdes College*

Discussant:

Paula M. Short, Tennessee Board of Regents

32.039. Case Studies and Culture: Explorations of Teacher Education and Teacher Practice Within Cultural Frames.

Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4

8:15 am to 10:15 am

Chair:

Cory T. Brown, The Ohio State University

Participants:

A 3rd-Year Teacher's Response to Teaching Science in a Culturally Relevant Way: An Ethnographic Case Study. *Stefania (Stefanie) Macaluso, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University*

Exploring the Cultural Consciousness of Preservice Teachers Through Autobiographical Journaling During an Initial Field Experience. *Wanda G. Lastrapes, University of North Florida; Meiko Negishi, University of North Florida*

Looking Within: Further Delineating a Framework of Teacher Critical Reflection as an Agent of Change. *Kathryn Brooks, Butler University; Katya A. Karathanos, San José State University*

Eclectic Case Pedagogy: A Critical Approach to Sociocultural Knowledge in Teacher Education. *Keffrelyn D. Brown, University of Texas - Austin; Amelia M. Kraehe, University of Texas - Austin*

Discussant:

Jeamine E. Dingus-Eason, Saint John Fisher College

32.040. Innovations and Challenges in Integrating Reflective Practice in Preservice Early Childhood, Elementary, and Secondary Teacher Education.

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 2

8:15 am to 9:45 am

Chair:

Abigail M. Jewkes, Hunter College - CUNY

Participants:

The Role of Technology in Reflective Practice. *Anne Renee Tapp, Saginaw Valley State University; Debra L. Lively, Saginaw Valley State University*

Implementing and Assessing a Reflective Teaching Framework With Early Childhood Teacher Candidates. *Abigail M. Jewkes, Hunter College - CUNY*

Novice Versus Expert: Beautiful Dreams in Prospective Teachers' Reflections. *Katrina Liu, University of Wisconsin - Madison*

The Role of Personal, Professional, and Policy Goals in Developing Reflective Practice: Leveraging Professional Development Plans in Teacher Education. *Douglas B. Larkin, Montclair State University*

Discussant:

Frances O. Rust, University of Pennsylvania

32.041. Investigation of Standards-Based Reform in Math and Science Teaching and Learning in Qatari Elementary Schools.

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3

8:15 am to 9:45 am

Chairs:

Douglas J. Palmer, Texas A&M University

R. Malatesha Joshi, Texas A&M University

Participants:

Part I: Overview and Background-Education for a New Era Reform Elements. *Douglas J. Palmer, Texas A&M University; Hissa Mohammed Sadiq, Qatar University*

Conditions for Student-Centered Teaching and Learning: Relationship Between Classroom Processes and School Achievement of Curriculum Standards. *Stephanie L. Knight, The Pennsylvania State University; Atmane Ikhlef, Qatar University*

Investigating the Relationship Between Student Problem Solving and Self-Regulated Learning and Teacher Efficacy. *Atmane Ikhlef, Qatar University; Stephanie L. Knight, The Pennsylvania State University*

Relationship Between Teachers' Perceptions of Instruction for Student-Centered Learning and Observed Behaviors. *Dawn R. Parker, Texas A&M University; R. Malatesha Joshi, Texas A&M University; Stephanie L. Knight, The Pennsylvania State University*

Efficacy of Nonnative English Speaking Teachers in Qatar Independent Schools in Relation to Perceived English Language Proficiency. *Zohreh R. Eslami, Texas A&M University - College Station; R. Malatesha Joshi, Texas A&M University*

Discussant:

Donna L. Wiseman, University of Maryland

32.042. Literacies Remixed: Multiliteracies and New Literacies in the

Disciplines. Division K - Teaching and Teacher Education; Working Group Roundtable

New Orleans Marriott, Fourth Level, Balconies IJ

8:15 am to 9:45 am

Chair:

Michael Manderino, University of Illinois - Chicago

Participants:

Graphic Novels in the Discipline of History: An Analysis of Primary Sources in Traditional Text and Graphic Novel Formats. *William Boerman-Cornell, Trinity Christian College*

The Transformative Possibilities of Hip-Hop in the Classrooms. *Jung E. Kim, Lewis University*

Social Networking as Discursive Practice: Developing Disciplinary Literacy in History. *Michael Manderino, University of Illinois - Chicago*

32.043. Mentoring as a Discursive Practice: Encounters Between the

Pedagogical, Moral, and Political in Cross-National Settings. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 5

8:15 am to 9:45 am

Chair:

Lily Orland-Barak, Haifa University

Participants:

Mentoring as a Discursive Practice Rooted in Moral Stances. *Lily Orland-Barak, Haifa University; Ayelet Becher, Haifa University, Israel; Roseanne Kheir, Haifa University, Israel*

Mentoring New Teachers of Color in Urban Schools: Discursive Practices About Cultural and Linguistic Diversity. *Betty Achinstein, University of California - Santa Cruz*

Preservice Teachers' Inquiry in Field Placement Classrooms of Culturally and Linguistically Diverse Learners. *Steven Z. Athanases, University of California - Davis*

Managing Identity as a Discursive Practice in Master Teachers' Work as Professional Developers. *Carmen Montecinos, Universidad Catolica de Valparaiso, Chile; Javier Campos, Pontificia Universidad Catolica de Valparaiso; Claudia Carreno, Pontificia Universidad Catolica de Valparaiso; Rosario Domingez, Pontificia Universidad Catolica de Valparaiso; Mauricio Pino, Pontificia Universidad Catolica de Valparaiso*

Discussant:

Geert Kelchtermans, University of Leuven

32.044. Pedagogy, Language, Culture, and Reading.

Division K - Teaching and Teacher Education; Paper Session

Sheraton, Fourth Level, Oak Alley

8:15 am to 10:15 am

Participants:

Chinese Heritage Language Teachers' Perspectives on Chinese Culture Integration and Culturally Relevant Pedagogy. *Hsu-Pai Wu, University of Texas - Austin*

Culturally Responsive Pedagogy Across the Teacher Education Spectrum. *Vanessa Diane Dodo Seriki, The Ohio State University; Cleveland Hayes, University of La Verne; Kenneth James Fasching-Varner, Edgewood College*

Growth in Knowledge of Subject Content and Pedagogy Over the First 6 Years: A Study of 22 Elementary Teachers. *Clare Kosnik, University of Toronto; Clive M. Beck, OISE/University of Toronto; Tim Fletcher, OISE/University of Toronto; Judy Caulfield, OISE/University of Toronto; Tiffany Grace Harris, OISE/University of Toronto; Helen V. Macdonald, OISE/University of Toronto; Judy Blaney, OISE/University of Toronto*

Why Read-Aloud Discussions Are Important in an Era of Narrowed Curriculum. *Jo Worthy, University of Texas - Austin; Katharine Lynette Chamberlain, University of Texas - Austin; Katie Peterson, University of Texas - Austin; aron Sharp, University of Texas - Austin; Pei-Yu Shih, University of Texas - Austin*

Discussant:

Rosalyn L. Lehman, University of Wisconsin - Milwaukee

32.045. Teacher Candidates Learning to Anticipate, Elicit, Interpret, and Facilitate Student Thinking: High-Leverage Practices for Teaching.

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8

8:15 am to 9:45 am

Chair:

Pamela A. Moss, University of Michigan

Participants:

Planning and Teaching Social Studies Lessons: Teacher Candidates' Anticipation and Elicitation of Student Thinking. *Lauren McArthur Harris, University of Michigan; Cathy Michele Johnson, University of Michigan; Melissa Stull, University of Michigan*

Learning to Support Student Thinking in the Context of Text-Based Discussions. *Annemarie S. Palincsar, University of Michigan; Linda L. Kucan, University of Pittsburgh*

Elementary Teacher Candidates' Engagement With Student Thinking When Planning Science Lessons. *Elizabeth A. Davis, University of Michigan; Michele Nelson, University of Michigan*

Eliciting and Interpreting Students' Mathematical Thinking to Support Subsequent Teaching. *Laurie Sleep, University of Michigan; Timothy A. Boerst, University of Michigan; Merrie L. Blunk, University of Michigan; Pamela A. Moss, University of Michigan*

Discussant:

Richard Lehrer, Vanderbilt University

32.046. Cross-National Comparisons of Research on Higher Education Policy.

Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics, Division L - Educational Policy and Politics; Paper Session

Sheraton, Fifth Level, Grand Couteau

8:15 am to 10:15 am

Chair:

Elise S. Langan, University of Georgia - Macon State College

Participants:

General High School Students' Choice of Track and Future College Major in South Korea: An Explanatory Analysis. *Sunhee Paik, Michigan State University; Woojeong Shim*

College Quality and Financial Aid Distribution in China. *Po Yang, Peking University*

Why Would More and More Korean Women Like to Invest in Higher Education? *Jungjoon Ihm, Department of Education*

The Impact of Female Sports Participation on College Attainment: Recent Evidence From the Education Longitudinal Study of 2002 (ELS: 2002). *Katie H. Buckley, Harvard University*

The General-Equilibrium Effects of the College Enrollment Expansion on the Labor Market, Education Inequality, and Income Inequality. *Binzhen Wu, Tsinghua University*

Discussant:

Xiaoxian Li, University of California - Los Angeles

32.047. Teacher Evaluation.

Division L - Educational Policy and Politics; Paper Session

Sheraton, Fifth Level, Grand Chenier

8:15 am to 10:15 am

Chair:

Circe L. Stumbo, West Wind Education Policy, Inc.

Participants:

An Evaluation of a District Pay-for-Performance Program in Texas. *Ryan Balch, Vanderbilt University; Matthew G. Springer, Vanderbilt University*

Evaluating Alternative Value-Added Specifications for Estimating High School Teacher Effects. *Dan Goldhaber, University of Washington; Pete G. Goldschmidt, University of California - Los Angeles; Philip Sylling, University of Washington; Fannie Tseng, Berkeley Policy Associates*

Teacher Effectiveness Research and the Spectacle of Effectiveness Policy. *Rachael Gabriel, University of Tennessee; Richard L. Allington, University of Tennessee*

Value-Added Teacher Estimates as Part of Teacher Evaluations: Exploring Properties of Value-Added Scores From a Psychometric Perspective. *Nicole B. Kersting, The University of Arizona; Kilchan Choi, University of California - Los Angeles; James W. Stigler, University of California - Los Angeles*

Teacher Effects on Student Achievement: A Meta-Analysis of the Proportion of Variance Between Classrooms. *Rebecca Joan Cohen Luskin, University of California - Los Angeles; Jose Felipe Martinez, University of California - Los Angeles*

Discussant:

Morgan S. Polikoff, University of Southern California

SIG Sessions

32.048. The Roles of Early Environments and Teacher Quality in Pre-K-Grade 1 Achievement. SIG-Advanced Studies of National Databases; Paper Session
Sheraton, Eighth Level, Salon 816
8:15 am to 9:45 am

Chair:

Larry R. Price, Texas State University - San Marcos

Participants:

Pre-Academic Experiences, Socioemotional Behaviors, and Children's Reading Growth. *Isabelle Chang, Temple University*

Effect of Quality of Early Education Environments at 2 Years on Emergent Literacy at Preschool. *Deanne W. Swan, Emory University*

Teachers Effects and Minority Learning Gaps in the Early Grades. *Gregory J. Palardy, University of California - Riverside*

Discussant:

John F. Cronin, Northwest Evaluation Association

32.049. Virtual World and Games Assessments. SIG-Applied Research in Virtual Environments for Learning; Paper Session
Sheraton, Third Level, Napoleon Ballroom B1
8:15 am to 9:45 am

Chair:

Sabine Karine Lawless-Reljic, San Diego State University

Participants:

A Framework for Designing Assessment Activities for Virtual Worlds. *Michael Charles Mayrath, Harvard University; Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Jillianne Code, Harvard University*

Effects of Reading-While-Listening Affordance on Students' Hypotheses Developed in an Inquiry-Based Virtual Environment Assessment. *David Michael Majerich, Temple University; Catherine C. Schifter, Temple University; Angela Shelton, Temple University; Diane Jass Ketelhut, Temple University*

Scaling Transformational Disruptive Technologies. *Patrick K. Pettyjohn, Indiana University; Sasha A. Barab, Indiana University; Asmalina Saleh, Indiana University - Bloomington*

Validating Embedded Assessment Strategies in Game-Based Learning Environments: An Expert-Novice Study. *Kurt D. Squire, University of Wisconsin - Madison; Matthew Gaydos, University of Wisconsin - Madison; Ben Devane, University of Florida*

Discussant:

Brian C. Nelson, Arizona State University

32.050. Reimagining Self Through and Beyond Words. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
8:15 am to 10:15 am

Chair:

Horace R. Hall, DePaul University

Participants:

Curriculum Encounters Through Performative Inquiry and Embodied Narratives. *Kathryn Ann Ricketts, Simon Fraser University; Lynn Fels, The University of British Columbia; Celeste N. Snowber, Simon Fraser University*

Frameworks of Critical Theater: With and Beyond Words. *Kari-Lynn Winters, Brock University; Glemys McQueen-Fuentes, Brock University*

Reimagining Dance in Education: The Photopoetics of Secondary Dance. *Cheryl Kay, Simon Fraser University*

Visual Culture of Hungarian Roma: Constructing Identity Through Art. *Andrea Karpati, Eotvos Lorand University*

Discussant:

James H. Sanders, The Ohio State University

32.051. Community Arts: Social Engagement Inside and Outside School. SIG-Arts and Learning; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bienville
8:15 am to 10:15 am

Chair:

J. David Betts, The University of Arizona

Participants:

Teaching in Places: Embodying Local Knowledge, Community, and Emergent Curriculum in Preservice Art Education. *Kimberly Anne Powell, The Pennsylvania State University; Lisa Lajevic, The College of New Jersey*

Encounters With Difference: Community-Based New Media Programs and Practices. *Kit M. Grauer, The University of British Columbia; Juan Carlos Castro, University of Illinois - Urbana-Champaign; Anita Sinner, Concordia University*

Children's Conversations About Art: Practices Inside and Outside the Classroom. *Rut Martinez Borda, University of Alcalá; Pilar Lacasa, University of Alcalá; Sara Cortés, University of Alcalá; Mirian Checa Romero, University of Alcalá; Gloria Nogueiras, University of Alcalá; Maria Ruth Garcia-Pernia, University of Alcalá*

Culture-Based Arts Integration: An Examination of Carefully Developed Space Where Art and Culture Merge. *Kelly A. Hrenko, University of Southern Maine*
Artsmaking to Prepare for Social Justice-Oriented Work. *Christa A. Boske, Kent State University*

Discussant:

J. David Betts, The University of Arizona

32.052. Formative Assessment for Michigan Educators. SIG-Classroom Assessment; Symposium
Sheraton, Fourth Level, Bayside A
8:15 am to 10:15 am

Chair:

Sara Y. Bryant, University of Colorado - Boulder

Participants:

Analyzing Deep Structures: How Cognitive CoachingSM Influences the Formative Assessment Process. *Sara Y. Bryant, University of Colorado - Boulder; Jane Ellison, The Center for Cognitive Coaching; Carolee Hayes, Kaleidoscope Associates, LLC*

Overview of the Formative Assessment for Michigan Educators Project. *Edward Roerber, Michigan State University; Kim Young, Michigan Department of Education*

Impact on Formative Assessment Knowledge and Classroom Practices of Learning Team Members and Coaches, in the Context of the Michigan Professional Development Model. *Dante Cisterna-Albuquerque; Amelia Wenk Gotwals, Michigan State University; Edward Roerber, Michigan State University*

Research on the Formative Assessment in Michigan Education Programs. *Edward Roerber, Michigan State University; Amelia Wenk Gotwals, Michigan State University*

Discussant:

Jennie A. Whitcomb, University of Colorado - Boulder

32.053. Working Toward Social Justice Praxis in K-12 Classrooms. SIG-Critical Educators for Social Justice; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
8:15 am to 9:45 am

Chair:

Noelle Witherspoon Arnold, University of Missouri - Columbia

Participants:

Classroom Social Justice: The Impact of Inequitable Classroom Practices on Student Conduct. *Duane E. Thomas, University of Pennsylvania; Malik Muhammad, Parkway Academy; Celine Thompson, University of Pennsylvania; Hasan Amenra, University of Pennsylvania*

Dusting for Fingerprints: Revealing Underpinning Hegemony Within an Elementary Education Program's Articulated Diversity Transformation. *Patricia L. Bullock, Kennesaw State University; Karthigeyan Subramaniam, University of North Texas; Lisa Cabulong Buenaventura, The Pennsylvania State University - Harrisburg; Incho Lee, The Pennsylvania State University - Harrisburg*

I Gonna Lock It Down! Reflections on School Violence and Resistance. *Patricio R. Ortiz, Utah State University*

Moving Toward a Transformative, Race-Conscious English Classroom. *Meredith DeCosta-Smith, Arizona State University*

Teachers, Please Learn Our Names! Racial Micro-Aggressions and the K-12 Classroom. *Rita Kohli, Santa Clara University; Daniel Gilbert Solorzano, University of California - Los Angeles*

32.054. Rethinking Practice in Early Childhood Education. SIG-Critical Perspectives on Early Childhood Education; Paper Session
JW Marriott, Third Level, Rosalie
8:15 am to 9:45 am

Chair:

Beth Blue Swadener, Arizona State University

Participants:

"Are You Spying on Us?" Engaging Children as Agentive Researchers.

Kimberly Bezaire, OISE/University of Toronto

Children as Research Consultants: Utilization of Articles 12 and 13 of the United Nations' Conventions on the Rights of the Child (UNCRC). *Sonya Gaches, Arizona State University; Lacey Elizabeth Peters, Arizona State University; Beth Blue Swadener, Arizona State University*

Children's Responses to the Use of Peace Circles at One Primary School in the United States. *Leigh M. O'Brien, SUNY - College at Geneseo; Sue Novinger, College at Brockport - SUNY*

Early Beginnings: Cultural Capital and the Development of Home-School Connections in Early Childhood. *Kyle Elizabeth Miller, University of Wisconsin - Madison; Amy Hilgendorf, University of Wisconsin - Madison; Janean Dilworth-Bart, University of Wisconsin - Madison*

Negotiating Prescribed Early Literacy Curriculum: From a Child's Perspective. *Tamara Glupczynski Spencer, Montclair State University*

Primary Language as a Trailblazer for Second Language Learning in Young English Learners. *Nicholas C. Block, Montebello Unified School District, California State University - Long Beach*

Discussant:

Beth Blue Swadener, Arizona State University

32.055. Democratic Citizenship in Education Paper Session I. SIG-Democratic Citizenship in Education; Paper Session
Sheraton, Second Level, Rhythms Ballroom I
8:15 am to 10:15 am

Chair:

James M. Mitchell, California State University - East Bay

Participants:

Citizenship Competences of Students in Primary and Secondary Education in the Netherlands. *Guske Ledoux, University of Amsterdam; Femke Geijsel, University of Amsterdam; Geert Ten Dam, University of Amsterdam; Rene Reumerman, University of Amsterdam*

Building Knowledge, Capacity, and Efficacy in the Words of Youth. *Pamela J. Gordon, Harvard University*

Educating for Global Citizenship: Teachers' Understandings and Pedagogical Practices in Three Canadian Metropolitan Regions. *Nadya Alexandra Weber, OISE/University of Toronto; Angela Mary MacDonald, OISE/University of Toronto; Mark Evans, OISE/University of Toronto; Leigh-Anne Ingram*

Fostering Political Efficacy Through Civic Advocacy Projects. *Brett Miller Levy, University of Michigan*

Inciting Civic Imagination Through Action: An Evaluation of Generation Citizen. *Alison Klebanoff Cohen, University of California - Berkeley; Alexander Pope, Teachers College, Columbia University; Laurel Stolte, Harvard University; Scott Warren, Generation Citizen*

Negotiating Global Citizenship in the Social Studies Classroom. *Anatoli Rapoport, Purdue University*

32.056. The Central Concepts of John Dewey's Thought: Philosophical and Historical Studies. SIG-Dewey Studies; Paper Session
Sheraton, Fourth Level, Gallier
8:15 am to 10:15 am

Chair:

Carolyn Logue Berenato, Saint Joseph's University

Participants:

On Games: John Dewey Versus the Free Schools Movement. *Aaron M. Schutz, University of Wisconsin - Milwaukee*

Common Ground With a Common Faith: Dewey's Idea of the "Religious" and Spirituality in Education. *Bradley Baurain, University of Nebraska - Lincoln*
Dewey on Morality, Growth, and an Essential Sort of Happiness. *Susan Jean Mayer, Brandeis University*

The Question of Ends in Dewey's Educational Thought. *Roudy Hildreth, Southern Illinois University - Carbondale*

Achieving Publics: Public Formation on Behalf of Education Reform. *Kathleen Knight-Abowitz, Miami University*

Discussant:

Stefan Thomas Hopmann, University of Vienna

32.057. The Influence of Faculty on Doctoral Student Experiences From Admission to Dissertation. SIG-Doctoral Education across the Disciplines; Paper Session
JW Marriott, Third Level, Orleans
8:15 am to 9:45 am

Chair:

Mariam Orkodashvili, Vanderbilt University

Participants:

Doctoral Admits' Institution Choice: Student Experiences Versus Faculty and Staff Perceptions. *Samuel Henry Bersola, University of California - Los Angeles; Ellen Bara Stolzenberg, University of California - Los Angeles; Kevin John Fosnacht, University of California - Los Angeles; Janice Love, University of California - Los Angeles*

Reducing Cultures of Neglect: The Potential of Structural Pedagogies of Care. *Lynn McAlpine, McGill University; Didi Spencer, University of Oxford*

Rethorizing Doctoral Advising as Professional Work. *Christine M. Halse, University of Western Sydney; Janne Malfroy, University of Western Sydney*
Examining Ph.D. and Research Master's Dissertations. *Sid F. Bourke, University of Newcastle; Allyson Patricia Holbrook, University of Newcastle*

32.058. King Cake: Examining Practices and Capacities for Environmental Education in Schools. SIG-Environmental Education; Paper Session
JW Marriott, Third Level, Ile de France III
8:15 am to 10:15 am

Chair:

Robert B. Stevenson, James Cook University

Participants:

Green School Certificate in Israel: Social Predictors of Early Adoption. *Oren Pizmony Levy, Indiana University; Dafna Gan, Society for the Protection of Nature in Israel*

Researching Hong Kong's Environmental Campaign Committee's Programs for Greening Schools: Programs for the Public Good? *Annette E. Gough, RMIT University; Noel Gough, La Trobe University; Eric Po Keung Tsang, The Hong Kong Institute of Education*

Sustaining Environmental Education: How Expeditionary Learning Supports Teachers in Tackling Science in Classroom Practice. *Meg A. Riordan, Expeditionary Learning Schools Outward Bound; Emily J. Klein, Montclair State University*

The Process of Conservation Photography: Collaborations With Environmental Education. *Bruce Evan Farnsworth, University of North Dakota*

Toward a Theory of Teacher Agency in Community-Based Studies. *Robert Coulter, Missouri Botanical Garden; Rachel Becker-Klein, PEER Associates*

32.059. Global Indigenous Perspectives on Indigenous and Colonizing Education: Lessons From Africa, Canada, and USA. SIG-Indigenous Peoples of the Americas; Symposium
New Orleans Marriott, Second Level, La Galerie 3
8:15 am to 10:15 am

Chairs:

Judy M. Iseke, Lakehead University

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

Participants:

Indigenous Narratives of Recovery and Educational Choice From Canada and Postapartheid South Africa. *Judy M. Iseke, Lakehead University; Bekisizwe S. Ndimande, University of Illinois - Urbana-Champaign*

Revisiting the Question of the "Indigenous". *George J. Dei, OISE/University of Toronto*

History Keeps You Going: Cultural Integrity, Sovereignty, and New Mexico History. *Glenabah M. Martinez, University of New Mexico*

African Indigenous Knowledge: A Decolonizing Educational Project. *Njoki N. Wane, University of Toronto*

"I Had a Rough Past, but Things Are Getting Better for Sure!" Aboriginal Youth and Schooling. *Susan Dion, York University*

Discussant:

Jo-Ann Archibald, The University of British Columbia

32.060. The Politics of Indigenous Schooling. SIG-Indigenous Peoples of the Pacific; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 7
8:15 am to 10:15 am

Chair:

Katrina Kapaanaokalaokoeola Oliveira, University of Hawaii

Participants:

I Mua Nō Ka 'Ulu: Designing New Books to Foster Development of Hawaiian Language and Literacy. *Sam L. Warner, University of Hawaii - Manoa*

Living With/in a Pacific Paradox: Colonialism and Cultural Relevancy in Indigenous Classrooms. *Marylin G. Low, Pacific Resources for Education and Learning; Hilda Heine, Pacific Resources for Education and Learning*

New Voices: Successful Schooling for Maori Students in the 21st Century in Aotearoa New Zealand: Issues, Challenges, and Solutions. *Paul Whitimui, University of Waikato*

Preparing Nishnawbe Aski Teachers to Teach Through Language and Culture:

Teacher Candidates' Perspectives. *John H. Hodson, Brock University; Julian D. Kitchen, Brock University*

Discussants:

Robert Lopes, University of Hawaii - Manoa
Annette Wong, University of Hawaii - Manoa

32.061. Design Considerations in Games and Virtual Environments. SIG-

Instructional Technology; Paper Session

Astor Crowne Plaza, Second Level, Grand Ballroom A

8:15 am to 10:15 am

Chair:

Wan-Lin Yang, University of Wisconsin - Madison

Participants:

Analyzing Design Decisions in Developing an Educational Game. *Yuxin Ma, University of Louisiana - Lafayette; Douglas Williams, University of Louisiana - Lafayette; Guolin Lai; Louise Prejean, University of Louisiana - Lafayette*

Facing the Design and Development Challenges of Implementing Embedded Automated Assessment Systems in Virtual Environments. *Brett E. Shelton, Utah State University; Jon Scoresby, Utah State University; Jeffrey Olsen, Utah State University; Mary Ann Parlin, Utah State University; Chad Coats, Utah State University*

Tracking Performance, Understanding, and Learning in Complex Game-Like Environments: Current Problems of Assessment. *Pablo Nicolai Pirnay-Dummer, University of Freiburg, Germany; Birgit Kopainsky, University of Bergen*

Gamers, Are You Learning? Using Prompts to Support Learning in Games. *Seolim Kwon; Jake Warren Enfield, Indiana University; Miguel Lara, Indiana University*

Instructional Design of an Advanced Interactive Discovery Environment: Exploring Team Communication and Technology Use in Virtual Collaborative Engineering Problem Solving. *Yiyang Wu, Syracuse University*

Discussant:

Sharon Tettegah, University of Illinois - Urbana-Champaign

32.062. Cross-Cultural Research From Six Countries: Comparing Productivity of Academic Olympians With Gifted and Non-Gifted Students. SIG-

International Studies; Symposium

Sheraton, Fourth Level, Bayside C

8:15 am to 10:15 am

Chair:

Kurt A. Heller, Ludwig Maximilian University of Munich

Participants:

Olympian Parents Answer the Question of How Parents Contribute Toward Their Child's Academic Productivity. *James R. Campbell, Saint John's University*

Comparing Parents of American, German, and Chinese Olympians With Parents of Gifted and General Education Students in the Same Countries. *James R. Campbell, Saint John's University*

What Personal Characteristics and Family Processes Contribute to the Development of Leadership for Olympians and for Scientifically Talented Individuals in Grades 5 Through 10? *Seokhee Cho, Saint John's University*

Determining the Factors Responsible for Awards Earned by Korean Olympians and Scientifically Talented Elementary School Korean Students. *Seokhee Cho, Saint John's University; Chia-Yi Lin, Saint John's University*

Ethical Thinking Skills of Mathematically Gifted Finnish Young Adults. *Kirsi A. Tirri, University of Helsinki; Petri J. Nokelainen, University of Tampere*

Discussant:

Eunsook Hong, University of Nevada - Las Vegas

32.063. Issues in College Testing and Assessment. SIG-Measurement Services

Cosponsored by Division D - Measurement and Research Methodology;

Paper Session

Sheraton, Eighth Level, Salon 820

8:15 am to 9:45 am

Chair:

James A. Wollack, University of Wisconsin - Madison

Participants:

Dependability of College Student Ratings of Teaching and Learning Quality. *Rajat Chadha; Theodore Wayne Frick, Indiana University*

Enhancing Response Rates Amidst Survey Fatigue: The Impact of Personalized Web Survey Video Invitations. *Kirsten Thompson, Brigham Young University; Steve Wygant, Brigham Young University; Danny R. Olsen, Brigham Young University; Jeffrey Keith, Brigham Young University*

Examining the National Survey of Student Engagement (NSSE) Questionnaire Items. *Nilay Yildirim, Syracuse University*

An Investigation of Scholastic Assessment Test Mathematics Item Characteristics and Their Validity for Predicting College Performance and Major. *Jennifer L. Kobrin, The College Board; YoungKoung Kim, The College Board; Paul R. Sackett, University of Minnesota*

Reducing Systematic Errors in College Grade Predictions Using an Index of High School Socioeconomic Status. *Rebecca Zwick, ETS; Igor Himelfarb, University of California - Santa Barbara*

Discussant:

Craig S. Wells, University of Massachusetts - Amherst

32.064. Five Years After Katrina: Social Innovation or Rhetoric. SIG-Mixed

Methods Research; Symposium

Sheraton, Fourth Level, Edgewood

8:15 am to 9:45 am

Chair:

Abbas Tashakkori, University of North Texas

Participants:

Shared Language: Barriers to Understanding in Post-Katrina New Orleans.

Lauren Bierbaum, Greater New Orleans Afterschool Partnership

Calling for Mixed Methods Studies of Post-Katrina Educational Reform in New Orleans: Combining the Effic and Effic Perspectives. *Abbas Tashakkori, University of North Texas; Charles B. Teddlie, Louisiana State University; Jennifer C. Greene, University of Illinois - Urbana-Champaign*

Mr. Gettridge, the Camera, and Me: Video Action Research and Pedagogy in New Orleans Post-Katrina. *Maria K. Lovett, Florida International University*

Assessing School Reform Post Katrina: The Advantages of School-Level and Macro-Level Data. *Luis Miron, Loyola University New Orleans; Gary A. Orfield, University of California - Los Angeles*

Discussant:

Alexander J. Hancock, Loyola University New Orleans

32.065. Development and Influences on Student Engagement and Self-Esteem.

SIG-Motivation in Education; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon A

8:15 am to 9:45 am

Chair:

AnneMarie M. Conley, University of California - Irvine

Participants:

Individual Differences in the Intra-Individual Relationship Between Task-Specific Perceptions and Emotional Engagement. *Ayumi Tanaka, Doshisha University; Kou Murayama, University of Munich*

A Person-Centered Investigation of Academic Motivation, Performance, and Engagement in a High School Setting. *Stephanie V. Wormington, Reed College; Jennifer Henderlong Corpus, Reed College*

Predicting Growth Trajectories of Self-Esteem Around Transition to College: Impact of Changes in Achievement Goal. *Sungok Serena Shim, Ball State University; Allison M. Ryan, University of Illinois - Urbana-Champaign; Cen Audrey Wang, Ball State University*

Middle School Students' School Engagement. *Ting-Ling Sha, Alief Independent School District; Shirley L. Yu, University of Houston; Christopher A. Wolters, University of Houston*

Discussant:

Avi Kaplan, Temple University

32.066. Current Methodological Issues in Multiple Linear Regression and the General Linear Model. SIG-Multiple Linear Regression: The General

Linear Model; Paper Session

Hotel Monteleone, Mezzanine Level, Bonnet Carre

8:15 am to 9:45 am

Chair:

Matthew Newman Gaertner, University of Colorado - Boulder

Participants:

Comparing Cross-Validated Classification Accuracies for Alternate Predictor Variable-Weighting Algorithms. *Mary G. Lieberman, Florida Atlantic University; John D. Morris, Florida Atlantic University*

Improving the Accuracy of Parameter Estimation of Proportional Hazards Regression With Kernel Resampling. *Haiyan Bai, University of Central Florida*

Predicting Intelligence Using Alternative Models to Regression. *Mei Chang, Ball State University; William Holmes Finch, Ball State University; Andrew S. Davis, Ball State University*

Unbalanced Sampling Effect on the Power at Level-1 in the Random Coefficient

Model. *Daniel J. Mundfrom, New Mexico State University; Bonnie J. Steele, University of Northern Colorado; Jamis Perrett, University of Northern Colorado*

Discussant:

Isadore Newman, Florida International University

32.067. Building the Discipline to Support Youth Work Education. SIG-Out-of-School Time; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
8:15 am to 10:15 am

Chair:

Dana R. Fusco, York College - CUNY

Participants:

On Becoming an Academic Profession. *Dana R. Fusco, York College - CUNY*
Youth Work Core Competencies: A Review of Existing Frameworks and Purposes. *Ellen Gannett, National Institute for Out-of-School Time*
Youth Work Education at a Community College: Lessons Learned. *Pete Watkins, Community College of Philadelphia*
Youth Work Education in Australia. *Judith Bessant, RMIT University*
Building an Informed Curriculum. *Ross R. VeLue Roholt, University of Minnesota*
Putting Our Questions at the Center: Practitioner Research as a Field-Building Enterprise. *Sara L. Hill, National Institute on Out-of-School Time; Joy Camara Langford Connolly, University of Wisconsin - Madison*

32.068. Problem Posing Immigration Along the Educational Pipeline. SIG-Paulo Freire Cosponsored by SIG-Second Language Research; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
8:15 am to 9:45 am

Chair:

Ricardo Elias Ortega, University of California - Santa Barbara

Participants:

Fronteras de Nuestra Educación Indocumentada: Pedagogies of Migration. *Corina Benavides Lopez, University of California - Los Angeles*
Higher Education Access for Undocumented Students: Policy Lessons From the Educational Experiences of Formerly Undocumented College Graduates. *William Perez, Claremont Graduate University*
"Lightening Up" Arizona: The Prescott Arizona Elementary School Mural Controversy. *Anita Fernández, Prescott College*
The Politics of Citizenship After 9/11. *Binaya Subedi, The Ohio State University*
Conscientização in the Somali Diaspora: Negotiating Language, Identity, and Education in a New Land. *Martha Bigelow, University of Minnesota*

Discussant:

Octavio Villalpando, University of Utah

32.069. Language and the Myth of the Inclusive Classroom: "Whaa-Whaa," Charlie Brown's Teacher, Meet Claudia Ruitenberg. SIG-Philosophical Studies in Education; Workshop
JW Marriott, Third Level, St. Jerome
8:15 am to 9:45 am

Participants:

Karen Fiorini, Simon Fraser University
Stacey Makortoff, Simon Fraser University
Bhuvinder Singh Vaid, Simon Fraser University

32.070. Crossing Boundaries and Colliding Worlds: The Politics of Prekindergarten Education. SIG-Politics of Education; Symposium
Sheraton, Fourth Level, Southdown
8:15 am to 10:15 am

Chairs:

John W. Sipple, Cornell University
Carolyn A. Brown, Fordham University

Participants:

Crossing Boundaries and Colliding Worlds: The Policies and Political Tensions. *John W. Sipple, Cornell University; Lisa McCabe, Cornell University*
Have We Been Here Before? Lessons Learned From a Micro-History of the Policy Development of Universal Kindergarten. *Curtis Anthony Brewer, Clemson University; John W. Gasko, Hofstra University*
The Federal Role in Early Childhood Education: Evolution in the Goals, Governance, and Policy Instruments of Project Head Start. *Phyllis Marie Kalifeh, Florida State University; Lora A. Cohen-Vogel, Florida State University; Sarahyn R. Grass, Children's Forum*
Did the No Child Left Behind Act Miss the Mark? Assessing the Potential Benefits From an Accountability System for Early Childhood Education.

Larry Miller, Rutgers University

The Rush Toward Universal Public Pre-K: A Media Analysis. *Carolyn A. Brown, Fordham University*

32.071. Fostering Interdisciplinary Learning and Reflectivity in Higher Education: Redesigning Curriculum and Assessments. SIG-Portfolios and Reflection in Teaching and Teacher Education; Workshop
New Orleans Marriott, Second Level, Preservation Hall Studio 5
8:15 am to 9:45 am

32.072. National Society for the Study of Education Yearbook on Professional Development School Research: Measuring the Impacts. SIG-Professional Development School Research; Symposium
Hotel Monteleone, Mezzanine Level, Bienville
8:15 am to 9:45 am

Chair:

Jane E. Neapolitan, Towson University

Participants:

Impacts on Teacher Education. *Sharon Castle, George Mason University*
Impacts on Professional Development. *James F. Nolan, The Pennsylvania State University*
Impacts on Student Learning. *Pia I. Wong, California State University - Sacramento; Ronald D. Glass, University of California - Santa Cruz*
Measuring the Effectiveness of Professional Development Schools (PDS). *A. Lin Goodwin, Teachers College, Columbia University*

Discussant:

David H. Cooper, Elon University

32.073. Reimagining the Possibilities of Research on Education and Sport, Part I. SIG-Research Focus on Education and Sport; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
8:15 am to 10:15 am

Chair:

Ronald D. Flowers, Eastern Michigan University

Participants:

Along Ethnic Lines: Using Social Cognitive Career Theory to Examine Football Athletes' Interest in Coaching. *Laura Bernhard, University of California - Los Angeles; Richard Michael Southall, University of North Carolina - Chapel Hill*
A Perpetual (Un)Balancing Act: The Role of an Athletic Organization in Shaping Student-Athlete Identities. *Uma Madhure Jayakumar, University of San Francisco; Eddie Comeaux, University of Kentucky*
Viewing Female College Athlete Transition Through the Lens of Ambiguous Loss Theory. *Eric Archer, Valdosta State University*
Sense of Belonging and Burnout Among First-Year Student-Athletes. *Danielle D. Fearon, Baylor University; Lucy M. Barnard-Brak, Baylor University; Eric L. Robinson, Baylor University; Flint Harris, Baylor University*
Comparing Academic Performance With Revenue Distribution of National Collegiate Athletic Association (NCAA) Division I Men's Basketball Tournament Championship. *Scott Hirko, Central Michigan University/ Michigan State University*

Discussant:

Brian Todd Gearity, University of Southern Mississippi

32.074. Mathematics Education and Equity. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
8:15 am to 10:15 am

Chair:

Brian R. Lawler, California State University - San Marcos

Participants:

"Good" Mathematics Teaching for Students of Color: Is Mathematics Knowledge Enough? *Dan Battey, Rutgers University*
A Comparative Study of White and Asian American Students' Orientations Toward Schooling: A Focus on 12th Graders' Mathematics Achievement. *Senfeng Liang, University of Maryland*
Mathematically High-Achieving African American Youth: Looking Outside In. *Andrea L. Tyler, University of Dayton; Ebony Omotola McGee, University of Chicago*
Teaching Practices That Support Mathematical Discussions With Latino/a Students. *William Carl Zahner, University of California - Santa Cruz; Griselda Marlene Velazquez, University of California - Santa Cruz; Judith N. Moschkovich, University of California - Santa Cruz; Philip J. Vahey, SRI International; Teresa Lara-Meloy, Education Development Center, Inc.*

Fostering Integrated Versus Discrete Perspectives on Mathematics Learning, Power, and Issues of Equity. *Victoria M. Hand, University of Colorado - Boulder*

32.075. The Intersection of Theory and Practice in Effective Professional Development Literacy Practices. SIG-Research in Reading and Literacy; Symposium
Doubletree, 16th Level, Crescent Ballroom
8:15 am to 10:15 am

Chair:

Michael T. Hayes, American Educational Research Association

Participants:

Implementing a K-12 Literacy-Based Professional Development Model to Improve the Writing Process. *Richard T. Johnson, University of Hawaii*
Which One Is the Teacher? A Decolonized Mentor Teacher Questions His Motives. *Christopher Au, University of Hawaii*
The Importance of Negotiated Discourse in Literacy Coaching. *Donna J. Grace, University of Hawaii; Rhonda Nowack, Assistant Professor*
Strengthening Arts Education Through Professional Development. *Jamie Christine Simpson Steele, Hawaii Pacific University*

Discussant:

Michael O'Loughlin, Adelphi University

32.076. Multiculturalism and Identity in Social Studies Education. SIG-Research in Social Studies Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 1
8:15 am to 9:45 am

Chair:

Kevin D. Vinson, University of the West Indies

Participants:

Who "Counts" as an Immigrant? A Textbook Analysis of North Carolina History and Immigration. *Jeremy Hilburn, University of North Carolina - Chapel Hill; Paul G. Fitchett, University of North Carolina - Charlotte*
Becoming Chinese, Taiwanese, or the Other: Cultural Identity and Taiwan's Elementary School. *Ming-Chu Hsu, Bloomsburg University of Pennsylvania*
Writing History, Righting History: Harold Rugg and Carter G. Woodson's Response to Race and Racism in the Early 20th Century. *LaGarrett Jarriel King, University of Texas - Austin; Christopher R. Davis, University of Texas - Austin; Anthony L. Brown, University of Texas - Austin*
Teaching Multiple Perspectives: An Investigation Into Teacher Practices Amidst Curriculum Change. *David Michael Scott, Calgary Science School*
Avoiding Race: Examining White Teachers' Color-Blind Talk About Hurricane Katrina and Its Aftermath. *Avner Segall, Michigan State University; Jim Garrett, Michigan State University*

Discussant:

Beth C. Rubin, Rutgers University

32.077. Understanding the Experiences of Students and Teachers in Multiple Contexts. SIG-Science Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
8:15 am to 9:45 am

Chair:

Katie Brkich, University of Florida

Participants:

Career-Focused Field Trips as Experienced by At-Risk Rural High School Students. *Tommye Hutson, Baylor University*
Highs and Lows in Using Auto-Driven Photo Elicitation as Data When Researching Urban Children and Earth Science. *Katie Brkich, University of Florida*
Middle School Students' Identity Negotiations Regarding Science and Engineering. *Roxanne M. Hughes, Florida State University; Kristen Joy Molyneaux, University of Wisconsin - Madison; Patricia J. Dixon, Florida State University*
Parents' Views of Science Fair Participation by Their Children. *G. Michael Bowen, Mount Saint Vincent University; John Lawrence Bencze, OISE/University of Toronto; Dianne Fraser, Mount Saint Vincent University; Katherine Sandra Bellomo, OISE/University of Toronto*
Science Education Reform in Context: An Exploration of Personal Agency Beliefs Among Urban Elementary Teachers. *Jessica Gale, Emory University*

Discussant:

Randy Yerrick, San Diego State University

32.078. Engaging Multilingual Children's Second Language Literacy: Research in the Elementary Grades. SIG-Second Language Research; Paper Session

Sheraton, Fourth Level, Bayside B
8:15 am to 10:15 am

Chair:

Rui Cheng, Nazareth College

Participants:

Dialogic Meaning Construction in Second-Language Reading: Four Elementary English-Learners' Reading Stories. *Deoksoon Kim, University of South Florida*
The Relationships Among Individual Differences, School Characteristics, and Second Language (L2) Reading Achievement of School-Aged English Language Learner Students. *Yuliya Ardasheva, University of Louisville; Thomas R. Tretter, University of Louisville*
Designing Vocabulary Instruction in Science for Culturally and Linguistically Diverse Students. *Stephanie Wessels, University of Nebraska - Lincoln*
Multiliteracies and Academic Literacy Development: Second Grade English Language Learners' Blogging Practices. *Dong-shin Shin, College at Brockport - SUNY*
Adolescent English as a Second Language Students' Second Language Literacy Engagement in World of Warcraft (WoW). *Zhuo Li, University of Florida; Chu-Chuan Chiu, University of Florida*

Discussant:

Theresa Y. Austin, University of Massachusetts - Amherst

32.079. Unexpected Inequities: Tracking and Detracking Student Opportunities to Survive and Thrive in Schools. SIG-Tracking and Detracking; Paper Session
Doubletree, Second Level, Nottoway
8:15 am to 9:45 am

Chairs:

Colette Nkoyi Cann, Vassar College
Donna Marie Harris, University of Rochester

Participants:

The Impact of Tracking on Student Achievement: A Multilevel Growth Model. *Carrie Livingston, Evanston Township High School*
On the Wrong Track: How Tracking Is Associated With Becoming a High School Dropout. *Jacob Sale Werblow, Central Connecticut State University; Luke S. Duesbery, San Diego State University; Angela Urick, University of Texas - San Antonio*
Unintended Outcomes: Sociodemographic Diversity, Within-School Stratification, and Access to Middle-Level Arts Curricula. *Bret P. Smith, Central Washington University; Adria R. Hoffman, University of Southern Mississippi*

Discussant:

Takako Nomi, University of Chicago

32.080. Workplace Learning Paper Session 2. SIG-Workplace Learning; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
8:15 am to 10:15 am

Chair:

Esther Winther, University of Paderborn

Participants:

Against All Risks: An Empirical Study on the Work-Related Pedagogical Ethos. *Sarah Heinzer, University of Freiburg*
Feedback as a Team-Design Practice: A Review. *Catherine Gabelica, Maastricht University; Piet Van den Bossche, Maastricht University; Wim H. Gijssels, Maastricht University; Mien Segers, University Maastricht*
Innovative Forms of Assessment in Vocational Education and Training (VET) and Professional Development. *Esther Winther, University of Paderborn*
The Pedagogical Spaces in Interagency Work: Implications for Facilitating Informal Learning in Everyday Workplaces. *Devarati S. Syam, University of Wisconsin - Milwaukee*
Uncovering Mechanisms of Visual Expertise to Inform the Design of Professional Training. *Andreas Gegenfurtner, University of Turku*
When Experienced Teachers Learn Through Crisis: An Examination of Teachers' Transformative Learning. *Paulien C. Meijer, Utrecht University*

Discussant:

Juanita Gamez Vargas, University of Oklahoma

Division and SIG Roundtables

32.081. Roundtable Session 10; Roundtable Session

32.081-1. Administration and Teaching for Collaboration, Pedagogy, and Capacity. Division A - Administration Organization & Leadership;

Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Frances K. Kochan, Auburn University

Participants:

Collaborative Knowledge Construction Through Teachers' Pedagogical Conversations at Professional Meetings in School-Based Professional Learning Communities. *Rinat Shahaf - Barzilay, Tel Aviv University*
Diversity, Social Networks, and Trust Among Teachers. *Kaleen Healey, Northwestern University*
Opportunities for Teacher Collaborative Practices in a Charter School System: The New Zealand Experience. *Cathy Wylie, New Zealand Council for Educational Research*
Toward Collective Learning in Schools: Exploring U.S. and Israeli Teachers' Perceptions of Collective Learning From Success. *Chen Schechter, Bar-Ilan University*

32.081-2. Administration in Charter, Private, and Market-Based Contexts.

Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Michelle B. Noyack, American Institutes for Research

Participants:

Disruptions, Legitimacy, and Personal Relationships: Making Sense of the University Environment in Postapartheid South Africa. *Yasmine Dominguez-Whitehead, University of the Witwatersrand*
Is Administration Learner in Charter Schools? Resource Allocation in Charter and Traditional Public Schools. *David D. Arsen, Michigan State University; Yongmei Ni, University of Utah*
Leading Schools in the Quasi-Market: Head Teachers in Post-Communist Romania. *Ana-Cristina Popescu, University of Manchester*
Out of the Debate and Into the Schools: Comparing Practices and Strategies in Traditional, Pilot and Charter Schools in the City of Boston. *Susan Bowles Therriault, American Institutes for Research; Allison Gruner Gandhi, American Institutes for Research*
The Privatization of One Public School in China: Conflicts and Barriers. *Jingjing Fan, The University of Arizona*

32.081-3. Building Organization and Capacity in Leadership. Division A -

Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Justina Osato Osa, Virginia State University

Participants:

An Examination of the Relationship of Emotional Intelligence to Balanced Leadership Responsibilities in Principals' Effectiveness. *Suzy Cutbirth, Southwest Professional Development Center; Barbara Nell Martin, University of Central Missouri*
Building Organization/Instructional Capacity: District Leadership Teams Converting Research Knowledge to Action via a Professional Learning Model. *Linda Hauser, California State University - Fresno*
Situational Leadership for Elementary School Principals in Thailand: Dimensions of Directing, Coaching, Supporting, and Delegating. *Wiset Polarttan*
Teachers' Organizational Commitment: Examining the Mediating Effects of Distributed Leadership. *Hester Hulpia, Ghent University, Belgium; Geert Devos, Ghent University, Belgium*
The Relationship Between the Leadership Styles of Principal and Teacher's Job Performance. *Laxley W. Rodney, Prairie View A&M University; Valrie A. Brown, Howard University*

32.081-4. Collective Leadership: An Analysis of the Past, Present, and Future of the Kellogg Leadership for Community Change Series (2002-2014).

Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chairs:

Matthew C. Militello, North Carolina State University
Christopher A. Janson, University of North Florida

Participants:

Learning and Living: Into Collective Leadership. *Maenette K.P. Benham,*

University of Hawaii - Manoa; Matthew C. Militello, North Carolina State University

Understanding Community Change and the Role of Leadership. *Dale Nienow, Center for Ethical Leadership; Kwesi Rollins, Institute for Educational Leadership*

Social Advocacy and Community Change: Relationships, Resistance, and Revolution. *Francisco Guajardo, University of Texas - Pan American; Miguel Angel Guajardo, Texas State University - San Marcos*

Evaluating Collective Leadership for Community Change. *Maenette K.P. Benham, University of Hawaii - Manoa; Matthew C. Militello, North Carolina State University; Miguel Angel Guajardo, Texas State University - San Marcos*

32.081-5. Creating School Policies That Value Diverse Students and

Communities. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Paula Frederica Hunt, Purdue University Calumet

Participants:

Defining and Determining School Implementation of Professional Learning Community Concepts. *Courtney Stewart, Minnesota State University - Mankato; Joseph L. Matthews, Utah State University; Ellen J. Williams, Brigham Young University*
Implementing Meaningful Access: Language Access in New York City Schools. *Robin Ghertner, The George Washington University*
Protecting the Constitutional First Amendment Rights of Elementary, Secondary, and College Students in Education: A New Conceptual Model for a Persistent Dilemma. *Kevin Collins, Claremont Graduate University; Edith Pomposo, Independent Educational Consultant*
School Integration in Twin Cities Metro Area Interdistrict Collaboratives: Implementation and Interpretation of the Minnesota State Desegregation/Integration Rule. *Allison Mattheis, University of Minnesota*
Workplace Incivility in the Context of Schools. *Thomas G. Reio, Florida International University; Stephanie M. Reio, University of Louisville*

32.081-6. Critical Race Theory and Educational Leadership. Division A -

Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Rebeca Burciaga, University of California - Davis

Participants:

Creating Critical Spaces for Youth Voices. *Tyson E.J. Marsh, Iowa State University*
Reframing the High School to College Transition Process for African-American Students. *Ijeoma A. Amah, University of Texas - Arlington*
The Role of Race and Gender in Community College Transfer Readiness. *Dimpal Jain, University of the Pacific*
Urban Teacher and Educational Leadership Pipeline. *Christopher B. Knaus, California State University - East Bay*

32.081-7. Data-Driven Decision Making From North America to Europe to

New Zealand. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Peter Van Petegem, University of Antwerp

Participants:

The United States: Do District Data Use Practices Have an Impact on Schools? *Karen R. Seashore, University of Minnesota; Moosung Lee, The Hong Kong Institute of Education*
Flanders (Belgium): Explaining Differences in Teachers' Data Use by Looking at School Characteristics. *Jan Vanhoof, Antwerp University, Belgium; Peter Van Petegem, University of Antwerp; Goedele Verhaeghe, Ghent University, Belgium*
The Netherlands: Data Use in Collaborative Data Teams: Promoting and Hindering Factors. *Kim Schildkamp, University of Twente; Adam Handzelzalts, University of Twente*
Canada: Toward a Culture of Inquiry: Implementing a Cross-School Learning Network. *Steven Katz, OISE/University of Toronto; Lisa Ain Dack, OISE/University of Toronto; Lorna M. Earl, Aporia Consulting Ltd.*

New Zealand: Inquiry Matters: Data Discussions to Raise Student Achievement.

Mei Kuin Lai, Woolf Fisher Research Centre, The University of Auckland; Stuart McNaughton, University of Auckland, New Zealand

32.081-8. Culture, Community, and Context in Leadership. Division A -

Administration Organization & Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Brian Robert Beabout, The University of New Orleans

Participants:

Developing New Insights Into Women in High-Level Educational Leadership:

Understanding Female Educational Leadership in Bangladesh. *Virginia*

Roach, The George Washington University

District and Principal Leadership for Family and Community Engagement in

Schools. *Mavis G. Sanders, Johns Hopkins University*

Giving Voice, Listening, and Involving Stakeholders in Decision Making:

Superintendents' and Principals' Perspective. *Debra J. Touchton, Stetson*

University; Michele Acker-Hocevar, Washington State University; Rosemarye

Taylor, University of Central Florida

Leadership of Place: Mapping the Terrain for Leaders in Challenging Urban

Contexts: United Kingdom, United States, and South Africa. *Kathryn Ann*

Riley, Institute of Education - London

The Burden of Power in Leading Professional Learning Communities. *Stacy*

Agee Sczesniul, Harvard University; James H. Nehring, University of

Massachusetts - Lowell

32.081-9. Distributed Leadership for Student Outcomes: School Achievement

and Accountability. Division A - Administration Organization & Leadership;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Jennifer Pesavento-Conway, University of California - San Diego

Participants:

Assistant Principals: Firefighters or Instructional Leaders in Today's

Accountability-Oriented Environment? *Qian Sun, University at Buffalo -*

SUNY

Distributed Leadership Effects on Safe-Caring Schools. *Bruce L. Sheppard,*

Memorial University, Newfoundland; David Dibbon, Memorial University,

Newfoundland

Fostering Lesson Improvement Through Leadership Practices: A Distributed

Leadership Perspective. *Kenji Tsuyuguchi, Ehime University; Tetsuo*

Kuramoto, Saga National University Japan

Mapping High School Principals' Muddled Morass of Multiple Accountabilities.

Alexander Mishra Hoffman, Teachers College, Columbia University

Interstate School Leaders Licensure Consortium (ISLLC) Standard Six

in Practice: Superintendent Perceptions of Leadership in an Era of

Accountability. *John M. Decman, University of Houston - Clear Lake; Kevin*

Wayne Badgett, Pasadena Independent School District; Brooke Parker, Clear

Creek Independent School District

32.081-10. Districts and Reform for Improving Student Achievement. Division

A - Administration Organization & Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Muhammad Khalifa, University of Texas - San Antonio

Participants:

Defining Community and Describing Partnering: The Case of a Rural School in

a Nonrural District. *Hope Casto, Skidmore College*

Growing School Autonomy in Urban Districts as Part of a Collaborative School

Improvement Initiative. *Anysia P. Mayer, University of Connecticut; Larisa*

Warhol, Arizona State University; Casey D. Cobb, University of Connecticut;

Morgaen L. Donaldson, University of Connecticut

Role of School District Organization in Coordinating Reading Instruction.

Rokhsareh Kohansal, University of California - Berkeley; P. David Pearson,

University of California - Berkeley

Universal Postsecondary Scholarships as a Model for Reforming Urban School

Districts. *Gary J. Miron, Western Michigan University; Jeffrey N. Jones,*

Western Michigan University; Allison J. Kelaher Young, Western Michigan

University

32.081-11. Constructing Meaning in Personal, Cultural, and Material Contexts.

SIG-Disability Studies in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Erin McCloskey, Vassar College

Participants:

Constructing Ability in Cross-Age, Cross-Town Tutoring Relationships. *Erin*

McCloskey, Vassar College; Anna-Elysia Glover, Vassar College

Narratives of Girlhood, Learning Disability, and Sport. *Hayley Frances*

Fitzgerald, Leeds Metropolitan University; Annette Stride, Leeds Metropolitan

University

Positioning, Strategizing, and Charming: How a Student With Autism Constructs

an Identity in Relation to Disability. *AnnMarie Darrow Baines, University of*

Washington

Understanding Disabilities and Special Education in an Amish Community. *Tida*

Tubpun, University of Wisconsin - Madison; Kimber L. Wilkerson, University

of Wisconsin

32.081-12. From Preservice to Early Exit: Unique Perspectives on Induction

Experiences. SIG-Research on Teacher Induction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Kathleen Topolka Jorissen, Western Carolina University

Participants:

Being a Teacher? No, Thanks. An Investigation Into the Motives for Novice

Teachers in Belgium Not Being Willing to Continue Teaching, 5 Years After

Graduation. *Katrien Struyven, Katholieke Universiteit Leuven*

Experiences of Elementary Preservice Teachers in an Urban Summer

Enrichment Program. *Andre M. Green, University of South Alabama; Andrea*

M. Kent, University of South Alabama; Edward L. Shaw, University of South

Alabama; Joel P. Lewis, University of South Alabama; Monica Renee Hunter,

University of South Alabama; Paige V. Baggett, University of South Alabama;

Phillip Feldman, University of South Alabama

Taxonomy of Beginning Science Teacher Challenges: The Importance of

Content-Specific Induction. *Joel D. Donna, University of Minnesota; Gillian*

Roehrig, University of Minnesota

Teaching Intentionality to Preservice Teachers in Early Childhood Education.

Ilham Nasser, George Mason University; Julie K. Kidd, George Mason

University

32.081-13. A Year on the East Side: Impact and Change of Federal Policies on

Saginaw Schools. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Josh Ode, Saginaw Valley State University

Participants:

A Year on the East Side: Impact and Change of Federal Education Policies in

Saginaw, Michigan. *David M. Callejo Perez, Saginaw Valley State University;*

Josh Ode, Saginaw Valley State University; David A. Cline, Saginaw Valley

State University; Trent Mosley, Saginaw Public Schools; Priscilla Arocha-

Roby, Saginaw Public Schools; Dorothy Millar, Saginaw Valley State

University; Gary Brasseur, Delta College

Health and Wellness Stewardship: A New Approach to Student and Faculty

Research for Sustainable Development in an Urban Community. *Josh*

Ode, Saginaw Valley State University; Jeremy Knous, Saginaw Valley State

University

Policy Development and Sustainability: Maximizing Resources Through

Collaboration and Managed Change. *David M. Callejo Perez, Saginaw Valley*

State University; Dorothy Millar, Saginaw Valley State University; Trent

Mosley, Saginaw Public Schools

32.081-14. The Practice and Politics of Funded Qualitative Research. SIG-

Qualitative Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Colleen M. Conway, University of Michigan

Participants:

Cosmopolitan Analysis: Political Theory as an Analysis Tool for Examining

Citizenship Education Policy and Practice. *Debra Hinderliter Orloff,*

University of Houston - Clear Lake

Qualitative Methodology for the Public Good: A Taxonomy for the Federal Rulemaking Process. *Kami M. Patrizio, Towson University; Kenneth M. Becker, United States Department of Agriculture*

The Effects of Focus Groups Methods: Face-to-Face Versus Telephone in a National Study of a Federally Funded Technical Assistance and Dissemination Center. *June Watters Gothberg, Western Michigan University*

32.081-15. Collaboration and Collaborative Self-Study. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Jay William Brandenberger, University of Notre Dame

Participants:

Exploring Self in Community: The Value of Collaboration and Communities of Practice for Teacher Educators. *Alexander Cuenca, University of Georgia*

Learning Our Way Through: Collaborative Self-Study in an Evolving Professional Development School (PDS) Partnership. *Chinwe H. Ikpeze, Saint John Fisher College; Kathleen Ann Broikou, Saint John Fisher College; Sharon Christman, Saint John Fisher College; Susan Hildenbrand, Saint John Fisher College; Cheryl Thompson, Saint John Fisher College; Wendy Glastone-Brwon, Saint John Fisher College*

Revisiting a Teaching Partnership. *Patricia E. Calderwood, Fairfield University*

Unpacking the Notion of Building Relationships in Educational Contexts through Collaborative Self-Study. *Lynn A. Thomas, Université de Sherbrooke; Amanda K. Berry, Monash University*

32.081-16. Roundtable Session: Lenses on Negotiating Access to Science

Teaching and Learning. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Alan Ka-fai Szeto, Purdue University Calumet

Participants:

Making Connections Between Science and Equity: A Motivation to Teach Science in Elementary Grades. *Grinell Smith, San José State University; Colette Rabin, San José State University*

Modeling Students' Science Literacy Using Family Resources, Student Motivation, and School Characteristics: A Hierarchical Linear Exploration. *Sui Huang, The Ohio State University*

Negotiating Meaning Across Communities in the Science Curriculum. *Jeremy Forest Price, Boston College; Katherine L. McNeill, Boston College*

Perceived Competence and Subjective Experience of Ninth Graders Versus Other High School Students in Science. *Jennifer A. Schmidt, Northern Illinois University; Lee Shumow, Northern Illinois University*

Reading in High School Science: Teachers' Instructional Support and Students' Responses to In-Class Reading Assignments. *M. Cecil Smith, Northern Illinois University; Solanly Ochoa-Angrino, Northern Illinois University*

32.082. Roundtable Session 11; Roundtable Session

32.082-1. Roundtable: Early Childhood Mathematics Learning. Division C -

Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Hengameh Kermani, University of North Carolina

Participants:

Math Learning in Kindergarten: Effects of Teaching Real Life Mathematics. *Xingyu Pan, University of Michigan*

Teaching Students What They Already Know? The Misalignment Between Mathematics Instructional Content and Student Knowledge in Kindergarten. *Mimi Engel, Vanderbilt University; Amy Claessens, Northwestern University*

The Effects of Mathematics Computer Math Games on Prekindergartners' Learning of Number Sense: Exploring the Significance of Teacher Facilitation. *Hengameh Kermani, University of North Carolina*

32.082-2. Roundtable: Student Reasoning in Mathematics. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Jessica Pierson Bishop, San Diego State University

Participants:

An Investigation of Negative-Number Reasoning: The Case of Violet. *Jessica Pierson Bishop, San Diego State University; Lisa L. Lamb, San Diego State University; Randolph A. Philipp, San Diego State University; Bonnie Schappelle, San Diego State University; Ian Whitacre, San Diego State University*

Developing a Qualitative Geometry From the Conceptions of Young Children. *Steven Greenstein, University of the Virgin Islands*

Teaching-in-Context: Equivalence in the Elementary School. *Sean F. Delaney, Colaiste Mhuire, Marino Institute of Education*

32.082-3. Supporting Content Learning Through the Melding of Technology and Pedagogy. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Joe Ann Himrichs, Walden University

Participants:

Using Internet Reciprocal Teaching in a Middle School Science Classroom.

Jamie Colwell, Clemson University; Sarah Hunt-Barron, Clemson University; David P. Reinking, Clemson University

Presentation: Design Effects on Learning From Online Geographic Maps. *David R. White, Texas Tech University; Steven M. Crooks, Texas Tech University; Khadija Bakrim, Texas Tech University; Chenying Wang, Texas Tech University; Raymond Flores, Texas Tech University*

The Teacher as Digital Game Designer: Learning in a Participatory Culture. *Qing Li, University of Calgary*

Blogging as a Learning Support During Internship. *Samuel Kai Wah Chu, The University of Hong Kong; Carol K. Chan, University of Hong Kong*

Evaluation of a 1:1 Learning Technology Initiative: Multilevel Modeling Analysis of End-of-Course Tests. *Ruchi Patel, North Carolina State University; Jenifer Corn, North Carolina State University; Elizabeth O. Halstead, North Carolina State University*

32.082-4. Pathways of Minorities and Women Into Postsecondary Science Careers: Interdisciplinary Perspectives. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Janice H. Earle, National Science Foundation

Participants:

The International Baccalaureate Program in Florida: Access and Enrollment for Historically Underserved Students. *Becky A. Smerdon, Quill Research Associates, LLC; Reginald S. Lee, University of South Florida; Aimee Eden, University of South Florida; Patricia Rodriguez De Gil, University of South Florida*

Has the Expansion of Public School Choice Enhanced the Preparedness of Black Youth for Science, Technology, Engineering, and Mathematics (STEM) Careers? *Lara Cristina Perez-Felkner, University of Chicago; Eric Hedberg, University of Chicago; Barbara L. Schneider, Michigan State University*

Investigating Factors Contributing to Underrepresented Minority Students' Academic Achievement in First-Semester Organic Chemistry. *Enrique Lopez, Stanford University; Kiruthiga Nandagopal, Stanford University; Evan Szu, Stanford University; Richard J. Shavelson, Stanford University*

Implicit Predictors of Engineering Persistence. *Frederick L. Smyth, University of Virginia; Brian Nosek, University of Virginia*

32.082-5. Hear Their Voices: Indigenous Student Perceptions of Educators' Efforts to Engage in Culturally Relevant Teaching and Learning. SIG-Indigenous Peoples of the Americas; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Stephanie J. Waterman, University of Rochester

Participants:

Honoring Stories: Shifting Indigenous Knowledge From the Margins to the Center. *Christine Keller Lemley, Northern Arizona University; Tiffany Lee, Northern Arizona University*

Native Children's Perceptions of Teachers. *Marie A. Siraguse*

"She Can Bother Me, and That's Because She Cares": What Inuit Students Say About Teaching and Their Learning. *Brian Ellis Lewthwaite, University of Manitoba; Robert D. Renaud, University of Manitoba; Barbara McMillan, University of Manitoba; Rebecca Haimm, Qullaq School*

When Culturally Based Teaching Makes Things Worse: The Case of a Young White Teacher in Alaska. *Melissa S. Kagle, Colgate University*

32.082-6. Division K Section 6 Roundtable 2. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Shiv Raj Desai, The Ohio State University

Participants:

“The United States Is America?”: English Language Learners’ Reflections on READ 180 Materials. *Chiu-Hui Wu, Wenzao Ursuline College of Languages, Taiwan, Republic of China*

A Pedagogy for Critical Teacher Education: Facilitating Dialogue for Transformative Learning. *Elizabeth Bondy, University of Florida; Lauren Tripp, University of Florida; Deborah Alvarez Caron, University of Florida; Jessica Clawson, University of Florida; Elyse L. Hambacher, University of Florida; Desirae Eva Krell, University of Florida; Katrina Graham Short, University of Florida; Christine Marie White, University of North Florida; Mueen A. Zafar, University of Florida*

Braiding Non-Aboriginal Researchers’ Lives Into Relation: A Decolonizing Duo-Ethnography. *Lisa M. Korteweg, Lakehead University; Cynthia C. Nicol, The University of British Columbia*

Changing Families, Changing Classrooms: An Exploration of “New Families,” Diversity, and Teacher Education. *Linda Laidlaw, University of Alberta; Suzanna So-Har Wong, University of Alberta*

Claiming the Cultural Space of the Classroom: Issues of Ethics and Social Justice. *David Kirshner, Louisiana State University*

32.083. Roundtable Session 12; Roundtable Session

32.083-1. Responsive Positioning in Peace Education. SIG-Peace Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Linda Pickett, University of Michigan - Flint

Participants:

“Our World Cracked Open”: Positioning of Educators During 9/11. *Jennifer Job, University of North Carolina - Chapel Hill*

Teaching the Holocaust in American Islamic Schools. *Michael K. Thomas, University of Wisconsin - Madison; Rohany Nayan, University of Wisconsin - Madison*

Teaching Peace and Justice: Is Pedagogy of Discomfort a Necessary Evil? *Claire McGlynn, School of Education; Michalinos Zembylas, Open University, Cyprus*

Incorporating Peace Education, Human Rights Education, and Humanitarian Law Into the Development of Common Core State Standards in History/Social Studies. *Rosemary A. Blanchard, California State University - Sacramento*

32.083-2. Aesthetic as Subject, Object, and Approach. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Jennifer L. Deets, Independent Scholar

Participants:

Looking at Images: Children’s Ways of Seeing. *Debora Joy Nodelman, Chapman University*

Lessons From a Barn in Hampshire: Care, Art, and Wonder. *Kevin M. Cloninger, Anthropedia Foundation*

Confronting Standards With an Aesthetic Approach to Education: A Poetic Response to Reductionism. *Laura Blythe Liu, The George Washington University*

The Use of Drawings to Access Lecturers’ Conceptions of Research: An Added Value? *Wendy Schouteden, Catholic University of Leuven, Belgium; An Verburgh, University of Leuven; Jan M. Elen, Catholic University of Leuven*

(Im)Possibilities of Aesthetics and Narrative Inquiry: Writing and Walking With(in) the Sculptures of Richard Serra. *Heather J. Pinedo-Burns, Teachers College, Columbia University*

32.083-3. Civic Education and Liberation in International/Transnational Contexts. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Luke Terra, Stanford University

Participants:

Pedagogies of War: Portrayal of War in U.S. American History Textbooks Since World War II. *James H. Williams, The George Washington University*

Reconciling With the Past: A Content Analysis of History and Civics Textbooks in Northern Ireland. *Luke Terra, Stanford University*

Picturing Other(s): Orientalist Discourses and Representations of Southwest Asia and North Africa in Geography Textbooks. *Lisa L. Zagumny, Tennessee Technological University; Amanda Bethel Richey, Tennessee Technological University*

Culture, Language, and Power Colliding in a Liberal Arts Curriculum. *Karen M. Gourd, University of Washington - Bothell*

Rethinking the Issues of Diaspora Identity and Cultural Politics: Transnational Interventions to Multicultural Education. *Jungah Kim, Teachers College, Columbia University; En-Shu Robin Liao, SUNY - College at Fredonia*

The White, The Broken. *Zachary A. Casey, University of Minnesota*

32.083-4. Curriculum of Diasporas/Migrants/Immigrants/Ethnic Minorities: Race, Gender, Class, Language, Culture, Ethnicity, and Place. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Candace M. Schlein, University of Missouri - Kansas City

Participants:

Chinese Academic Migrants Performing the “Model Minority”: The Cultural Production of a Suburban Diaspora. *Jianping Xu, Syracuse University*

Englishes: Talking and Drawing Relations to the Standard in Their Eyes Were Watching God. *Sally V. Maxwell, University of Pennsylvania*

Examining Education Students’ Experiences of Research Curriculum. *Elaine Chan, University of Nebraska - Lincoln*

Homogeneous Versus Hybrid: Discourses on Japanese Language Education for Foreigners. *Jie Qi, Utsunomiya University; Sheng Ping Zhang, Meijo University*

Inciting Curriculum Change From the Lived Experiences of Cross-Border Education. *Yalun Zhou, University of Missouri - Kansas City; Youfu Wei, University of Missouri*

32.083-5. Communities, Youth, Schooling, and Democracy. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Richard A. Diem, University of Texas - San Antonio

Participants:

Community Schools: A New Form of Schooling. *Eloisa Maria Rodriguez, Purdue University*

Digital Shifts in Civic Education: Youth Apprenticeship to Civic Action in a Community-Based Program. *Jill A. Aguilar, California State University - Dominguez Hills; Shifra Teitelbaum, YouTHink*

Pushing the Boundaries: What Six Youth Organizers Have to Teach Us About Civic Engagement. *Meredith Mira, Harvard University*

32.083-6. Community-Based Organizing and Social Justice. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Sheri Ann Dorn-Giarmoleo, Claremont Graduate University

Participants:

“A Broader Sense of ‘We’”: Interfaith Community Organizing and Civic Education. *Connie Kyung-Hwa Chung, Harvard University*

Exploring Local Civic Citizenship Surrounding the ¡Huntington Park No Se Vende! Campaign. *Chaebong Nam, University of Illinois - Urbana-Champaign*

“I Want to Give Back to My Community”: Low-Income Chinese American Youth Organizing for Social Justice. *Nga-Wing Anjela Wong, The University of Alaska - Fairbanks*

32.083-7. Critical Conversations on Race, Place, and Belongingness in Schools and Communities. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Robert James Helfenbein, Indiana University/Purdue University at Indianapolis

Participants:

Excellent Intentions: Racialized Discourses and Enrollment Practices at a "Successful" Urban High School. *Sara M. Childers, The University of Alabama*

The "Properties" of White Flight: The Role of Microaggressions in the Raced Individual. *Minerva S. Chavez, California State University - Fullerton*

Who Belongs? Moral Conversations on Immigration in a Middle School Classroom. *Martha Ritter, Franklin Pierce University*

32.083-8. Critical Analysis of Curriculum in and Beyond School Walls. Division

B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Therese M. Quinn, School of the Art Institute of Chicago

Participants:

Anybody Else Feel Like This? The Pedagogy of Biopower Among Internet Surgical Weight Reduction Support Groups. *Calvin Centae Richards, Arizona State University; Matthew Daniel Ferry, Wayne State University*

Critical Curricular Perspectives: A Majority View as a Source of Social Reflection. *Kerrita Kimberly Mayfield, Elmira College*

Ideology, Class, and Thinking: A Critical Discourse Analysis. *Leonel Tze-Wei Lim, University of Wisconsin - Madison*

Vocational Education in Prison: A Curriculum Evaluation. *Andrew Dick, California State University - Chico; Bill Rich, California State University - Chico; Tomy Waters, California State University - Chico*

32.083-9. Curriculum as Contention. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Marta P. Baltodano, Loyola Marymount University

Participants:

Transformative Curriculum and the Cause of the Student. *Dana Mafalda Colarusso, OISE/University of Toronto*

Redefining Success in the Neoliberal School Context: Curricular Resistance Using a Social Justice Framework. *Jesse Senechal, Virginia Commonwealth University*

Challenging Cultural Lenses: Using Photography to Elicit Conversations About Oppression. *Sarah A. Mathews, Clemson University*

Imagining Aspects of the Urban Feminine Self Through an Experimental Theater Process With Youth. *Mia Perry, The University of British Columbia; Theresa Rogers, The University of British Columbia*

32.083-10. Ecological Inquiry in the Classroom: Promoting Agency Through Understanding Human Connections to Environmental Issues. Division

B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Carrie T. Zou, University of Washington - Bothell

Participants:

My Place in Puget Sound: Connecting Place, Identity, and Environmental Science Through Culturally Relevant Instruction. *Giovanna Scalone, University of Washington; Carrie T. Zou, University of Washington - Bothell; Philip L. Bell, University of Washington*

Expanding Repertoires of Practice and Influence: Youth Engaging in Socioscientific Issues as Community Science Experts. *Edna Tan, Michigan State University; Angela Calabrese Barton, Michigan State University*

Studio STEM/Save the Penguins: Connecting Youth to Environmental Issues Through Design-Based Projects. *Andrea Motto, Virginia Polytechnic Institute and State University; Christine Schmittka, University of Kentucky; Michael A. Evans, Virginia Polytechnic Institute and State University*

Empowering Students Through Exploration of Everyday Actions and Mechanisms of Global Climate Change. *Tammie Visintainer, University of California - Berkeley; Vanessa Svihla, University of California - Berkeley; Marcia Linn, University of California - Berkeley*

32.083-11. The Power of Preservice Teachers' Race Counter-Stories. Division

K - Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Patricia Del Carmen Quijada, University of Texas - San Antonio

Participants:

Counterstories of Strength: Culturally Responsive Pedagogy and Teacher Candidates of Color. *Conra Gist, City College of New York - CUNY*

Adding Race to the Mix in Teacher Education: Crossing the Line Into Forbidden Territory. *Marga Madhuri, University of La Verne; Erica Landmann-Johnsey, University of La Verne; Nancy T. Walker, University of La Verne*

Preservice Teachers' Counter-Narrative (Re)-Constructions of Youth of Color in Young Adult Literature. *Wendy J. Glenn, University of Connecticut*

"I Never Knew How Big of a Deal My Skin Color Could Be": Examining How a Biracial Teacher Candidate Constructed His Teacher Identities. *Amy Vetter, University of North Carolina - Greensboro; Jeanie Reynolds, University of North Carolina - Greensboro*

Diversity and Dualism: A Marriage Made in Hell? *Sandra Prolman, Aurora University; Jerald A. Thomas, Aurora University; Joan L. Fee, Aurora University; Kathleen Bradley, Aurora University*

32.083-12. Early Childhood Influence on Child Development. SIG-Early

Education and Child Development; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Dana Frantz Bentley, Teachers College, Columbia University

Participants:

A Comparison of Achievement Gains of Full-Day and Half-Day Kindergarten Students. *Charles S. Hausman, Eastern Kentucky University; Carol W. Patrick, Eastern Kentucky University; Kristie J.R. Phillips, Brigham Young University*

A Cross-Sectoral Partnership: A Readiness Program for At-Risk Nursery and Kindergarten Children. *Donna Copsey Haydey, University of Winnipeg*

Pedagogical Approaches in Head Start Classrooms. *Reva M. Fish, Buffalo State College - SUNY; Adena F. Sexton, University at Buffalo - SUNY*

Reaching, Retaining, and Meeting the Needs of Rural Families: The Parents as Teachers Program. *Jill Ann Smith, University of Missouri - Columbia; Peggy L. Placier, University of Missouri; Nancy Y. Knipping, University of Missouri - Columbia*

The Differential Effects of Head Start: Evidence From Virginia. *Marcia A. Invernizzi, University of Virginia; Francis Howard Lim Huang, University of Virginia*

32.083-13. Equity and Access: Strategic Tools for Race, Class, Gender, and

Disability. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Mary E. Earick, Plymouth State University

Participants:

Access and Denial: Political Race Research to Uncover Institutional Racism and Promote Counterpractice in Schools. *Benjamin Blaisdell, East Carolina University*

Advanced Placement Teachers' Perceptions and Beliefs as Measured by the Cultural Awareness and Beliefs Inventory (CABI) in Three Urban High Schools and their Relationship With Success on College Board Advanced Placement Exams. *Jyoti Malhan, Texas A&M University; Norvella P. Carter, Texas A&M University*

Critical Race Theory as a Strategic Tool for Improving Racial Equity School Change Efforts. *Sabrina Zirkel, Mills College*

Disguising Inequity: Transposition and the Intersection of Race, Class, Gender, and Disability in Education. *Gregg D. Beratan, Institute of Education - London*

32.083-14. Challenges and Prospects in Black Higher Education. SIG-Research

Focus on Black Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

John Michael Lee, Jr., The College Board

Participants:

- Doing Race in Different Places: Black Racial Cohesion on Black and White College Campuses. *Keisha L. Bentley, University of Texas - Austin; Collette Chapman, University of Texas - Austin*
- Helping Bust the Myth: Understanding Endowment Management at Public Historically Black Colleges and Universities. *Noah Daniel Drezner, University of Maryland - College Park; Anubha Gupta, University of Maryland*
- Racial Inequality, Wealth, and the College Financing Strategies of African Americans. *Lindsey Malcom, University of California - Riverside; Sarah M. Ryan, University of California - Riverside*
- The Invisible Black Athlete. *Albert Y. Bimper, University of Texas - Austin; Louis Harrison, University of Texas - Austin*

32.083-15. Teacher Research: Critical Literacy and Teacher Inquiry. SIG-Teacher as Researcher; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Stacia M. Stribling, George Mason University

Participants:

- Critical Literacy in the Classroom Community. *Minaxi Odedra, Prince William County Public Schools*
- Infusing Critical Literacy Into a Third Grade Classroom. *Emily Parker, George Mason University*
- Talking Back to Texts of Teaching: Inquiry as Transformative Professional Development for Second-Year Teach For America Teachers. *Marsha R. Pincus, University of Pennsylvania*

32.084. Roundtable Session 13; Roundtable Session

32.084-1. Assessing Competencies and Correlates of Child and Youth Social and Emotional Learning. SIG-Social and Emotional Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Patricia A. Jennings, The Pennsylvania State University

Participants:

- Relationships Between Family, School, and Community Assets and Well-Being in Middle Childhood: A Population-Level Study. *Martin Guhn, The University of British Columbia; Kim A. Schonert-Reichl, The University of British Columbia; Shelley C. Hymel, The University of British Columbia; Clyde Hertzman, The University of British Columbia; Dan Marriott, Vancouver School Board; Jeff Calbick, United Way of the Lower Mainland; Anne Gadermann, Harvard University; Lina Sweiss, The University of British Columbia; Anthony Smith, The University of British Columbia; Brenda Burroughs, Vancouver School Board; Lisa Pedrini, Vancouver School District; Jennifer Harvey, The University of British Columbia; Eva Oberle, The University of British Columbia*
- Life Satisfaction in Early Adolescence: Individual, Neighborhood, School, Family, and Peer Influences. *Eva Oberle, The University of British Columbia; Kim A. Schonert-Reichl, The University of British Columbia; Bruno D. Zumbo, The University of British Columbia*

32.084-2. The Path to College From High School Preparation Programs. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Susan A. Dumais, Louisiana State University

Participants:

- College Readiness to Be Engaged. *James S. Cole, Indiana University; Wen Qi, Indiana University*
- Examining the Role of Advanced Placement Exam Participation in Two- and Four-Year College Enrollment. *Michael Chajewski, Fordham University; Krista D. Mattern, The College Board; Emily J. Shaw, The College Board*
- A Longitudinal Analysis of Student and School Diversity in the International Baccalaureate (IB) Diploma Program in the United States. *Henry May, University of Pennsylvania; Laura W. Perna, University of Pennsylvania*

32.084-3. Examining Large-Scale Mentoring and Professional Development Activities. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

John J. Hall, University of California - Berkeley

Participants:

- International Researchers' Views of Their Countries' Teacher Induction Programs: Global Research With the Researchers. *Ann L. Wood, California State University - Los Angeles*
- Successfully Supporting Access to High-Quality Professional Development for Teachers: A Four-State Study. *Ann C. Jaquith, Stanford University; Dan Mindich, Stanford University; Ruth Chung Wei, Stanford University; Linda Darling-Hammond, Stanford University*
- A Regional Professional Development Program for Computing Teachers: The Disciplinary Commons for Computing Educators. *Lijun Ni, Georgia Institute of Technology; Allison Elliott Tew, Georgia Institute of Technology; Mark J. Guzdial, Georgia Institute of Technology; Tom McKlin, Georgia Institute of Technology*
- Unpacking Effective Professional Development: Linking Professional Development to Student Achievement. *Adrienne Ann G. Smith, University of North Carolina - Chapel Hill; David C. Kershaw, Carolina Institute for Public Policy*
- Uncovering Perceptions of the Induction and Mentoring Experience: Developing a Measure That Works. *Frances Langdon, Auckland University; Daniel Dinsmore, University of Maryland; Patricia A. Alexander, University of Maryland*

32.084-4. Technology, Instruction, Cognition and Learning Roundtable 1: Computational Thinking; Progress in Defining, Supporting, and Measuring Computational Thinking in Projects Funded by the National Science Foundation's Division of Research on Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Joyce Malyn-Smith, Education Development Center, Inc.

Participants:

- Progress Toward Defining Computational Thinking in the K-12 Experience. *Joyce Malyn-Smith, Education Development Center, Inc.*
- Computing MATTERS (Mentoring Academic Transitions Through Experiences in Research and Service): Pathways to Cyberinfrastructure. *Robert Panoff, Shodor and the National Computational Science Institute*
- Strategies for Engaging Middle School Students in Computational Thinking. *Jill Demer, Education, Training, and Research Associates; Linda L. Werner, University of California - Santa Cruz; Shannon Campe, ETR Associates*
- Fostering Computational Thinking Through Modeling and Simulation. *Irene Lee, Santa Fe Institute*
- Measuring Computational Thinking. *Alexander Repenning, University of Colorado - Boulder*

32.084-5. Factors Impacting Latina/o Youth's Educational Success. SIG-Hispanic Research Issues; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Reynaldo Reyes, III, University of Texas - El Paso

Participants:

- Meeting the Needs of Adolescent Heritage Language Learners: Spanish Teachers' Perceptions and Pedagogical Practices. *Linwood John Randolph, University of North Carolina - Chapel Hill*
- School Engagement Among Immigrant and Nonimmigrant Youth: Mexican Descent Youth in a California High School. *Lilia Margarita Tanakeyowma, University of California - Irvine*
- Language Learning and Academic Pathways: Innovative Community College Practices for U.S.-Educated Language Minority Students. *Amanda Kibler, University of Virginia; George C. Bunch, University of California - Santa Cruz; Ann K. Endris, University of California - Santa Cruz*
- The College Trajectories of English Language Learner Identified Youth: An Analysis of Postsecondary Outcomes in Texas. *Stella M. Flores, Vanderbilt University*

Division and SIG Posters

32.085. Poster Session 4; Poster Session

32.085-1. Division K Section 7 Poster Session. Division K - Teaching and Teacher Education; Poster Session

Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

1. Facilitating Belief Change Among Prospective Science Teachers Through Knowledge Building. *Yu-Hui Chang, National Chengchi University; Huang-Yao Hong, National Chengchi University*
2. Addressing the Needs of English Language Learners Through Professional Development for Content Faculty and Secondary Teacher Candidates Within a University-Wide Program. *Susan Gomez-Zwiep, California State University - Long Beach; Huong T. Nguyen, California State University - Long Beach; Babette M. Benken, California State University - Long Beach; Karen Hakim-Butt, California State University - Long Beach*

32.085-2. Division K, Section 5, Poster Session 1. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

3. Examining Two Middle School Social Studies Teachers' Collaborative Relationship. *Lorrei K. DiCamillo, Canisius College; Jill M. Gradwell, Buffalo State College - SUNY*
4. Successful Teachers of English Learners: What Are the Knowledge and Skills That Undergird Their Classroom Practices? *Ischel Samson, Stanford University*
5. Teaching Students With Disabilities Efficacy Survey: Expanding Use of the Tool to Practicing Teachers. *Kathryn M. Kirkpatrick, The Ohio State University; Heather Sue Dawson, The Ohio State University; Yujin Chang, The Ohio State University; Bradley Bethel, The Ohio State University; Stephanie Levitt, The University of Arizona*

32.085-3. Examining Self-Regulatory Predictors of Academic Success: Behavior, Cognition, and Affect. SIG-Studying and Self-Regulated Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

6. Investigating University Students' Emotional Experiences Related to Their Studying Goals. *Elizabeth Ann Webster, University of Victoria; Allyson F. Hadwin, University of Victoria*
7. School Goal Structure and Competence as Mediators of the Relationships Between Personality and Strategy Use. *Hyun Seon Ahn, Korea University; Soon Koo Kwon, Korea University; Hyejin Kim, Korea University*
8. Within the Pipeline: Self-Regulated Learning and Academic Achievement Among College Students in Science Courses. *Maria K. DiBenedetto, Baruch College - CUNY; Hefer Bembemuty, Queens College - CUNY*

32.085-4. Adolescence and Youth Development. SIG-Adolescence and Youth Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

9. Adolescents' Participation in Extracurricular Activities and Their Academic, Social, and Emotional Development. *Jill T. Walston, American Institutes for Research; Cameron McPhee, American Institutes for Research*
10. Bystander Roles in Bullying and Cyberbullying in Adolescence. *Heather J. McCuaig Edge, Queen's University*
11. Cyberbullying: What Are the Psychological Profiles of Bullies, Victims, and Bully-Victims? *Ikuko Aoyama, Baylor University; Terrill F. Saxon, Baylor University*
12. Engaging Youth: Urban Adolescents' Perceptions on School Setting Variables That Influence Academic Engagement. *Elizabeth Levine Brown, University of Pittsburgh*
13. Finding and Seeking Purpose: Sources and Types of Social Support in Middle School. *Jenni Menon Mariano, University of South Florida*
14. Student Voice in Elementary School Reform: Extending Youth Development to Elementary Students. *Dana L. Mitra, The Pennsylvania State University; Stephanie C. Serriere, The Pennsylvania State University; David Fuentes, The Pennsylvania State University; Kevin Hulburt, The Pennsylvania State University; Angel Zheng, The Pennsylvania State University*
15. Teachers' Perspectives on Adolescents' Self-Determination and Citizenship Preparation. *Leisa A. Martin, The University of Akron; Lindsey M. Morehart, The University of Akron; Alfred W. Daviso, The University of Akron; Glenn P. Lauzon, The University of Akron*
16. Teens for Literacy-Empowering the Disempowered. *Eileen Diamond, Miami*

University

17. Understanding Adolescents' Informal Self-Regulated Learning Online. *Kristen Marie Kerehuik, Michigan State University; Punya Mishra, Michigan State University*
18. What I Am or Who I Am? Adolescent Racial-Ethnic Identity Development: Behaviors, Perceptions, and Challenges. *Melinda Webber, University of Auckland, New Zealand*
19. Young Adult Health Consequences of Child and Teen Bullying. *Joseph Michael Gasper, Westat*

32.085-5. Learning Frameworks for Vocabulary Acquisition. SIG-Vocabulary; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

20. Orthographic Transparency Ratings for Spanish-English Cognates. *Jose A. Montelongo, California Polytechnic State University - San Luis; Anita C. Hernandez, California Polytechnic State University - San Luis*
21. Promising Connections: Play, Multimodality, and Bilingualism in Learning Connectives at School. *Paola Uccelli, Harvard University; Christopher Daniel Barr, University of Houston; Franne Rosenthal, Harvard University*

32.085-6. Poster Session: Current and Critical Issues in Science Education. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

22. A Multilevel Analysis of a Science Curriculum Unit for a Diverse Student Population in "Ability-Grouped" Classrooms. *Vasuki Rethinam, Montgomery County Public Schools, Maryland; Sharon J. Lynch, The George Washington University*
23. A Study of Establishing a Meta-Analytic Database of Concept Mapping. *Jin - Chang Hsieh, National Academy for Educational Research; Ming Chuan Hsieh, National Academy for Educational Research, Taiwan; Sophie hsiu-hsi Liu, National Academy for Educational Research*
24. And the Achievement Gap Continues: Ethnic Differences in Science. *Veronica G. Vijil, Sam Houston State University; John R. Slate, Sam Houston State University; Julie P. Combs, Sam Houston State University*
25. Assessing the Decision and Review Outcomes of Preliminary Proposals to Select National Science Foundation Programs. *Gavin W. Fulmer, National Science Foundation; Gerhard L. Salinger, National Science Foundation; Immanuel V. Young, National Science Foundation; Erin E. McDougal, National Science Foundation*
26. Comparing the Matter and Interactions Curriculum With a Traditional Physics Curriculum: A Think-Aloud Study. *Keith R. Bujak, Georgia Institute of Technology; Richard Catrambone, Georgia Institute of Technology; Marcos D. Caballero, Georgia Institute of Technology; M. Jack Marr, Georgia Institute of Technology; Michael F. Schatz, Georgia Institute of Technology; Matthew A. Kohlmyer, Georgia Institute of Technology*
27. Context-Effects and Their Influences on Students' Situational Interest and Achievement. *Eva Kölbach, University Duisburg-Essen; Elke Sumfleth, University Duisburg-Essen*
28. Exploring How Urban Youth Appropriate Lifeworld Through Science. *Miyoun Lim, Georgia State University*
29. Gender Differences in the Participation of Undergraduate Research Experiences in Science, Technology, Engineering, and Mathematics (STEM). *Joseph A. Harsh, Indiana University; Adam V. Maltese, Indiana University; Robert H. Tai, University of Virginia*
30. Interdisciplinary Perspectives for Linking Science and Literacy: Implications From Multiyear Studies Across Grades K-5. *Nancy Romance, Florida Atlantic University; Michael R. Vitale, East Carolina University*
31. Process Skills as a Bridge to the Nature of Science: Developing Preservice Science Teachers' Conceptions. *Bridget K. Mulvey, University of Virginia; Jennifer L. Maeng, University of Virginia; Randy L. Bell, University of Virginia*
32. Qualitative Analysis of Many Teachers' Enactment of a Highly Developed and Specified Project-Based Curriculum in Urban Settings. *Toni Kempler Rogat, Rutgers University; Phyllis C. Blumenfeld, University of Michigan; Elizabeth B. Moje, University of Michigan; LeeAnn M. Sutherland, University of Michigan*
33. Transforming Argumentation Norms Into Epistemic Understanding of Science. *Suna Ryu, University of California - Los Angeles; William A. Sandoval, University of California - Los Angeles*

32.085-7. Reading Research for the Public Good: New Perspectives and Diverse Populations. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

34. Cognitive Reorganization During Early Literacy Development: A Comparison of Spanish-Speaking and English-Speaking Children. *George A. Kamberelis, University of Wyoming; Melanie Reaves, University of Wyoming; Hoi Yuen Chan, University of Wyoming*
35. Developing Written Narrative Skills in Normally Achieving and Low-Achieving Students Using Podcasting Technologies. *Ofra Aslan, Concordia University; Richard F. Schmid, Concordia University; Philip C. Abrami, Concordia University; Robert M. Bernard, Concordia University*
36. Literacy and Virtual Worlds: An Empirical Assessment of Reading in the Context of Online Games. *Constance A. Steinkuehler, University of Wisconsin - Madison; Catherine F. Compton-Lilly, University of Wisconsin - Madison; Elizabeth M. King, University of Wisconsin - Madison*
37. Looking Across the Curriculum to Develop Oral Language Skills With Preschool Students. *Julie Herron, The University of Alabama; Charlotte Anne Mundy, The University of Alabama; Julianne Maner-Coleman, The University of Alabama*
38. Nurturing Young Students' Writing Knowledge and Self-Regulation: The Effects of Self-Regulated Strategy Development. *Sharon Zumbro, Virginia Commonwealth University*
39. Patterns of Orthographic Competence in German at Elementary and Secondary Level. *Katrin Boehme, University Duisburg-Essen; Stefan Schipolowski, Humboldt University, Berlin*
40. The Development of Reading Literacy in Elementary School Students With Immigrant Backgrounds: Results From a Longitudinal Study. *Rebecca Miriam Hartmann, Institut für Schulentwicklungsforschung; Nele McElvany, Technical University of Dortmund; Michael Becker, Max Planck Institute for Human Development*
41. The Effect of Two Enhancement Techniques on Second Language (L2) Incidental Vocabulary Gain and Retention. *Aiping Zhao, Shandong University; Ying Guo, The Ohio State University*
42. The Effects of Phonological Awareness on Bilingual/English as a Second Language Students' Early Literacy Development. *Fei Zhao, The University of Kansas; Neal M. Kingston, The University of Kansas*
43. The Effects of Teaching Summarizing Skills to Taiwanese Students of Different Reading Abilities in Grade 5. *I-Chung Lu, National Pingtung University of Education, Taiwan*
44. Young Children's Literacy Gains in a Bilingual Family Literacy Program in Canada. *Jing Zhang, Buffalo State College - SUNY*
45. A Longitudinal Analysis of the Relationship Between Fluency and Comprehension in Second Graders. *Stephanie Lai, University of Georgia; Rebekah Benjamin, University of Georgia*
46. Effective Literacy Instruction for Latino English Language Learners: Does Quantity Really Mean Quality? *Valerie Perry, University of California - Riverside; Kenisha Williams, University of California - Riverside*
47. Influence of the Home Literacy Environment on Pre-Kindergarten Children's Emergent Literacy Skills. *Jisu Han, University of Georgia; Stacey M. Neuharth-Pritchett, University of Georgia*
48. Reciprocal Effects of Spelling and Reading Comprehension in the First Language. *Michaela Koeller, University of Kiel; Jens Moeller, University of Kiel; Olaf Koeller, Leibniz Institute for Science and Mathematics Education*

32.085-8. Education and Philanthropy Poster Session. SIG-Education and Philanthropy; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Poster:

49. Evaluating Patterns in Young Alumni Giving Using Social Networking Analysis. *Kathryn Shirley Akers, University of Kentucky; J. Travis McDearmon, University of Kentucky*

32.085-9. Current Issues in Cooperative Learning. SIG-Cooperative Learning: Theory, Research and Practice; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

50. Cooperative Learning, Democratic Classrooms, and the Importance of Providing Voice and Choice: Can We Really Create Democratic University Classrooms? *Kimberly M. Williams, Plymouth State University; Khuram Hussain, Hobart and William Smith Colleges*
51. Identity Salience and Collaborative Learning: A Mixed-Methods Study. *Feihong Wang, Virginia Polytechnic Institute and State University; John K. Burton, Virginia Polytechnic Institute and State University*

52. Learning From Cases. *Angela M. O'Donnell, Rutgers University*
53. When Fibonacci Met Pythagoras: Cooperative Learning in an Enrichment Class for Gifted Students. *Hartono H. Tjoe, Teachers College, Columbia University; Young Mee Oh, Teachers College, Columbia University*

32.085-10. Student Ratings, Perceptions, and Educational Philosophy. SIG-Faculty Teaching, Evaluation, and Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

54. Is There Student Racial or Gender Bias in Professor Perception and Course Selection? *Jeanette Mendez, Oklahoma State University; Jesse Perez Mendez, Oklahoma State University*
55. Liberal Education Within Cosmopolitan Classrooms. *Liza Ann Bolitzer, Teachers College, Columbia University*
56. Student Ratings of Instruction in Online Versus Face-to-Face Courses. *Stephen L. Benton, The IDEA Center; Russell Webster, Kansas State University; Amy Gross, The IDEA Center; William H. Pallett, Individual Development and Educational Assessment Center*

Saturday, 10:35 am

Governance Meetings and Events

33.001. AERA Ad Hoc International Representatives: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
10:35 am to 12:05 pm

Chair:

Phoebe H. Stevenson, American Educational Research Association

33.002. AERA Fellows Committee: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Regent
10:35 am to 12:05 pm

Chair:

Margaret Beale Spencer, University of Chicago

33.003. AERA Social Justice Action Committee: Open Meeting. AERA Governance; Governance Session
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm

Chair:

William H. Watkins, University of Illinois - Chicago

Presidential Sessions

33.010. Inciting the Social Imagination: Implications of the New U.S. National Educational Technology Plan for Research and Reform. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
10:35 am to 12:05 pm

Chair:

Barbara M. Means, SRI International

Participants:

What Is the National Educational Technology Plan, and How Is the 2010 Plan Different From Prior Plans? *Barry J. Fishman, University of Michigan*
How Current Perspectives on Learning Inform the National Educational Technology Plan: Broadening Support for Learners Through Universal Design. *Yasmin B. Kafai, University of Pennsylvania*
New Visions of Assessment in the National Educational Technology Plan: Moving From Taking Inventory to Measuring What Matters. *James W. Pellegrino, University of Illinois - Chicago; Chris J. Dede, Harvard University*
Grand Challenges for Education: How the National Educational Technology Plan Encourages Research and Development. *Roy D. Pea, Stanford University*

Discussant:

Karen Cator, U.S. Department of Education

33.011. The Legal and Social Construction of Race: History and the Politics of Latinos in Education.

Presidential Session Cosponsored by Division F - History and Historiography; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
10:35 am to 12:05 pm

Chair:

Ruben Donato, University of Colorado - Boulder

Participants:

State Violence in Immigration Law Enforcement and the Racial Construction of Latino Students as Potential Economic and Security Threats. *Mary Romero, Arizona State University*

Using Critical Race Theory to Examine Everyday and Historical Racism in the Latina and Latino Community. *Daniel Gilbert Solorzano, University of California - Los Angeles*

Presumed "White": Mexican Americans and the Politics of De Jure and De Facto Segregation. *Ruben Donato, University of Colorado - Boulder*

Moving Between Legal Citizenship and Cultural Citizenship: Latinas/os in Utah and Arizona. *Dolores Delgado Bernal, University of Utah*

Discussant:

James D. Anderson, University of Illinois - Urbana-Champaign

AERA Sessions

33.012. Meet Journal Editors: Journal Talks 1. AERA Sessions; Invited

Roundtable

Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Participants:

1. International Journal of Education & the Arts. *Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Christine M. Thompson, The Pennsylvania State University; Liora Bresler, University of Illinois*

2. Journal of At-Risk Issues. *Rebecca A. Robles-Pina, Sam Houston State University; Greg Hickman, Arizona State University*

3. TechTrends. *Abbie H. Brown, East Carolina University*

4. Environmental Education Research. *Alan Douglas Reid, University of Bath*

5. Studying Teacher Education. *Amanda K. Berry, Monash University*

6. ICBCHE Journal. *Barbara J. Johnson, Northern Illinois University*

7. Middle Grades Research Journal. *David L. Hough, Missouri State University; Vicki L. Schmitt, Logan-Rogersville Schools*

8. Educational Technology Research & Development. *J. Michael Spector, University of Georgia; Michael J. Hannafin, University of Georgia*

9. American Educational Research Journal/SIA. *Lois Weis, University at Buffalo - SUNY; Heather Jenkins, University at Buffalo - SUNY; Kristin Cipollone, University at Buffalo - SUNY; Jaekyung Lee, University at Buffalo - SUNY*

10. Educational Policy Analysis Archives. *Gustavo E. Fischman, Arizona State University; Jeanne M. Powers, Arizona State University; David R. Garcia, Arizona State University*

11. Journal of African American Males in Education. *J. Luke Wood, Lincoln Memorial University; Tomashu Kenyatta Jones, University of California - Los Angeles; Adriel Adon Hilton, Upper Iowa University; Rebecca A. Neal, Arizona State University; Stanley Louis Johnson, Jr., University of California - Los Angeles*

12. Contemporary Issues in Technology and Teacher Education. *Natalie B. Milman, The George Washington University; Peter H. Adamy, University of Rhode Island; Carl A. Young, North Carolina State University; Thomas C. Hammond, Lehigh University; Scott W. DeWitt, University of Cincinnati*

13. Journal of Early Childhood Literacy. *Julia Gillen, Lancaster University; Guy Merchant, Sheffield Hallam University; Jackie Marsh, University of Sheffield*

14. Current Issues in Education. *Lori Michelle Ellingford, Arizona State University; Andrew K. Darian, Arizona State University*

15. Review of Educational Research. *Frank C. Worrell, University of California - Berkeley*

16. Journal of Research on Technology in Education. *Lynne Schrum, George Mason University*

33.013. Meet Journal Editors: Journal Talks 2. AERA Sessions; Invited

Roundtable

Sheraton, Fifth Level, Grand Ballroom B
10:35 am to 12:05 pm

Participants:

1. Vocations & Learning. *Bernadette Ohmer*

2. The New Educator. *Beverly Falk, City College of New York - CUNY*
3. Journal of Early Childhood Research. *Cathy Nutbrown, University of Sheffield*
4. Educational Media International. *Charalambos Vrasidas, University of Nicosia*
5. Teacher Education Quarterly. *Christian J. Faltis, University of California - Davis*
6. Mentoring & Tutoring. *Carol A. Mullen, University of North Carolina - Greensboro; Beverly J. Irby, Sam Houston State University; William A. Kealy, University of North Carolina - Greensboro*
7. Pedagogies: An International Journal. *Allan A.J. Luke, Queensland University of Technology; Yew-Jin Lee, Nanyang Technological University*

Committee Sessions

33.014. Analyses of Race, Ethnicity, and Gender in Higher Education.

Committee on Scholars of Color in Education; Paper Session

Sheraton, Third Level, Napoleon Ballroom C1

10:35 am to 12:05 pm

Chair:

Maricela Correa-Chavez, Clark University

Participants:

Canada's Multiculturalism Policy and the Experiences of African Canadians in Higher Education. *Alana C. Butler, Cornell University*

Inciting Access and Equity: The Self-Efficacy of Tenure Black Women Faculty. *B. Afeni McNeely Cobham, University of Denver*

Paving Postsecondary Education Pathways for Students of Color: Individual and Institutional Responsibilities. *Nicole E. Holland, Northeastern Illinois University*

The Permanence of Racism in American Higher Education: 75 Years of Evidence. *Shaun R. Harper, University of Pennsylvania; Keon Monte McGuire, University of Pennsylvania*

International Organization Sessions

33.015. Gender in Education: Nordic Perspectives. Nordic Educational Research

Association; Invited Session

Sheraton, Third Level, Napoleon Ballroom B1

10:35 am to 12:05 pm

Chair:

Elisabeth Bjørnstad, Oslo University College

Participants:

Construction of Gender Through Bodily Interaction Among Teenagers in Finnish Classroom Interaction. *Liisa Tainio, University of Helsinki*

Gender Constructions in Children's Verbal and Bodily Interactions. *Ylva Odenbring, University of Borås*

Discourses on Gender, Class and Ethnicity in Finnish Post Compulsory Education Since the 70s: Changes or Stability? *Tarja Palmu, University of Helsinki; Sirpa Lappalainen, University of Helsinki; Elina Lahelma, University of Helsinki*

Gender Awareness in Research on Teacher Education. *Jukka Lehtonen, University of Helsinki*

33.016. How You Teach Is What You Get? Does the Curriculum Matter in the Promotion of Mathematical Skills in Elementary School Children?

Flemish Forum for Educational Research; Invited Session

Sheraton, Third Level, Napoleon Ballroom D

10:35 am to 12:05 pm

Chairs:

Martin M. Valcke, Ghent University, Belgium

Annemie Desoete, Ugent

Participants:

Teacher's Emphasis on and Students' Acquisition of Heuristic and Metacognitive Skills in the Mathematics Classroom: A Dual Case Study. *Fien Depaepe, University of Leuven; Erik De Corte, University of Leuven; Lieven Verschaffel, University of Leuven*

Does the Present Mathematics Curriculum Effectively Promote Children's Acquisition of Clock Reading? *Elise Burny, Ghent University, Belgium; Ningning ZHAO, University of Gent; Annemie Desoete, Ugent*

A Wizard at Mathematics as Teacher? A Study into the Knowledge of Fractions of Student-Teachers. *Hendrik Richard Kamiel Van Steenbrugge, Ghent University, Belgium; Martin M. Valcke, Ghent University, Belgium*

The Relationship Between Numerical Facility and Mathematics Skills by Comparing Performance of Primary Schools Students in Flanders and China:

Implications for Mathematics Education. *Ningning ZHAO, University of Gent; Elise Burny, Ghent University, Belgium*

Discussant:

Ineke Imbo, Ghent University

Division Sessions

33.017. Conceptualizing and Measuring Professional Community. Division A -

Administration Organization & Leadership; Symposium

Sheraton, Fourth Level, Bayside A

10:35 am to 12:05 pm

Chair:

Louise Stoll, Institute of Education - London

Participants:

Conceptualizing and Measuring Professional Community: A Saga of Muddling Through. *Karen R. Seashore, University of Minnesota*

Evaluating Schools as Effective Professional Learning Communities. *Sally M. Thomas, Bristol University*

Conceptualizing and Measuring Professional Community in Dutch Secondary Schools. *Catalina Lomos, University of Groningen*

Discussant:

Louise Stoll, Institute of Education - London

33.018. Leading Schools With High Expectations and High Levels of Support.

Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside C

10:35 am to 12:05 pm

Chair:

Lynda Susan Kennedy, New York Public Library

Participants:

Collaborative Curriculum Development in Teacher Design Teams. *Adam Handelzalts, University of Twente; Nienke Nieveen, The Netherlands Institute for Curriculum Development; Jan J. Van Den Akker, The Netherlands Institute for Curriculum Development*

Components of Effective Programs for English Learners as a Framework for Policy and Practice. *Pamela Yeagley, WestEd*

Disrupting Complacency in Disadvantaged High School Students: Can Principal/Teacher Pedagogical Partnerships Develop Critical Consciousness? *Mark D. Halx, Halx Consulting Group*

Professional Learning Communities as a Leadership-Initiated Reform in an Urban High School: A Case Study. *Kristin Shawn Huggins, Washington State University; Jim Scheurich, Texas A&M University*

Shifting From a Culture of Deficit-Thinking to a Culture of Success for All. *Bret D. Cormier, SureScore, Inc.*

Discussant:

Betty Jane Alford, Stephen F. Austin State University

33.019. EcoJustice Education: Educating for the Local. Division B - Curriculum

Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II

10:35 am to 12:05 pm

Chair:

John Joseph Lupinacci, Eastern Michigan University

Participants:

EcoJustice Education and Local Activism: Teacher Education That is Situational, Local, and In Support of Living Systems. *John Joseph Lupinacci, Eastern Michigan University*

Ecojustice and Thick Description: A Practice to Develop Local Community Power. *Kurt Love, Central Connecticut State University*

Ecojustice and Aesthetic Education: Unmasking Teacher Identity, Imagination, and Transformational Practice. *Joss French, Central Connecticut State University; Barbara Ann Clark, Central Connecticut State University*

Indigenizing Curriculum: Transforming Environmental Education. *Andrejs Kulnieks, York University; Kelly A. Young, Trent University; Dan Longboat, Trent University*

Discussant:

Rebecca Martusewicz, Eastern Michigan University

33.020. Ethics and International Curriculum Work: The Challenges of Culture and Context. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom I

10:35 am to 12:05 pm

Chair:

Terrence C. Mason, Indiana University

Participants:

Democratic Education Curriculum Development Between the Colonizer and the Colonized: Complexities, Contradictions, Challenges, and Possibilities of Global Alliances. *Steven Paul Camicia, Utah State University; Alfredo Bayon, Southern Leyte State University*

"I Saw It With My Own Eyes": The Knowledge-Constructing Process in the Course of International Exchanges of Educators. *Anatoli Rapoport, Purdue University*

Ethics and Curriculum in Traveling Without Moving: Using Videoconferencing to Facilitate Dialogue Between Preservice Teachers in Two Nations. *Nikoletta Christodoulou, Frederick University; Walter S. Gershon, Kent State University*

From Text to Pretext: An Ethical Turn in Curriculum Work. *Dalene M. Swanson, The University of British Columbia; Jean Francois Maheux, McGill University; Steven Khan, The University of British Columbia*

Contesting Global Neoliberalism and Creating Alternative Futures. *David W. Hersh, University of Rochester; Joseph A. Henderson, University of Rochester*

Discussant:

Robert James Helfenbein, Indiana University/Purdue University at Indianapolis

33.021. Visions of New Teachers Danced in Their Heads: Getting Policymakers to Rethink the Role of Veteran Educators in the Age of Teach for America. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Grand Ballroom A

10:35 am to 12:05 pm

Chairs:

Kristen L. Buras, Emory University

Joyce E. King, Georgia State University

Participants:

Panel Member. *Kristen L. Buras, Emory University*

Panel Member. *Joyce E. King, Georgia State University*

Panel Member. *Kevin K. Kumashiro, University of Illinois - Chicago*

Panel Member. *Kenneth J. Saltman, DePaul University*

Panel Member. *Janelle T. Scott, University of California - Berkeley*

Discussant:

Carol D. Lee, Northwestern University

33.022. Changing Spaces: Creative Approaches to Alternative Education.

Division C - Learning and Instruction; Invited Session

Hotel Monteleone, Mezzanine Level, Bienville

10:35 am to 12:05 pm

Chair:

Sarah Kozel Silverman, See Forever Foundation

Participants:

Reclaiming and Redefining the "Village": Homeschooling Among Black Families. *Cheryl A. Fields-Smith, University of Georgia*

Reframing Retention: Mentoring and Leadership Development in the University of Washington, Bothell (UWB) Dream Project. *Jane A. Van Galen, University of Washington - Bothell*

Narrative Inquiry Into (Re)Imagining Alternative Schools: A Case Study of Kevin Gonzales. *Jeong-Hee Kim, Kansas State University*

The Bus Ride Back: How Service-Learning Creates Alternative Spaces for Learning. *Jerusha Osberg Conner, Villanova University; Ariel Presley, Villanova; Alice Lesnick, Bryn Mawr College*

Discussant:

Meca R. Williams-Johnson, Georgia Southern University

33.023. Exploring Domain and Developmental Differences in Epistemic Cognition Using Quantitative and Qualitative Methodologies. Division C - Learning and Instruction; Symposium

Hotel Monteleone, Mezzanine Level, Iberville

10:35 am to 12:05 pm

Chair:

Elmar Stahl, University of Freiburg

Participants:

Epistemic Cognition Across Age Groups and Domains. *Lisa D. Bendixen, University of Nevada - Las Vegas; Laura M. Zemp, University of Nevada - Las Vegas; Jennifer Keller-Johnson, University of Northern Colorado; Denise Lynne Winsor, The University of Memphis; Florian C. Feucht, University of Toledo*

Adolescent Epistemological Development: Domain Differences in History and Science. *Barbara K. Hofer, Middlebury College; Amber Harris, Middlebury*

College; *Lauren Goldstein, Middlebury College*

Comparing the Epistemic Understandings of Biology and History Students in Various Domains. *Michael P. Weinstock, Ben-Gurion University of the Negev; Iris E. Tabak, Ben-Gurion University of the Negev*

A Qualitative Investigation of Domain and Developmental Differences in Epistemic and Ontological Cognition. *Jeffrey A. Greene, University of North Carolina; Seung Yu, University of North Carolina*

Discussant:

Patricia A. Alexander, University of Maryland

33.024. How to Promote Arithmetic Skills in the Early School Years. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
10:35 am to 12:05 pm

Chair:

Lucia M. Flevaris, The Ohio State University

Participants:

Cognitive Processes That Mediate the Relationship Between Working Memory and Children's Arithmetic Calculation. *Derek H. Berg, Queen's University*

Developing a Concept of Place Value: Changes in Children's Multi-Digit Number Representations and Arithmetic Strategies. *John Jirair Jabaghourian, San José State University; Yukari Okamoto, University of California - Santa Barbara*

Fostering First-Graders' Fluency With Basic Addition Combinations. *Arthur J. Baroody, University of Illinois; Michael D. Eiland, University of Illinois - Urbana-Champaign; Sharon Coslick Baroody, University of Illinois*

Symbolic and Nonsymbolic Arithmetic in Kindergarten and Elementary School. *Dominique Pierre Arndt, University Duisburg-Essen; Katleen Sahr, University Duisburg-Essen; Maria Opfermann, University Duisburg-Essen; Annemarie Fritz, University Duisburg-Essen; Detlev Leutner, University Duisburg-Essen*

Discussant:

Michelle Perry, University of Illinois

33.025. Navigating and Searching in Hypertext Environments. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Ground Level, Royal Ballroom
10:35 am to 12:05 pm

Chair:

Karen P. Swan, University of Illinois - Springfield

Participants:

Permeation of Google in Writing: Exploring Factors Influencing College Students' Locating and Using Web Information. *Jinjie Zheng, Michigan State University*

Open Web Searching and Learning: How Well Do 12 Adolescents Solve Health-Related Problems Online? *Paul Morsink, Michigan State University; Jinjie Zheng, Utah State University; Douglas K. Hartman, Michigan State University*

Hypertext Navigation in a Design-Based Physics Curriculum. *Sarah Sullivan, University of Wisconsin - Madison; Sadhana Puntambekar, University of Wisconsin*

Deep Web Learning: The New Literacies, Knowledge Synthesis, and Note-Taking of Advanced Web Learners. *Michael Deschryver, Michigan State University*

Discussant:

Michael J. Jacobson, The University of Sydney

33.026. Visualization, Simulations, and Modeling in Science Teaching and Learning. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning, SIG-Instructional Technology; Paper Session
New Orleans Marriott, Second Level, La Galerie 3
10:35 am to 12:05 pm

Chair:

Liza Finkel, Portland State University

Participants:

Enhance Chemistry Learning With Visualizations: Drawing, Selection, or Critique? *Zhihui Zhang, University of California - Berkeley*

Developing Narrative Scaffolds for Use Within Multimedia Chemistry Simulations: Challenges and Possibilities. *Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Ruth N. Schwartz, New York University; Trace Jordan, New York University; Mubina Khan, New York University; Dixie Ching, New York University; Yoo Kyung Chang, New York University*

Modeling-Based Curriculum and Instruction in the Undergraduate Classroom: Engagement of Students as Communities of Scientists. *Sarah Jean Adumat,*

University of Wisconsin - Madison; Jana Bouwma-Gearhart, University of Kentucky; David Little, University of Kentucky; Andrew Bouwma-Gearhart, University of Kentucky

Visualizing Energy Transformation at the Molecular Level: Promoting Middle School Students' Understanding of Energy in Photosynthesis. *Kihyun (Kelly) Ryoo, University of California - Berkeley; Marcia Linn, University of California - Berkeley*

33.027. Cognition and Assessment. Division D - Measurement and Research
Methodology; Paper Session
Doubletree, Second Level, Rosedown B
10:35 am to 12:05 pm

Chair:

Andre A. Rupp, University of Maryland

Participants:

A Systematic Review of Cognitive Diagnostic Assessment and Modeling Through Concept Mapping. *Jingshun Zhang, OISE/University of Toronto; Eunice Eunhee Jang, University of Toronto; Saad Chahine, University of Toronto*

Dimensionality Analysis of Cognitively Based Assessment of, for, and as Learning (CBAL) Grade 8 Writing Tests. *Jianbin Fu, ETS; Hanwook Yoo, University of Massachusetts - Amherst; Paul Deane, ETS*

Item Fit Analysis for Deterministic Input, Noisy-And (DINA) Model. *Chun Wang, University of Illinois - Urbana-Champaign; Zhan Shu, University of North Carolina - Greensboro; Hua-Hua Chang, University of Illinois - Urbana-Champaign*

Measuring Geometric Measurement Ability and Misconception With a Single Scale. *Jessica Masters, Boston College; Lauren Chapman, Boston College*

Discussant:

Joanna Sandra Gorin, Arizona State University

33.028. Construct-Irrelevant Sources Affecting Reading Assessments of Students With Disabilities. Division D - Measurement and Research
Methodology; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
10:35 am to 12:05 pm

Chair:

Martha L. Thurlow, University of Minnesota

Participants:

1. Discriminant Analysis Approaches in Determining Construct-Irrelevant Sources. *Jamal Abedi, University of California - Davis; Thomas Shirley, University of California - Davis*

2. The Role of Cognitive Features in Reading Assessments for Students With Disabilities. *Jenny C. Kao, Teachers College, Columbia University*

3. Differential Item Functioning (DIF) Approaches in Determining Construct-Irrelevant Sources. *Seth Leon, University of California - Los Angeles*

4. The Role of Linguistic and Textual Features. *Robert Bayley, University of California - Davis; Kimberly Mundhenk, University of California - Davis*

5. Standardized Assessment Accommodations Used Across the Nation for Students With Disabilities. *Nancy A. Ewers, University of California - Davis*

Discussant:

Martha L. Thurlow, University of Minnesota

33.029. Measurement of Teacher Characteristics. Division D - Measurement and Research
Methodology; Paper Session
Doubletree, 16th Level, Crescent Ballroom
10:35 am to 12:05 pm

Chair:

Jose Felipe Martinez, University of California - Los Angeles

Participants:

Development and Psychometric Properties of the Online Teaching Self-Efficacy Inventory. *Kevin Patrick Gosselin, University of Texas - Tyler*

Development of a Measure of Attributes of Successful K-16 Learning Communities. *Charles E. Martin, Georgia College & State University*
Elementary Teachers' Knowledge and Self-Efficacy for Measurement Concepts. *Brian F. French, Washington State University; Chad M. Gotch, Washington State University*

Using Delphi Methodology to Design Assessments of Teachers' Pedagogical Content Knowledge. *Agida G. Manizade, Radford University; Margie Mason, College of William and Mary*

Discussant:

Drew H. Gitomer, ETS

33.030. Diversity Matters: Perspectives on Closing the Achievement Gap.

Division E - Counseling and Human Development; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bourbon
10:35 am to 12:05 pm

Chair:

Carol A. Dahir, New York Institute of Technology

Participants:

School Counselors' Perceptions of Asian Indian Students. *Sejal Parikh, University of North Florida*

Dreams of Success: The Academic Motivations of African American Secondary Students in Urban Schools. *Christopher A. Janson, University of North Florida*

Beyond the Digital Divide: Exploring Factors of Capital and "Digital Divisions" in the Secondary Classroom. *Kate E. O'Hara, New York Institute of Technology*

High Ability as a Diversity Issue: Perspectives of School Counselors on Acceleration. *Tarrell Awe Agahe Portman, University of Iowa*

Increasing Cultural Competence to Support Diverse Student Populations. *Carol A. Dahir, New York Institute of Technology; Carolyn B. Stone, University of North Florida*

33.031. Reconsidering Historical Narratives and Educational Logics.

Division F - History and Historiography; Paper Session
JW Marriott, Third Level, Ile de France II
10:35 am to 12:05 pm

Chair:

Caroline M. Eick, Mount Saint Mary's University

Participants:

Reconciling Fact and Truth: Collective Memory and the Construction of the Gibbs School Founding Narrative. *Linda Mizell, University of Colorado - Boulder*

Why Tyrone Can't Read: African Americans, Social Policy, and the Politics of Special Education in the Civil Rights Era, 1954 to 1984. *Keith Mayes, University of Minnesota - Twin Cities*

Using Policy Genealogy to Understand Contemporary Political Discourse and Stakeholder Decision Making. *Mark A. Gooden, University of Texas - Austin; Katherine Cumings Mansfield, University of Texas - Austin; Mariah D. Wade, University of Texas - Austin*

The Penetration of Technocratic Logic into the Educational Field: Rationalizing Schooling From the Progressives to the Present. *Jal Mehta, Harvard University*

Discussant:

Linda M. Eisenmann, Wheaton College

33.032. Considering Race, Space, Ability, and Segregation in Policy and Practice.

Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
10:35 am to 12:05 pm

Chair:

Marta P. Baltodano, Loyola Marymount University

Participants:

Segregating Mobilities and the Politics of Educational Disappearance: Segregation Across Race and Disability. *Jan K. Nesper, The Ohio State University; David Hicks, Virginia Polytechnic Institute and State University*

Forced to Choose: School Choice, Equity, and the Spatial Production of Exclusion. *Christina Convertino, The University of Arizona*

Toward a Theory of Integrateable Schools: City Parents and School Choice. *David E. Kirkland, New York University*

Critical Architectures of Inclusion: Urban Small-School Reformers in the San Francisco Bay Area. *Jacqueline Jenkins, The New School University*
"Hella Ghetto!": Constructions of the Ghetto Space, Subject, and School in Youth Discourse. *Kenzo K. Sung, University of California - Berkeley*

33.033. From the Local to the Global: Language and Multiliteracies Within Latino Families and Schools.

Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm

Chair:

Regina Cortina, Teachers College, Columbia University

Participants:

New Evidence on the Value of Dual Language Programs: The Case of Northern Manhattan Schools. *Regina Cortina, Teachers College, Columbia University*
Language, Identity, and Immigrant Integration: The Experiences of Latin

American Immigrants in a New York City-Based English Literacy and Civics Education Program. *Dina A. Lopez, Teachers College, Columbia University*
So Close Yet So Far: Home and School Education of Latino Transnational Families of Diverse Social Class. *Catalina Crespo, University at Buffalo - SUNY*

Spelling it Out: The New York State Spanish Spelling Bee and Transnational Literacy Practices. *Carmina Makar, Teachers College*

Discussant:

Patricia C. Gandara, University of California - Los Angeles

33.034. Hegemonic Language Ideologies and the Education of Latina/o Students.

Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
10:35 am to 12:05 pm

Chair:

Norma E. Gonzalez, The University of Arizona

Participants:

False Oppositions and Shared Language Ideologies in the Bilingual Education Policy Debate. *Nelson Flores, The Graduate Center - CUNY*
Disciplinary and Disciplining Schoolwork: Educational Transitions in an Urban, Multilingual Classroom. *Jorge L. Solis, University of California - Santa Cruz*
"All That We've Suffered and All That We've Gained Would Be Lost" If He Forgets His English: Language Ideologies in Mixed-Status Mexican Families. *Ariana Mangual Figueroa, Rutgers University*

From "Mock Spanish" to "Unaccented Spanglish": Mexicans, Puerto Ricans, and Negotiations of Latina/o Ethnolinguistic Identities. *Jonathan Rosa, New York University*

Discussant:

Norma E. Gonzalez, The University of Arizona

33.035. Addressing Data Quality Challenges in Classroom Value-Added Models.

Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Rosedown A
10:35 am to 12:05 pm

Chair:

Arie J. Van der Ploeg, Learning Point Associates

Participants:

Student-Teacher Assignment in K-8 Schools: Implications for Classroom Value-Added Productivity Measures. *Sara Kraemer, University of Wisconsin - Madison; Robert H. Meyer, University of Wisconsin - Madison*

The Challenge of Linking Students to Teachers: A Hands-on Approach. *Jeff G. Watson, University of Wisconsin - Madison*

Data Quality and the Demands of a New Policy Agenda. *Christopher A. Thorn, University of Wisconsin - Madison*

Discussant:

Derek S. Mitchell, Partners In School Innovation

33.036. Division H Vice Presidential Session: Empowerment Evaluation in Education: Innovative Practices for the Public Good.

Division H - Research, Evaluation and Assessment in Schools; Invited Session
Doubletree, Second Level, Madewood B
10:35 am to 12:05 pm

Chair:

Shahpar Modarresi, Montgomery County Public Schools - MD

Participants:

David M. Fetterman, Fetterman and Associates

Paul Favaro, Peel District School Board

Sumbal Malik, University of Ottawa

Discussant:

Joseph McCrary, WestEd

33.037. Classroom Experiences and Self-Reported Gains of College.

Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
10:35 am to 12:05 pm

Chair:

Laura Reynolds-Keefe, University of Michigan - Dearborn

Participants:

Student Engagement and the College Experience in Hospitality Management.

Michael L. Wray, Metropolitan State College of Denver; Jeffrey Miller,

Colorado State University; Ellen A. Stevens, University of Colorado - Denver;

John Dienhart, Metropolitan State College of Denver

Inflated Expectations: An Empirical Study on College Students' Academic

Entitlement Beliefs. *Shane T. Warren, Mississippi State University; Anastasia D. Elder, Mississippi State University*

How Undergraduates Are Affected by Participation in Demonstrations. *J. Patrick Biddix, Valdosta State University; Kristina M. Cragg, Valdosta State University*

Now What? The Impact of a Course on Vocational Discovery on Postsecondary Students' Capacity to Envision the Authentic Life. *Lindsay Oishi; Matthew J. Bundick, The Pennsylvania State University; Dave J. Evans, Stanford University*

Do Virtual Students Dream of Electric Professors? Student Experiences With Online Learning. *Claire Howell Major, The University of Alabama; Stephanie J. Blackmon, The University of Alabama*

Discussant:

Phillis George, Jackson State University

33.038. College Classrooms, Teaching, and Student Engagement. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
10:35 am to 12:05 pm

Chair:

Shannon M. Calderone, University of California - Los Angeles

Participants:

Faculty Social Origins, Productivity, and Institutional Type: Reexamining Historical Data. *Jim Vander Putten, University of Arkansas - Little Rock*
Silence in the Classroom: A Strategic Choice? *Yuan Zhang, Syracuse University*
Social Norms and Their Relationship to Undergraduate Teaching. *Craig D. Anderson, University of Wisconsin - Madison; Matthew Tadashi Hora, University of Wisconsin - Madison; Joseph J. Ferrare, University of Wisconsin - Madison*

Understanding Evidence-Based Improvement in Higher Education: The Case of Student Engagement. *Alexander C. McCormick, Indiana University - Bloomington; Jillian L. Kinzie, Indiana University; Ali Korkmaz, Indiana University - Bloomington*

Discussant:

Jeffery P. Bieber, University of Kentucky

33.039. Division J Graduate Student Session: Funding for Research. Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Ile de France I
10:35 am to 12:05 pm

Chairs:

Lauren Theresa Schudde, University of Wisconsin - Madison

Bryan Gopaul, OISE/University of Toronto

Participants:

Stephen L. DesJardins, University of Michigan
Sara Goldrick-Rab, University of Wisconsin - Madison
Frankie Santos Laanan, Iowa State University
William G. Tierney, University of Southern California

33.040. Appraising Teacher Education Reform: Through the Eyes of Teacher Education Database. Division K - Teaching and Teacher Education; Invited Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
10:35 am to 12:05 pm

Chair:

Sharon S. Chen, Planada School District

Participants:

Teacher Education Reform: For the Better or for the Worse. *Sharon S. Chen, Planada School District*
On the Success of Failure: Examining the Failing Promises of Market-Driven Teacher Education Reform. *Jai-Li Huang, National Taiwan Normal University; Li-yun Wang, National Taiwan Normal University*
An Inquiry Into the Teaching Motivations and Graduate Destination of Teacher Candidates in Taiwan. *Ping-Huang Chang, National Kaohsiung Normal University*
A Study on the Perceptions of Teaching Abilities of Teachers From Different Channels of Teacher Education in Taiwan. *Jai-Li Huang, National Taiwan Normal University*

Discussant:

Etta R. Hollins, University of Missouri - Kansas City

33.041. Examining Effective Practices That Promote Effective Mentoring and Teacher Learning. Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 3
10:35 am to 12:05 pm

Chair:

Mark K. Warford, Buffalo State College - SUNY

Participants:

Rethinking Preservice Teacher Mentoring: Professional Development School (PDS) or Non-PDS? *Michael Kopish, University of Wisconsin - Madison; Peter Michael Miller, University of Wisconsin - Madison; Rebecca Jane Lowenhaupt, Northwestern University*

Teacher Development in Independent Schools: The Gap Between Effective Professional Learning and Reality. *John M. Murray, Auburn University*
Examining Teacher Learning on Three Planes of Analysis. *Susama M. Steeg, Arizona State University*

Exploring Preservice and Practicing Social Studies Teachers' Concepts of Pedagogical Autonomy. *Kevin W. Meuwissen, University of Rochester*
Teachers' Experiences Developing an Innovative Science Program: A Look at Self-Determined and Self-Directed Professional Growth. *Essie Lom, University of New Brunswick; Karen S. Sullenger, University of New Brunswick*

Discussant:

Caroline Clark O'Brien, University of North Texas

33.042. Professors in Residence: A New Paradigm for Teacher Education in the 21st Century. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
10:35 am to 12:05 pm

Chair:

Philip Emery Poekert, University of Florida

Participants:

Foundational Work: Scholarship on Professors-in-Residence. *Tanetha Jamay Grosland, University of Florida; Carolyn Voncannon Spillman, University of Florida*

A Look at the Role of Professor in Residence. *Sylvia Boynton, University of Florida; Magdi Castaneda, University of Florida*

Day In, Day Out: The Work of the Professor in Residence. *Raquel Rosa Diaz, University of Florida; Philip Emery Poekert, University of Florida*

Discussant:

Diane Yendol-Hoppey, University of South Florida

33.043. Teacher Communities in Secondary Education: How Teachers Work and Learn Together. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
10:35 am to 12:05 pm

Chair:

Nico Verloop, Leiden University

Participants:

Optimizing Communities in Teacher Education. *Marjolein Dobber, Leiden University; Sanne Akkerman, Utrecht University; Nico Verloop, Leiden University; Jan D.H.M. Vermunt, Utrecht University*

Community Development in School-University Partnerships. *Inne Vandyck, University of Amsterdam; Rick de Graaff; Jos J. Beishuizen, University of Amsterdam; Albert Pilot, Utrecht University*

Fostering Community Development of Teacher Teams. *Patricia Brouwer, Utrecht University; Mieke Brekelmans, Utrecht University; Loek F.M. Nieuwenhuis, IVA, University of Tilburg; Peter R. Simons, Utrecht University*

Teacher Communities Across Professional Settings for Learning and Work. *Wilfried Admiraal, University of Amsterdam; Sanne Akkerman, Utrecht University; Ditte Lockhorst, Oberon Utrecht*

Discussant:

Judith Warren Little, University of California - Berkeley

33.044. The Role of School/University Partnerships in Enhancing Teacher Educator and Preservice Teacher Learning. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 8
10:35 am to 12:05 pm

Chair:

Sherryl B. Graves, Hunter College - CUNY

Participants:

A Framework for Educational Equity: Reconceptualizing Effectiveness in Teacher Preparation. *Maria del Carmen Salazar, University of Denver; Jill Harvieux Piner, Denver Public Schools; Susan Korach, University of Denver*
Aspects of School-University Research Networks That Play a Role in

Developing, Sharing, and Using Knowledge Based on Teacher Research. *Frank Cornelissen, Eindhoven School of Education; Jacqueline Van Swet, Fontys University of Applied Sciences, Netherlands; Douwe Beijaard, Eindhoven University of Technology; Theo C.M. Bergen, Radboud University, Nijmegen*

Challenge and Benefit Interaction in Urban School-University Collaboration: An Examination of School Stakeholders' Perspectives. *Jill Virginia Jeffery, New York University; Jody Nicole Polleck, Hunter College - CUNY*

Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnerships. *Susan D. Martin, Boise State University; Jennifer L. Snow, Boise State University; Cheryl A. Torrez, University of New Mexico*

Discussant:

Mary E. Dilworth, National Board for Professional Teaching Standards

33.045. Division L Vice Presidential Session: Whither Federal Educational Policy: A 50-Year Perspective. Division L - Educational Policy and Politics; Invited Session

Sheraton, Second Level, Rhythms Ballroom I
10:35 am to 12:05 pm

Chair:

William A. Firestone, Rutgers University

Participants:

Standards and Assessment: A 50-Year Perspective. *David K. Cohen, University of Michigan*

Equity, Desegregation, and Resegregation: A 50-Year Perspective. *Gary A. Orfield, University of California - Los Angeles*

Special Education: A 50-Year Perspective. *Thomas Hehir, Harvard University*

Teacher Education: A 50-Year Perspective. *Linda Darling-Hammond, Stanford University*

SIG Sessions

33.046. Using Qualitative, Quantitative, and Mixed Methods in Program

Assessment. SIG-Academic Audit Research in Teacher Education; Symposium
Sheraton, Fifth Level, Grand Chenier
10:35 am to 12:05 pm

Chair:

Marilyn Cochran-Smith, Boston College

Participants:

Capitalizing on Qualitative, Quantitative, and Mixed-Methods Research in Program Assessment. *Sarah Enterline, Boston College*

Examining Undergraduate Teacher Candidates' Experiences, Perceptions, and Beliefs About Teaching for Social Justice. *Emilie N. Mitescu Reagan, Boston College*

Uncovering Troubling Issues of Institutionalized Racism and Linguicism in Teacher Preparation and Beyond. *Kara Mitchell, University of Colorado - Denver*

Using Qualitative and Quantitative Methods to Assess Learning Outcomes in a Social Justice-Oriented Teacher Education Program. *Ann Marie Gleeson, Boston College*

Discussant:

Ana Maria Villegas, Montclair State University

33.047. Action Research Identity Outcomes: Shift in Self-Perception, Professional Role, and Researcher Identity Interactive Symposium. SIG-Action Research; Symposium

Doubletree, Second Level, Shadows
10:35 am to 12:05 pm

Chair:

Margaret M. Riel, Pepperdine University

Participants:

Meta-Analysis of the Outcomes of Action Research. *Margaret M. Riel, Pepperdine University; Jack Whitehead, Liverpool Hope University*

The Art of Possibility: Creating More Successful Learners. *Anne Smith, Arapahoe High School*

Development On-Demand: Media and Harmony in Corporate Education. *Jason N. Melillo, Pepperdine University*

Building Thriving Communities of Practice With Social Learning Technologies. *Dan Wood, Intuit*

Discussant:

Jack Whitehead, Liverpool Hope University

33.048. Computing What the Eye Cannot See: Educational Data Mining, Learning Analytics, and Computational Techniques for Detecting and Evaluating Patterns in Learning. SIG-Advanced Technologies for Learning; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
10:35 am to 12:05 pm

Chair:

Paulo Blikstein, Stanford University

Participants:

Using Online Log Data to Analyze Group Learning. *Spiro Maroulis, Northwestern University*

Learning Analytics: Assessing Constructionist Learning Using Machine Learning. *Paulo Blikstein, Stanford University; Marcelo Worsley, Stanford University*

The Relationships Between Data Mining, Cognitive Modeling, and Learning Theories: Assessing and Improving Help-Seeking Skills. *Ido Roll, The University of British Columbia; Vincent Alevan, Carnegie Mellon University; Kenneth R. Koedinger, Carnegie Mellon University*

Clusters and Patterns of Novice Programmers. *Matthew W. Berland, University of Texas - San Antonio; Taylor Martin, University of Texas - Austin*

Discussant:

Bruce L. Sherin, Northwestern University

33.049. Educational Neuroscience: Three Reports From Research Pioneers.

SIG-Brain, Neurosciences, and Education; Invited Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
10:35 am to 12:05 pm

Chair:

George G. Hruby, University of Kentucky

Participants:

The View from Pittsburgh: Consolidating Progress from Neuroscience on Reading. *Charles Perfetti, University of Pittsburgh*

The View From London: Language and Causal Reasoning in Science. *Andrew Kenneth Tolmie, Institute of Education - London*

The View From Nashville: Neuroimaging Approaches to Understanding the Emergence of Early Elementary School Math Skills. *Bruce McCandliss, Sackler Institute - Weill Cornell Medical College*

33.050. Programs of Study: Multiple Approaches Examining the Implementation of a Federal Policy on Career Preparation. SIG-Career and Technical Education; Symposium

Astor Crowne Plaza, Second Level Mezzanine, St. Ann
10:35 am to 12:05 pm

Chair:

Morgan V. Lewis, Lewis Group

Participants:

Programs of Study: Early Findings From the Student Perspective. *Corinne Alfeld, Academy for Educational Development; Sharika Bhattacharya, Academy for Educational Development*

Do Career and Technical Education Programs of Study Improve Student Achievement? An Experimental Study. *Marisa E. Castellano, University of Louisville; Kirsten Ewart Sundell, University of Louisville; Laura Overman, University of Louisville*

A Longitudinal Study of the South Carolina Personal Pathways to Success Initiative. *Cathy Hammond, Clemson University; Sam Drew, Clemson University; Cairen Withington, Clemson University; Julia Sharp, Clemson University; Catherine Mobley, Clemson University; Samuel C. Stringfield, University of Louisville; Natalie Kosine Stipanovic, University of Louisville*

Discussant:

James J. Kemple, New York University

33.051. Clearing Technology Integration Hurdles in K-12. SIG-Computer and Internet Applications in Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
10:35 am to 12:05 pm

Chair:

Cassandra Scharber, University of Minnesota

Participants:

An Ecological Case Study of Two Middle Schools' Technology Integration. *Michelle Fulks Read, University of Texas - Austin; Sara Jolly Jones, University of Texas - Austin; Joan E. Hughes, University of Texas - Austin; Gloria Gonzales Dholakia, University of Texas - Austin*

Distributed Leadership and Student Use of Computer Technology in Support of Their In-School Learning: Investigating the Connections. *Bruce L. Sheppard,*

Memorial University, Newfoundland; Jean Brown, Memorial University, Newfoundland; Tim Seifert, Memorial University, Newfoundland
 Using Cloud-Computing Applications to Support Collaborative Scientific Inquiry: Examining Preservice Teachers' Perceived Barriers Toward Integration. *Joel D. Donna, University of Minnesota; Cassandra Scharber, University of Minnesota; Aaron Doering, University of Minnesota; Brant G. Miller, University of Minnesota*
 Why Are Teachers Reluctant to Integrate Information and Communication Technologies (ICT) in Their Pedagogical Practices. *Karel Kreijns, Open Universiteit Nederland; Hans van Buuren, Open University of the Netherlands; Frederik Van Acker, Open University of the Netherlands; Marjan Vermeulen, Open University of the Netherlands*
 "My Classroom Teaching Has Been Changed So Much": Elementary School Teachers' Perspectives on Teaching and Learning With Wikis. *Lena Lee, Miami University; Curtis J. Bonk, Indiana University*

33.052. Cutting the Diversity Cake With Critical Race Theory Insight: Three Perspectives on the Role of Diversity in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium New Orleans Marriott, Second Level, Preservation Hall Studio 6
 10:35 am to 12:05 pm

Chair:

Mark Giles, Miami University

Participants:

Cutting the Diversity Cake With Critical Race Theory Insight: Three Perspectives on the Role of Diversity in Higher Education. *Mark Giles, Miami University; Chutney Walton, University of Tennessee; Tracia NiKole Cloud, University of Tennessee; Robin L. Hughes, Indiana University - Indianapolis; Darrell Cleveland, Richard Stockton College*
 Black Leadership, Black Students, Black Spirituality, and Diversity in Higher Education. *Mark Giles, Miami University*
 A View From the Ebony Towers. *Chutney Walton, University of Tennessee*
 Analyzing Higher Educational Policy at Predominantly White Institutions. *Tracia NiKole Cloud, University of Tennessee*

33.053. Reconceptualizing Teacher Education Through Policy and Discourse. SIG-Critical Perspectives on Early Childhood Education; Paper Session JW Marriott, Third Level, Rosalie
 10:35 am to 12:05 pm

Chair:

Jennifer Keys Adair, University of Texas - Austin

Participants:

For the Public Good or Children's Well-Being? The "New" Purpose of Early Care and Education. *Abigail M. Jewkes, Hunter College - CUNY; Ruth A. Piker, California State University - Long Beach*
 Post-Foundational Perspectives on Developing Leadership Within Early Childhood Education: Examining Pedagogical Strategies for Resistance and Change. *Julie M. Nicholson, Mills College; Linda R. Kroll, Mills College; Lea Austin, Mills College*
 The Genealogy of Discourses in Early Childhood Education and the Reimagination for the Public Good. *Kyunghwa Lee, University of Georgia; Joeun Oh, University of Georgia; Eun-Ae Son, University of Georgia*
 The Sexualization of Children in Contemporary Media: Tolerance and Intolerance. *Susan J. Grieshaber, Queensland University of Technology*
 "I Never Realized...": Confronting Issues of Race and Racism With Early Childhood Education Majors. *Christy Tirrell-Corbin, University of Maryland - College Park; Meryl Yoches, University of Maryland - College Park; Jeanne Galbraith, University of Maryland*
 "It Was Never Really Talked About": A Qualitative Inquiry Into Understanding Early Childhood Teachers' Preparation and Classroom Practices With Children From Culturally Diverse Backgrounds. *Victoria Lynn Kintner-Duffy, University of North Carolina - Greensboro; Catherine Scott-Little, University of North Carolina - Greensboro; Rosemarie Vardell, North Carolina Agricultural and Technical State University*

Discussant:

Jennifer Keys Adair, University of Texas - Austin

33.054. (De)constructing (Dis)ability and Desire in Text and Curriculum. SIG-Disability Studies in Education; Paper Session Sheraton, Fourth Level, Gallier
 10:35 am to 12:05 pm

Chairs:

Philip M. Ferguson, Chapman University
Linda P. Ware, SUNY - College at Geneseo

Participants:

De/constructing Images of Disabilities in Children's Literature. *Donna Sayers Adomat, Indiana University*
 Enabling Sexual Subjects: Desire, Disability, and Deviance in the Sexuality Curriculum. *Nirmala Erevelles, The University of Alabama*
 Family Portraits: Past and Present Representations of Parents in Special Education Text Books. *Philip M. Ferguson, Chapman University; Dianne L. Ferguson, Chapman University*
 Xenocide and the Speed of Dark: Medical and Social Models of Disability. *Katrina Arndt, Saint John Fisher College*

Discussant:

Beth A. Ferri, Syracuse University

33.055. Experimental and Quasi-Experimental Designs. SIG-Educational Statisticians; Paper Session Hotel Monteleone, Mezzanine Level, Bonnet Carre
 10:35 am to 12:05 pm

Chair:

Haiyan Bai, University of Central Florida

Participants:

Dual Matching on Hierarchically Structured Data: A Simulation Study. *Qiu Wang, Purdue University; Richard T. Houang, Michigan State University; Kimberly S. Maier, Michigan State University*
 Investigating the Accuracy of Three Estimation Methods for Regression Discontinuity Design. *Shuyan Sun, University of Cincinnati; Wei Pan, University of Cincinnati*
 Repercussions for Covariate Selection Procedures and Missing Data Handling Mechanisms With Missing Covariate Data. *Christopher M. Swoboda, University of Wisconsin - Madison; Amy K. Atwood, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison*
 Screening Tests for Determining Group Equivalence: Limitations and Alternatives. *Amy K. Atwood, University of Wisconsin - Madison; Sara T. Kover, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison*
 The Selection of Covariates Under Realistic, Less-Than-Ideal Conditions. *Amy K. Atwood, University of Wisconsin - Madison; Christopher M. Swoboda, University of Wisconsin - Madison; Ronald C. Serlin, University of Wisconsin - Madison*

Discussant:

T. Mark Beasley, The University of Alabama - Birmingham

33.056. Engaging the Public in Literacy Education: Examining Partnerships Between Teachers and Communities. SIG-Family, School, Community Partnerships; Symposium Sheraton, Second Level, Rhythms Ballroom II
 10:35 am to 12:05 pm

Chair:

Megan Madigan Peercy, University of Maryland

Participants:

Learning From Each Other: Communities of Practice Interact to Support English Language Learner Literacy. *Megan Madigan Peercy, University of Maryland; Melinda E. Martin-Beltran, University of Maryland - College Park; Shannon Daniel, University of Maryland*
 Supporting Family Literacy: Possibilities for Educators Across Time. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*
 Beginning Teachers' Visions of Working With Culturally Diverse Families. *Jennifer Danridge Turner, University of Maryland - College Park*
 Engaging in Teacher Research to Develop Closer Home-School Partnerships in Secondary Schools. *Margo Elisabeth DelliCarpini, Lehman College - CUNY*

Discussant:

Flora V. Rodriguez-Brown, University of Illinois - Chicago

33.057. The Futures Project: Understanding the Longitudinal Impact of Engaging Urban Youth as Critical Researchers. SIG-Grassroots Community & Youth Organizing for Education Reform; Symposium Sheraton, Fourth Level, Oak Alley
 10:35 am to 12:05 pm

Chair:

Jean Y. Wing, Oakland Unified School District

Participants:

Futures Revisited: Critical Research as a Means of Collective and Individual Empowerment for Urban Youth. *Anthony Collatos, Pepperdine University*
 Balancing Critical Consciousness and Social Reality: Maintaining Aspirations After High School. *Eduardo Choza, University of California - Los Angeles;*

Rigo Quintana, Institute for Democracy, Education, and Access; Nallely Gutierrez, League of United Latin American Citizens

Futures as a Navigational Tool Through the Undocumented Pipeline. *Alejandro Nuno, University of California - Los Angeles; Mayne Hernandez, University of California - Los Angeles*

"I Don't Want to Become Another Statistic": The Pursuit of Undergraduate/Graduate School for Community Empowerment. *Ebony Cheiree Cain, University of California - Los Angeles; Veronica Casillas, California State University - Northridge; Tanae Chanelle McNeal, University of California - Los Angeles*

Discussant:

Marisa Saunders, University of California - Los Angeles

33.058. Informal Learning and Sociable Media in Children's Culture. SIG- Informal Learning Environments Research; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 5
10:35 am to 12:05 pm

Chair:

Megan Boler, University of Toronto

Participants:

The Young Child as Hacker: Millennials in Sociable Media. *Jason D. Nolan, Ryerson University*

Learning in Liminal Spaces: Qualitative Inquiry Into Experiences of Digital Natives. *Yukari Seko, York University*

Do It Yourself as Inclusive Social Technology for Young Children. *Alison L. Gaston, Ryerson University, Canada*

Privacy, Autonomy, and Commodification in Social Media for Young Children. *Alex Bal, Ryerson University*

Engaging the Youngest Museum Visitors: Virtual Art Learning Environments. *Angela L. Eckhoff, Clemson University*

Kindergarten Students' Everyday Science Experiences and Their Conceptions of Science: Two Case Studies. *Tiffany R. Lee, University of Washington*

33.059. How Design Patterns Address Three Pressing Challenges in Large-Scale Assessment. SIG-Large Scale Assessment; Symposium
Sheraton, Fifth Level, Grand Couteau
10:35 am to 12:05 pm

Chair:

Geneva D. Haertel, SRI International

Participants:

The Critical Role of Design Patterns in Large-Scale Assessment. *Robert J. Mislavy, ETS; Geneva D. Haertel, SRI International*

Design Patterns to Support Storyboards and Scenario-Based, Innovative Item Types. *Eric B. Snow, SRI International; Dennis Fulkerson, Pearson; Paul D. Nichols, Pearson; Mingyu Feng, Worcester Polytechnic Institute*

How Design Patterns Integrate Universal Design for Learning (UDL) Into Assessments for Students With Disabilities. *Elizabeth Murray, Center for Applied Special Technology; Renee Cameto, SRI International*

Design Patterns Based on a Cognitive Perspective on Learning. *Louise G. Yarnall, SRI International*

Discussant:

Irvin R. Katz, ETS

33.060. Learning Sciences Perspectives on Math and Science. SIG-Learning Sciences; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
10:35 am to 12:05 pm

Chair:

Vanessa Svihla, University of California - Berkeley

Participants:

Examining Changes in Students' Coordination of Verbal and Pictorial Chemical Representations in Response to Instruction. *Lama Ziad Jaber, University of Maryland - College Park; Jason C. Yip, University of Maryland - College Park; Mike Stieff, University of Illinois - Chicago*

Training Selective Strategy Use for Spatial Problem Solving in Science. *Mike Stieff, University of Illinois - Chicago; Bonnie L. Dixon, University of Maryland - College Park; Minjung Ryu, University of Maryland - College Park; Bryna Clover, University of Maryland - College Park; Mary Hegarty, University of California - Santa Barbara*

The Interactional Role of Kindergarten and First-Grade Students' Representational Practices in Science Class. *Joshua Adam Danish, Indiana University; David Phelps, Indiana University*

Robotics and Engineering for Middle and High School Students to Develop Computational Thinking. *Shuchi Grover, Stanford University*

Hooks and Shifts in Instrumented Mathematics Learning. *Jose Francisco Gutierrez, University of California - Berkeley; Rosa G. Lee, University of California - Santa Cruz; Dragan Trninic, University of California - Berkeley; Dor Abrahamson, University of California - Berkeley*

Discussant:

Vanessa Svihla, University of California - Berkeley

33.061. A Holistic Examination Across the Teaching Continuum: Five Studies About Teachers, Teaching, and Teacher Learning. SIG-Lives of Teachers; Symposium
New Orleans Marriott, Second Level, La Galerie 5
10:35 am to 12:05 pm

Chair:

Brad Olsen, University of California - Santa Cruz

Participants:

Recruiting Math Teachers for "High-Need" Schools. *Dena Marie Sexton, University of California - Santa Cruz*

Ontogenesis: What Teacher Preparation Can Learn From the Innate Human Nature of Teaching. *Kip T. Tellez, University of California - Santa Cruz*

Change(d) Agents: New Teachers of Color in a Double Bind in High-Need Schools. *Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz*

The Complexity of Teaching, and How That Affects Teachers' Lives and Work. *Brad Olsen, University of California - Santa Cruz*

New Traditions for Teacher Formation: Lessons From Social Justice Professional Development Schools. *Ronald D. Glass, University of California - Santa Cruz; Pia I. Wong, California State University - Sacramento*

Discussant:

Luis Alberto Huerta, Teachers College, Columbia University

33.062. From Kindergarten to College: Studies of Elementary and Secondary School Achievement Growth and Postsecondary School Outcomes. SIG-Longitudinal Studies; Paper Session
Sheraton, Eighth Level, Salon 816
10:35 am to 12:05 pm

Chair:

Peter H. Siegel, RTI International

Participants:

An Application of Convention Growth Curve Model and Growth Mixture Model to the Early Childhood Longitudinal Study (ECLS) K-5 Data. *Yi Lu, University of Wisconsin*

Investigation of Mathematics Growth Through Early Childhood Longitudinal Study-Kindergarten (ECLS-K) Eighth-Grade Data. *Kwang-Lee Chu, Pearson*

A Hierarchical Examination of the Immigrant Achievement Gap: The Additional Explanatory Power of Nationality and Educational Selectivity Over Traditional Explorations of Race and Socioeconomic Status. *Kathryn Simms, Old Dominion University*

The Growth of Vocational Maturity Among Korean Youth: Using Crossed Random-Effects Growth Model. *In-Hee Choi, University of California - Berkeley*

Thinking Longitudinally: Participation and Completion of Postsecondary Education. *Kathleen S. Brown, University of Missouri - St. Louis; David A. Smalley, Illinois Education Research Council; Eric J. Lichtenberger, Southern Illinois University - Edwardsville*

Discussant:

Jerry West, Mathematica Policy Research, Inc

33.063. Mentoring At-Risk Youth. SIG-Mentorship and Mentoring Practices; Paper Session
Sheraton, Eighth Level, Salon 820
10:35 am to 12:05 pm

Chair:

Colette E. Patt, University of California - Berkeley

Participants:

Mentoring At-Risk High School Students Using Goal Achievement Motivational Theory and Preservice University Students. *Beth Bos, Texas State University - San Marcos*

Mentoring in the Lives of Sexual Minority Youth. *Dominique E. Johnson, Ramapo College of New Jersey; Billie Gastic, University of Massachusetts - Boston*

Preservice Teachers' Perceptions About Mentoring At-Risk Adolescents: Initiating Opportunities to Enhance Pedagogical Knowledge. *Ruben Garza, Texas State University - San Marcos*

Successful Teacher-as-a-Youth-Mentor Programs: A Cross-Cultural Case

Comparison. *Aram Ayalon, Central Connecticut State University*
 The Experiences and Perceptions of Selected Mentors: The Dyadic Relationship
 in School-Based Mentoring. *Rebecca K. Frels, Sam Houston State University;*
Anthony J. Onwuegbuzie, Sam Houston State University

Discussant:

Thomas Nigel Gannon, Cornell University

**33.064. Narrative Research SIG Session: Moving Into the Academy: Using
 Narrative to Examine Experiences of Marginalization.** SIG-Narrative
 Research; Paper Session
 Doubletree, Second Level, Nottoway
 10:35 am to 12:05 pm

Chair:

Sumer Seiki, University of California - Davis

Participants:

Stories From the Margins: Narratives of Homeless Youth. *Jarrett Gupton,*
University of Minnesota

Possibilities of Curricular Contextual Crossings for Improving Marginalized
 Students' School Lives. *Candace M. Schlein, University of Missouri - Kansas*
City; Barbara Garii, SUNY - College at Oswego

Whose Narrative Is This? Tensions Surrounding the Validity of the Student Voice
 in Elementary School. *Jill Michelle Manning, Los Angeles Unified School*
District, California

"Diversity" or Social Justice: Implications for Centering the Work of Social
 Justice in Higher Education. *Kirsten T. Edwards, Louisiana State University;*
Alicia D. Nance, Louisiana State University; Jennifer Loftin, Louisiana
State University; Kyle N. Boone, Louisiana State University; Shaina Riser,
Louisiana State University; YharNahKeeShah Smith Smith, Louisiana State
University

Finding our Way: Narrative Journeys of Doctoral Students. *Rhonda Suzanne*
Filipan, Kent State University; Sandra M.D. Jack-Malik, University of
Alberta; Gayle Curtis, Houston Independent School District, Texas; Lynnette
Driedger-Enns, University of Saskatchewan; Della R. Leavitt, University
of Illinois - Chicago; Jennifer C. Nelson, University of Nebraska - Lincoln;
Donna J. Reid, University of Houston; Sumer Seiki, University of California
- Davis

Discussants:

Stefinee E. Pinnegar, Brigham Young University

Mary Lynn Hamilton, The University of Kansas

**33.065. Critical Perspectives on Spirituality, Religion, and the Black Church
 on Black Educational Outcomes.** SIG-Research Focus on Black Education;
 Symposium
 New Orleans Marriott, Second Level, Preservation Hall Studio 9
 10:35 am to 12:05 pm

Chair:

Roland W. Mitchell, Louisiana State University

Participants:

A New Kind of Care: Pastoral Care as Social Justice in Schools. *Noelle*
Witherspoon Arnold, University of Missouri - Columbia

Standing in the Gap: Contemporary Theory and Practice Addressing Historical
 Challenges That Impact the Educational Outcomes of African American
 Students. *Karen Stansberry Beard, Miami University of Ohio*

The Influence of Religiosity on an African American School Leader's
 Perspective on Lesbian, Gay, Bisexual, and Transgendered Students. *Latish*
Cherie Reed, University of Wisconsin - Milwaukee

Community Uplift Theory: Integrating Spirituality for Educational Leadership
 in Urban Schools. *Carlos Raphael McCray, Fordham University; Floyd D.*
Beauchamp, Lehigh University

Discussant:

Roland W. Mitchell, Louisiana State University

33.066. Diversity and Bias. SIG-Science Teaching and Learning; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 2
 10:35 am to 12:05 pm

Chair:

Xiufeng Liu, University at Buffalo - SUNY

Participants:

A Theoretical Framework for Critical and Emancipatory Science and
 Technology Education. *John Lawrence Benzze, OISE/University of Toronto;*
Steve J. Alsop, York University; Erin Sperling, OISE/University of Toronto

Argumentation in a Public School's Single-Sex Science Classes: Unequal
 Learning Experiences. *Howard M. Glasser, Bryn Mawr College*

Falsehoods and Fallacies: Differences in Middle School Science Achievement.

Kathryn Scantlebury, University of Delaware; Jane B. Kahle, Miami
University; Yue Li, Miami University; Constance Blasie, University of
Pennsylvania

For Whom Does Science Education Reform Work? Examining the Effectiveness
 of Reform-Oriented Instruction on Mainstream and Nonmainstream Learners.
Katrina Kurtek, Florida State University; Sherry A. Southerland, Florida
State University

Is the Force Concept Inventory Biased? Investigating Differential Item
 Functioning on a Test of Conceptual Learning in Physics. *Sharon E. Osborn*
Popp, Arizona State University; David Meltzer, Arizona State University; M.
Colleen Megowan-Romanowicz, Arizona State University

Discussant:

Mary M. Atwater, University of Georgia

33.067. The Process of Becoming a Teacher Educator. SIG-Self-Study of Teacher
 Education Practices; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 1
 10:35 am to 12:05 pm

Chair:

Anastasia P. Samaras, George Mason University

Participants:

Transitioning From Graduate Student to Teacher Educator: Fostering
 Professional Preparedness Within a Collaborative Learning Community.
Lydia Menna, OISE/University of Toronto; Angela Mary MacDonald, OISE/
University of Toronto; Jagjeet Kaur Gill, OISE/University of Toronto; Clare
Kosnik, University of Toronto

On the Affective Challenges of Developing a Pedagogy of Teacher Education.
Jason K. Ritter, Duquesne University

Critical Moments in Negotiating Authority: Perspectives of Two Teacher
 Educators. *Nathan D. Brubaker, James Madison University; Thomas A.*
Griggs, University of Northern Colorado

The Quest for Professional Identity: Collaborative Self-Study as a Context
 for Sensemaking for Beginning Teacher Educators. *Ellen Ballock, Towson*
University; Kami M. Patrizio, Towson University

Discussant:

Linda M. Fitzgerald, University of Northern Iowa

33.068. Disproportionate Representation in Special Education. SIG-Special
 Education Research; Paper Session
 Sheraton, Fourth Level, Southdown
 10:35 am to 12:05 pm

Chair:

Delar K. Singh, Eastern Connecticut State University

Participants:

Racial Inequity in Special Education: Testing Stratification Explanations. *Amanda L.*
Sullivan, Arizona State University; Alfredo J. Artiles, Arizona State University

Racial Disparities in Early Childhood Special Education. *Amanda L. Sullivan,*
Arizona State University; Miranda Kucera, Arizona State University

Barriers to the Identification of Gifted Children From Economically
 Disadvantaged and Limited English-Proficient Backgrounds. *Thomas Gerald*
Ryan, Nipissing University

Delayed Special Education Placement for Learning Disability Among Children of
 Immigrants. *Jacob Hibel, Purdue University; Andrea D. Jasper, Purdue University*

Understanding a Complex Issue Through a Comprehensive Analysis: Local
 Patterns and Predictors of Disproportionality in One Midwestern School
 District. *Aydin Bal, University of Wisconsin - Madison; Amanda L. Sullivan,*
Arizona State University; John Harper, Madison Metropolitan School District

33.069. Perspectives on Teacher Education for Students with Special Needs.
 SIG-Special Education Research; Paper Session
 Sheraton, Fourth Level, Bayside B
 10:35 am to 12:05 pm

Chair:

Paul L. Morgan, The Pennsylvania State University

Participants:

Perceptions of Disability and Special Education From a Special School and
 Teacher Training College in Rural Tanzania. *Yvonne Nguyen Bui, University*
of San Francisco

Perspectives of Preservice Teachers on Inclusion of Children With
 Developmental Disabilities: A Mixed-Methods Study. *Nancy L. Hutchinson,*
Queen's University; Patricia Minnes, Queen's University; Michelle Villeneuve,
Queen's University; Suzanne Arner, Queen's University; Jemm Dods, Queen's
University; CJ Dalton, Queen's University; Angela Pyle, Queen's University

Perspectives on Building and Maintaining a Career in Higher Education: Special

Education Teacher-Scholars. *Lisa Jo Vernon-Dotson, Duquesne University; Lorry Floyd, North Carolina A&T State University*

33.070. Teacher Research: Interrogating Inquiry and “Best Practices” in K-12 Settings. SIG-Teacher as Researcher; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon C
10:35 am to 12:05 pm

Chair:

Nathaniel Uriah Weber, University of Texas - Austin

Participants:

Read, Baby, Read: Developing Personal Content Knowledge to Positively Impact the Teaching of Nonfiction Reading. *Sarah Sugarman, Monarch Academy*

Blurring Boundaries, Shifting Identities: Stepping Into the New Ethos. *Julie Warner, Teachers College, Columbia University; Kelly Boland Hohne, Teachers College, Columbia University; Dana Johansen, Greenwich Academy*

Continuing Education: Sixth-Grade Teacher-Researchers Building on Their Prior Experience as Third-Graders Mentoring Preschoolers. *Michelle Renee Zimmerman, University of Washington*

Scalable Best Practices: No Silver Bullet for Improving Classroom Instruction. *Shelley Grant, Bancroft Middle School*

Discussant:

Julie Warner, Teachers College, Columbia University

33.071. Using Questioning and Discussion to Uncover and Advance Students’ Historical Thinking. SIG-Teaching History Cosponsored by Division C - Learning and Instruction; Paper Session
JW Marriott, Third Level, St. Jerome
10:35 am to 12:05 pm

Chair:

Simone Schweber, University of Wisconsin - Madison

Participants:

Beyond the Binary: Bringing Students Into the Historical Problem Space in Whole-Class Text-Based Discussion. *Avishag Reisman, Stanford University*
“It Runs In My Veins!” Identity, Identification, and Empathy in Students’ Discussion of Historical Controversies. *Tsafir Goldberg, University of Haifa*
Historical Empathy, Peer Empathy, and Student Engagement: The Expression of Historical Empathy in Online Discussion Forums. *Whitney G. Blankenship, University of Texas - Austin*

Indicators of Students’ Ability to Formulate Questions in History. *Albert Logtenberg, University of Amsterdam; Carla Van Boxtel, University of Amsterdam; Bernadette Van Hout-Wolters, University of Amsterdam*

Discussant:

Joseph L. Polman, University of Missouri - St. Louis

33.072. Larger Scale Studies of Technology in K-12 and Postsecondary Education. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
10:35 am to 12:05 pm

Chair:

Debra R. Sprague, George Mason University

Participants:

Measuring Growth: An Analysis of 1:1 Laptops on Student Achievement in Core Subject Areas. *Janice Hinson, University of North Carolina - Charlotte; Mindy L. Crain-Dorough, Southeastern Louisiana University; Debbie S. Heroman, Louisiana State University*

Technology Application and Technology Equity: Are They Related to Student Achievement? *Tak C. Chan, Kennesaw State University*

An Investigation of Factors Influencing Student Use of Technology in K-12 Classrooms Using Path Analysis. *Albert Dieter Ritzhaupt, University of Florida; Kara M. Dawson, University of Florida; Cathy Cavanaugh, University of Florida*

Just-in-Time or Plenty-of-Time Teaching? Different Electronic Feedback Devices and Their Effect on Student Engagement and Faculty Instructional Practices. *Chih-Yuan Sun, University of Southern California; Brandon D. Martinez, University of Southern California; Helena Seli, University of Southern California*

Discussant:

Neal Strudler, University of Nevada - Las Vegas

Division and SIG Roundtables

33.073. Academy for Teacher Excellence: Impacting Teachers’ Lives Through Communities of Practice; Roundtable Session

33.073-1. Academy for Teacher Excellence: Impacting Teachers’ Lives Through Communities of Practice. Division K - Teaching and Teacher Education; Roundtable Session
New Orleans Marriott, Fourth Level, Balcony K
10:35 am to 12:05 pm

Chair:

Belinda Bustos Flores, University of Texas - San Antonio

Participants:

Prospective Teachers’ Identify Formation. *Ellen R. Clark, University of Texas - San Antonio*

Teacher Candidates’ Problem-Solving. *Norma S. Guerra, University of Texas - San Antonio*

Developing Culturally Efficacious Teachers Through Communities of Practices. *Lorena Claeys, University of Texas - San Antonio; Claudia Trevino Garcia, University of Texas - San Antonio*

Faculty Digital Literacies Within an E-Community of Practice. *Lucretia Fraga, University of Texas - San Antonio*

Examining the Sociocultural/Political Consciousness of the Academy for Teacher Excellence. *Conra Gist, City College of New York - CUNY*

33.074. Roundtable Session 14; Roundtable Session

33.074-1. Creole Cottage: Environmental Education, Sustainability, and Design. SIG-Environmental Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Julie C. Cwikla, University of Southern Mississippi - Gulf Coast

Participants:

Impact of Household Location on First-Year Engineering Students’ Environmental Knowledge and Awareness. *Nicole R. Weber, Purdue University; Melissa Dyehouse, Purdue University; Jun Fang, Purdue University; Chris Miller, Purdue University; Inez Hua, Purdue University; Johannes Strobel, Purdue University*

Knowledge and Attitudes of Global Climate Change in Preservice Elementary Teachers. *Julie Lambert, Florida Atlantic University; Robert E. Bleicher, California State University - Channel Islands; Joan S. Lindgren, Florida Atlantic University*

Students’ Conceptions About Alternative Energy. *Poh-Ai Irene Cheong, Universiti Brunei Darussalam; Hardimah Hj Mohd Said, Universiti Brunei Darussalam; Marlizayati Hj Johari, Universiti Brunei Darussalam; David F. Treagust, Curtin University of Technology*

33.074-2. Generating Educational Possibility Through Holistic Leadership. SIG-Holistic Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Bruce J. Novak, Truman College

Participants:

Leadership, Spirituality, and Holistic Schools: Perspectives From School Leaders. *Raji Swaminathan, University of Wisconsin - Milwaukee; Thalia Mulvihill, Ball State University*

Teachers, Students, Listening, and Generative Silence. *Bradley Baurain, University of Nebraska - Lincoln*

Enlarging the Space of the Possible in Holistic Education. *Ton Jorg, Utrecht University*

33.074-3. Moral Development and Education SIG, Roundtable Session 2. SIG-Moral Development and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Michael J. Maher, North Carolina State University

Participants:

An Exploration of the Link Between Moral Judgment and Big Five Personality Traits. *Heather Mechler, The University of Alabama; Stephen J. Thoma, The University of Alabama*

The Impact Upon College Students of Community Service-Learning Involving

Youth Versus Adults. *Scott Clifford Seider, Boston University*
The Impact of Higher Education Level and Type on Cognitive Moral
Development. *Elaine M. Doyle, University of Limerick; Joanne O Flaherty,*
University of Limerick

33.074-4. Music Education SIG Roundtable. SIG-Music Education; Roundtable
Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

William I. Bauer, Case Western Reserve University

Participants:

The Gap Between What You Know and What You Think You Know. *Jinyoung Kim, College of Staten Island - CUNY; Seung Yeon Lee, Ewha Womans University; Suhyun Kwon, Ewha Womans University; Seonmi Park, Hyejeon college*

Expanded Musical Identities for Music Educators: The Perspectives of Music Educators With Nontraditional Backgrounds. *Rhoda J. Bernard, Boston Conservatory*

Traditional and Nontraditional Values and Expectations in Music Education: Evolving Perceptions of Importance. *Joshua Alexander Russell, University of Hartford; Dale Misenhelter, University of Arkansas*

An Examination of Principals' and Entry-Year Music Teachers' Perceived Interactions. *Scott Nathan Edgar, University of Michigan*

33.074-5. Emancipation and Classroom Practices in Rancière, Deleuze, and Freire. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Kathryn A. Hytten, Southern Illinois University

Participants:

Jacques Ranciere: Education, Truth, Emancipation. *Charles Bingham, Simon Fraser University; Gert J.J. Biesta, University of Stirling*

Problem to Be Solved or Opinion of an Intellectual? Freire and Rancière Discuss Emancipatory Education. *Sarah Jane Galloway, Stirling Institute of Education*

Mapping Subjectivity Across the Classroom: Deleuzian Perspectives on Individuation and Becoming. *Elizabeth De Freitas, Adelphi University*

33.074-6. The Innovative Use of Case Studies to Examine Recent Changes in Public Education. SIG-Sociology of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Brian V. Carolan, Montclair State University

Participants:

Class, Race, and Migration to Educational Opportunity in South Africa's First Decade of Transition. *Lori Diane Hill, University of Michigan*

Disrupting Bureaucracy and the Public Good: The Exploration of a Case Study to Renegotiate the Social Contract Between State and Citizenry. *Randall F. Clemens, University of Southern California*

Race, Social Class, and Pedagogy: An Analysis of Differing Pedagogical Models in Two Low-Income African American Preschools. *Stephanie C. Smith, Rutgers University; Alan R. Sadovnik, Rutgers University*

Schools for Social Mobility: What It Takes for Kids to Succeed in High-Achieving Schools. *Floyd M. Hammack, New York University*

33.074-7. Partnerships for Health and Learning. SIG-Education, Health, and Human Services Linkages; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Sheilia Rae Goodwin, Winston Salem State University

Participants:

Evaluating a Model of School-Based Services: An Interdisciplinary Community-University Collaboration. *Elizabeth McKendry Anderson, Binghamton University - SUNY; Laura Bronstein, Binghamton University*

Factors in Access to Education and Health Services for Children With Special Health Care Needs. *Katherine T. Ratliffe, University of Hawaii*

The Impact of Partnerships Between Universities and Local Health Departments on Emergency Preparedness. *Gregory C. Smothers, Jackson State University; Walter Andre Brown, Jackson State University*

33.074-8. Leadership Preparation From Early Childhood to Adult Education. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Matthew C. Militello, North Carolina State University

Participants:

An Innovative Leadership Development Program for Early Childhood Education: Creating Agents for Change. *Carolyn McClure Elvereni, University of Denver; Wendy Bickford Allen, Clayton Early Learning Curriculum Is Foundational for Developing Educational Leadership Programs for the Public Good. Daniel Reyes-Guerra, Florida Atlantic University; Ira E. Bogotch, Florida Atlantic University*

Learning and Leading for Growth: Preparing Leaders to Support Adult Development in Our Schools. *Eleanor E. Drago-Severson, Teachers College, Columbia University; Jessica Blum, Teachers College, Columbia University; Anila Asghar, Johns Hopkins University*

33.074-9. Education and Gender. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Brooks A. Rosenquist, Vanderbilt University

Participants:

Women of K-12 Educational Leadership in Afghanistan: Progress, Successes, and Challenges. *Elizabeth C. Reilly, Loyola Marymount University*

Tuseme: The Voice for Marginalized Girls in a Center of Excellence in Kenya. *Kemedy Ongaga, University of North Carolina - Wilmington; Mary Ombonga*

Father Involvement in China: An Item Response Theory Modeling Approach. *Haiqin Chen, University of Missouri; Xinyin Huang, Suzhou University; Ze Wang, University of Missouri; Wenjing Tu, Suzhou University*

Gender Equity Progress in China: Similarities and Differences in Three Generations of Women. *Linda Serra Hagedorn, Iowa State University; Yi Zhang, Iowa State University*

33.074-10. Critical Examination of Intersectionalities in Social Justice Education. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Christopher B. Knaus, California State University - East Bay

Participants:

Bridging the Binaries of Female/Male, Brown/White, Muslim-Born/Convert, and the Development of a Culturally Responsive Research Methodology. *Dina M. Eletreby, Chapman University*

The Power of the Artifact: The Effect of Standardized Education on Social Justice Teaching. *Connie Lynn White, California State University - Northridge; Geraldine Suzanne Van de Kleut, Brock University*

Using a Social Justice Service-Learning Field Experience to Strengthen the Argument for Social Foundations Coursework. *Barri E. Tinkler, The University of Vermont; C. Lynne Hannah, Shepherd University; Elizabeth Miller, Independent Scholar*

33.074-11. Classroom Management: The Influence of Teachers' Learning and Experience on Management Strategies. SIG-Classroom Management; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Wen-Ting Chung, Arizona State University

Participants:

Classroom Management and Student Achievement: Patterns for Using a Prosocial Approach to Classroom Management. *Jerome Freiberg, University of Houston*

Do "Years of Experience" and "Gender" of Teachers Play an Important Role in Elementary School Teachers' Classroom Management Approaches? *Zafer Unal, University of South Florida - St. Petersburg; Aslihan Unal, University of South Florida - St. Petersburg*

Sustaining Professional Development Through Ongoing Learning: Doing Good Work and Good With the Work. *Philip John Riley, Monash University; Andrea Marlene Gallant, Deakin University; Ramon Lewis, Latrobe University*

33.074-12. Constructing and Evaluating Biliterate and Bicultural Practices at**Home and School.** Division G - Social Context of Education; Roundtable SessionSheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Ana Gil-Garcia, Northeastern Illinois University

Participants:

Educando a Nuestros Hijos: Latino Parents Promoting Biliteracy in the Home. *Anissa Wicktor Lynch, University of Texas - Austin; Guadalupe Dominguez Chavez, University of Texas - Austin; Christian Ellen Zuniga, University of Texas - Austin*Mexican-Heritage Father-Child Literacy Practices: An Ecocultural Case Study. *Shivani Burrows-Goodwill, University of California - San Diego*Parental Language Ideology in Multilingual Taiwan. *Yiling Chen, Nanhua University; John Anthony Lowe, University of Bath*Raising Children Bilingual in Japan: Challenges Faced by a Vietnamese and a Peruvian Family. *Yuriko Miyamoto Caltabiano, University of California - Berkeley; Mitsuyo Sakamoto, Sophia University; Sachie Miyazaki, Sophia Junior College*The Benefits of Speaking Spanish at Home for High School Graduation. *Maria Estela Zarate, University of California - Irvine; Claudia G. Pineda, University of California - Irvine***33.074-13. The Use of Digital Media for Equity and Social Justice in Schooling.**SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Joseph E. Flynn, Northern Illinois University

Participants:

Incorporating Audio and Video Reflections to Promote Social Justice and Equity-Oriented Work in Schools. *Christa A. Boske, Kent State University*Producers and Consumers of Power: Virtual Imagination and Social Control. *Sandra Schamroth Abrams, Saint John's University; Jennifer Rowsell, Brock University*Promoting Digital Citizenship in the Middle School Classroom: Teachers' Messages About Responsible Conduct Online. *Katie E. Davis, Harvard University***33.074-14. Curriculum in Early Childhood Education.** SIG-Early Education andChild Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

John A. Sutterby, University of Texas - Brownsville

Participants:

Assessing the Difficulty Level of Math Board Games for Young Children. *Sally C. Moomaw, University of Cincinnati*Early Childhood Educators' Knowledge in Relation to their Developmentally Appropriate Practices. *Nathalie Di Francesco, Sheridan Institute of Technology & Advanced Learning*How Do Preschool Teachers and Administrators Perceive the Benefits of California's Desired Result System? *Farahnaz Khaleghi, California State University - Long Beach; Jyotsna Pattnaik, California State University - Long Beach*Multimodal Analysis of the Effects of Social Constraints and Manipulative Presentation Format on Pre-Kindergarten Students. *Elisabeth Marie Drechsel, Virginia Polytechnic Institute and State University; Michael A. Evans, Virginia Polytechnic Institute and State University; Eliot Feenstra, University of Chicago; David McNeill, University of Chicago*Validity of the Bracken Basic Concept Scale—Revised. *Lori C. Bland, College of William and Mary; Mihyeon Kim, College of William and Mary***33.074-15. Exploring Language(s): Ideologies, Policies, and Choices.** SIG-Language and Social Processes; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

LeAnn G. Putney, University of Nevada - Las Vegas

Participants:

Weighing the Choice: Language Ideologies of Code-Switching Between African American English and Standard English. *Meredith Jeta Donovan, Fordham University*Education Language Policy Process in Multilingual Societies: Pushing the Frontiers of Language Policy Research. *Desmond I. Odugu, Loyola University Chicago*Languages and the Value They Have: Reflections From Educational Biographies in Higher Education in South Africa. *Brenda Lana Leibowitz, Stellenbosch University***33.075. Roundtable Session 15;** Roundtable Session**33.075-1. SIG Instructional Technology: Games and Online Learning.** SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

10:35 am to 12:05 pm

Chair:

Charles Brent Hodges, Georgia Southern University

Participants:

Evolution of an Experienced Teacher's Integration of an Educational Video Game: A Case Study. *Christopher J. Mong, Purdue University; William R. Watson, Purdue University*Learning Assessment in the Diffusion Simulation Game. *Miguel Lara, Indiana University; Jake Warren Enfield, Indiana University; Rodney D. Myers, Indiana University; Theodore Wayne Frick, Indiana University*Social Networking Platforms as Online Learning Environments: Learner Experiences and Activities. *George Veletsianos, University of Texas - Austin***33.075-2. SIG Instructional Technology: Preservice Teacher Education.** SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

10:35 am to 12:05 pm

Chair:

Jung Won Hur, Auburn University

Participants:

Developing Professionalism Through Applied Practice and Reflection in a Preservice Technology Integration Course. *Shadow William Jon Armfield, Northern Arizona University; J. Michael Blocher, Northern Arizona University; Laura Esthela Stijo-Montes, Northern Arizona University*Emerging Trends in Digital Citizenship in Preservice Teacher Education. *Gayle Y. Thieman, Portland State University*Integration of Technology by Secondary Education Methods Instructors and Their Graduate Teaching Assistants: A Case Study. *Ian Loverro, Central Washington University***33.075-3. Seeing Literacies: Connecting the Written Word and Visual****Modalities.** SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

10:35 am to 12:05 pm

Chair:

Kevin M. Leander, Vanderbilt University

Participants:

Student Uses of Visual Composing Resources in Multimodal Literacy Processes. *Jason Paul Ranker, Portland State University*Picturing Culturally Relevant Literacy Practices: Using Photography to See How Literacy Curricula and Pedagogies Matter to Urban Youth. *Kristien Zenkov, George Mason University; Athene Cooper Bell, George Mason University; Megan Lynch, Osbourn Park High School; Marriam Ewaida, Metz Middle School*Visual Hooks in Writing: Children's Ways With Images for Seeing Words. *S. Rebecca Leigh, Oakland University*Children as Multimodal Composers: A Case Study of Three Second-Graders' Digital Comic Texts Creation. *Ting Yuan, Teachers College, Columbia University; Jasmine Hughes, Harlem Children's Zone, Promise Academy I***33.075-4. Taking on the Challenge of Paulo Freire in Teacher Education.** SIG-Paulo Freire; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

10:35 am to 12:05 pm

Chair:

Christine Clark, University of Nevada - Las Vegas

Participants:

Cultures in the Making: An Examination of the Ethical and Methodological Implications of Collaborative Research. *Carolyn Ali-Khan, The Graduate Center - CUNY; Christina Siry, University of Luxembourg; Mark L. Zuss, Lehman College - CUNY*

Messages About How Students Are Supposed to Research: Students Speak

Out About the Credibility and Authority of Information Sources. *Amy E. Mark, The University of Mississippi; Amy E. Wells-Dolan, The University of Mississippi*

Rewards and Risks: Service-Learning in Teacher Education. *Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute and State University*

The Reading Teacher in a Transformative Role: The Language-Minority Student With Reading Intervention Needs. *Leanne M. Evans, University of Wisconsin - Milwaukee*

When Power Masquerades as Faith: The Challenge of Dialogue in Teacher Education. *JoBeth Allen, University of Georgia*

33.075-5. Promising Practices of Out-of-School Programs: Supporting Science Education, Student Engagement, and Academic Outcomes. SIG-Out-of-School Time; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Bettina Dahl Soendergaard, Aarhus University

Participants:

How Out-of-School Programs Effectively Engage Underrepresented Students in Science: Youth Development, Science, and Project Exploration. *Bernadette S. Chi, University of California - Berkeley; Juna Z. Snow, University of California - Berkeley; Shirley Lee, University of California - Berkeley; Gabrielle Lyon, Project Exploration*

No Experience Required: Best Practices From a Science, Technology, Engineering, and Mathematics (STEM) Training Program for Out-of-School Time Youth Workers. *Christopher Smith; Anne-Marie Hoxie, The After-School Corporation*

Examining the Effectiveness of the California After School Safety and Enrichment for Teens (ASSETs) Programs. *Denise Huang, University of California - Los Angeles*

"People Like Us Back Then...": Releasing the Social Imagination Through Inclusive Out-of-School Time Practices. *Anne Bernadette O'Byrne, Mary Immaculate College; Ann Mary Higgins, Mary Immaculate College*

33.075-6. Roundtables in Research on Learning and Instruction in Physical Education, Part 1. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Russell L. Carson, Louisiana State University

Participants:

A Case for Using Response to Intervention to Address Childhood Obesity. *Brian D. Dauenhauer, University of Texas; Xiaofen D. Keating, University of Texas; Dolly Lambdin, University of Texas - Austin*

Student-Designed Games: What We Know to Date and an Agenda for Future Research. *Ashley Casey, University of Bedfordshire; Peter A. Hastie, Auburn University; Ben Dyson, University of Auckland*

Upper Elementary School Students Attitudes Toward Physical Education. *Sharon R. Phillips, Teachers College, Columbia University; Stephen Silverman, Teachers College, Columbia University*

Using Expectancy-Value Model to Examine Students' Physical Activity Engagement and Cardiovascular Fitness in Physical Education. *Xiangli Gu, Louisiana State University - Baton Rouge; Tao Zhang, University of North Texas; Melinda A. Solmon, Louisiana State University*

33.075-7. How to Attract, Retain, and Promote Qualified and Committed Teachers? Insights Into Motivation and Emotion. SIG-Motivation in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Esther T. Canrinus, University of Groningen

Participants:

Engaged and Committed, What Motivates These Teachers? *Marjon Fokkens-Bruinsma; Esther T. Canrinus, University of Groningen*

Relational Analysis of Prospective Teachers' Interests in Teaching, Professional Plans, and Career Choice Satisfaction. *Altay Eren, Abant İzzet Baysal University*

Changes in Student Teachers' Job Motivation: A Qualitative Study. *Isabel Rots, Ghent University, Belgium; Geert Kelchtermans, University of Leuven; Antonia Aelterman, Ghent University, Belgium*

Exploring Relationships Between Teacher Emotions and Teaching Quality. *Anne*

Christiane Frenzel, University of Augsburg; Thomas Goetz, University of Konstanz; Reinhard Pekrun, University of Munich

Division and SIG Posters

33.076. Poster Session 5; Poster Session

33.076-1. Current Issues in Urban Learning, Teaching, and Research. SIG-Urban Learning, Teaching, and Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

- Literacy Support for Below-Grade-Level Readers in a High-Poverty, Urban School District: Developing and Sustaining Programs. *Martha A. Adler, University of Michigan - Dearborn*
- Exploring and Understanding Non-Researching Hip-Hop-Based Language Arts Educators in Urban Public High Schools. *H. Bernard Hall, Temple University*
- Lessons Learned From Struggling Reading Students About Culturally Responsive Pedagogy: An Action Research Study. *Diedre Faith Houchen, University of Florida*
- Teachers Who Engage Students in Poverty. *Geoff Munns, University of Western Sydney*
- Teaching Is One-Tenth of the Job: Teaching in an Urban High School During Recessionary Times. *Robert Weldon Simmons, Loyola University Maryland; Robert D. Carpenter, Eastern Michigan University*
- The Impact of C.R.E.A.T.E. on Urban Student Success in Mathematics. *Kadhir Rajagopal, Sacramento State University*
- Viewing U.S. Urban Education From a Prototype Perspective (Contrasted With Rural Education's Prototypic Features). *Rodney K. Goodyear, University of Redlands; Terence J.G. Tracey, Arizona State University; Charles D. Claiborn, Arizona State University; James W. Lichtenberg, The University of Kansas; Bruce E. Wampold, University of Wisconsin; Matthew Gutierrez, University of Redlands*

33.076-2. Diverse Topics in Psychometrics and Educational Measurement. Division D - Measurement and Research Methodology; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

- A Comparison of Different Equating Methods for Linking Testlet-Based Tests. *Zhonghua Zhang, The Hong Kong Institute of Education*
- Examining Item-Position Effects Within Reading Items: The Linear Logistic Test Model (LLTM) Approach. *Okam Bulut, University of Minnesota - Twin Cities*
- Identifying and Validating Cognitive Profile Patterns on the Woodcock-Johnson Psychoeducational Battery-Revised (WJ-R) Clinical Database. *Chi-Keung Chan, Minneapolis Public Schools, Minnesota; Mark L. Davison, University of Minnesota; Ernest C. Davenport, Jr., University of Minnesota*
- Item Response Theory Parameter Estimation and Scaling When Linking a Mixed-Format Test to a Multiple-Choice Test. *Tianli Li, ACT, Inc.; Jong-Pil Kim, ACT, Inc.*
- Item Response Theory True-Score Equating for Tests Composed of Testlets: A Comparison of Bifactor Model, Testlet Model, Two-Parameter (2PL) IRT Model, and Generalized Partial Credit Model. *Wei He, Northwest Evaluation Association; Edward W. Wolfe, Pearson; Feifei Li, University of Pennsylvania; Shufang Shi, SUNY - College at Cortland*
- Linear Programming Modeling Using the Derivative Objective Function for Automated Test Assembly. *Ryoungsun Park, University of Texas - Austin; Jiseon Kim, University of Washington; Hyewon Chung, John Jay College of Criminal Justice - CUNY; Barbara G. Dodd, University of Texas - Austin*
- Maximizing the Alignment Between Automated Text Complexity Classifications and Targeted Text Complexity Standards. *Kathleen M. Sheehan, ETS; Irene Kostin, ETS; Yoko Futagi, ETS*
- Measuring Teacher Beliefs About Mathematics Discourse: An Item Response Theory Approach. *Heeju Jang, University of California*
- Measuring Trends in National Assessments: A Comparison of Different Scaling Strategies. *Lien Willem, Katholieke Universiteit Leuven; Daniel Van Nijlen, Katholieke Universiteit Leuven; Sarah Gielen, Katholieke Universiteit Leuven, Belgium; Rianne C. Janssen, University of Leuven*
- Robust Methods for Automated Test Assembly. *Bernard P. Veldkamp, University of Twente*
- Simulation Model for Complex Structure Exams. *Elizabeth Dianne Johnson,*

- The College of New Jersey; Brian T. Habing, University of South Carolina*
19. The Use of Illustrations in Large-Scale Science Assessment: A Comparative Study. *Chao Wang, University of Colorado - Boulder; Guillermo Solano-Flores, University of Colorado - Boulder*
20. Validating the Teachers' Conceptions of Assessment-III Scale in Canadian Preservice Teachers. *Lia Marie Daniels, University of Alberta; Cheryl-Anne Nadine Poth, University of Alberta*
21. Validation of the Observation Protocol for Academic Literacies (OPAL): Classroom Observation Measure for Linguistically Diverse Settings. *Ehvira Garcia Armas, Loyola Marymount University; Magaly Lavadenz, Loyola Marymount University*

33.076-3. Examining School-University Partnerships in Teacher Education.

Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

22. Rethinking District-University Partnerships: Working From the Inside Out. *Audrey Amrein-Beardsley, Arizona State University; Joshua H. Barnett, Arizona State University*
23. When Worlds Collide: A Case Study of Collaboration Between University and School. *Sabrina Marsh, University of Houston; Cameron S. White, University of Houston*
24. Transforming Urban Education Through the Residency Model: Preparing Effective Urban Educators. *Virginia M. Jagla, National-Louis University*
25. Teacher Education Program and the Training of Human Resources for Cram Schools. *MeiYing Chien, National Dong Hwa University; Wen-Fu Pan, National Dong Hwa University*

33.076-4. Family and Schooling in Transnational Social Contexts.

Division G - Social Context of Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

26. Migrant Families in Ireland: Activating Capitals - Interaction between Home and School. *Merike Darmody, The Economic and Social Research Institute; Selina M. McCoy, Economic and Social Research Institute*
27. Parents' Voice: Roles and Practices in Relation to Their Children's Homework. *Qian Fan, University of Illinois - Chicago*
28. The Promised Land of Globalized Education: Issues Around Korean Goose Family Children in U.S. Schooling. *Sunghee Shin, Queens College - CUNY*

33.076-5. SIG Learning Environments Poster Session: Contemporary Research on Learning Environments.

SIG-Learning Environments; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

29. Assessing Young Students' Conceptions of Learning in Secondary School Learning Environments: The Revised-Learning Conception List (R-LCL) Questionnaire. *Vincent Donche, University of Antwerp; Peter Van Petegem, University of Antwerp*
30. Development of a Questionnaire to Assess Students' Views of School Climate. *Jill M. Aldridge, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology; Kate G. Ala'i, Curtin University of Technology*
31. Different Interpretations of Types of Communication With Children Labeled With Autism in the United States and South Korea. *Keonhee Kim, Daegu University; Myna German, Delaware State University; Hwa Lee, Bradley University; Hyoshin Lee, Daegu University; Yunhee Shin, Daegu University*
32. Effectiveness of Student Response Systems in Terms of Learning Environment, Attitudes, and Achievement. *Stephen Cohn, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology*
33. Grade-Level and Gender Differences in Learning Environment and Student Attitudes in Primary Science Classrooms in Singapore. *Jarina Peer, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology*
34. PLACES (Place-Based Learning and Constructivist Environment Survey) and SPACES (Structural, Physical and Campus Environment Survey): Place-Based Learning and Physical Learning Environments. *David B. Zandvliet, Simon Fraser University; Carlos Gustavo A. Ormond, Simon Fraser University*
35. The Shape of Disruption: Student Independence in the Fifth-Grade Classroom. *Gerald Philip Ardito, Pace University/Pierre Van Cortlandt Middle School*
36. Relative Effectiveness of Alternative Sequencing of Middle-School Science

Curriculum in Terms of Classroom Learning Environment and Student Attitudes. *Christopher Sean Long, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology*

33.076-6. Poster Session: The Influence of Teacher and Instructional Factors on Learning Outcomes.

Division C - Learning and Instruction Cosponsored by Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

37. A Longitudinal Study of Teacher Identity Development: Understanding Ongoing Motivation to Teach. *Ji Yeon Hong, University of Oklahoma; Barbara A. Greene, University of Oklahoma*
38. A Meta-Analysis on Teacher Judgment Accuracy. *Anna Suedkamp, University of Kiel; Johanna Kaiser, Christian-Albrechts-University of Kiel; Jens Moeller, University of Kiel*
39. Can Teachers Evaluate Relationships With Their Students? *Jong-Baeg Kim, Hongik University; Junyeop Kim, Hongik University*
40. Continuing the Exploration of Knowledge Beliefs and Implicit Theories: A Study of Practicing Teachers' Beliefs About Pedagogical Knowledge and Teaching Ability. *Michelle M. Buehl, George Mason University; Helenrose Fives, Montclair State University*
41. Emotions When Teaching About Human-Induced Climate Change. *Douglas Lombardi, University of Nevada - Las Vegas; Gale M. Sinatra, University of Nevada - Las Vegas*
42. Fostering Critical Awareness of Teachers' Epistemological and Ontological Beliefs. *Gregory John Schraw, University of Nevada - Las Vegas; Lori J. Olafson, University of Nevada - Las Vegas; Michelle L. Vander Veldt, California State University - Fullerton*
43. Fostering of Inquiry Teaching Practices: The Role of Reflections and Peer Exchange. *Cheryl Ann Madeira, OISE/University of Toronto; James D. Slotta, University of Toronto*
44. Moving Beyond the Homework Debate. *Janet E. Alleman, Michigan State University; Benjamin C. Botwinski, Michigan State University; Barbara Knighton, Teacher*
45. Pedagogical P-Prims: Insights Into the Shape of Teachers' Intuitive Mental Resources for Educational Design and Action. *Lina Markauskaite, The University of Sydney; Peter Michael Goodyear, The University of Sydney*
46. Relationship Discordance and Valence: How Teachers and Students View Their Relationships With Each Other. *Maureen Brinkworth, Harvard University; Anna D. Harris, Harvard University; Rebecca Zazove, U.S. Department of Education; Hunter Gehlbach, Harvard University*
47. Social Perspective Taking as a Potential Facilitator of Teacher-Student Relationships. *Hunter Gehlbach, Harvard University; Maureen Brinkworth, Harvard University; Anna D. Harris, Harvard University; Rebecca Zazove, U.S. Department of Education*
48. Teacher Education Candidates' Self-Regulated Learning and Their Understanding of SRL in Practice. *Dawn C. Buzza, Wilfrid Laurier University, Canada; Trina Allinotte*
49. The Effect of Nonverbal Mirroring on Teacher-Student Rapport. *Jiangyuan Zhou, Binghamton University - SUNY; Wei Guo, Beijing University of Technology*
50. The Effects of Perceptions on Good Instruction on Course Satisfaction and Academic Achievement. *Yeonhee So, Kyungnam University*

33.076-7. Division I Poster Session.

Division I - Education in the Professions;
Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

51. Creating a Sustainable Professional Network of K-16 Science Faculty. *David May, University System of Maryland; Nancy S. Shapiro, University of Maryland*
52. Enhancing the Capability of Professional Skills Assessment in Engineering Education: An Application of Generalizability Theory. *Mo Zhang, Washington State University; Ashley Ater Kranov, Washington State University*
53. Mapping the Development Trajectory of Evidence-Based Practice Behaviors: A Cross-Sectional Study of Occupational Therapy Students and Experienced Clinicians. *Aliki Thomas, McGill University; Alenoush Saroyan, McGill University*
54. Oral Assessments: Opening Science, Technology, Engineering, and Mathematics (STEM) Majors to More Students. *Mary A. Nelson, University of Colorado - Boulder; Monica R. Geist, Front Range Community College*
55. Potholes, Bridges, and Skyscrapers: Examining a Civil and Environmental

- Engineering Program During Curricular Reform. *Maureen M. Doyle-Neumann, The University of Vermont; Sandra Ann Lathem, The University of Vermont; Nancy Hayden, The University of Vermont; Maureen Fitzgerald-Riker, UVM*
56. Reducing Turnover: Results and Analysis From 10 Years of Registered Nurse (RN) Residency Data. *Sean Francis Early, Versant LLC; Beth Ulrich, Versant, LLC*
57. To What Extent Is Response Speed a Factor on the American Board of Family Medicine In-Training Examination? *Kenneth Royal, American Board of Family Medicine; Thomas R. O'Neill, American Board of Family Medicine; Kathryn Shirley Akers, University of Kentucky*
58. Toward and Integrated Model of Case-Based Learning in Health Education. *Genevieve Gauthier, McGill University; Jeannine Conway, University of Minnesota; Richard William Brown, University of Minnesota; Susanne P. Lajoie, McGill University; Solange Richard, McGill University; Jeffrey Wiseman, McGill University*
59. Evolving Simulation in a Fundamentals of Nursing Course: The Nursing Education Simulation Framework. *Maura C. Schlairet, Valdosta State University*

Saturday, 12:25 pm

Governance Meetings and Events

34.001. American Educational Research Journal (Teaching, Learning, and Human Development): Closed Editorial Board Meeting. AERA

Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
12:25 pm to 1:55 pm

Chairs:

Arlette I. Willis, University of Illinois - Urbana-Champaign
Violet J. Harris, University of Illinois - Urbana-Champaign

34.002. Organization of Institutional Affiliates (OIA) Executive Committee: Closed Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Regent
12:25 pm to 1:55 pm

Chair:

Douglas J. Palmer, Texas A&M University

Presidential Sessions

34.010. Race in the Postracial Era: New Directions for Critical Race Theory? Presidential Session Cosponsored by Division G - Social Context of Education; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
12:25 pm to 1:55 pm

Chair:

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

Participants:

Recovering Racial/Ethnic Identities in the Age of Obama. *Margaret Montoya, University of New Mexico*
Theorizing Racial Profiling: Discursive Race in the Postracial Era. *Neil Gotanda, Western State University*
Racial Categories, the Department of Education, and the Continuing Problem of Educational Inequality. *Gerald Torres, University of Texas - Austin*

Discussants:

Gloria J. Ladson-Billings, University of Wisconsin - Madison
William F. Tate, Washington University in St. Louis

34.011. Standing Our Ground/Standing on Our Ground: Indigenous Research as an Act of Defiance and Enlightenment. Presidential Session Cosponsored by SIG-Indigenous Peoples of the Pacific, SIG-Indigenous Peoples of the Americas; Invited Session

Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm

Chair:

Sharon Nelson-Barber, Pacific Resources for Education & Learning

Participants:

Imperialism, History, Writing, and Theory. *Graham H. Smith, Te Whare Wānanga o Awanuiāraangi*
When the Children of Our Fathers Push Back: Self-Determination and the Politics of Indigenous Research. *Laiana Wong, Kingdom of Hawaii*
Reclaiming Scholarship: Critical Indigenous Research Methodologies. *Bryan McKinley Jones Brayboy, Arizona State University*
Red Pedagogy: Native American Social and Political Thought. *Sandy M. Grande, Connecticut College*
Understanding and Conducting Research: The AERA Experience. *Geni Cowan, California State University - Sacramento*

Discussants:

Sharon Nelson-Barber, Pacific Resources for Education & Learning
Margaret J. Maaka, University of Hawaii - Manoa

34.012. The Wallace Foundation Distinguished Lecture: Alfredo J. Artiles. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
12:25 pm to 1:55 pm

Chair:

Kris D. Gutiérrez, University of Colorado - Boulder

Speaker:

Toward an Interdisciplinary Understanding of Educational Inequity and Difference: The Case of the Racialization of Ability. *Alfredo J. Artiles, Arizona State University*

AERA Sessions

34.013. Federal Visions, Aspirations, and Ambitions for Education Statistics.

AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C1
12:25 pm to 1:55 pm

Chair:

Stephen W. Raudenbush, University of Chicago

Participants:

Jack Buckley, U.S. Commissioner of Education Statistics, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education
Lynnda T. Carlson, Director, National Center for Science and Engineering Statistics, National Science Foundation

Discussant:

Michael T. Nettles, ETS

34.014. Meet Journal Editors: Journal Talks 3. AERA Sessions; Invited Roundtable

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

Participants:

1. Educational Psychology Review. *Daniel H. Robinson, University of Texas*
2. Journal of Moral Education. *Darcia F. Narvaez, University of Notre Dame*
3. The Journal of Educational Foundations. *Darrell Cleveland, Richard Stockton College*
4. Canadian Journal of Education. *Carla Lisa DiGiorgio, University of Prince Edward Island*
5. International Journal of Leadership in Education. *Duncan Waite, Texas State University - San Marcos*
6. Educational Review. *Emma Smith, University of Birmingham*
7. International Journal of Education Policy and Leadership. *Daniel A. Laitsch, Simon Fraser University; Penelope M. Earley, George Mason University; Nancy Modrak, ASCD*
8. Race Ethnicity and Education. *David Gillborn, Institute of Education - London; Annette M. Henry, The University of British Columbia; Nicola Rollock, Institute of Education - London*
9. Journal of School Leadership. *Jeffrey S. Brooks, University of Missouri; Anthony H. Normore, California State University - Dominguez Hills; Autumn K. Tooms, Kent State University; Gaetane Jean-Marie, University of Oklahoma*
10. Journal for Research in Mathematics Education. *Mary Kathleen Heid, The Pennsylvania State University; Rose M. Zbiek, The Pennsylvania State University; Glendon W. Blume, The Pennsylvania State University*
11. Educational Evaluation and Policy Analysis (EEPA). *Dominic J. Brewer, University of Southern California*

34.015. Meet Journal Editors: Journal Talks 4. AERA Sessions; Invited

Roundtable

Sheraton, Fifth Level, Grand Ballroom B

12:25 pm to 1:55 pm

Participants:

1. Journal of Computing in Higher Education. *Gary R. Morrison, Old Dominion University*
2. Ethnography and Education. *Geoffrey Walford, University of Oxford*
3. Educational and Psychological Measurement. *George A. Marcoulides, University of California - Riverside*
4. Management in Education. *Howard Stevenson, University of Lincoln*
5. Educational Administration Quarterly. *Linda E. Skrla, Texas A&M University; Amanda Rolle, Texas A & M University; Merlissa Alfred, Texas A&M University*
6. International Journal of Qualitative Studies in Education. *Jim Scheurich, Texas A&M University; Elsa M. Gonzalez Y Gonzalez, Texas A&M University*

Committee Sessions

34.016. Constructing, Policing, and Investing in Adolescent Girls. Committee on

Scholars and Advocates for Gender Equity in Education; Paper Session

Sheraton, Third Level, Napoleon Ballroom D

12:25 pm to 1:55 pm

Chair:

Hannah M. Tavares, University of Hawaii - Manoa

Participants:

- Becoming a Good Female Citizen in America: A Case Study of a Teenage Girl's Participation in an Abstinence-Only-Until-Marriage (AOUM) Program. *Kaoru Miyazawa, Gettysburg College*
- Maintaining Heteronormativity and Silencing Sex Through a Public School's Single-Sex Classes. *Howard M. Glasser, Bryn Mawr College*
- Transnational Corporate "Investment" in Adolescent Girls' Education: A Case Study of a Corporate Foundation. *Kathryn Jane Moeller, University of California - Berkeley*
- The Tentacles of Dating Roles in At-Risk Adolescent Girls' Gender Identities. *Mellinee K. Lesley, Texas Tech University; Heather M. Kelley, Texas Tech University*

Discussant:

*Hannah M. Tavares, University of Hawaii - Manoa***34.017. GSC Division A Fireside Chat: Imagining a Better Education: The Convergence**

of Research, Policy, Practice and Participation. Graduate Student Council Cosponsored

by Division A - Administration Organization & Leadership; Fireside Chat

Sheraton, Fourth Level, Bayside C

12:25 pm to 1:55 pm

Chairs:

*Carl Byron Keys, University of Virginia**Angela Urick, University of Texas - San Antonio*

Participants:

- Floyd D. Beachum, Lehigh University*
- Ursula Casanova, Arizona State University, Retired*
- Gerardo R. Lopez, Indiana University*
- George Theoharis, Syracuse University*
- Julian Vasquez Heilig, University of Texas - Austin*

34.018. Global Education From Middle School Through Postsecondary

Education Settings. International Relations Committee; Paper Session

Sheraton, Third Level, Napoleon Ballroom C2

12:25 pm to 1:55 pm

Chair:

Akiyi Wadende, Texas State University

Participants:

- A Critical Theoretical Mosaic to Frame International Student Experiences and Perspectives. *Divya Narendra Bheda, University of Oregon*
- Educating for Citizenship in Quasi-Federal Wales: What Can We Learn From England and the United States? *Claire Elizabeth Crawford, Cardiff University; Hilary Cremin, University of Cambridge*
- Global Citizenship in Two State-Sponsored International Baccalaureate Programs: Teacher and Student Understandings. *Laura Jeanne Quaynor, Emory University*

International Organization Sessions
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34.019. Symposium: Poverty and Education. International Academy of

Education; Invited Session

Sheraton, Fourth Level, Gallier

12:25 pm to 1:55 pm

Chair:

Carol D. Lee, Northwestern University

Participants:

- Overcoming the Apartheid Legacy: Education for the Poor in South Africa. *Servaas Van Der Berg, University of Stellenbosch*
- Indigenous Peoples And Causes Of Educational Poverty In Mexico. *Sylvia Schmelkes, Universidad Iberoamericana*
- The Effects Of Inequality And Poverty On School Effects In The USA. *David C. Berliner, Arizona State University*

Discussant:

Carol D. Lee, Northwestern University

Division Sessions

34.020. Division A Affirmative Action Session: The K-12 Affirmative Action Divide: Bridging Academic and Administrative Communities for Public

Education. Division A - Administration Organization & Leadership; Invited

Session

Sheraton, Fourth Level, Bayside A

12:25 pm to 1:55 pm

Chair:

RoSusan D. Bartee, The University of Mississippi

Participants:

- William T. Trent, University of Illinois - Urbana-Champaign*
- M. Christopher Brown, Fisk University*
- John Jackson, Schott Foundation*
- Madeline M. Hafner, Wisconsin Center for Education Research*

34.021. Democracy, Civic Participation, and the Public Good. Division B -

Curriculum Studies; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom I

12:25 pm to 1:55 pm

Chair:

Dara Soljaga, Concordia University - Chicago

Participants:

- Casting New Light: Creating a Historically and Theoretically Informed Curricular Consciousness in Canada's Atlantic Region. *Greg William O'Leary, Memorial University*
- Democratic Knowledge Production: A Challenge for Curriculum Theory, Development, and Practice. *G. Thomas Fox, National-Louis University; Bradley Greenspan, Niles North High School*
- Educating for Democracy? The Quantitative Literacy Illusion. *Ander Willard Erickson, University of Michigan*
- Merging Curricular Traditions in the Social Studies: The Harvard Social Studies Project, 1957-1972. *Anthony Kenneth Tufte Francis, University of Michigan*

Discussant:

*Charles Tocci, National-Louis University***34.022. Historical, Theoretical, and Global Perspectives on Higher Education.**

Division B - Curriculum Studies; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Bienville

12:25 pm to 1:55 pm

Chair:

Joseph E. Flynn, Northern Illinois University

Participants:

- "Seize the Space!" Cosmopolitanism, Globalization, and the Production of Space in the International Study Tour. *Aaron Thomas Bodle, Michigan State University*
- Leonard V. Koos, John Dewey, and the American Junior College. *Clifford P. Harbour, University of Wyoming*
- Practical Knowledge Meets Academia. *Agneta Limme, Örebro University, Sweden; Boel Englund, Stockholm University; Eva Eliasson, Stockholm University; Annelie Holmberg, Uppsala University; Britt Tellgren, Örebro University; Birgitta Sandström, Stockholm University*
- Suppressions and Disavowals in Discourses of Institutionalized Academic Knowledge: The Appearance and Disappearance of Affect, Politics, and Methodology. *Claudia Lapping, Institute of Education - London; Alex Moore, Institute of Education - London*

Discussant:

Gert J.J. Biesta, University of Stirling

34.023. Children's Invented Representations as Tools for Developing Understanding in Science and Engineering: A Symposium. Division C - Learning and Instruction
Cosponsored by SIG-Science Teaching and Learning; Symposium
Hotel Monteleone, Mezzanine Level, Bienville
12:25 pm to 1:55 pm

Chair:

Bryan A. Brown, Stanford University

Participants:

Young Children's Invented and Conventional Representations of Motion. *Jason Kahn, Tufts University*

Exploring How First-Grade Students Planning via Drawing Impacts Their Engineering Design Solutions. *Merredith Desiree Portsmouth, Tufts University*

The Relationship Between Multiple Representations and Students' Developing Explanations of Air. *Brian E. Gravel, Tufts University*

"They Say Sound Waves, They Don't Say Sound Arrows": Floyd's Invented Representations of Sound Transmission. *Christopher George Wright, Tufts University*

Discussant:

Ricardo Nemirovsky, San Diego State University

34.024. Exploring the Motivational and Emotional Nexus of Teaching. Division C - Learning and Instruction Cosponsored by Division K - Teaching and Teacher Education, SIG-Motivation in Education; Symposium
Hotel Monteleone, Ground Level, Royal Ballroom
12:25 pm to 1:55 pm

Chair:

Meca R. Williams-Johnson, Georgia Southern University

Participants:

How Emotions Motivate New Teachers: Examining Induction Into the Emotional Practices of Teaching. *Debra K. Meyer, Elmhurst College*

Teachers' Emotional Display Rules, Emotional Experiences, and Motivation to Teach. *Paul A. Schutz, University of Texas - San Antonio*

Motivational Antecedents of Early Career Teachers' Emotional Health and Teaching Behaviors. *Helen M.G. Watt, Monash University; Paul W. Richardson, Monash University*

An Ecological Examination of Teachers' Emotions in the School Context. *Diome Indera Cross, Indiana University; Ji Yeon Hong, University of Oklahoma*

A Situative Account of Changes in Novice Teachers' Thinking About Student Motivation. *Susan B. Nolen, University of Washington; Chris Ward, University of Washington; Gavin Peter Tierney, University of Washington; Susan E. Cooper, University of Washington; Kendall Becherer, University of Washington*

Discussant:

Anita Elizabeth Woolfolk Hoy, The Ohio State University

34.025. Identity, Perception, and Student Positioning in Mathematics. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
12:25 pm to 1:55 pm

Chair:

Joi A. Spencer, University of San Diego

Participants:

"Math Is an Adventure": A Narrative Study of Mathematical Identity in Struggling Eighth-Grade Students. *Pamela Edwards Johnson, University of Hawaii*

After-School Versus Regular-School Math: Urban Male Students' Peer Networks and Their Effects on Mathematics Outcomes. *Nathan Napoleon Alexander, Teachers College, Columbia University; Erica Walker, Teachers College, Columbia University*

What Makes Me Smart? Student Positioning in High School Mathematics. *Teresa Kathleen Dunleavy, University of Washington*

Why Won't It Learn Fractions? On Learning Mathematics as Interplay Between Mathematizing and Identifying. *Einat Heyd-Metzuyanim, University of Haifa*

Discussant:

Victoria M. Hand, University of Colorado - Boulder

34.026. Predictors and Outcomes of Student Engagement in School and Classroom Learning Contexts. Division C - Learning and Instruction
Cosponsored by SIG-Stress and Coping in Education, SIG-Motivation in Education; Paper Session
Hotel Monteleone, Mezzanine Level, Iberville
12:25 pm to 1:55 pm

Chair:

Sharon L. Nichols, University of Texas - San Antonio

Participants:

Longitudinal Trajectories of Three Dimensions of School Engagement During Adolescence. *Ming-Te Wang, Harvard University; Jacquelynne Eccles, University of Michigan*

Self-Efficacy, Intrinsic Value, Educational Expectations, and High School Dropout: A Mediation Analysis. *Weihua Fan, University of Houston*

Including Psychological Precursors in Models of Student Engagement and Dropout: A Structural Equation Model. *Susan Rotermund, University of California - Santa Barbara; Russell W. Rumberger, University of California - Santa Barbara*

Longitudinal Test of Self-Determination Theory in a School Context. *Hyungshim Jang, Inha University; Eunjoo Kim, Yonsei University; Johnmarshall Reeve, Korea University*

Perceptions of Peers' Task Values and Motivation for Choosing Enhanced Subjects in High School. *Rachel H. Meyer, Temple University; Anthony C. Perez, Temple University; Melissa Karakas, Temple University; Avi Kaplan, Temple University*

Discussant:

Theresa A. Thorildsen, University of Illinois - Chicago

34.027. Sylvia Scribner Award Address: Paul A. Cobb. Division C - Learning and Instruction; Invited Session
New Orleans Marriott, Second Level, La Galerie 3
12:25 pm to 1:55 pm

Chair:

Daniel T. Hickey, Indiana University

Participant:

Reconceptualizing Educational Policies as Designs for Supporting Learning. *Paul A. Cobb, Vanderbilt University; Kara J. Jackson, McGill University*

Participant:

Paul A. Cobb, Vanderbilt University

34.028. Division D Measurement and Research Methodology Luncheon and Business Meeting: Generalizing in Educational Research: An Integrative View on the Quantitative and Qualitative. Division D - Measurement and Research Methodology; Business Meeting
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

Chair:

Barbara G. Dodd, University of Texas - Austin

Participants:

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

34.029. The African American Imagination and Catholic Education in Louisiana 1727-1975. Division F - History and Historiography Cosponsored by SIG-Research Focus on Black Education and SIG-Religion and Education, SIG-Catholic Education; Symposium
JW Marriott, Third Level, Ile de France II
12:25 pm to 1:55 pm

Chair:

James D. Anderson, University of Illinois - Urbana-Champaign

Participants:

Creating a New Eden: The Ursuline Mission of Spiritual Universalism in French Colonial Louisiana. *Petra Munro Hendry, Louisiana State University*

Reimagining Educational Space Through the Past: The Patterns and Practices of Black Catholic Women's Sponsorship of Literacy in Antebellum New Orleans. *Donna Marie Porche-Frilot, Baton Rouge Community College*

Medard Helaire Nelson and the Role of Lay Male Activist in Catholic Creole Louisiana. *Jari Christopher Honora, Tulane University*

Black Catholics, Integration, and School Closures in Central Louisiana. *Katrina M. Sanders, University of Iowa*

Discussant:

Emile Gagnet Leumas, Archdiocese of New Orleans

34.030. Critical Practices and Mindsets in Professional Development in Pursuit of Social Justice. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
12:25 pm to 1:55 pm

Chair:

Francisco A. Rios, University of Wyoming

Participants:

“There’s a Problem, and We’ve Got to Face It”: How Staff Members Wrestled With Race in an Urban High School. *Jennifer Buehler, Saint Louis University*
Addressing the Hidden Barriers Between Professional Development Training and Classroom Implementation of Culturally Responsive Teaching. *Laura Kate Corlew, University of Hawaii - Manoa; Leslie Lopez, University of Hawaii; Kiriko Takahashi, University of Hawaii; Robert Stodden, University of Hawaii - Manoa*

Participatory Action Research as a Professional Learning Context: Teaching for Social Change in Mathematics. *Beverly A. Caswell, University of Toronto*
Understanding the Design Research Process: The Evolution of a Professional Development Program in Indian Slums. *Susan McKenney, University of Twente; Harini Raval, University of Twente; Jules M. Pieters, University of Twente, The Netherlands*

Discussant:

Tambra O. Jackson, University of South Carolina

34.031. Defining and Explicating the Knowledge Base in Multicultural Education: The 15-Year Odyssey of the Multicultural Education Series.

Division G - Social Context of Education; Symposium
Sheraton, Third Level, Napoleon Ballroom B2
12:25 pm to 1:55 pm

Chair:

James A. Banks, University of Washington

Participants:

The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future. *Linda Darling-Hammond, Stanford University*

The Historical Foundations of Multicultural Education. *Cherry A. Banks, University of Washington - Bothell*

Learning and Not Learning English: Latino Students in American Schools. *Guadalupe Valdes, Stanford University*

Unstandardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom. *Christine E. Sleeter, California State University - Monterey Bay*

Why Race and Culture Matter in Schools: Closing the Achievement Gap in America’s Classrooms. *Tyrone C. Howard, University of California - Los Angeles*

Discussant:

Margaret S. Crocco, Columbia University

34.032. Learning From El Pueblo Mágico: The Mediating Potential of Social Design Experiments for Nondominant Communities.

Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
12:25 pm to 1:55 pm

Chair:

Annie Allan, University of Colorado - Boulder

Participants:

Digital Storytelling at El Pueblo Mágico: How Problem-Solving Narratives Can Mediate Learning. *Andrea Caroline Bien, University of Colorado - Boulder*

Understanding Shifts in Undergraduate Learning: Boundary Crossing as a Meditational Tool. *Elizabeth Mendoza, University of Colorado - Boulder*

El Pueblo Mágico: A New Iteration of Equal Educational Opportunity. *Christina Paguyo, University of Colorado - Boulder*

El Pueblo Mágico: An Innovative Environment for Social and Emotional Learning for Dual Language Learners. *Daisy Merrill Pierce, University of Colorado*

Learning About Learning: Designing for a Robust Teacher Education. *Makenzie Selland, University of Colorado - Boulder*

Discussant:

A. Susan Jurow, University of Colorado - Boulder

34.033. The Changing Landscape of Immigrant Education: Forwarding the Perspectives of Immigrant Youth.

Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
12:25 pm to 1:55 pm

Chair:

Maria E. Torres-Guzman, Teachers College, Columbia University

Participants:

Immigration in the Crossfire: A Comparison of Immigrant and U.S.-Born Students’ Perspectives. *Tatyana Kleyn, City College of New York - CUNY*

Youth Participatory Action Research by/With/on/for Immigrant Adolescents. *Daniel R. Walsh, The Graduate Center - CUNY*

Schools as La Nueva Frontera: Immigrant Youth and Their Struggle for Equal Education. *Jason G. Irizarry, University of Connecticut*

Unaccompanied Mexican Immigrant Youth: Educational Views and Practices. *Isabel Martinez, Teachers College, Columbia University*

34.034. Does Benchmark Assessment Make a Difference for Teaching and Learning?

Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Madewood B
12:25 pm to 1:55 pm

Chair:

Linda A. Bond, CTB/McGraw-Hill

Participants:

The Indiana Acuity Efficacy Study: Year 2 Results and Implications. *Terry Spradlin, Indiana University Center for Evaluation and Education Policy*

Two-Year Effects of a Benchmark Assessment System on Student Achievement. *Jeff Wayman, University of Texas - Austin; Joseph M. O’Reilly, Mesa Public Schools; Shana Michele Shaw, Harvard Strategic Data Project; Vincent Cho, University of Texas - Austin*

Acuity and Growth on the Georgia Criterion-Referenced Competency Tests: A Quasi-Experimental Study. *Daniel M. Lewis, CTB/McGraw-Hill; Cephus Jackson, Clayton County Public Schools*

Discussant:

Gregory J. Cizek, University of North Carolina - Chapel Hill

34.035. High School to College Transition Programs: A Deeper Look Into the Effectiveness of International Baccalaureate Programs.

Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Rosedown A
12:25 pm to 1:55 pm

Chair:

Nancy R. Baenen, Wake County Public Schools, North Carolina

Participants:

College Readiness: Identifying and Improving. *Sean W. Mulvenon, University of Arkansas; Clay S. Johnson, University of Arkansas; Bonni Behrend, University of Arkansas*

Early College Seminar: Supporting High School Students Undertaking College Coursework. *Claudia Hindo, Teachers College, Columbia University; Jennifer Kim, Teachers College*

Student Engagement and International Baccalaureate: Measuring the Social, Emotional, and Academic Engagement of IB Students. *Matthew Scott Johnson, Teachers College, Columbia University; Michael Dean, International Baccalaureate*

Postsecondary Transition and the International Baccalaureate Program: The Preparation of Urban International Baccalaureate Students for the Transition to College. *David Wilson Johnson, University of Chicago; Nicole O. Williams, University of Chicago; Y. Kafi Moragne-Patterson, University of Chicago*

Discussant:

Ray Fenton, FentonResearch, Retired

34.036. Increasing Inclusion in the Professions.

Division I - Education in the Professions; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bourbon
12:25 pm to 1:55 pm

Chair:

Ara Tekian, University of Illinois - Chicago

Participants:

Impact of a Short Course on Transitioning of Disadvantaged and Underrepresented Minority Students to Medical School. *Sally Krasne, University of California - Los Angeles*

College-Bound Students’ Interest in Engineering: Pathways and Characteristics of the Precollege Pipeline. *Kelcey Edwards, The College Board; Ellen A. Sawtell, The College Board*

Gender Differences in Performance on the Step 2 Clinical Skills Data Gathering (DG) and Patient Note (PN) Components. *Kimberly A. Swygert, National Board of Medical Examiners; Eric S. Muller, National Board of Medical Examiners; Marta van Zanten, Foundation for Advancement of International Medical Education and Research; Ann Jobe, Clinical Skills Evaluation Collaboration; Steven Arthur Haist, National Board of Medical Examiners*

Academic Performance Among Diverse Groups of Medical Students. *Ming Lee, University of California - Los Angeles; Cha-Chi Fung, University of California - Los Angeles*

Maintaining Initial Interests: Developing Science, Technology, Engineering, and Mathematics (STEM) Career Aspirations Among Underrepresented Racial Minority Students. *Felisha Herrera, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles*

Why Are There So Few of Us? Counterstories From Women of Color in Faculty Governance Roles. *Noni Mendoza-Reis, San José State University; Mei-Yan Lu, San José State University; Maria Eugenia Matute-Bianchi, San José State*

University

Discussant:

Danette W. McKinley, Foundation for Advancement of International Medical Education and Research

34.037. Into the Imagination: Native Americans in Higher Education. Division

J - Postsecondary Education; Symposium

JW Marriott, Third Level, Frontenac

12:25 pm to 1:55 pm

Chair:

Susan C. Faircloth, The Pennsylvania State University

Participants:

Repatriating the Search: Notes on Participatory Decolonizing Methodology. *Eve Tuck, SUNY - College at New Paltz*

The Politics of Invisibility: Addressing Native Populations at Predominantly White Institutions. *Heather Shotton, University of Oklahoma*

Native American College Student Experience: A Journey Through History. *Danielle N. Terrance, The Ohio State University*

Off the Radar: Native American Scholarship. *Stephanie J. Waterman, University of Rochester*

Discussant:

Susan C. Faircloth, The Pennsylvania State University

34.038. Investigating Diverse Student Identities, Study Abroad, and College

Experiences. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde

12:25 pm to 1:55 pm

Chair:

Raul Leon, University of Southern Mississippi

Participants:

Complicating Identities of Students of Middle Eastern Heritage in Post-9/11 U.S. Higher Education. *Xyanthe N. Neider, Washington State University*

Lifestyles of the Rich and the Famous...: Looking at Perceptions and Motivations of Adult and Higher Education Study Abroad Through the Lens of Popular Culture. *Shelbee Rhea Nguyen, University of Texas - San Antonio; Joellen Elizabeth Coryell, University of Texas - San Antonio*

Where Are All the Boys? Male College Student Perceptions of Intercultural and Study-Abroad Programs. *Kate Thirof, University of Michigan; Jessica Fullenkamp, University of Michigan; Erica Rose Trierweiler, University of Michigan*

Discussant:

David E. Hardy, The University of Alabama

34.039. Making It From High School Through College: Postsecondary Pipeline

Issues. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas

12:25 pm to 1:55 pm

Chair:

Nathan J. Daun-Barnett, University at Buffalo - SUNY

Participants:

Successes and Challenges of Implementing an Additive, College Access, and Readiness Program for Latina/o High School Students. *Carla Amaro-Jimenez, University of Texas - Arlington; Holly Hungerford-Kresser, University of Texas - Arlington; Luis Rosado, University of Texas - Arlington*

The Differential Impact of Wealth Versus Income in the College-Going Process. *Su Jin Gatlin Jez, California State University - Sacramento*

The College and Career Readiness of Recent U.S. High School Graduates: From Concept to Measurement. *Pradeep Kotamraju, National Research Center for Career and Technical Education*

Sources of College Entrance Information and Its Impact on Postsecondary Enrollment. *Brandi Nicole Van Horn, University of Denver; Khawla A. Obeidat, University of Denver*

Graduating "On-Time": Toward a Better Understanding of 4-Year Degree Completion. *Linda T. Deangelo, University of California - Los Angeles; Ray Franke, University of California - Los Angeles*

Discussant:

Susan A. Dumais, Louisiana State University

34.040. Building Teacher Efficacy and Influencing Student Achievement:

Associated Outcomes of a United States-Africa Self-Sustainable Partnership for Creating Culturally Relevant Textbooks. Division K -

Teaching and Teacher Education; Invited Session

New Orleans Marriott, Second Level, La Galerie 1

12:25 pm to 1:55 pm

Chair:

Linda R. McIntyre, South Carolina State University

Participant:

Building Teacher Efficacy and Influencing Student Achievement: Associated Outcomes of a U.S.-Africa Self-Sustainable Partnership for Creating Culturally Relevant Textbooks. *Linda R. McIntyre, South Carolina State University; Leonard Anthony McIntyre, South Carolina State University; Lamin Drammeh, South Carolina State University*

Participants:

Leonard Anthony McIntyre, South Carolina State University

Linda R. McIntyre, South Carolina State University

Lamin Drammeh, South Carolina State University

Discussant:

Kenneth Zeichner, University of Washington

34.041. Exploring the Possibilities of Online Learning for Future Teachers and

Teacher Educators. Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4

12:25 pm to 1:55 pm

Chair:

Paula Frederica Hunt, Purdue University Calumet

Participants:

Instructional Strategies for High-Level Learning Engaging a Community of Learners in an Online Master's Program in Mathematics and Science Education. *Margaret L. Niess, Oregon State University; Emily H. Van Zee, Oregon State University; Henry Gillow-Wiles, Oregon State University; Nancy Staus, Oregon State University*

Perceptions of Learning in Online, Face-to-Face, and Hybrid Courses. *Heather D. Higgins, University of North Carolina - Pembroke; Ye He, University of North Carolina - Greensboro; Laura Staal, University of North Carolina - Pembroke*

Preparing Rural Science and Math Teachers Through a Distance Learning Demonstration Project (PRSMT). *Janeula M. Burt, Howard University; Gregory Waddoups, Western Governors University*

The Development of Practitioner Scholars as Teacher Professional Development: Exploring the Problems and Possibilities Inherent in Building an Online Professional Practice Doctoral Degree Program in Teacher Education. *Nancy F. Dana, University of Florida; Alyson J. Adams, University of Florida; Elizabeth Bondy, University of Florida; Brianna L. Kennedy, University of Florida; Ruth McKoy Lowery, University of Florida; Colleen R. Swain Packer, University of Florida; Rose M. Pringle, University of Florida*

Discussant:

Jennifer H. Waddell, University of Missouri - Kansas City

34.042. International Approaches to Developing Assessment Capability:

Teaching and Teacher Education. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8

12:25 pm to 1:55 pm

Chair:

Lorna M. Earl, Aporia Consulting Ltd.

Participants:

Assessing How Primary Teacher Education Students Learn to Become "Assessment Capable." *Lisa F. Smith, University of Otago; Alison Gilmore, University of Otago*

The Assessment Capability Discourses of Teacher Educators. *Bronwen Cowie, University of Waikato; Mary F. Hill, University of Auckland*

From Student to Professional: Engaging Preservice Teachers in a Professional Exploration of Current Conceptions of Classroom Assessment. *Don A. Klinger, Queen's University at Kingston; Lyn Shula, Queen's University*

The Development of Psychometric Instruments to Evaluate Teachers' and Children's Use of Formative Assessment in Primary Schools. *Zita Lysaght, St. Patrick's College; Michael O'Leary, St. Patrick's College; Larry H. Ludlow, Boston College*

Discussant:

Dylan R. Wiliam, Institute of Education - London

34.043. Recruiting "Global Ambassadors" for the "Public Good"?

International Teachers in U.S. Urban Schools. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3

12:25 pm to 1:55 pm

Chair:

Alyssa Hadley Dunn, Emory University

Participants:

National Trends, Causes, and Consequences of International Teacher

Recruitment. *Shannon Lederer, American Federation of Teachers*

Global Commodities or Culturally Relevant Educators? Indian Teachers

Recruited for Southeastern Urban Schools. *Alyssa Hadley Dunn, Emory University*

International Teacher Recruitment in Costa Rica. *Ana Tristana Solano-Campos, Emory University*

Exploitation in Louisiana: The Effects of International Teacher Recruitment on the Lives of Teachers. *Steve Monaghan, Louisiana Federation of Teachers*

Discussant:

Kristen L. Buras, Emory University

34.044. Shifting Teacher Beliefs and Practices Toward a Socially Just Model of Teaching: Uncovering Best Practices. Division K - Teaching and Teacher Education; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH

12:25 pm to 1:55 pm

Chair:

Suzanne C. Arnold, University of Colorado - Denver

Participants:

1. Using Four Levels of Evaluation to Inform Teacher Education Program

Redesign. *Shelley Zion, University of Colorado - Denver*

2. Mapping the Gaps: Redesigning a Teacher Education Program to Prepare

Teachers for Urban Schools. *Hannah Withrow, University of Colorado - Denver*

3. Changing Teacher Beliefs Through a Social Justice Teacher Education Model: Analysis of Teacher Intercultural Competence. *Suzanne C. Arnold, University of Colorado - Denver*

4. Shifts in Consciousness: Exploring Evolution of Teacher Beliefs Through a Social Justice Teacher Education Model. *Sajit Udaya Kabadli, University of Colorado - Denver*

5. Uncovering Teacher Perceptions and Efficacy in Working With Students, Families, and Communities. *Antwan Jefferson, University of Colorado - Denver*

6. Examining the Impact of Guided Critical Reflection on Classroom Practice. *Jennifer Ream, University of Colorado*

7. Ecology of a Pilot Study: Program Development Outside the Box. *Honorine D. Nocon, University of Colorado - Denver*

8. Collaboratively Redesigning Professional Development School Internship Experiences to Prepare Urban Community Teachers. *Cindy Gutierrez, University of Colorado - Denver*

Discussant:

Wanda J. Blanchett, University of Missouri - Kansas City

34.045. Teacher Professionalism: Reimagining the Promise and Potential of Education Research Through Schools/University Collaborations.

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 7

12:25 pm to 1:55 pm

Chair:

Vivienne Marie Baumfield, University of Glasgow

Participants:

A Different Way of Thinking About Work: The Challenges and Opportunities of School-University Research Partnerships. *Colleen Marie-Julie McLaughlin, University of Cambridge; Vivienne Marie Baumfield, University of Glasgow; Lori Beckett, Leeds Metropolitan University*

The Slippery Slope to Efficiency? An Australian Perspective on School/University Partnerships for Teacher Professional Learning. *Nicole Mockler, University of Newcastle*

New Leads: Redesigning Roles and Responsibilities in School/University Partnerships in Teacher Education in the United States. *Patricia A. Wasley, University of Washington*

Practice and Experience: Classroom Teachers' Perspectives on Leadership. *Robert Martin Reardon, Virginia Commonwealth University*

Discussant:

Ann Lieberman, Stanford University

34.046. Teachers' Digital Literacies. Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 2

12:25 pm to 1:55 pm

Chair:

Cheng-Yao Lin, Southern Illinois University - Carbondale

Participants:

Examining Preservice Special Education Teachers' Perceptions of Disability Through Online Collaboration and Digital Case Studies. *Gravity Goldberg, Iona College; Marlene Zakierski, Iona College*

Examining Teachers' Personal and Professional Use of Facebook: Recommendations for Teacher Education Programming. *Juliet E. Hart, Arizona State University; Trisha Denise Steinbrecher, Vanderbilt University*

Who Are They Talking To? Student Social Networks as Actionable Data for Teachers. *Peter Samuelson Wardrip, University of Pittsburgh; Louis M. Gomez, University of Pittsburgh*

34.047. Collaborating to Improve Teacher Quality: Insights, Challenges, and Opportunities. Division L - Educational Policy and Politics; Symposium

Sheraton, Fifth Level, Grand Chenier

12:25 pm to 1:55 pm

Chair:

Angela Minnici, American Federation of Teachers

Participants:

Collaborative School Reform: A Systems Approach. *Saul Rubinstein, Rutgers University*

Opportunities and Challenges in the Identification, Development, and Application of Multiple Measures of Effective Teaching. *Mary Wolfson, Pittsburgh Public Schools*

Collaborating to Design and Implement Teacher Development and Evaluation Systems: A Consortia Approach. *Colleen Callahan, Rhode Island Federation of Teachers; Angela Minnici, American Federation of Teachers; Carolyn Williams, New York State United Teachers*

A Toolkit for Choosing Value-Added Models and Contactors for Teacher Evaluation. *F. Howard Nelson, American Federation of Teachers; Justin Andrew Stone, University of Virginia*

Discussant:

Charlotte F. Danielson, Outcomes Associates

34.048. Developing Capabilities for Instructional Improvement: Motivations, Resources, and Challenges. Division L - Educational Policy and Politics; Paper Session

Sheraton, Second Level, Rhythms Ballroom I

12:25 pm to 1:55 pm

Chair:

Dipali Puri, The Pennsylvania State University

Participants:

Reading Coaches and the Relationship Between Policy and Practice in Reading First. *Cynthia E. Coburn, University of California - Berkeley; Sarah L. Woulfin, University of California - Berkeley*

Teacher Development in the Context of District Managed Curriculum. *Mary Kay Stein, University of Pittsburgh; Julia Heath Kaufman, Carnegie Mellon University; Miray Tekkamru-Kisa, University of Pittsburgh*

Reforming Urban Schools: Privileging Content, Leaving Pedagogy Behind. *Tina M. Trujillo, University of California - Berkeley; Sarah L. Woulfin, University of California - Berkeley*

Response to External Demand: The Role of "Capacity" in Schools. *Jessica Korf, University of Pennsylvania; Elliot H. Weinbaum, University of Pennsylvania*

Discussant:

Carolyn J. Riehl, Teachers College, Columbia University

SIG Sessions

34.049. Complexity in Thinking, Conversation, Knowledge, and Democracy. SIG-Chaos & Complexity Theories; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom II

12:25 pm to 1:55 pm

Chair:

Leonard J. Waks, Temple University

Participants:

Authoritative Knowledge, Higher Education, and Democracy. *Deborah Osberg, University of Exeter*

Complex Conversations: Rigorous, Relevant, Rich, and Relational Moments of Learning. *Sarah Smitherman Pratt, Donna Trueitt*

The Promise of New Thinking in Complexity for Education. *Ton Jorg, Utrecht University*

Discussant:

M. Jayne Fleener, North Carolina State University

34.050. Issues in the Evolution of Charter Schools: Leadership, Research, and Image. SIG-Charter School Research and Evaluation; Paper Session

Doubletree, Second Level, Madewood A

12:25 pm to 1:55 pm

Chair:

Zorka Karanxha, University of South Florida

Participants:

Mission Versus Mandate: How Charter School Leaders Conceptualize and Address Conflicting Accountability Demands. *Mark Blitz, University of Wisconsin - Madison*

Taking Stock of a Decade of Charter School Research: Trends, Limitations, and Gaps in Research. *Joanna R. Smith, University of Southern California; Priscilla Wohlstetter, University of Southern California; Caitlin Farrell, University of Southern California; Michelle B. Nayjack, American Institutes for Research*

Researching Effective Schools: Analysis of Site-Based Leadership in Four Boston Charter Public Schools. *Paul Hays, City on a Hill Public Charter School*

Charter Schools: What the New York Times Deems "Fit to Print." *Andrew H. Churchill, McGill University*

Discussant:

Robert A. Fox, University of Hawaii

34.051. Creative Conversations and Potential Collaborations Between Educational Technology Labs and Institutes. SIG-Computer and Internet

Applications in Education; Working Group Roundtable

New Orleans Marriott, Fourth Level, Balconies IJ

12:25 pm to 1:55 pm

Chair:

Cassandra Scharber, University of Minnesota

Participants:

Learning Technologies Media Lab (LTML). *Cassandra Scharber, University of Minnesota; Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota*

The Learning and Performance Support Laboratory (LPSL). *Michael J. Hannafin, University of Georgia; J. Michael Spector, University of Georgia Institute for Research on Learning Technologies (IRLT). Ronald D. Owston, York University*

34.052. Creative Tensionality and Dynamic Harmony: Reimagining

Curriculum and Pedagogy. SIG-Confucianism, Taoism, and Education; Symposium

Sheraton, Fourth Level, Oak Alley

12:25 pm to 1:55 pm

Chair:

Xin Li, California State University - Long Beach

Participants:

Let a Hundred Schools of Thought Contend: A Plea for Irenic Dissonance. *Tony Whitson, University of Delaware*

Back to the Basics With Contemplative Somaesthetic Practices. *Claudia Eppert, University of Alberta*

Creative Tensionality of Harmony and Curriculum Dynamics of Nonviolence. *Hongyu Wang, Oklahoma State University - Tulsa*

Toward a Daoist Great Peace. *Xin Li, California State University - Long Beach*

34.053. Critical Examination of Social Justice in Teacher Education. SIG-

Critical Educators for Social Justice; Paper Session

Sheraton, Second Level, Rhythms Ballroom II

12:25 pm to 1:55 pm

Chair:

Denise Egea-Kuehne, Louisiana State University

Participants:

Positioning Matters: A Study of Two Preservice Language Arts Teachers' Attempts to Enact Culturally Responsive Practice in the Figured Worlds of Schools. *Jane Marie Saunders, Texas State University - San Marcos*

Putting Critical Pedagogy Into Practice: Critical Racial Consciousness for Preservice Teacher Education. *Cynthia Gordon, Harvard University*

Teacher Activists: Blurring the Lines and Building the Collective. *Keith C. Catone, Harvard University*

Understanding the Meaning of Social Justice for Teachers in Australia. *Hernan Cuervo, The University of Melbourne*

Women of Color Practicing Radical Pedagogy in Predominantly White Classrooms. *Dalia Rodriguez, Syracuse University; Afua Boahene, Syracuse University; Juliann T. Anesi, Syracuse University; Nicole Chantelle Howell, Syracuse University*

34.054. Understandings Emerging Through the Southern Mist: The Curriculum of Place. SIG-Critical Issues in Curriculum and Cultural Studies

Cosponsored by Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level Mezzanine, St. Louis

12:25 pm to 1:55 pm

Chair:

William H. Schubert, University of Illinois - Chicago

Participants:

Exploring the Southern Ghosts: A Bricolage of Literature. *Shirley R. Steinberg, McGill University*

Forgiveness, Resentment, and Facade in the South. *William M. Reynolds, Georgia Southern University*

The Politics of Politeness: Resistance to Social Justice Education in the South. *Sabrina N. Ross, University of North Carolina - Greensboro*

Walking With James Meredith: A Personal Journey of Identity at Ole Miss. *David M. Callejo Perez, Saginaw Valley State University*

Memory, Metaphor, Place, and Story: (Un)Abstracting Social Imagination. *Robert Lewis Lake, Georgia Southern University*

Discussant:

Ming Fang He, Georgia Southern University

34.055. Looking Through an Artistic Lens: Issues and Education in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Paper

Session

JW Marriott, Third Level, Rosalie

12:25 pm to 1:55 pm

Chair:

Jeanne Marie Iorio, University of Hawaii

Participants:

A Photographic Analysis of Young Children's Cultural Practices. *An Chih Cheng, DePaul University*

Contextual Worlds of Child Art: Experiencing Multiple Literacies Through Images. *Marni Binder, Ryerson University*

Imagining Heteronormative Classrooms as Otherwise: Lesbian, Gay, Bisexual, Transgendered, and Intersex (LGBTI) Adults and Their Early Childhood Experiences. *Jeanne Marie Iorio, University of Hawaii; Andrew Reilly, University of Hawaii; Lorienta Yancura, University of Hawaii; John Patrick Onesta, University of Hawaii*

Immigrant Children's Drawing as a Sociocultural Exploration: Rethinking the Visual Representations of Immigrant Children. *Keon-Ryeong Park*

Letting Imagination Run Free: Developing Empathy in Steiner Kindergartens. *Sue Waite, University of Plymouth; Sarah Rees, University of Plymouth*

Transacting With Literature: Using Book Groups to Increase Social Awareness in Early Childhood Professionals. *Diana Jean Durbin, Winthrop University*

Discussant:

Jeanne Marie Iorio, University of Hawaii

34.056. Play Is the Thing: Performance Practices That Support Learning and Development Across the Life Span. SIG-Cultural Historical Research;

Symposium

JW Marriott, Third Level, Orleans

12:25 pm to 1:55 pm

Chairs:

Carrie L. Lobman, Rutgers University

Barbara O'Neill, Brooklyn College - CUNY

Participants:

Critical Performative Pedagogy in Urban Teacher Education: A Heteroglossia of Voices? *Ruth Harman, University of Georgia; Kristen Blythe French, Western Washington University*

Creative Drama Intervention and Students' Professional Growth. *Milda Bredikyte, Kajaani University Consortium, University of Oulu; Pentti Hakkarainen, University of Oulu*

Distributed Creativity in a Teen Theater Group. *Stacy L. DeZutter, Millsaps College*

Play as a Staging Ground for Performance and Life. *Sally Bailey, Kansas State University*

Playworlds: An Art of Development. *Ana Marjanovic-Shane, Chestnut Hill College; Beth Ferholt, Brooklyn College - CUNY; Kiyotaka Miyazaki, Waseda University, Japan; Monica Elisabeth Nilsson, Blekinge Institute of*

Technology; Pentti Hakkarainen, University of Oulu

Bringing Out the Playful Side of Mathematics: Using Improvisational Theater in Professional Development for Urban Middle School Math Teachers. *Nicole Shechtman, SRI International; Jennifer Knudson, SRI International*

Playing With Asperger's Syndrome: We're Not Supposed to Be Able to Do This, Are We? *Paul Murray, Winchester University*

Discussant:

Lois Holzman, East Side Institute for Group and Short Term Psychotherapy

34.057. Judgment, Perspectives, and Reflection in Instructional Design

Learning and Practice. SIG-Design and Technology; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
12:25 pm to 1:55 pm

Chair:

Elizabeth C. Harris, University of Wisconsin - Madison

Participants:

ADDIE (Analysis, Design, Development, Implementation, and Evaluation): Perspectives in Transition. *Elizabeth Boling, Indiana University; Wylie V. Easterling, Indiana University; Patricia L. Hardre, University of Oklahoma; Craig D. Howard, Indiana University - Bloomington; Tiffany Anne Roman, Indiana University*

Educating Instructional Designers: A Seasoned Cohort Reflects on Its Graduate Experience. *Debby Kalk, University of Texas - Austin*

How Is Development of Design Judgment Addressed in Instructional Design Education? Perspectives From Instructors, Students, and Practicing Instructional Designers. *Nihufor Korkmaz, Indiana University; Elizabeth Boling, Indiana University*

Instructional Design Heuristics. *Cindy S. York, Armstrong Atlantic State University; Peggy A. Ertmer, Purdue University*

"Getting Tested": Diagnosing Learning and Engagement in Epidemic: Self-Care for Crisis. *Nicholas Taylor, York University; Jennifer Jenson, York University; Suzanne de Castell, Simon Fraser University*

Discussant:

Vanessa Svihla, University of California - Berkeley

34.058. Families in Early Childhood Education. SIG-Early Education and Child

Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 5
12:25 pm to 1:55 pm

Chair:

Virginia C. Shipman, University of New Mexico

Participants:

Literacy at Home in a Web 2.0 World: What Literacy Materials and Experiences Do Families Provide Preschoolers? *Ji Eun Kim, The University of British Columbia*

Multilevel Latent Profile Analysis of Family Involvement and School Readiness for a Nationally Representative Head Start Sample. *Rebecca Jane Bulotsky-Shearer, University of Miami; Xiaoli Wen, National-Louis University; Ann-Marie Faria, American Institutes for Research; Debbie L. Hahs-Vaughn, University of Central Florida; Jon Korfmacher, Erikson Institute*

Parents' School Readiness Expectations and Kindergarten Reading Achievement. *Jaime Lynn Puccioni, Michigan State University*

School Identities: Mothers' Past Selves as Students and Possible Selves for Their Children. *Kyle Elizabeth Miller, University of Wisconsin - Madison; Janean Dilworth-Bart, University of Wisconsin - Madison*

Why Is Child-Care Subsidy Use So Low? Parents' Views on Supports and Impediments to Obtaining Child-Care Subsidies in One State. *Meryl Yoches, University of Maryland - College Park; Elisa L. Klein, University of Maryland, and 2009-2010 SRC/AAAS Science and Technology Policy Fellow, Office of Behavioral and Social Sciences Research (OBSSR), National Institutes of Health*

34.059. Pedagogies of Hope Within Climates of Hopelessness. SIG-Hispanic

Research Issues; Symposium
Sheraton, Fourth Level, Edgewood
12:25 pm to 1:55 pm

Chair:

Norma E. Gonzalez, The University of Arizona

Participants:

Teaching and Learning in the Age of Accountability: The Significance of a Funds of Knowledge Orientation in Bilingual Classrooms. *Joel E. Dworin, University of Texas - El Paso*

The Pedagogical Toolkit of an Activist Chicana Bilingual Education Teacher. *Linda Guardia Jackson, University of Texas - San Antonio*

Learning in the Third Space: Pedagogies of Hope and Resistance in a Kindergarten Structured English Immersion Classroom. *Mary Carol Combs, The University of Arizona*

Seeking Pedagogies of Hope in a Texas Border Colonia. *Luz A. Murillo, University of Texas - Pan American; Patrick Henry Smith, University of Texas - El Paso*

Discussant:

Luis C. Moll, The University of Arizona

34.060. Students We Share: Mexican-Origin Children and Youth in the 21st

Century. SIG-International Studies; Symposium
Sheraton, Eighth Level, Salon 820
12:25 pm to 1:55 pm

Chair:

Patricia C. Gandara, University of California - Los Angeles

Participants:

Students We Share: Mexican-Origin Children and Youth in the 21st Century.

Patricia C. Gandara, University of California - Los Angeles

Primary and Secondary Educational Institutions: A Cross-National Comparison.

Regina Cortina, Teachers College, Columbia University

Comparative Research of Mexican-Origin Youth. *Adam Samuel Winslow Sawyer, Bard College*

Policy Options and College Access Among Mexican-Origin Students in the United States. *Stella M. Flores, Vanderbilt University*

Rural Education: Student Learning and Social Inequality in Mexico. *Ernesto Treviño, Universidad Diego Portales*

Finding "Synergy": Student Learning for Mexican-Origin Children and Youth. *Bryant T. Jensen, Bard College*

34.061. New and Emerging Scholars Studying Language-in-Use: The Nonlinear, Generative Process of Becoming a Researcher. SIG-Language

and Social Processes; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
12:25 pm to 1:55 pm

Chair:

Azure Janee Stewart, University of California - Santa Barbara

Participants:

The Making of a Researcher. *Damian Corbin Jenkins, Pepperdine University*

"This Is Not a Survey of Works": An Emerging Scholar's Reflexive and Recursive Study of Music and Arts Education. *Azure Janee Stewart, University of California - Santa Barbara*

One Student's Graduate Experience: Shifting Angles of Vision Between Professional Identities. *Vivian Lee Rhone, University of California - Santa Barbara*

Studying Race as Discursively Constructed: Maintaining the Theoretical Coherence of a Researcher's Logic of Inquiry. *Amy Carpenter Ford, Central Michigan University*

What's Happening Here? Learning to Develop an Interactional Reflexive/Responsive Approach in Research Inquiry. *Ravy S. Lao, University of California - Santa Barbara*

Discussant:

Judith L. Green, University of California - Santa Barbara

34.062. Producing Selves: The Analytical Utility of Theorizing About Identities

Across Spaces, Narratives, Activities, and Time. SIG-Learning Sciences; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon B
12:25 pm to 1:55 pm

Chair:

Melissa Sunshine Cook, University of California - Los Angeles

Participants:

Shifting Frames: Identity Co-Construction, Resistance, and Renegotiation Among Teachers as Online Learners and Novice Bloggers. *Cynthia Carter Ching, University of California - Davis*

The Identity-Related Consequences of a Cultural Model of Scientific Scholarship and Individuals' Appropriations of It. *Melissa Sunshine Cook, University of California - Los Angeles*

Layers, Timescales, and Trajectories: A Game-Based Learning Community as a Nexus of Identification. *Ben Devane, University of Florida*

Identities in Practice, Self-Narratives, and Others' Narratives: A Three-Pronged Strategy to Understand Interacting Trajectories of Identification Across Social Settings. *Deborah A. Fields, University of Pennsylvania*

Discussant:

Stanton Wortham, University of Pennsylvania

34.063. A Space for Design: When New Media Technologies Meet Formal Learning Environments. SIG-Media, Culture, and Curriculum; Paper Session

Astor Crowne Plaza, Second Level, Grand Ballroom A
12:25 pm to 1:55 pm

Chair:

Julie K. Horton, Argosy University

Participants:

Why Video Games Are Not Teacher-Proof: The Central Role of the Teacher When Using New Technologies in the Classroom. *Melissa Sommefeld Gresalfi, Indiana University; Jacqueline Barnes, Indiana University; Patrick K. Pettyjohn, Indiana University*

Children's Learning: Multimedia Productions and Videogames. *Pilar Lacasa, University of Alcalá; Rut Martínez Borda, University of Alcalá; Sara Cortés, University of Alcalá; Maria Ruth García-Permia, University of Alcalá; Natalia Monjolat, University of Alcalá; Gloria Nogueiras, University of Alcalá; Laura Méndez, Universidad Nacional de Educación a Distancia*

Designing Possibility Spaces: Using the Sims2 as a Sandbox to Explore Possible Selves With At-Risk Teenage Males. *Elizabeth M. King, University of Wisconsin - Madison*

Developing a Content Analysis Approach to Measuring Student Engagement in Constructionist Game-Making Learning Environments. *Rebecca Reynolds, Rutgers University*

Views on the News: Media Literacy Empowerment Competencies in the Elementary Grades. *Renee Hobbs, Temple University; John Landis, Russell Byers Charter School; Henry Cohn-Geltner, WHY?*

Discussant:

Christine M. Greenhow, University of Maryland - College Park

34.064. The National Project on Middle Level Common Planning Time: Emerging Results From Phase II. SIG-Middle-Level Education Research; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 6
12:25 pm to 1:55 pm

Chairs:

Steven B. Mertens, Illinois State University
Vincent A. Anfara, University of Tennessee
Micki M. Caskey, Portland State University
Nancy Flowers, University of Illinois

Participants:

Overview of the Middle-Level Education Research SIG's National Project on Middle Level Common Planning Time. *Steven B. Mertens, Illinois State University; Nancy Flowers, University of Illinois; Vincent A. Anfara, University of Tennessee; Micki M. Caskey, Portland State University*

Time Matters: Benefits and Barriers to Common Planning Time. *Molly Mee, Towson University; Heather Rogers Haverback, Towson University*

Reported Use of Common Planning Time in Kentucky Schools to Watch. *Chris Cook, Northern Kentucky University; Lenore Kinne, Northern Kentucky University; Shawn A. Faulkner, Northern Kentucky University*

Discussants:

Vincent A. Anfara, University of Tennessee
Micki M. Caskey, Portland State University

34.065. Developments in Interest Theory and Research. SIG-Motivation in Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 2

12:25 pm to 1:55 pm

Chairs:

Paul A. O'Keefe, New York University
Isabelle Plante, University of Montreal

Participants:

Gender Differences in Students' Math and Language Arts Interest: The Role of Students' Gender Stereotypes. *Isabelle Plante, University of Montreal*

Interest and the Optimization of Self-Regulatory Resources. *Paul A. O'Keefe, New York University; Lisa Linnenbrink-Garcia, Duke University*

Self-Regulatory Trade-Offs When Learning Online: Interested Engagement Can Hurt AND Help. *Carol Sansone, University of Utah; Jonathan Butner, University of Utah; Tamra Birch Fraughton, University of Utah; Joseph Zachary, University of Utah*

Linking Neuroscientific Research to Interest Research: Theoretical and Empirical Considerations. *Suzanne E. Hidi, University of Toronto*

Discussant:

K. Ann Renninger, Swarthmore College

34.066. Music Education Reform. SIG-Music Education; Paper Session

JW Marriott, Third Level, St. Jerome

12:25 pm to 1:55 pm

Chair:

Peter Whiteman, Macquarie University

Participants:

Nongovernmental Organizations and Music Education: Changing Paradigms.

Patrick Schmidt

Public Wants and Public Needs: A Philosophical Proposition. *Roger Mantie, Boston University*

Music Education and School Choice Reform: Music Programs in New York City Charter Schools. *Kenneth Elpus, Northwestern University*

Discussant:

James R. Austin, University of Colorado

34.067. Narrative Research SIG Session: Narratives of Teacher Education: Examining the Experiences of Beginning Teachers. SIG-Narrative Research; Paper Session

Doubletree, Second Level, Rosedown B

12:25 pm to 1:55 pm

Chair:

Jennifer Christine Nelson, University of Nebraska - Lincoln

Participants:

Tensions in Early Career Teachers' Stories to Live by: Identity Making in Conflicting and Competing Stories. *M. Shaun Murphy, University of Saskatchewan; Florence A. Glanfield, University of Alberta; Angela Ward, University of Saskatchewan; Simmee Chung, University of Alberta; Lynnette Driedger-Enns, University of Saskatchewan*

Narrative Identity Construction as Urban Teacher Education Practice and Research. *Marini Calette Lee, Eastern Michigan University*

"50/50, Nothing You Can Do About It": A Narrative About Teacher Effectiveness. *Cara McDermott-Fasy, Rhode Island College*

Tableaux, Photos, Graphics, and Stories: Student Teacher Narratives at the Beginning of Their Educational Journey. *Helen Mary Toft, Leeds Metropolitan University*

Inciting the Moral Imagination of Preservice Teachers. *Ramona Maile Cutri, Brigham Young University; Erin Feinauer Whiting, Brigham Young University*

Discussants:

Vicki Ross, Northern Arizona University
Elaine Chan, University of Nebraska - Lincoln

34.068. Community of Inquiry Research. SIG-Online Teaching and Learning; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 9

12:25 pm to 1:55 pm

Chair:

Karen P. Swan, University of Illinois - Springfield

Participants:

Integrating Biglan's (1973) Typology and the Community of Inquiry (CoI) Framework: An Exploratory Study. *J. B. Arbaugh, University of Wisconsin - Oshkosh; Art W. Bangert, Montana State University; Marti Cleveland-Innes, Athabasca University, Canada*

Investigating Students' Perceptions of Various Instructional Strategies to Establish Social Presence. *Patrick R. Lowenthal, University of Colorado - Denver; Joanna C. Dunlap, University of Colorado - Denver*

Learning Presence: A New Conceptual Element Within the Community of Inquiry (CoI) Framework. *Peter Shea, University at Albany - SUNY; Suzanne Hayes, Empire State College - SUNY; Sedef Uzuner, University at Albany - SUNY; Jason Vickers, University at Albany - SUNY; Jane Wilde, University at Albany - SUNY; Mary Gozza-Cohen, Marist College; Shoubang Jian, University at Albany - SUNY*

Student Retention in Online Learning Environments: A Systematic Analysis. *Wallace Boston, American Public University System; Phil Ice, American Public University System; Angela M. Gibson, American Public University*

Discussant:

Thomas C. Reeves, University of Georgia

34.069. Critical Service Learning as a Revolutionary Pedagogy: A Freirean Perspective on Transforming Society. SIG-Paulo Freire; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Toulouse B

12:25 pm to 1:55 pm

Chairs:

Bradley J. Porfilio, Lewis University

Heather Hickman, Lewis University

Participants:

Power and Service-Learning: Salience, Place, and Practice. *Andrea Yoder Clark, Yoder Clark & Co. Consulting; Maura Nugent, Kelyvn Park High School Social Justice Academy*

Distant or Direct: Ontario's Community Involvement Requirement and Student Interactions With Service Recipients. *Kaylan C. Schwarz, University of Toronto*

Critical Service-Learning and the Black Freedom Movement. *Kecia Hayes, Montclair State University*

Cognitive Dissonance in Critical International Service Learning. *Elizabeth Doerr, University of Maryland*

To Build a Sustainable International Service-Learning Partnership: Pushing Service-Learning Beyond Boundaries Toward a Revolutionary Project of Community and Consciousness in Jamaica. *Adam Renner, Bellarmine University*

Critical Service-Learning, Liberal Education, Civic Engagement, and the Public Schools. *Daniel G. Mulcahy, Central Connecticut State University; Wendy Doromal, Timber Creek High School; Omaris Journet, Hartford Magnet Middle School; Donal E. Mulcahy, The Graduate Center - CUNY*

Discussant:

Paul R. Carr, Lakehead University

34.070. Anti-Racist Pedagogy in Peace Education: A Call for a Shift in Theoretical Groundings. SIG-Peace Education; Symposium

Sheraton, Eighth Level, Salon 816

12:25 pm to 1:55 pm

Chair:

Dr. Eric Jackson, Northern Kentucky University

Participants:

Contradictions of Identity Politics and Whiteness Theory Versus Marxist Theoretical Emphasis on the Dialectics of Class and Race in the Current Epoch of U.S. History. *Marvin Berlowitz, University of Cincinnati*

Resistance to Anti-Racist Curriculum: Diversity Management Versus Diversity Education. *Karla Gacasan, University of Cincinnati*

The Proliferation of Confederate Memorabilia: Racist or Rebel? *Kelli Marie Jette, University of Cincinnati*

Inside "Hate Groups," Militias, and the Tea Party Movement: Messages of Racism and Rebellion. *Christopher R. Powers*

Isolation, Marginalization, and Institutional Racism: A History of African Studies. *Nzingha Dalila, University of Cincinnati*

Isolation and Marginalization in Women and Gender Studies. *Jacqueline D. Daugherty, University of Cincinnati*

Discussant:

Susan Francis Carson, Grand Valley State University

34.071. Philosophically Informed Qualitative Research for the Public Good.

SIG-Qualitative Research; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom III

12:25 pm to 1:55 pm

Chair:

Mark D. Vagle, University of Georgia

Participants:

Postmodern Qualitative Research. *Elizabeth A. St. Pierre, University of Georgia*
Living as an "Intentional Philosopher" in Phenomenological Research. *Mark D. Vagle, University of Georgia*

Surfacing What Counts as "The Public Good" With Philosophical Hermeneutic Research. *Melissa Freeman, University of Georgia*

A Pragmatic Sensibility for Educational Research. *Thomas A. Schwandt, University of Illinois - Urbana-Champaign*

Discussant:

Patti A. Lather, The Ohio State University

34.072. Research on Mixed Methods Approaches to Addressing Generalization and Transferability in Evaluations in Rural Contexts. SIG-Research on Evaluation; Symposium

Doubletree, Second Level, Nottoway

12:25 pm to 1:55 pm

Chair:

John Maddaus, University of Maine

Participants:

What Qualifies as Scalability and Sustainability of School Reform in Rural Schools? Evaluating the Role of "Ownership". *Sharon A. Brown, Cleveland State University; James A. Salzman, Ohio University*

Deconstructing Best Practice: An Examination of What Is "Best" in the Discourse Surrounding Rural Schooling. *Paul G. Theobald, Buffalo State College - SUNY; Craig B. Howley, Ohio University*

Emerging Methodologies for Investigating Educational Resource Allocations in Rural Settings: The Application of Geospatial Data. *Jesse D. Levin, American Institutes for Research; Jerry Johnson, Rural School and Community Trust*

Application of Ecological Systems Theory and Culturally Responsive Techniques to Address Site-Specific Needs of Rural Schools. *Bonnie K. Nastasi, Tulane University; John H. Hitchcock, Ohio University; Burke Johnson, University of South Alabama*

Emerging Methodology for Evaluating Educational Practices in Rural Settings: A Typological Technique. *Isadore Newman, Florida International University; Aimee A. Howley, Ohio University*

34.073. New and Creative Perspectives on Giftedness, Creativity, and Talent in Education. SIG-Research on Giftedness and Talent; Paper Session

Sheraton, Fifth Level, Grand Couteau

12:25 pm to 1:55 pm

Chair:

Bonnie L. Cramond, University of Georgia

Participants:

Comparing Teachers', Parents', and Gifted Underachieving Students' Personal Perceptions of Factors Associated With Student Achievement. *Del L. Siegle, University of Connecticut; Lisa DaVia Rubenstein, University of Connecticut; D. Betsy McCoach, University of Connecticut*

High-Ability Students' Time Spent Outside the Classroom. *Matthew C. Makel, Duke University; Yan Li, DePaul University; Martha Putallaz, Duke University; Jon Wai, Duke University*

Teaching Between the Lines: An Examination of Teachers' Perceptions of Creativity. *Lisa DaVia Rubenstein, University of Connecticut; John Ehlinger, University of Connecticut*

Creativity and Mental Illnesses: A Meta-Analytic Review. *Selcuk Acar, University of Georgia; Nur Cayirdag, University of Georgia*

Discussant:

Jonathan A. Plucker, Indiana University

34.074. All in This Together: Using a Multi-Agency Data Source to Improve Schools, Programs, and Policy. SIG-School/University Collaborative

Research; Symposium

Doubletree, 16th Level, Crescent Ballroom

12:25 pm to 1:55 pm

Chair:

Milbrey W. McLaughlin, Stanford University

Participants:

University, Schools, and Multiple Agencies Sharing Data to Inform Community-Wide Action. *Ingrid Nelson, Stanford University; Karen Strobel, Stanford University; Amy Gerstein, Noyce Foundation*

Understanding Educational Outcomes for Preschool for All Participants. *Nora Mallonee, Stanford University; Monika Sanchez, Stanford University; Rebecca A. London, Stanford University*

Service Synergy: Evaluating the Cumulative Effects of Community School Services. *Sebastian Castrechini, Stanford University; Rebecca A. London, Stanford University*

Linking Adaptive Motivational Beliefs to Effective Motivational Practices in Low-Income Middle School Classrooms. *Karen Strobel, Stanford University; Sarah B. Miles, Stanford University; Ingrid Nelson, Stanford University; Allyson Yuen, Whittier College*

Discussant:

Curt M. Adams, University of Oklahoma

34.075. Academic Practice of Adult English Language Learners and In- and Preservice Teachers. SIG-Second Language Research; Paper Session

Sheraton, Second Level, Rhythms Ballroom III

12:25 pm to 1:55 pm

Chair:

Kristen C. Wilcox, University at Albany - SUNY

Participants:

Perceptions of English Skills Development: Comparisons Between Vietnamese College Students From the City and Rural Areas. *Huong T. Nguyen, California State University - Long Beach; Hiromi Masunaga, California State University - Long Beach*

Metacognition and Genre Awareness in Second Language (L2) Academic Reading and Writing. *Raffaella Negretti, Stockholm University; Maria Kuteeva, Stockholm University*

“I Want to Make Sure You’re Ready”: How English as a Second Language Teachers Prepare English Language Learners for Mainstream Classrooms.
Megan Madigan Peercy, University of Maryland

Discussant:

Mary A. Avalos, University of Miami

34.076. Social and Emotional Learning SIG Business Meeting and Reception.

Policy and Practice: An Address by Congressman Tim Ryan (D-Ohio).

SIG-Social and Emotional Learning; Business Meeting

Sheraton, Third Level, Napoleon Ballroom B3

12:25 pm to 3:00 pm

Chair:

Patricia A. Jennings, The Pennsylvania State University

34.077. Evidence-Based Interventions for Primary Grade Students at Risk for

Mathematics Difficulties. SIG-Special Education Research; Symposium

Sheraton, Fourth Level, Southdown

12:25 pm to 1:55 pm

Chair:

Diane Pedrotty Bryant, University of Texas - Austin

Participants:

ROOTS: Efficacy of a Kindergarten Mathematics Intervention Program. *Scott K. Baker, Pacific Institutes for Research*

Effects of an Early Intervention for Second Grade Students at Risk for Mathematics Difficulties. *Brian R. Bryant, University of Texas - Austin; Diane Pedrotty Bryant, University of Texas - Austin*

Improving Problem-Solving Performance of Students With Mathematics Difficulties. *Asha K. Jitendra, University of Minnesota*

Discussant:

Marjorie Montague, University of Miami

34.078. Education as “Spirituality”: Rationale, Pedagogy, and Social

Foundations. SIG-Spirituality & Education; Symposium

JW Marriott, Third Level, Ile de France III

12:25 pm to 1:55 pm

Chair:

Philip Wexler, The Hebrew University of Jerusalem

Participants:

Toward a Nondual Curriculum: Education as Spirituality. *Oren Ergas, The Hebrew University of Jerusalem*

Contemplation: The Soul’s Way of Knowing. *John Miller, University of Toronto*

Reimagining Pedagogies of the Heart: Education as a Quest for Spirit in Self. *Diana J. Denton, University of Waterloo*

Pedagogies of Non-Self as Practices of Freedom. *Robert James Hattam, University of South Australia*

Discussant:

Philip Wexler, The Hebrew University of Jerusalem

34.079. An Inquiry Focus on Early Childhood Math/Science Education:

Enriching Our Identities as Reflective Professionals. SIG-Teacher as

Researcher; Symposium

New Orleans Marriott, Third Level, Mardi Gras Salon C

12:25 pm to 1:55 pm

Chair:

Daniel Meier, San Francisco State University

Participants:

Inquiry and Science Understanding in the Preschool. *Anna Tobin-Wallis*

Science Inquiry as Professional Collaboration. *Erika Prado, San Francisco State University*

All Roads Lead to Math. *Martha Melgoza, Skytown Preschool*

Inquiry and the Math Explorations of Infants and Toddlers. *Nodelyn Abayan, San Francisco State University*

Fostering Powerful Inquiry in Early Childhood Education Math and Science.

Daniel Meier, San Francisco State University; Judith M. Kysh, San Francisco State University

Discussant:

Mina Kim, San Francisco State University

34.080. Technology in Teaching and Learning: Innovative Strategies Requiring

Social Participation. SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon A

12:25 pm to 1:55 pm

Chair:

Joan E. Hughes, University of Texas - Austin

Participants:

Evaluating the Use of Blogging as Literature Discussion Within a Social Networking Site. *Amy Carter Hutchison, Iowa State University; Wei Wang, Iowa State University*

Exploring How Students Use Web 2.0 Technologies to Support Group Work, Outside of Class Time. *Norman Davis Vaughan, Mount Royal University; James Zimmer, Mount Royal University; Todd Nickle, Mount Royal University; Jim Silows, Mount Royal University*

Implementing a Social-Virtual Curriculum: Develop Social-Educational Leaders. *Nikleia Eteokleous, Frederick University*

Student Agency and the Ethical Responsibility of Media Creation. *Jessica K. Parker, Sonoma State University*

Discussant:

Lynne Schrum, George Mason University

34.081. How Diversity, Context, and Content Impact Vocabulary Learning and Vocabulary Instruction. SIG-Vocabulary; Paper Session

New Orleans Marriott, Second Level, La Galerie 5

12:25 pm to 1:55 pm

Chair:

Beth C. Rubin, Rutgers University

Participants:

Contributions of Morphological Awareness to English Reading Comprehension: Do They Differ by Language Background? *Michael J. Kieffer, Teachers College, Columbia University; Nonie K. Lesaux, Harvard University*

Teachers’ Vocabulary Instruction and Word Meaning Interactions in High-Poverty Schools. *Joanne F. Carlisle, University of Michigan; Daniel Berebitsky, Vanderbilt University; Benjamin Kelcey, Wayne State University*

The Effects of Language-Enriched Science Instruction on Primary Grade Children’s Scientific Vocabulary Knowledge. *Sheryl L. Honig, Northern Illinois University*

Vocabulary Assessment in Early Childhood: Does Test Format Impact Children’s Expressions of Word Knowledge? *Tanya M. Christ, Oakland University; Ashelin R. Currie, Oakland University; James F. Cipelewski, Oakland University*

34.082. Critical and New Literacies Within the University: Exploring Multiple Literacy Practices of Students and Faculty. SIG-Writing and Literacies; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A

12:25 pm to 1:55 pm

Chair:

Sarah Lohnes Watulak, Towson University

Participants:

Beyond Technology Skills: Toward a Framework for Critical Digital Literacies in Preservice Technology Education. *Sarah Lohnes Watulak, Towson University; Charles K. Kinzer, Teachers College, Columbia University*

Mapping the Linguistic and Semiotic Resources of College Freshmen. *Gloria E. Jacobs, Saint John Fisher College*

Through a New Lens: Examining Instructor Beliefs About Literacy and Technology Via New Literacies. *Dana J. Wilber, Montclair State University*

Discussant:

Guy Merchant, Sheffield Hallam University

Division and SIG Roundtables

34.083. Roundtable Session 16; Roundtable Session

34.083-1. Sociocultural Perspectives: Diverse Learners, Teachers, and Parents in Multilingual Contexts. SIG-Bilingual Education Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Reynaldo Reyes, III, University of Texas - El Paso

Participants:

Examining the Professional Development Experiences and Knowledge of

Bilingual/English-as-a-Second-Language Teachers. *Susana Elena Franco-Fuenmayor, Texas A&M University; Yolanda N. Padron, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Hersh C. Waxman, Texas A&M University*

Early Literacy Development Through Playful Bilingual Dialogues. *Mary Esther Huerta, Texas State University - San Marcos; Mari Riojas-Cortez, University of Texas - San Antonio*

Structural Features of Child and Teacher Speech Across Spanish and English Preschool Language Subcontexts. *Mileidis Gort, University of Miami; Sabrina Francesca Sembiant, University of Miami; Ryan W. Pontier, University of Miami; Myriam Delgado Rios, University of Malaga*

34.083-2. Examining the Effects of Family Outreach and Engagement. SIG-

Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Pandwe Aletha Gibson, Claremont Graduate University

Participants:

Are Fathers, Father Involvement the Protective Factors of School and/or Course Failure? An Investigation of Adolescents With Six Different Father Groups. *Haiqin Chen, University of Missouri; Stephen D. Whitney, University of Missouri - Columbia; Ze Wang, University of Missouri; Jie Zhang, University of Missouri*

Differential Influence of Home- and School-Based Parental Involvement: Multilevel and Multi-Ethnic Group Analysis. *Sun Ah Lim, University of California - Santa Barbara*

Effects of Parent-Student Pre-Algebra Workshops in the Lowest Achieving California School District in Mathematics on Parents, Students, and the School. *Diana B. Hiatt-Michael, Pepperdine University*

Family Involvement in Children's Schooling: A Large Metropolitan School District Perspective. *Wenhui Yuan, Fort Worth Independent School District, Texas; Michelle Leake, Fort Worth Independent School District, Texas*

School Influences on Parent Involvement in Title I Middle Schools. *Manya Whitaker, Vanderbilt University; Kathleen V. Hoover-Dempsey, Vanderbilt University*

34.083-3. Critical Perspectives on Urban Teaching and Learning: Four Projects in One Urban College of Education. SIG-Urban Learning, Teaching, and

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

Chair:

Mary K. Gove, Cleveland State University

Participants:

Exploring Diversity: Lessons Learned From an Education Faculty Self-Study Group in an Urban College of Education. *Grace H.C. Huang, Cleveland State University*

Supporting Culturally Responsive Practices for Nurturing Expanded Critical Literacy. *Kristine Lynn Still, Cleveland State University; Mary K. Gove, Cleveland State University*

Reconceptualizing Home Visits: Prospective Teachers Learning From Home and Community Engagements. *Dinah Volk, Cleveland State University*

Fieldwork: A Space of Commitment and Quandary. *Anne M. Galletta, Cleveland State University*

34.083-4. Teachers' and Students' Views on Assessment. SIG-Classroom

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

Chair:

Mary E. Yakimowski, University of Connecticut

Participants:

Judging Instructionally Sensitive Assessment: Teachers' and Students' Perspectives. *Kellie Wills, University of Washington; Deanna J. Sands, University of Colorado - Denver; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington*

Level of Schooling Effects on Student Conceptions of Assessment: The Impact of High-Stakes Assessments on Secondary Students' Beliefs. *Gavin T. Brown, The Hong Kong Institute of Education; Lois Ruth Harris, University of Auckland*

Teachers' Beliefs of Standardized Testing and Formative Assessment Classroom Practices. *Diane Lawrence Lowry, The University of Mississippi; Kaye Pepper, The University of Mississippi*

34.083-5. Creating Disability and Identity in Schools. SIG-Disability Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Beth R. Handler, University of Louisiana - Lafayette

Participants:

From Collective Fates to Individuated Futures: Remaking Educational Futures for Children With Significant Disabilities. *David Hicks, Virginia Polytechnic Institute and State University; Jan K. Nesor, The Ohio State University*

Origins of Emotional Disturbance: Conclusions of the Joint Commission on Mental Health of Children. *Beth R. Handler, University of Louisiana - Lafayette*

Passing as Literate: Gender, Dyslexia, and the Shaping of Identities. *Ellen Burns Hurst, Georgia State University*

The High School Course-Taking of Students Identified With Learning Disabilities. *Dara Renee Shifrer, University of Texas - Austin; Chandra Muller, University of Texas - Austin; Rebecca M. Callahan, University of Texas - Austin*

34.083-6. Systems-Wide Educational Change: Experiences in Teacher Education Programs and School Districts. SIG-Educational Change;

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

Chair:

Stefan Thomas Hopmann, University of Vienna

Participants:

Competence-Based Teacher Education: Governmental Illusion or Perceived Reality? *Katrien Struyven, Katholieke Universiteit Leuven; Marijke De Meyst, Katholieke Universiteit Leuven*

Scaling Up Learning Networks: District-Wide Implementation. *Lisa Ain Dack, OISE/University of Toronto; Steven Katz, OISE/University of Toronto; Robert Dumm, York Region District School Board*

Factors Affecting the Initial Implementation of the Curriculum Reform in Hong Kong: Key Findings From a Large-Scale Survey Study. *Alan Cheung, Johns Hopkins University*

34.083-7. Politics of Language: The Policy Consequences of How the Issues Are Defined and Framed. SIG-Politics of Education; Roundtable Session

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

Chair:

La'Tara D. Osborne-Lampkin, University of North Florida

Participants:

Expectation Imagery in Metaphor Scenarios of Innovation in Media Accounts of Education Policy Formation. *Hanne B. Mawhinney, University of Maryland - College Park*

Obama and Educational Language. *Thomas C. Wilson, Chapman University; Marisol Rexach, Chapman University*

"You Are the Bad Guys": Media Portrayal of School District Adherence to Florida's Grade Retention Policy. *Danielle V. Dennis, University of South Florida; Diane C. Kroeger, University of South Florida*

34.083-8. Multiracial Identities: Examining the Complexity of Schooling

Context. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Shahnaaz Alidina, Doctoral Student

Participants:

Examining the Role of Social Context in Identity Construction of Minority Youth. *Dan Cui, University of Alberta*

Racial Socialization in Cross-Racial Families. *Cyndy R. Snyder, University of California - Berkeley*

Reflections of a Racial Queer: Introducing a New Conceptual Framework From Which to Study Multiraciality. *Aurora Chang, Beloit College*

Students of Color Surviving Majority White Multiracial School Contexts: A Critical Race Theory (CRT) Analysis of Student Identity. *Thandeka K. Chapman, University of Wisconsin - Milwaukee; Talonda Michelle Lipsey, University of Wisconsin - Milwaukee; Tatiana Joseph, University of Wisconsin - Milwaukee; May Vang, University of Wisconsin - Milwaukee; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*

34.083-9. Who We Are and Who We Can Become: Constructing Teacher

Identities. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Katie Brkich, University of Florida

Participants:

Constructing Culturally Responsive Teacher Identities. *Christina M. Tschida, East Carolina University*

Teachers' and Students' Negotiation of Middle-Class White Womanhood in Racially, Ethnically, and Linguistically Diverse Low-Income Classrooms. *Irene H. Yoon, University of Washington*

Writing Identity and Writers' Workshop: A Future Teacher and Teacher Educator Critically Reflect. *Cynthia B. Leung, University of South Florida - St. Petersburg*

At Home in the Academy: Latina Faculty Counterstories and Resistances.

Maricela Oliva, University of Texas - San Antonio; Mariela Aime Rodriguez, University of Texas - San Antonio; Iliana Alanis, University of Texas - San Antonio; Patricia Del Carmen Quijada, University of Texas - San Antonio

Mentoring Relationships as a Learning Opportunity for Teachers. *Alicia Walker, Texas State University - San Marcos; Benjamin Paul Kramer, University of Texas Elementary School*

34.083-10. Pedagogically Orientated Mobile Learning Research: The Case of

Design Research. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Norbert Pachler, Institute of Education - London

Participants:

The Potential and Challenge of Design Research in Mobile Learning. *Brenda Bannan, George Mason University*

Implications for Design Research in Education of "User-Generated Contexts for Development" Mediated by Mobile Devices. *John Cook, London Metropolitan University*

From Creative Pedagogic Interventions to "Valid" Mobile Learning: Applied Research Into Mobile Learning in Schools. *Ben Bachmair, University of Kassel; Norbert Pachler, Institute of Education - London*

34.083-11. Researcher Roles in Qualitative Research. SIG-Qualitative Research;

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

Chair:

Amy Elizabeth Stich, University at Buffalo - SUNY

Participants:

The Research Interview as Form (Over Method). *Sophia Sarigianides, Westfield State University*

Researching as Critical Friends: The Need to Create New Social Arrangements for Sustainable Learning Across School Settings. *Ysaaca Axelrod, Teachers College, Columbia University; Lorraine Theresa Falchi, Teachers College, Columbia University*

34.083-12. Critiques of the Examination of Issues Related to Gender, Race, and

Class for Academic Success. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Margaret M. Ferrara, University of Nevada - Reno

Participants:

Examination of Factors That Encouraged or Impeded Muslim Women Wearing Hijab From Advancing in Higher Education Leadership Positions. *Victorie Hollwell, Metropolitan Community College - Blue Valley; Barbara Nell Martin, University of Central Missouri; Linda M. Bigby, University of Central Missouri*

Life Stories of the Double Bind: Women of Color in Science and Engineering. *Irene Anastasia Liefshütz, Harvard University; Maria Mia Ong, TERC; Apriel K. Hodari, CNA Corporation; Lily Ko, TERC*

The Stories They Tell: Picture Books Constructing Gender. *Lori Ann Prior, University of Texas - San Antonio; Angeli Willson; Audrey M. Dentith, University of Texas - San Antonio*

"You Expect Me to Be That Way?" Academically Successful African American Women Critiques of Stereotypical Views of Black Femininity. *Christina S. Haynes, The Ohio State University*

34.083-13. Ethics and Social Studies Education. SIG-Research in Social Studies

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

Chair:

Eric Freedman, Adelphi University

Participants:

Religion, Sexuality, and Abortion: Controversy and Avoidance in Primary and Secondary Social Studies. *Jennifer H. James, University of Georgia*

Justice or Care? Ethical Reasoning of Preservice Social Studies Teachers. *Jada Kohlmeier, Auburn University; John W. Saxe, Auburn University*

Authentic Intellectual Work: A Historical-Philosophical Analysis for Social Studies Education. *Christopher Andrew Brkich, University of Florida*

Religious Understandings of Teachers and Students: Developing a Research Agenda for the Future. *Jennifer H. James, University of Georgia; Keith C. Barton, Indiana University*

34.083-14. Mentoring Experienced Educators: Theory and Practice. SIG-

Mentorship and Mentoring Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Frances K. Kochan, Auburn University

Participants:

Mentoring Frameworks for Educational Theory and Practice That Foster the Public Good. *Carol A. Mullen, University of North Carolina - Greensboro*

An Examination of Leadership Coaches' Perspectives on Working With Novice Versus Experienced School Principals. *Chad Lochmiller, Washington State University; Michael Silver, Seattle University*

Interdisciplinary Mentoring: A Multiple Case Study of Scientist-Teacher Partnerships. *Jerine Pegg, University of Alberta; Lori Ann Friesen, University of Alberta; Barbara C. Williams, University of Idaho; Paul Allan, University of Idaho*

Teachers Leading Teachers: Mentoring Science and Math Teacher Leaders. *Andrea M. Kent, University of South Alabama; Andre M. Green, University of South Alabama; Phillip Feldman, University of South Alabama*

Toward a Vision of Leading Rigorous Discussions: Mentor Participation in a University/School Induction Program. *Randi N. Stamulis, Michigan State University; Susan Brondyk, Michigan State University*

34.084. Roundtable Session 17; Roundtable Session**34.084-1. Exploring School Choice in Local Contexts.** SIG-School Choice;

Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair:

Kristen L. Davidson, University of Colorado - Boulder

Participants:

An Exploration of the Patterns of Educational Mobility in Arizona. *Charisse Atibagos Gulosino, University of Massachusetts - Boston; David R. Garcia, Arizona State University*

Can School Choice Policy Be Designed to Reduce Inequity Risk? A Case Study of a Neighborhood-Based Controlled-Choice Plan. *Andrew Thomas, University of Southern California - Los Angeles; Sonja Diaz, University of California, Los Angeles; Karen H. Quartz, University of California - Los Angeles*

Looking for Somewhere I Can Be: Charter School Changers and Educational Reform in Post-Katrina New Orleans. *Jenny Gordon, Binghamton University - SUNY*

Selling School: An Analysis of School Marketing in New Orleans. *Brian Robert Beabout, The University of New Orleans; Franz Howard Reneau, The University of New Orleans*

34.084-2. Engaging Perspectives on School Violence. SIG-Safe Schools and

Communities; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair:

Billye Rhodes, University of North Carolina - Chapel Hill

Participants:

Altruism and Malevolence, Comity and Ill Will: An Exploration of Bystander Responses. *Dyan Whitlow Underhill, University of Denver*

Excluded Students' Experiences With In-School Suspension. *Katherine Rene*

Evans, University of Tennessee

Imaging Humanist Responses to School Violence. *Lisa Angela Romano-Dwyer, York University*

34.084-3. Using Self-Regulatory Processes and Strategies to Enhance Academic

Learning. SIG-Studying and Self-Regulated Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Jill D. Salisbury-Glemon, Auburn University

Participants:

Fitting Facts Into the Face-Name Mnemonic Method. *Russell N. Carney, Missouri State University; Joel R. Levin, The University of Arizona; Billy J. Myers, Missouri State University; Kathleen M. Warner, Missouri State University*

The Effect of Self-Regulated Learning and Prior Knowledge on Knowledge Construction in Computer-Based Learning Environments. *Matthew L. Bernacki, University of Pittsburgh; James P. Byrnes, Temple University; Jennifer G. Cromley, Temple University*

The Matrix Unleashed: An Investigation of Matrix Review Across Three Dimensions. *Dharmananda Jairam, The Pennsylvania State University; Kenneth A. Kiewra, University of Nebraska; Douglas F. Kauffman, University of Nebraska - Lincoln; Ruomeng Zhao, University of Nebraska - Lincoln*

34.084-4. Using Problem-Based Learning to Teach Science, Technology, Engineering, and Math (STEM) in Higher Education. SIG-Problem-

Based Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Brian R. Belland, Utah State University

Participants:

Learning From Case Studies in an Undergraduate Engineering Course. *Aman Yadav, Purdue University; Dipendra R. Subedi, American Institutes for Research*

“We Kind of Got Pushed Off Into the Deep End”: Problem-Based Learning in Undergraduate Engineering. *Holly R. Henry, University of Missouri; David H. Jonassen, University of Missouri; Sanjeev Khanna, University of Missouri; Robert A. Winholtz, University of Missouri*

Assessing Conceptual Change While Solving Ill-Structured Problems in Evolutionary Biology. *Xianhui Wang, University of Missouri - Columbia; Nan Ding, University of Missouri - Columbia*

34.084-5. Stress and Coping in Education Paper Discussions. SIG-Stress and

Coping in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Kun Yan, Tsinghua University

Participants:

Cognitive Intervention for Stress in Adolescents: Does It Help Their Self-Esteem? *Zsuzsanna R. Szabo, Marist College; Mihai Marian, University of Oradea*

Adolescent Hurricane Narratives and Writing After Katrina. *Deborah Marie Alvarez, University of Delaware*

Chinese Teachers' Turnover Intention and Its Relations to Job Stress and Satisfaction. *Shujie Liu, University of Southern Mississippi; Anthony J. Onwuegbuzie, Sam Houston State University*

Recently Tenured, Emotionally Exhausted: The Career Stage-Burnout Nexus. *Arnold Edward Dodge, Long Island University - C.W. Post Campus; Russell L. Carson, Louisiana State University; Maria Regina Reyes, Yale University; Marc A. Brackett, Yale University*

Hope as a Teacher Retention Strategy: Insider Perspectives for What Sustains Commitment. *Anita C. Levine, Kent State University*

34.084-6. Design and Implementation of Alternate Assessments. SIG-Inclusion & Accomodation in Large-Scale Assessment; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Meagan Karvonen, Western Carolina University

Participants:

Increasing Access to Grade-Level Standards for Students With Significant Cognitive Disabilities: Application of Evidence-Centered Design to Alternate

Assessments in Mathematics. *Renee Cameto, SRI International*

Innovations and Trends in Test Design for the Alternate Assessment Based on Modified Achievement Standards (AA-MAS). *Jennifer R. Hodgson, University of Minnesota; Sheryl S. Lazarus, University of Minnesota; Martha L. Thurlow, University of Minnesota*

Evidence-Centered Design (ECD): A Pilot Study Across Three States: Alternate Assessment-Alternate Achievement Standards. *Patricia JoAnn Almond, University of Oregon; Kavita L. Seeratan, SRI International; Katherine M. Nagle, SRI International; Renee Cameto, SRI International; Geneva D. Haertel, SRI International; Angela Haydel DeBarger, SRI International; Kathryn L. Morrison, University of California - Los Angeles; Reina Fujii, SRI International*

Teacher Perspectives: School-Level Implementation of Alternate Assessments for Students With Significant Cognitive Disabilities. *Renee Cameto, SRI International; Katherine M. Nagle, SRI International; Anne-Marie Knokey, SRI International*

34.084-7. Issues in Professional Development School Networks: Partnerships and Fidelity. SIG-Professional Development School Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Seth Parsons, George Mason University

Participants:

Connections Between Professional Development School Partnerships and Institutional Classification. *Jane E. Neapolitan, Towson University*

Professional Development Schools (PDS) in Multicultural Settings: Lessons From Nine Case Studies in Israel. *Lily Orland-Barak, Haifa University; Ditzza Maskit, Gordon College of Education - Haifa, Israel; Nava Bar, Haifa University, Israel; Arie Kizel, Haifa University, Israel*

Fidelity of Implementation Instrument Based on the National Council for Accreditation in Teacher Education Professional Development School Standards: A 4-Year Study and Future Directions. *William L. Curlette, Georgia State University; Susan L. Ogletree, Georgia State University; Gwendolyn T. Benson, Georgia State University; Harley Gordon Granville, Georgia State University; Robert Hendrick, Georgia State University*

Division and SIG Posters

34.085. Poster Session 6; Poster Session

34.085-1. Measurement Services SIG Poster Session. SIG-Measurement Services

Cosponsored by Division D - Measurement and Research Methodology; Poster Session
Sheraton, Fifth Level, Grand Ballroom C

12:25 pm to 1:55 pm

Poster:

1. Parental Expectations: Contrasting the Use of a Single-Item Proxy Variable Versus a Nine-Item Factor in Social Science Research Studies. *James R. Campbell, Saint John's University; Michelle Lynn Kyriakides, Saint John's University*

34.085-2. Methodology in Curriculum. Division B - Curriculum Studies; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

12:25 pm to 1:55 pm

Posters:

2. A New Perspective for Arts-Based Education and Currere. *Amy Elms, Texas A&M University; Madhulika Sagaram, Ajahn Educational Services and Consulting; Roslinda Rosli, Texas A&M University*

3. Art-Based Research on the Social Imagination of Aesthetic Experience in Curriculum Theorizing. *Yung Shan Hung, National Academy for Educational Research Preparatory Office, Taiwan*

4. Methodological Movement in Critical Qualitative Research. *Mirka E. Koro-Ljungberg, University of Florida*

34.085-3. Schooling Desire and Civic Education. Division B - Curriculum Studies; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

12:25 pm to 1:55 pm

Posters:

5. Models for Civic Education: Programmatic “Ideals” Versus Whole-School

Education for Citizenship in Small Learning Communities. *Kristal Leah Curry, Coastal Carolina University*

6. The Tricky Work of Schooling Desire: Critically Examining Students' Desire to Succeed in Literacy Classrooms. *Stavroula Kontovourki, European University, Cyprus; Marjorie Siegel, Teachers College, Columbia University*

34.085-4. Division E Human Development Poster Session. Division E - Counseling and Human Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:

7. Adolescent Males: School, Coping, and Possible Selves. *Gregory Seaton, The College of New Jersey*
8. Attachment, Curiosity, and Learning. *Thomas G. Reio, Florida International University; Joanne Sanders-Reio, Florida International University*
9. Children's Activities in the After-School Hours Across Cultural Settings: The Impact of Structure. *Temi Bidjerano, Furman University; Joan Newman, University at Albany - SUNY*
10. Ethnic Disparities in Teacher-Child Relationship Quality: Exploring Mediating Pathways. *Angela R. Taylor, The University of Arizona; Allison Ewing, The University of Arizona; Russell Toomey, The University of Arizona*
11. Examining the Academic Achievement of Latino Adolescents: The Role of Peer and Parental Influences. *Jamila Blake, Texas A&M University; Alicia Darendsbourg, Texas A&M University; DeMarquis Hayes, University of North Texas*
12. Exploring the Relationship of Wisdom and Ego-Identity: A Cross-Cultural Study. *Hyeyoung Bang, Bowling Green State University*
13. Family Support: How Do the Source and Type of Perceived Emotional and Instrumental Support for Latino Families With Children With Disabilities Relate to Family Well-Being? *Shana Raquel Cohen, University of California - Berkeley; Susan D. Holloway, University of California - Berkeley; Irenka D. Pareto, University of California*
14. Five After-School Activities and Adolescents' Educational Achievement and Well-Being: An Exploration on Gender Differences. *Su-Yen Chen, National Tsing Hua University; Luo Lu, National Taiwan University*
15. Fostering Respect for Sexual Diversity: Social and Emotional Health Among Sexual-Minority Youth. *Chiaki Konishi, The University of British Columbia; Elizabeth Saewyc, The University of British Columbia; Annie Smith, McCreary Centre Society*
16. Gender Differences in the Educational Aspirations of Rural Youth. *Judith L. Meece, University of North Carolina; Soo-Yong Byun, University of North Carolina - Chapel Hill; Matthew J. Irvin, University of North Carolina - Chapel Hill; Thomas W. Farmer, The Pennsylvania State University; Karyl Jacqueline Shand Askew, University of North Carolina; Bryan C. Hutchins, Center for Developmental Science*
17. Intercultural Encounters: Immigrant Communities, Schools, and the Social Imagination. *Carol Korn-Bursztyn, Brooklyn College - CUNY; Alberto Marcos Bursztyn, Brooklyn College - CUNY*
18. Parenting and Peer Relations in Northern Taiwan: A 5-Year Longitudinal Study. *Yi-Ping Hsieh, Kaohsiung Medical University; Anne Dopkins Stright, Indiana University; Lee-Lan Yen, National Taiwan University*
19. School Belonging and Trajectories of Depressive Symptoms Across Adolescence and Young Adulthood. *Fred Danner, University of Kentucky*
20. Self-Theory and Income Strategy Among Single Mothers Living in Poverty: Impacts on Children's Outcomes. *Kyunghee Lee, Michigan State University; Myung-Hee Kim, Hanyang University*
21. Young Children's Social Skills Development: A Longitudinal Analysis of Developmental Trajectories and Environmental Influence. *Xiaoyan Liu, University at Buffalo - SUNY*

34.085-5. Identities: Teachers, Students, and Communities. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:

22. "To Be or Not to Be?" A Four-Year Case Study of Concurrent Education Student-Teacher Participants. *Lorenzo Cherubini, Brock University*
23. An Integrative Model of New Teachers' Confirmation and Renegotiation of Professional Identity. *Fanni Liu Coward, Texas Tech University; Doug D. Hamman, Texas Tech University; Matthew C. Lambert, Texas Tech University; Leah Johnson, Texas Tech University; John Indiatzi, Texas Tech University; Li Zhou, Texas Tech University*
24. Autobiography, Disclosure, and Engaged Pedagogy: Toward a Practical Discussion on Teaching Foundations in Teacher Education Programs. *James*

C. Jupp, Arkansas State University; Jennifer L. Milam, The University of Akron; Mei W. Hoyt, Oklahoma State University; Mitzi Kaufman, Samsung Human Resources Development Center, Korea; Matthew Grumbein, Texas A&M University; Michael Patrick O'Malley, Texas State University - San Marcos; Booker Stephen Carpenter, II, The Pennsylvania State University; Patrick Slattery, Texas A&M University

25. Dis(Positions): Understanding How Teacher Candidates Experience Having Dispositions Assessed. *A. J. Zenkert, Boise State University*
26. Equipping Teacher Candidate's With Cultural Tools: Reflecting on Cultural Identity and Working toward Cultural Competence. *Helen Mele Robinson, College of Staten Island - CUNY*
27. Exploring Preservice English Teachers' Experiences With Networked Learning as a Means for Extending Professional Growth. *Luke Rodesiler, University of Florida; Lauren Tripp, University of Florida*
28. How New Teachers Regulate Learning to Teach: The Role of Possible Selves. *Doug D. Hamman, Texas Tech University; Fanni Liu Coward, Texas Tech University; Leah Johnson, Texas Tech University; Matthew C. Lambert, Texas Tech University; Li Zhou, Texas Tech University; John Indiatzi, Texas Tech University*
29. Opportunities to Develop Adaptive Teaching Expertise During Student-Teaching Conferences. *Elizabeth Gayle Soslaw, University of Delaware*
30. Projecting Themselves as Future Teachers: What Preservice Teachers Reveal Through Reflective Writing. *SoonAh Lee, University of Texas - Austin; Hyunjin Kim, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin*
31. Self-Efficacy, Pupil Learning, and Teaching for Social Justice: Practitioner Inquiry and Cultivating a Sense of Agency in Teacher Candidates. *Matthew James Welch, Boston College; Matthew Alan Cannady, Boston College; Patrick J. McQuillan, Boston College*
32. Social Studies Student Teachers' Development of Historical Inquiry Pedagogy. *Brett Miller Levy, University of Michigan*
33. Student Teachers in High-Poverty Elementary Schools: Lessons Learned Through Dialogue Journaling. *H. Sophia Han, University of South Florida*
34. Teacher Candidates' Dispositions: Developing a Social Justice Consciousness and Conscience. *Donyell Lakisha Roseboro, University of North Carolina - Wilmington; Michele A. Parker, University of North Carolina - Wilmington; Robert W. Smith, University of North Carolina - Wilmington; Scott R. Imig, University of North Carolina - Wilmington*
35. Teaching for Social Justice Over Time: A Dialogical Account for the Life Histories of Prospective Teachers and Their White Identities. *James R. Carlson, University of Wisconsin - Madison*
36. Universally Designed Lessons: Teacher Candidates Thinking and Experiences. *Mary E. McGuire-Schwartz, Rhode Island College*
37. "I Just Love Kids!" So I Wanted to Be a Teacher: Preservice Teachers' Identities and Attitudes. *Carrie Freie, The Pennsylvania State University; Yeonsun Ellie Ro, University of Illinois - Urbana-Champaign; Kirstin Ruth Bratt, The Pennsylvania State University*

34.085-6. Experiencing Learning and Motivation Through the Intersection of Technology and Pedagogy. Division C - Learning and Instruction; Poster Session

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

Posters:

38. Digital Adaptability: A New Construct and Measure for Digital Inequality Research. *Cassidy Puckett, Northwestern University*
40. Ecosystem Science Learning via Multi-User Virtual Environments. *Shari J. Metcalf, Harvard University; Amy M. Kamarainen, Harvard University; Tina A. Grotzer, Harvard University; Chris J. Dede, Harvard University*
41. Effects of Gesture and Voice on Online Learning With Animated Pedagogical Agents. *Charles Scott DaPra, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara*
42. Exploring Personal Transportation Costs Through a Virtual World-Based Simulation: The Postropolis Project. *Andre R. Denham, Arizona State University; Lijia Lin, Arizona State University; Benjamin Eric Erlandson, California State University - Monterey Bay; Brian C. Nelson, Arizona State University; Kent Slack, Arizona State University*
43. Identifying Affordances and Barriers to Student-Centered, Collaborative Learning in the Integration of Interactive Whiteboard Technology. *Cesar Chavez Navarrete, University of Texas - Austin*
44. Investigating the Efficacy of Integrating a Classroom Instructional Strategy Within a Video Game Environment. *Andre R. Denham, Arizona State*

University; Brian C. Nelson, Arizona State University

45. Motivational Multimedia: Examining Students' Learning and Motivation as They Use a Multimedia Enriched Learning Environment. *Min Liu, University of Texas - Austin; Justin Olmanson, University of Texas - Austin; Lucas Horton, University of Texas - Austin; Paul Toprac*
46. Pedagogy and Effects of Technology on Student Learning in Middle and High Schools: A Literature Review. *Trish Baudoin, Louisiana State University; Michael B. Dettinger, Louisiana State University; Tom Eldringhoff, Louisiana State University; Neal Hebert, Louisiana State University*
47. Posture as an Indicator of Engagement in Handheld and Laptop Game-Play. *Jennifer R. Case, The Graduate Center - CUNY; Charles D. Hendee, New York University; Elizabeth Hayward, New York University; Winslow Burlison, Arizona State University; Jay Verkuilen, The Graduate Center - CUNY; Bruce Douglas Homer, The Graduate Center - CUNY; Ken Perlin, New York University; Jan L. Plass, New York University*
48. Stylized Verses Simplified Graphics: Differences in Viewers' Perception of Simulated Actions in Instructional Vignettes. *Michelle Simms, Texas A&M University; Dennie L. Smith, Texas A&M University; Tim McLaughlin, Texas A&M University; Irving A. Brown, Texas A&M University*
49. The Effects of Animated Concept Maps on Transfer of Learning. *Olusola Olalekan Adesope, Washington State University - Pullman*
50. Theory-Driven Design of Metacognitive Tools in History Education: A Top-Down and Bottom-Up Approach. *Eric G. Poitras, McGill University; Susanne P. Lajoie, McGill University; Yuan-Jin Hong, McGill University*
51. Virtual Manipulatives and Fractions: A Review of the Literature and a Framework for Research. *Maria Angela Mendiburo, Vanderbilt University*

34.085-7. Workplace Learning Poster Session. SIG-Workplace Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:

52. Bridging School and Work: Validating a Person-in-Context Model for Enabling Resilience in At-Risk Youth. *Nancy L. Hutchinson, Queen's University; Christopher DeLuca, University of South Florida; Marcea Ingersoll, Queen's University; Connie Elizabeth Taylor, Queen's University; CJ Dalton, Queen's University; Joan Versnel, Dalhousie University; Peter Chin, Queen's University; Jenn Dods, Queen's University*
53. North Carolina Community College System Customized Training Program. *Pamela B. Howze, North Carolina State University; Dawn Furr Braswell, North Carolina State University; Erin Trado LeGrand, North Carolina State University*

Saturday, 1:00 pm

Professional Development Courses

35.010. Communications 101: Making an Impact With Your Research Through Effective Presentations, Social Media, and Writing. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, 16th Level, Riverview
1:00 pm to 5:00 pm

Director:

Ronald J. Dietel, University of California - Los Angeles

Instructors:

*Paul Alan Baker, Wisconsin Center for Education Research
Barbara McKenna, University of California - Santa Cruz*

35.011. Developing a Competitive Educational Research Proposal for the National Science Foundation's Division of Research on Learning. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, 17th Level, Vieux Carre
1:00 pm to 5:00 pm

Directors:

*Gavin W. Fulmer, National Science Foundation
Janice H. Earle, National Science Foundation*

Instructors:

*Kusum Singh, Virginia Polytechnic Institute and State University
Celestine H. Pea, National Science Foundation*

35.012. Protecting Student Data in Electronic Longitudinal Student Data Systems: Understanding the Department of Education's New Privacy Guidance. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East
1:00 pm to 5:00 pm

Director:

Marilyn M. Seastrom, National Center for Education Statistics

35.013. Using National Assessment for Educational Progress Data on the Web for Educational Policy Research. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West
1:00 pm to 5:00 pm

Directors:

*Debra Kline, ETS
Catherine S. Trapani, ETS
Emmanuel Sikali, U.S. Department of Education*

Saturday, 2:15 pm

Governance Meetings and Events

36.001. Review of Research in Education (2012): Closed Editorial Board Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
2:15 pm to 3:45 pm

Chairs:

*Kathryn M. Borman, University of South Florida
David R. Garcia, Arizona State University
Arnold B. Danzig, Arizona State University*

AERA Related Activities

36.010. Online Annual Meeting Program System (All Academic): Demonstration and Training for Program Chairs: Open Session 1. AERA Related Activities; Workshop
Sheraton, Second Level, Rhythms Ballroom III
2:15 pm to 3:45 pm

Chair:

Rick Peacor, All Academic Inc.

Presidential Sessions

36.011. Building Theoretical and Research Collaborations Among LGBTQ Communities.

Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B1
2:15 pm to 3:45 pm

Chair:

Connie North, University of Maryland - College Park

Participants:

LGBTQ Youth, Race, and Intersectionality in Education Research. *Cindy Cruz, University of California - Santa Cruz*
Ang Ladlad: Queer Politics from the Global South. *Roland Sintos Coloma, OISE/University of Toronto*
Queer Perspectives on Mentoring Caribbean/African/Black Male Youth. *Lance Trevor McCready, OISE/University of Toronto*
Tomboy Tales: Rural Visions. *Karleen Jimenez Pendleton, Trent University*

Discussants:

*Connie North, University of Maryland - College Park
Cindy Cruz, University of California - Santa Cruz*

36.012. Generations of Exclusion: Mexican Americans and Education in the United States. Presidential Session
Cosponsored by SIG-Hispanic Research Issues; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
2:15 pm to 3:45 pm

Chair:

Walter R. Allen, University of California - Los Angeles

Participants:

Mexican American Educational Disadvantages Over Four Generations Since Immigration. *Edward Telles, Princeton University*
The Intercohort Reproduction of Mexican American Dropouts. *Rogelio Saenz, Texas A&M University*

Discussant:

Walter R. Allen, University of California - Los Angeles

36.013. On Spatial Grounds: Critical Geography and Education Research for Social Justice. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm

Chair:

Joanne C. Larson, University of Rochester

Participants:

Seeking Spatial Justice. *Edward Soja, University of California - Los Angeles*
Passionate Affinity Spaces and the Public Sphere. *James Paul Gee, Arizona State University*

Discussant:

Kevin M. Leander, Vanderbilt University

36.014. We Have a Charge to Keep: Revisiting the Agenda of the AERA Commission on Research in Black Education (CORIBE), 2000-2010. Presidential Session; Symposium

New Orleans Marriott, Second Level, La Galerie 6
2:15 pm to 3:45 pm

Chair:

Joyce E. King, Georgia State University

Participants:

Panel I: Seniors Scholars. *Joyce E. King, Georgia State University; Annette M. Henry, The University of British Columbia; Etta R. Hollins, University of Missouri - Kansas City; Gloria J. Ladson-Billings, University of Wisconsin - Madison; Carol D. Lee, Northwestern University; William H. Watkins, University of Illinois - Chicago*

Panel II: Early Career Scholars. *Bryan McKinley Jones Brayboy, Arizona State University; Kristen L. Buras, Emory University; Adrienne D. Dixon, The Ohio State University; Zeus Leonardo, University of California - Berkeley; Marvin Lynn, University of Illinois - Chicago; Cirecie A. Olatunji, University of Florida; Tara J. Yosso, University of California - Santa Barbara*

Discussants. *Garrett Albert Duncan, Washington University in St. Louis; Beverly M. Gordon, The Ohio State University*

Discussants:

Garrett Albert Duncan, Washington University in St. Louis
Beverly M. Gordon, The Ohio State University

AERA Sessions

36.015. The Advocacy Agenda for Education and Learning Research in Uncertain Times - What Preoccupies Our Washington Representatives.

AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom C1
2:15 pm to 3:45 pm

Chair:

Felice J. Levine, American Educational Research Association

Participants:

Howard J. Silver, Executive Director, Consortium of Social Science Associations
Paula R. Skedsvold, Executive Director, Federation of Associations in Behavioral & Brain Sciences
Martha Zaslow, Office for Policy and Communications, Society for Research in Child Development
Gerald E. Sroufe, Director of Government Relations, American Educational Research Association

Committee Sessions

36.016. GSC Division E Fireside Chat: Make Me Marketable: How Can I Reimagine the Promise and Potential of Education Research? Graduate Student Council Cosponsored by Division E - Counseling and Human

Development; Fireside Chat

Astor Crowne Plaza, Second Level Mezzanine, Bienville
2:15 pm to 3:45 pm

Chairs:

Shadi Roshandel, University of California - Santa Barbara
Jioni Lewis, University of Illinois - Urbana-Champaign

Participants:

Dorothy L. Espelage, University of Illinois
Cynthia Hudley, University of California - Santa Barbara
Sarah M. Kiefer, University of South Florida
Paul Poteat, Boston College
James L. Rodriguez, California State University - Fullerton

36.017. Insights from Leading Education Journalists: Making Your Research Relevant to the Public and Policymakers. Communication and Outreach

Committee; Invited Session

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

Chair:

Larry McQuillan, American Institutes for Research

Participants:

Scott Jaschik, InsideHigherEd.com
Sarah Dockery Sparks, Education Week
Sarah Carr, New Orleans Times-Picayune
Greg Toppo, USA Today

36.018. Publishing in Tier-One Journals: Reflections on Review Processes and Publishing From Harvard Education Review and American Educational Research Journal's Social and Institutional Analysis. Graduate Student

Council; Invited Session

Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
2:15 pm to 3:45 pm

Chair:

Amis N. Brown, Michigan State University

Participants:

Kristin Cipollone, University at Buffalo - SUNY
Heather Jenkins, University at Buffalo - SUNY
Candice Bocala, Harvard University
Soojin Susan Oh, Harvard University

Discussants:

Lois Weis, University at Buffalo - SUNY
Jaekyung Lee, University at Buffalo - SUNY

International Organization Sessions

36.019. Perspectives on Learner Voice in Educational Research: Dynamics and Dilemmas in Understanding and Representing Voice in Research.

Educational Studies Association of Ireland; Invited Session

Sheraton, Third Level, Napoleon Ballroom D
2:15 pm to 3:45 pm

Chair:

Paul F. Conway, University College Cork, Ireland

Participants:

No Need for Mayonnaise? High Stakes Testing and Student Perspectives on Teaching and Learning. *Emer C. Smyth, Economic and Social Research Institute*
Intergenerational Learning as a Perspective on Learner Voice in Educational Research. *Gerry McNamara, Dublin City University; Joe O'Hara, Dublin City University; Trudy Brigid Corrigan, Dublin City University; Tim Murphy, Leeds Metropolitan University*

Engaging Unheard Voices in Teaching, Learning and Research Processes - Opportunities and Challenges. *Josephine Boland, National University of Ireland, Galway; Elaine Keane, National University of Ireland, Galway; Brendam Gallagher, National University of Ireland, Galway*

The Concept of Voice in Curriculum Development and Debate: The Case of the Exploring Masculinities Programme. *Orla McCormack, University of Limerick; James P. Gleeson, University of Limerick*

Discussant:

James G. Deegan, Mary Immaculate College

Division Sessions

36.020. Leadership That Disrupts Inequity. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside A

2:15 pm to 3:45 pm

Chair:

Jim Scheurich, Texas A&M University

Participants:

Education, Leadership, and Accountability: Why Do Students of Color Need Educational Cultural Negotiators? *Laurence J. Parker, University of Utah; April Michelle Warren-Grice, University of Illinois - Urbana-Champaign*

How Policy Changes Outcomes: A Case Study of a School Detracking Reform Initiative. *Frances R. Spielhagen, Mount Saint Mary's College*

Nine Minnesota Schools Outperforming Their Demographics. *Anne P. Dahlman, Minnesota State University; Candace Raskin, Minnesota State University - Mankato; Ginger LuAnne Zierdt, Minnesota State University - Mankato; Courtney Stewart, Minnesota State University - Mankato; Jean M. Haar, Minnesota State University - Mankato*

Effects of Student Misbehavior on Academic Achievement and College Enrollment. *James Ellis, University of Michigan; Sergio Celis, University of Michigan*

Discussant:

Jim Scheurich, Texas A&M University

36.021. Leading and Learning for Agency and Change. Division A -

Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside B

2:15 pm to 3:45 pm

Chair:

Kathleen Topolka Jorissen, Western Carolina University

Participants:

Interpretations of Leadership: Situating Agency Within Organizational Perspectives. *Gimmy V. Lee, California State University - East Bay; Michelle P. Collay, California State University - East Bay; Peg Winkelman, California State University - East Bay*

Preparing School Leaders to Be Change-Agents: Lessons Learned From Three Entrepreneurial Educational Leaders. *Constance Flahive Smith, University of Rochester; Raffaella Borasi, University of Rochester; Judith Fonzi, University of Rochester; Frederick C. Jefferson, University of Rochester*

Hispanic Women in Educational Leadership: Politics, Culture, and Leadership Development. *Rosita Lopez, Northern Illinois University*

Learning for Leadership: The Impact of Professional Development of School Leaders. *Stephan Gerhard Huber, Institute for the Management & Economics of Education; Guri Skedsmo, University of Oslo*

36.022. Organizational Policy, Equity, Data Use, and Achievement. Division A -

Administration Organization & Leadership; Paper Session

Sheraton, Second Level, Rhythms Ballroom I

2:15 pm to 3:45 pm

Chair:

Gary L. Anderson, New York University

Participants:

Accountability Policies, Organizational Climate, and Organizational Learning. *Kara S. Finnigan, University of Rochester; Alan J. Daly, University of California - San Diego*

Does Collaboration Facilitate Data Use in Schools? *Jonathan A. Supovitz, University of Pennsylvania; Katrina Morrison, University of Pennsylvania*

Examining District Policy and the Impact on Equity and Inclusion: School Enrollment, Special Education, Segregation, and Achievement. *George Theoharis, Syracuse University; Stephen Hoffman, Harvard University; Julie N. Causton-Theoharis, Syracuse University; Danielle M. Cowley, Syracuse University*

Organizational Considerations in Educational Data Use. *Jeff Wayman, University of Texas - Austin; Jo Beth Jimerson, University of Texas - Austin; Vincent Cho, University of Texas - Austin*

Discussant:

Gary L. Anderson, New York University

36.023. Division B Vice Presidential Address: Diving Into the Wreckage:

Working the Cracks/Embracing Contradiction. Division B - Curriculum Studies; Invited Session

Astor Crowne Plaza, Second Level, Astor Ballroom III

2:15 pm to 3:45 pm

Speaker:

Diving Into the Wreckage: Working the Cracks/Embracing Contradiction. *William C. Ayers, University of Illinois - Chicago*

36.024. New Perspectives, New Reflections: An International Dialogue on the Use of Video in Teacher Education. Division C - Learning and Instruction; Working Group Roundtable

New Orleans Marriott, Fourth Level, Balconies IJ

2:15 pm to 3:45 pm

Chair:

Diane L. Schallert, University of Texas - Austin

Participants:

Using Digital Video in Teacher Education: What We Know, Think We Know, and Don't Know! *Pete Sorensen, University of Nottingham; Len Newton, University of Nottingham; Mary Bailey, University of Nottingham*

Using Cases From Teachers' Own Classrooms Toward Equitable Practices in Literacy. *Melissa Mosley, University of Texas - Austin; Detra Price-Dennis, University of Texas - Austin*

More Questions Than Answers: Reflecting on Attempts to Use Video for Teacher Development. *Richard Pemberton, University of Nottingham*

Why Ask, "What's a Case?" Codesigning Video-Case Learning Tools in the YouTube Era. *Karen French, University of Texas - Austin; Diane L. Schallert, University of Texas - Austin; Royce Kimmons, University of Texas - Austin*

36.025. Personal Epistemology: Its Nature and Its Role in Specific Learning

Contexts. Division C - Learning and Instruction; Paper Session

Hotel Monteleone, Mezzanine Level, Iberville

2:15 pm to 3:45 pm

Chair:

Nathaniel J.S. Brown, Indiana University - Bloomington

Participants:

Expert Disagreement and Epistemic Commitment. *Luke Andrew Buckland, Rutgers University; Andrew Hurwitz, Rutgers University; Clark A. Chinn, Rutgers University*

Incorporating Task and Context Into Framing Portraits of Personal Epistemologies. *Liliana Maggioni, University of Maryland - College Park; Emily W. Fox, University of Maryland; Patricia A. Alexander, University of Maryland*

Testing the Theory of Integrated Domains in Epistemology (TIIDE): Epistemic Belief Differences Across Knowledge Representations in Physics. *Krista R. Muis, McGill University; Bogusia Gierus, McGill University*

Developing Explicit Understanding of Probabilistic Causation: Patterns and Variation in Young Children's Reasoning. *Tina A. Grotzer, Harvard University; Leslie Duhaylongsod, Harvard University*

Discussant:

David Kirshner, Louisiana State University

36.026. Progress in Learning Science Through Technology-Enhanced Models.

Division C - Learning and Instruction; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH

2:15 pm to 3:45 pm

Chairs:

Marcia Linn, University of California - Berkeley

Yael Kali, Technion - Israel Institute of Technology

Participants:

1. Supporting Student Understanding of Projectile and Orbital Motion With Dynamic Models. *Jennifer King Chen, University of California - Berkeley; Robert F. Tinker, Concord Consortium; Kevin McElhane, University of California - Berkeley*

2. Model-Based Thinking in the Scaffolding Understanding by Redesigning Games for Education (SURGE). *Douglas B. Clark, Vanderbilt University; Brian C. Nelson, Arizona State University; Cynthia M. D'Angelo, Arizona State University; Mario Manuel Martinez-Garza, Vanderbilt University; Kent Slack, Arizona State University*

3. Eliciting and Enhancing Model-Based Reasoning in Earth Science With Classroom Network Technologies. *Angela Haydel DeBarger, SRI International; William R. Penuel, SRI International; Christopher J. Harris, SRI International; Yves Beauvineau, Farrell B Howell*

4. Integrating Genotype and Phenotype Ideas Through Model-Based Inquiry and Critique-Focused Concept Mapping. *Beat Adrian Schwendimann, University of California - Berkeley*

5. Essential Science of the 21st Century Is Dynamic: Predictive Distribution Models to Understand the Ecological Impacts of Climate Change. *Nancy B. Songer, University of Michigan; Vanessa L. Peters, University of Michigan*

6. Supporting Students' Learning of Genetics Utilizing an Online Visualizations-Based Genetics Unit. *Michelle Williams, Michigan State University; Joi Merritt, University of Michigan*

Discussant:

Frank Fischer, University of Munich

36.027. Role of Strategy Use and Metacognition in the Development of Mathematics Problem Solving. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
2:15 pm to 3:45 pm

Chair:

Julie L. Booth, Temple University

Participants:

Children's Strategies for Solving Mathematical Problems: Analyses Within an Experimental Evaluation of an Early Mathematics Curriculum. *Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Christopher B. Wolfe, University at Buffalo - SUNY; Mary Elaine Spitzer, University at Buffalo - SUNY*

Enhancing Seventh-Grade Students' Proportional Thinking Using Schema-Based Instruction. *Asha K. Jitendra, University of Minnesota; Jon R. Star, Harvard University; Michael C. Rodriguez, University of Minnesota; Mary Lindell, University of Minnesota; Fumio Someki, University of Minnesota*

Examining the Context-Specific Nature of Metacognition in Mathematics Problem Solving. *Adena Elizabeth Young, University of California - Berkeley*
Self-Explanation Prompts Are Less Beneficial if Students Know More. *Marci S. DeCaro, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University*

Discussant:

Julie L. Booth, Temple University

36.028. Wikis and Technology Use in Writing and Language Learning. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Bienville
2:15 pm to 3:45 pm

Chair:

Dale S. Niederhauser, Iowa State University

Participants:

The State of Wiki Usage in U.S. K-12 Schools. *B. Justin Fire Reich, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University*

"Just That They'd Followed the Directions": Comparing Wiki Assessment Criteria and 21st-Century Skill Domains. *B. Justin Fire Reich, Harvard University; Michael Shane Tutwiler, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University*

Using Podcasting Technologies and Cooperative Retelling to Develop Written Narrative Skills in Children. *Ofra Aslan, Concordia University; Richard F. Schmid, Concordia University; Philip C. Abrami, Concordia University; Robert M. Bernard, Concordia University*

Technology Uses in Creating Second Language (L2) Learning Environments: When Learners Are Creators. *Gaoming Zhang, University of Indianapolis; Yong Zhao, Michigan State University*

36.029. Writing Instruction for the Public Good. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Ground Level, Royal Ballroom
2:15 pm to 3:45 pm

Chair:

Steve Graham, Vanderbilt University

Participants:

Adolescents' Disciplinary Use of Evidence, Argumentative Strategies, and Organizational Structure in Historical Essays. *Susan De La Paz, University of Maryland; Ralph P. Ferretti, University of Delaware; Daniel Wissinger, University of Maryland; Laura S. Yee, University of Maryland*

Comparing the Effects of Various Writing Activities on Reading Comprehension: A Series of Meta-Analyses. *Amy Gillespie, Vanderbilt University; Michael Hebert, Vanderbilt University; Steve Graham, Vanderbilt University*

Improving Quick Writing Performance of Middle School Struggling Learners. *Linda H. Mason, The Pennsylvania State University; Shawn Datchuk, The Pennsylvania State University*

The Relationship Between Adolescents' Out-of-School Digital Literacy Practices and School Reading Achievement. *Julie E. Learned, University of Michigan; Consuelo Juliette Morales, University of Michigan*

36.030. The Robert L. Linn Distinguished Address. Division D - Measurement and Research Methodology; Invited Session
Doubletree, Second Level, Madewood A
2:15 pm to 3:45 pm

Chair:

Robert J. Mislevy, ETS

Participant:

Using "Replacement Units" to Link Assessment With Instruction and Enable Research and Professional Development. *Lorrie A. Shepard, University of Colorado - Boulder*

Discussants:

James W. Pellegrino, University of Illinois - Chicago

Joan Ferrini-Mundy, National Science Foundation

36.031. Values, Governance, and Consumerism in Higher Education. Division F - History and Historiography; Paper Session
JW Marriott, Third Level, Ile de France II
2:15 pm to 3:45 pm

Chair:

Mark Giles, Miami University

Participants:

Public Good or Private Gain: Justin Morrill, Vermont Farmers, and the Contested Origins of the Land-Grant College. *Nathan Masters Sorber, The Pennsylvania State University*

A 25-Year History of the American Association of University Professors' Perspective on Shared Governance at Historically Black Colleges and Universities. *Marybeth Gasman, University of Pennsylvania; Adriel Adon Hilton, Upper Iowa University*

Selling the Ivory Tower: Student Loans and a New Logic for Admissions in a Contested Marketplace. *Ezekiel W. Kimball, The Pennsylvania State University*

Discussant:

Timothy Reese Cain, University of Illinois - Urbana-Champaign

36.032. Designing Meaningful Spaces for Learning in Math and Technology Instruction. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 10
2:15 pm to 3:45 pm

Chair:

Della R. Leavitt, University of Illinois - Chicago

Participants:

Innovations in Teaching and Learning: It's Not Just About the Technology. *Donna DeGennaro, University of Massachusetts - Boston; Tricia M. Kress, University of Massachusetts - Boston; Patricia C. Paugh, University of Massachusetts - Boston*

Digital Youth In Digital Schools: Adolescents' Literacy and Learning. *Mary Frances (Molly) Buckley, University of Pennsylvania*

An Online Survey of Advantages and Disadvantages of Using WebQuests in Classroom Instruction. *Cynthia B. Leung, University of South Florida - St. Petersburg; Zafer Unal, University of South Florida - St. Petersburg*

Effect of Fish-Pond-Composition on Students' Math Achievement. *Jai-Li Huang, National Taiwan Normal University; Chi-Ning Chang, National Taiwan Normal University; Guan Saw, Michigan State University*

The Mathematics of Tithing: A Study of Religious Giving and Mathematical Development. *Edd V. Taylor, Northwestern University*

36.033. Learning Under "Reasonable Suspicion": Studies With Arizona's Native American, African American, Latino/a, and African Youth.

Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 3

2:15 pm to 3:45 pm

Chair:

Django Paris, Arizona State University

Participants:

Hearing the Voices of Silence: A Closer Look at the Rhetorics of Silence Among Native American Students. *Timothy Jose San Pedro, Arizona State University*

Finding Space, Finding Voice: The Racial and Linguistic Identity of African American Students in the Urban Southwest. *Cynthia Salley Nicholson, Arizona State University*

Toward "the World That Could Be": Transforming Practices and Imagination Among Youth in a Sudanese-American Refugee Community in Phoenix. *Jennifer L. Clifton, Arizona State University*

"We Walk at 11 a.m.": Praxis, Possibility, and the Written Word Among Mexican American and African American Youth in the Face of Arizona's SB1070.

Django Paris, Arizona State University

Discussant:

Teresa L. McCarty, Arizona State University

36.034. Transnational Considerations in the Social Context of Schooling: United States, Chile, and Canada. Division G - Social Context of Education; Paper

Session
New Orleans Marriott, Second Level, La Galerie 4
2:15 pm to 3:45 pm

Chair:
Maria-Antonieta Avila, University of Texas - Austin

Participants:
Enacting Student Agency Toward Disrupting and Constructing Representations of Africa in Pursuit of Culturally Relevant Experiences. *Sonja Renee Cherry-Paul, Columbia University; Tara Lencl, Teachers College, Columbia University; Michelle G. Knight-Diop, Teachers College, Columbia University*
Troubling the "African" in African American: When Old and New (Im) Migrations Collide in Our Schools. *Chimwe Linda Okpalaoka, The Ohio State University*
"Franco-Whatever": Francophone Youth Stories About Cultural Diversity in French-Speaking Communities in Canada. *Laura Anne Thompson, Acadia University*
Gender and Information and Communication Technologies in Chilean Education. *Jaime H. Sanchez, University of Chile; Claudia Mendoza, University of Chile*

Discussant:
Kun Yan, Tsinghua University

36.035. E-Books as Instructional Tools in Preschool Classrooms: Promises and Pitfalls. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Madewood B
2:15 pm to 3:45 pm

Chair:
Karen Burstein, Southwest Institute for Families and Children

Participants:
Testing the Digital Waters: A Qualitative Approach to Metrics for Assessing the Early Design Phase of an E-Book Instructional Model in Early Literacy. *Byeong-Keun You, Southwest Institute; Karen Burstein, Southwest Institute for Families and Children*
A Design Study of an E-Book Instructional Model in Early Literacy: Findings on Functionality and Usability in the Preschool Classroom. *Kathleen A. Roskos, John Carroll University*
Multimedia Storybooks: Suitable for Children With Specific Language Impairment (SLI). *Daisy Smeets, University of Leiden*

Discussant:
Adriana G. Bus, University of Leiden

36.036. Evaluation of Frameworks and Tools for School Improvement. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Rosedown A
2:15 pm to 3:45 pm

Chair:
Ray Fenton, FentonResearch, Retired

Participants:
The Missing Link in School Improvement: Evaluating Teachers' Formative Use of District Assessment Data. *Ildiko I. Laczko-Kerr, Scottsdale Unified School District - Arizona; Christine Guerrero Burnham, Assessment Technology Inc.*
Evaluating Student Teacher Linkage Data in Teacher Incentive Fund Sites: Acquisition, Verification, and System Development. *Peter James Witham, University of Wisconsin; Jeff G. Watson, University of Wisconsin - Madison; Timothy St. Louis, University of Wisconsin*
Quasi-Experimental Multiple-Baseline Designs as Frameworks for Selecting Instructional Interventions: Alternatives to Randomized Field Trials. *Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University; Theodore Stefan Kaniuka, Fayetteville State University*
An Effective Framework to Guide the Planning, Implementation, and Assessment of Service-Learning Programs: The Context, Input, Process, and Product (CIPP) Evaluation Model. *Guili Zhang, East Carolina University; Nancy C D Zeller, East Carolina University; Robin Griffith, East Carolina University; Debbie Metcalf, East Carolina University; Jennifer Williams, East Carolina University; Christine M. Shea, East Carolina University; Katherine Misulis, East Carolina University*

Discussant:
Lihshing Leigh Wang, University of Cincinnati

36.037. Becoming Scientists: Practices in Undergraduate Education That Contribute to Degree Completion and Advanced Study in STEM

Disciplines. Division I - Education in the Professions; Invited Session
Astor Crowne Plaza, Second Level, Astor Ballroom I
2:15 pm to 3:45 pm

Chair:
Luann Wilkerson, University of California - Los Angeles

Participant:
Mitchell J. Chang, University of California - Los Angeles

36.038. Division J Invited Session: Leadership of Higher Education in New Orleans: Institutional Responses to Katrina. Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Ile de France I
2:15 pm to 3:45 pm

Participants:
Caroline Sotello Viernes Turner, Arizona State University; James Earl Davis, Temple University

36.039. Division J Working Group 1. Division J - Postsecondary Education; Invited Session
Sheraton, Fourth Level, Estherwood
2:15 pm to 3:45 pm

36.040. Examining the Perceptions of Mentoring and Induction Programs. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
2:15 pm to 3:45 pm

Chair:
Jennifer Pesavento-Conway, University of California - San Diego

Participants:
Evaluation of a Mathematics Professional Development Program Focused on Supporting Standards-Based Curriculum Implementation. *Andrew B. Polly, University of North Carolina - Charlotte; Chuang Wang, University of North Carolina - Charlotte; Jennifer Richardson McGee, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte*
Teacher Perceptions of Effective Professional Development Strategies: Typical Representations of Different Viewpoints. *Tara Stevens, Texas Tech University; Gary Harris, Texas Tech University; Zenaida Aguirre-Munoz, Texas Tech University; Raegan Higgins, Texas Tech University; Kristin Campos, Texas Tech University*
Teacher Professional Development That Works: Evaluation of a Teacher Research Academy Partnership Model. *Nicole Blalock-Moore, University of California - Davis; Kimberly Mundhenk, University of California - Davis*
Using Curriculum Research to Tailor Professional Development. *David Beer, University of Chicago; Megan Schleppenbach, University of Chicago; Dae Yeop Kim, University of Chicago*

Discussant:
John J. Hall, University of California - Berkeley

36.041. Facilitating Preservice Teachers' Competency Through Guided Experience, Observation, and Practice. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 1
2:15 pm to 3:45 pm

Chair:
Cristina Alfaro, San Diego State University

Participants:
Examining Scaffolding to Promote Teacher Candidates' Acquisition of Research-Based Instructional Models. *Bonnie Leah Utley, University of Colorado - Denver*
Opening Eyes in the Back of Our Heads: Changing Teachers' Views of Children Through Observation. *Josh Thompson, Texas A&M University - Commerce*

Discussant:
Pia I. Wong, California State University - Sacramento

36.042. International Trends in the Study of Teachers and Teaching: Disseminating Research for the Public Good. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
2:15 pm to 3:45 pm

Chair:
David R. Goodwin, Missouri State University

Participants:
Internal Dialogues of Student Teachers. *Paulien C. Meijer, Utrecht University;*

Sanne Akkerman, Utrecht University

Mentoring as Embedded in Diversity: A Conceptual Framework to Guide Practice. *Lily Orland-Barak, Haifa University*

Teacher Education and the Best-Loved Self. *Cheryl J. Craig, University of Houston*

Identity, Well-Being, and Effectiveness. *Christopher W. Day, University of Nottingham*

Reifying Teaching Practices: A Research and Education Issue. *Bernadette Mj Charlier, University of Freiburg*

Discussants:

David R. Goodwin, Missouri State University

Isabel Rots, Ghent University, Belgium

36.043. Teachers' Literacy Practices. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 7
2:15 pm to 3:45 pm

Chair:

Becky M. Atkinson, The University of Alabama

Participants:

Exploring Teachers' Literacy Lives: How Teachers' Childhood Literacy Experiences Influence Their Literacy Teaching. *Monica Eileen McGlynn-Stewart, University of Toronto; Tiffany Grace Harris, OISE/University of Toronto; Shelley Murphy, OISE/University of Toronto*

Exploring the Implications of Professional Identity Orientations on Teacher Practice Among Beginning English Teachers. *Betina Hsieh, University of California - Berkeley*

Teacher Decision Making in Reading Instruction: Liberties and Mandates. *Michelle R. Ciminelli, Niagara University*

The Development of Teacher Efficacy in a Dual-Role Literacy Coaching Position. *Susan Chambers Cantrell, University of Kentucky; Janice F. Almasi, University of Kentucky; Janis Carter, University of Kentucky; Margaret Rintamaa, University of Kentucky*

36.044. Teaching Practice and Teachers' Career Paths. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm

Chair:

Marilyn Cochran-Smith, Boston College

Participants:

Teacher Education, Practice, and Retention: A Cross-Genre Review of Recent Literature. *Marilyn Cochran-Smith, Boston College; Matthew Alan Cannady, Boston College; Kirstin Pesola McEachern, Boston College; Peter Piazza, Boston College; Christine Power, Boston College; Amy Ryan, Boston College*

Statistical Modeling of Duration of Time in Teaching. *Larry H. Ludlow, Boston College; Joseph J. Pedulla, Boston College; Stephanie Chappe, Boston College; Apryl Holder, Boston College; Sarah Enterline, Boston College; Matthew Alan Cannady, Boston College; Deborah Parker, Boston College; Tracy McMahon, Boston College*

Teaching Practice and Early Career Decisions: Findings from a Longitudinal Cross-Case Study. *Patrick J. McQuillan, Boston College; Joan Barnatt, Elon University; Lisa Andries D'Souza, Assumption College; Cindy M. Jong, Virginia Commonwealth University; Karen L. Shakman, Boston College; Dianna L. Gahlsdorf Terrell, Colby-Sawyer College; Kara Mitchell, University of Colorado - Denver; Ann Marie Gleeson, Boston College*

Teaching Practice and Teacher Retention: Policy Implications of Mixed-Methods Research. *Joseph J. Pedulla, Boston College; Marilyn Cochran-Smith, Boston College; Larry H. Ludlow, Boston College; Patrick J. McQuillan, Boston College; Ann Marie Gleeson, Boston College; Apryl Holder, Boston College; Emilie N. Mitescu Reagan, Boston College; Dianna L. Gahlsdorf Terrell, Colby-Sawyer College*

Discussant:

Linda Darling-Hammond, Stanford University

SIG Sessions

36.045. Action Research: Path to Learning in Doctoral Programs and Beyond. SIG-Action Research; Paper Session
Doubletree, Second Level, Nottoway
2:15 pm to 3:45 pm

Chair:

Lonnie L. Rowell, University of San Diego

Participants:

Action Pedagogy: Faculty-Driven Community College Developmental Education Research Using New Social Science. *Diana Woolis, Knowledge in the Public Interest*

Integrating Concept Mapping Into a Program Evaluation Course: A Postsecondary Action Research Investigation. *Reagan Curtis, West Virginia University; Philip Kontor Adu, West Virginia University; Sean Fitzpatrick, West Virginia University; Alessandro Quartiroli, West Virginia University*

Using Action Research in the Educational Doctorate as Signature Pedagogy and Capstone Experience to Develop Stewards of Practice. *Debby M. Zambo, Arizona State University*

Supporting Teacher Action Research and the Research Preparation of Doctoral Students in the Context of a University-School Partnership. *Joanne M. Arhar, Kent State University; Tricia Niesz, Kent State University; Felicia Black, Kent State University; Jeanette Brossmann, Lakeland Community College; Sarah Koebly, Kent State University; David R. Loe, Kent State University; Katherine O'Brien, Kent State University*

Transforming Educational Knowledge Through Making Explicit the Embodied Knowledge of Educators for the Public Good. *Jacqueline D. Delong, Brock University; Jack Whitehead, Liverpool Hope University*

Discussant:

Gail A. Ziemann, Aurora University

36.046. The Intersection of Culture and Academic Achievement. SIG-Adolescence and Youth Development; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon B
2:15 pm to 3:45 pm

Chair:

David A. Bergin, University of Missouri

Participants:

Academic Self-Concept and Possible Selves of High-Ability African American Males Attending a Specialized School. *Andrea Frazier, Columbus State University*

Cultural Influences on the Ratings of Behavioral Problems, Emotional Problems, and School Adjustment for Korean and Korean American Adolescents. *Shin-Il Han, Sungkyunkwan University; Adrian Woo Jung, California State University; Kristin Kay Stang, California State University - Fullerton; Doreen Ferko, California Baptist University*

Exposure to Violence and Academic Self-Efficacy Beliefs: Moderating Roles of Cultural-Ecological Factors. *Sheretta T. Barnes, University of Michigan; Tabbye Maria Chavous, University of Michigan; Marc Zimmerman, University of Michigan*

Native American Students' Perspectives on the United States Pledge of Allegiance. *Leisa A. Martin, The University of Akron; Glenn P. Lauzon, The University of Akron*

The Credibility Estimates of Black Versus White Teachers by Black Urban High School Students. *Stacey Jones-Mulligan, Boston Public Schools; Jack Leonard, University of Massachusetts - Boston*

36.047. Advanced Technologies for Communication and Learning. SIG-Advanced Technologies for Learning; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
2:15 pm to 3:45 pm

Chair:

Jody S. Underwood, Pragmatic Solutions

Participants:

Designing for Multimodal Literacy in Virtual Worlds. *Florence R. Sullivan, University of Massachusetts - Amherst; K.C. Nat Turner, University of Massachusetts - Amherst*

Enhancing the Quality of Asynchronous Online Discussion Through the Design of Discussion Environments. *Fei Gao, Ohio University*

Modeling Teacher Ratings of Online Resources: A Human-Machine Approach to Quality. *Mimi M. Recker, Utah State University; Heather Leary, Utah State University; Andrew Walker, Utah State University; Anne Diekema, Utah State University; Philipp Wetzler, University of Colorado; Tamara Sumner, University of Colorado; James H. Martin, University of Colorado*

Toward the Development of Learning Analytics: Student Speech as an Automatic and Natural Form of Assessment. *Marcelo Worsley, Stanford University; Paulo Blikstein, Stanford University*

Discussant:

Chrystalla Mouza, University of Delaware

36.048. Assessing Achievement, Access, and Equality in Arts-in-Education. SIG-Arts and Learning; Paper Session

Astor Crowne Plaza, Second Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Zach Kelehear, University of South Carolina

Participants:

Assessing Artistic Mind: Mixed-Methods Strategies From Four Research Studies 2002-2010. *Kimberly Marie Sheridan, George Mason University; Lois A. Hettland, Harvard University*

Using the Arts to Improve Achievement, Character and Engagement for Economically Disadvantaged Students. *Melinda J. Mollette, North Carolina State University; Pam Millice, ArtsNOW Learning*

Value-Added Public Education: The Arts Magnet High School. *Dianne Crum Dawood, University of North Florida*

Arts Bridge the Gap: Equal Access to Education Through Interdisciplinary, Arts-Based Curricula in Primary Schools for the Socially Disadvantaged. *Andrea Karpati, Eotvos Lorand University*

Multiple Pathways in the Arts: A New York City Case Study. *Cindy Maguire, Adelphi University; Jacob Mishook, Brown University*

Discussant:

Gene R. Diaz, Lesley University

36.049. Dual Language Programs in Micro and Macro Perspectives: From Pedagogy to School Reform. SIG-Bilingual Education Research; Paper Session

Sheraton, Fourth Level, Oak Alley
2:15 pm to 3:45 pm

Chair:

Nelida Matos, University of Massachusetts - Amherst

Participants:

Exploring Bilingual Pedagogies in Dual Language Early Childhood Classrooms. *Mileidis Gort, University of Miami; Ryan W. Pontier, University of Miami; Sabrina Francesca Sembante, University of Miami*

Impact of Two-Way Dual Immersion Programs on English-Dominant Latino Students' Attitudes. *Nicholas C. Block, Montebello Unified School District, California State University - Long Beach*

Misinterpreting School Reform: The Dissolution of a Dual Immersion Bilingual Program in an Urban School. *Anysia P. Mayer, University of Connecticut; Larisa Warhol, Arizona State University; Jason G. Irizarry, University of Connecticut*

The Correlates of Effective Schools in Two Dual-Language Schools. *Neda Goerlitz Ramirez, University of Texas - San Antonio*

Discussant:

Ester J. Dejong, University of Florida

36.050. Examining Critical Issues in the Contemporary Catholic High School. SIG-Catholic Education; Paper Session

JW Marriott, Third Level, Orleans
2:15 pm to 3:45 pm

Chair:

Mickey Fenzel, Loyola University Maryland

Participants:

And We Too Shall Be "Men For Others": The Experiences of African American Males From an Urban Community at a Jesuit High School. *Robert Weldon Simmons, Loyola University Maryland*

Leadership and Service for the Common Good: Exploring the Catholic Female Single-Sex High School. *Jill Patricia Bickett, Loyola Marymount University*

The Challenges of the Declining Numbers of Religious Personnel: Lessons From the Transference of a Religious Order's Charism to Lay Educators in a Catholic High School. *Patrick Lynch, Loyola Marymount University*

The Post-Katrina Volunteer Experience: A Case Study of Catholic High School Students From Northeast Ohio. *Jessie Guidry Baginski, Cleveland State University*

36.051. Classroom Assessment in Mathematics: Impact on Instruction and Learning. SIG-Classroom Assessment; Paper Session

Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm

Chair:

Constance Elizabeth Brooks, Bowie State University

Participants:

Classroom Assessment for Student Learning: Impact on Elementary School Mathematics. *Andrea D. Beesley, McREL; Bruce F. Randel, McREL; Tedra Fazendeiro Clark, McREL*

Identifying Effective Feedback Practices on Student Learning of Mathematics:

A Literature Synthesis. *Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Yue Yin, University of Illinois - Chicago; Andrew E. Morozov, University of Washington*

Mathematics Assessments in Middle School: A Cross-Cultural Study. *Ram Green, Texas Tech University; Harmon Ye, University of Houston; Shu-Ling Lai, Ling Tung University; Chin-Mei Lin, Ling Tung University*

Formative Assessment Skills in Teaching Algebra: The Role of Training, Experience, and Beliefs about Learning. *Sarah M. Bonner, Hunter College - CUNY*

Discussant:

Susan K. Green, Winthrop University

36.052. Principled Assessment Design and Data Analysis for Diagnostic Assessments. SIG-Cognition and Assessment; Paper Session

Astor Crowne Plaza, Second Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Andre A. Rupp, University of Maryland

Participants:

Expanding the Model of Item Writing Expertise: Cognitive Processes and Requisite Knowledge Structures. *Dennis Fulkerson, Pearson; Paul D. Nichols, Pearson; Eric B. Snow, SRI International*

Identifying and Measuring the Cognitive Components of a Mathematics Achievement Test. *Megan Elyse Lutz, Georgia Tech; Susan Embretson, Georgia Institute of Technology; John Poggio, The University of Kansas*

Diagnostic Learning Progressions Framework: Developing a Universally Designed Formative and Summative Classroom Assessment System for Students With Mathematics Learning Disabilities. *Kavita L. Seeratan, SRI International; Karen L. Draney, University of California - Berkeley; Mark R. Wilson, University of California - Berkeley; Geneva D. Haertel, SRI International; Elizabeth Murray, Center for Applied Special Technology; Jose Blackorby, SRI International*

Design of a Domain-Specific Assessment for College Learning of Schematic Understandings and Model-Based Reasoning in Biology and Economics. *Lawrence P. Gallagher, SRI International; Louise G. Yarnall, SRI International; Geneva D. Haertel, SRI International; Yukie Toyama, SRI International; Patrik Lundh, SRI International*

A Computational Framework for the Assessment and Instruction of Complex Tasks in Educational Games and Simulations. *Markus R. Iseli, University of California - Los Angeles; Richard A. Wainess, University of California - Los Angeles; Barbara Ann Jones, University of California - Los Angeles*

The Feasibility of Using Cluster Analysis to Examine Log Data From Educational Video Games. *Deirdre Song Kerr, University of California - Los Angeles; Gregory K.W.K. Chung, University of California - Los Angeles*

Discussant:

Derek C. Briggs, University of Colorado

36.053. Détournement as Praxis: Challenging Popular Representations of Race and Ethnicity. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 1
2:15 pm to 3:45 pm

Chair:

James Trier, University of North Carolina - Chapel Hill

Participants:

Détournement as Theorized by Guy Debord and the Situationists. *James Trier, University of North Carolina - Chapel Hill*

Détournement as Pedagogy: Challenging Hollywood's Indian. *Lee M. Adcock, University of North Carolina - Chapel Hill*

Nappy Hair: A Video-Collage of Media Texts and Representations of African American Hair. *Jessica Rani Milton, University of North Carolina - Chapel Hill*

Avatar's White Savior Detoured: Engaging in a Pedagogy of Whiteness Through Popular Film. *Amy Hahn Senta, University of North Carolina - Chapel Hill*

Blinded Writers: How Freedom Writers Failed to Recognize the Community History of 150 Students. *Anna Lea Todd, University of North Carolina - Chapel Hill*

36.054. Theorizing and Researching Practice: Touchstones, Challenges, and Approaches. SIG-Cultural Historical Research; Symposium

JW Marriott, Third Level, Maurepas
2:15 pm to 3:45 pm

Chair:

Adam Lefstein, Institute of Education - London

Participants:

Knowledge, History, and Change in Practices: Feeling One's Way. *Viv Ellis, University of Oxford*

New Relational Practices: Expanding Conceptual and Methodological Frames for Understanding Professional Practice. *Alison Lee, University of Technology, Sydney; Roger Dunston, University of Technology, Sydney*

When Worlds Collide? Navigating at the Boundaries of Practices. *Ioanna Kinti, Oxford University; Geoff F. Hayward, Oxford University*

The Spatialities of Professional Health Practices: Theoretical and Methodological Challenges. *Nick Hopwood, University of Technology, Sydney*

Discussant:

Adam Lefstein, Institute of Education - London

36.055. Democratic Citizenship in a Global Age: Whose Values Take

Precedence? SIG-Democratic Citizenship in Education; Symposium
Sheraton, Fifth Level, Grand Chenier
2:15 pm to 3:45 pm

Chair:

Steven Paul Camicia, Utah State University

Participants:

Values, Cultures, and Human Rights. *Hugh Starkey, Institute of Education - London*

Rethinking Education for Social Justice and Diversity: Students' Perspectives and Human Rights. *Audrey Helen Osler, University of Leeds*

Values, Cultures, and Human Rights. *Hugh Starkey, Institute of Education - London*

Discussants:

Jillian Carter Ford, Emory University

Steven Paul Camicia, Utah State University

36.056. Reflecting (Dis)ability in Professional and Teacher Discourse. SIG-

Disability Studies in Education; Paper Session
Sheraton, Fourth Level, Gallier
2:15 pm to 3:45 pm

Chair:

Kathleen M. Collins, The Pennsylvania State University

Participants:

How Ideology and Discourse Shapes Teacher Thinking About Students With Learning Disabilities. *Brooke Anne Prichard, University of Colorado - Boulder*

Managerialism in Individualized Education Plan (IEP) Meetings. *Asha Knutson, University of Minnesota; Jane Plihal, University of Minnesota*

Ongoing Conversations About Unlearning Racism. *Mary Marguerite Fisher, Indiana University/Purdue University at Indianapolis*

Out of My Head: Teachers' Reflections on Participating in a Reading Camp for "Struggling" Readers. *Kathleen M. Collins, The Pennsylvania State University; Kathleen Shannon, The Pennsylvania State University; Patrick Shannon, The Pennsylvania State University*

Discussants:

Emily A. Nusbaum, California State University - Fresno

Christine Elaine Ashby, Syracuse University

36.057. Program and Curricular Influences on Doctoral Student Development.

SIG-Doctoral Education across the Disciplines; Paper Session
JW Marriott, Third Level, Conde
2:15 pm to 3:45 pm

Chair:

Matthew Newman Gaertner, University of Colorado - Boulder

Participants:

International Diversity and Student Engagement in Graduate Engineering Research Groups. *Erin D. Crede, Virginia Polytechnic Institute and State University*

Preliminary Impact of a Professional Practice Doctorate on Students' Professional Growth. *Swapna Kumar, University of Florida; Cathy Cavanaugh, University of Florida; Erik W. Black, University of Florida; Kara M. Dawson, University of Florida; Christopher Davis Sessums, University of Florida*

More Than Just a Brain: Exploring the Emotions in Doctoral Learning. *Sara Cotterall, Macquarie University, Sydney, Australia*

Threshold Concepts and Conceptual Change in Dutch PhD Students. *Marjolein Torenbeek, University of Groningen; Marjon Fokkens-Bruinsma*

36.058. Interventions in Early Childhood Education. SIG-Early Education and Child Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 5
2:15 pm to 3:45 pm

Chair:

Debra J. Ackerman, National Institute for Early Education Research

Participants:

Effects of Quality Improvement System on Early Childhood Education Sites. *Jianping Shen, Western Michigan University; Xin Ma, University of Kentucky; Amy L. Kavanaugh, Ferris State University; Xuejin Lu, Children's Services Council of Palm Beach County - Florida; Karen Brandt, Children's Services Council of Palm Beach County; Jeffrey Scott Goodman, Children's Services Council of Palm Beach County; Lance Till, Children's Services Council of Palm Beach County; Grace Watson, Children's Services Council of Palm Beach County*

Evaluation of the German Model Program Kindergarten der Zukunft in Bayern - KiDZ (Kindergarten of the Future in Bavaria). *Hans-Guent Rossbach, University of Bamberg; Ulrike Freund, University of Bamberg; Jutta Sechtig, University of Bamberg; Yvonne Anders, University of Bamberg*

Examining the Quality of Part-Day and Full-Day Kindergartens in Looking at Children's Academic Outcomes. *Jennifer A. Vu, University of Delaware; Myae Han, University of Delaware; Martha J. Buell, University of Delaware*

Preparing Teachers of Young Children: Key Stakeholders' Understanding, Support, and Enactment of an Interdisciplinary Curriculum Approach. *Lucinda G. Heimer, Wheelock College; Jeff Winokur, Wheelock College*

The Differential Effects of Preschool: Evaluating the Virginia Preschool Initiative Using Hierarchical Logistic Regression. *Francis Howard Lim Huang, University of Virginia; Marcia A. Invernizzi, University of Virginia; Allison Drake, University of Virginia*

36.059. Significance Testing and Alternatives. SIG-Educational Statisticians; Paper Session

Hotel Monteleone, Mezzanine Level, Bonnet Carre
2:15 pm to 3:45 pm

Chair:

William Holmes Finch, Ball State University

Participants:

A Taxonomy of Effect Size Measures for Between- and Within-Subjects Designs. *Chao-Ying J. Peng, Indiana University; Li-Ting Chen, Indiana University; Hsu-Min Chiang*

Power Comparisons for Impact Studies of a Reading Program via Monte Carlo Simulation. *Jing Zhu, The Ohio State University; William Loadman, The Ohio State University; Ayres G. Dcosta, The Ohio State University; Richard G. Lomax, The Ohio State University*

Type I Error Rates and Power of Multiple Hypothesis Testing Procedures in Factorial Analysis of Variance. *Qian An, Ohio University; Deyu Xu, Ohio University; Gordon P. Brooks, Ohio University*

Significance Testing in Structural Equation Modeling: Toward Incorporating Parameter Dependencies Into Multiple Test Procedures. *Carrie E. Smith, York University; Robert A. Cribbie, York University, Canada*

Using Bayes' Theorem to Interpret the Results of Null Hypothesis Tests. *Kimberlee Callister Davison, Brigham Young University; Richard R. Sudweeks, Brigham Young University*

Discussant:

Rhonda K. Kowalchuk, Southern Illinois University - Carbondale

36.060. Chicano School Failure and Success (3rd Ed.): Chapter Contributors'

Reflections on School Reform. SIG-Hispanic Research Issues; Invited Session
Sheraton, Eighth Level, Salon 820
2:15 pm to 3:45 pm

Chair:

Richard R. Valencia, University of Texas

Participants:

A Model for Understanding Chicano School Failure and Success. *Richard R. Valencia, University of Texas*

Chicana Feminist Theorizing: Methodologies, Pedagogies, and Practices for School Reform. *Dolores Delgado Bernal, University of Utah; Alejandra C. Elenes, Arizona State University*

The Right to Learn in Two Languages: An Imperative for Improving the Schooling of Chicano/Latino English Language Learners. *Elena Izquierdo, University of Texas - El Paso*

Lessons for Reform in Higher Education: Enhancing the Participation and Success of Chicana/o College Students. *Victor Saenz, University of Texas - Austin*

36.061. Reflection, Contemplation, and Other Internal Investigations: Defining, Exploring, Teaching. SIG-Holistic Education; Symposium

JW Marriott, Third Level, Frontenac
2:15 pm to 3:45 pm

Chair:

Anne McCrary Sullivan, National-Louis University

Participants:

Whole Teacher in a Fragmented World. *Karen F. Tardrew, National-Louis University*

The Role and Nature of Reflection in the National Board for Professional Teaching Standards. *Suzanne Martinez, National-Louis University*

Internal Investigations: Training Cops to Look Inward to Keep Them Alive Undercover. *Sara K. Schneider, National-Louis University*

Contemplation on Their Art: Teachers Affirming Wisdom and Spirit in Their Practice. *Joseph Charles Fischer, National-Louis University*

Discussant:

Michelle L. Tichy, University of Northern Iowa

36.062. Technology Activities in K-12 Settings. SIG-Instructional Technology; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
2:15 pm to 3:45 pm

Chair:

Jamillah M.A. Grant, Northcentral University

Participants:

Classroom Implementations of Technology-Enhanced Inquiry: A Multiple Case Study. *Minchi C. Kim, Purdue University; Peggy A. Ertmer, Purdue University; Sarah Freemyer, Purdue University; Jun Fang, Purdue University; Annette J. Tomory, Purdue University; Woori Kim, Purdue University*

Credit Recovery in a Virtual School: Student Needs and the Affordances of Online Learning. *Shaun B. Kellogg, North Carolina State University; Kevin M. Oliver, North Carolina State University*

Use of E-Portfolios in K-12 Teacher Hiring in North Carolina: Perspectives of School Principals. *Abdou Ndoye, Watson School of Education; Albert Dieter Ritzhaupt, University of Florida; Michele A. Parker, University of North Carolina - Wilmington*

Discussant:

Thomas C. Reeves, University of Georgia

36.063. Directions in the Semiotic Analysis of Young Children's Literacy: Back to the Future (With Multimodality). SIG-Language and Social Processes; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 6
2:15 pm to 3:45 pm

Chair:

Jerome C. Harste, Indiana University

Participants:

A Semiotic Analysis of Young Children's Writing: Iconic, Indexical, and Symbolic Approaches to "Scribbling." *Deborah Rowe, Vanderbilt University*

Redesigning Gendered Identity Texts in Disney Transmedia. *Karen E. Wohlwend, Indiana University*

The Semiotics of Multimodal Literacy Performance: A Theoretic Mash-up in Two Acts. *Marjorie Siegel, Teachers College, Columbia University; Stavroula Kontovourki, European University, Cyprus*

Discussant:

Jerome C. Harste, Indiana University

36.064. Leadership, Social Justice, and Critical Pedagogy. SIG-Leadership for

Social Justice; Paper Session
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm

Chair:

Marlon Simmons, University of Toronto

Participants:

A Critical Pedagogy for Educational Leadership. *Curry Malott, Queens College - CUNY*

Educational Reform: What's Missing From How the New York Times Covers the Issues. *Andrew H. Churchill, McGill University*

O.K., Enough With the Traditional BULLSHIT! Leadership From the Margins Theory: An Introduction. *Moise R. Baptiste, Ithaca College*

Transformative Leadership: From Curriculum to Pedagogy. *Eric J. Weiner, Montclair State University*

Revising Leadership Through Aesthetics: Art and the Social Imagination of Future Educational Leaders. *Benjamin Paul Kramer, University of Texas*

Elementary School; Michael Patrick O'Malley, Texas State University - San Marcos

36.065. SIG Learning Environments Paper Session: Successful Environments for Older and Younger Learners. SIG-Learning Environments; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4
2:15 pm to 3:45 pm

Chair:

Gregory P. Thomas, University of Alberta

Participants:

Learning Environments of Beginning Algebra Classes: Compulsory Adolescent Classes Versus Voluntary Adult Classes. *Tiffany Friesen, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology*

Cross-Sample Replication of a Measure of Higher Education Faculty Perceptions of Teaching and Learning Environments. *Chad D. Ellett, CDE Research Associates, Inc.; Judith A. Monsaas, University of Georgia; Lisa M. Martin-Hansen, Georgia State University; Kadir Demir, Georgia State University; Judy Awong-Taylor, Board of Regents of the Univesity System of Georgia; Nancy Vandergrift, University of Georgia*

Is Success Lab an Effective Algebra 1 Intervention? *Kathleen L. Landon, Curtin University of Technology; Barry J. Fraser, Curtin University of Technology*

The Learning Experiences and Satisfaction of University Science Students in Taiwan. *Shwu-Yong Liou Huang, National Taiwan University*

Urban High School Students' Academically Successful Learning Environment and Educational Aspirations. *Hersh C. Waxman, Texas A&M University; Yuan Hsuan Lee, Texas A&M University; Jacqueline Stillisano, Texas A&M University - College Station; Danielle Bairrington Brown, Texas A&M University; Beverly Lynn Alford, Texas A&M University - College Station; Kayla Braziel Rollins, Texas A&M University*

Discussant:

Stephanie L. Knight, The Pennsylvania State University

36.066. (Trans)cending and Complicating Histories, Identities and Modalities: Literary Texts and Response Practices. SIG-Literature; Paper Session

JW Marriott, Third Level, Rosalie
2:15 pm to 3:45 pm

Chair:

Carmen L. Medina, Indiana University - Bloomington

Participants:

The Instructional Dynamics of Visual Texts. *Dawnene D. Hassett, University of Wisconsin - Madison*

"For Purpose and Pleasure": Literature Groups in the Teacher Education Classroom. *Sally A. Smith, Hofstra University; Rose Tirota, Hofstra University*

Braided Histories, Identities, and Experiences in Literature for Children and Adolescents. *Maria Paula Ghiso, Teachers College, Columbia University; Gerald Campano, University of Pennsylvania; Darryl Ted Hall, Indiana University*

On the Road: Self-Representation, Homelessness, and Youth. *Theresa Rogers, The University of British Columbia; Elizabeth Marshall, Simon Fraser University*

Discussant:

Mitzi A. Lewison, Indiana University

36.067. Democracy, Social Change, and Economic Justice: Beyond the Class Reductionism. SIG-Marxian Analysis of Society, Schools and Education; Paper Session

Sheraton, Eighth Level, Salon 816
2:15 pm to 3:45 pm

Chair:

Bradley J. Porfilio, Lewis University

Participants:

Marxism, Learning Cycles, and the Promise of Social Change Through Education. *Fernando Naiditch, Montclair State University*

Racing to the Top: Disaster Capitalism as Education Policy. *Sheila L. Macrine, University of New Haven; Rebecca A. Goldstein, Montclair State University*

Rethinking Normative Democracy and the Political Economy of Education. *Paul R. Carr, Lakehead University*

36.068. Developing 21st-Century Writing Practices in Gaming-Related Affinity Spaces. SIG-Media, Culture, and Curriculum; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm

Chair:

Deborah A. Fields, University of Pennsylvania

Participants:

Uncovering Narrative Structure in Collaborative Fan Theorizing. *Sean C.*

Duncan, Miami University

At-Risk Boys, a Massively Multiplayer Online Game, and Writing Role-Play

Scenarios. *Elizabeth M. King, University of Wisconsin - Madison*

Developing Design Thinking Through Sims Fan Fiction. *Jayne C. Lammers,*

Arizona State University

"Having a Fresh Pair of Eyes": Writing and Collaboration in the Game of

Neopets. *Alecia Marie Magnifico, University of Wisconsin - Madison*

Discussant:

Constance A. Steinkuehler, University of Wisconsin - Madison

36.069. Moral Judgment of Students in Higher Education and the Moral Sense of Purpose in Adolescents. SIG-Moral Development and Education; Paper Session

JW Marriott, Third Level, Ile de France III

2:15 pm to 3:45 pm

Chair:

Pandwe Aletha Gibson, Claremont Graduate University

Participants:

Estimating Ethnic and Regional Differences in College Student Responses to the

Defining Issues Test (DIT). *Stephen J. Thoma, The University of Alabama;*

Yangxue Dong, The University of Alabama

Moral Judgment Changes in Undergraduates in a Capstone Internship

Experience. *Patricia Jean Craig, University of New Hampshire; Sharon*

Nodie Oja, University of New Hampshire

Addressing Relationships Among Moral Judgment Development, Narcissism,

and Electronic Media and Communication Devices. *Meghan Marie Saculla,*

Western Kentucky University; William Pitt Derryberry, Western Kentucky

University

Moral Developmental, Educational, and Expertise Differences Influence

Understanding of Moral Stories and Journalistic Texts. *Darcia F. Narvaez,*

University of Notre Dame; Tracy Gleason, Wellesley

Teacher Support and Competencies for Fostering Youth Purpose and Psychological

Well-Being: Perspectives From Two Countries. *Matthew J. Bundick, The*

Pennsylvania State University; Kirsi A. Tirri, University of Helsinki

Discussant:

Zehavit Gross, Bar-Ilan University

36.070. Motivation and Development: Some Thoughts About the Development of Achievement Motivation and of Theories of Achievement Motivation.

SIG-Motivation in Education; Invited Session

New Orleans Marriott, Second Level, Preservation Hall Studio 9

2:15 pm to 3:45 pm

Chair:

Deborah Stipek, Stanford University

Participant:

SIG-Motivation in Education: Invited Keynote by Professor Ruth Butler. *Ruth*

Butler, Hebrew University of Jerusalem, Israel

36.071. Living and Leading Diverse Musical Communities. SIG-Music

Education; Paper Session

JW Marriott, Third Level, St. Jerome

2:15 pm to 3:45 pm

Chair:

Adria R. Hoffman, University of Southern Mississippi

Participants:

"... People Gonna LOVE Me": A Case Study of Urban Preschool Students'

Musical Experiences. *Vanessa L. Bond, Case Western Reserve University*

Motivations of Non-White Students to Participate in String Classes. *Margaret*

Schmidt, Arizona State University

A Qualitative Examination of Four African American Gay Undergraduates

Participating in Historically Black College and University Marching Bands.

Bruce Allen Carter, University of Maryland - College Park

The Process of Social Identity Development in Adolescent High School Choral

Singers: A Grounded Theory. *Elizabeth Cassidy Parker, Columbus State*

University

"So You're the Doctor, the Lawyer, the Psychologist": A Collective Instrumental

Case Study of Four Urban Instrumental Music Teachers. *Kate Fitzpatrick,*

University of Michigan

Discussant:

William I. Bauer, Case Western Reserve University

36.072. Issues of Rasch Dimensionality, Scaling, and Fit. SIG-Rasch

Measurement; Paper Session

Doubletree, Second Level, Shadows

2:15 pm to 3:45 pm

Chair:

Shu-Ren Chang, American Dental Association

Participants:

A Comparison of Item Selection Procedures With Exposure Control Procedures

Under Matched and Mismatched Conditions of Item Pool and Ability

Distribution: Computerized Adaptive Testing With the Partial Credit Model.

Hwa Young Lee, University of Texas - Austin; Barbara G. Dodd, University of

Texas - Austin; Tsung-Han Ho, University of Texas - Austin

A Comparison of Panel Designs in the Multistage Test Based on the Partial

Credit Model. *Jiseon Kim, University of Washington; Hyewon Chung, John*

Jay College of Criminal Justice - CUNY; Ryoungsun Park, University of

Texas - Austin; Barbara G. Dodd, University of Texas - Austin

Poor Targeting and CUTLO in Parameter Estimation. *Qiong Fu, University of*

Illinois - Chicago; Everett V. Smith, University of Illinois - Chicago

Rasch Analysis for the Evaluation of Rank of Student Response Times in

Multiple Choice Examinations. *James J. Thompson, Louisiana State*

University - Health Sciences Center; Tong Yang, Louisiana State University

- Health Sciences Center; Sheila W. Chauvin, Louisiana State University -

Health Sciences Center

Discussant:

Matthias Von Davier, ETS

36.073. Translating Insights From Psychology and Neuroscience to Gifted Education. SIG-Research on Giftedness and Talent; Symposium

Sheraton, Second Level, Rhythms Ballroom II

2:15 pm to 3:45 pm

Chair:

Ann E. Robinson, University of Arkansas - Little Rock

Participants:

How We Think and What We Think Affects How We Perform: Implications for

Gifted Education. *Frank C. Worrell, University of California - Berkeley*

Optimal Performance by Children and Youth Identified as Talented in Domains.

Rena F. Subotnik, American Psychological Association

Case Analysis of Teacher Behaviors as a Tool to Understanding Motivation of

Gifted Learners. *Joyce VanTassel-Baska, College of William and Mary*

Discussant:

Carolyn M. Callahan, University of Virginia

36.074. Culture and Commitment: Issues and Perspectives Surrounding KIPP Charter Schools. SIG-School Choice; Symposium

Astor Crowne Plaza, Second Level Mezzanine, St. Ann

2:15 pm to 3:45 pm

Chair:

Wilbur C. Rich, Wellesley College

Participants:

KIPPnotization: A Case Study of Culture Building. *Robert A. Maranto,*

University of Arkansas; James V. Shuls, University of Arkansas

Overcoming the Geographic Teacher Shortage: Lessons From KIPP Delta.

James V. Shuls, University of Arkansas; Robert A. Maranto, University of

Arkansas; Gary W. Ritter, University of Arkansas

Student Characteristics in 22 KIPP Middle Schools. *Christina Clark Tuttle,*

Mathematica Policy Research; Bing-ru Teh, Mathematica Policy Research,

Inc.; Ira Nichols-Barrer, Mathematica Policy Research, Inc.; Brian Gill,

Mathematica Policy Research, Inc.; Philip Gleason, Mathematica Policy

Research, Inc

Discussants:

Mike Feinberg, Knowledge is Power Program Foundation

Kenneth Campbell, Black Alliance for Educational Options

36.075. Supporting Student Learning in Early Childhood. SIG-Science Teaching and Learning; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 2

2:15 pm to 3:45 pm

Chair:

Alan Ka-fai Szeto, Purdue University Calumet

Participants:

Drawing in Kindergarteners' Science Observation. *Jill Fox, University of*

Houston - Victoria; Joohi Lee, University of Texas - Arlington

Science Notebook Writing in First and Second Grade. *Vicki McQuitty; Sharon*

Dotger, Syracuse University

Student-Centered Modeling as Pedagogical Practice in Elementary Science Education. *Bruce Gabbitas, University of Georgia*

Scenario-Based Inquiry: Amalgamating Science and Everyday Life. *Aik Ling Tan, National Institute of Education, Singapore; Mijung Kim, University of Victoria; Frederick Talaue, National Institute of Education*

The Effect of Computer-Based Instruction on Young Children's Academic Growth. *Mesut Sackes, The Ohio State University; Kathy Cabe Trundle, The Ohio State University; Randy L. Bell, University of Virginia*

Discussant:

Marilyn Fleeer, Monash University

36.076. Emerging Research Perspectives on Family Adaptation to Child

Disability. SIG-Special Education Research; Symposium

Sheraton, Fourth Level, Bayside C

2:15 pm to 3:45 pm

Chair:

Susan D. Holloway, University of California - Berkeley

Participants:

Longitudinal Perspectives of Child Impact on Families: Relationship to Culture and Disability Status. *Jan Blacher, University of California - Riverside*

Quality of Life and Accommodation to Disability in Latino and Non-Latino Families. *Susan D. Holloway, University of California - Berkeley; Irenka D. Pareto, University of California; Shana Raquel Cohen, University of California - Berkeley*

Attitudes Toward Prenatal Testing Among a Diverse Population of Parents of Children With Intellectual Disabilities. *Miriam Kuppermann, University of California - San Francisco; Sanae Nakagawa, University of California - San Francisco; Brian Shaffer, University of California - San Francisco*

"By Caring for Myself I Can Care Better for My Family": A Pilot Health Education Intervention. *Sandra Magana, University of Wisconsin - Madison; Elizabeth Miranda, University of Wisconsin - Madison*

The Protective Role of Hope and Optimism in Mothers of Children With Fragile X Syndrome. *Anne Wheeler, University of North Carolina - Chapel Hill; John Sideris, University of North Carolina - Chapel Hill; Debra Skinner, University of North Carolina - Chapel Hill; Don Bailey, University of North Carolina - Chapel Hill*

Discussant:

Debra Skinner, University of North Carolina - Chapel Hill

36.077. Empowering Teachers Through Inquiry: How One Rural School

Attempted to Disrupt the Status Quo. SIG-Teacher as Researcher; Symposium

New Orleans Marriott, Third Level, Mardi Gras Salon C

2:15 pm to 3:45 pm

Chair:

Ryan Flessner, Butler University

Participants:

Losing the Content. *Wendy Carter, South Central Elementary*

Personal Reflections That Transformed a Teacher. *Bobbi Keinsley, South Central Elementary*

Opening Spaces for Critique. *Laura McDermott, South Central Elementary School*

Continuing to Grow During My Retirement Year. *Darlinia Rickert, South Central Elementary*

Changes, Changes, Changes...Or How I Transformed From a Teacher Into a Student. *Debbie Miles, South Central Elementary*

Set Them Up for Success: Empowering Students Through Literacy Stations. *Victoria Sauerheber, South Central Elementary*

Developing Mathematicians: A Paradigm Shift. *Regina Cory, South Central Elementary*

Discussant:

Laura McDermott, South Central Elementary School

36.078. Research on Technology and Preservice Teacher Education.

SIG-Technology as an Agent of Change in Teaching and Learning; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon A

2:15 pm to 3:45 pm

Chair:

Denise A. Schmidt, Iowa State University

Participants:

Enactive Pedagogies and Teacher Education: Information and Communication Technology (ICT) Ecologies of Learning. *Don H. Krug, The University of British Columbia; Jenny Arntzen, The University of British Columbia*

Teaching Preservice Elementary Teachers to Teach Science With Computer

Models. *Charoula M. Angeli, University of Cyprus; Nicolaos C. Valamides, University of Cyprus*

Preservice Teacher Experiences With a Computerized Classroom Simulation: A Content Analysis of Discussion Postings. *Amber Ellison, University of North Texas; Tandra Lea Tyler-Wood, University of North Texas; Sita Periatiruvadi, University of North Texas; Michael F. Sayler, University of North Texas; Brenda L. Barrio, University of North Texas; Okyoung Lim, University of North Texas*

Engaging Preservice Teachers in Reflexive Practice: Developing Embodied Understanding of Technology Integration. *Ping Gao, National Institute of Education, Singapore; Angela Fl Wong, Singapore National Institute of Education; Seng Chee Tan, The Pennsylvania State University; Doris Choy, National Institute of Education, Singapore*

Discussant:

Ann D. Thompson, Iowa State University

36.079. Technology, Instruction, Cognition and Learning 1: Accelerating the Development of Expertise in Classroom Teaching.

SIG-Technology, Instruction, Cognition & Learning; Symposium

Sheraton, Third Level, Napoleon Ballroom C2

2:15 pm to 3:45 pm

Chair:

Peter Fadde, Southern Illinois University

Participants:

Preservice Teacher Learning From Videocase-Based Modules: Using Analysis of Video Clips to Measure Changes in Ability to See Science Content, Student Thinking, and Science Content Storyline. *Karen B. Givvin, University of California - Los Angeles; Kathleen J. Roth, Biological Sciences Curriculum Study; Meike Lemmens, LessonLab Research Institute; Catherine T. Chen, California State University - Long Beach; Helen E. Garnier, University of California*

Using Video to Scaffold Preservice Teachers to Learn to Notice Student Thinking. *Elizabeth A. Van Es, University of California - Irvine; Mary E. Cashen, University of California - Irvine; Anamarie Auger, University of California - Irvine*

Developing Expertise in Attending to Student Thinking in Science. *Melissa J. Luna, Northwestern University; Miriam G. Sherin, Northwestern University*

Model-Based Feedback in a Video Analysis Activity to Align Novice and Expert Vision of Student Learning and Discipline Behaviors. *Peter Fadde, Southern Illinois University; Vien Cao, Southern Illinois University*

Discussant:

Michael J. Hannafin, University of Georgia

36.080. Writing Spaces: Recontextualizing Literacies Across Multiple Dimensions.

SIG-Writing and Literacies; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A

2:15 pm to 3:45 pm

Chair:

Leslie S. Cook, Appalachian State University

Participants:

Tracing Spaces: Capturing Dynamic Moments of Teaching and Learning in a Multimodal Classroom. *Stephanie Anne Schmier, Teachers College, Columbia University*

Complicating Development: Urban Adolescent Males' Transcontextual Writing Development. *Anna Smith, New York University*

Multimodal Literacies and the Construction of Collective, Place-Based Identities in Northern Mexico. *Erika L. Mein, University of Texas - El Paso*

"Am I Ever Going to Get Over the Past?" Trauma Narratives and Critical Literacies Within the Poetry Workshop. *Kelly K. Wissman, University at Albany - SUNY; Angela Michelle Wiseman, North Carolina State University*

Writing on the Walls of 21st-Century Classrooms: Material Tools, Digital Thinking. *Annamary Consalvo, University of Texas - Austin; Ann D. David, University of Texas - Austin*

Discussant:

Heather M. Pleasants, The University of Alabama

Division and SIG Roundtables

36.081. Roundtable Session 18; Roundtable Session

36.081-1. College Success and Experiences Outside of the Classroom.

Division J - Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Deborah Worley, University of North Dakota

Participants:

Predicting Academic Competence With In-Class and Out-of-Class Engagement: Within and Cross Disciplinary Differences. *Wen Qi, Indiana University; James S. Cole, Indiana University*

What Role Do Living and Learning Communities Play in Persistence in Academic Major? A Case Study. *Roxanne M. Hughes, Florida State University*

Life Happens (Outside of College): How Challenging Non-College Life Events Affect Students' Likelihood of Graduation. *Bradley E. Cox, Florida State University*

36.081-2. Faculty Roundtable 1: Locating Faculty Work. Division J -

Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

David Key, University of Tennessee

Participants:

Academic Fatherhood and Disciplinary Culture. *Margaret W. Sallee, University of Tennessee*

Gender Pay Equity: How Predictors of Salary Vary by Gender and Primary Activity. *Laura Meyers, University of Washington*

Where Are They? The Distribution of Full-Time Faculty by Institutional Type and Sector by Race, Gender, and Citizenship. *Daryl G. Smith, Claremont Graduate University; Esau Tovar, Claremont Graduate University; Hugo Alberto Garcia, Claremont Graduate University*

36.081-3. Higher Education Policy Innovation and Implications. Division J -

Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Erin Denise Knepler, University of Maryland - College Park

Participants:

Guaranteed Tuition Policies: Innovation or Fad? *Diane R. Dean, Illinois State University; Stacy Otto, Illinois State University; W. Paul Vogt, Illinois State University*

Policy Innovation and Tertiary Education Graduation Rates: A Cross-Country Analysis. *Jennifer A. Delaney, University of Illinois - Urbana-Champaign; Patricia Yu, University of Wisconsin - Madison*

A Predictive Study of Veterans' Educational Benefits Use: Implications for Policy and Practice. *Nathan R. Durdella, California State University - Northridge; Young Kyoung Kim, University of California - Los Angeles*

36.081-4. Linguistic Minority Students' Access to and Pathways Through College. Division J - Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Yasuko Kanno, Temple University

Participants:

Understanding Postsecondary Trajectories of Linguistic Minority Students. *Anne Marie Nunez, University of Texas - San Antonio; Johnelle Sparks, University of Texas - San Antonio*

Linguistic Minority Students and Matriculation Policies in "Open Access" Community Colleges. *George C. Bunch, University of California - Santa Cruz; Ann K. Endris, University of California - Santa Cruz*

Retention Patterns of English Language Learners at a Community College. *Cate Almon, Northampton Community College*

English as a Second Language With or Without Shame: Immigrant English Language Learners' Challenges to Accessing Four-Year Universities. *Yasuko Kanno, Temple University; Sarah Arva Grosik, Temple University*

36.081-5. Meaning-Making and Self-Understanding. Division J - Postsecondary

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Barbara Schwartz-Bechet, University of Maryland University College

Participants:

Self-Understandings of College Student Activists: A Phenomenological Study. *Dennis McCunney, Morgan State University*

Students' Meaning-Making About Their Role and Relationships With Peers During a Cohort-Based, Short-Term Study Abroad. *Jody Elizabeth Jessup-Anger, Marquette University; Aileen Aragonas, Marquette University*

Understanding How Student's Positionality as Second-Generation Immigrant Students Shape Intrinsic Motivations for College. *Fanny P. Yeung, University of California - Los Angeles*

Understanding the Academic Needs of High-Achieving Students: Assessing the Ego-Identity Development, Self-Esteem, and Perceptions of Academic Advising Among the Daniel Acker Scholars at State University of New York at Buffalo. *Danielle Marie Johnson, University at Buffalo - SUNY; Letitia L. Thomas, University at Buffalo - SUNY*

36.081-6. Organizational Change. Division J - Postsecondary Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Juanita Gamez Vargas, University of Oklahoma

Participants:

Deans' Perspectives on Factors That Facilitate and Hinder Organizational Change in Educational Leadership Program Redesign. *Frances K. Kochan, Auburn University*

Refining Conceptualizations of the President's Role in Organizational Change. *Nathan F. Harris, University of Michigan*

The Power and Risks of Talk and Text: Choosing Slogans to Create University Change. *Leslie D. Gonzales, Clemson University; Arturo Pacheco, University of Texas - El Paso*

36.081-7. Publicly Engaged Scholarship: Educational Aspirations, Career Pathways, and Conceptualizing Knowledge Production for the 21st Century. Division J - Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

M. Christopher Brown, Fisk University

Participants:

Profiles and Pathways: A Mixed-Methods Study of the Aspirations and Career Decisions of Early Career Publicly Engaged Scholars. *Timothy K. Eatman, Syracuse University; Staci A. Weber, Syracuse University; A. Wendy Nastasi, Syracuse University; Adam Bush, USC*

College Unbound: Imagining and Operationalizing Publicly Engaged--Scholarly Practice in a New College Model. *Adam Bush, USC; Timothy K. Eatman, Syracuse University*

The Engaged Scholar in the Disengaged Institution: Framing Scholar Activism for Faculty Success. *Leon D. Caldwell, Rhodes College*

From Ivory Tower to Lookout Tower: Evolving Conceptualizations of Knowledge Making in the 21st Century. *Timothy K. Eatman, Syracuse University; Shuaib J. Meacham, University of Delaware*

36.081-8. The Role of the Family in Postsecondary Access and Success. Division J - Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Lois Calian Trautvetter, Northwestern University

Participants:

Impact of Family Support Exchanges on the Persistence of Underserved College Students. *De'Sha Shantrell Wolf, University of California - Los Angeles*

Examining the Connections of Community College Transfer Students: A Social Network Approach. *Celia O'Brien, The University of Arizona*

The Dynamic Nature of the College Choice Process: The Impact of Family Disruption on College Expectations. *Brian An, University of Iowa; Kia N. Sorensen, University of Wisconsin*

36.081-9. Experiences of Students of Color From a P-20 Perspective. Division J - Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Wanda B. Coneal, North Carolina Central University

Participants:

Reaffirming the Social Contract Through Comprehensive College Outreach for Students From Historically Underserved Racial and Ethnic Backgrounds. *Walter R. Allen, University of California - Los Angeles; Marguerite E. Bonous-Hammarth, University of California - Irvine*

More Than Just Words: Diversity Policies and Black Students' Experiences of Inclusion at Predominantly White Universities. *Alana C. Butler, Cornell University*

From a Man's Perspective: African American and Latino Males' Outlook on the Campus Community. *Darnell G. Cole, University of Southern California; Araceli Espinoza, University of Southern California*

36.081-10. Racial-ized Experiences in College. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Amy J. Fann, University of North Texas

Participants:

A Chicken in Every Pot and College for Every Student: Examining Relationships Between Race, Urbanicity, and Discrete Intervals of Postsecondary Training. *Faheemah N. Mustafaa, University of Michigan; Krystal L. Williams, University of Michigan; Brian A. Burt, University of Michigan*

Emigrating for Education: Networks of Knowledge for Black Immigrant College Men. *Joanne A. Sutherland, Baruch College - CUNY*

"Wrestling With the Bear": A Qualitative Study of Mexican American Male Student Success at a Christian University. *David A. Ortiz, Concordia University*

36.081-11. The College Transition and First-Year Experience. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Michael Armijo, University of Pennsylvania

Participants:

More Than Access: The Transitional Experience of Underrepresented Students in a State-Wide Access Program. *Juan G Berumen, Indiana University - Bloomington; Desiree Danielle Zerquera, Indiana University - Bloomington; Joshua S. Smith, Indiana University/Purdue University at Indianapolis*

A Meta-Analytic Investigation of the Effect of Selection Bias in Research on Freshman Seminar Effectiveness. *Raymond S. Brown, Pearson; Thanh Nguyen, Pearson; Yu Sun, Pearson; Belinda Cruz, Pearson*

Academic Probation: Exploring First-Time Freshmen Who Are Identified as Deficient Upon Acceptance to the University. *Sylvia L.M. Martinez, University of Colorado - Colorado Springs; Robert C. Haight, University of Colorado - Colorado Springs; Janeen Miller, University of Colorado - Colorado Springs; Jennifer Lynn Pierceall Herman, University of Colorado - Colorado Springs; Lia Sissom, University of Colorado - Colorado Springs; Dana Wallner, University of Colorado - Colorado Springs; Wendi Anne Clouse, University of Colorado - Colorado Springs*

36.081-12. Student Learning From High School Through College. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Jennifer H. Waddell, University of Missouri - Kansas City

Participants:

Assessing Drop-Withdrawal-Failure (DWF) Rates for Online Classes. *Daniel J. Yanosky, Kennesaw State University*

Preparing for College and the Challenge of Remediation: Rethinking Writing to Improve Access. *Stefani Robin Relles, University of Southern California; William G. Tierney, University of Southern California*

Toward a Model of Thinking Critically With Information: Equipping College Students With 21st-Century Skills. *Lisa Kammerlocher, Arizona State University; Ann D. Ewbank, Arizona State University; Julie Tharp, Arizona State University; Kate Frost, Arizona State University*

36.081-13. Teaching Roundtable 1: Cohorts and Communities. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

John P. Murray, California State University - Long Beach

Participants:

An Investigation of the Teaching Experiences and Pedagogical Journeys of a Cohort of Chinese Teacher Educators. *Wen Ma, Le Moyne College*

Cohort Culture and Learning: The Good, the Bad, and the Ugly. *Tamra W. Ogletree, University of West Georgia; Dianne L. Hoff, The University of West*

George; Barbara B. Kawulich, University of West Georgia

Developing and Cultivating Democratic Learning Community: Research Into Theory and Practice in a College of Education. *Gregory M. Hauser, Roosevelt University; Susan J. Katz, Roosevelt University*

36.081-14. Teaching Roundtable 3: Transformation and Training. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Susana Hernandez, Iowa State University

Participants:

Applying Learner-Centered Psychological Principles (LCPP) in Community: Supporting Transformation Through an Instructional Design Team. *Karen Anne Franklin, University of Tennessee - Knoxville; Tiffany J. Dellard, University of Tennessee - Knoxville; Katherine H. Greenberg, University of Tennessee*

Cognitive Dissonance, Self-Efficacy, and the Development of Collective Identities in Support of College Teaching Reform. *Stacy I. Olitsky, Math and Science Partnership of Greater Philadelphia*

Impact of Teacher Assistant Training on Graduate Students' Recitation Teaching in Freshman Chemistry at Massachusetts Institute of Technology. *Rudolph Mitchell, Massachusetts Institute of Technology; Elizabeth Vogel Taylor, Massachusetts Institute of Technology; Catherine L. Drennan, Massachusetts Institute of Technology*

36.082. Roundtable Session 19; Roundtable Session

36.082-1. Roundtable: Research on Mathematics Problem Solving. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Candace Walkington, University of Texas - Austin

Participants:

Sometimes They Are Effective: Using External Representations to Help Solve Probability Word Problems. *Brian D. Beitzel, SUNY - College at Oneonta; Richard K. Staley, SUNY - College at Oneonta*

Studying Worked Examples Enhances College Students' Problem Understanding and Aligns Confidence With Performance. *Jie Yan, University of Delaware; Nancy C. Lavigne, University of Delaware*

The Impact of Personalization on Problem-Solving in Algebra. *Candace Walkington, University of Texas - Austin; Anthony Petrosino, University of Texas - Austin; Milan Sherman, University of Pittsburgh*

"Nobody Can Sit There": Two Perspectives on the Mediation of Mathematics Problem Contexts. *William Carl Zahner, University of California - Santa Cruz*

36.082-2. Motivation for Adolescent Readers: Researcher Insights. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Phyllis Underwood, Florida State University

Participants:

Effects of Computer-Versus Human Agent-Delivered Elaborated Feedback on Secondary School Students' Text Comprehension. *Stefanie Golke, University of Bamberg; Tobias Dörfler, University of Bamberg; Cordula Artelt, University of Bamberg*

The Enhanced Reading Opportunities Study: Impact of Supplemental Literacy Courses for Struggling Ninth-Grade Readers. *Marie-Andree Somers, MDRC; William Corrin, MDRC; Susan Sepanik, MDRC*

36.082-3. Online Learning: The Role of Effective Communication. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Mansureh Kebrutchi, Walden University

Participants:

Online Discussion: Teachers' Perceptions of Writing in an Online Graduate Literacy Course. *Kathleen Moxley, Central Michigan University*

Synchronous Learning in Distributed Spaces: Students' Experiences in a Graduate Education Program. *Anissa R. Frame, University of California - Santa Barbara; Danielle Boyd Harlow, University of California - Santa Barbara; Katherine Joy Nilsen, University of California - Santa Barbara*

The Impact of Personal Background Knowledge on Computer-Mediated Intercultural Communication. *Qing Xia, Teachers College, Columbia University; Xiaodong Lin, Teachers College, Columbia University*

Are Two Better Than One? A Study of Social Interaction Patterns in an Online Collaborative Database Environment. *Yigal Rosen, University of Haifa; Rikki Rimor, Open University*

Factors Related to Rural School Districts' Satisfaction With Distance Education. *Matthew J. Irvin, University of North Carolina - Chapel Hill; Wallace Hannum, University of North Carolina; Claire de la Varre, University of North Carolina - Chapel Hill; Julie Thompson Keane, University of North Carolina - Chapel Hill; Thomas W. Farmer, The Pennsylvania State University*

36.082-4. Roundtables: Collaborative Learning. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Jessica J. Summers, The University of Arizona

Participants:

Collaborating to Transfer: Are Collaboration and Transfer Synergistic Partners? *David Sears, Purdue University*

Effects of Instructional Format on Individual and Collaborative Learning Efficiency. *Femke Kirschner, Erasmus University Rotterdam, Netherlands; Fred Paas, Erasmus University Rotterdam, Netherlands; Paul A. Kirschner, Open University, Netherlands; Jeroen Janssen, Utrecht University*

Emergent Organizational and Intellectual Leadership in Collaborative Learning Groups. *Emma M. Mercier, Durham University; Steven Edward Higgins, Durham University; Laura da Costa, Durham University*

Negotiating and Renegotiating Conversational Ground Rules: Formation of an Artifact Designed to Mediate Exploratory Collaboration. *Jaakko Hilppö, University of Helsinki; Antti Juhani Rajala, University of Helsinki; Lasse Lipponen, University of Helsinki*

36.082-5. Roundtables: Motivation and Academic Achievement. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Karin Ann Lewis, University of Kentucky

Participants:

High School Dropouts: Interactions Between School Engagement and Student Dropout. *Anna-Maria Fall, University of Texas - Austin*

Besides Knowledge: Relationships Between Epistemic Beliefs, Achievement Goals, Self-Beliefs, and Achievement in Science. *Lucia Mason, University of Padua; Pietro Boscolo, University of Padua; Caterina Tornatora, University of Padua; Nicola Ariasi, University of Padua*

Academic Entitlement: General Trait or Situated in a Context? *Marilla D. Svinicki, University of Texas - Austin; Daniel A. Clark, University of Texas - Austin; Jennifer Kay Leach, University of Texas - Austin; Laura Graciela Torres, University of Texas - Austin*

Accuracy of Teachers' Judgments of Students' Academic Achievement and Motivation. *Johanna Kaiser, Christian-Albrechts-University of Kiel; Jan Retelsdorf, Christian-Albrechts-University of Kiel; Anna Suedkamp, University of Kiel*

Effects of Goal Orientations on Adolescent Mathematics Achievement Gains. *Tran Dang, University of California - Irvine; Greg Duncan, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine*

36.082-6. Roundtables: The Use of Instructional Tools to Improve Learning Outcomes. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Bradley Wade Bergey, Temple University

Participants:

Twitter as a Tool to Support Students' Metacognitive Regulation Skills. *Moon-Heum Cho, Kent State University; Kwangsu Cho, University of Missouri - Columbia*

Curriculum-Based Measurement Performance Indicators: A Tool to Inform and Direct Calculus Students' Learning Behavior. *Linda Sturges, SUNY - Maritime College at Fort Schuyler*

The Use of Argumentation Vee Diagrams as Planning Devices in Middle-School Reflective Writing. *E. Michael Nussbaum, University of Nevada - Las Vegas*

Teaching Inferential Reasoning With Diagrams in High School Biology Classes: Who Gains From Self-Explanation Training? *Bradley Wade Bergey, Temple University; Jennifer G. Cromley, Temple University; Ting Dai, Temple University; Shannon L. Fitzhugh, Temple University; Theodore W. Wills, Temple University*

The Networked Student: Digital Media's (Unintentional) Transformation of Formal Education, and What Educators Can Do. *Margaret Weigel, Bambini Media*

36.082-7. Education and Cultural Values. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Chair:

Corey Bunje Bower, Vanderbilt University

Participants:

Learning to Teach Low Socioeconomic Status Pupils: Preservice Teachers' Understanding About Education and Social Differences in China. *Heng Jiang, Michigan State University*

Cultural-, Professional-, and Character-Development Patterns of International Student Teaching Experiences: A Five-Country Analysis. *Binbin Jiang, Kennesaw State University; Robert A. Devillar, Kennesaw State University; Sandra Bryan, Kennesaw State University; Debra Jean Coffey, Kennesaw State University*

An Examination of School Leadership in the Culture of Change in Hungarian Schools. *Mary M. Chandler, Kennesaw State University*

Do Cultural Values Moderate the Effect of Liking-for-Math on Math Achievement? *Anne Zelenka, University of Denver; Lin Ma, University of Denver; Duan Zhang, University of Denver*

36.083. Roundtable Session 20; Roundtable Session

36.083-1. Resources for Instruction of Adult Learners. SIG-Adult Literacy and Adult Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Bonnie B. Mullinix, Teaching Learning and Technology Group

Participants:

It Takes a Village: Creating Supportive Resources for Educators of Women Who Have Experienced Violence Within a Community of Professional Practice. *Rachel May Heydon, University of Western Ontario; Susan C. Rodger, University of Western Ontario; Kathryn M. Hibbert, University of Western Ontario*

Exploring Sociocultural Factors That Shape the Knowledge Construction: A Case Study. *Bo Chang, University of Georgia; Huiqin Ann Hu, Data Recognition Corporation*

Repeat General Educational Development (GED) Tests Examinees: A Multilevel Analysis of Outcomes in an Examination System. *Jizhi Zhang, American Council on Education; Margaret B. Patterson, American Council on Education, GED Testing Service*

Transforming the Teaching and Learning of Adult Mathematics Instruction Through Cogenerative Dialogues. *Felicia Wharton, The Graduate Center - CUNY*

36.083-2. Uncovering What Is Not Easily Visible Through Arts-Based Research. SIG-Arts-Based Educational Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Barbara A. Bickel, Southern Illinois University - Carbondale

Participants:

An Arts-Based Approach to an Old Epistemology: Researching With Animate Earth. *M.J. Barrett, University of Saskatchewan*

Christian Privilege: Making the Invisible Visible. *Nana Osei-Kofi, Iowa State University*

36.083-3. Reconceptualizing Teacher Education Research. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Jennifer Keys Adair, University of Texas - Austin

Participants:

A Needs Assessment of California: Infant/Toddler Early Learning and Care.

Jennifer Anthony, American Institutes for Research; Susan Muenchow, American Institutes for Research

Challenging Professional Knowledge Through Inquiry: Early Childhood

Educators Speak Out. *Sue Mary Nichols, University of South Australia; Gail Carroll, Oodnadatta Child Parent Centre; Sandhya Burton, Salisbury Public Library; Kerri Willmott, Southern Region Early Childhood Services*

Facilitating Mathematical Thinking in the Early Grades. *Olive Chapman,*

University of Calgary; Cynthia Joy Prasow, University of Calgary

Lest We Forget: Foundational Women for Historically and Socially Responsive

Education. *Lois McFadyen Christensen, The University of Alabama - Birmingham; Maxie P. Kohler, The University of Alabama - Birmingham; Jerry Aldridge, The University of Alabama - Birmingham*

The Variations of Cultural/Ethnic Values and Parenting Perceptions and Its

Effects on Schooling. *Eun Jin Hwang, Southern Illinois University; Jennifer Keys Adair, University of Texas - Austin*

36.083-4. Postcolonial Approaches With Students and Teachers. SIG-

Postcolonial Studies and Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Rachel Endo, Hamline University

Participants:

Contesting Neocolonialism: International Teachers' Professional Identities During a U.S. Professional Development Program. *S. Megan Che, Clemson University; Mindy Spearman, Clemson University; Sarah A. Mathews, Clemson University*

Negotiating Orientalism: "Asian" Women Faculty in a Transnational Context.

Kimine Mayuzumi, OISE/University of Toronto

Silence and Secrets for International Students in Higher Education: Transnational

Feminism and De/Colonizing Approaches. *Kakali Bhattacharya, Texas A&M University - Corpus Christi*

The Discourse of Voluntourism: American Exceptionalism in Application Essays

Submitted to a Summer Overseas Volunteer Teaching Program. *Cora Ann Jakubiak, University of Georgia; Peter Smagorinsky, University of Georgia*

36.083-5. What Happens in High School: Effects of Secondary Behaviors on

Postsecondary and Career Trajectories. SIG-Sociology of Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Sean P. Kelly, University of Notre Dame

Participants:

Effects of High School Dropout and Receiving a General Equivalency Diploma on Educational and Career Achievement. *Ji Seung Yang, University of California - Los Angeles*

The Effects of Advanced Course Sequences in Mathematics and Science on

Academic Performance and Postsecondary Matriculation. *Jaime Lynn Puccioni, Michigan State University; Kimberly S. Maier, Michigan State University*

Black-White Inequality in Applying to College. *William Carbonaro, University*

of Notre Dame; Kristi Lynn Donaldson, University of Notre Dame

36.083-6. Critical Approaches to Teaching and Learning History. SIG-Teaching

History; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Carla L. Peck, University of Alberta

Participants:

Critical Historical Thinking: An Examination of Preservice Teacher Decisions.

Cynthia S. Salinas, University of Texas - Austin; Brooke Blevins, University of Texas

History Teachers "Think the Nation": Narratives of Citizenship in Wartime

Canada and the United States. *Lisa Y. Faden, University of Western Ontario*

Retooling the Teaching of History: Refining a Unit Targeting Conceptions About

Differing Historical Accounts. *Kevin O'Neill, Simon Fraser University; Sheryl Guloy, Simon Fraser University; Fiona M. MacKellar, The University of British Columbia; Ozlem Sensoy, Simon Fraser University*

Identifying With Difficult Histories in an Urban Classroom. *Maia G. Sheppard,*

The George Washington University

36.083-7. Using Data-Driven Instruction and Comprehensive Database Systems

to Make Policy Decisions: Challenges and Strategies. Division H -

Research, Evaluation and Assessment in Schools; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Kristy Tinsley, Virginia Commonwealth University

Participants:

Data-Driven Instruction: Key Issues and Challenges. *Elizabeth A. Sloat,*

University of New Brunswick; Erin Schryer, University of New Brunswick

The Sophomore On-Track Indicator. *Nicholas D. Montgomery, University of*

Chicago; Joy Lesnick, University of Chicago; James Murphy, University of Chicago

Using Comprehensive Systemwide Databases to Inform Decision Making and

Policies in Teacher Retention and School Improvement. *Anna Nadirova,*

Alberta Education; John M. Burger, Rocky View School Division; Randy Clarke, Alberta Ministry of Education

Achievement Status Gap and Achievement Growth Gap During the School

Year and the Summer. *Michael J. Fliceck, Natrona County School District -*

Wyoming; Yun Xiang, Northwest Evaluation Association

Data-Driven Identification and Selection Algorithms for At-Risk Students

Likely to Benefit From High School Academic Support Services. *Warren*

E. Lacefield, Western Michigan University; Brooks Applegate, Western

Michigan University; Pamela J. Zeller, Western Michigan University; Nancy

VanKannel-Ray, MERC/GEAR UP Learning Centers

36.083-8. Critical Friends as Integral to Self-Study. SIG-Self-Study of Teacher

Education Practices; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Nancy P. Gallavan, University of Central Arkansas

Participants:

Colearning and Critical Friendship in Teacher Education: Adopting Just-in-Time

Teaching. *Karen C. Goodnough, Memorial University, Newfoundland; Pam*

Osmond, Nova Central School District

Going Backward Can Lead to Moving Forward: One Teacher Educator's

Second Return to High School Teaching. *Jeffrey Stuart Kaplan, University of*

Central Florida; Lisa A. Scherff, The University of Alabama

The Role of Critical Friends in Self-Study: Teaching About for Social Justice.

Kathryn M. Obenchain, University of Texas - Austin; Julie L. Pennington,

University of Nevada - Reno; Eleni Oikonomidou, University of Nevada -

Reno; Cynthia H. Brock, University of Nevada - Reno

36.083-9. Teacher Perceptions and Education Quality. SIG-International Studies;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Stephen P. Heyneman, Vanderbilt University

Participants:

Perceptions of Teachers Regarding School Culture of Elementary Schools in

Thailand. *Sasithorn Wongchalee, Khon Uaeen University*

Teacher Perception of Self-Leadership for Elementary School Principals in

Thailand: Strategies of Behavior-Focused, Natural Rewards, and Constructive

Thought Patterns. *Boonyavee Khanma, Na Sum Chuang*

Teachers' Knowledge of Teaching Multidigit Division in the United States

and China. *Shuhua An, California State University - Long Beach; Hiromi*

Masunaga, California State University - Long Beach; Zhonghe Wu, National

University; Song An, Texas A&M University; Felipe V. Golez, California State

University - Long Beach; Linda Symcox, California State University - Long

Beach

Home-School Communication in a Rural Swaziland Village: Implications

for Teachers. *Thienhuong Hoang, California State Polytechnic University,*

Pomona

36.083-10. Approaching Social Justice Praxis: Investigating Teacher

Perspectives. SIG-Critical Educators for Social Justice; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Isaura Betzabe Pulido, Illinois State University

Participants:

A Moral Reflection on Special Education. *Bernardo E. Pohl, University of*

Houston

The Social Construction of Critical Literacy in Elementary Teacher Education.

Patricia E. Calderwood, Fairfield University

Thoughts Regarding Creative Maladjustment Shaping Practices in Teacher Preparation: Reflection on Learning Disability (LD), Autism Spectrum Disorder (ASD), and Emotional Behavioral Disorder (EBD). *Amy Papacek, Arizona State University; David Isaac Hernandez-Saca, Arizona State University; Jennifer Jeanné Huber, Arizona State University; Rebecca A. Neal, Arizona State University*

36.083-11. Youth Organizing for Educational Equity and Social Change.

SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Michael P. Evans, Miami University

Participants:

Youth of Color and Youth Activism: Opportunities for Social Change. *Roseanne Macias, University of California - Santa Barbara*

Committing to Change: Exploring Youths' Transition From Joining to Committing in a Youth Organizing Group. *Sonia Michelle Rosen, University of Pennsylvania*

Chipping at a Mountain: Youth Organizing for Educational Justice. *Cristen Jenkins, University of Illinois - Chicago*

36.083-12. Teacher Research: Critical Pedagogy and Democratic Classroom

Practices. SIG-Teacher as Researcher; Roundtable Session

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

Chair:

Allen Cross, Wingra School

Participants:

Creating and Sustaining a Democratic Classroom in the Presence of Market Ideology. *Annie Adamian, Bidwell Junior High School*

Throwing Out the History Textbook: Changing Social Studies Texts and the Impact on Students. *Christopher C. Martell, Boston University; Erin A. Hashimoto-Martell, Boston College*

Promoting Students' Higher Order Thinking Through a Perspective-Taking History Course. *Vanessa Rodriguez, Terrie Epstein, Hunter College - CUNY*

Naming the Issues: Providing a Space to Explore Gender Inequalities. *Ted Domers, Philadelphia Writing Project; Brian E. Shevory, Philadelphia Writing Project*

36.083-13. Science and Scientific Careers. SIG-International Studies; Roundtable Session

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

Chair:

Pearl G. Sims, Vanderbilt University

Participants:

Usefulness in International Professional Development: Exploring Differences in Curriculum Development, Cultural Immersion, and Study Abroad Experiences. *Ayesha Boyce, University of Illinois - Urbana-Champaign; Maria Blanca Jimenez, University of Illinois - Urbana-Champaign; Holly Downs, University of North Carolina - Greensboro; Lizanne DeStefano, University of Illinois*

Do Learning and Teaching Matter in Choosing a Scientific Career? *Paevii Taskinen, IPN; Kerstin Schuette, Leibniz Institute for Science and Mathematics Education*

Investigating Learning About Nature of Science (NOS) and Its Effects on Science Educators in Afghanistan. *Huseyin Colak, Northeastern Illinois University; Omar Qargha, Indiana University; Terrence C. Mason, Indiana University*

Student Engagement in Taiwan: A Look Into How Taiwanese College Students Learn. *Yueh-Luen Hu, National Chengchi University; Gregory Siy Ching, Lunghwa University of Science and Technology; Pei-Ching Chao, National Chengchi University*

36.083-14. Teacher Evaluation and Incentives. Division L - Educational Policy and Politics; Roundtable Session

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

Chair:

Louise Watson, University of Canberra Australia

Participants:

Design and Sustainability of Teachers' Performance-Based Rewards Programs: Evidence From a Behavioral Experiment. *Maria Perez, Stanford University*
Preservice Teachers' Experiences With High-Stakes Testing and Beliefs About High-Stakes Testing: Preliminary Implications for Policy. *Sharon L. Nichols, University of Texas - San Antonio*

Principals' Conceptions of and Experiences With Teacher Evaluation: Do They Vary by Policy Context and School Type? *Morgaen L. Donaldson, University of Connecticut*

Teacher Responses to Pay-for-Performance Policies: Survey Results From Four High-Poverty, Urban School Districts. *John P. Wells, Westat*

36.084. Roundtable Session 21; Roundtable Session**36.084-1. Digital System Designs for Higher Education.** SIG-Design and

Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm

Chair:

Elizabeth Boling, Indiana University

Participants:

A Virtual Change Agent for College Students' Motivation and Emotion Control in Remedial Math. *Chanmin Kim, University of Georgia*

The Educational Experiences of Software Designers Working in Higher Education. *Marisa Elana Exter, Indiana University*

Using Activity Systems Analysis to Document and Reflect on Design Tensions of an Online Degree Program. *Lisa C. Yamagata-Lynch, Northern Illinois University; John E. Cowan, Northern Illinois University*

36.084-2. Religion and Education: Emerging Issues. SIG-Religion and Education; Roundtable Session

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

Chair:

Linda L. Samek, George Fox University

Participants:

Open-Source and Free Software Redefining the Use of Computer Technology in an American Islamic School. *Mohammed Mustafa Saleem, West Texas A&M University*

Sacred Sensibilities: Religious Framing of Teacher Candidate Dispositions. *Kimberly R. White, Carroll University*

Speaking Untold Stories: Case Studies of Public Elementary Teachers With Religious Faith. *Shin Ji Kang, James Madison University*

36.084-3. Chaos and Complexity: SIG. SIG-Chaos & Complexity Theories;

Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm

Chair:

Jens Rasmussen, University of Aarhus

Participants:

Illustrating the Fractal Geometry of Campuses. *Michelle Johanna Nilson, Simon Fraser University*

Network Structure Analysis for Knowledge Building: A Macroscopic View of Collaborative Learning Discourse. *Jun Oshima, Shizuoka University; Ritsuko Oshima, Shizuoka University; Yoshiaki Matsuzawa, Shizuoka University; Jan C. Van Aalst, University of Hong Kong; Carol K. Chan, University of Hong Kong*

Pedagogy of Attentiveness: Revitalizing the Commons. *Randa Khattar, York University*

36.084-4. Reimagining the Possibilities of Research on Education and Sport,

Part II. SIG-Research Focus on Education and Sport; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm

Chairs:

Sonja L. Lanehart, University of Texas - San Antonio

Michele D. Smith, Alliant International University

Participants:

When Two Rivers Meet: African American Racial and Athletic Identity. *Albert Y. Bimper, University of Texas - Austin; Louis Harrison, University of Texas - Austin*

College Student-Athletes and Purposeful Engagement Activities: Toward

Quality Career Transition. *Eddie Comeaux, University of Kentucky*
 Leadership Development Through Athletic Participation at West Point. *Jennifer L. Hoffman, University of Washington; Herbert Louis Hoffman, University of Washington; David Welch Suggs, University of Georgia*
 The Bigger They Are, the Harder They Brawl: Rhetoric, Athletics, and the Public Sphere/Public's Fear. *William Broussard, Northwestern State University*

36.084-5. Using Longitudinal Data to Study the Effects of Course-Taking and High School Effectiveness. Division J - Postsecondary Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom E
 2:15 pm to 3:45 pm

Chair:

Amelia (Kit) K. Lively, Vanderbilt University

Participants:

AP Spanish and Native Spanish Speakers: A Leg Up or Hollow Promises?
Kristin Klopfenstein, University of Texas - Dallas; Amelia (Kit) K. Lively, Vanderbilt University

Who Graduates College and Career Ready? An examination of mathematics and science pipeline progression in North Carolina. *Luke C. Miller, The Urban Institute; Ross Milton, Urban Institute*

Predictive Validity of Value-Added Measures of School Performance Based on ACT's Educational Planning and Assessment System. *Dina Bassiri, ACT, Inc.; Jeff Allen, ACT*

The Effect of High School on Student's Higher Education Performance. *Chrys Dougherty, National Center for Educational Achievement; Vibhuti Bhavsar, NCEA; Leland Lockhart, National Center for Educational Achievement; Lynn T. Mellor, National Center for Educational Achievement; Wesley L. Boykin, ACT-NCEA*

Discussant:

Jane Hannaway, Urban Institute

Division and SIG Posters

36.085. Poster Session 7; Poster Session

36.085-1. Assessment Issues in Schools. Division H - Research, Evaluation and Assessment in Schools; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 2:15 pm to 3:45 pm

Posters:

1. Teacher Judgments of Student Mathematics Achievement: The Moderating Role of Student-Teacher Conflict. *Kira Joy Carbonneau, University of New Mexico; James Selig, University of New Mexico*
2. An Analysis of Student and Parent Perceptions: School Climate Surveys for the Public Good. *Get W. Nichols, Fort Wayne Community Schools; Joe D. Nichols, Indiana University/Purdue University at Fort Wayne*
3. An Examination of Fourth-Grade Teachers' Assessment Literacy and Its Relationship to Students' Reading Achievement. *Bridget Braney, Mesa Unified School District*
4. Applying Multilevel Structural Equation Modeling in Assessing Mathematics and Science Achievement With Students' and Schools' Effects. *Zairul Nor Deana Md Desa, The University of Kansas*
5. Evaluating the Quality of Teacher-Made Tests From Multiple Perspectives. *Bruce Frey, The University of Kansas; Vicki L. Schmitt, Logan-Rogersville Schools*
6. Faculty Perceptions of Assessing ESOL Students' Pragmatic Competence. *Jinyan Huang, Niagara University; Thomas J. Sheeran, Niagara University*
7. Investigating the Concurrent Validity of the Temperament and Character Inventory-Revised (TCI-R), Junior Temperament and Character Inventory (JTCl), NEO Personality Inventory-Revised (NEO-PI-R), and Sixteen Personality Factor Questionnaire (16PF) in Predicting Academic Achievement. *Paulo Moreira, Lusiada University; Kevin M. Cloninger, Anthropedia Foundation; C. Robert Cloninger, Washington University; Carla Azevedo, Lusiada University; Alexandra Sousa, Lusiada University*
8. "Equivalent" State Test Options: Friend or Faux for Students With Disabilities? *Sheri Berkeley, George Mason University; Frederick J. Brigham, George Mason University; Maureen Drohan, George Mason University; Erin Walker, George Mason University; Richard Tawia, George Mason University*
9. The Classification Accuracy of Mathematics Screening Measures. *Bitnara J. Park, University of Oregon; Joseph F. Nese, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*
10. Assessing Inquiry Learning Through Performance Assessment Tasks. *Joseph*

Leo Zawicki, Buffalo State College - SUNY; Ann W. Wright, Canisius College; Joe Engemann, Brock University; Rodney Doran, University at Buffalo - SUNY; Gail Zichittella, University at Buffalo - SUNY; Ethel Petrou, Erie County Community College

36.085-2. Walking a "Straight" Line: Queer Parents in Hetero(Normative) Schools. SIG-Queer Studies; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 2:15 pm to 3:45 pm

Poster:

11. Walking a "Straight" Line: Queer Parents in Hetero(normative) Schools. *Natalie Lynne Rowlandson, University of Western Ontario*

36.085-3. Innovative STEM Teacher Education and Professional Development. Division K - Teaching and Teacher Education; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 2:15 pm to 3:45 pm

Posters:

12. Designing Inclusive Science, Technology, Engineering, and Mathematics Academics in Texas. *Ann House, SRI International; Corinne Singleton, SRI International; Viki M. Young, SRI International; Barbara M. Means, SRI International*
13. Epistemic Understandings in Mathematics and Science: Implications for Teaching and Learning. *Julie Kittleson, University of Georgia; AnnaMarie Comer, University of Georgia*
14. Factors Influencing Minority Students' Choice to Major in Science, Technology, Engineering, and Mathematics Education: Exploring a Model for Recruitment. *James C. Anderson II, University of Illinois; Stacy K. Vincent, University of Kentucky*
15. Holding Their Own in Mathematics: Professional Development That Mattered for Middle School Students. *Patricia E. Swanson, San José State University*
16. How Secondary Mathematics Teachers Address the Literacy Demands of Standards-Based Materials. *Kelly Chandler-Olcott, Syracuse University; Joanna O. Masingila, Syracuse University; Kathleen A. Hinchman, Syracuse University; Helen M. Doerr, Syracuse University*
17. Identifying and Measuring Equitable Mathematics Instruction. *Imani Masters Goffney, University of Houston*
18. Inquiry-Based Science and Technology Enrichment Program for Middle-School-Age Female Students. *Hanna Kim, DePaul University; Darrick Tovar-Murray, DePaul University*
19. Is Teacher Knowledge Related to Instructional Quality? Analysis of New Middle School Math Teachers. *Jennifer McMaken, University of Pennsylvania; Eric D. Hochberg, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania*

36.085-4. Learning in Linguistically and Culturally Diverse Learning Contexts Across Subject Areas. Division G - Social Context of Education; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 2:15 pm to 3:45 pm

Posters:

20. Ethnicity and Perceptions of Family Environments in Self-Determination Among Students With Disabilities. *Ray Rodriguez, University of Miami; Wendy Morrison Cavendish, University of Miami*
21. Illusions of Compliance: Performing the Public and Hidden Transcripts of Social Justice Education in Neoliberal Times. *Debbie Somu, Hunter College - CUNY*
22. Schools, Justice, and Immigrant Students: Gender, Assimilation, and Perceptions of Fairness. *Anthony A. Peguero, Miami University; Jennifer M. Bondy, Miami University*
23. Determining the Intercultural Sensitivity of Elementary School Teachers in an International School. *Janet Helmer, Charles Darwin University*
24. Expectations and Success: Long-Term English Learner Experiences. *Luzelena Perez, University of California - San Diego*

36.085-5. SIG Instructional Technology: Diversity and Socialization in Technology. SIG-Instructional Technology; Poster Session
 Sheraton, Fifth Level, Grand Ballroom C
 2:15 pm to 3:45 pm

Posters:

25. Assessing Discourse by Quantity or by Quality. *Lu Wang, Beijing Normal University; Mingzhu Qiu, Northern State University*
26. Challenges for Elderly Populations Learning to Use Information and

Communication Technologies. *Jonathan Michael Thomas, Utah State University*

27. Educational Social Networking Sites: Examining How They Can Be Used to Support Distance Education. *Lori B. Holcomb, North Carolina State University; Kevin Patrick Brady, North Carolina State University*
28. Is Closed-Captioned Exposure Effective for Second Language Acquisition? Perspectives From English-as-a-Second-Language (ESL) Educators. *Hui-Kai Chuang, Academia Sinica; L. Quentin Dixon, Texas A&M University - College Station; R. Malatesha Joshi, Texas A&M University*
29. Trends in Culturally Relevant Interface Design Features for Latino Website Users. *Lori L. Sachau, University of Northern Colorado; Susan Hutchinson, University of Northern Colorado*

36.085-6. Investigating Ways to Increase Understanding: Insights From Reading Research. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

30. Invented Morphology: An Analysis of Distributional Errors in Children's Writing. *Sara Stull, University of Washington*
31. A Research to Intervention Protocol for Incarcerated Adolescents to Promote Reading Skills, a Collaborative University/School Partnership. *Comie See Schimmel, Millsaps College; Stacy L. DeZutter, Millsaps College; Kathy Pittman, Division of Youth Services, MS Dept of Human Services; Cori Tucker, Millsaps College*
32. Encouraging Interpretation of Literary Text. *Kathryn S. McCarthy, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago*
33. Conferencing With Readers of Informational Trade Books: Scaffolding Students Toward Growth and Independence. *Angie Zapata, University of Texas - Austin; Beth Maloch, University of Texas - Austin*
34. Deepening Kindergarteners' Science Vocabulary. *Allison E. Ward, George Mason University*
35. Delving Deeper: Assessing Semantic Depth of Individual Words for Fifth-Grade Students. *Elaine Mo, Harvard University*
36. Development of Conceptual Knowledge and Oral Vocabulary Through Text-Based Discussion in the Kindergarten Classroom. *Meredith Moran, Stanford University*
37. Evaluating the Usefulness of Multiple Sources: Middle School Students' Analysis of Internet Search Results. *Flori H. Manning, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago; Jason Lawrence Braasch, University of Illinois - Chicago*
38. 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*
39. Recreational and Academic Reading Motivation in Elementary School. *Jessie De Naeghel, Ghent University, Belgium; Hilde Van Keer, Ghent University, Belgium; Maarten Vansteenkiste, University of Leuven*
40. Teaching Reading in the Aftermath of Prescriptive Curriculum Policies. *Helen Maniates, University of San Francisco; Jabari Mahiri, University of California - Berkeley*
41. The Effects of Inquiry-Based Curriculum With Infusion of Reading Strategies on Third-Grade Students' Learning. *Hsin-Ying Hsieh, National Chiayi University; Lin Ching Chen, National Chiayi University*
42. The Influence of Critical Thinking Skills in Understanding Decorative Graphics. *Chad C. Mortensen, University of Oklahoma; Neil H. Schwartz, California State University - Chico*
43. Two Approaches to Vocabulary Instruction for Kindergartners: Comparing Effects on Comprehension. *Margaret G. McKeown, University of Pittsburgh; Isabel Beck, University of Pittsburgh*
44. Investigating the Value of Research on Teaching Elementary Informational Text Comprehension: A Methodological Literature Review. *Nicole Michelle Martin, Michigan State University*

36.085-7. Poster Session: Out of School Learning Environments. Division C - Learning and Instruction; Poster Session Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

45. Engagement in Garden-Based Learning Environments: A Predictor of At-Risk Middle School Students' Learning and Achievement? *Ellen A. Skinner, Portland State University; Heather Anne Brule, Portland State University*
46. Maternal Scaffolding of Young Children's Learning at Home. *Nina Raquel Neulight, University of California - Los Angeles*

47. The Effects of Participation in an Outdoor Education Curriculum on University Students' Psychological Sense of Community. *Timothy O'Connell, Brock University; Mary Catherine Breunig, Brock University; Sharon Todd, SUNY - College at Cortland; Lynn Anderson, SUNY - College at Cortland; Anderson Young, SUNY - College at Cortland*
48. Using an Informal Learning Program to Support the Building of a Learning Culture in a Public School: The Role of Teacher Noticing. *Miray Tekkumru-Kisa, University of Pittsburgh; Kevin Crowley, University of Pittsburgh; Kimberley Gomez, University of Pittsburgh; Mary Kay Stein, University of Pittsburgh*
49. Work-Based Education as a Pathway to Resilience. *Joan Versnel, Dalhousie University; Nancy L. Hutchinson, Queen's University; Christopher De Luca, Queen's University; Jenn de Lugt, Queen's University; Jenn Dods, Queen's University; Peter Chin, Queen's University; Lorraine Godden, Queen's University*

36.085-8. Discussions in the Learning Sciences. SIG-Learning Sciences; Poster Session Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

50. Designing Exploratory Learning Environments. *Sabine Hoidn, Harvard University*
51. Does Playing the World of Goo Facilitate Learning? *Valerie J. Shute, Florida State University; Yoon Jeon Kim, Florida State University*
52. Joining a Civic Endeavor: A Perspective on Schools as Learning Sites for Civic Practice. *Angela N. Booker, University of California - Davis*
53. Local Instructional Design in High School Science: A Distributed Leadership Perspective on the Practice of Curriculum Innovation and Adaptation. *Matthew A. Clifford, Learning Point Associates*
54. The Effect of Social Network Sites on High School Students: A Cluster-Randomized Trial. *June Ahn, University of Maryland - College Park*
55. Understanding Environmental Sustainability as a Complex System: Use of an Agent-Based Participatory Watershed Simulation. *Jennifer Brammer Elliott, University of Virginia; David F. Feldon, University of Virginia*
56. Community-Based Design Research: Transforming Teaching and Learning and Rebuilding Community Capacity. *Megan Bang, TERC; Douglas Medin, Northwestern University; Ananda Maria Marin, Northwestern University; Cynthia Soto, Northwestern University; Adam Kessel, Northwestern University; Jasmine Alfonso, American Indian Center; Lori Faber, American Indian Center*

Saturday, 3:00 pm

AERA Related Activities

- 37.010. AERA - Education Writers Association Reporters Seminar (Day 1 of 2).** AERA Related Activities; Seminar Sheraton, Fourth Level, Oakley
3:00 pm to 7:00 pm

Saturday, 4:05 pm

Governance Meetings and Events

- 38.001. Educational Evaluation and Policy Analysis: Closed Editorial Board Meeting.** AERA Governance; Governance Session New Orleans Marriott, Fourth Level, Regent
4:05 pm to 5:05 pm

Chairs:

*Dominic J. Brewer, University of Southern California
Bruce Fuller, University of California - Berkeley*

- 38.002. Journal of Educational and Behavioral Statistics: Closed Editorial Board Meeting.** AERA Governance; Governance Session New Orleans Marriott, Fourth Level, Balconies MN
4:05 pm to 5:05 pm

Chairs:

*Matthew Scott Johnson, Teachers College, Columbia University
Sandip Sinharay, ETS*

Presidential Sessions

38.010. Building Knowledge for Social Justice: The Relationship Between Social Science Research and a Political Movement to Change the "Common Sense" About Inequality. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
4:05 pm to 6:05 pm

Chair:

Jeannie Oakes, The Ford Foundation

Participants:

Building Knowledge for Social Justice: Why a Foundation Took on Such an Enormous Task. *Jeannie Oakes, The Ford Foundation*

What Social Science and Educational Research Tells Us About Inequality: The Evidence and Gaps in Our Knowledge of Causes and Consequences. *Prudence L. Carter, Stanford University; Sean F. Reardon, Stanford University; Lauren Fox, Teachers College, Columbia University; Joseph Edward Luesse, Teachers College, Columbia University*

The Historical Significance and Future Potential of Political Movements to Change the "Common Sense": Mapping Grassroots Movements Related to Inequality and Educational Policy. *Janelle T. Scott, University of California - Berkeley; Kathryn Hill, Teachers College, Columbia University; Maria Eschaveste, University of California - Berkeley*

Empirical Research and Grassroots Angst: Exploring Many Models of Researcher-Organizer Connections. *Amy Stuart Wells, Teachers College, Columbia University; Jeannie Oakes, The Ford Foundation*

Discussants:

Charles M. Payne, University of Chicago

Stephen W. Raudenbush, University of Chicago

38.011. Presidential Invited Address: Intervening to Shape the Future. Presidential Session Cosponsored by SIG-Cultural Historical Research; Invited Session

Sheraton, Third Level, Napoleon Ballroom C1
4:05 pm to 6:05 pm

Chair:

Barbara Rogoff, University of California - Santa Cruz

Speaker:

Yrjö H. Engeström, University of Helsinki

Discussants:

Jan Derry, Institute of Education - London

James G. Greeno, University of Pittsburgh

Hugh Mehan, University of California - San Diego

38.012. The 15th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education.

Presidential Session; Invited Roundtable

Sheraton, Fifth Level, Grand Ballroom A
4:05 pm to 6:05 pm

Chair:

Henry T. Frierson, University of Florida

Participants:

1. Women of Color in Academe: The Difference Makers and Continuing That Role. *Arnetta F. Ball, Stanford University; Olga M. Welch, Duquesne University*
2. Let's Discuss Why a Strong Orientation in Quantitative Methodology Is So Important Regardless of Your Research Direction. *Willie Pearson, Georgia Institute of Technology; Vinetta C. Jones, Howard University; Toks S. Fashola, Johns Hopkins University*
3. The Critical Importance of Addressing Culture in Educational Research. *Geneva Gay, University of Washington; Carol D. Lee, Northwestern University*
4. Men of Color in Academe: The Need and Roles That Must Be Undertaken and Sustained. *James D. Anderson, University of Illinois - Urbana-Champaign; Kofi Lomotey, Southern University*
5. The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions. *Walter R. Allen, University of California - Los Angeles; William T. Trent, University of Illinois - Urbana-Champaign*
6. Laying the Initial Groundwork to Become Part of the Next Generation of

High-Level Academic Administrators. *Wanda J. Blanchett, University of Missouri - Kansas City; Howard C. Johnson, City University of New York; John L. Taylor, The University of Arizona*

7. Career Opportunities Outside of Academe to Conduct Educational Research, Influence National Policy Decisions, and Construct National Research Agendas. *Eugene L. Anderson, American Dental Education Association; Mary E. Dilworth, National Board for Professional Teaching Standards; Ronald D. Henderson, National Education Association*
8. Generating External Funding for Research: A Means to Control Your Professional Direction and Budgetary Autonomy. *Vivian L. Gadsden, University of Pennsylvania; Roosevelt Y. Johnson, American Association for the Advancement of Science; Deborah C. Saldana, Saint John's University*
9. Effective and Efficient Methods for Publishing. *Gloria J. Ladson-Billings, University of Wisconsin - Madison; Margaret Beale Spencer, University of Chicago*
10. Academic and Professional Expectations for Graduate Students: Establishing Foundations for Productive Careers. *Carol Camp-Yeakey, Washington University in St. Louis; Edgar G. Epps, University of Wisconsin - Milwaukee; Fayneese Miller, The University of Vermont*
11. Identifying, Addressing, and Dealing With Academic Politics That May Affect You: The Asa G. Hilliard III Table. *Carl A. Grant, University of Wisconsin - Madison; William H. Watkins, University of Illinois - Chicago*
12. Strategic Means for Developing Meaningful University-Public School Partnerships. *Charles I. Rankin, Kansas State University; Bernard Oliver, University of Florida*
13. Leveraging and Advancing a Career in Program Evaluation: A Multidisciplinary Field That Involves Practice and Scholarship. *Stafford Hood, University of Illinois - Urbana-Champaign; Rodney K. Hopson, Duquesne University; Elmima C. Johnson, National Science Foundation*
14. The Politics of Knowledge and Educational Research. *William F. Tate, Washington University in St. Louis; Linda Darling-Hammond, Stanford University*
15. Is a Postdoctoral Fellowship/Training Program Right for You? If So, Then: When? Where? How? Why? *James Earl Davis, Temple University; Jerlando F.L. Jackson, University of Wisconsin - Madison*
16. The Importance of and Approaches for Conducting Community-Based Research. *Jerome E. Morris, University of Georgia; Vanessa Siddle Walker, Emory University*

AERA Sessions

38.013. Creating Future Directions for Community Colleges Using Today's Research. AERA Sessions Cosponsored by Division J - Postsecondary Education and the Council for the Study of Community Colleges; Invited Session

JW Marriott, Third Level, Frontenac
4:05 pm to 5:35 pm

Chair:

Laura W. Perna, University of Pennsylvania

Participants:

- How Policy Informs Access. *Debra D. Bragg, University of Illinois - Urbana-Champaign*
- Measuring Student Success. *Thomas R. Bailey, Teachers College, Columbia University*
- Improving Transfer Pathways in STEM. *Linda Serra Hagedorn, Iowa State University*
- Financing the Missions of Community Colleges. *Jim Palmer, Illinois State University*

Discussant:

Pamela L. Eddy, College of William and Mary

38.014. Freedom Dreaming in the Urban South: Education Research, Public Policy, and the Powers of Imagination. AERA Sessions; Invited Session

Sheraton, Second Level, Rhythms Ballroom II
4:05 pm to 5:35 pm

Chair:

Joyce E. King, Georgia State University

Participants:

- Kristen L. Buras, Emory University*
- Adrienne D. Dixon, The Ohio State University*
- Sylvia Wynter, Stanford University*

Discussant:

Joyce E. King, Georgia State University

38.015. Protecting the Rights of Participants in Rapidly Evolving Contexts:**Aligning the Perspectives of IRBs, Investigators, and Institutions.** AERA

Sessions Cosponsored by Division G - Social Context of Education and

AERA Ethics Committee; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3

4:05 pm to 6:05 pm

Chairs:

*Elizabeth Kozleski, Division G Program Chair and Arizona State University**Carolyn D. Herrington, AERA Ethics Committee Chair and Florida State University*

Participants:

Undertaking Education Research of Excellence and Integrity on Issues Of High Profile Public and Legal Debate. *Patricia C. Gandara, University of California - Los Angeles*Challenges to Confidentiality and Serving as an Expert - The Arizona English Language Learners Case in the Federal Court. *Cecilia Rios Aguilar, The University of Arizona; Luis C. Moll, The University of Arizona*Social Science Experts in Court - Protecting Data and Promises to Research Participants. *Michael J. Saks, College of Law, Arizona State University*How Universities Think and Need to Think about Commitments to Research Participants in Rapidly Evolving Research. *Shirley Laska, University of New Orleans and Center for Hazards Assessment, Response & Technology, UNO***38.016. Using Education Research Data to Advance Cumulative Knowledge.**

AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom D

4:05 pm to 5:35 pm

Chair:

Barbara L. Schneider, Michigan State University

Participants:

Federal Policy and an Expanded Vision for Data Sharing. *Myron P. Gutmann, National Science Foundation*Building Knowledge through Data Archiving and Use. *George C. Alter, University of Michigan*Using State Longitudinal Data Systems to Advance Knowledge. *Jane Hannaway, Urban Institute*Making Research Products Public Goods. *Sarah-Kathryn McDonald, University of Chicago***38.017. Excellence in Education Research: Early Career Scholars and Their****Work.** AERA Sessions; Invited Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon DE

4:05 pm to 6:05 pm

Chair:

George L. Wimberly, American Educational Research Association

Speakers:

*Kris D. Gutiérrez, AERA President and University of Colorado - Boulder**Courtney A. Bell, AERA 2007-2008 AERA-ETS Postdoctoral Fellow and ETS**Edward H. Haertel, NAEEd Vice President and Stanford University*

Participants:

- Inheriting Social Difference: Inherited Capital, Habitus, and the Social Distribution of Achievement. *Ezekiel J. Dixon-Roman, University of Pennsylvania*
- Examination of the Program of Study and Outcomes for Youth with Individualized Education Plans (IEPs). *Amanda Veronica Hoffman, WestEd*
- Neighborhood Determinants of Seasonal Variation in Racial, Social-class and Gender Achievement Gaps. *Odis Johnson, University of Maryland*
- Language Minority Learners' Growth Trajectories in Reading Across the Primary, Intermediate, and Middle School Grades: Evidence from ECLS-K. *Michael J. Kieffer, Teachers College, Columbia University*
- Resilience in Pathways to Four-Year College Degrees: Perceived Regard and School Reform. *Lara Cristina Perez-Felkner, University of Chicago*
- Implications of Propensity Score Analysis for Examining Special Education Effects. *Amanda L. Sullivan, Arizona State University*
- The Effects of AP Course-Taking on Test Scores and College Attendance across Racial and Ethnic Groups: Human Capital or Signaling? *Tina Wildhagen, Smith College*
- Non-Cognitive Characteristics and Student Success: Examining the Role of Efficacy, Self Concept, Cooperativeness, and Emotional Health. *Diane Elliott, New York University*
- Cognitive Abilities Tests in the Modern, Diverse Classroom: Validity of the CogAT for Students who are English-Language Learners. *Joni M. Lakin, ETS*
- Racial Differences in Returns from Advanced Math Course Taking. *Elizabeth A. Covay, University of Pennsylvania*
- Instructing Struggling Upper Elementary and Middle School Readers:

A Meta-Analysis of Intervention Research. *Lindsay Flynn, University of California - Riverside*

- Examining Depth of Knowledge (DOK) Ratings in Mathematics. *Elisa Jamgochian, University of Oregon*
- Creating Forms of CBM Silent Reading Fluency and Vocabulary that are Scaled and Equivalent. *Joseph F. Nese, University of Oregon*
- Inquiry, Argument, & Representation: How Using Questions, Claims, and Evidence Improves Critical Thinking Skills and Science Understanding. *Jonte Taylor, University of Iowa*
- Assessing Developmental Processes in Emergent Literacy Skills and the Long-Term Effects on Reading Competency. *Mi-Young Lee Webb, Georgia State University*
- Affordances and Constraints for Early Childhood Literacy, Learning, and Development in Online Virtual Worlds. *Rebecca Ward Black, University of California - Irvine*
- Tracing Learning from Divergent Teacher Education Pathways into Practice in Middle Grades Classrooms. *Hilary Gehlbach Conklin, DePaul University*
- Fostering Marginalized Youths' Political Participation: Longitudinal Roles of Parental Political Socialization and Youth Sociopolitical Development. *Matthew Diemer, Michigan State University*
- The Pre-College Trajectories of English Language Learner Youth: Time in Program, School Context, and Academic Pathways. *Stella M. Flores, Vanderbilt University*
- Social Motivation in the Secondary Classroom: Assessing Teacher-Student Relationships and Student Outcomes. *Hunter Gehlbach, Harvard University*
- National Identification and Educational Intervention in Students' Response to a "Difficult History." *Tsafrir Goldberg, University of Haifa*
- Designing for Consequential Engagement: The Role of Push-Back on Student Thinking. *Melissa Sommefeld Gresalfi, Indiana University*
- Peer Effects from Students with Limited English Proficiency: How Does Sharing a Classroom with LEP Students Affect Native English Speakers? *Scott Andrew Imberman, University of Houston*
- Exploring Relationships between Mathematics Teachers' Views of Students' Mathematical Capabilities, Visions of Instruction, and Instructional Practices. *Kara J. Jackson, McGill University*
- The Design of Teacher Incentive Contracts: Evidence from Texas's DATE Program. *Jane Arnold Lincove, University of Texas - Austin*
- Assessing English Learners' Progress: A Longitudinal Examination of a Standards-Based Classroom Assessment Based on Teacher Judgements. *Lorena Llosa, New York University*
- Reading and Online Games. *Constance A. Steinkuehler, University of Wisconsin - Madison*
- Culturally Responsive Beliefs and Practices of Teachers Implementing Response to Intervention. *Gretchen Robinson, University of North Carolina at Pembroke*
- Impact of PDS Partnership on Teacher Self-efficacy. *Annie Smith, University of Alabama*
- Novice Teachers Immediate Feedback: A Recipe for Success. *Wanda Wade, University of West Florida*
- Comparing and Understanding the Roles of School-Based and Religion-Supported Extracurricular Programs for Teens' Alcohol Use. *Amy Adamczyk, The Graduate Center - CUNY*
- African American Adolescent Girls: What Are The Environmental Factors That Influence Their Risk For Overweight? *Daheia Barr-Anderson, University of Minnesota*
- Empowerment in Context: Lessons from Hip-Hop Culture for Educators and School Social Workers. *Raphael Travis, Texas State University - San Marcos*

Committee Sessions**38.018. Identifying and Working Around the Challenges of Conducting International and Comparative Educational Research.** International

Relations Committee; Invited Session

Sheraton, Fourth Level, Southdown

4:05 pm to 6:05 pm

Chair:

Martha A. Montero-Sieburth, University of Amsterdam

Participants:

An Overview of International and Comparative Research Conceptualization of Terms and Methods. *Martha A. Montero-Sieburth, University of Amsterdam*

Conducting International Programs in Diverse Contexts. *Ara Tekian, University of Illinois - Chicago*

Critical Conceptual and Policy Matters in Comparative and International Higher

Education. *Beverly Lindsay, The Pennsylvania State University*
 Feminist Epistemologies and Methodologies in Cross-Cultural Research. *Annette M. Henry, The University of British Columbia*
 Methodological Comparisons Using National Data Sets. *Tiina Itkonen, California State University - Channel Islands*
 Discussant: Synthesis of Presentations and Key Perspectives. *Pedro R. Portes, University of Georgia*

38.019. Wrestling With Contradictions: Social Justice in an Era of School

Choice. Social Justice Action Committee; Invited Session
 Sheraton, Third Level, Napoleon Ballroom B1
 4:05 pm to 5:35 pm

Chair:

Pauline Lipman, University of Illinois - Chicago

Participants:

Wrestling the Educational Terrain in Chicago: African American Muslims Spea. *Aisha El-Amin, University of Illinois - Chicago*
 Three Reflections on Social Justice in an Era of School Choice. *Rhoda Rae Gutierrez, University of Illinois - Chicago; Kelly P Vaughan, University of Illinois - Chicago; Danielle Smith, University of Illinois - Chicago*

38.020. Youth Researching the State of Education in California and Educational Acts of Courage.

Committee on Scholars of Color in Education; Symposium
 Sheraton, Third Level, Napoleon Ballroom B2
 4:05 pm to 6:05 pm

Chair:

Ernest D. Morrell, University of California - Los Angeles

Participants:

Youth Research, Civic Agency, and Educational Justice: Lessons From the Council of Youth Research. *Ernest D. Morrell, University of California - Los Angeles; Antero Garcia, University of California - Los Angeles; Nicole Mirra, University of California - Los Angeles; D'Artagnan Scorza, University of California - Los Angeles*
 The Council of Youth Research: Critical Literacy Through Civic Agency. *Antero Garcia, University of California - Los Angeles*
 Youth Research and Action: The State of Education in California and Educational Acts of Courage. *Laurence A. Tan, 122nd Street Elementary School, Los Angeles; Veronica Garcia, Woodrow Wilson High School; Katie Rainge-Briggs, Manual Arts High School, Los Angeles; Frederick David, Crenshaw High School; Nikhil Laud, Grover Cleveland High School; Maria Isabel Martinez, University of California - Los Angeles*
 Participatory Action Research and Urban Youth: Methodological Insights From the Council of Youth Research. *Mark Bautista, University of California - Los Angeles; Melanie Bertrand, University of California - Los Angeles; D'Artagnan Scorza, University of California - Los Angeles; Liza Gesuden, San Francisco State University; Ernest D. Morrell, University of California - Los Angeles*

Discussant:

John S. Rogers, University of California - Los Angeles

Division Sessions

38.021. Positioning Leadership Development for Equity and Justice.

Division A - Administration Organization & Leadership; Paper Session
 Sheraton, Fourth Level, Bayside B
 4:05 pm to 5:35 pm

Chair:

Catherine A. Lugg, Rutgers University

Participants:

A Framework for Preparing Equity Leaders: Educational Equity as a Democratic Principle. *Patrick M. Jenlink, Stephen F. Austin State University*
 Conceptualizing Social Justice Leadership Theory: Critically, Morally, and Transformatively. *Sarah Maryann Schuler-Brown, University of California - Los Angeles; Ebony Cheiree Cain, University of California - Los Angeles*
 Gendered Patterns in Senior Leadership Teams. *Olwen McNamara, University of Manchester; John O. Howson, Education Data Surveys Ltd.; Andrew Fryers, University of Manchester*
 Preparing School Administrators for Equitable Leadership for LGBTIQ Youth, Staff, and Families: A Study of Principal Preparation Practices at University Council for Educational Administration (UCEA) Member Institutions. *Michael Patrick O'Malley, Texas State University - San Marcos; Colleen A. Capper, University of Wisconsin - Madison*

38.022. Retaining and Renewing Educational Leaders: Preparation, Socialization, Work Lives. Division A - Administration Organization & Leadership; Working Group Roundtable
 New Orleans Marriott, Fourth Level, Balconies IJ
 4:05 pm to 5:35 pm

Chair:

Carolyn A. Brown, Fordham University

Participants:

Teaching and Preparing School Leaders. *Margaret Terry Orr, Bank Street College of Education; Diana G. Pounder, University of Central Arkansas*
 Teaching Principals to Be Master Teachers, Again. *Roberta Trachtman, New Visions for Public Schools; Bruce S. Cooper, Fordham University*
 The Impact of Isolation on the Self-Efficacy of New Principals. *Scott C. Bauer, George Mason University; S. David Brazer, George Mason University*
 Mentoring School Leaders/Administrators: A Look at Its Role and Implications for Latinas/Latinos. *Kenneth Robert Magdaleno, California State University - Fresno*
 The Three R's of Leadership: Routines, Rituals, and Revival. *Sharon C. Conley, University of California - Santa Barbara; Ernestine K. Enomoto, University of Hawaii*
 Leading in Financially Stressful Times. *Rick Ginsberg, The University of Kansas; Karen D. Multon, The University of Kansas*

38.023. An Invitation to Curriculum Studies.

Division B - Curriculum Studies;
 Invited Session
 Astor Crowne Plaza, Second Level, Grand Ballroom A
 4:05 pm to 5:35 pm

Chairs:

William C. Ayers, University of Illinois - Chicago
William H. Schubert, University of Illinois - Chicago
Isabel Nunez, Concordia University - Chicago
Eve Tuck, SUNY - College at New Paltz
K. Wayne Yang, University of California - San Diego

Participants:

Ruben Gaztambide-Fernandez, OISE/University of Toronto
Marcia McKenzie, University of Saskatchewan
Booker Stephen Carpenter, II, The Pennsylvania State University
Ming Fang He, Georgia Southern University
Therese M. Quinn, School of the Art Institute of Chicago
Megan Bang, TERC

Discussant:

Erik L. Malewski, Purdue University

38.024. Assessment to Support Instruction: Advances in Assessing Individual Differences in Reading Performance.

Division C - Learning and Instruction; Paper Session
 Hotel Monteleone, Mezzanine Level, Iberville
 4:05 pm to 6:05 pm

Chair:

Carol M. Connor, Florida State University

Participants:

Toward a Reconceptualization of Individual Differences in Reading. *Peter P. Afflerbach, University of Maryland - College Park; Byeong-Young Cho, University of Maryland; Jong-Yun Kim, University of Maryland; Maria Elliker Crassas, University of Maryland*
 Assessments to Support Multiple Text Reading Comprehension Instruction. *Kimberly A. Richards, University of Illinois - Chicago; Flori H. Manning, University of Illinois - Chicago; Susan R. Goldman, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago*
 Identifying Readers With Different Comprehension Skills. *Sarah Elizabeth Carlson, University of Minnesota - Twin Cities; Ben Seipel, University of Minnesota; Kristen L. McMaster, University of Minnesota*
 A Process Approach to Learning From an Illustrated Text Through Eye-Movements Analysis. *Nicola Ariasi, University of Padua; Lucia Mason, University of Padua; Caterina Tornatora, University of Padua*
 Item Response Theory Meets Cognitive Psychology: Analyzing Competencies for Text-Picture Integration From Multiple Perspectives. *Wolfgang Schnotz, University of Koblenz-Landau; Holger Horz, University of Koblenz-Landau; Mark Daniel Ullrich, University of Koblenz-Landau; Nele McElvany, Technical University of Dortmund; Sascha Schroeder, Max Planck Institute for Human Development; Juergen Baumert, Max Planck Institute for Human Development*

38.025. Exploring Classroom-Based Scientific Argumentation: A

Methodological Discussion. Division C - Learning and Instruction
Cospponsored by SIG-Science Teaching and Learning; Symposium
Hotel Monteleone, Mezzanine Level, Orleans
4:05 pm to 5:35 pm

Chairs:

Leema G. Berland, University of Texas - Austin
Victor Dale Sampson, Florida State University

Participants:

The Oppositional Voice in Argumentation and Learning Scientific Content.
Michael J. Ford, University of Pittsburgh
Operationalizing Scientific Reasoning and Argumentation: Insights From a
Bayesian Perspective. *Evan Szu, Stanford University; Jonathan F. Osborne,*
Stanford University
Moving Window Analysis of Argumentative Discourse. *Leema G. Berland,*
University of Texas - Austin; Victor R. Lee, Utah State University
Introducing the Assessment of Scientific Argumentation Observational Protocol.
Victor Dale Sampson, Florida State University; Patrick James Enderle,
Florida State University; Joi Phelps Walker, Tallahassee Community College
Argumentation as a Pathway to Young Adolescents' Thinking Development.
Deanna Kuhn, Columbia University; David Shaerfield, Teachers College,
Columbia University; Amanda Crowell, Teachers College, Columbia
University

Discussant:

Randi A. Engle, University of California - Berkeley

38.026. History Education: Empirical Studies of Teaching and Learning.

Division C - Learning and Instruction Cospponsored by SIG-Teaching History;
Paper Session
Hotel Monteleone, Mezzanine Level, Bienville
4:05 pm to 5:35 pm

Chair:

Keith C. Barton, Indiana University

Participants:

Policy Realization, Performativity Discourse, and Teaching World History
to Diverse Learners: A Case Study. *Stephanie D. Van Hover, University of*
Virginia; David Hicks, Virginia Polytechnic Institute and State University
Effects of a Document-Based History Curriculum Intervention on Students'
Disciplinary Reasoning and Reading Comprehension. *Avishag Reisman,*
Stanford University
Knowledge, Understanding, and Skills: One Teacher Pursues Multiple Goals
in an Advanced Placement History Course. *Sarah Belle Brooks, Elmhurst*
College
"It Needs to Be Told": Pedagogical and Ideological Influences on Students'
Depictions of the Vietnam War. *Eric Freedman, Adelphi University*

38.027. Improving Educational Computer Game Design. Division C - Learning and Instruction; Paper Session

New Orleans Marriott, Second Level, La Galerie 1
4:05 pm to 5:35 pm

Chair:

Sean C. Duncan, Miami University

Participants:

Improving the Way We Design Games for Learning, by Examining How
Popular Video Games Teach. *Richard A. Wainess, University of California -*
Los Angeles; Deirdre Song Kerr, University of California - Los Angeles; Alan
Koenig, University of California - Los Angeles
Applying the Self-Explanation Principle to Multimedia Learning in a Computer-
Based Game-Like Environment. *Cheryl I. Johnson, University of California*
- Santa Barbara; Richard E. Mayer, University of California - Santa Barbara
The Impact of Player Control and Student Difference on Persistence in a Math
Game. *Sarah Joy Bittick, University of California - Los Angeles; Daniel*
Parks, University of California - Los Angeles; Gregory K.W.K. Chung,
University of California - Los Angeles
Avoiding Learning in Game-Based Learning Environments: Gaze Patterns
at Tasks Versus Play Elements. *Michael Karl Heinz Filsecker, University*
Duisburg-Essen; Mark Bormann, University Duisburg-Essen; Michael
Kerres, University Duisburg-Essen

Discussant:

Slava Kalyuga, University of New South Wales

38.028. Science Education in Urban Settings: Challenges, Approaches, and

Successes. Division C - Learning and Instruction Cospponsored by SIG-
Bilingual Education Research, SIG-Urban Learning, Teaching, and Research;

Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 5
4:05 pm to 6:05 pm

Chair:

Xiufeng Liu, University at Buffalo - SUNY

Participants:

Exceptions to the Rule: Science Successful Urban Settings and the Influence of
School Leadership. *John Settlege, University of Connecticut*
Science Achievement of English Language Learners in Urban Elementary
Schools: Multiyear Intervention Across Multiple Grades. *Okhee Lee,*
University of Miami; Randall D. Penfield, University of Miami
The Roller Coaster of Urban Science Education Reform: Ascending the First
Big Hill. *Ann E. Rivet, Teachers College, Columbia University; Alissa Berg,*
Teachers College, Columbia University; Phillip Stewart, Teachers College,
Columbia University
The T-SHELL Project: Teaching Science to Hispanic English Language
Learners. *Cory A. Buxton, University of Georgia; Martha A. Allexsaht-Snyder,*
University of Georgia; Regina Surl, University of Georgia
Snow Snakes and Science Agency: Empowering American Indian Students
Through a Culturally-Based Science, Technology, Engineering, and
Mathematics (STEM) Curriculum. *Brant G. Miller, University of Minnesota;*
Gillian Roehrig, University of Minnesota

38.029. Teaching With and About Inquiry in Science Classrooms. Division

C - Learning and Instruction Cospponsored by SIG-Science Teaching and
Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
4:05 pm to 5:35 pm

Chair:

Mariam Orkodashvili, Vanderbilt University

Participants:

Exploring Small Group Processes and Their Impact on Student Learning in the
Context of Inquiry-Based Science Instruction. *Maria Araceli Ruiz-Primo,*
University of Colorado - Denver; Maria Figueroa, Stanford University; Maxie
Alexandra Gluckman, University of California - Los Angeles
Fostering Scientific Literacy in Inquiry Classrooms With Continuous and
Fading Computer-Supported Collaboration Scripts. *Christof Wecker,*
University of Munich; Ingo Kollar, University of Munich; Frank Fischer,
University of Munich; Helmut Precht, Leibniz-Institut für die Pädagogik der
Naturwissenschaften und Mathematik
Primary School Children's Inquiry Abilities and Reasoning. *Maria*
Papageorgiou, University of Cyprus; Nicolaos C. Valanides, University of
Cyprus
Small Group Collaboration Scripts and Classroom Scripts to Facilitate
the Acquisition of Online Search Competence in a Web-Based Inquiry
Curriculum Unit. *Ingo Kollar, University of Munich; Christof Wecker,*
University of Munich; Sybille Langer, University of Munich; Frank Fischer,
University of Munich

38.030. Tracing and Fostering the Development of Historical Thinking:

International Experiences. Division C - Learning and Instruction;
Symposium
New Orleans Marriott, Second Level, La Galerie 4
4:05 pm to 6:05 pm

Chair:

Patricia A. Alexander, University of Maryland

Participants:

Critical Thinking and History Teaching in a Contested Society: The Potential
Influence of Social Cognitions. *Alan William McCully, University of Ulster;*
Jackie Reilly, University of Ireland, Northern Ireland
The Role of Research Projects in Developing Disciplinary Expertise and
Competence Among Senior High School Students: A New Zealand Case
Study. *William Mark Sheehan, Victoria University of Wellington, New*
Zealand
Contextualization as a Key Component of Historical Thinking: Dutch
Experiences. *Carla Van Boxtel, University of Amsterdam; Jannet van Drie,*
University of Amsterdam; Harry Havekes, Radboud University, Nijmegen
Preparing Teachers to Teach Historical Thinking: The Interplay Between
Professional Development Programs and School-Systems Cultures. *Bruce*
A. Vansledright, University of Maryland - College Park; Liliana Maggioni,
University of Maryland - College Park; Kimberly Reddy, University of
Maryland - College Park

Discussant:

Stephane Levesque, University of Ottawa

38.031. Assessing Development: Longitudinal Studies in Educational Contexts.

Division D - Measurement and Research Methodology; Symposium
 Doubletree, Second Level, Rosedown A
 4:05 pm to 5:35 pm

Chair:

Beno Csapo, University of Szeged

Participants:

Using Longitudinal Data to Investigate the Influence of Interest in Science on the Uptake of Science Studies. *John G. Ainley, Australian Council for Educational Research; Mary D. Ainley, University of Melbourne*

The Mediating Role of Mathematical Reasoning in the Relationship Between Socioeconomic Status and Mathematical Achievement. *Terezinha Nunes, University of Oxford; Peter Bryant, University of Oxford; Rossana Barros, University of Oxford*

The Influence of Reasoning Skills on Later School Achievements: Results From the Hungarian Educational Longitudinal Program. *Beno Csapo, University of Szeged; Gyongyver Molnar, University of Szeged*

Intensive Longitudinal Data to Investigate Longitudinal Relations Between Working Memory and Mathematics Achievement. *Gizem Hulus, University Duisburg-Essen; Oliver Wilhelm, University Duisburg-Essen*

Discussant:

Eckhard J. Klieme, Deutsches Institut fuer Internationale Paedagogische Forschung

38.032. Assessment in International Contexts.

Division D - Measurement and Research Methodology; Paper Session
 Doubletree, Second Level, Madewood A
 4:05 pm to 6:05 pm

Chair:

David Nevo, Tel Aviv University

Participants:

Connecting Theory and Measurement in Dynamic Problem Solving: The MicroDYN Approach. *Samuel Greiff, Heidelberg University; Sascha Wuertenberg, Heidelberg University; Joachim Funke, Heidelberg University*

Cross-National Patterns of Mathematics Attitudes: An Investigation of Measurement Invariance Based on Response Style. *Anne Zelenka, University of Denver; Duan Zhang, University of Denver*

Quantifying the Difficulty Difference Between Numerical Operations and Word Problem Items Using the Rasch Model. *Markus Broer, American Institutes for Research*

Trends in Reading Literacy Over 35 Years: An International Comparison on a Common Item Response Theory (IRT) Scale. *Monica Rosén, University of Gothenburg; Rolf Strietholt, University of Dortmund; Wilfried Bos, University of Dortmund*

United States Versus High-Performing Countries in the Trends in International Mathematics and Science Study (TIMSS) 2007 Math: Digging Down in the Items. *Thomas P. Hogan, University of Scranton; Katherine A. Marino, University of Scranton*

Discussant:

Michael C. Rodriguez, University of Minnesota

38.033. Developments in Standard Setting.

Division D - Measurement and Research Methodology; Paper Session
 Doubletree, Second Level, Rosedown B
 4:05 pm to 5:35 pm

Chair:

Luz G. Bay, Measured Progress

Participants:

A Multivariate Generalizability Theory Approach to the Analysis of Modified Angoff Standard-Setting Results. *Yi-Fang Wu, University of Iowa; Huey-Ing Tzou, National University of Tainan*

Applications of Classical True Score Theory to Standard-Setting Studies. *Paul D. Nichols, Pearson; Ye Tong, Pearson; Julie A. Miles, Pearson Assessment & Information; Cindi L. Kreiman, Center for the Evaluative Clinical Sciences; Erika L. Hall, Pearson Educational Measurement*

Classification of Student Performance on Categorical Criterion-Referenced Proficiency Levels. *Simon Tiffin-Richards; Hans Anand Pant, Berlin-Brandenburg Institute for School Quality; Michael M. Leucht, Humboldt University, Berlin*

Establishing Reading Benchmarks With Contrasting Groups Method and Borderline Group Method. *Huafang Zhao, Montgomery County Public Schools, Maryland*

Estimating Probability of Being Placed Into a Performance Level. *Dong-In Kim, CTB/McGraw-Hill; Jungnam Kim, CTB/McGraw-Hill; Bruce F. Randel,*

McREL

Discussant:

Susan Cooper Loomis, National Assessment Governing Board

38.034. Division F Vice Presidential Address: Taking a Q From Lesbian and Gay History in Education.

Division F - History and Historiography
 Cosponsored by SIG-Queer Studies; Invited Session
 JW Marriott, Third Level, Maurepas
 4:05 pm to 5:35 pm

Chair:

Roland Sintos Coloma, OISE/University of Toronto

Speaker:

“So, You Think You’ve Got a History?” Taking a Q From Lesbian and Gay History in Education. *Karen L. Graves, Denison University*

38.035. A View of Arizona’s Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners?

Division G - Social Context of Education Cosponsored by SIG-Bilingual Education Research; Symposium
 New Orleans Marriott, Second Level, La Galerie 5
 4:05 pm to 6:05 pm

Chair:

Amy M. Markos, Arizona State University

Participants:

Arizona’s 4-Hour English Language Development Model: A Hindrance to English Learners’ Grade Promotion and High School Graduation. *Alexandria Estrella, Arizona State University; Tracy R. Nguyen, Arizona State University*

Technology in the Structured English Immersion Classroom. *Anthony J. Trifiro, Arizona State University*

An On-the-Ground Account of Arizona Teachers’ Implementation of the 4-Hour English Language Development Model. *Karisa Jessica Peer, University of California - Los Angeles; Karla Cristina Perez, University of California - Los Angeles*

“Structured English Immersion (SEI) Super Strategies”: Are They Really Super? *Amy M. Markos, Arizona State University; M. Beatriz Arias, Arizona State University*

Sociocultural Consequences of Policy in Practice for Language Minority Students in Arizona. *Karen E. Lillie, Arizona State University; Terrence (Terry) G. Wiley, Arizona State University*

Discussant:

Ester J. Dejong, University of Florida

38.036. Advances in Social Contexts of Education Interdisciplinary Research Lecture: “We Can’t Get There From Here”: The Meaning and Context of High School Girls’ Engagement in STEM.

Division G - Social Context of Education; Invited Session
 Sheraton, Fourth Level, Bayside A
 4:05 pm to 6:05 pm

Chair:

Alfredo J. Artiles, Arizona State University

Participant:

Advances in Social Contexts of Education Interdisciplinary Research Lecture. “We Can’t Get There From Here”: The Meaning and Context of High School Girls’ Engagement with STEM. *Margaret A. Eisenhart, University of Colorado - Boulder*

Discussants:

Chandra Muller, University of Texas - Austin

Nailah Suad Nasir, University of California - Berkeley

38.037. Gender and Math and Science: Breaking Through Boundaries and Constraints.

Division G - Social Context of Education; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 10
 4:05 pm to 6:05 pm

Chair:

Barbara Schwartz-Bechet, University of Maryland University College

Participants:

Historical Constraints, Building a Relationship, and Enforced Academic Engagement: Professional Insights From Black Female Administrators. *Jae Hoon Lim, University of North Carolina - Charlotte; Delores Hicklin Lee, University of North Carolina at Charlotte*

Out of School Figured Worlds and Urban Girls’ Engagement With Science. *Angela Calabrese Barton, Michigan State University; Hosun Kang, Michigan State University; Edna Tan, Michigan State University; Juanita Beatriz Bautista Guerra, Michigan State University*

“Raising Your Hand Is Important”: Positionality of African American Girls as Science Learners. *Rose M. Pringle, University of Florida; Prisca Rodriguez, University of Florida; Thomasenia Lott Adams, University of Florida; Cirecie West-Olatunji, University of Florida*

“The Homes We Inhabit” in the Figured Worlds of Mathematics: A Narrative Inquiry Through the Kaleidoscope of Women of Color and Queer Feminisms. *Angela Dosalmas, University of California - Santa Barbara; Mary E. Brenner, University of California - Santa Barbara*

Eighth-Grade Students and Mathematics: Examining Gender, Language, and Beliefs. *Angela Blaver, Kennesaw State University; Raquel C. Rimpola; Margaret Dawson Baker, Kennesaw State University*

Discussant:

Judit N. Moschkovich, University of California - Santa Cruz

38.038. The Liberatory Power of Hip Hop in South African, Native American, and Palestinian Youth Context. Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 6

4:05 pm to 5:35 pm

Chair:

Theresa Perry, Simmons College

Participants:

The Healing Power of Black Music. *Michael Austin, In This Together Development Inc.*

I'm Trapped in a Space Called Democracy: Hip-Hop's Role in the New South Africa. *Maya Semans, Simmons College*

There's War in the Streets, We March On: Hip-Hop Activism and South African Street Children. *Mzamo Jiyeza, Umthombo: Center for Street Children*

Hip-Hop as Liberation: Native American and Palestinian Youth Context. *Crystal Rizzo, Simmons College*

Discussant:

H. Samy Alim, Stanford University

38.039. Division H Vice Presidential Session: Toward Formative Assessments Supporting Learning: Design, Validation, and Mediating Factors.

Division H - Research, Evaluation and Assessment in Schools; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH

4:05 pm to 6:05 pm

Chair:

Joan L. Herman, University of California - Los Angeles

Participants:

1. The Effects of a Formative Assessment Intervention on Student Understanding of Basic Mathematical Principles. *Julia C. Phelan, University of California - Los Angeles; Kilchan Choi, University of California - Los Angeles; Terry P. Vendlinski, University of California - Los Angeles*

2. Simscientists: Science Simulations for Formative Assessment. *Edys S. Quellmalz, WestEd; Barbara C. Buckley, WestEd; Mark Loveland, WestEd*

3. Validity and Formative Assessment: Documenting Claims for Learning Effects. *Kilchan Choi, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles*

4. Design Parameters for Creating Short, Reliable, and Practical Formative Assessments. *Yunyun Dai, University of California - Los Angeles; Julia C. Phelan, University of California - Los Angeles*

5. What Teachers Learn From Formative Assessments and How They Use This Information to Guide Instruction. *Brian Stecher, RAND Corporation; Greta Frohbieter, University of Colorado - Boulder; Eric Greenwald, Stanford University*

6. Using Key Conceptual Ideas to Improve Teacher Use of Formative Assessment Data. *Terry P. Vendlinski, University of California - Los Angeles; Diona Quach, University of California - Los Angeles; Kelly J. Turner, University of California - Los Angeles*

7. Relationships Between Teacher Knowledge, Assessment Practice, and Learning: Chicken, Egg, or Omelet? *Joan L. Herman, University of California - Los Angeles; Ellen Osmundson, University of California - Los Angeles; Cathy Ringstaff, WestEd; Mike Timms, WestEd*

8. Improving Biology Mastery Through Online Adaptive Quizzing: An Efficacy Study. *Jay Phelan, University of California - Los Angeles*

9. Korea Implementation of a Formative Assessment Strategy. *Seong Yul Kim, Korea Institute for Curriculum and Evaluation; Eva L. Baker, University of California - Los Angeles; Seung-Hyun Choe, Korea Institute for Curriculum and Evaluation; Young-Sun Kwak, Korea Institute for Curriculum and Evaluation; Hee Hyun Byun, Korea Institute for Curriculum and Evaluation; Joo Hoon Kim, Korea Institute for Curriculum and Evaluation; Kilchan Choi,*

University of California - Los Angeles

Discussant:

Randy E. Bennett, ETS

38.040. Using Simulation to Achieve Standardized, Competency-Based Curricula and Assessments. Division I - Education in the Professions; Symposium

Doubletree, 16th Level, Crescent Ballroom

4:05 pm to 6:05 pm

Chair:

Sheila W. Chauvin, Louisiana State University - Health Sciences Center

Participants:

Curricular Overview: The Role of Simulation in Integrating Knowledge, Skills, and Professionalism Development in Medical School. *Richard DiCarlo, Louisiana State University - Health Sciences Center; Charles Hilton, Louisiana State University - Health Sciences Center; Daryl Lofaso, Louisiana State University - Health Sciences Center; Peter DeBlieux, Louisiana State University - Health Sciences Center; Robin English, Louisiana State University - Health Sciences Center; Tong Yang, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center*

The Clinical Model: A Method for Delivering Standardized High-Fidelity Simulation Experiences. *Valeriy Kozmenko, Louisiana State University - Health Sciences Center; Charles Hilton, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center*

Surgical Simulations: Technical Knowledge and Skills, Teamwork, and Interprofessional Learning. *John Paige, Louisiana State University - Health Sciences Center; Tong Yang, Louisiana State University - Health Sciences Center; Ramnarayan Guraraja Paragi, Louisiana State University - Health Sciences Center; Deborah Garbee, Louisiana State University - Health Sciences Center; Valeriy Kozmenko, Louisiana State University - Health Sciences Center; Vadym Rusnak, Louisiana State University - Health Sciences Center; Lyubov Kozmenko, Louisiana State University - Health Sciences Center; Laura Bonanno, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center*

Enhancing Residents' Competency for Neonatal Resuscitation Using a Mock Code Simulation-Based Training Program. *Jeffrey Surcouf, Louisiana State University - Health Sciences Center; Brian Barkemeyer, Louisiana State University - Health Sciences Center; Jenelle Ferry, Louisiana State University - Health Sciences Center; Lynn Tran, Louisiana State University - Health Sciences Center; Raegan Wetzel, Louisiana State University - Health Sciences Center; Tong Yang, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center*

Assessment Opportunities and Challenges in Simulation. *Tong Yang, Louisiana State University - Health Sciences Center; Bin Li, Louisiana State University; Ramnarayan Guraraja Paragi, Louisiana State University - Health Sciences Center; John Paige, Louisiana State University - Health Sciences Center; Richard DiCarlo, Louisiana State University - Health Sciences Center; Sheila W. Chauvin, Louisiana State University - Health Sciences Center*

Discussants:

*Rebecca S. Lipner, American Board of Internal Medicine
Peggy A. Ertmer, Purdue University*

38.041. Faculty Issues and Practices in Postsecondary Education. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Ile de France II
4:05 pm to 5:35 pm

Chair:

Erin Denise Knepler, University of Maryland - College Park

Participants:

Longitudinal Study of Foreign-Born Faculty Mobility. *Dongbin Kim, The University of Kansas; Susan B. Twombly, The University of Kansas; Lisa E. Wolf-Wendel, The University of Kansas*

Senior Humanities Faculty at Comprehensive Institutions: Maintaining Vitality Over the Career Span. *Jim Vander Putten, University of Arkansas - Little Rock; Leah Wilkinson, University of Arkansas - Little Rock*

Workplace Satisfaction and Perceptions of Promotion Processes: An Analysis of U.S. Medical Faculty. *Sarah A. Bunton, Association of American Medical Colleges; April M. Corrice, Association of American Medical Colleges*
Infusing Research Integrity Principles and Practices Into a Regional University Graduate Program: An Implementation Model. *Carla J. Thompson, University of West Florida*

Discussant:

Gabriela Judith Silvestre, Saint Cloud State University

38.042. First-Generation and Low-Income Students' Access to College. Division

J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde

4:05 pm to 5:35 pm

Chair:

Marco J. Barker, Louisiana State University - Baton Rouge

Participants:

"First in My Family": How Children Become the First Generation in College.

Elizabeth Dayton, Johns Hopkins University

Lost in Translation: The Relationship Between Latino First-Generation Students'

Precollege Characteristics and College Engagement Intentions. *Luis Ponjuan, University of Florida; Jennifer Cortes, University of Florida; Victor Saenz, University of Texas - Austin*

Predictors of Low-Income Student Enrollment in For-Profit Versus Not-for-

Profit Two- and Four-Year Postsecondary Education (PSE) Institutions. *Leticia Oseguera, The Pennsylvania State University; Ezekiel W. Kimball, The Pennsylvania State University; Jihee Hwang, The Pennsylvania State University*

Discourses of Remediation: Low-Income Students and the Transition to College.

Julia Colyar, University at Buffalo - SUNY; Amy Elizabeth Stich, University at Buffalo - SUNY

Discussant:

*Marybeth Walpole, Rowan University***38.043. Cross-National Perspectives on the Review and Reform of Teacher Education: Ireland, Scotland, Norway, and New Zealand.** Division K -

Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 7

4:05 pm to 6:05 pm

Chair:

Marilyn Cochran-Smith, Boston College

Participants:

The Refraction of "Imperatives": Learning by Comparing and Teacher Education Reform in Ireland. *Paul F. Conway, University College Cork, Ireland*Teacher Education Reform in Scotland: National and Global Influences. *Moirá Hulme, University of Glasgow; Ian Menter, University of Glasgow*Teacher Education Reform in Norway. *Elaine Munthe, University of Stavanger*Reform and Research: Changing Teacher Education in New Zealand. *Fiona Ruth Ell, University of Auckland*

Discussants:

*John Furlong, Oxford University**Maria Teresa Tatto, Michigan State University***38.044. Design Problems in Practice-Focused Teacher Education: Identifying and Teaching High-Leverage Practices.** Division K - Teaching and Teacher

Education; Symposium

New Orleans Marriott, Second Level, La Galerie 2

4:05 pm to 6:05 pm

Chair:

Deborah Loewenberg Ball, University of Michigan

Participants:

Identifying High-Leverage Practices for Teacher Education. *Francesca Forzani, University of Michigan; Deborah Loewenberg Ball, University of Michigan*Learning to Teach Amidst the Buzz: The Case of a Literacy Methods Course. *Kristine Marie Schutz, University of Michigan*Using Approximations of Practice in Elementary Science Teacher Education. *Elizabeth A. Davis, University of Michigan; Michele Nelson, University of Michigan*Attending to Mathematical "Content Knowledge" in a Practice-Focused Curriculum. *Laurie Sleep, University of Michigan; Deborah Loewenberg Ball, University of Michigan*The Intersections of Learning, Context, and Diversity in Practice-Focused Teacher Education: Challenges and Opportunities. *Tabbye Maria Chavous, University of Michigan*

Discussant:

*Pamela L. Grossman, Stanford University***38.045. Mathematics Teacher Noticing: Seeing Through Teachers' Eyes.**

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 2

4:05 pm to 5:35 pm

Chair:

Victoria R. Jacobs, San Diego State University

Participants:

On Noticing Teacher Noticing. *Frederick D. Erickson, University of California - Los Angeles*Accessing Mathematics Teachers' In-the-Moment Noticing. *Miriam G. Sherin, Northwestern University; Rosemary Russ, Northwestern University; Adam A. Colestock, Northwestern University*Using Video to Improve Preservice Mathematics Teachers' Abilities to Attend to Classroom Features. *Jon R. Star, Harvard University*Using Classroom Artifacts to Focus Teachers' Noticing: Affordances and Opportunities. *Lynn T. Goldsmith, Education Development Center, Inc.; Nanette M. Seago, WestEd*Noticing Leaders' Thinking About Videocases of Teachers Engaged in Mathematics Tasks in Professional Development. *Elham Kazemi, University of Washington; Rebekah Elliott, Oregon State University; Judith E. Mumme, WestEd; Cathy Carroll, WestEd; Kristin Lesseig, Oregon State University; Megan M. Kelley-Petersen, University of Washington*

Discussant:

*Elizabeth A. Van Es, University of California - Irvine***38.046. Reducing Vulnerability: Responding to the Challenges Confronting Black Males Through the Development of Research-Based Interventions.**

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8

4:05 pm to 5:35 pm

Chairs:

*Pedro A. Noguera, New York University**Chezare Warren, University of Illinois - Chicago*

Participants:

Examining the Development of Single-Sex Academic Spaces for Black Males in Public Urban Schools. *Cory T. Brown, The Ohio State University*Hip-Hop as the Great Equalizer: Reengaging Black Boys in the Teaching and Learning Process. *Derrick Jermaine Jenkins, University of Cincinnati*Racial Micro Aggressions: African American Male Classroom Experiences at Predominately White K-12 Senior High Schools. *Bryan Hotchkiss, University of Utah*Assessing Empathy in Culturally Responsive White Female Teachers. *Chezare Warren, University of Illinois - Chicago*

Discussant:

*Marvin Lynn, University of Illinois - Chicago***38.047. Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas.** Division K - Teaching and Teacher

Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 4

4:05 pm to 6:05 pm

Chair:

Miguel Angel Guajardo, Texas State University - San Marcos

Participants:

Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas. *Miguel Angel Guajardo, Texas State University - San Marcos*Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas. *Gregory Rodriguez, Texas State University*Reimagining Teacher Preparation: An Overview of the Teaching Residency for Critical Shortage Areas. *Monica Valadez, Texas State University - San Marcos*

Discussant:

*Gregory Rodriguez, Texas State University***38.048. The Effects of Teacher Professional Development on New Science**

Teachers and Their Students. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 3

4:05 pm to 5:35 pm

Chair:

Suzanne M. Wilson, Michigan State University

Participants:

Study Overview. *Jodie A. Galosy, University of California - Davis; Katie R. Green, Michigan State University*Using Science Teacher Knowledge to Predict Teaching Practices and Student Achievement. *Jeffrey J. Rozelle, Syracuse University*Professional Development and Changes in Teacher Knowledge, Teaching Practices, and Student Achievement. *Jamie N. Mikeska, Michigan State University*Reflections on Research Partnerships: Lessons Learned From the Field. *Suzanne*

M. Wilson, Michigan State University; Linda Shore, Exploratorium Teacher Institute

Discussant:

Maritza B. Macdonald, American Museum of Natural History

38.049. Cross-National Research on Education Policy and Student Outcomes.

Division L - Educational Policy and Politics; Paper Session

Sheraton, Fifth Level, Grand Couteau

4:05 pm to 6:05 pm

Chair:

Amita Chudgar, Michigan State University

Participants:

The Relationship Between National Development and the Effect of School and Student Characteristics on Achievement. *Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement; Emilio Blanco, El Colegio de Mexico*

Academic Achievement of Migrant Children in China: A Mixed-Method Analysis Focused on Ethnic Minorities. *Henan Cheng, Loyola University Chicago*

Nonnational Student Achievement in Saudi Arabia and the Gulf Region: Analyzing the Legitimacy of Nationalization Agendas Using Educational Indicators. *Alexander W. Wiseman, Lehigh University; Brandon LaRue, Lehigh University*

Participation Determinants and Causal Effects of Private Tutoring on Achievement Growth: Comparing Korean Middle School Cohorts of 1988 and 2007. *Kisun Sung, Catholic University of Korea; Junyeop Kim, Hongik University; So-young Park, Sookmyung Women's University; Byeongcheol Min, Korean Educational Development Institute; Eun Hye Ham, Michigan State University*

Policies to Reduce Student Dropout in Organization for Economic Cooperation and Development (OECD) Countries. *Eifred Markussen, NIFU STEP Norwegian Institute for Studies in Innovation, Research and Education; Stephen P. Lamb, University of Melbourne*

Discussant:

Thomas F. Luschei, Claremont Graduate University

38.050. Measuring Teacher Effectiveness: New Advances and Major Challenges in the State Assessment Consortia Initiatives.

Division L - Educational Policy and Politics; Symposium

Sheraton, Second Level, Rhythms Ballroom I

4:05 pm to 6:05 pm

Chair:

Pascal D. Forgione, Center for K12 Assessment & Performance Management

Participants:

An Overview of the Partnership for Assessment of Readiness for College and Careers (PARCC) and SMARTER Balanced Assessment Consortium (SBAC) Assessment Consortia Plans. *Nancy Doorey, Center for K-12 Assessment & Performance Management*

A Psychometrician's Perspective on Consortia Approaches to Measuring Teacher Effectiveness. *Andrew Dean Ho, Harvard University*

A Statistician's Perspective on Consortia Approaches to Measuring Teacher Effectiveness. *Henry I. Braun, Boston College*

An Economist's Perspective on Consortia Approaches to Measuring Teacher Effectiveness. *Robert H. Meyer, University of Wisconsin - Madison*

Discussants:

Drew H. Gitomer, ETS

David F. Lussier, Harvard University

Matthew G. Springer, Vanderbilt University

SIG Sessions

38.051. Adult Issues Related to Dementia, African American Third-Agers, Personality, School Memories, and Cultural Differences.

SIG-Adulthood and Aging; Paper Session

JW Marriott, Third Level, Orleans

4:05 pm to 5:35 pm

Chair:

Sheilia Rae Goodwin, Winston Salem State University

Participants:

Effects of Education on Dementia Among Chinese: Potential Mediators in Mini-Mental State Examination (MMSE) Tasks. *Jianfang Chang, The Chinese University of Hong Kong; Linda CW Lam, The Chinese University of Hong Kong; Grace TY Leung, Tai Po Hospital; Chi-Shing Tse, The Chinese*

University of Hong Kong; Kit-Tai Hau, The Chinese University of Hong Kong

The Emergence of the African American Third Ager: Understanding the

Invisible Cohort. *Darcia L. Simpson, Cleveland State University*

A Personality to Grow Old With: Relationships Between Personality, Well-Being, Perception of Health, and Depression. *James A. Katt, University of Central Florida; Linda M. Speranza, Valencia Community College; Wendy Shore, Johns Hopkins University; E. Lea Witta, University of Central Florida*

Young Adults' Memories of School. *Richard T. Walls, West Virginia University; Patricia A. Haught, West Virginia University; Anne H. Nardi, West Virginia University*

In Between the Fireflies: Working With Senior Women of Chinese Heritage Around Issues of Language, Culture, and the Arts. *Heather Skye McLeod, Memorial University, Newfoundland; Kathryn Ann Ricketts, Simon Fraser University*

38.052. The Centrality of Task Design and Analysis for Documenting the Neural Basis for Mathematics Learning.

SIG-Brain, Neurosciences, and Education; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Bourbon

4:05 pm to 5:35 pm

Chair:

Stephen R. Campbell, Simon Fraser University

Participants:

The Importance of Task Design and Analysis for Sophisticated Statistical Modeling of Learning. *Anthony E. Kelly, George Mason University*

Experimental Design of Natural Cognition in Educational Neuroscience. *Mary Layne Kalbfleisch, KIDLAB*

Task Design for Educational Neuroscience of Mathematical Thinking and Learning. *John Y. Baek, Oregon State University; Richard Lesh, Indiana University*

Spanning Mathematics Education Research and Cognitive Neuroscience: Conceptual, Epistemological, Methodological Divergences. *Michael E. Martinez, University of California - Irvine; Mary Layne Kalbfleisch, KIDLAB*

Discussant:

Stephen R. Campbell, Simon Fraser University

38.053. Preparing Students for Success in High School and Beyond: High School Career and Technical Education and the Career Academy Model.

SIG-Career and Technical Education; Symposium

Astor Crowne Plaza, Second Level Mezzanine, St. Ann

4:05 pm to 5:35 pm

Chair:

Bridget A. Cotner, University of South Florida

Participants:

Factors That Contribute to Positive Student Outcomes in Career Academies: A Review of the Literature. *Bridget A. Cotner, University of South Florida; Maressa Dixon, University of South Florida; Margeaux Chavez, University of South Florida; Tasha-Neisha Wilson, University of South Florida; Kathryn M. Borman, University of South Florida*

Career and Technical Education (CTE) Policy: Meeting Employment and Educational Needs. *Vanessa Louderback Hein, University of South Florida; Kathryn M. Borman, University of South Florida*

Keys to Successful Career Academy Implementation. *Mark Thompson, National Educator Program*

Career Academies in Action: When Policy Meets Practice. *Reginald S. Lee, University of South Florida; Bridget A. Cotner, University of South Florida; Maressa Dixon, University of South Florida; Margeaux Chavez, University of South Florida; Rheta E. Lanehart, University of South Florida - Tampa; Patricia Rodriguez De Gil, University of South Florida*

Discussant:

James J. Kemple, New York University

38.054. Weaving a Tapestry: Metaphors, Models, Methods, and More.

SIG-Chaos & Complexity Theories; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom III

4:05 pm to 6:05 pm

Chair:

Bernard P. Ricca, Saint John Fisher College

Participants:

What's a Meta for? *William E. Doll, Louisiana State University*

Modeling and Complexity. *Michelle Jordan, Arizona State University*

Research Methods in Complexity Theory: Redefining the Spaces of Methodology in Educational Research. *Donald L. Gilstrap, University of Oklahoma*

Multidisciplined Interdisciplinarity: Paradigms for Educational Research. *M.*

Jayne Fleener, North Carolina State University

Mattering Complexity. *Donna Trueit*

Inspiration, Improvisation, and Ongoing Interrogation: Theorizing Method and Rigor for Complexity-Based Educational Research. *Deborah Seltzer-Kelly, Southern Illinois University*

Discussant:

Sherrie B. Reynolds, Texas Christian University

38.055. Classroom Management 2. SIG-Classroom Management; Paper Session

Sheraton, Fourth Level, Bayside C

4:05 pm to 5:35 pm

Chair:

Nancy K. Martin, University of Texas - San Antonio

Participants:

Examining Preservice Teachers' Beliefs About Culturally Responsive Classroom Management in an Urban Context. *Mei-Lin Chang, Emory University; Karen L. Falkenberg, Emory University; Sheryl Jones Croft, Emory University*

The Impact of Teachers' Classroom Management on Student Achievement in Physics Lessons. *Katharina Fricke, University Duisburg-Essen; Hans E. Fischer, University Duisburg-Essen; Alexander Kauertz, University of Education*

Personal and School Cultural Factors Associated With Teachers' Efficacy in Handling Student Misbehavior. *Costas N. Tsouloupas, Louisiana State University; Russell L. Carson, Louisiana State University*

Understanding Classroom Management Challenges and Successes in Language Immersion Charter Schools. *Alina Slapac, University of Missouri - St. Louis; Lisa M. Dörner, University of Missouri - St. Louis; Emily Anastasia Hager, University of Missouri - St. Louis*

Culturally Responsive Pedagogy of Relations: The Dynamics of Classroom Management. *Catherine Savage, Victoria University of Wellington - New Zealand*

The Embodiment of Role Identity in Teachers' Classroom Management Strategy. *Wen-Ting Chung, Arizona State University; Sarah K. Brem, Arizona State University; Jenefer E. Husman, Arizona State University; Beth Blue Swadener, Arizona State University*

38.056. Considerations of Technology-Based Community, Engagement, and

Assessment in Education. SIG-Computer and Internet Applications in Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A

4:05 pm to 5:35 pm

Chair:

Justin Olmanson, University of Texas - Austin

Participants:

Engaging Learners Through Interactive Media: Findings and Implications From a Technology-Enhanced Problem-Based Learning Environment. *Lucas Horton, University of Texas - Austin; Min Liu, University of Texas - Austin; Justin Olmanson, University of Texas - Austin; Paul Toprac*

Online Practice and Offline Roles: A Cultural View of Teachers' Low Engagement in Online Communities. *Sarah Katherine Howard, University of Wollongong; Jonathan McKeown, University of Tampa*

Promoting Community for Online Learners in Special Education. *Phyllis Jones, University of South Florida; Elizabeth A. West, University of Washington; Sarah R. Semon, University of Northern Iowa*

Reading, Writing, and Language E-Assessment for Deaf and Hard-of-Hearing K-8 Learners. *Charles DeVaughn Miller, University of Minnesota; Simon Hooper; Susan Rose, University of Minnesota; Lucas Lecheler, University of Minnesota*

Promoting Motivation and Mathematics Achievement for Students With Learning Disabilities Using Web-Based Resources. *Sanghoon Park, Northwestern State University of Louisiana; Kenneth McLeod, University of Southern Mississippi*

38.057. What Comes After the Post? Curriculum Studies, Myths, Understanding, and the Posthuman. SIG-Critical Issues in Curriculum and Cultural Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II

4:05 pm to 5:35 pm

Chair:

Delese Wear, Northeastern Ohio Universities College of Medicine

Participants:

Mythic Metaphors of Difference. *Mary A. Doll, College of Art & Design*
(Post)Understanding and Curriculum Studies. *Marla Morris, Georgia Southern*

University

Educating the Posthuman. *John A. Weaver, Georgia Southern University*

Discussant:

Daniel Ethan Chapman, Georgia Southern University

38.058. The Implications of John Dewey's Thought for Classroom Practices.

SIG-Dewey Studies; Paper Session

Sheraton, Fifth Level, Grand Chenier

4:05 pm to 6:05 pm

Chair:

Donna A. Breault, Northern Kentucky University

Participants:

Education for Democracy: Reclaiming John Dewey's Philosophical Foundation for a New Vision of Classroom Management. *Rebecca Stevens, University of South Carolina - Upstate*

Imagining the Gap: A Dramatic Rehearsal of Learning Through Teacher Student Interaction. *Rob McEntarffer, Lincoln Public Schools*

Mathematical Experience: Deweyan Aesthetics in the Classroom. *Holly Brewster, Teachers College, Columbia University*

Seeking Attunements: Dancing to Teach; Teaching to Dance. *Soon Ye Hwang, University of Nebraska - Lincoln*

The Fear of Art and the Art of Fear. *Stephanie Autumn Baer, University of Nebraska - Lincoln*

Spinach, Teaching, and Dewey. *Jie Yu, Louisiana State University - Baton Rouge*

Discussant:

Nakia S. Pope, Winthrop University

38.059. Education Philanthropy and Education Reform: Approaches to Best

Practice. SIG-Education and Philanthropy; Invited Session

Doubletree, Second Level, Madewood B

4:05 pm to 5:35 pm

Chair:

Margo Lynn Quiriconi, Ewing Marion Kauffman Foundation

Participants:

Corporate Foundations' Paradoxical Role in Giving to K-12 Education. *Leila Morsy Eckert, Harvard University*

Effective Grantmaking Strategies to Support Access and Equity: A National Committee for Responsive Philanthropy Report. *Kevin G. Welner, University of Colorado - Boulder; Amy Nichole Subert, University of Colorado - Boulder*

Teacher Quality, Teacher Effectiveness, and Philanthropy: Learning Through Giving. *Kathleen P. deMarrais, University of Georgia; Karen Watkins, University of Georgia; Robert Kronley, Kronley and Associates*

38.060. Building Capacity at All Levels for Evidence-Based Decision Making:

Models, Processes, and Impacts. SIG-Educational Change; Symposium

Sheraton, Second Level, Rhythms Ballroom III

4:05 pm to 5:35 pm

Chair:

David Fulford, Ontario Ministry of Education

Participants:

System-Wide Strategies to Build Capacity for Evidence-Based Decision Making. *Raymond Théberge, Ontario Ministry of Education; Doris McWhorter, Ministry of Education*

Building Teacher Capacity Through Effective Teacher Development: The Teacher Learning and Leadership Program. *Camille Chenier, Ontario Ministry of Education; Armand Gagne, Ontario Ministry of Education; Barry Pervin, Ontario Ministry of Education*

Evidence to Practice From Inside Out: School Self-Assessment to Inform Teacher Professional Learning and Student Achievement. *Mary Jean Gallagher, Ontario Ministry of Education*

Predictive Modeling of Student Achievement and Targeted Pedagogical Interventions. *Mario Gagnon, Ontario Ministry of Education; Serge Boule, Ontario Education Research Panel*

Developing Instructional Capacity Through Research Partnerships. *Catherine D. Bruce, Trent University; Myrna Ingalls, Ontario Ministry of Education; John A. Ross, OISE/University of Toronto*

Discussant:

Carol Campbell, Stanford University

38.061. Inciting Experience of Environment and Place Through Children's Literature: Transdisciplinary Research for the Community Good. SIG-

Environmental Education; Symposium

JW Marriott, Third Level, Ile de France III

4:05 pm to 6:05 pm

Chairs:

Amy N. Cutter-Mackenzie, Monash University
Alan Douglas Reid, University of Bath

Participants:

Experiencing Environment and Place Through Children's Literature. *Amy N. Cutter-Mackenzie, Monash University; Alan Douglas Reid, University of Bath*
 Through Green Eyes: Complex Visual Culture and Postliteracy. *Sid Dobrin, University of Florida*

What's There, What if, What Then, and What Can We Do? An Immersive and Embodied Experience of Environment and Place Through Children's Literature. *Amy N. Cutter-Mackenzie, Monash University; Geraldine Burke, Monash University*

Reading The Lorax: Orienting in Potentiality. *Amy L. Sloane, University of Wisconsin - Madison*

The Stories Are the People and the Land: Three Educators Respond to Environmental Teachings in Indigenous Children's Literature. *Lisa M. Korteweg, Lakehead University*

Children's Literature as a Springboard to Place-Based Embodied Learning. *Linda Wason-Ellam, University of Saskatchewan*

Exploring Instructional Strategies to Develop Prospective Elementary Teacher Children's Literature Book Evaluation Skills for Science, Ecology, and Environmental Education. *J. William Hug, California University of Pennsylvania*

Discussant:

Sid Dobrin, University of Florida

38.062. State of the States and Provinces 2011. SIG-Fiscal Issues, Policy, and Education Finance; Symposium
 Astor Crowne Plaza, Second Level, Grand Ballroom B
 4:05 pm to 6:05 pm

Chair:

Catherine C. Sielke, University of Georgia

Participants:

Catherine C. Sielke, University of Georgia
Robert Charles Knoeppel, Clemson University
Michelle Anne Turner Mangan, National-Louis University

38.063. Teaching Practices and National Political Projects: The Production of Citizen Subjects. SIG-Foucault and Education; Paper Session
 JW Marriott, Third Level, Rosalie
 4:05 pm to 6:05 pm

Chair:

John Ambrosio, Ball State University

Participants:

Citizen Formation: Becoming a Citizen Inside and Outside of School. *Andreas Fejes, Linköping University; Katherine Nicoll, University of Stirling; Maria Olson, Stockholm University, Sweden; Magnus Dahlstedt, Linköping University*

Citizen-Subjects Incited in the Social Imagination: A Foucauldian Discourse Analysis of the Political Rationality of A Nation at Risk. *Sophia Rodriguez, Loyola University Chicago*

Girls' Education Campaigns in Turkey and Struggles to Reduce "Social Risk": Girls' Education as a Discursive Field. *Yasin Tunc, University of Wisconsin - Madison*

38.064. The Politics of Indigenous Theorizing. SIG-Indigenous Peoples of the Pacific; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 3
 4:05 pm to 6:05 pm

Chair:

Margaret J. Maaka, University of Hawaii - Manoa

Participants:

Kānaka Maoli Wayfinding, 2000-2010: Investigating the Role of the Kamehameha Schools. *Carl Kalani Beyer, National University*
 Kaupapa Maori : An Indigenous Approach To Transforming Theory. *Leonie Pihama, Maori and Indigenous Analysis Ltd.*
 The Art of Imprecision: A Unique Indigenous Worldview. *Kerry Laiana Wong, University of Hawaii - Manoa; Eomailani Kukahiko, University of Hawaii - Manoa; Laiana Wong, Kingdom of Hawaii*
 The Politics of Maori-Medium Initial Teacher Education. *James Graham, Massey University; Te Rina Warren, Massey University; Tania Te Aroha Riwai, Massey College of Education, Aotearoa, New Zealand; Huia Tomlins Jahnke, Massey University; Annemarie Gillies, Massey University; Rawiri Stephen Tirirau, Massey University*

Discussants:

Patricia Maringi Gina Johnston, Te Whare Wananga o Awanuiarangi
Hine Jane Waitere, Massey University

38.065. Informal Learning Across Sites and Disciplines: What Do We Know, Where Do We Need to Go. SIG-Informal Learning Environments Research
 Cosponsored by SIG-Out-of-School Time; Symposium
 New Orleans Marriott, Third Level, Mardi Gras Salon A
 4:05 pm to 6:05 pm

Chairs:

Jrene Rahm, Universite de Montreal, Canada
Molly Phipps, Science Museum of Minnesota

Participants:

Informal Learning Environments That Build Connections to Local Communities While Engaging Citizens. *Joseph L. Polman, University of Missouri - St. Louis*
 Developing a Research Methodology for the Study of the Adult Visitor's Learning in a Art Museum. *Anne-Marie Emond, University of Montreal*
 More Than Exposure: How to Think About Learning in Art Museums. *Karen Knutson, University of Pittsburgh*
 Fitting Math Into Zoos and Aquariums: Making Use of Data-Rich Environments. *Andee Rubin, TERC*
 Imagining Environments That Spark Creative Production: Lessons From Longitudinal and Comparative Research Designs. *Brigid J.S. Barron, Stanford University*
 A Case Study of a School Garden: An Informal Setting That Is Fertile Ground for Instructional Practice. *Carley Fisher-Maltese, Rutgers University; Sharon Ryan, Rutgers University; Timothy D. Zimmerman, Rutgers University*

Discussants:

Doris B. Ash, University of California - Santa Cruz
Sara L. Hill, National Institute on Out-of-School Time

38.066. Successful Grantsmanship in Instructional Technology: A Panel Discussion. SIG-Instructional Technology; Invited Session
 Astor Crowne Plaza, Second Level, Astor Ballroom I
 4:05 pm to 5:35 pm

Chair:

Theresa A. Cullen, University of Oklahoma

Participants:

Robert D. Sherwood, Indiana University
Thomas Brush, Indiana University
Krista D. Glazewski, New Mexico State University
John W. Saye, Auburn University
James E. Martin, University of Oklahoma
Maeghan N. Hennessey, University of Oklahoma

38.067. Multiple Perspectives on Computer-Mediated Classroom Discussion: Research on Discourse in the New Millennium. SIG-Language and Social Processes; Symposium
 New Orleans Marriott, Second Level, Preservation Hall Studio 1
 4:05 pm to 5:35 pm

Chair:

Diane L. Schallert, University of Texas - Austin

Participants:

Tracing Topical Development in Synchronous Online Discussion. *Yangjoo Park, University of Texas - Austin*
 Capturing Process: A Microgenetic Analysis of Online Discussions as Opportunities for Meaning Construction. *Jane Vogler, University of Texas - Austin; The D-Team, University of Texas - Austin*
 Deriving Resistance From Online Discourse: A Grounded Theory Approach to Analyzing Students' Meaning Making. *SoonAh Lee, University of Texas - Austin; The D-Team, University of Texas - Austin*
 Traversing Emic/Etic Perspectives When Investigating Identity Issues in Computer-Mediated Discussion. *Kwangok Song, University of Texas - Austin; The D-Team, University of Texas - Austin*
 Analyzing Graduate Students' Use of Politeness Strategies in Online Collaborative Learning Projects in Second Life. *Yueh-hui Vanessa Chiang, University of Texas - Austin*

Discussant:

Beth Maloch, University of Texas - Austin

38.068. Life Stories and Teacher Empowerment. SIG-Lives of Teachers; Paper Session
 New Orleans Marriott, Third Level, Mardi Gras Salon B
 4:05 pm to 6:05 pm

Chair:

Malayna Bernstein, West Virginia University

Participants:

Stories From Five Decades: The Importance of Theatricality, Courage, and Creativity in Teaching. *Colette Rabin, San José State University; Grinell Smith, San José State University*

Urban Public School Teachers Thrive on Arts-Based Teaching. *Xin Li, California State University - Long Beach*

High School Teachers' Lived Experiences With Authentic Intellectual Work in Schools of Color. *Christopher Andrew Brkich, University of Florida*

I Believe, I Am: Teacher Beliefs as an Expression of Teacher Identity. *Kate Johnson, Michigan State University*

Acting Versus Being a Teacher: Differing Approaches to Student Advocacy Among African American and White Preservice Teachers. *Lynnette K. Mawhinney, The College of New Jersey; Carol R. Rinke, Gettysburg College; Gloria Park, Indiana University of Pennsylvania*

A Mixed-Methods Study of Midcareer Science Teachers: The Growth of Professional Empowerment. *Amy L. Moreland, University of Texas - Austin*

38.069. Multiple Intelligences in Action. SIG-Multiple Intelligences: Theory and Practice; Paper Session

Hotel Monteleone, Mezzanine Level, Bonnet Carre

4:05 pm to 5:35 pm

Chair:

C. Branton Shearer, Multiple Intelligences Research and Consulting

Participants:

Teachers' Perspectives on the Relationship Between Culture and the Theory of Multiple Intelligences. *Marjorie H. Haley, George Mason University; Nora El-Bilawi, George Mason University*

The Executive Function of Intrapersonal Intelligence: Educating for Personal Competence. *Maura Sellars, University of Newcastle*

Multiple Intelligences: Efficacy and Results. *C. Branton Shearer, Multiple Intelligences Research and Consulting*

Discussant:

Edward G. Fierros, Villanova University

38.070. Narrative Research SIG Symposium Session: Narrative Inquiries Into Curriculum-Making in Teacher Education. SIG-Narrative Research; Symposium

Doubletree, Second Level, Nottoway

4:05 pm to 5:35 pm

Chair:

Debbie A. Pushor, University of Saskatchewan

Participants:

The Origins and Development of Narrative Inquiry in Teaching and Teacher Education. *Cheryl J. Craig, University of Houston*

Storyed Ways of Approaching Diversity. *Ramona Maile Cutri, Brigham Young University*

Tip-Toeing Past the Fear: Becoming a Music Educator by Attending to Personal Music Experiences. *Shelley Griffin, Brock University*

Discussants:

Julian D. Kitchen, Brock University

Darlene Ciuffetelli-Parker, Brock University

38.071. Absurdity, Boredom, and Gratitude in Education. SIG-Philosophical Studies in Education; Paper Session

JW Marriott, Third Level, St. Jerome

4:05 pm to 5:35 pm

Chair:

James Stillwaggon, Iona College

Participants:

Absurdity in and for Education: A Philosophical Inquiry. *Michelle Forrest, Mount Saint Vincent University*

Gratitude, Democratic Education, and the Eternal Recurrence. *Mark E. Jonas, University of Wisconsin - Whitewater*

The Concept of Profound Boredom: Learning for the Future Through Moments of Vision. *Paul Thomas Gibbs, Middlesex University*

Discussant:

Alma Krilic, Simon Fraser University

38.072. Portfolios and Reflective Practice for Preservice Teachers: Models for Authentic Learning. SIG-Portfolios and Reflection in Teaching and Teacher Education; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon C

4:05 pm to 5:35 pm

Chair:

Maria Alfredo Moreira, University of Minho

Participants:

So, You Think You Can Teach? Reflection Processes That Support Preservice Teachers' Field Experience Readiness. *Denise M. McDonald, University of Houston - Clear Lake; Michele Kahn, University of Houston - Clear Lake; Susan McCormack, University of Houston - Clear Lake*

Effects of an Instructional Scaffolding Intervention on Reflective Thinking in Elementary Preservice Teacher Portfolios. *Rebecca E. Pennington, Covenant College; Margaret D. Roblyer, Nova Southeastern University*

Race and Reflection: Exploring White Prospective Teachers' Thoughts About African American Children in Online E-Portfolio Reflections. *Michael K. Thomas, University of Wisconsin - Madison; Katrina Liu, University of Wisconsin - Madison*

An Investigation on Electronic Portfolios and Reflection in Language Teacher Education in Turkey. *Didem Ayan, Middle East Technical University; Golge Seferoglu, Middle East Technical University*

Using Focus Groups to Examine Reflective Practice of Preservice Teachers. *Barbara Rae Peterson, Austin Peay State University*

Discussant:

Joan Y. Pedro, University of Hartford

38.073. Race to Nowhere: A Documentary. SIG-Research Use; Demonstration/Performance

Sheraton, Fourth Level, Oak Alley

4:05 pm to 6:05 pm

Chair:

Sara Truebridge, Education Consultant

Participant:

Race to Nowhere: A Documentary. Vicki Abeles, Reel Link Films

38.074. Culturally Relevant Mathematics Education. SIG-Research in Mathematics Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 6

4:05 pm to 6:05 pm

Chair:

Arthur B. Powell, Rutgers University

Participants:

Contexts and Structures: Supporting Culturally Relevant Mathematics Pedagogy for Teachers of Urban High School Students. *Andrew Haiwen Chu, The Graduate Center - CUNY; Laurie Rubel, Brooklyn College - CUNY*

Community and Identity: A Tool for the Professional Development of Mathematics Teachers of African American and Latino Children. *Beatriz E. Quintos, University of Maryland; Senfeng Liang, University of Maryland*

Ethnomathematics at a K-8 Public School: Making Mathematics Accessible to Diverse Populations. *Phoebe Hirsch-Dubin, University of California - Santa Barbara; John D. Puglisi, Mesa Union School District*

Helping Mathematics Teachers Become Culturally Relevant Educators: Results From a Conference to Increase Teacher Knowledge of Culturally Relevant Teaching. *Raquel Leonor Gonzalez, University of Maryland - College Park; Martin Leroy Johnson, University of Maryland; Stephanie Timmons Brown, University of Maryland*

Different Mathematics Performance Among Different Generations of Immigrant Students: An Examination of the Trends in International Mathematics and Science Study (TIMSS) 2007 U.S. Data. *Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shiqi Hao, Michigan Department of Education*

38.075. Transitioning From Student to Physical Educator: Are Graduates Ready to Meet the Needs of Today's Inactive Students? SIG-Research on Learning and Instruction in Physical Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse B

4:05 pm to 6:05 pm

Chair:

Bryan A. McCullick, University of Georgia

Participants:

Promoting Out-of-Class Physical Activity Among High School Students: Preservice Physical Educators' Experiences During an Internship. *Jaimie McMullen, Minot State University; Julie Ann Jahn, Arizona State University; Hans Van Der Mars, Arizona State University*

Including Overweight Students in Physical Education Under a Social Ecological Constraints Theory. *Paul B. Rukavina, Adelphi University; Weidong Li, The Ohio State University; Sarah Doolittle, Adelphi University; Angela Beale, Adelphi University; Mara L. Manson, Adelphi University*

The Influence of Student Teaching on Physical Education Student Teachers' Self-Efficacy and Outcome Expectancy Beliefs. *Zan Gao, Texas Tech University; Ping Xiang, Texas A&M University; Ron E. McBride, Texas A&M University*

Rhetoric and the Reality: The Learning Opportunities of Beginning and Experienced Physical Education Teachers. *Therese Hartley, University of Limerick; Ann MacPhail, University of Limerick*

38.076. Impacting the Work, Perceptions, and Retention of New Mathematics Teachers Through Professional Development: Research/Implications.

SIG-Research on Teacher Induction; Symposium
Sheraton, Fourth Level, Edgewood
4:05 pm to 6:05 pm

Chair:

Ellen Moir, New Teacher Center

Participants:

Building Communities of Practice: Results From 3 Years of Longitudinal Research Studying the Support of Mathematics Teachers' Retention. *Barbara J. Pence, San José State University; Susie W. Hakansson, University of California - Los Angeles*

Supporting Beginning Mathematics Teachers With Technology-Based Professional Development. *Axelle Faughn, Western Carolina University; Kyndall Allen Brown, University of California - Los Angeles; Naomi S. Kent, California State University - Fresno; Imre Tuba, San Diego State University*

Online Professional Learning Community: A Platform for Professional Development and Research on Mathematics Teacher Retention in an Urban Environment. *Christine D. Thomas, Georgia State University*

Retention of Alternately Certified Mathematics Teachers in New York City Public Schools. *Andrew M. Brantlinger, University of Maryland*

Discussant:

Ellen Moir, New Teacher Center

38.077. Service Learning for Social Justice. SIG-Service-Learning & Experiential

Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
4:05 pm to 5:35 pm

Chair:

Kathleen B. Wasserman, University of Scranton

Participants:

Making Waves With Service-Learning: The Ripple Effect. *Virginia M. Jagla, National-Louis University; Antonina Lukenchuk, National-Louis University*

Increasing Preservice Teachers' Intercultural Awareness Through Service-Learning. *Marilyn C. Buchanan, California State University - Channel Islands; Manuel G. Correia, California State University - Channel Islands; Robert E. Bleicher, California State University - Channel Islands*

Gardening Justice, Year Five: Community Service Learning Impact on Preservice Teachers. *Kathy M. Bussert-Webb, University of Texas - Brownsville; Maria Diaz, University of Texas - Brownsville*

Service-Learning in Urban Teacher Education: Developing Student Voice Through Merging the Classroom and the Community. *Noah Borrero, University of San Francisco; Jerusha Osberg Conner, Villanova University; Alex Mejia, University of San Francisco*

Multivariate Analysis of Preservice Educators' Engagement in Service-Learning With Persons With Disabilities. *Trae Stewart, University of Central Florida; Haiyan Bai, University of Central Florida; Rebecca Hines, University of Central Florida*

Discussant:

Mickey Fenzel, Loyola University Maryland

38.078. Going to Scale With Social and Emotional Learning. SIG-Social and

Emotional Learning; Symposium
Sheraton, Third Level, Napoleon Ballroom B3
4:05 pm to 6:05 pm

Chair:

Roger P. Weissberg, University of Illinois - Chicago

Participants:

District-Wide Implementation of Social and Emotional Learning Programs: A Synthesis of Expert Perspectives. *Amy Kathryn Mart, University of Illinois - Chicago; Mark T. Greenberg, The Pennsylvania State University; Roxann Kriete, Responsive Classroom; Eric Schaps, Developmental Studies Center; Joan Cole Duffell, Committee for Children; Roger P. Weissberg, University of Illinois - Chicago*

Supporting Quality Implementation While Scaling Up the Second-Step Program. *Joan Cole Duffell, Committee for Children*

Promoting Respect and Conflict Resolution Throughout School Districts. *Linda Lantieri, Inner Resilience Program*

System-Wide Emotional Literacy With the RULER Approach (Recognition, Understanding, Labeling, Expression, and Regulation of Emotion). *Marc A. Brackett, Yale University*

The Lions Quest Program: Scaling Up on a Global Scale. *Mike Buscemi, Lions Clubs International Foundation*

Successes and Challenges in Disseminating the Caring School Community Program. *Eric Schaps, Developmental Studies Center*

38.079. Technology, Instruction, Cognition and Learning 2: The Role of Automation in Adaptive Instruction: A Dialog on Fundamental Issues With Commentary. SIG-Technology, Instruction, Cognition & Learning;

Symposium
Sheraton, Third Level, Napoleon Ballroom C2
4:05 pm to 5:35 pm

Chair:

Joseph M. Scandura, MERGE Research Institute

Participants:

The Role of Motivation in Intelligent Tutoring Systems (ITS) and Other Adaptive Tutoring Systems. *Benedict du Boulay, University of Sussex, UK*

AuthorIT and TutorIT: A Fundamentally New and Better Approach to Developing and Delivering Adaptive Tutoring Systems. *Joseph M. Scandura, MERGE Research Institute*

Questions and Commentary From a Cognitive Science Perspective. *Carole R. Beal, The University of Arizona*

Discussants:

Amy B. Adcock, Old Dominion University

Peter Fadde, Southern Illinois University

Wellesley R. Foshay, Texas Instruments

Jeroen JG Van Merriënboer, Maastricht University

Division and SIG Roundtables

38.080. Roundtable Session 22; Roundtable Session

38.080-1. Understanding Health in Schools. SIG-Education, Health, and Human

Services Linkages; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Twyla L. Salm, University of Regina

Participants:

A Meta-Analysis of the Effects of School-Based Sex Education Interventions on Adolescents. *Rebecca Joan Cohen Lusk, University of California - Los Angeles*

Abstinence Education Reform and Adolescent Risky Behaviors. *Lu Michelle Yin, University of Florida*

Prototypes and Characteristics of School-Based Health Centers in California. *Manuelito Deguzman Biag, University of California - Davis*

The Space of Collaboration in Interagency Work: A Case Study. *Devarati S. Syam, University of Wisconsin - Milwaukee*

38.080-2. Bullying, Behavioral Issues, Emotional Struggles, and Other Related Challenges to the Student Learning Environment. Division H - Research,

Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Teresa Garcia Duncan, ICF International

Participants:

A Study of Character Asset Development in Elementary School Students. *Andrew Furco, University of Minnesota; Danielle Toussaint, Hatchuel Tabernik & Associates; Ginny V. Lee, California State University - East Bay; Lisa Burton, University of Minnesota; Kate Kent, University of Minnesota*

Comprehensive Antibullying Programs and Policies: Exploring the Relationships Between School-Based Measures and Acts of Bullying. *Buffy M. Fegenbush, St. Mary Parish School System; Dianne F. Olivier, University of Louisiana - Lafayette; Frank Del Favero, University of Louisiana - Lafayette*

Suicide, Bullying, and a Community Pool: Multimodal Literacies After School. *Jennifer Jenson, York University; Stephanie Fisher, Nicholas Taylor, York University; Suzanne de Castell, Simon Fraser University*

Evaluation of a Class-wide Program for Promoting Children's Acceptance

of Others With Disabilities. *Elisa Mustari, University of Illinois - Urbana-Champaign; Michaelene Ostrosky, University of Illinois - Urbana-Champaign; Paddy Favazza, Rhode Island College*

Interventions That Work in Segregated Classes for Behavioral Students: Exclusionary Practice or the Least Restrictive Environment? *Mike Parr, Nipissing University; Warnie James Richardson, Nipissing University; Michelann Parr, Nipissing University; Carole Ann Richardson, Nipissing University*

38.080-3. Closing Achievement Gaps Between Subgroups and School Accountability. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Bradley J. McMillen, Wake County Public Schools, North Carolina

Participants:

Closing the Achievement Gap? Analyzing Change Since No Child Left Behind Using State Assessments and the National Assessment of Educational Progress. *Rolf K. Blank, Council of Chief State School Officers; Lauren Stillman, Council of Chief State School Officers*

Ethnic, Gender, and Socioeconomic Gaps in Achievement: The Perils of "Main Effects". *Steve Strand, University of Warwick*

Reading and Math Achievement Gaps Between Hispanic and White Students: A Multiyear Statewide Study. *Ana Marie Rojas-LeBouef, Sam Houston State University; John R. Slate, Sam Houston State University*

High School Graduation Rates for Students With Disabilities Across 13 Southern States. *Nancy W. Manuel, University of Louisiana - Lafayette*

Monitoring School Progress Toward Meeting Performance Goals: Comparing Two Alternative Approaches. *Stacey Michie Takamishi, University of Hawaii - Manoa*

38.080-4. Assessing the Influence of Programs to Prepare At-Risk Students for College: Evaluating GEAR UP. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Elizabeth J. Glennie, RTI International

Participants:

Using a Nationally Representative Dataset to Examine the Influence of Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) on Entering Postsecondary Education. *Elizabeth J. Glennie, RTI International; Benjamin W. Dalton, RTI International; Laura Knapp, RTI International*

Using Standardized Data Collection Methods to Facilitate Program Evaluation. *Darlene Cole, CoBro Consulting*

Cross-Site Collaborative Evaluation of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): A Performance Rubric Tracking Progress Toward Increasing College Access. *Rita O'Sullivan, University of North Carolina - Chapel Hill; Karyl Jacqueline Shand Askew, University of North Carolina*

Saturday Academy of Math: Impact of a Supplemental Math Strategy for Low-Performing Middle School Students. *Lilia Margarita Tamakeyowma, University of California - Irvine; Silvia Swigert, University of California - Irvine*

38.080-5. Instructional Leadership Issues: Teacher Practices, Professional Development, and Policy Implications. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Joseph W. Check, University of Massachusetts - Boston

Participants:

Bridging Professional Development and Context: Integrating Mathematics and Academic Language in a District Facing Takeover. *Patricia E. Swanson, San José State University; David A. Whitenack, San José State University*

Partnering to Address Teacher Retention Challenges: Community-Based Teacher Education for First Nations, Métis, and Inuit. *Tim Stensland, Alberta Education; Anna Nadirova, Alberta Education; John M. Burger, Rocky View School Division*

Sustaining Instructional Leadership Reform: A New Perspective on Measuring Sustainability and Implications for Policy. *Heidi M. Sweetman, University of Delaware; Katrin Blamey, University of Delaware; Audrey J. Noble,*

University of Delaware

Evidence of Within-School Variation in Student Academic Outcomes in Large Urban Schools. *Camilla Highfield, University of Auckland; Viviane M. Robinson, University of Auckland; Christine Margaret Rubie-Davies, University of Auckland*

38.080-6. Preparing Preschoolers: Evaluating Literacy and School Readiness Programs. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Sumbal Malik, University of Ottawa

Participants:

Using Formative Research to Inform Teacher Time-on-Task Needs as Part of a Pre-Kindergarten Schedule Evaluation. *Debra J. Ackerman, National Institute for Early Education Research; Kwanghee Jung, National Institute for Early Education Research; Jessica Thomas, National Institute for Early Education Research*

An Evaluation of Early Reading First in Rural Oklahoma. *Anna W. Grehan, Education Research Group; Shanan L. Chappell, The University of Memphis; Lee Grehan, The University of Memphis; Ruthie Tate, Little Dixie CAA*

Effects of Explicit Literacy Instruction on Early Language Skills of Preschoolers From Low-Income Families. *Yaoying Xu, Virginia Commonwealth University; Cynthia Walker Hutchinson, Virginia Commonwealth University; Christopher E. Chin, Virginia Commonwealth University; Evelyn Reed, Virginia Commonwealth University*

Three-Year Evaluation of Charting a Course to Literacy: Early Reading First (ERF) in Chicago Charter Schools. *Tania Ann Rempert, University of Illinois; Lizanne DeStefano, University of Illinois; William Teale, University of Illinois - Chicago; Jeffri L. Brookfield, University of Illinois - Chicago*

Can a Quality Improvement System Improve Children's School Readiness? *Xin Ma, University of Kentucky; Jianping Shen, Western Michigan University; Xuejin Lu, Children's Services Council of Palm Beach County - Florida; Karen Brandt, Children's Services Council of Palm Beach County; Jeffrey Scott Goodman, Children's Services Council of Palm Beach County; Grace Watson, Children's Services Council of Palm Beach County*

38.080-7. Self-Study of Science Teacher Education. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Renee T. Clift, The University of Arizona

Participants:

Enacting Literacy Pedagogies: A Collaborative Self-Study Between a Physical Education and a Science Teacher Educator. *Tim Fletcher, OISE/University of Toronto; Shawn M. Bullock, University of Ontario Institute of Technology*

From Bench Scientist to Science Teacher Educator: Influences of Personal Contexts on Teaching Practices and Views on Teaching. *Alexandra Olivia Santau, Duquesne University*

Promoting Student Agency in Scientific Inquiry: A Self-Study of Relational Pedagogy in Preservice Elementary Education. *Amy E. Trauth-Nare, Indiana University; Gayle A. Buck, Indiana University; Nicole Beeman-Cadwallader, Indiana University*

38.080-8. The Landscape of Leadership Preparation. SIG-Learning and Teaching in Educational Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Tricia Browne-Ferrigno, University of Kentucky

Participants:

A Fresh Look at Graduate Programs in Teacher Leadership. *Jack Leonard, University of Massachusetts - Boston; Katherine Petta, Boston Public Schools; Christina Porter, Revere Public Schools*

Nontraditional Leadership Preparation Programs and the Candidates They Attract. *Bradley W. Davis, University of Texas - Austin; Matt Giani, University of Texas - Austin; Todd Hutner, University of Texas - Austin*

What Constitutes a Critical Mass of Faculty? A Study of Full-Time Faculty in Educational Leadership Programs. *Donald G. Hackmann, University of Illinois; Martha M. McCarthy, Indiana University*

38.080-9. Culturally Relevant Practices: Teaching, Learning, and Fostering Heritage Languages in Diverse Language Communities. SIG-Bilingual Education Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Joel E. Dworin, University of Texas - El Paso

Participants:

Educators of Community Heritage Language Programs: Maintaining Children's Korean and Vietnamese Home Languages. *Veronica E. Valdez, University of Utah*

Embedding Mini-Lessons to Build Bilingual Preservice Teachers' Confidence in Spanish Written Proficiency. *Kimberley K. Cuero, University of Texas - San Antonio*

Mexican Parents and Their Teenage Children Creating a Third Space for Dialogue and Learning. *Clarena Larrotta, Texas State University - San Marcos*

Cultural Literacy and Language Instruction: The Case of Immigrant Children in a Bilingual Transition Program in Texas. *Beatriz Irene Gutierrez, University of Texas - Austin*

38.080-10. Conceptualizing Effective Partnerships Between Schools and Linguistically Diverse Families of Young Children. SIG-Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Margarita Jimenez-Silva, Arizona State University

Participants:

First-Grade Teachers' Reflections Regarding Latino Parent Involvement. *Margarita Jimenez-Silva, Arizona State University*

Staying Close? Or Away? From a Linguistically and Culturally Diverse Home: An Ethnographic Case Study. *Yeonsun Ellie Ro, University of Illinois - Urbana-Champaign*

Impacts of Language Diversity on Early Childhood Parent-Teacher Conference Communication. *Gregory A. Cheatham, Arizona State University*

38.080-11. International Applications in Higher Education. SIG-Peace Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Olga S. Jarrett, Georgia State University

Participants:

The Brazilian National Curriculum for Foreign Languages Revisited Through a Multiculturalism and Peace Studies Approach. *Rejane Pinto Costa, Brazilian Army Command and General Staff College*

Combating Stereotypes and Prejudices in a Higher Education Conflictual Venue: A Case Study. *Zehavit Gross, Bar-Ilan University*

The Role of Music in Sustaining Social Justice and Peace: A Transformative Pedagogy in a Southeast Asian Liberal Arts College. *Juliana Moonette Santic Manrique, St. Scholastica's College-Manila; Angelina Gutierrez, Saint Scholastica's College-Manila*

38.080-12. Literacies at Work and Play: Adolescent and Young Adult Writing in Multiple Contexts. SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

William Kist, Kent State University

Participants:

Talk and Digital Text as Mediational Means: A Mediated Discourse Analysis of Collaborative Fantasy Writing. *Ryan M. Rish, The Ohio State University*

Digital Talk: The Digital Writing of Adolescents. *Kristen H. Turner, Fordham University; Elvira K. Katic, Ramapo College of New Jersey; Sandra Schamroth Abrams, Saint John's University; Meredith Jeta Donovan, Fordham University*

Mixed-Method Study of the Impact of an International Online Exchange Project on Adolescent Writing. *Paige Ware, Southern Methodist University; Brenna Rivas, Southern Methodist University*

Exploring Zine Pedagogy Through the Narratives of Teacher/Zinesters. *Karin H. deGravelles, Louisiana State University*

Playful Academic Identities: Engagement in a First-Year University Support Program. *Aimee Cheree Mapes, Duke University*

38.080-13. Ethnic Group Considerations in Multicultural/Multiethnic Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Carl Byron Keys, University of Virginia

Participants:

African American Male Students Who Cool Pose. *Rebecca A. Neal, Arizona State University*

Immigration and Resiliency: Unpacking the Experiences of High School Students From Cape Verde and Ethiopia. *Afra Ahmed Hersi, Loyola University Maryland*

Multiple Cultures and Multiple Literacies: Chinese and Pakistani Immigrant Families' Perceptions of Family Literacy Programs in Canada. *Zheng Zhang, University of Western Ontario; Nazia Bano, University of Western Ontario*

Children's Perceptions of Interracial Friendships: Exploring Age, Race, and Gender Differences in Children's Perspectives. *Cinzia Pica-Smith, Assumption College*

Nothing but Being There Matters: Expectancy-Value Motivation Between U.S. and Chinese Middle School Students. *Haichun Sun, University of South Florida; Haiyong Ding, Shanghai University of Sport; Ang Chen, University of North Carolina - Greensboro*

38.080-14. Teacher Research: Constructivism and Student-Directed Learning. SIG-Teacher as Researcher; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Christopher C. Martell, Boston University

Participants:

Enhancing Students' Conceptions of the Nature of Science: A Collaborative Teacher Research Project. *Amanda Humphreys, The Bishop Strachan School; Winifred Hunsburger, The Bishop Strachan School*

Shifting the Balance: Examining the Impact of Student-Directed Learning. *Penelope A. Millar, Spotsylvania County Schools; Sandra Barnstead, Spotsylvania County Schools; Debbie Barrett, Louisa County Schools; Sarah Muscato, Spotsylvania County Schools*

Self-Monitoring Independent Work Skills of Students With Mild Mental Retardation. *Kathleen M. McCoy, Arizona State University; Sarup Rani Mathur, Arizona State University; Jenn Coughlin, Arizona State University*

38.081. Roundtable Session 23; Roundtable Session

38.081-1. Teaching and Learning From Educational Research Courses. SIG-Professors of Educational Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
4:05 pm to 5:35 pm

Chair:

Reagan Curtis, West Virginia University

Participants:

Statistics Anxiety Rating Scale (STARS) in Graduate Statistics and Research Methods: Implications for Instructional Practice and Curricular Development. *Reagan Curtis, West Virginia University; Philip Kontor Adu, West Virginia University; Terence C. Ahern, West Virginia University*

Why They Wait: The Influence of Motivation and Anxiety on Procrastination in Online Statistics Students. *Glenda C. Rakes, University of Tennessee - Martin; Karee E. Dunn, University of Arkansas; Bonni Behrend, University of Arkansas*

A Qualitative Data Collection Framework for Conducting Literature Reviews/Research Syntheses. *Anthony J. Onwuegbuzie, Sam Houston State University; Nancy L. Leech, University of Colorado - Denver; Kathleen M.T. Collins, University of Arkansas*

Application of the Interpersonal Model of Group Development to Group Projects in Educational Research Courses. *Cynthia Grant, Concordia University - Chicago*

How to Analyze Data in Mixed Research: A Heuristic Example. *Julie P. Combs, Sam Houston State University; Anthony J. Onwuegbuzie, Sam Houston State University*

38.081-2. Empowering Youth to Make Successful Career Choices and Transitions. SIG-Career Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E

4:05 pm to 5:35 pm

Chair:

Aaron H. Carlstrom, Kansas State University

Participants:

- Through the Eyes of Employers: Investigating the Process of Employment Interviews for Youth in Transition. *Gregory Knollman, University of South Florida; Scot Rademaker, University of South Florida; Ann Cranston-Gingras, University of South Florida; Tyler Hicks, University of South Florida*
- The Effect of Undergraduate Career Class Using Cooperative Learning on the Career Indecision and Career Decision Making Self-Efficacy. *Sung Hee Park, Kyungwon University; Sangwook Park, Florida State University*
- Changes in Science, Technology, Engineering, and Mathematics Career Aspirations After Attending a Science Enrichment Program. *Karen L. Yanowitz, Arkansas State University; C. Ann Ross, Arkansas State University; Staria S. Vanderpool, Lincoln University; Tanja McKay, Arkansas State University*

38.081-3. The Use of Sociocultural Analytic Frameworks in Understanding

Virtual Learning Environments. SIG-Media, Culture, and Curriculum;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

4:05 pm to 5:35 pm

Chair:

Sherryl B. Graves, Hunter College - CUNY

Participants:

- Building Creativity: Collaborative Learning and Creativity in a Virtual Gaming Environment. *Maria Solomou, Indiana University; Kylie A. Pepler, Indiana University - Bloomington*
- Here, There, and Everywhere: Rhizomatic Activity Structures in an Online Do-It-Yourself Community of E-Textile Producers. *Kylie A. Pepler, Indiana University - Bloomington; Diane Lynn Glosson, Indiana University*
- The Enrollment of a New Technology and the Subsequent Redistribution of Roles and Responsibilities in an Online Game. *Mark Chen, University of Washington*

38.081-4. Writer Voice and Dialogue in Qualitative Research.

SIG-Qualitative

Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

4:05 pm to 5:35 pm

Chair:

Richard Joseph Walter, Dowling College

Participants:

- “Writing-Action” as a Dynamic Method of Inquiring Everyday Life. *Hsiao-Ting Cheng, Fu Jen Catholic University, Taiwan; Nancy Lien, National Dong Hwa University, Taiwan*
- Move, Reflect, Transcribe: The Art of Writing and Rewriting Living Experiences. *John Paul Coleman, University of Ottawa; Pierre Boudreau, University of Ottawa*
- New Science Education Researchers in Dialogue: Impressions of Our Field. *Erin Sperling, OISE/University of Toronto; Jesse Bazzul, OISE/University of Toronto*

Division and SIG Posters

38.082. Poster Session 8; Poster Session

38.082-1. Shifting Landscapes: Identifying Portfolio Reform Efforts in Los Angeles

Unified School District. SIG-Districts in Research and Reform; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Poster:

- Shifting Landscapes: Identifying Portfolio Reform Efforts in Los Angeles Unified School District. *Dara Zeehandelaar, University of Southern California; Randall F. Clemens, University of Southern California*

38.082-2. Rasch SIG Poster Session.

SIG-Rasch Measurement; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:

- A Rasch Analysis of Self-Efficacy and Context Beliefs Among Urban Elementary Teachers. *Jessica Gale, Emory University*
- A Rasch Analysis of the Statistical Anxiety Rating Scale. *Eric D. Teman, University of Northern Colorado*

38.082-3. Current Perspectives in School-Based Counseling.

Division E -

Counseling and Human Development; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:

- “So You Want to Help?”: An Exploration of Middle School Students’ Perceptions of Student Supports. *Gretchen A. Brion-Meisels, Harvard University*
- A Conceptual Model of Counseling as Pedagogy/Teaching as Relationship. *Adam Robert Fisher, Indiana University; Frederic W. Lieber, Indiana University*
- A Program Evaluation of the Bridging Families and Communities Program. *James M. Pam, Nova Southeastern University; Angela Yehl, Nova Southeastern University; Belinda Paulicin, Advocate Program; Isabel Perez-Morina, Advocate Program*
- Electronic and Traditional Bullying Among Middle and High School Students. *Rebecca Kozlosky, Marywood University; Gail Cabral, Marywood University; Mary E. Salvaterra, Marywood University*
- Exploring Parent and Teacher Perceptions of Their Role in the Development of Mathematics Self-Efficacy. *Heather T. Rowan-Kenyon, Boston College; Amy K. Swan, University of Virginia; Carol Clark, University of Virginia; Marie F. Shoffner, University of Virginia*
- Factors Impacting on the School Counselor Hiring Process. *Robert J. Wright, Widener University; Lee J. Lesisko, Pleasant Valley School District*
- Making an Informed Decision: Articulating Motives and Personality Characteristics in Introductory Education Students. *Allison J. Kelaher Young, Western Michigan University; Heather Highhouse, Western Michigan University*
- Promoting School-Based Mental Health: Perspectives From School Practitioners. *Joelle D. Powers, University of North Carolina - Chapel Hill; Heather Ann Bower, University of North Carolina - Chapel Hill; Kristina Webber, University of North Carolina*
- Psychological Care Provided by the Church: Perceptions of Christian Church Members. *Jennifer Bornsheuer, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Richard C. Henriksen, Sam Houston State University*
- Structural Constraints and Alternative Strategies: Counselors’ Differential Responses to Similar Structural Influences. *Kelly Iwanaga Becker, Northwestern University; Jennifer Lisa Stephan, Northwestern University; James E. Rosenbaum, Northwestern University*
- The Impact of Violence Exposure on Academic Achievement for High School Youth. *Lisa De La Rue, University of Illinois - Urbana-Champaign*
- What Can Counselor/Leadership Educators Learn From Our Students’ Field Internship Experiences? Frustration, Education, and Trust-Building. *Joseph Wehrman, University of Colorado - Colorado Springs; Sylvia L.M. Martinez, University of Colorado - Colorado Springs; Rhonda Williams, University of Colorado - Colorado Springs*

38.082-4. Advanced Technologies for Learning: Poster Session.

SIG-Advanced

Technologies for Learning; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

4:05 pm to 5:35 pm

Posters:

- A Configurable Technology Environment to Support Knowledge, Community, and Inquiry in Secondary Science. *Naxin Zhao, OISE/University of Toronto; Hedieh Najafi, OISE/University of Toronto; James D. Slotta, University of Toronto*
- A Predictive Study of Faculty Engagement, Learner Satisfaction, and Outcomes in Multiple Learning Delivery Modes. *Mhammed Abdous, Old Dominion University; Cherrng-Jyh Yen, Old Dominion University*
- Designing Worked-Examples: Working THRU Versus OUT. *Robert Calfee, Stanford University*
- Examining the Impact of Social Orthotics on Behavior in a Three-Dimensional Virtual Learning Environment (VLE) for Youth With Autism Spectrum Disorders. *James M. Laffey, University of Missouri; Matthew Schmidt, University of Missouri - Columbia; Janine Stichter, University of Missouri; Xianhui Wang, University of Missouri - Columbia; Carla T. Schmidt, University of Missouri; Nan Ding, University of Missouri - Columbia*
- Geospatial Semester: Developing Students’ 21st-Century Thinking Skills With Geographic Information Systems (GIS). *Mike Charles, Pacific University; Bob Kolvoord, James Madison University*
- Identifying Key Instructional Design Issues in a Mobile Learning Project. *Engin Kursun, Ataturk University; Arzu Hanci Karademirci, Central Bank of*

- Republic of Turkey; *Nuray Temur Gedik, Middle East Technical University; Kursat Cagiltay, Middle East Technical University*
22. Learning in Virtual Environments From the Point of Failure: Technology-Supported Reflective Redo in Simulations. *Jon Scoresby, Utah State University; Brett E. Shelton, Utah State University*
23. Scientific Model Construction With Scratch. *Brian J. Foley, California State University - Northridge*
24. Supporting Inquiry Learning With Mobile 2.0: A Two-Phased Design Approach. *Hyo-Jeong So, Nanyang Technological University, Singapore; Yancy Toh, National Institute of Education; Ivica Boticki, National Institute of Education; Wenli Chen, National Institute of Education, Singapore; Peter Seow, National Institute of Education*
25. Universal Design for Learning: Using Technology to Create Science Curriculum for All Learners. *Rachel E. Kay, Concord Consortium; Andrew A. Zucker, The Concord Consortium; Carolyn Staudt, Concord Consortium*
26. Using Associative Text Corpus Measures to Predict Grades and other Manually Assessed Learning Outcomes. *Nadine Schlomske, University of Jena, Germany; Michaela Gläser-Zikuda, University of Jena, Germany; Pablo Nicolai Pirnay-Dummer, University of Freiburg, Germany*
27. Video Games and Problem Solving: A Taxonomy and Development Framework. *Richard N. Van Eck, University of North Dakota; Woei Hung, University of North Dakota*

38.082-5. Motivation in Education SIG: Poster Session 1 of 2. SIG-Motivation in Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

28. A Longitudinal Study of Student Motivation in High School: Does It Really Decline? *Dennis M. McInerney, The Hong Kong Institute of Education; Amy Kwok Hap Lam, The Hong Kong Institute of Education*
29. A Multivariate Latent Growth Curve Approach on the Development of Elementary School Students' Mathematical Self-Concept and Achievement Over the Course of Two School Years. *Claudia Kastens, University of Kassel; Frank Lipowsky, German Institute for International Educational Research, Germany*
30. Achievement Goal Orientations and Preference for Competitive Careers. *Teomara Rutherford, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine; Stuart A. Karabenick, University of Michigan*
31. Developmental Changes of Motivational and Self-Regulated Learning Components During the First Year of Secondary Education. *Ridwan Maulana, University of Groningen; Marie-Christine J. Opendakker, University of Groningen; Roel J. Bosker, University of Groningen*
32. Effects of Praise on Motivation in Emerging Adulthood. *Kyla Haimovitz, Reed College; Jennifer Henderlong Corpus, Reed College*
33. Emotional Involvement in Science, Technology, Engineering, and Mathematics Studies: Canada and Sweden. *Tomas Jungert, Linköping University; Helena Dedic, Vanier College; Steven Usher Robert Rosenfield, Vanier College*
34. Predicting Emotional Engagement in Academic Tasks Among Low-Socioeconomic Status Youth: Evidence From a Longitudinal Study. *Sira Park, University of California - Berkeley; Susan D. Holloway, University of California - Berkeley; Amanda L. Arendtsz, University of California - Berkeley; Janine Bemepechat, Wheelock College; Jin Li, Brown University*
35. Prediction Strength and Limit of Motivation: Behavioral Transition in Physical Education From Elementary to Junior High School. *Sami Yli-Piipari, University of North Carolina - Greensboro*
36. Profiles of Intrinsic and Extrinsic Motivations in Elementary School. *Jennifer Henderlong Corpus, Reed College; Stephanie V. Wormington, Reed College*
37. Relationships Among Teacher Practices and Student Achievement Goals Across 4 Years. *Matthew Deevers, Orange City Schools*
38. Relationships of Social Goals With Personality, Perceived School Goal Structures, Achievement Goals, and Academic Outcomes. *Arum Hwang, Korea University; Mimi Bong, Korea University; Sung-Il Kim, Korea University*
39. Social Adjustment to College: Views of the Resident Advisor and the Role of Students' Social Achievement Goals. *Sungok Serena Shim, Ball State University; Allison M. Ryan, University of Illinois - Urbana-Champaign*
40. Social Dominance Goals: Relations With Academic Beliefs and School Identification Across the Middle School Transition. *Sarah M. Kiefer, University of South Florida; Cheryl Rose Ellerbrock, University of South Florida*
41. Student Emotions in the Early Years: Development and Validation of

- the Achievement Emotions Questionnaire-Elementary School (AEQ-E). *Stephanie Lichtenfeld, University of Munich; Reinhard Pekrun, University of Munich; Robert H. Stupnisky, University of Manitoba*
42. Students' Positive Emotions: Relations With Teachers' Instructional Practices. *Meg Trucano, University of Notre Dame; Julianne C. Turner, University of Notre Dame*

38.082-6. Social Studies Education. SIG-Research in Social Studies Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

43. Civic Education Partnership Initiative: Assessing a Ninth-Grade Civics Curriculum. *Natalie Bolton, University of Missouri - St. Louis*
44. Expectations and Reality: Defining Social Studies From Multiple Perspectives. *Derek L. Anderson, Northern Michigan University*
45. The Consequences of Definitional Turmoil: Teaching Economics in the Middle School Social Studies Classroom. *Alexander Cuenca, University of Georgia; Cheryl A. Fields-Smith, University of Georgia*
46. Historical and Psychological Mothers for Gender Reform and the Public Good. *Lois McFadyen Christensen, The University of Alabama - Birmingham; Maxie P. Kohler, The University of Alabama - Birmingham; Jerry Aldridge, The University of Alabama - Birmingham; Cynthia S. Sunal, The University of Alabama*

38.082-7. Poster: Teaching, Learning, and Social Issues in Mathematics Education. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

47. A Comparison of Urban Middle School Mathematics Teachers With High Student Gain Scores and Students With Low Gain Scores. *Brian Orville McDonald, Houston Independent School District, Texas; Barbara Eleanor Polnick, Sam Houston State University; Rebecca A. Robles-Pina, Sam Houston State University*
48. Designing Integrative Learning Tasks for Unit Concepts Throughout Length, Area, and Volume Measurement. *Jeffrey E. Barrett, Illinois State University; Craig Cullen, Illinois State University; Dave Klanderma, Trinity Christian College; Amanda Miller, Illinois State University; Chepina Witkowski, Illinois State University*
49. Developing a Cross-Institutional, Sociocultural Research Agenda Leading to Rich and Equitable Mathematics Education. *Karin M. Wiburg, New Mexico State University; Ken Korn, New Mexico State University; Wanda Bulger Tamez, New Mexico State University; Doug Kurtz, New Mexico State University*
50. Thai High School Mathematics Teachers' Probability Misconceptions and Beliefs. *Puttoei Talawat, University of California - Santa Barbara*
51. What's Up With Gender and Math Technology? A Gender Gap Persists at the Higher Education Level. *Jenny S. Wakefield, University of North Texas; Scott Joseph Warren, University of North Texas*
52. Young Indigenous Australian Children's Learning of Mathematics: The Influence of the Role of Teacher and Teacher Assistants. *Susan McDonald, Australian Catholic University; Elizabeth Anne Warren, Australian Catholic University*

38.082-8. Dispositions Inclusion in Higher Education Administrative Practice. Division J - Postsecondary Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Poster:

53. Dispositions Inclusion in Higher Education Administrative Practice. *Andrea Marie Baldwin, Northern Caribbean University*

Saturday, 6:00 pm

SIG Sessions

- 39.010. "It's All about the Dollars": School Reform and the Assault on New Orleans' Public Schools and Teachers' Union.** SIG-Teacher's Work/ Teachers Unions Cosponsored by SIG-Critical Educators for Social Justice; Off-Site Visit
United Teachers of New Orleans, 4718 Paris Avenue, Oak Park Shopping Center, New Orleans

6:00 pm to 8:00 pm

Visit Leader:

Howard Stevenson, University of Lincoln

Participants:

Michael W. Apple, University of Wisconsin - Madison

Kristen L. Buras, Emory University

Saturday, 6:15 pm

Governance Meetings and Events

40.001. American Educational Research Journal (Social and Institutional Analysis): Closed Editorial Board Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
6:15 pm to 7:45 pm

Chairs:

Lois Weis, University at Buffalo - SUNY

Philip G. Altbach, Boston College

Jaekyung Lee, University at Buffalo - SUNY

Committee Sessions

40.010. Graduate Student Council (GSC) Open Business Meeting. Graduate Student Council; Graduate Student Resource Center After Hours Event
Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
6:15 pm to 7:45 pm

Chair:

Annis N. Brown, Michigan State University

Division Sessions

40.011. Division B Curriculum Studies Business Meeting: I Shall Create! Curriculum Studies for the 21st Century. Division B - Curriculum Studies; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom III
6:15 pm to 7:45 pm

Chair:

William C. Ayers, University of Illinois - Chicago

Participants:

Erik L. Malewski, Purdue University

Fran Huckaby, Texas Christian University

Brian D. Schultz, Northeastern Illinois University

Jennifer H. James, University of Georgia

Omari L. Dyson, South Carolina State University

Debbie Somu, Hunter College - CUNY

Lance Trevor McCready, OISE/University of Toronto

Crystal T. Laura, University of Illinois - Chicago

Ronald Kenneth Porter, University of California - Berkeley

Ming Fang He, Georgia Southern University

Isabel Nunez, Concordia University - Chicago

K. Wayne Yang, University of California - San Diego

Annette M. Henry, The University of British Columbia

Karyn E. Sandlos, School of the Art Institute of Chicago

Bree Picower, Montclair State University

Erica R. Meiners, Northeastern Illinois University

Therese M. Quinn, School of the Art Institute of Chicago

James Raymond Bell, W. Haywood Burns Institute

William H. Watkins, University of Illinois - Chicago

Maxine Greene, Teachers College, Columbia University

Elisabeth Zwier, University of Wisconsin - Madison

40.012. NCME and AERA Division D Joint Welcome Reception for Current and New Members. Division D - Measurement and Research Methodology; Reception
Westin, 12th Level, Ballroom
6:15 pm to 8:30 pm

40.013. Division F Vice Presidential Social. Division F - History and Historiography; Reception
JW Marriott, Third Level, Maurepas
6:15 pm to 7:45 pm

Chair:

Karen L. Graves, Denison University

40.014. Division G Social Context of Education Business Meeting. Division G - Social Context of Education; Business Meeting
New Orleans Marriott, Second Level, La Galerie 5
6:15 pm to 7:45 pm

Chair:

Alfredo J. Artiles, Arizona State University

40.015. Division I Education in the Professions Business Meeting and Reception: Celebrating 40th Anniversary. Division I - Education in the Professions; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom I
6:15 pm to 8:15 pm

Chair:

Ara Tekian, University of Illinois - Chicago

40.016. Division J Postsecondary Education Business Meeting and Reception. Division J - Postsecondary Education; Business Meeting
JW Marriott, Third Level, Ile de France III
6:15 pm to 8:15 pm

Chair:

Laura W. Perna, University of Pennsylvania

Participant:

Terrell Lamont Strayhorn, The Ohio State University

40.017. Division K Teaching and Teacher Education Business Meeting: The Social and Political Climate for the Teaching Profession and for Teacher Education. Division K - Teaching and Teacher Education; Business Meeting
New Orleans Marriott, Second Level, La Galerie 2
6:15 pm to 8:15 pm

Chair:

Etta R. Hollins, University of Missouri - Kansas City

Participant:

David G. Imig, University of Maryland

40.018. Division L Educational Policy and Politics Business Meeting. Division L - Educational Policy and Politics; Business Meeting
Sheraton, Fifth Level, Grand Chenier
6:15 pm to 7:45 pm

Chair:

William A. Firestone, Rutgers University

SIG Sessions

40.019. Academic Audit Research in Teacher Education SIG Business Meeting: Designing and Implementing Program Assessment Systems. SIG-Academic Audit Research in Teacher Education; Business Meeting
Sheraton, Fourth Level, Edgewood
6:15 pm to 7:45 pm

Chair:

Todd W. Kent, Princeton University

Participants:

Blueprint for Success: Conceptualizing Teacher Education Information Systems to Improve Teacher Preparation. *Peter B. Jones, University of California - Irvine; Anne Kristina Jones, University of California - Riverside*

Evidence of Excellence: Into, Through, and Beyond Accreditation Standards.

Anne Kristina Jones, University of California - Riverside; Peter B. Jones, University of California - Irvine

Mining the Evidence: What Can Academic Audit Data Tell Us About the Teaching Profession?

George Farkas, University of California - Irvine; Peter B. Jones, University of California - Irvine; Anne Kristina Jones, University of California - Riverside

Preparing Teacher Candidates to Be Effective Urban Educators: A Reflection on the Accreditation Process. *Kathleen Crawford-McKinney, Wayne State University*

40.020. Adolescence and Youth Development SIG Business Meeting. SIG-Adolescence and Youth Development; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 1
6:15 pm to 7:45 pm

40.021. Adulthood and Aging SIG Business Meeting. SIG-Adulthood and Aging; Business Meeting
JW Marriott, Third Level, Orleans
6:15 pm to 7:45 pm

Chair:

James A. Katt, University of Central Florida

- 40.022. Career and Technical Education SIG Business Meeting.** SIG-Career and Technical Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
6:15 pm to 7:45 pm
Chairs:
Richard D. Lakes, Georgia State University
Pradeep Kotamraju, National Research Center for Career and Technical Education
- 40.023. Critical Educators for Social Justice SIG Business Meeting.** SIG-Critical Educators for Social Justice; Business Meeting
Sheraton, Fifth Level, Grand Ballroom A
6:15 pm to 8:15 pm
- 40.024. Dewey Studies SIG Business Meeting and Invited Distinguished Lecture.** SIG-Dewey Studies; Business Meeting
Sheraton, Fourth Level, Oak Alley
6:15 pm to 8:15 pm
Chair:
Lynda Stone, University of North Carolina - Chapel Hill
Participant:
Education and Democracy in the 21st Century. *Nel Noddings, Stanford University*
Participants:
Craig A. Cunningham, National-Louis University
Nakia S. Pope, Winthrop University
- 40.025. Disability Studies in Education SIG Business Meeting.** SIG-Disability Studies in Education; Business Meeting
Sheraton, Fourth Level, Southdown
6:15 pm to 7:45 pm
- 40.026. Educational Change SIG Business Meeting.** SIG-Educational Change; Business Meeting
Sheraton, Second Level, Rhythms Ballroom III
6:15 pm to 8:15 pm
- 40.027. Educational Statisticians SIG Business Meeting.** SIG-Educational Statisticians; Business Meeting
Hotel Monteleone, Mezzanine Level, Iberville
6:15 pm to 7:45 pm
Chair:
Laura M. Stapleton, University of Maryland - Baltimore County
Participant:
2010 Service Award Winner Presentation. *Joel R. Levin, The University of Arizona*
- 40.028. Faculty Teaching, Evaluation, and Development SIG Business Meeting and Invited Guests.** SIG-Faculty Teaching, Evaluation, and Development; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 5
6:15 pm to 7:45 pm
Chairs:
Marilla D. Svinicki, University of Texas - Austin
Stephen L. Benton, The IDEA Center
Participant:
Engaging Emerging Scholars in Studying Latina/o Leaders: Methodology, Advocacy, and Politics. *Monica Byrne-Jimenez, Hofstra University;*
Sylvia Mendez-Morse, Texas Tech University; *Frank Hernandez, Hamline University;* *Elizabeth T. Murakami-Ramalho, University of Texas - San Antonio*
- 40.029. Fiscal Issues, Policy, and Education Finance SIG Business Meeting.** SIG-Fiscal Issues, Policy, and Education Finance; Business Meeting
Astor Crowne Plaza, Second Level, Grand Ballroom B
6:15 pm to 7:45 pm
- 40.030. Hispanic Research Issues SIG Business Meeting.** SIG-Hispanic Research Issues Cosponsored by SIG-Bilingual Education Research; Business Meeting
Sheraton, Fourth Level, Bayside B
6:15 pm to 7:45 pm
- 40.031. Indigenous Peoples of the Pacific SIG Business Meeting: Racism or Cluelessness? Recent Trends in AERA Policies and Procedures.** SIG-Indigenous Peoples of the Pacific Cosponsored by SIG-Indigenous Peoples of the Americas; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 3
6:15 pm to 8:15 pm
Chair:
Pohai Kukea-Shultz, University of Hawaii
Participants:
When the Children of Their Fathers Push Back! Self-Determination and the Politics of Indigenous Research. *Margaret J. Maaka, University of Hawaii - Manoa;* *Kerry Laiana Wong, University of Hawaii - Manoa;* *Katrina Kapaanaokalaole Oliveira, University of Hawaii*
A Whanau of Educationalists: The Strength of a Whanau of Wahine Maori in Maori Education. *Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga;* *Betty McPherson, Nga Pae o te Maramatanga;* *Betty McPherson, Nga Pae o te Maramatanga;* *Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga;* *Marilyn Tangi Ina Brewin, Nga Pae o te Maramatanga*
Hei-Hawaiian String Figures: Collective Memory and the Sociology of Mnemonic Practice. *Keith Kalani Akana, University of Hawaii*
- 40.032. Large-Scale Assessment SIG Business Meeting. Measurement Literacy in This New Era of K-12 Assessment.** SIG-Large Scale Assessment; Business Meeting
Sheraton, Second Level, Rhythms Ballroom II
6:15 pm to 7:45 pm
Participants:
W. James Popham, University of California - Los Angeles
Stuart R. Kahl, Measured Progress
- 40.033. Leadership for Social Justice SIG Business Meeting.** SIG-Leadership for Social Justice; Business Meeting
Sheraton, Second Level, Rhythms Ballroom I
6:15 pm to 7:45 pm
- 40.034. Literature SIG Business Meeting. Making Spaces for Reading Diverse Literature: Queer and Ally Youth and Adults Reading LGBTQ-Themed Literature.** SIG-Literature; Business Meeting
JW Marriott, Third Level, Conde
6:15 pm to 7:45 pm
Participant:
Making Spaces for Reading Diverse Literature: Queer and Ally Youth and Adults Reading LGBTQ-Themed Literature. *Mollie V. Blackburn, The Ohio State University;* *Caroline T. Clark, The Ohio State University*
- 40.035. Lives of Teachers SIG Business Meeting.** SIG-Lives of Teachers; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 6
6:15 pm to 7:45 pm
- 40.036. Longitudinal Studies SIG Business Meeting.** SIG-Longitudinal Studies; Business Meeting
Sheraton, Eighth Level, Salon 816
6:15 pm to 7:45 pm
- 40.037. Mentorship and Mentoring Practices SIG Business Meeting.** SIG-Mentorship and Mentoring Practices; Business Meeting
Sheraton, Eighth Level, Salon 820
6:15 pm to 7:45 pm
Chairs:
Sarah K. McMahan, Texas Woman's University
Frances K. Kochan, Auburn University
Participant:
The Sociocultural Aspects of Mentoring: Setting a Research Agenda for the Global Society. *Shaza Ezzi, King Abdulaziz University;* *Gulliermo Hernandez, Universidad Autonoma de Aguascalientes;* *William Y. Wu, Hong Kong Baptist University;* *Amos Carmeli, Wsizmman Institute of Science*
- 40.038. Moral Development and Education SIG Business Meeting.** SIG-Moral Development and Education; Business Meeting
JW Marriott, Third Level, Frontenac
6:15 pm to 8:15 pm
Participant:
Reimagining the Ethics of Education: A Perspective From Cosmopolitanism. *David T. Hansen, Teachers College, Columbia University*

Participant:

Matthew N. Sanger, Idaho State University

40.039. Motivation in Education SIG Business Meeting. SIG-Motivation in Education; Business Meeting
New Orleans Marriott, Second Level, La Galerie 6
6:15 pm to 7:45 pm

Participant:

Michelle M. Riconscente, University of Southern California

40.040. Out-of-School Time SIG Business Meeting. SIG-Out-of-School Time; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Bienville
6:15 pm to 7:45 pm

Chair:

Bettina Dahl Soendergaard, Aarhus University

40.041. Peace Education SIG Business Meeting: "Isn't It Just a Bunch of White Women?" Reconceptualizing a More-Inclusive Peace Education in the Academy. SIG-Peace Education; Business Meeting
Sheraton, Fourth Level, Gallier
6:15 pm to 8:15 pm

Chair:

Candice C. Carter, University of North Florida

Participant:

"Isn't It Just a Bunch of White Women?" Re-Conceptualizing a More Inclusive Peace Education in the Academy. *Claire McGlynn, School of Education; Elavie Ndura-Ouedraogo, George Mason University*

40.042. Portfolios and Reflection in Teaching and Teacher Education SIG Business Meeting. SIG-Portfolios and Reflection in Teaching and Teacher Education; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon A
6:15 pm to 7:45 pm

Chair:

Rebecca K. Fox, George Mason University

40.043. Professional Development School Research SIG Business Meeting. SIG-Professional Development School Research; Business Meeting
Hotel Monteleone, Mezzanine Level, Bonnet Carre
6:15 pm to 8:15 pm

Chair:

Diane Yendol-Hoppey, University of South Florida

Participant:

National Society for the Study of Education (NSSE) Yearbook Panel: Reflections on the The National Council for Accreditation of Teacher Education (NCATE) Professional Development School (PDS) Standards. *Jane E. Neapolitan, Towson University; Alison L. Rutter, East Stroudsburg University; Bernard J. Badiali, The Pennsylvania State University; Linda A. Catelli, Dowling College; Diane Yendol-Hoppey, University of South Florida; Jason Jude Smith, West Virginia University; Cindy Gutierrez, University of Colorado - Denver; Carole G. Basile, University of Colorado - Denver; Donna L. Wiseman, University of Maryland*

40.044. Research in Global Child Advocacy SIG Business Meeting: Evolving University Partnerships for Global Child Advocacy. SIG-Research in Global Child Advocacy; Business Meeting
New Orleans Marriott, Second Level, La Galerie 4
6:15 pm to 7:45 pm

Participants:

*Michael J. Berson, University of South Florida
Ilene R. Berson, University of South Florida*

40.045. Research in Mathematics Education SIG Business Meeting. SIG-Research in Mathematics Education; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 9
6:15 pm to 7:45 pm

40.046. Research on Evaluation SIG Business Meeting. SIG-Research on Evaluation; Business Meeting
Doubletree, Second Level, Madewood B
6:15 pm to 7:45 pm

Participant:

Keeping Your Eyes on the Prize: Empowerment Evaluation and Social Justice in Education. *David M. Fetterman, Fetterman and Associates*

40.047. Research, Education, Information, and School Libraries SIG Business Meeting. SIG-Research, Education, Information and School Libraries; Business Meeting
JW Marriott, Third Level, Rosalie
6:15 pm to 7:45 pm

40.048. Safe Schools and Communities SIG Business Meeting Featuring Contributors to Educational Researcher's Special Issue on School Safety and Violence Prevention. SIG-Safe Schools and Communities; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom II
6:15 pm to 8:15 pm

40.049. School Turnaround and Reform SIG Business Meeting and Presentation by Dr. Joe Johnson. SIG-School Turnaround and Reform; Business Meeting
Sheraton, Eighth Level, Salon 824
6:15 pm to 8:15 pm

Chair:

Marlene J. Darwin, American Institutes for Research

40.050. School/University Collaborative Research SIG Business Meeting. SIG-School/University Collaborative Research; Business Meeting
Doubletree, Second Level, Rosedown B
6:15 pm to 7:45 pm

40.051. Service-Learning and Experiential Education SIG Business Meeting: The Journal of Research on Service Learning and Teacher Education. SIG-Service-Learning & Experiential Education; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
6:15 pm to 7:45 pm

Chair:

Kathleen B. Wasserman, University of Scranton

Participants:

*Andrew Furco, University of Minnesota
Jeffrey B. Anderson, Seattle University*

40.052. Spirituality and Education SIG Business Meeting. Invited Panel and Discussion. SIG-Spirituality & Education; Business Meeting
Sheraton, Third Level, Napoleon Ballroom C1
6:15 pm to 8:15 pm

Chair:

Robert H. London, California State University - San Bernardino

40.053. Talent Development of Students Placed at Risk SIG Business Meeting: Talent Development in the 21st Century. SIG-Talent Development of Students Placed at Risk; Business Meeting
Doubletree, Second Level, Nottoway
6:15 pm to 8:15 pm

Participant:

Wade Boykin, Howard University

40.054. Teacher as Researcher SIG Business Meeting, Reception, and Discussion With Marilyn Cochran-Smith and Susan Lytle. SIG-Teacher as Researcher; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon C
6:15 pm to 7:45 pm

Chair:

Alan D. Amtzis, The College of New Jersey

Participants:

*Marilyn Cochran-Smith, Boston College
Susan L. Lytle, University of Pennsylvania*

40.055. Technology, Instruction, Cognition, and Learning SIG Business Meeting and Reception. SIG-Technology, Instruction, Cognition & Learning; Business Meeting
Sheraton, Third Level, Napoleon Ballroom C2
6:15 pm to 7:45 pm

40.056. Urban Learning, Teaching, and Research SIG Business Meeting. SIG-Urban Learning, Teaching, and Research; Business Meeting
Sheraton, Fifth Level, Grand Couteau
6:15 pm to 7:45 pm

Participants:

An Evaluation Study of an Executive Master of Business Administration (EMBA) Program in an Urban City: Examining the Transfer of Knowledge and Leadership Practices. *Hye Lim Choi, Hanyang University*
An overview of the AERA SIG: Urban Learning, Teaching, and Research. *Lori Kim, California State University - Los Angeles*

40.057. Vocabulary SIG Business Meeting. SIG-Vocabulary; Business Meeting
New Orleans Marriott, Third Level, Mardi Gras Salon B
6:15 pm to 7:45 pm

40.058. Writing and Literacies SIG Business Meeting. SIG-Writing and Literacies; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
6:15 pm to 8:15 pm

Saturday, 6:30 pm

AERA Related Activities

41.010. Studying Diversity in Teacher Education Reception: Invitation Only.
AERA Related Activities; Reception
New Orleans Marriott, 41st Level, St. Charles
6:30 pm to 7:30 pm

Chair:

Cherry A. Banks, AERA Books Editorial Board Chair and University of Washington - Bothell

Book Co-editors:

Arneha F. Ball, Stanford University
Cynthia A. Tyson, The Ohio State University

Presidential Sessions

41.011. Innovative Approaches to Scholarship II: Listening to the Sounds of Science: Knowledge and Making Sense in Urban Middle Grades Classrooms.
Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B2
6:30 pm to 8:00 pm

Chair:

Walter S. Gershon, Kent State University

Saturday, 7:45 pm

Committee Sessions

42.010. Graduate Student Council (GSC) Reception. Graduate Student Council;
Graduate Student Resource Center After Hours Event
Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
7:45 pm to 9:45 pm

Saturday, 8:30 pm

Division Sessions

43.010. Division K and Division G Joint Reception. Division K - Teaching and Teacher Education Cosponsored by Division G - Social Context of Education; Reception
New Orleans Marriott, Third Level, Mardi Gras Salon DE
8:30 pm to 10:30 pm

Sunday, 7:00 am

AERA Related Activities

45.010. Undergraduate Student Education Research Training Workshop Early Bird Breakfast: Invitation Only (Day 2 of 2). AERA Related Activities; Invited Session
New Orleans Marriott, Fourth Level, Balcony K
7:00 am to 8:00 am

Sunday, 8:00 am

Professional Development Courses

46.010. A Hands-on Introduction to Latent Class Models, Rasch Models, and Their Extensions. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, 16th Level, Riverview
8:00 am to 12:00 pm

Director:

Matthias Von Davier, ETS

46.011. Grant Writing for Large-Scale Secondary Data Analysis. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, 17th Level, Vieux Carre
8:00 am to 12:00 pm

Directors:

Jeremy Kilpatrick, University of Georgia
Chandra Muller, University of Texas - Austin

46.012. How to Get Published: Guidance From Emerging and Senior Scholars. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans
8:00 am to 12:00 pm

Director:

Patricia A. Alexander, University of Maryland

Instructors:

Gregory Camilli, University of Colorado - Boulder
Patricia B. Elmore, Southern Illinois University
Jeffrey A. Greene, University of North Carolina
Emily M. Grossnickle, University of Maryland
Gregory R. Hancock, University of Maryland
Panayiota Kendeou, Neapolis University Pafos
Alexandra List, University of Maryland
Sandra Michelle Loughlin, University of Maryland
Sofie Loyens, Erasmus University Rotterdam, Netherlands
Matthew T. McCrudden, Victoria University of Wellington, New Zealand
Diane L. Schallert, University of Texas - Austin

AERA Related Activities

46.014. AERA - Education Writers Association Reporters Seminar (Day 2 of 2).
AERA Related Activities; Seminar
Sheraton, Fourth Level, Oakley
8:00 am to 2:00 pm

Sunday, 8:15 am

Governance Meetings and Events

47.001. AERA Affirmative Action Council: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
8:15 am to 9:45 am

Chair:

James Earl Davis, Temple University

47.002. AERA Graduate Student Council: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies MN
8:15 am to 9:45 am

Chair:

Annis N. Brown, Michigan State University

47.003. AERA Journal Publications Committee: Closed Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Balconies IJ
8:15 am to 10:15 am

Chair:

Russell W. Rumberger, University of California - Santa Barbara

47.004. AERA SIG Executive Committee: Closed Meeting. AERA Governance;
Governance Session

New Orleans Marriott, Fourth Level, Iberville
8:15 am to 10:15 am

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

Presidential Sessions

47.010. Boundary Crossing: Theorizing and Methodologies for Cultural-Ecological Studies of Learning. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
8:15 am to 9:45 am

Chair:

Carol D. Lee, Northwestern University

Participants:

Epidemiology and Education Research: Dialoging About Social Disparities.

William F. Tate, Washington University in St. Louis

Human Development Thinking and Ecological Sensitivity: Imagining and

Practicing New Options for Teacher Training and Student Learning. *Margaret Beale Spencer, University of Chicago*

Cultural Neuroscience: Where Does Human Diversity Come From? *Joan Chiao, Northwestern University*

Context-Specific Effects of High School Curricular Reform and the Resilience of Social Structure. *Stephen W. Raudenbush, University of Chicago; Takako Nomi, University of Chicago*

Integrating the Psychosocial and the Cognitive in Instructional Design: Theoretical and Methodological Foundations for a Cultural-Ecological Framework for Learning. *Carol D. Lee, Northwestern University*

47.011. Citizenship Education for the Public Good: Diversity, Immigration, and Schooling. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
8:15 am to 10:15 am

Chair:

James A. Banks, University of Washington

Participants:

Ethnic Studies, Citizenship Education, and the Public Good. *James A. Banks, University of Washington*

Educating Undocumented Students for Citizenship and the Public Good.

Patricia C. Gandara, University of California - Los Angeles

Citizenship Education, the Public Good, and the Right for Students to Learn in Their Home and Community. *Sonia Nieto, University of Massachusetts - Amherst*

The Education of Minority Groups in China for Citizenship and the Public Good. *Gerard A. Postiglione, University of Hong Kong*

Citizenship Education, Diversity, and the Education of Citizens for the Public Good in England. *Audrey Helen Osler, University of Leeds*

Discussant:

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

47.012. Ten Years After the National Research Council Report Scientific Research in Education: Renewed Focus on the Public Good. Presidential Session; Invited Session

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

Chairs:

Elizabeth A. St. Pierre, University of Georgia

Patti A. Lather, The Ohio State University

Participants:

Whither Qualitative Research in the Scientifically Based Research Decade.

Margaret A. Eisenhart, University of Colorado - Boulder

The Key Scientific Research in Education Principles: Significant Questions, Explicit Reasoning, Professional Scrutiny. *Robert E. Floden, Michigan State University*

High-Stakes Testing, Scientific Research in Education, and the Texas State Legislature. *Angela Valenzuela, University of Texas - Austin*

Discussant:

Michael J. Feuer, The George Washington University

Committee Sessions

47.013. How Does Gender Matter in Schools? Committee on Scholars and

Advocates for Gender Equity in Education; Paper Session

Sheraton, Third Level, Napoleon Ballroom D

8:15 am to 9:45 am

Chair:

Barbara J. Thayer-Bacon, University of Tennessee

Participants:

Gender Differences in Math Achievement in the Early Elementary Years:

Are Girls Too Good? *Linda Stubits, Kutztown University; Jeffrey Zackon, Oley Valley School District; Laura Roberts, Right Angle Research Services; Barbara Siegal, Right Angle Research Services; N. Rebecca Flanagan, Right Angle Research Services*

Gender Differences in the Role of Relationships in Access to Postsecondary

Education. *Julia B. Smith, Oakland University; Nancy S. Niemi, University of New Haven*

Overcoming Gender Stereotypes and Improving Learning Through the

Participation of the "Other Women" in Schools. *Carne Garcia Yeste, Universitat Rovira i Virgili; Patricia Melgar Alcantud, University of Girona*

Tomboys and Gender Heroes: The Pilot Study. *Karleen Jimenez Pendleton, Trent University*

Discussant:

Barbara J. Thayer-Bacon, University of Tennessee

International and State-Regional Organization Sessions

47.014. Consortium of State and Regional Educational Research Associations

Paper Session 2. Consortium of State and Regional Educational Research Associations; Invited Session

Sheraton, Third Level, Napoleon Ballroom C1

8:15 am to 10:15 am

Chair:

Michael S. Green, Hudson Valley Community College - NY

Participants:

New England Educational Research Organization - "You Just Don't Cross Them": Adolescent Interactions With Text Across Discourses. *Anita S. Charles, Bates College*

Arizona Educational Research Organization - An Examination of Fourth Grade Teachers' Assessment Literacy and Its Relationship to Students' Reading Achievement. *Bridget Braney, Mesa Unified School District*

Florida Educational Research Association - What are the Factors Affecting Women's Persistence in Science, Technology, Engineering, and Mathematics. *Roxanne M. Hughes, Florida State University*

Discussant:

Jennifer Jane Endicott, University of Central Oklahoma

Division Sessions

47.015. Developing Leadership for Inquiry-Based School Reform: Lessons From Scaffolding Apprenticeship Model in New York City and Boston.

Division A - Administration Organization & Leadership; Symposium

Sheraton, Fourth Level, Bayside A

8:15 am to 9:45 am

Chair:

Joan E. Talbert, Stanford University

Participants:

Facilitating Team Inquiry: Challenges and Moves That Work. *Michelle Brochu, New Visions for Public Schools; Brad Haggerty, New Visions for Public Schools*

Leading Peer Coaching for School Improvement. *Rosa L. Rivera-McCutchen, Lehman College - CUNY; Helen A. Scharff, Baruch College - CUNY*

Learning to Lead School Culture Change. *Isora Bailey, New York City Department of Education; Susan Greenebaum, Baruch College - CUNY;*

Felicia Hirata, Baruch College - CUNY

Outside to Inside: Down-Sides and Up-Sides of Facilitating Inquiry in a School Leadership Role. *Lisa Lineweaver, Boston Public Schools; Stephanie Sibley, Boston Public Schools; Stephen Zrike, Boston Public Schools*

Discussant:

Michael S. Knapp, University of Washington

47.016. Examining Policy Impacts on Leadership Preparation From Multiple

Angles. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside B

8:15 am to 9:45 am

Chair:

Jeongmi Kim, University of Wisconsin - Madison

Participants:

Reconceptualizing a Supervisory Officer's Qualification Program: The Power of Narrative to Inform Public Policy. *Deirdre M. Smith, Ontario College of Teachers*

State Policy on Leadership Preparation: A Study of 16 Southern States.

Leslie Hazle Bussey, Southern Regional Education Board, April L. Peters, University of Georgia; Jessica Broome, Georgia Department of Education

The Role of Teach for America as a Spawner of Entrepreneurs in the Education Sector. *Jennie Weiner, Harvard University; Wendy Robison, Harvard University; Monica Higgins, Harvard University*

The Interstate School Leadership Licensure Consortium 2008 Standards' "Functions" and Principal Evaluation: A National Study. *Gerard Babo, Seton Hall University; Soundaram Ramaswami, Plainfield Public Schools*

47.017. The World Is Flat: A Global Perspective on Leadership School Reform.

Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside C

8:15 am to 9:45 am

Chair:

Heather Zavadsky, University of Texas

Participants:

A Decade of Education Reform in Thailand: Broken Promise or Impossible Dream? *Philip Hallinger, The Hong Kong Institute of Education*

A School Council and Its Influence on a Learning Improvement Plan. *Jane Pauline Preston, University of Saskatchewan*

Teacher Evaluation as a Catalyst for Organizational Learning. *Hui-Ling Pan, National Taiwan Normal University; Wen-Yan Chen, National Hsinchu University of Education*

Educating Healthy Citizens in New Zealand Schools: Students Leading the Way. *Sally May Boyd, NZCER*

Discussant:

Carolyn J. Riehl, Teachers College, Columbia University

47.018. Balancing Epistemology and Empowerment: Discussion, Argument, and Dialog Across the Disciplines. Division C - Learning and Instruction; Symposium

Hotel Monteleone, Mezzanine Level, Bienville

8:15 am to 10:15 am

Chair:

Noah R. Feinstein, University of Wisconsin - Madison

Participants:

Argumentation, Justification, and Proof in Mathematics Education. *Amy Ellis, University of Wisconsin - Madison*

Argumentation in Science Education: Achievements and Future Challenges. *Jonathan F. Osborne, Stanford University*

Dialogic Approaches to Understanding and Improving English Classroom Interaction. *Mary M. Juzwik, Michigan State University*

Discussion as Pedagogy and Content in Social Studies Education. *Diana E. Hess, University of Wisconsin - Madison*

Discussants:

Anne Rebecca Newman, Washington University in St. Louis

David T. Hansen, Teachers College, Columbia University

47.019. Debate: Motivation, Learning, and Transfer From Computer Games.

Division C - Learning and Instruction; Demonstration/Performance

New Orleans Marriott, Second Level, La Galerie 3

8:15 am to 10:15 am

Chairs:

Sigmund Tobias, University at Albany - SUNY

John D. Fletcher, Institute for Defense Analyses

Participants:

Examples of Learning From Computer Games. *Valerie J. Shute, Florida State University*

No Unique Learning Benefits From Games: There Are Less Expensive, More Effective Ways to Teach. *Richard E. Clark, University of Southern California*

47.020. Inciting Imaginations: New Directions in STEM Education. Division C -

Learning and Instruction; Invited Session

Hotel Monteleone, Mezzanine Level, Orleans

8:15 am to 9:45 am

Chairs:

Jonathan David Bostic, University of Florida

Jennifer Richardson McGee, University of North Carolina - Charlotte

Participants:

Building on Shaky Ground: Exploring the Synergy Between Science and Engineering Design. *Xornam S. Apedoe, University of San Francisco*

Orchestrating Engagement: The Role of Immersive Technologies in Mathematics Learning. *Melissa Sommefeld Gresaffi, Indiana University*

Researching the Hidden World of "Interstitial Learning" in Science, Technology, Engineering, and Mathematics (STEM) Education. *Timothy D. Zimmerman, Rutgers University*

47.021. Perspectives on Text Complexity Within the Common Core Standards.

Division C - Learning and Instruction; Symposium

Hotel Monteleone, Ground Level, Royal Ballroom

8:15 am to 9:45 am

Chair:

Elfrieda H. Hiebert, University of California - Berkeley

Participants:

Coh-Matrix Dimensions of Text Difficulty: Aligning Text Difficulty With Theories of Text Comprehension. *Danielle McNamara, The University of Memphis; Arthur C. Graesser, The University of Memphis; Zhiqiang Cai, The University of Memphis; Jonna M. Kulikowich, The Pennsylvania State University*

The Emergence of the Active Ingredients of Text: A Unique Marriage of a Quantitative and Qualitative Research Effort. *David Liben, Student Achievement Partners; Meredith Liben, Student Achievement Partners*

Predictors of Text Complexity and Its Role on Reader Performance. *A. Jackson Stenner, Metametrics, Inc.*

Increasingly More Complex Text and the Comprehension of Below-Level Readers. *Heidi Anne Mesmer, Virginia Polytechnic Institute and State University; Elfrieda H. Hiebert, University of California - Berkeley*

Discussants:

John T. Guthrie, University of Maryland

James W. Cunningham, University of North Carolina - Chapel Hill

47.022. The Roles of Mathematical Problems in Teacher Professional

Development: Opportunities for Learning Mathematics. Division C -

Learning and Instruction; Symposium

Hotel Monteleone, Mezzanine Level, Iberville

8:15 am to 9:45 am

Chair:

Karen A. Marrongelle, Portland State University

Participants:

Connecting Mathematical Learning Goals and Complex Problems Through Professional Development. *Karen A. Marrongelle, Portland State University; Edith Gummer, Northwest Regional Educational Laboratory; Jessica Cohen, Oregon State University; Traci Fantz, Education Northwest; Sarah Enoch, Portland State University*

Using Mathematics Tasks in Professional Development to Frame Work on Specialized Content Knowledge. *Rebekah Elliott, Oregon State University; Elham Kazemi, University of Washington; Judith E. Mumme, WestEd; Matthew P. Campbell, Oregon State University; Kristin Lesseig, Oregon State University; Cathy Carroll, WestEd; Megan M. Kelley-Petersen, University of Washington*

Modifications to Mathematical Tasks in the Problem-Solving Cycle: Impact on Mathematics and Cognitive Demand. *Erin Baldinger, Stanford University; Hilda Borko, Stanford University; Jennifer K. Jacobs, University of Colorado - Boulder; Karen A. Koellner, University of Colorado - Denver; Sarah Kate Selling, Stanford University*

Discussant:

Paola Sztajn, North Carolina State University

47.023. The Use of New Media Technologies in the Design of Intergenerational, Urban Learning Environments. Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
8:15 am to 9:45 am

Chair:

Michael Cole, University of California - San Diego

Participants:

“Tell Me Your Story”: Mediating Community Discourses Through Collaborative Video Production. *Camille Campion, University of California - San Diego*
The Design of a Digital Storytelling Learning Environment in an Urban After-School Center. *Althea Scott Nixon, University of Southern California*
Conversations Through Play: Exploring Computer Games as a Medium for Dialogue. *Rachel Cody, University of California - San Diego*
Technological Mediation in Communication and Cognition: A Case Study of an After-School Physics Learning Activity. *Robert A. Lecusay, University of California - San Diego*
Following Ms. Frizzle Into a “Virtual” Ocean: Multimodality in an Informal Learning Environment. *Ivan Rosero, University of California - San Diego*

Discussant:

Michael Cole, University of California - San Diego

47.024. Issues in Computer-Based Testing. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Rosedown B
8:15 am to 9:45 am

Chair:

Richard M. Luecht, University of North Carolina - Greensboro

Participants:

Does Size Matter? A Study on the Use of Netbooks in K-12 Assessment. *Leslie Keng, Pearson; Xiaojing Kong, Pearson*
Effect of Person Cluster on Accuracy of Ability Estimation of Computerized Adaptive Testing in K-12 Education Assessment. *Shudong Wang, Northwest Evaluation Association; Hong Jiao, University of Maryland*
Effect of Test Design and Test Length for Multistage Testing on Different Examinee Trait Distributions Using the Generalized Partial Credit Model. *Lynn Chen, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin*
The Comparability of Paper-and-Pencil and Computer-Based Tests: A Meta-Analysis. *Yi-Lan Su, University of Iowa; Jui-Sheng Wang, University of Iowa*
Variable-Length Multidimensional Computerized Adaptive Testing. *Chun Wang, University of Illinois - Urbana-Champaign; Hua-Hua Chang, University of Illinois - Urbana-Champaign; Keith A. Boughton, CTB/McGraw-Hill*

Discussant:

Tim Davey, ETS

47.025. Positive growth and Development: Programs in Coping. Division E - Counseling and Human Development; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom I
8:15 am to 10:15 am

Chair:

Erica Frydenberg, University of Melbourne

Participants:

Difficult and Prosocial Behaviors in Preadolescents: The Protective Role of Self-Efficacy, Attachment Style, and Coping. *Constantinos M. Kokkinos, Democritus University of Thrace; George Stavropoulos, Democritus University of Thrace; Nafsika Antoniadou, Democritus University of Thrace*
A Positive Approach to Promoting Self-Discipline Using a Functional Behavioral Assessment. *Rebecca A. Robles-Pina, Sam Houston State University; Kimberly Blackwell, U.S. Equal Employment Opportunity Commission*
Coping Skills Can Achieve Positive Growth in Young People’s Social Emotional Development. *Erica Frydenberg, University of Melbourne*
Relationship of Preventive Coping to Teacher Well-Being and Stress. *Christopher J. McCarthy, University of Texas - Austin; Richard G. Lambert, University of North Carolina - Charlotte; Annette Ullrich, SRH Hochschule Heidelberg*
Building Inner Resilience in Teachers and Their Students. *Linda Lantieri, Inner Resilience Program; Susanne DeFalco Harnett, Metis Associates, Inc.*

Discussant:

Dorothy L. Espelage, University of Illinois

47.026. Academic Identity and Language Development: Applied Research and Longitudinal Data Across Disciplines. Division G - Social Context of

Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
8:15 am to 10:15 am

Chair:

Maria Timmons Flores, Western Washington University

Participants:

Identity Reconstruction as Strategy for Academic Success: Second Chances for an African American Adolescent Male Displaced by Hurricane Katrina. *Nora Kenney, Deakin University*
Ecological Language Learning: Urban Youth Navigating the Spaces Across and in Between Cultural Contexts. *Noah Borrero, University of San Francisco; Christine Jean Yeh, University of San Francisco*
Expanding Conceptions of English Language Learner Teaching and Learning: Weaving Together Science and English Language Development in Third Grade. *Kathryn E. McIntosh Ciechanowski, Oregon State University*
Comparing the Performance of English Language Learners to Non-English Language Learners on a Measure of Science. *Karina Gattamorta, University of Miami; Okhee Lee, University of Miami; Randall D. Penfield, University of Miami*
Bilingual College Writers’ Development of Math Discourse for Teaching Through Collaborative Writing of Word Problems. *Alberto Esquinca, University of Texas - El Paso*

47.027. Making Collaboration the Cornerstone of Linked Learning. Division G - Social Context of Education; Demonstration/Performance
New Orleans Marriott, Second Level, La Galerie 2
8:15 am to 9:45 am

Chair:

Marisa Saunders, University of California - Los Angeles

Participants:

Setting the Stage: Growing a Linked Learning School. *Marisa Saunders, University of California - Los Angeles*
From the Schoolhouse to the Statehouse: Strategies for Successful Implementation of Linked Learning. *Sophie Fanelli, University of California - Los Angeles*
Strategies and Challenges of Dual/Concurrent Enrollment Programs: Implications for a Statewide Model. *Ebony Cheiree Cain, University of California - Los Angeles; Sarah Maryam Schuler-Brown, University of California - Los Angeles*
Teacher Instructional Leadership in Linked Learning Schools in California. *Jenifer Anne Crawford, University of Southern California; Erica Ann Hamilton, University of California - Los Angeles*
Care as a Key Component to Promoting College, Career, and Community Readiness in Linked Learning Schools. *Jesse Moya, University of California - Los Angeles*

Discussant:

Andrea Venezia, WestEd

47.028. Multiple Publics, Multiple Voices: Exploring Perspectives on Race and Identity in Urban Schools and Communities. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
8:15 am to 9:45 am

Chair:

Maria E. Franquiz, University of Texas - Austin

Participants:

Dilemmatic Whiteness: The Challenges of Negotiating Teacher-Student Solidarity Across Hyperdiverse School Contexts. *Ebony Elizabeth Thomas, Wayne State University*
A Critical Race Theory and Discourse Analysis of Whiteness and Language Dominance in Teacher Education. *Marcelle M. Haddix, Syracuse University*
“Are You Gonna Show This To White People?” Chicana/o/Latina/o Students’ Counter-Narratives About Race and Identity. *Ramon Antonio Martinez, University of Texas - Austin*
Voice of the Voiceless? Challenges in Using Student Voices and Counter-Stories in Critical Race Theory (CRT) Pedagogy/Methodology. *Benji Chang, University of California - Los Angeles*

Discussant:

Valerie F. Kinloch, The Ohio State University

47.029. How to Build Learning Progressions: Formative Assessment’s Basic Blueprints. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Madewood B

8:15 am to 9:45 am

Chair:

James W. Pellegrino, University of Illinois - Chicago

Participants:

Presentation One. *Margaret Heritage, University of California - Los Angeles*
 Presentation Two. *Karen Grace Harris, ETS; E. Caroline Wylie, ETS; Malcolm Ignatius Bauer, ETS*
 Presentation Three. *Siobhan Leahy, Edmonton County School; Dylan R. Wiliam, Institute of Education - London*
 Presentation Four. *W. James Popham, University of California - Los Angeles*

Discussant:

James W. Pellegrino, University of Illinois - Chicago

47.030. Organizational Effects of Test-Based School Reforms Within Low- and High-Stakes Educational Environments. Division H - Research, Evaluation and Assessment in Schools; Workshop

Doubletree, Second Level, Rosedown A

8:15 am to 9:45 am

Participants:

The Role of Accountability Pressure in Explaining Mechanisms of Coupling and Decoupling in the Context of Test-Based School Reforms. *Uwe Harald Maier, University of Erlangen - Nürnberg; Lisa Hickman, Grand Valley State University; Annette Frühwacht, Friedrich-Alexander-Universität Erlangen-Nürnberg; Carolin Ramsteck, Friedrich-Alexander-Universität Erlangen-Nürnberg*
 Ways of Coupling and Decoupling in the Context of Standardized Tests on the Levels of Instruction and Organization. *Tobias Diemer, Freie Universität Berlin; Harm Kuper, Free University, Berlin*
 Ways of Coupling and Decoupling in the Context of Standardized Tests on the Level of School Administration. *Thomas Reß, Freie Universität, Berlin; Barbara Muslic, Freie Universität, Berlin*

47.031. An Introduction to Research Methods for Education in the Professions.

Division I - Education in the Professions; Invited Session

Astor Crowne Plaza, Second Level, Astor Ballroom III

8:15 am to 9:45 am

Participants:

Danette W. McKinley, Foundation for Advancement of International Medical Education and Research
John R. Boulet, Educational Commission for Foreign Medical Graduates

47.032. State and Federal Policy and Minority Student Success in Higher Education. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas

8:15 am to 9:45 am

Chair:

Kristan M. Venegas, University of Southern California

Participants:

Efficiency and Black Colleges: An Application of Data Envelopment Analysis. *Jason Alix Coupet, University of Illinois - Chicago*
 Financial Aid and Temporal Patterns in Latinos' Community College Enrollment in a Newcomer State. *Jacob P.K. Gross, West Virginia Higher Education Policy Commission; Desiree Danielle Zerquera, Indiana University - Bloomington; Vasti Torres, Indiana University*
 The Ecology of Title V and Directions for Future Change. *Misty Dawn Sawatzky, University of Southern California*
 The Impact of State Appropriations on the Enrollment of African Americans in Public Postsecondary Education. *Khadish O. Franklin, University of Maryland - College Park; Kimberly M. Holmes, University of Maryland - College Park*

Discussant:

R. Evely Gildersleeve, Iowa State University

47.033. Approaches to Preservice Teacher Education: Examining the Role of Context, Community, and Culture in Teaching and Learning. Division K - Teaching and Teacher Education; Invited Session

New Orleans Marriott, Second Level, Preservation Hall Studio 9

8:15 am to 9:45 am

Chair:

Wanda J. Blanchett, University of Missouri - Kansas City

Participants:

Monika Williams Shealey, University of Missouri - Kansas City
Jennifer H. Waddell, University of Missouri - Kansas City
Valerie Gayle Tucker Blackwell, University of Missouri - Kansas City
Cindy Gutierrez, University of Colorado - Denver

Shelley Zion, University of Colorado - Denver
Suzanne C. Arnold, University of Colorado - Denver
Honorine D. Nocon, University of Colorado - Denver

Discussant:

Wanda J. Blanchett, University of Missouri - Kansas City

47.034. Cross-National Research on Teacher Quality and Teacher Labor Markets. Division L - Educational Policy and Politics Cosponsored by

Division L - Educational Policy and Politics; Paper Session

Sheraton, Fifth Level, Grand Chenier

8:15 am to 10:15 am

Chair:

Thomas M. Smith, Vanderbilt University

Participants:

Exploring Differences in the Distribution of Teachers in Mexico and South Korea: Evidence From the Teaching and Learning International Survey (TALIS). *Thomas F. Luschei, Claremont Graduate University; Amita Chudgar, Michigan State University; William Joshua Rew, Florida State University*
 Getting a Teaching Job: Corruption and the Role of Middlemen in Teacher Labor Markets in India. *Tara Beteille, World Bank and Stanford University*
 Do Teachers Continue to Improve With Experience? Evidence of Long-Term Career Growth in the Teacher Labor Market. *John Papay, Harvard University; Matthew A. Kraft, Harvard University*
 The Influence of Teacher Preparation Components on Elementary Teaching Candidates' Mathematics Knowledge for Teaching (MKT) in the United States and China. *Hong Qian, Michigan State University; Peter A. Youngs, Michigan State University; Geoffrey C. Phelps, ETS*
 The Impact of Incentives on the Supply and Distribution of National Board-Certified Teachers. *Margaret L. Plecki, University of Washington; Ana M. Elfers, University of Washington; Elise M. St. John, University of Washington; Terese Emry, Center for Strengthening the Teaching Profession; Matthew Finster, University of Washington*

Discussant:

Sung-Hyun Cha, Korean Educational Development Institute

47.035. Environmental Standards and School Curricula: Raising the Bar and Making the Connections. Division L - Educational Policy and Politics;

Paper Session

Sheraton, Second Level, Rhythms Ballroom I

8:15 am to 10:15 am

Chair:

Daniel Berebitsky, Vanderbilt University

Participants:

Alignment Study of the College- and Career-Readiness Standards of the Common Core State Standards Initiative. *David T. Conley, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center; Charis L. McGaughy, Educational Policy Improvement Center*
 Who Has Access to Core Content? Implications of Common Core State Standards for Gaps in Mathematics Opportunities During High School. *Kathryn S. Schiller, University at Albany - SUNY; Paul George Wilner II, University at Albany - SUNY*
 Measuring Opportunity to Learn: A State-Level Approach to Standards-Based Curriculum Validation. *David T. Conley, Educational Policy Improvement Center; Charis L. McGaughy, Educational Policy Improvement Center; Anna Puhn, Educational Policy Improvement Center; Jennifer Sattem, Educational Policy Improvement Center; Darya Veach, Educational Policy Improvement Center*
 "What Every Student Should Know": The Making of California's History-Social Science Standards. *Bradley Fogo, Stanford University*
 Examining Curriculum Alignment: Connecting the Goals of Schooling to State. *Anissa Lokey-Vega, Georgia State University; Laurie Brantley-Dias, Georgia State University*

Discussant:

Betty Malen, University of Maryland

SIG Sessions

47.036. Learning to Teach and Improve Schools Through Action Research.

SIG-Action Research; Paper Session

Doubletree, Second Level, Shadows

8:15 am to 9:45 am

Chair:

Mary G. Zeleny, University of Nebraska - Lincoln

Participants:

Collaborative Action Research and Learning for the Benefit of Children and Families. *Joan Walton, Liverpool Hope University*
 Preparing Preservice Teachers to Be Effective Teacher-Researchers. *Ye Wang, Missouri State University; Young Ah Lee, The Ohio State University - Lima*
 Questions of Practice: Learning to Teach Through Inquiry. *Joan Barnatt, Elon University*
 Using Action Research to Design Professional Development: Lesson Study in an Elementary School. *Maritsa Alger, Willard Model Elementary; Rhonda J. White, Willard Model Elementary School*

Discussant:

Donna Elder, National University

47.037. Diverse Perspectives on Embodied Learning: What's So Hard to Grasp? SIG-Advanced Technologies for Learning; Symposium
 Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
 8:15 am to 10:15 am

Chair:

Ricki Goldman, New York University

Participants:

From Tacit Sensorimotor Coupling to Articulated Mathematical Reasoning in an Embodied Design for Proportional Reasoning. *Dor Abrahamson, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Rosa G. Lee, University of California - Santa Cruz; Daniel Reinholz, University of California - Berkeley; Dragan Trninic, University of California - Berkeley*

Investigating the Benefits of Embodied Metaphorical Interaction Models to Support Children's Conceptual Learning in Interactive Environments. *Alissa N. Antle, Simon Fraser University*

Bringing the Graph in Closer to the Body: Gestural/Kinesthetic and Sonic Cognitive Resources for Polynomial Functions. *Susan Gerofsky, The University of British Columbia*

Empathetic Embodiments for Robot Programming. *Ricki Goldman, New York University; Helen Kwah, New York University*

Threading Mathematics Through Symbols, Pixels, Sketches, and Wood: Tailoring High School Science, Technology, Engineering, and Mathematics Instruction. *Mitchell J. Nathan, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison; Matthew Wolfram, University of Wisconsin - Madison; Rachaya Srisuruchan, University of Wisconsin - Madison; Mathew Felton, The University of Arizona*

Mathematical Instruments and Perceptuo-Motor Integration. *Ricardo Nemirovsky, San Diego State University; Molly Kelton, San Diego State University; Bohdan Rhodehamel, San Diego State University*

Discussant:

Rogers P. Hall, Vanderbilt University

47.038. (Re)positioning Learning Through Creative Medias, Literacies, and Modalities. SIG-Arts and Learning; Paper Session
 Astor Crowne Plaza, Second Level Mezzanine, Bienville
 8:15 am to 10:15 am

Chair:

Robin A. Mello, University of Wisconsin - Milwaukee

Participants:

Effects of Arts Integration on Middle School Students' Language Arts and Mathematics Performance. *Elaine M. Walker, Seton Hall University*
 Literacy Through Photography: A Snapshot of Multimodal and Visual Learning With Three "Struggling" Readers. *Angela Michelle Wiseman, North Carolina State University*

Expressions of Emerging Agency, Identity, and Participation Among Latino Children in an Afterschool Film Program. *Elsa Quiroz Villa, New Mexico State University; Krista D. Glazewski, New Mexico State University; Leticia Burbano De Lara, New Mexico State University; Boris Costa-Guerra; Romina Pacheco, New Mexico State University*

Dynamic Learner-Centered Classrooms: Their Effect on Students' Quality of Thinking in the Visual Arts. *Delane Ingalls Vanada, University of Denver*
 Theater Arts, Media, and Language at the Border: Media and Theater Arts Integration With English Language Learners. *J. David Betts, The University of Arizona*

Discussant:

Merryl R. Goldberg, California State University - San Marcos

47.039. Math and Science Inquiry, Testing, and Access for Multilingual Learners. SIG-Bilingual Education Research; Paper Session

Sheraton, Fourth Level, Oak Alley

8:15 am to 9:45 am

Chair:

Laura A. Valdiviezo, University of Massachusetts

Participants:

Using Two Languages to Express Reasoning: Spanish-English Bilinguals Solving Multiple-Choice Science Items. *Rachel Rae Prosser, University of Colorado - Boulder*

Math in a Dual Language Classroom: It Does Not Add Up to Equal Access. *Simeon Martin Stumme, Concordia University - Chicago*

Utilizing a Bilingual Teaching Assistant to Enhance Science Inquiry Learning for Newly Arrived English Language Learners. *Karleen R. Goubeaud, Long Island University; Cynthia Shea, Long Island University; Sandra Rivadeneyra, Long Island University*

Evening the Playing Field: Creating Mathematics Examinations That Lessen the Gap Between English Language Learners and Non-English Language Learners. *Albert Manuel Jimenez, University of Georgia*

Discussant:

Denise Egea-Kuehne, Louisiana State University

47.040. Still Lifting, Still Climbing: The Work of African American Women Professors. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Demonstration/Performance
 New Orleans Marriott, Second Level, Preservation Hall Studio 5
 8:15 am to 9:45 am

Chair:

Darlene Russell, William Paterson University

Participant:

Still Lifting, Still Climbing: The Work of African American Women Professors. *Darlene Russell, William Paterson University; Lisa D. Hobson, Prairie View A&M University; Denise M. Baszile-Taliaferro, Miami University of Ohio*

Participants:

Denise M. Baszile-Taliaferro, Miami University of Ohio
Lisa D. Hobson, Prairie View A&M University

47.041. Critical Perspectives: Discussion of International Contexts. SIG-Critical Perspectives on Early Childhood Education; Paper Session
 JW Marriott, Third Level, Rosalie
 8:15 am to 9:45 am

Chair:

Mathias Urban, University of East London

Participants:

A Cluster Randomized Controlled Trial Evaluation of the Media Initiative for Children Preschool Program. *Paul Connolly, Queen's University - Belfast; Angela Eakin, Queen's University - Belfast; Sarah Miller, Centre for Effective Education*

Constructing Equitable Notions of "Quality" in Two Filipino Early Childhood Care and Development Communities. *Rhiannon Delyth Williams, University of Minnesota*

Performing Intelligible Learner Identities in the First Year of School. *Alice Bradbury, Institute of Education - London*

Play-Based Outdoor Learning: A Route to Greater Social Cohesion? *Sue Waite, University of Plymouth; Julie Evans, University College Plymouth St Mark and St John; Sue Jane Rogers, Institute of Education - London*

Reconceptualizing Gender Culture: When Curriculum Intersects With New Taiwanese Children's Gender Identities. *Yu-Hui Chou, Kent State University; Janice Kroeger, Kent State University*

The ASSIST Project: Structured Inservice Training for Preschool Assistants and Preschool Teachers. *Jan Grannas, University of Gavle; Ingrid Nordqvist, University of Gavle; Elisabeth Björklund, University of Gavle*

Discussant:

Mathias Urban, University of East London

47.042. Democratic Citizenship in Education Paper Session 2. SIG-Democratic Citizenship in Education; Paper Session
 Sheraton, Third Level, Napoleon Ballroom B1
 8:15 am to 10:15 am

Chair:

James M. Mitchell, California State University - East Bay

Participants:

Democratic Performance in the "Global Theater": Situated Perspectives on the 2010 G20 Summit. *Amy Cadman, Queen's University; Alicia Hussain-Kelly, Queen's University*

Effects of Citizenship Education on Citizenship of Students: A Review Study.

Ellen Geboers, University of Amsterdam; Femke Geijsel, University of Amsterdam; Wilfried Admiraal, University of Amsterdam; Geert Ten Dam, University of Amsterdam

The Editor's Mentoring Role in Publication: Learning for Democracy: A Journal of Thought and Practice. *Caroline R. Pryor, Southern Illinois University - Edwardsville; Carol A. Mullen, University of North Carolina - Greensboro; Sandra L. Harris, Lamar University; Tricia Browne-Ferrigno, University of Kentucky*

The Impact of Parental Support on the Service-Learning Experiences of College Students. *Scott Clifford Seider, Boston University*

The Role of Leaders in Enabling Civic Engagement in Schools. *Dana L. Mitra, The Pennsylvania State University; Stephanie C. Serriere, The Pennsylvania State University; Donnan Marie Stoicovy, Park Forest Elementary School; Marcy Milhomme, The Pennsylvania State University*

Toward a More Inclusive Understanding of a Democratic Way of Life. *Isolde de Groot, University of Humanistics; Wiel M. Veugelers, University of Amsterdam*

Discussant:

Dan Friedman, Youth OnStage!

47.043. Becoming a Scholar: Writing, Research, and Doctoral Student Identity Development. SIG-Doctoral Education across the Disciplines; Paper Session
JW Marriott, Third Level, Conde
8:15 am to 9:45 am

Chair:

Colette E. Patt, University of California - Berkeley

Participants:

Perceptions and Practices of Writing in Doctoral Education: Consequences for Students and Supervisors. *Doreen Starke-Meyerring, McGill University; Anthony W. Pare, McGill University*

Sharing Our Story: A Co-Constructed Narrative of the Dissertation Process in a Higher Education Program. *Brian Todd Gearity, University of Southern Mississippi; Norma T. Mertz, University of Tennessee*

The Major Themes and Qualities of Formative Comment by PhD Examiners in the Sciences and Education. *Allyson Patricia Holbrook, University of Newcastle; Sid F. Bourke, University of Newcastle*

47.044. Literacy Practices in the Early Childhood Classroom. SIG-Early

Education and Child Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
8:15 am to 9:45 am

Chair:

Susan B. Neuman, University of Michigan - Ann Arbor

Participants:

A Latent Growth Analysis of School Readiness and Teacher Sensitivity as Correlates for Reading Growth. *Monika Townsend, University of Virginia; Timothy R. Konold, University of Virginia*

A Mixed-Methods Study of Teachers' Views About the Importance of Readiness for Kindergarten: Children's Background and Literacy Learning. *Sarah Armstrong Tucker, University of Michigan; Valerie E. Lee, University of Michigan; Elizabeth A.M. Degroot, University of Michigan - Ann Arbor; Paul G. Perrault, University of Michigan*

Children's Access to Print Material and Education-Related Outcomes: Findings From a Meta-Analytic Review. *James J. Lindsay, Learning Point Associates*
Success Factors in an Early Reading First Project: What's Happening in Ms. Baker's Class? *Byeong-Keun You, Southwest Institute; Karen Burstein, Southwest Institute for Families and Children; Cathy Otto, Southwest Institute; Anubhav Sharma, Southwest Institute; Mi-Jung Song, Arizona State University*

Social Talk and Imaginative Play: Curricular Basics for Young Children's Language and Literacy. *Anne Haas Dyson, University of Illinois - Urbana-Champaign; Celia Genishi, Teachers College, Columbia University*

47.045. Family Engagement and Early Childhood Education. SIG-Family, School, Community Partnerships; Paper Session
Sheraton, Fourth Level, Southdown
8:15 am to 9:45 am

Chair:

Glenda L. Allen-Jones, Southern University - New Orleans

Participants:

A Portrait of Family Involvement in Head Start: Insights From the Family and Child Experiences (FACES) Data. *Annemarie H. Hindman, Temple University; Lori Skibbe, Michigan State University; Alison Miller, University of Michigan*

An Experimental Study of the Effects of Participation in a Family Literacy Program on Preschool to Grade 2 Children's Vocabulary and Early Literacy Knowledge. *Jeanne R. Paratore, Boston University*

Exploring Families' Early Literacy Acquisition Beliefs and Behaviors Within an Appalachian Head Start Program. *Amber M. Friesen, Indiana University; Gretchen D. Butera, Indiana University*

Family Engagement and Language Outcomes From a Shared Reading Intervention. *Holly M. Kreider, Raising A Reader*

Discussant:

Virginia C. Shipman, University of New Mexico

47.046. Historical Criticism, Pedagogy, and Pleasure: Opening up New Possibilities in Educational Thought and Experience. SIG-Foucault and Education; Paper Session
JW Marriott, Third Level, Orleans
8:15 am to 10:15 am

Chair:

Christine Clark, University of Nevada - Las Vegas

Participants:

Effective History as Pedagogy: Foucault's Historiography and the New Cultural History of Education. *Hsuan-Yi Huang, Michigan State University; Lynn Fendler, Michigan State University*

Possibilities for Intimacy and Pleasure: Insights and Incites on Pedagogical Ethics From Foucault and Sade. *Adam Joseph Greteman, Michigan State University; Lynn Fendler, Michigan State University*

Toward a Disturbance of Culturally Relevant Teaching. *Mardi Schmeichel, University of Georgia*

47.047. Accessibility of Educational Environments: Supporting Students With Special Needs. SIG-Inclusion & Accommodation in Large-Scale Assessment; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 2
8:15 am to 10:15 am

Chair:

Patricia JoAnn Almond, University of Oregon

Participants:

Making Content-Based Assessment Accessible to English Language Learners. *Jamal Abedi, University of California - Davis*

American Sign Language Accommodations for Deaf or Hard-of-Hearing Students. *Stephanie W. Cawthon, University of Texas - Austin*

Improving Access to Mathematics Through Multiple Representations. *Leanne R. Ketterlin-Geller, Southern Methodist University; Diane Baty Gifford, Southern Methodist University; Megan Melissa Oliphint*

Exploring a Partial Auditory Accommodation for Reading Assessment. *Martha L. Thurlow, University of Minnesota; Ross E. Moen, National Center on Educational Outcomes; Adam Lekwa, National Center on Educational Outcomes; Sarah Scullin, National Center on Educational Outcomes*

Applying Universal Design for Assessment Principles to Evaluate the Accessibility of Classroom Assessments. *Elisa Jamgochian, University of Oregon*

Discussant:

Lindy L. Crawford, Texas Christian University

47.048. Outcomes of Civic and Citizenship Education in International Comparison. SIG-International Studies; Symposium
Sheraton, Second Level, Rhythms Ballroom II
8:15 am to 9:45 am

Chair:

John G. Ainley, Australian Council for Educational Research

Participants:

Design and Implementation of the International Association for the Evaluation of Educational Achievement Civic and Citizenship Education Study. *Julian Mederic Stephen Fraillon, Australian Council for Educational Research; Tim Friedman, Australian Council for Educational Research; Barbara Teresa Malak-Minkiewicz, International Association for the Evaluation of Educational Achievement*

Multilevel Analysis of Factors Explaining Differences in Civic Knowledge. *Wolfram H. Schulz, Australian Council for Educational Research; John G. Ainley, Australian Council for Educational Research; Eva Van de gaer, Australian Council for Educational Research*

Preparedness for Citizenship Among Lower Secondary Students in International Comparison. *John G. Ainley, Australian Council for Educational Research; Wolfram H. Schulz, Australian Council for Educational Research*

The Roles of Schools and Communities in Civic and Citizenship Education.

Bruno Losito, Third University of Rome; Gabriella Agrusti, Roma Tre University; Elisa Caponera, Roma Tre University

Discussants:

*Jo-Ann M. Amadeo, University of Maryland - College Park
David P. Baker, The Pennsylvania State University*

47.049. Making Motivational Theory Relevant: The Contribution of Intervention Research to Motivation Theory and Educational Practice.

SIG-Motivation in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
8:15 am to 10:15 am

Chairs:

*Chris S. Hulleman, James Madison University
Avi Kaplan, Temple University*

Participants:

Relevance Is Motivating: Lessons Learned From Applying Expectancy-Value Theory in the Real World. *Chris S. Hulleman, James Madison University; Kenneth E. Barron, James Madison University; Judith Harackiewicz, University of Wisconsin*

Parents' Understanding of the Utility Value of Science, Technology, Engineering, and Mathematics (STEM) Courses for High School. *Judith Harackiewicz, University of Wisconsin; Chris S. Hulleman, James Madison University; Chris Rozek, University of Wisconsin - Madison; Janet S. Hyde, University of Wisconsin - Madison*

Facilitating Identity Exploration in a Middle School Environmental Education Program. *Dafna Granit-Dgani, Ben-Gurion University of the Negev; Avi Kaplan, Temple University; Hanoch Flum, Ben-Gurion University of the Negev*

A Brief Social-Belonging Intervention Raises African American Students' College Grades Over 3 Years. *Gregory Mariotti Walton, Stanford University; Geoffrey L. Cohen L. Cohen, Stanford University*

Improving Academic Achievement by Reducing Psychological Threat: A Theory-Driven Intervention. *Geoffrey L. Cohen L. Cohen, Stanford University*

Musings on Meaning: The Role of Meaning Systems for Motivation Interventions. *Helen Patrick, Purdue University; Panayota Y. Mantzicopoulos, Purdue University*

Discussant:

Tim Urdan, Santa Clara University

47.050. African American Males in Higher Education: Examining Their Experiences in Diverse Contexts. SIG-Multicultural/Multiethnic Education:

Theory, Research, and Practice; Symposium
New Orleans Marriott, Second Level, La Galerie 1
8:15 am to 10:15 am

Chair:

Chance W. Lewis, Texas A&M University - College Station

Participants:

African American Males in the Community College: Motivational Factors Affecting Student Academic Success. *J. Luke Wood, Lincoln Memorial University*

Undergraduate African American Males at Historically Black Colleges and Universities. *Robert Terry Palmer, Binghamton University - SUNY; John Michael Lee, Jr., The College Board*

Strategies for Success: Examining Social Capital Among African American Male Doctoral Students at Predominantly White Institutions. *Ted Nicholas Ingram, Indiana University; Adriel Adon Hilton, Upper Iowa University*

Black Males in a Retention Initiative: Programmatic Elements for Leadership Development and Academic Success. *Nathan Stephens, University of Missouri*

From High School to Higher Education: The Problem With Black Men. *John Michael Lee, Jr., The College Board*

Discussant:

Chance W. Lewis, Texas A&M University - College Station

47.051. Duoethnographies of Status, Privilege, and Power: A Political Turn for the Public Good. SIG-Qualitative Research; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
8:15 am to 9:45 am

Chair:

Richard D. Sawyer, Washington State University - Vancouver

Participants:

"I Treat Everyone the Same": Interrogating Power and Privilege in Leadership Education. *Patrice A. McClellan, Lourdes College; Jennifer Sader, Bowling Green State University*

Alleyways and Paths of Patriotic Songs, Pride, and Oppression. *Fran Huckaby, Texas Christian University; Molly Hand Weinburgh, Texas Christian University*

Exploring the Implicit Dynamics of Engendered Authority: From Elementary Students to University Professors. *Joe Norris, Brock University; Georgann Cope Watson, Brock University*

Discussant:

Richard D. Sawyer, Washington State University - Vancouver

47.052. Queer Education in Schools: Experience, Resistance, and Policy. SIG-Queer Studies; Paper Session

Sheraton, Third Level, Napoleon Ballroom B2
8:15 am to 10:15 am

Chair:

Timothy G. Larrabee, Oakland University

Participants:

Reflections on the Life Histories of Today's Gay, Lesbian, Bisexual, and Queer (GLBQ) Postsecondary Students: Potential Ramifications of a Friendlier World. *James L. Olive, Ashland University*

Students' Queer(ed) Identity Development in the Gay-Straight Alliance at Freedom High School. *James Bernard Mayo, University of Minnesota*

What Is Sexuality For? Queer Theory, Lesbian, Gay, Bisexual, and Transgendered, and Queer (LGBTQ) Youth, and Sex Education. *Jen Gilbert, York University, Canada*

Somos Lesbianas, Bisexuals, Gay y Qué! Chicana/o/Latina/o Youth Taking Action! *Marisol Oriana Ruiz, New Mexico State University*

Dear Jaheem, Carl, and Lawrence: A Poststructural Ethical Analysis of Bullying Legislation. *Jodi Jan Kaufmann, Georgia State University*

Discussant:

Sabina Elena Vaught, Tufts University

47.053. Teacher Faith and Curriculum in Education. SIG-Religion and Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Iberville
8:15 am to 10:15 am

Chair:

Anthony J. Dosen, DePaul University

Participants:

Finding the Path: Teachers, Religion, and Crossing Borders in Middle School. *Jason E. Nelson, University of Washington*

A Plan for Implementing a Curriculum of Religious Education in American Public Schools. *Jeffrey R. Thibert, University of Illinois - Urbana-Champaign*

Holistic Teacher Induction: Attending to the Professional and Spiritual Needs of First-Year Christian Teachers. *Jillian N. Lederhouse, Wheaton College; Laura A. Barwegen, Wheaton College; Sally E. Morrison, Wheaton College*

Discussants:

Ronald J. Nuzzi, University of Notre Dame

James A. Swezey, Regent University

47.054. Reading Researchers in Search of Common Ground: The Expert Study Revisited. SIG-Research in Reading and Literacy; Symposium

Doubletree, Second Level, Madewood A
8:15 am to 9:45 am

Chair:

Amy Woo Rhee, University of Massachusetts - Boston

Participants:

The Expert Study and Past 10 Years of Literacy Research: In Retrospect. *Rona F. Flippo, University of Massachusetts - Boston*

A Focus on Past and Current National Assessment of Educational Progress Reading Data. *Jay R. Campbell, ETS*

Finding Common Ground in Reading Research: Principled Pluralism, Cognitive Flexibility, and New Contexts for Reading. *Rand J. Spiro, Michigan State University*

Theory From the Radical Middle. *P. David Pearson, University of California - Berkeley*

Discussants:

P. David Pearson, University of California - Berkeley

Yetta Goodman, The University of Arizona

47.055. Supporting Students' Intellectual Engagement in Social Studies: Cases of Teacher Capacity and Teacher Learning. SIG-Research in Social Studies Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3
8:15 am to 9:45 am

Chair:

Chauncey B. Monte-Sano, University of Maryland

Participants:

Teaching Teacher Candidates Skills for Facilitating Discussion: Successes and Challenges. *Anne-Lise F. Halvorsen, Michigan State University*

Learning to Teach Historical Writing During and After Preservice Teacher Education. *Chauncey B. Monte-Sano, University of Maryland*

A Comparison of Specialized and Subject-Specific Preparations for Sixth-Grade Social Studies Teaching. *Hilary Gehlbach Conklin, DePaul University*

Examining Prospective and Practicing Teachers' World Historical Pedagogical Content Knowledge. *Lauren McArthur Harris, University of Michigan*

Assessing the Effects of a 2-Year Historical Thinking Professional Development Project on K-12 Teachers. *Carla L. Peck, University of Alberta*

Discussant:

Suzanne M. Wilson, Michigan State University

47.056. Gifted Education Programming and Instruction. SIG-Research on

Giftedness and Talent; Paper Session

Sheraton, Second Level, Rhythms Ballroom III

8:15 am to 10:15 am

Chair:

Del L. Siegle, University of Connecticut

Participants:

Achievement Grouping and Kindergarten Reading Growth: Effects on Students in a Gifted Program and Their Peers. *Jill L. Adelson, University of Louisville; Brittany Diane Carpenter, University of Louisville*

Effects of Differentiated Reading Instruction on Middle School Student Achievement. *Catherine A. Little, University of Connecticut; Sally M. Reis, University of Connecticut; D. Betsy McCoach, University of Connecticut*

Advanced Mathematics Curriculum: The Effect of Project M2 on the Achievement of Mathematically Talented Students in Grade 2. *Janine M. Firmender, University of Connecticut*

Content Repetition in Mathematics: Potential Effect on Gifted and Talented Students. *Shelbi Cole, Connecticut State Department of Education*

Effects of Gifted Education Science, Technology, Engineering, and Mathematics Project on Teachers' Science Process Skills and Science Content Knowledge. *Alicia Cotabish, University of Arkansas - Little Rock; Ann E. Robinson, University of Arkansas - Little Rock; Gail D. Hughes, University of Arkansas - Little Rock*

Discussant:

Carolyn M. Callahan, University of Virginia

47.057. Specters of Colonialism, Embodiments of Hope: Critical Perspectives on Asian American Educational Experiences. SIG-Research on the

Education of Asian and Pacific Americans; Symposium

Sheraton, Eighth Level, Salon 820

8:15 am to 9:45 am

Chair:

Arlene Sudaria Daus-Magbual, San Francisco State University

Participants:

Silencing of the Asian American Voice: Navigating in American Schools. *Freyza Bernardo, San Francisco State University*

Critical Suburban Pinay/oy Pedagogy: Disrupting the Suburban Schooling Apparatus. *Edward Ryan Currameng, San Francisco State University*

Decolonizing the Classroom: Asian American Teachers' Pedagogical Praxes. *Henry Francisco, San Francisco State University*

Shape-Shifting in Filipino/American Independent Film. *Raymond San Diego, San Francisco State University*

Discussant:

Allyson Tintiangco-Cubales, San Francisco State University

47.058. Current Issues in Rural Education. SIG-Rural Education; Paper Session

Sheraton, Fourth Level, Edgewood

8:15 am to 9:45 am

Chair:

Christopher Stapel, University of Kentucky

Participants:

Beyond Place-Based Education: The Need for a Critical Lens in Rural Classrooms. *Amy Azano, University of Virginia*

Debunking the Myth of the Consensus Rural Community: Implications for Politics, Policy, and Practice. *Erin Carol McHenry-Sorber, The Pennsylvania State University*

Making Rurality Visible on the Educational Policy Landscape: A View From Canada. *Michael J. Corbett, Acadia University*

Making the Best of It: Literacy and Learning in a Rural Elementary School.

Kelly Reffitt, Mercer University

47.059. Safety and Security in Schools. SIG-Safe Schools and Communities; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, St. Ann

8:15 am to 9:45 am

Chair:

Roxana Marachi, San José State University

Participants:

Gangs Are Like Family: A Prospective Study of Attitudes About Gangs and Academic Achievement. *Beth Manke, California State University - Long Beach; Megan Waechter, California State University - Long Beach*

Merging Gang and School Violence Theoretical Models: Examining Predictors of Gang Membership Within California Schools. *Joey Nuñez Estrada, University of Southern California; Ron Avi Astor, University of Southern California; Rami Benbenishty, Bar-Ilan University; Tamika Gilreath, University of Southern California; Kris M. De Pedro, University of Southern California*

Constructing Behavioral Expectations for Schools: An Analysis of Codes of Student Conduct Rule Structures and Changes. *Decoteau J. Irby, University of Wisconsin - Milwaukee*

Detection and Deterrence: Metal Detectors in the School District of Philadelphia. *Billie Gastic, University of Massachusetts - Boston; Dominique E. Johnson, Ramapo College of New Jersey*

The Effectiveness of Mandatory-Random Student Drug Testing. *Susanne James-Burdumy, Mathematica Policy Research, Inc; Brian Goesling, Mathematica Policy Research, Inc; John Deke; Eric Einspruch, RMC Research Corporation*

Chair:

Jing Fu, Michigan State University

Participants:

Chinese Middle School Students' Perceptions of School Climate and Academic Motivation: A Longitudinal Study. *Qing Xue, New York University; Yueming Jia, Texas A&M University; Niobe Way, New York University*

Development of a Short Form of the Organizational Climate Index (OCI). *Amanda Carrie McCluskey Prieto, City University of New York; Paul M. Miller, Saint John's University; Edwin Tjoe, Saint John's University; C. John Tarter, The University of Alabama; Nancy Elda Casella, Information Technology High School*

The Use of School Climate Data for School Improvement. *Diana Luminita Mindrila, University of South Carolina; Sarah J. Gareau, Lenoir Rhyne University; Tomonori Ishikawa, University of South Carolina; Christine DiStefano, University of South Carolina; Robert John May, University of South Carolina; Diane M. Monrad, University of South Carolina*

Chair:

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Participants:

Chinese Middle School Students' Perceptions of School Climate and Academic Motivation: A Longitudinal Study. *Qing Xue, New York University; Yueming Jia, Texas A&M University; Niobe Way, New York University*

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Chair:

Julian Vasquez Heilig, University of Texas - Austin

Participants:

What Does It Take? Merit Pay and the Recruitment of Teachers to Reconstituted Schools. *Bradley W. Davis, University of Texas - Austin; Christian Bell, University of Texas - Austin; Christopher Lee, University of Texas - Austin*

Turning Around Texas Schools: The Case of Reconstitution in Predominantly African American High Schools in Houston. *Choquette M. Hamilton, University of Texas - Austin; Rian Kelly Carkhum, University of Texas - Austin*

Discussant:

Linda McSpadden Mcneil, Rice University

47.061. Boon or Bust? Taking Stock of Urban High School Turnaround in Texas Districts. SIG-School Turnaround and Reform; Symposium

Sheraton, Eighth Level, Salon 816

8:15 am to 9:45 am

Chair:

Julian Vasquez Heilig, University of Texas - Austin

Participants:

What Does It Take? Merit Pay and the Recruitment of Teachers to Reconstituted Schools. *Bradley W. Davis, University of Texas - Austin; Christian Bell, University of Texas - Austin; Christopher Lee, University of Texas - Austin*

Turning Around Texas Schools: The Case of Reconstitution in Predominantly African American High Schools in Houston. *Choquette M. Hamilton, University of Texas - Austin; Rian Kelly Carkhum, University of Texas - Austin*

Discussant:

Linda McSpadden Mcneil, Rice University

47.062. Teacher Identity and Growth. SIG-Science Teaching and Learning; Paper Session

New Orleans Marriott, Second Level, La Galerie 5

8:15 am to 9:45 am

Chair:

Jeffrey W. Bloom, Northern Arizona University

Participants:

Increasing Elementary Teachers' Science Teaching Efficacy Beliefs Through Integrating Science Content With Language Arts. *Hasan Deniz, University of Nevada - Las Vegas*

Learning Progressions in Instructional Design: Expectations and Practice of Scientists Becoming Teachers in the Preservice and First-Year Settings. *Erin E. Peters Burton, George Mason University; Stephen R. Burton, Grand Valley State University*

Let's Make Science Fun: The Role of Competence and Avoidance Motivation in Activity-Based Science. *Erin E. Peters Burton, George Mason University; Suzanne E. Hiller, George Mason University*

Teacher Identities of Three Second-Grade Teachers: A Case Study From the Students' Perspective. *Lauren P. Madden, North Carolina State University; Eric N. Wiebe, North Carolina State University; John Curtin Bedward, North Carolina State University; James Minogue, North Carolina State University; Mike Carter, North Carolina State University*

The Role of Affirmations and Challenges in Science Teacher Identity Development. *Maria Selenia Rivera Maulucci, Barnard College; Shoshana Sprague, Barnard College*

Discussant:

Christopher Emdin, Teachers College, Columbia University

47.063. Reading Instruction for Students With Disabilities. SIG-Special

Education Research; Paper Session

Sheraton, Fifth Level, Grand Couteau

8:15 am to 10:15 am

Chair:

Carla Lisa DiGiorgio, University of Prince Edward Island

Participants:

Characteristics of Reading Instruction in High School Supplemental Reading Classes. *Orhan Cakiroglu, University of Wisconsin - Madison; Kimber L. Wilkerson, University of Wisconsin*

Reading Instruction for Students With Autism Spectrum Disorders: A Survey of Special Educators. *Janet E. Spector, University of Maine; James Artesani, University of Maine; Brian Cavanaugh, University of Maine*

Reading Instruction in Juvenile Correctional Facilities for Students With High-Incidence Disabilities. *Kimber L. Wilkerson, University of Wisconsin; Joseph C. Gagnon, University of Maryland; Loretta Mason-Williams, University of Wisconsin - Oshkosh*

The Implications of Teachers' Knowledge of Reading Fluency for Teachers' Practice and Student Performance. *Yujeong Park, University of Florida; Mary Theresa Kiehl, University of Florida; Mary T. Brownell, University of Florida; Yeonhee Park, University of Florida*

The Use of Brief Intervention Probes to Determine the Most Effective Tier 2 Reading Fluency Strategy. *Laura Baylot Casey, The University of Memphis; Janna Siegel Robertson, University of North Carolina - Wilmington; Robert Lee Williamson, Bowling Green State University; Mindy Taylor Johnson, The University of Memphis*

Effects of Fluency Interventions for Students With or at Risk for Disabilities. *Paul L. Morgan, The Pennsylvania State University; Georgios D. Sideridis, University of Crete; Youjia Hua, University of Iowa*

47.064. Spirituality and Education sig: Paper Session. SIG-Spirituality &

Education; Paper Session

JW Marriott, Third Level, Ile de France I

8:15 am to 10:15 am

Chair:

Robert H. London, California State University - San Bernardino

Participants:

Dialogue Between a Native American Indigenous Healer and Western Psychology. *Rockey Robbins, University of Oklahoma; Ji Yeon Hong, University of Oklahoma; Aaron Jennings, University of Oklahoma*

Spirituality: A Balance in the Process of Acquiring Wisdom. *Connie Elizabeth Taylor, Queen's University*

Taming Monkey Mind in Teacher Education: Contemplative Teaching as Public Good. *David Lee Keiser, Montclair State University*

47.065. Measurement Issues and Estimation Methods in Structural Equation Modeling. SIG-Structural Equation Modeling; Paper Session

Doubletree, Second Level, Nottoway

8:15 am to 9:45 am

Chair:

Hyeonjoo J. Oh, ETS

Participants:

Additive Models for Multitrait-Multimethod Data Assuming a Multiplicative Trait-Method Relationship: A Simulation Study. *Lidong Zhang, University of Florida; Rong Jin; Walter L. Leite, University of Florida; James Algina, University of Florida*

An Empirical Evaluation of Mediation Effect Analysis Using the Markov Chain Monte Carlo and Alternative Estimation Methods. *Jinsong Chen, The George Washington University; Jaehwa Choi, The George Washington University; Brandi A. Weiss, University of Maryland; Laura M. Stapleton, University of Maryland - Baltimore County*

Measuring Method Effects Associated With Negative Wording. *Chris M. Coleman, James Madison University; Deborah L. Bandalos, University of Georgia; Sun-Joo Cho, Vanderbilt University*

The Performance of Model Fit Indices in Robust Weighted Least Squares Estimations in Structural Equation Modeling. *Yu Zhao, The Pennsylvania State University; Pui-Wa Lei, The Pennsylvania State University*

Discussant:

Duan Zhang, University of Denver

47.066. Honoring Barry J. Zimmerman: His Achievements as an Educator, Collaborator, and Theorist. SIG-Studying and Self-Regulated Learning; Symposium

Astor Crowne Plaza, Second Level, Grand Ballroom A

8:15 am to 10:15 am

Chairs:

Hefer Bembentuy, Queens College - CUNY

Timothy J. Cleary, University of Wisconsin - Milwaukee

Anastasia Kitsantas, George Mason University

Participants:

Barry J. Zimmerman: An Innovative and Dynamic Contributor to Self-Regulation Theory and Research. *Steve Graham, Vanderbilt University*

Barry J. Zimmerman's Work From a Metacognitive Perspective and His International Impact. *Marcel VJ Veenman, Leiden University*

Barry J. Zimmerman: An Educator With Passion for Developing Self-Regulation of Learning Through Social Learning. *Maria K. DiBenedetto, Baruch College - CUNY*

Barry J. Zimmerman: An Expert Mentor Through Cyclical Phases of Self-Regulatory Feedback. *Marie Catherine White, Nyack College*

Barry J. Zimmerman as a Collaborating Scholar. *Dale H. Schunk, University of North Carolina - Greensboro*

47.067. Technology, Instruction, Cognition and Learning 3: Knowledge Maps for Representation of Higher-Order Cognitions: Potentials and Limitations From an International Perspective. SIG-Technology,

Instruction, Cognition & Learning; Symposium

Sheraton, Third Level, Napoleon Ballroom C2

8:15 am to 10:15 am

Chair:

Stefanie Andrea Hillen, University of Agder - Kristiansand - Associate Professor

Participants:

Use of Knowledge Mapping in Computer-Based Assessment. *Harold F. O'Neil, University of Southern California; Greg Chung, University of California - Los Angeles*

Automated Knowledge Visualization and Assessment. *Dirk Ifenthaler, University of Freiburg; Pablo Nicolai Pirnay-Dummer, University of Freiburg, Germany*

Measures of Group Knowledge Structure Convergence in an Online Collaborative Learning Environment. *Roy B. Clariana, The Pennsylvania State University*

Congruencies and Differences of Knowledge Networks as Representations of Complex Knowledge. *Baerbel Fuerstenau, Dresden University of Technology; Hartmut Oldenburger, Dresden University of Technology; Iris Trojahnner, Dresden University of Technology*

Shared Cognitions in a Field of Informal Education: Knowledge Maps Toward Over-Indebtedness of Young Adults. *Klaus U. Breuer, The Johannes Gutenberg University Mainz; Nina Bender, Gutenberg School of Management & Economics*

Discussant:

J. Michael Spector, University of Georgia

47.068. The Future of Critical Literacies in U.S. Schools. SIG-Writing and Literacies; Symposium

Astor Crowne Plaza, Second Level Mezzanine, St. Louis

8:15 am to 10:15 am

Chairs:

JuliAnna Avila, University of North Carolina - Charlotte

Jessica C. Zacher, California State University - Long Beach

Participants:

Getting Past the Paradox: Perspective-Taking as Critical Literacy. *Maren*

S. Aukerman, Stanford University; Lorien Chambers Schuldt, Stanford University

The City That National Standards Is Constructing: Critical Literacy as Center, Suburban, and/or Gentrified Quarter? *JuliAnna Avila, University of North Carolina - Charlotte*

Seeing and Hearing Students' Lived and Embodied Critical Literacy Practices: Rendering the Undetected, Drawing on the Demonized. *Elisabeth Johnson, College of Staten Island - CUNY; Lalitha M. Vasudevan, Teachers College, Columbia University*

Mandating and Standardizing the Teaching of Critical Literacy Skills: A Cautionary Tale. *Jessica C. Zacher, California State University - Long Beach*

Critical Literacy Development Through Documentary Filmmaking: Apprenticeships in Practice. *Ernest D. Morrell, University of California - Los Angeles*

Communities as Counterstorytelling (Con)Texts: The Role of Educational Institutions in the Development of Critical Literacy and Transformative Action. *Laura Ruth Johnson, Northern Illinois University; Enid Marie Rosario-Ramos, University of Michigan*

Discussants:

Donna E. Alvermann, University of Georgia

Allan A.J. Luke, Queensland University of Technology

Division and SIG Roundtables

47.069. Roundtable Session 24; Roundtable Session

47.069-1. Assessment and Grading Practices. SIG-Classroom Assessment; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Rob McEntarffer, Lincoln Public Schools

Participants:

Developing an Assessment for Learning (AFL) Culture in School: The Voice of the Principals. *Kari Smith, University of Bergen; Knut Steinar Engelsen, Stord/Haugesund University College*

Middle School Teachers' Assessment and Grading Practices and the Relationship to Student Achievement. *Tameshia V. Grimes, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University*

Parents' and Teachers' Perceptions of Standards-Based and Traditional Report Cards. *Thomas R. Guskey, University of Kentucky; Gerry Swan, University of Kentucky; Lee Ann Jung, University of Kentucky*

47.069-2. Constructivist Perspectives in Education: From Preschool to Professional Development. SIG-Constructivist Theory, Research, and Practice; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Kathy L. Schuh, University of Iowa

Participants:

Sound: The Study of Differentiating Pitch and Amplitude With Preschoolers. *Linda M. Fitzgerald, University of Northern Iowa; Jennifer Miller, University of Northern Iowa; Akiko Sonia Yoshizawa, University of Northern Iowa; Danielle Schmitt, University of Northern Iowa*

Teaching Mathematical Problem Solving From a Constructivist Perspective: The Experiences of Elementary Teachers. *John O'Shea, Mary Immaculate College; Alsling Leavy, Mary Immaculate College*

A Constructivist Approach to an Inclusive Environment: The Principal's Role in Supporting Exceptional Children. *Raeshelle L. Meyer, Four Rivers Community School; Jan Renee Dinsmore, Eastern Oregon University; Kerri Jo Wenger, Eastern Oregon University*

47.069-3. Issues in John Dewey's Educational Thought. SIG-Dewey Studies;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Amy B. Shuffelton, University of Wisconsin - Whitewater

Participants:

A Triadic Framework for Learning Theories: Dewey's Experiences, Peirce's Categories, and Divisions in Educational Psychology. *Steven K. Wojcikiewicz, Western Oregon University; Mark Girod, Western Oregon University*

C. E. Ayres' Challenge to Dewey: Is Our Faith in Science and Technology Misplaced? *David Isaac Waddington, Concordia University*

John Dewey's Influence: Transcending the Multiple Societal Issues and Challenges Confronting the 1916 Committee on Social Studies. *Gregg Jorgensen, Western Illinois University*

Rereading Dewey's Democracy and Education: A Response to Richard Gale. *Clifford P. Harbour, University of Wyoming*

47.069-4. Parent Involvement, School Environment, and School Assistance.

SIG-School Effectiveness and School Improvement; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Elizabeth Anne Halsall, University of Aberdeen

Participants:

Factors Facilitating an Alabama School Assistance Team in Promoting Positive Change in a Low-Performing School. *Virginia Watkins Roy, Alabama State Department of Education; Frances K. Kochan, Auburn University*

School Involvement of Parents for English Language Learners' School Performance. *Mido Chang, Virginia Polytechnic Institute and State University; Kusum Singh, Virginia Polytechnic Institute and State University; Sunha Kim, Virginia Polytechnic Institute and State University; Heejung Kim, University of Virginia; Namok Choi, University of Louisville*

The Bully Cycle: How School Design Can Work as a Catalyst for Bullying and Aggressive Behavior. *Sheila M. Fram, The School Design and Planning Network, Inc.; Ellyn M. Dickmann, Colorado State University*

47.069-5. Deleuzian Perspectives on Youth Practices: Affect, Embodiment, and the Curriculum. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Joseph Michael Valente, The Pennsylvania State University

Participants:

Manga Versus Curriculum: Bodies, Energies, and Education for the Social Good. *Gail M. Boldt, The Pennsylvania State University; Kevin M. Leander, Vanderbilt University*

Literacy Work and the Body: A Study of High School Technical Theater. *Alex Hoobie Schott, University of Iowa*

Hang Out Time: Theorizing Affect in an After-School Program. *Jennifer R. Teitle, University of Iowa*

Performing Democracy With University Students: The Deleuzian Unfolding of Augusto Boal's Image Theater. *Kimberly Anne Powell, The Pennsylvania State University*

47.069-6. Foundational Perspectives on Schools and Schooling. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Gregory L. Bynum, SUNY - College at New Paltz

Participants:

Cultural Memes and the Use of History: How Ideology Shapes Policy. *Ann G. Winfield, Roger Williams University*

Exploring the Legacy of Christianity in/as a Curriculum. *Avner Segall, Michigan State University; Kevin Burke, University of Notre Dame*

Foundations as the Capstone. *Natasha Flowers, Indiana University/Purdue University at Indianapolis; Elee Wood, Indiana University/Purdue University at Indianapolis; Deborah Biss Keller, Indiana University/Purdue University at Indianapolis*

Terrorism to Teaching: Security to "Protect" the Nation. *Elizabeth C. Harris, University of Wisconsin - Madison*

47.069-7. Sensing Place: Embodiment and Aesthetics in Ecological Inquiry.

Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Stephanie Springgay, OISE/University of Toronto

Participants:

Aesthetic Literacy in Relanguaging Rural Everyday Life as Good Enough.

Pauliina Rautio, University of Oulu; Maija-Liisa Lanan, University of Oulu

Learning Landscapes: Imaginative Possibilities for School Education. *Monica Green, Monash University*

Learning Place and Community: Toward an Education for Sustainability.

Margaret Jean Somerville, Monash University

47.069-8. Self and Subjectivity in Curriculum Studies Methodology. Division

B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Jerry L. Rosiek, University of Oregon

Participants:

Phenomenology: An Assaulting Displacement of the Social Sciences. *Mark D. Vagle, University of Georgia*

Psychoanalytical Musings on Identity in Education: Positioning Identity in Pedagogy (PIP) as a Catalyst for Heightened and Sustained Learning (HSL). *Bodelais Ulysse, Waubesa Community College*

The Im/Possibility of Wandering With a Purpose: Investigations Into My Freudian Slip. *Hannah Marie Spector, The University of British Columbia*
Transforming the Subjectivities in our Research. *Rufina Cortez, University of Illinois*

Transitions and Comparisons: Self-Study in an Elementary and Higher Education Context. *Barbara Morgan-Fleming, Texas Tech University*

47.069-9. Storying Environmental Selves and Spaces: Ecological Inquiry as a

Narrative Pursuit. Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Jason Michael Lukasik, University of Illinois at Chicago

Participants:

Could Ecological Self-Portraiture Be Useful in Reframing Learning Priorities for a Postcarbon World? *Paul Reader, University of New England*

Curricular Repressions and Pop Culture Expressions of Apocalypse and Dystopia. *Elizabeth E. Heilman, Michigan State University*

Shifting Borders: Deconstructing Sustainability in the Age of Global Crisis. *Beth Pollock, Georgia Southern University*

(Eco)Critical Thinking in the Classroom. *Belinda Siobain Moore, Queensland University of Technology*

47.069-10. Taking Action in Curriculum Across Contexts. Division B -

Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Michael D. Smith, SUNY - College at New Paltz

Participants:

Beyond the Catch-22 of School-Based Social Action: Toward a Pragmatic Approach for Dealing With Power. *Darwyn Fehrman, University of Wisconsin - Milwaukee*

Critical Emancipatory Action Research: Deliberate Redesigning of the Null and Hidden Curriculum in Indigenous Postsecondary Education. *Summa Brooks, Te Wananga o Aotearoa; Miriama Claudette Postlethwaite, Te Wananga o Aotearoa*

Queering Teacher Education: An Outsider Pedagogy for a Course on Homophobia in Education. *Julia Irene Heffernan, University of Oregon; Tina Manuela Gutierrez-Schmich, University of Oregon*

47.069-11. Teacher Theorizing on Curriculum, Part 1. Division B - Curriculum

Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Brian D. Schultz, Northeastern Illinois University

Participants:

Community, Difference, and Voice in Teacher Education. *Jill C. Lynch, Ashland University*

Early Childhood Teachers and Their Curriculum Narratives. *Elida Giraldo, University of Antioquia*

Flowing Through the Binds: Women of Color Resistance, Power, Creation, and Pedagogies. *Kirsten T. Edwards, Louisiana State University*

Imagining Educational Equity Through the Experiences of Teachers Working in Program Improvement Schools. *Dale Rosine, University of Redlands; Philip S. Mirci, University of Redlands*

47.069-12. Theorizing Curriculum Through the Arts. Division B - Curriculum

Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Patricia Lynn Walsh Coates, Kutztown University of Pennsylvania

Participants:

Crossing Borders: Building Agency Through the Arts. *Christine Baker Mitton, Cleveland State University*

Finding Vision and Voice in the Choral Poem: Composing Whitman, Composing Our Lives. *Sarah L. Thomas, University of Nebraska - Lincoln*

Textured Curricular Conversations: Play Is the (Missing) Thing. *Margaret A. Macintyre Latta, University of Nebraska - Lincoln; Stephanie Autumn Baer, University of Nebraska - Lincoln; Soon Ye Hwang, University of Nebraska - Lincoln; Jennifer Christine Nelson, University of Nebraska - Lincoln*

47.069-13. Unschooling and the i-Commons: How i-Generation Unschoolers Go

About Connecting and Learning in the World. Division B - Curriculum

Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Kellie Rolstad, Arizona State University

Participants:

Unschooling, the Freedom Thesis, and Parental Support for Autonomy. *Charles L. Howell, Northern Illinois University*

Connected Families: The Role of Technology in Unschooling. *Marlene Hinton, Arizona State University; Kendra Beeley, Arizona State University*

Deschooling in Action: Families in Transition. *Taunalee Bradshaw, Arizona State University; Amanda Lira Gordenstein, Arizona State University*

Storying the Impact of an iPod Touch on Child Numeracy and Literacy. *Carlo Ricci, Nipissing University*

Unschooling the I-Generation. *Kellie Rolstad, Arizona State University; Kathleen Ruth Kesson, Long Island University - Brooklyn*

47.069-14. Games and Devices in Teaching and Learning. SIG-Technology as an

Agent of Change in Teaching and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

8:15 am to 9:45 am

Chair:

Albert Dieter Ritzhaupt, University of Florida

Participants:

A Case Study of Using Scratch for Learner-Constructed Multimedia. *Jeff Boyer, University of Wisconsin - Stevens Point*

Wii in Classrooms: Preservice Teachers' Experience and Perspectives. *Lin Lin, University of North Texas; Tao Zhang, University of North Texas*

An Evaluation of Statewide Online Professional Development for Integration of Laptops and Mobile Devices in the Middle School Curriculum. *Neal Strudler, University of Nevada - Las Vegas; P.G. Schrader, University of Nevada - Las Vegas; Loretta Asay, Clark County School District*

"You Want Me To Do What?" Exploring K-12 Teachers' Experiences With Virtual Gaming. *Mary A. Kayler, George Mason University; Debra R. Sprague, George Mason University*

47.070. Roundtable Session 25; Roundtable Session

47.070-1. Exploring Student and/or Teacher Discourse in Formal and Informal

Education Settings. SIG-Language and Social Processes; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

8:15 am to 9:45 am

Chair:

Amy Carpenter Ford, Central Michigan University

Participants:

Room to Talk: An Ethnographic Study of Discourse in an After-School Learning Community. *Kim Skimmer, Texas A&M University - Corpus Christi; Nancy J. Nelson, University of North Texas*

Doing Right by Melissa: Relationships of Discourse and Space. *Sarah Meredith Vander Zanden, Indiana University*

Reimagining Teacher Professional Development: Policy Makers' and Teachers' Discourses on Learning in Informal Settings. *Elena Jurasaite-Harbisson, Hofstra University*

Caring as Discourse: Exploring Interactions Between Students and Teachers. *Charlotte Renee Bell, The Ohio State University*

Interrupting Initiation-Response-Evaluation (IRE): How Creating a "Critical

Vacuum” Increases Student Participation in Classroom Discourse. *Malayna Bernstein, West Virginia University*

47.070-2. Media, Museum, and Informal Learning. SIG-Informal Learning

Environments Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Britte Haugan Cheng, SRI International

Participants:

Developing a Typology of Experience Preferences Among Museum Visitors. *Andrew Pekarik, Smithsonian Institution; Barbara Mogel, National Museum of the American Indian; James B. Schreiber, Duquesne University*
Historic Site Web Sites: Engaging and Educating Online Visitors. *Denice Blair Leach, Michigan State University*
Not Every Edit Is a Lie: The Application of Media Knowledge in Response to Science-Related Reality Television. *Pryce Davis, Northwestern University*

47.070-3. Breaking Trail in Indigenous Educational Research: Session Two.

SIG-Indigenous Peoples of the Pacific; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Christopher Yim, University of Hawaii - Manoa

Participants:

Integrated Taiwanese Indigenous Cultures Into First-Grade Mathematic Courses. *Tung-Hsing Hsiung, National Taitung University*
Making the Standard: Māori medium Education and National Standards in New Zealand. *Margie Kahukura Hohepa, The University of Waikato; Catherine Rawina Rau, Kia Ata Mai Educational Trust*
Western Educational Models and Community Success on the Island of Molokai. *Marshall Kelly Joy, University of Hawaii*

47.070-4. Dimensions of Teaching: Teachers’ Lived Experiences and Teachers’ Beliefs. SIG-Lives of Teachers; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Klaas Van Veen, University of Leiden

Participants:

Engaging Disengaged Students: The Lived Experience of Teachers Who Try and Try Again. *Anne M. Beaton, University of Minnesota*
“My Life Experiences Have Brought Me to Where I’m at”: One Teacher’s Beliefs Intersecting With Research-Based Practices. *Amy Feiker Hollenbeck, DePaul University*
Person and Context in Interaction: Relating Teachers’ Beliefs and Professional Identity. *Esther T. Canrinus, University of Groningen*

47.070-5. School-Based Innovations in Professional Development Schools. SIG-

Professional Development School Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Diane Gayda Corrigan, Cleveland State University

Participants:

Cultural Encounters: Teacher Preparation for Diverse 21st-Century Learners. *Maurella L. Cunningham, University of Minnesota; Anne P. Dahlman, Minnesota State University; Patricia Ann Hoffman, Minnesota State University - Mankato*
Developing Reflective Practitioners Through Lesson Study at a Professional Development School. *Jennifer M. Suh, George Mason University; Jana L. Parker, George Mason University; Kerri Fulginiti, Fairfax County Public Schools*
The Effective Use of Return Transition Time to Increase Reading Fluency: A Professional Development School (PDS) Action Research Study. *Jeanne L. Tunks, University of North Texas; Monica Daniel, Evers Park Elementary; Modesta Cevallos, Evers Park Elementary; Moria Fountaine, Evers Park Elementary*

47.070-6. Teachers and the Teaching Profession. SIG-International Studies;

Roundtable Session
Sheraton, Fifth Level, Grand Ballroom B
8:15 am to 9:45 am

Chair:

Jonathan M.B. Stern, Vanderbilt University

Participants:

A Comparison Study of Mathematics and Science Tutors and School Teachers in Turkey by Using International Comparison Studies. *Damla Oztelli, Bogazici University; Mehmet Sencer Corlu, Texas A&M University; Robert M. Capraro, Texas A&M University*
Comparing U.S. and Japanese Elementary Teachers’ Attitudes Toward Inquiry-Based Science Teaching. *Sachiko Tosa, Wright State University*
Toward a Knowledge Base of Teacher Educators. *Mieke L. Lunenberg, University of Amsterdam; Fred A.J. Korthagen, University of Amsterdam; Jurriën Dengerink, University of Amsterdam; Saskia Noordewier, University of Amsterdam*
Teachers’ Information and Communication Technology (ICT) Training and Use: A Cross-National Comparison Focusing on the Gulf Cooperation Council (GCC) Countries. *Alexander W. Wiseman, Lehigh University; Emily Williams Anderson, Lehigh University*
Teacher Professional Development In Kenya: Moving Toward Integration. *Eloise Miriam Hockett, George Fox University*

47.071. Roundtable Session 26; Roundtable Session

47.071-1. Assessment and Licensure Issues in Preservice Teacher Education.

Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Patricia C. Paugh, University of Massachusetts - Boston

Participants:

“Those Who Are Able, Educate”: Academic Ability of Undergraduate Education Students in Taiwan. *Hsiou-Huai Wang, National Taiwan University*
Licensed to Teach (for What?): A Comparative Policy Analysis of Meso-Level Licensure Requirements in Ontario and New York State. *Candace Cofield, University at Buffalo - SUNY*
Creating “Cultures of Evidence” in Teacher Education: Policy and Practice in Three High-Data-Use Programs. *Charles A. Peck, University of Washington; Morva McDonald, University of Washington*
Performance Assessment for California Teachers (PACT): Evaluating Inter-Rater Reliability and Consequences of Its Use. *Jenna Porter, Sacramento State University*

47.071-2. Considering the Multiple Languages in/of Quality Teaching. Division

K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Veronica E. Valdez, University of Utah

Participants:

Spanish as a Second Language for Elementary Students: A Study of Participation on Literacy Benchmark Scores. *Kelli Lane Blackford, University of Arkansas; Gwen Torok Olmstead, University of Arkansas; Charles E. Stegman, University of Arkansas*
Critical Competencies for Teachers of English Learners: Theory and Practice. *Megan Hopkins, University of California - Los Angeles*
Teaching Linguistically Diverse Students in a Middle Level Science Classroom: Perspectives and Contradictions From an Experienced Teacher. *Elizabeth A. Franklin, University of Northern Colorado*

47.071-3. Contemporary Topics in Mathematics Education. Division K -

Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Heather J. Brace, Whittier College

Participants:

Mathematical Perceptions: A Pilot Validation of Preservice Teacher. *Eric L. Mann, Purdue University; Rebecca L. Mann, Purdue University*
Connecting Elementary Mathematics Teaching to a Practice-Based Methods Course: The Case of Eight Teachers. *Angela Chan Turrou, University of California - Los Angeles*
Preservice Mathematics Teachers’ Knowledge for Teaching Algebra in China and the United States. *Rongjin Huang, University of Colorado - Denver; Yeping Li, Texas A&M University; Gerald Kulm, Texas A&M University; G Donald Allen, Texas A&M University - College Station*
Connecting Theory and Practice in Mathematics Teacher Education: Teaching

by Letting Preservice Teachers Struggle With Pedagogical Dilemmas. *Tim Jacobbe, University of Florida; Dorene D. Ross, University of Florida; Deborah Alvarez Caron, University of Florida; Timothy Michael Barko, University of Florida*

47.071-4. Developing Teacher Identity: Innovative Teacher Reflection. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Anne Burns Thomas, SUNY - College at Cortland

Participants:

Developing Adaptive Expertise Through Preservice Teacher Inquiry in English Language Arts. *Steven Z. Athanases, University of California - Davis; Lisa H. Bennett, University of California - Davis; Juliet Michelsen Wahleithner, University of California - Davis*

Ethnographers in the Classroom. *Margaret M. Moore, Eastern Kentucky University; James S. Rinehart, Eastern Kentucky University; Cynthia Resor, Eastern Kentucky University*

Ten Best Trends in Education I Wish Someone Had Told Me About Before Now. *Dan R. Saurino, University of North Carolina - Charlotte; Penelope L. Saurino, Limestone College*

47.071-5. Division K Section 6 Roundtable 3. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Sylvia Johnson, Edgewood College

Participants:

Making Algebra Meaningful for English Learners. *Adelina Victoria Alegria, Occidental College; Candace Kelly-Hodge, Educator Consultant and Grant Evaluator*

Mission Possible? Analysis of the Intended and Implemented Diversity Content of a Teacher Education Institution. *Vera Stenhouse, Georgia State University*

Negotiating Visions of Teaching: Teaching Social Studies for Social Justice Within a Context of Standardization and Accountability. *Ruchi Agarwal, San Francisco State University*

Perceiving Possibility in Teaching for Social Justice: Finding Hope Without Illusion. *Ruchi Agarwal, San Francisco State University*

Promoting Reflective Teaching Through Simulation in a Study in Mexico Program. *Sandra Adriana Butvilofsky, University of Colorado - Boulder; Kathy Escamilla, University of Colorado - Boulder; Lucinda A. Soltero-Gonzalez, University of Colorado - Boulder; Lorenzo Aragon, University of Colorado - Boulder*

47.071-6. Division K Section 6 Roundtable 1. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Nicole Victoria Williams, The Ohio State University

Participants:

Sneaking Out of the Big House? Perceptions of African American Mentees in a Graduate-Level Teacher Education Program on a White Campus. *Jenice Leilani View, George Mason University; Rona M. Frederick, The Catholic University of America*

Understanding Curriculum in Context: Exploring the Perceptions, Attitudes, and Practices of White Teachers in Classrooms With African American Students. *Jennifer L. Milam, The University of Akron*

What Is the Literature on Teacher Education Students' Racial Attitudes Really Telling Us? *Virginia Necochea, University of New Mexico*

"Everywhere is My Mission Field": Complicating the Service in Preservice Teacher. *Sarah Bridges-Rhoads, University of Georgia*

"I'm Culture Conscious, but Race Blind!" Teaching English as a Second Language Minors' Approaches to English as a Second Language Teaching. *Yukari Takimoto Amos, Central Washington University*

47.071-7. Dynamics of Preservice Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Ayanna Ibrahim-Balogun, University of Redlands

Participants:

Preservice Literacy Teacher Educators' Perspectives Toward Referencing Research in Methods Classes. *Kathleen A. Hinchman, Syracuse University; Mary Shea, Canisius College; Clara A. Beier, SUNY - College at Fredonia; Maria Ceprano, Buffalo State College - SUNY; Cheryl A. Kreutter, SUNY - College at Geneseo; Elizabeth Tynan, University at Buffalo - SUNY; Jan Harting-McChesney, Saint Joseph's College; Catherine M. O'Callaghan, Iona College*

Peer Placements: Negotiating Tensions in Collaborative Relationships. *Wendy L. Gardiner, National-Louis University; Karen Shipley Robinson, Otterbein College*

Do Teachers Actually Do This? Practitioner Research in Preservice Teacher Education. *Jesse Chemven*

Trust Me? The Ethical Values and Competency Beliefs of Preservice Teachers. *Graham Hardy, University of Manchester; David Spendlove, University of Manchester*

Doing the Work of Real Teachers: The Characteristics of Quality Preservice Teacher Field Experience Environments. *Marjori M. Krebs, University of New Mexico; Cheryl A. Torrez, University of New Mexico*

47.071-8. Remerging Multicultural Education and Language Learning. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Manu Sharma, University of Toronto

Participants:

Multicultural Education Taught in an International Setting: A Journey From Resistance to Affirmation. *Lisa Pray, Vanderbilt University*

Integrating the Sciences in a K-6 Hawaiian Language Immersion School: Providing Equity and Access in Science for Diverse Students. *Nanette S. Schonleber, University of Hawaii - Manoa*

Language Learning and Intercultural Development in English Primary Schools. *Patricia Jane Driscoll, Canterbury Christ Church University*

47.071-9. Research Methods and Pedagogical Tools. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Leigh A. Craft, Texas A&M University

Participants:

Learning From the "Da-le Shine" Carwash: Research Methods as Pedagogical Tools in Bilingual Teacher Preparation. *Patricia Sanchez, University of Texas - San Antonio; Margarita Machado-Casas, University of Texas - San Antonio; Lucila D. Ek, University of Texas - San Antonio; Howard L. Smith, University of Texas - San Antonio*

Unpacking the Dissonance: Exploring Action Research Projects in Teacher Education Courses. *Amy Denise Mulholland, University of Houston; Sabrina Marsh, University of Houston; Traci Warren Jensen, University of Houston; Cameron S. White, University of Houston; Samuel Richard Brower, University of Houston; Douglas Stewart Edwards, University of Houston; Liping Wei, University of Houston*

The Role of the Clinical Experience in Staffing High-Needs Schools: An Empirical Examination. *Robert J. Tobias, New York University; Ognjen Simic, New York University; Kimberly Woo, New York University*

Deep Learning in Introductory Teacher Education Journals. *Jodi Nickel, Mount Royal University*

47.071-10. Teacher Education and Professional Development in STEM. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

David Kirshner, Louisiana State University

Participants:

Alternative Teacher Education Pathways, Alternative Recruitment and Selection. *Ann L. Nutter Coffman, National Education Association; Brianna Walsh, University of Maryland; Andrew M. Brantlinger, University of Maryland*

Beyond the Test: The Quest for More Mathematics and Science Content Expertise in K-8. *M. Colleen Megowan-Romanowicz, Arizona State University; Susan Haag, Fulton School*

Preparing Science, Technology, Engineering, and Mathematics (STEM) Teachers: The Pipeline for Future Innovation. *Dewayne Morgan, University*

System of Maryland; Erin Denise Knepler, University of Maryland - College Park; Jennifer Vest Frank, University of Maryland

Preservice Elementary Teachers' Reflections on Technology-Integrated Classroom Experiences. *Chrystalla Mouza, University of Delaware; Rachel A. Karchmer, Virginia Commonwealth University; Thomas Habowski, University of Delaware*

Professional Development on Integration of Mathematics and Science: Case Studies of Teachers' Knowledge and Practice. *Juliet A. Baxter, University of Oregon; Dean Livelybrooks, University of Oregon; Angie Ruzicka, Eugene 4J Schools; Ronald A. Beghetto, University of Oregon*

47.071-11. Teacher Learning and Professionalism. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Alma Linda Contreras-Vanegas, Texas A&M University

Participants:

Constructing Teacher Professionalism Between Organizational Decision-Making and Work-Life Autonomy. *Rita Foss Lindblad, Department of Education; Sverker Lindblad, University of Gothenburg; Gun-Britt Wärvik, University of Gothenburg*

Learning Progressions in Teaching: An Argument to Advance Research Contributing to Teacher Education Programs Design. *Ivan Salinas, The University of Arizona*

Rethinking Classroom Revolutions: The Cases of Mrs. Oublier and Mrs. Devenir. *Joy Ann Oslund, Alma College*

Whose Job Is It Anyways? Development of a Measure of Teachers' Responsibility. *Meagan Caridad Arrastia, Florida State University; Jeannine E. Turner, Florida State University*

47.071-12. Technology as Central to 21st-Century Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Participants:

Learning by Design for Preservice Teachers' Technology Preparation: How Effective Is It and in What Ways? *Liangyue Lu, Syracuse University; Jing Lei, Syracuse University*

The Affordances of Blogging on Establishing Communities of Practice in a Preservice Elementary Teacher Education Program. *Janice L. Anderson, University of North Carolina - Chapel Hill; Julie Ellison Justice, University of North Carolina - Chapel Hill; Kathleen Nichols, University of North Carolina - Chapel Hill; Jennifer Katherine Jones, University of North Carolina - Chapel Hill; Steven Wall, University of North Carolina - Chapel Hill; Helen Crompton, University of North Carolina - Chapel Hill*

Gauging the Impact of Video-Centered Communities of Practice. *Kim Lebak, Richard Stockton College of New Jersey; Ron Tinsley, Richard Stockton College of New Jersey*

Web-Based Instruction: A Study of Preservice Elementary Teachers' Efficacy in Modeling and Reasoning With Fractions. *Cheng-Yao Lin, Southern Illinois University - Carbondale; Fenqien Luo, Montana State University; Jane-Jane Lo, Western Michigan University*

New Literacies and Teacher Education: Preservice Candidates' Perceptions Toward Technology Integration Into Curriculum Design. *Christine D. Clayton, Pace University; Francine C. Falk-Ross, Pace University*

47.071-13. Teacher Conceptions of Knowledge, Content, and Teaching. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Mary Theresa Grassetti, Framingham State University

Participants:

Teachers' Views on Teaching Mathematics to Gifted/Talented Students. *Abraham Ayebo, Purdue University - Calumet; Lynda R. Wiest, University of Nevada - Reno*

Teaching and Learning Multiliteracies in Content Area Classrooms: Five Teacher Markers That Foster Creativity. *Nancy T. Walker, University of La Verne; Jennifer J. Wimmer, Brigham Young University; Thomas W. Bean, University of Nevada*

Thoughtfully Adaptive Teaching: A Case Study of One Second-Grade Teacher's Adaptations When Integrating Science and Literacy. *Melony Holyfield Allen, University of North Carolina - Greensboro; Catherine E. Matthews,*

University of North Carolina - Greensboro; Seth Parsons, George Mason University

47.072. Roundtable Session 27; Roundtable Session

47.072-1. Telling Pictures? Readings of Visual Culture in the Study of Education. SIG-Critical Issues in Curriculum and Cultural Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Grace A. Livingston, University of Puget Sound

Participants:

Photographic Pedagogies and the Ethnic Archive. *Hannah M. Tavares, University of Hawaii - Manoa*

Possible Stories and the Memories of Children. *Christopher Au, University of Hawaii*

Children, Culture, and Catachresis: Normalizing Schooling Through Visual Metaphor in Micronesia. *David W. Kupferman, University of Hawaii - Manoa*

Critiquing Traditional Colonial Practices in Teacher Education: Interpreting Normative Practices Through Visual Culture Analyses. *Richard T. Johnson, University of Hawaii*

Developing the Ghostly: Ethics and the Pedagogical Possibilities of Photographs. *Mark Stern, Colgate University*

47.072-2. Freirean Considerations on Naming and Challenging Injustice. SIG-Paulo Freire; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Fatima Pirbhai-Illlich, University of Regina

Participants:

To Identify and Name Injustice. *Anne Lilla Blanchard, Western Washington University*

Citizenship Education, Globalization, and Ecopedagogy: Through the Generative Theme Planetary Multicultural Citizenship. *Greg William Misiaszek, University of California - Los Angeles*

The Dialectical Nature of an Organization Intending to Be Critical: Pedagogy & Theatre of the Oppressed as Praxis. *Carol Lloyd Rozansky, University of Nebraska - Omaha; Douglas Paterson, University of Nebraska - Omaha*

Transformative Optimism for Natural Hazard Preparedness Based on the Pedagogy of Paulo Freire. *Carlos Andrés Ríos-Uribe, Universidad de Antioquia; Shawn M. Rowe, Oregon State University; Cesar A. Rossatto, University of Texas - El Paso*

47.072-3. The Impact of Out-of-School Programs on Literacy Development, Workplace Learning, and At-Risk Student Success. SIG-Out-of-School Time; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Joy Camara Langford Connolly, University of Wisconsin - Madison

Participants:

Enhancing the Life Chances of Urban Youth Through Work-Based Learning. *Maureen E. Kemy, Boston College; Lynn Y. Walsh-Blair, Boston College; Janine Bempechat, Wheelock College; Joanne Ruane Seltzer, Curry College; David L. Blustein, Boston College*

Transforming Literacy Learning Opportunities: Summer Reading as a Third Space. *Lisa A. Scherff, The University of Alabama*

The Academic Benefits of Expanding Students' Learning Opportunities. *Anne-Marie Hoxie, The After-School Corporation; Lisa DeBellis, Fordham University*

47.072-4. Career and Technical Education and Higher Education. SIG-Career and Technical Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

James Aaron Gregson, University of Idaho

Participants:

Predisposition Factors of Career and Technical Education Transfer Students: A Hermeneutic Phenomenology Study. *Warren Glen Hioki, College of Southern Nevada*

Preparing a Workforce for California: A Comparative Case Study of State

Community Colleges. *Monica Christina Esqueda, University of Southern California*

Teaching/Learning Career, Science, Technology, Engineering, Mathematics, and Community Education Through, in, About, and for the Environment. *James Aaron Gregson, University of Idaho; Anne L. Kern, University of Idaho; Donald K. Wattam, University of Idaho; Melissa Saul, University of Idaho*

47.072-5. Roundtables in Research on Learning and Instruction in Physical

Education, Part 2. SIG-Research on Learning and Instruction in Physical Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

8:15 am to 9:45 am

Chair:

Louis Harrison, University of Texas - Austin

Participants:

A Comparison of Completers and Noncompleters in Online High School Physical Education. *Brian Allen Mosier, University of West Georgia; Susan K. Lynn, Florida State University*

Curricular and Behavior Change in Physical Education. *Erin Elizabeth Centeio, University of Texas - Austin; Darla M. Castelli, University of Texas - Austin*

Elementary Classroom Teachers and Physical Education: Shaping Professional Identity in Preservice Teacher Education. *Tim Fletcher, OISE/University of Toronto*

The Stronger Side of Feminine: Conflicting Perceptions of Gender in Physical Education. *Jeanne Adele Kentel, Leeds Metropolitan University*

47.072-6. Identities and Achievement of Black Students.

SIG-Research Focus on

Black Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

8:15 am to 9:45 am

Chair:

Lisa K. Thompson, Prairie View A&M University

Participants:

"I Am a Reader": Countering "Master Narratives" and Reimagining Reading Assessment of Black Youth. *Stephanie Hill, Children's Defense Fund Freedom Schools - Knoxville; Susan L. Groenke, University of Tennessee - Knoxville; Tracia NiKole Cloud, University of Tennessee*

Engaging Africana Identity: Exploring the Personal Narratives of Graduate Students Attending Predominantly White Institutions. *Tracy A. McLeod, University of Miami*

Telling Our Stories: Eliciting Black Young Adolescent Girls' Experiences and Conceptualizations of Race. *Lisa Harrison, Ohio University*

The Role of Academic Identity in African American Adolescents' Educational Outcomes: A Subject-Specific Exploration. *Karmen Kizzie Rouland, Howard University; Akilah Swinton, University of North Carolina - Chapel Hill; Beth E. Kurtz-Costes, University of North Carolina; Stephanie J. Rowley, University of Michigan*

Division and SIG Posters

47.073. Poster Session 9; Poster Session

47.073-1. Section 1: College Student Learning and Development Poster Session

2. Division J - Postsecondary Education; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

8:15 am to 9:45 am

Posters:

1. A Cross-Cultural Study of Cognitive, Self-Regulative, and Motivational Factors Affecting Community College Student Achievement. *Jaehak Jung, University of Texas - Austin; Claire Ellen Weinstein, University of Texas; Sunny Kim, Myongji College*
2. College Students' Use of a Writing Rubric. *Amy E. Covill, Bloomsburg University*
3. College Students' Perceptions and Experiences of Time and Time Management. *Lori Price Aultman, Spring Hill College; Brandi M. Morgan, Spring Hill College*
4. Four-Week University Summer Courses: Why the Appeal? *Angie Hodge, North Dakota State University*
5. Sensitivities to Reward and Punishment Bias Course Decision Making. *Mark B. Wolf, Adaptive Curriculum; Phillip L. Ackerman, Georgia Institute of Technology*
6. The Influence of Task Order on Student Responses on a Tree Thinking Pretest. *Carrie Boyce, University of Southern Mississippi; Jill Maroo, University of*

Southern Mississippi; Kristy L. Halverson, University of Southern Mississippi

7. Cognitive Apprenticeships in University Writing Centers. *Charity S. Peak, University of Colorado - Colorado Springs; John M. Weathers, University of Colorado - Colorado Springs*
8. Using Rasch Measurement to Measure Factors Affecting the Frequency of Academic Misconduct. *Kenneth Royal, American Board of Family Medicine; Jennifer Ann Eli, The University of Arizona*
9. The Role of Self-Efficacy in the Persistence of Female Minorities: Latina Undergraduates in Engineering Majors. *Rosa Maria Banda, Texas A&M University; Vicente M. Lechuga, Texas A&M University*
10. Alcohol Use, Power, and Gender: Reconceptualizing Student Alcohol Use in Social Fields of the Community College Setting. *Julie White, Monroe Community College; Andrew Wall, University of Illinois - Urbana-Champaign; Nahoko Kawakyu, University of Rochester; Margaret Yerdon, University of Rochester; Chelsea Bailey Shea, University of Rochester*
11. Back to Basics: Why Colleges Need to Reconceptualize Concern Over Student Alcohol Consumption. *Andrew Wall, University of Illinois - Urbana-Champaign; Nahoko Kawakyu, University of Rochester; Julie White, Monroe Community College; Margaret Yerdon, University of Rochester; Chelsea Bailey Shea, University of Rochester*
12. Examining Effective Faculty Practice: Teaching Clarity and Student Engagement. *Allison BrckaLorenz, Indiana University; Anthony Mark Ribera, Indiana University; Eddie R. Cole, Indiana University; Jillian L. Kinzie, Indiana University*

47.073-2. Back to the Faculty: Transition From University Department

Leadership. Division J - Postsecondary Education; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

8:15 am to 9:45 am

Poster:

13. Back to the Faculty: Transition From University Department Leadership. *Demie L. Smith, Texas A&M University; Kayla Braziel Rollins, Texas A&M University; Lana J. Smith, Texas A&M University - College Station*

47.073-3. Exploring Effective Programs and Measures for English Language

Learners. Division H - Research, Evaluation and Assessment in Schools;

Poster Session

Sheraton, Fifth Level, Grand Ballroom C

8:15 am to 9:45 am

Posters:

14. Comparative Effectiveness of the Rosetta Stone Dynamic Immersion Program: A Report of a Group Randomized Trial With Application of Complier Average Causal Effect (CACE) Estimation. *Sara Atenza, Empirical Education Inc; Qingfeng Zhao, Empirical Education Inc.; Andrew P. Jacivi, Empirical Education Inc.*
15. Building the Capacity of a State Education Agency to Appraise District Services for English Language Learners. *Barbara D. Acosta, The George Washington University; Georgeanne Oxnham, Appalachia Regional Comprehensive Center; Jan Lanier, Tennessee Department of Education*

47.073-4. Classroom Management.

SIG-Classroom Management; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

8:15 am to 9:45 am

Posters:

16. A Look Into the Teachers' Job Interview Process in Taiwan: Teachers' Classroom Management Skills as Core Competence. *Yueh-Luen Hu, National Chengchi University; Gregory Siy Ching, Lunghwa University of Science and Technology; Min Ning Yu, National Chengchi University*
17. Cohorting Practices: Classroom Order as Mutual Interactional Accomplishment. *Mehmet Ali Icbey, Canakkale Onsekiz Mart University*
18. Making Students Feel Known and Important: A New Construct in Teacher-Student Relationships. *Kent Alan Divoll, University of Houston - Clear Lake*
19. Managing the Three-Ring Circus: A Study of Student Teachers' Development of Classroom Management Decision-Making Skills. *Allison H. Cassidy, University of Texas - Austin*

47.073-5. New Media and Multilingual Youth: Images and Voices for the Public

Good. Division G - Social Context of Education Cosponsored by SIG-

Writing and Literacies; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

8:15 am to 9:45 am

Posters:

21. How Written Response to Photographs Formed an Online, Ecological Learning System and How an Artist Used It. *Margaret Sheehy, University at*

Albany - SUNY

22. iPods as Scaffolds for Ninth-Grade English Language Learners in a Mainstream English Class. *Benjamin Paul Kramer, University of Texas Elementary School*
23. Let's Experience Cesar Chavez: Multimodal Literacy Learning Through the Theater Action Project. *Hsu-Pai Wu, University of Texas - Austin*
24. Literacy, New Media Technologies, and Latino Youth Development. *Korina Jocson, Washington University*
25. Student-Generated Vodcasts in the Middle School English Language Learner Classroom. *Lucilia Santos Green, Texas Tech University; Nancy Maushak, Texas Tech University; Fethi A. Inan, Texas Tech University*

47.073-6. Online Teaching and Learning. SIG-Online Teaching and Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

26. A Grounded Theory of Connectivity and Persistence in a Limited Residency Doctoral Program. *Steven R. Terrell, Nova Southeastern University; Martha Marie Snyder, Nova Southeastern University; Laurie P. Dringus, Nova Southeastern University; Elizabeth Maddrey, Kaplan University*
27. A Study of Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers. *Evrin Baran, Iowa State University; Ana-Paula Correia, Iowa State University; Ann D. Thompson, Iowa State University*
28. Can You Help Me? Self-Regulation, Age, and Help-Seeking in Online Graduate Students. *Glenda C. Rakes, University of Tennessee - Martin; Karee E. Dumm, University of Arkansas*
29. Defining Quality in Distance Education: Examining National and International Standards for Online Learning. *Barbara Lockee, Virginia Polytechnic Institute and State University; Ross A. Perkins, Boise State University; John K. Burton, Virginia Polytechnic Institute and State University; Ken Potter, Virginia Polytechnic Institute and State University*
30. Effect of Manipulating Teaching Presence on Students' Perceptions of Community and Presence in Online Courses. *Kathleen Mary Sheridan, National-Louis University; Melissa Audrey Kelly, National-Louis University*
31. Effects of Achievement Goal and Affordance on Digital Plagiarism: A Web-Based Learning Intervention Study. *Ya-Shu Yang, University of Connecticut; Michael F. Young, University of Connecticut*
32. Emerging Educational Changes in Higher Education: The Impact of Information and Communications Technology on Non-Face-To-Face Pedagogy and Peer Interactions and Support in a Networked Virtual Environment. *Elson S.Y. Szeto, The Hong Kong Institute of Education*
33. Factors Relating to Persistence in Online Courses: Creating a Sense of Community and Engagement. *Suzanne Young, University of Wyoming; Maryalice Bruce, University of Wyoming; Christi Boggs, University of Wyoming; Heather E. Duncan, University of Wyoming; Michelle Buchanan, University of Wyoming*
34. From Bricks to Clicks: Building Quality K-12 Online Classes Through an Innovative Course Review Partnership. *Jason B. Huett, University of West Georgia; Kimberley Huett, University of West Georgia; Leslie Moller, University of South Dakota; Craig Mertler, University of West Georgia*

47.073-7. Educational Statisticians Poster Session. SIG-Educational Statisticians; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

35. Assessing What Students Really Understand About Statistical Inference. *Joan B. Garfield, University of Minnesota; Andrew Zieffler, University of Minnesota; Robert C. Delmas, University of Minnesota; Jiyoung Park; Audbjorg Bjornsdottir, University of Minnesota; Rebekah Isaak, University of Minnesota*
36. Developing an Online Statistics Course for Graduate Students. *Zihang Shao, Indiana University; Chao-Ying J. Peng, Indiana University; Mary Ziskin, Indiana University; Serdar Abaci, Indiana University*
37. A Simplified Model for Evaluating Change in Randomized Pretest, Posttest, Follow-up Designs. *Constance Mara, York University; Robert A. Cribbie, York University; Canada; David B. Flora, York University; Cathy Labrish, York University; Laura Mills, York University; Lisa Fiksenbaum, York University*
38. The Impact of Two Models for Linking Scores From Distinct Tests on Interpretation of Growth. *Denise Tobin Airola, University of Arkansas; Sean W. Mulvenon, University of Arkansas*

47.073-8. Music Education SIG Poster Session. SIG-Music Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

39. A Meta-Analysis Studying the Effects of Background Music in Fostering a Relaxed Environment. *Colleen Pinar, Independent Researcher*
40. A Mixed-Methods Examination of the Environmental Conditions Affecting the Music Learning of Students With Special Needs. *Kevin Gerrity, Ball State University; Ryan Michael Hourigan, Ball State University; Patrick Horton, Ball State University*
41. An Investigation of the Use of a Guided Reflection Assignment With Music Student Teachers. *Heather A. Russell, Temple University*
42. Personal and Social Factors That Predict Students' Length of Piano Study. *Theresa Chardos Camilli, University of Northern Iowa*
43. Secondary Band Directors' Use of Warm-Up Time Preceding State Concert Band Assessments. *Carl B. Hancock, The University of Alabama; Justin P. Ward, The University of Alabama*
44. The Effects of Chamber Music Experience on Performance, Motivation, and Attitudes Among Band Students. *Danelle Larson, Eastern Illinois University*

Sunday, 10:35 am

Governance Meetings and Events

48.001. AERA Journal Publications Committee: Open Meeting. AERA Governance; Governance Session
Sheraton, Third Level, Napoleon Ballroom C1
10:35 am to 12:05 pm

Chair:

Russell W. Rumberger, University of California - Santa Barbara

Speaker:

Changing Knowledge Ecologies: Revisioning Scholarly Publishing.
William Cope, Chair-Designate, AERA Journal Publications Committee, and University of Illinois - Urbana-Champaign

48.002. AERA Professional Development and Training Committee: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
10:35 am to 12:05 pm

Chair:

Yolanda J. Majors, University of Illinois - Chicago

48.003. SIG Leadership Orientation: Session 2. AERA Governance; Governance Session
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

AERA Related Activities

48.010. Online Annual Meeting Program System (All Academic): Demonstration and Training for Program Chairs: Open Session 2. AERA Related Activities; Workshop
Sheraton, Third Level, Napoleon Ballroom B2
10:35 am to 12:05 pm

Chair:

Rick Peacor, All Academic Inc.

Presidential Sessions

48.011. Design Research Exploring Transformative Frameworks for Learning and Education. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
10:35 am to 12:05 pm

Chair:

Gerhard Fischer, University of Colorado - Boulder

Participants:

Cultures of Participation, Long Tail Learning, and Energy Sustainability.

Gerhard Fischer, University of Colorado - Boulder
 Scientific Literacy in the Context of Civic Reasoning: An Educational Design Problem. *Sharon Derry, University of Wisconsin - Madison; Daniel R. Zalles, SRI International*
 Mind and Hand, Reintroduced: or Educational Technology in the Physical World. *Michael Eisenberg, University of Colorado - Boulder*
 Social Computational Thinking Tools. *Alexander Repenning, University of Colorado - Boulder*
 Discussant:
Allan M. Collins, Northwestern University

48.012. Measuring and Developing Teacher Effectiveness: An Assessment of Research, Policy, and Practice. Presidential Session Cosponsored by Division K - Teaching and Teacher Education; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
 10:35 am to 12:05 pm

Chair:

Eva L. Baker, University of California - Los Angeles

Participants:

Linda Darling-Hammond, Stanford University
Gloria J. Ladson-Billings, University of Wisconsin - Madison
Edward H. Haertel, Stanford University

48.013. Presidential Invited Address: CLS v Martinez: The Clash of College Student Organizations and Nondiscrimination Principles in Higher Education. Presidential Session Cosponsored by Division J - Postsecondary Education and SIG-Law and Education, SIG-Hispanic Research Issues; Invited Session

Sheraton, Third Level, Napoleon Ballroom D
 10:35 am to 12:05 pm

Chair:

William F. Tate, Washington University in St. Louis

Speaker:

Michael A. Olivas, President, Association of American Law Schools and University of Houston

Discussant:

Charles J. Russo, University of Dayton

AERA Sessions

48.014. AERA Distinguished Public Service Award Lecture (2011): Emerson J. Elliott. AERA Sessions; Invited Session
 Sheraton, Third Level, Napoleon Ballroom C3
 10:35 am to 12:05 pm

Chair:

Gerald E. Sroufe, American Educational Research Association

Award Recipient and Speaker:

From Eisenhower to Obama: Ruminations on a Federal Experience in Education. *Emerson J. Elliott, National Council for the Accreditation of Teachers*

Discussants:

Barbara L. Schneider, Michigan State University
Andrew C. Porter, University of Pennsylvania
Jack Buckley, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education

Committee Sessions

48.015. GSC Division B Fireside Chat: Hope and Healing in Justice Work: Dismantling, Changing, Rebuilding Curriculum. Graduate Student Council Cosponsored by Division B - Curriculum Studies; Fireside Chat
 Astor Crowne Plaza, Second Level Mezzanine, Bienville
 10:35 am to 12:05 pm

Chairs:

Crystal T. Laura, University of Illinois - Chicago
Ronald Kenneth Porter, University of California - Berkeley

Participants:

Jeffrey M.R. Duncan-Andrade, San Francisco State University

Sandy M. Grande, Connecticut College
Erica R. Meiners, Northeastern Illinois University
David O. Stovall, University of Illinois - Chicago

48.016. GSC Division I Fireside Chat: Making the Most of Mentoring in Doctoral Education and Life Beyond. Graduate Student Council
 Cosponsored by Division I - Education in the Professions; Fireside Chat
 Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
 10:35 am to 12:05 pm

Chairs:

Christina M. Cestone, University of Texas - Austin
Robert Williams Ellis, University of Texas - Austin

Participant:

Carol A. Mullen, University of North Carolina - Greensboro

48.017. Public and Higher Education Policy Challenges Emanating From Global and Domestic Disasters: Lessons and Paradigms From New Orleans Universities. International Relations Committee; Invited Session
 Sheraton, Third Level, Napoleon Ballroom B1
 10:35 am to 12:05 pm

Chair:

Kassie Freeman, Southern University - Baton Rouge

Participants:

A Tale of Two Caribbean Storms. Loren Blanchard, Xavier University; Monique Guillory, Xavier University
 Challenges and Opportunities at Tulane University Pre and Post-Hurricane Katrina. *Michael Cunningham, Tulane University*
 Making a Difference: Meeting the Needs of Domestic and International University Students. *Jeffrey Johnson, Tulane University*
 Domestic and Global Engagement in the Post-Katrina Era: Models From Historically Black Universities in New Orleans. *Beverly Lindsay, The Pennsylvania State University*

Discussant:

Kassie Freeman, Southern University - Baton Rouge

International Organization Sessions

48.018. British Educational Research Association Presidential Symposium: Disciplines of Education: Their Future in Education Research. British Educational Research Association; Invited Session
 Sheraton, Third Level, Napoleon Ballroom C2
 10:35 am to 12:05 pm

Chair:

Mary James, University of Cambridge

Participants:

The Disciplines of Education: Between the Ghost and the Shadow. John Furlong, Oxford University
 Redemption in the History of Sociology of Education: An Analysis and Prospectus. *Hugh Lauder, University of Bath*
 The Psychology of Education: Achievements and Challenges. *Ray Crozier, University of East Anglia, United Kingdom*
 Towards a Geography of Education. *Christopher M. Taylor, Cardiff University*
 Gaining a Commanding Voice. *Sheldon Rothblatt, University of California - Berkeley*

Division Sessions

48.019. Division A Vice Presidential Session: Grappling With Issues of Quality and Impact in Equity-Oriented Research in Educational Leadership. Division A - Administration Organization & Leadership; Invited Session
 Sheraton, Fourth Level, Bayside A
 10:35 am to 12:05 pm

Chair:

Linda E. Skrla, Texas A&M University

Participants:

Michael E. Dantley, Miami University
Andrea E. Evans, Southern Illinois University - Carbondale
Margaret Grogan, Claremont Graduate University
Frank Hernandez, Hamline University
Kathryn Bell McKenzie, Texas A&M University - College Station

48.020. Micro/Macro Views of the Classroom Through Novel Methodological Lenses. Division B - Curriculum Studies; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom II
10:35 am to 12:05 pm

Chair:

H. James Garrett, University of Georgia

Participants:

Listening to the Sounds of Science: Knowledge, Pedagogy, and Studenting in Urban Science Classrooms. *Walter S. Gershon, Kent State University*

Qualitative Metasynthesis in Curriculum Research: Unifying Quantitative and Qualitative Methodologies in Curriculum Studies. *Wayne Au, University of Washington - Bothell*

Picturing Policy and Social Change: On the Use of Visual Methodologies in Educational Policy Research. *Thi Xuan Thuy Nguyen, McGill University; Claudia A. Mitchell, McGill University*

FUBU (ForUsByUs) Style: Researchers of Color Documenting the Lives of Students of Color in Majority White Suburban Schools. *Thandeka K. Chapman, University of Wisconsin - Milwaukee; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee; May Vang, University of Wisconsin - Milwaukee; Tatiana Joseph, University of Wisconsin - Milwaukee; Talonda Michelle Lipsey, University of Wisconsin - Milwaukee*

Scaling the Paper Wall: Revising Methodologies for Youth Center Research. *Jennifer R. Teitle, University of Iowa*

Discussant:

Marva M. Hall, University of Illinois - Chicago

48.021. Beliefs About the Self, Tasks, and Domains on Academic Achievement.

Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Paper Session

Hotel Monteleone, Mezzanine Level, Orleans

10:35 am to 12:05 pm

Chair:

Helenrose Fives, Montclair State University

Participants:

The Reciprocal Internal/External Model: A Longitudinal Integration of the Internal/External Frame of Reference Model and Reciprocal Effects Model of Relations Between Academic Achievement and Academic Self-Concept. *Jens Moeller, University of Kiel; Jan Retelsdorf, Christian-Albrechts-University of Kiel; Olaf Koeller, Leibniz Institute for Science and Mathematics Education; Herbert W. Marsh, University of Oxford*

Academic Self-Concept and Learning Strategies: Direction of Effect on Student Academic Achievement. *Dennis M. McInerney, The Hong Kong Institute of Education; Magdalena Mo Ching Mok, The Hong Kong Institute of Education; Rebecca W. Cheng, The Hong Kong Institute of Education; Amy Kwok Hap Lam, The Hong Kong Institute of Education*

The Relations Among Beliefs About Writing, Writing Self-Efficacy, Writing Apprehension, and Writing Performance in Undergraduates. *Joanne Sanders-Reio, Florida International University; Thomas G. Reio, Florida International University; Isadore Newman, Florida International University*

Implicit Theories of Ability, Epistemic Beliefs, and Academic Motivation: A Person-Centered Approach. *Jason A. Chen, Harvard University*

Discussant:

Andrew J. Martin, The University of Sydney

48.022. Diverse Strategies to Help Students Improve Their Conceptual

Understanding and Problem Solving. Division C - Learning and Instruction Cosponsored by SIG-Technology, Instruction, Cognition & Learning; Paper Session

Hotel Monteleone, Ground Level, Royal Ballroom

10:35 am to 12:05 pm

Chair:

Jill D. Salisbury-Glemon, Auburn University

Participants:

The Matrix Reloaded: How to Best Study a Matrix. *Dharmananda Jairam, The Pennsylvania State University; Kenneth A. Kiewra, University of Nebraska; Douglas F. Kauffman, University of Nebraska - Lincoln; Ruomeng Zhao, University of Nebraska - Lincoln*

Comparing Deliberate and Free-Choice Practice in the Acquisition of Expertise in Geometry. *Mariya Pachman, University of New South Wales; John Sweller, University of New South Wales; Slava Kalyuga, University of New South Wales*

The Effects of Self-Explanations on Robust Understanding of the Control of Variables Strategy. *Michael A. Sao Pedro, Worcester Polytechnic Inst; Janice D. Gobert, Worcester Polytechnic Institute; Patrick Sebuwufu, Worcester Polytechnic Institute*

What You See Affects How You Reason: The Role of Instruction When

Learning With Interactive Animation. *Margaret Chan, Teachers College, Columbia University*

Using Eye-Tracking Methodology to Examine the Spatial Contiguity Effect in Multimedia Learning. *Cheryl I. Johnson, University of California - Santa Barbara; Richard E. Mayer, University of California - Santa Barbara*

Discussant:

Daniel H. Robinson, University of Texas

48.023. Influence of Teachers' Knowledge and Beliefs on Instructional Practice.

Division C - Learning and Instruction; Paper Session

Hotel Monteleone, Mezzanine Level, Iberville

10:35 am to 12:05 pm

Chair:

Karen D. King, New York University

Participants:

Algebra Expert Blind Spot: A Comparison of Inservice and Preservice Teachers. *Anthony Petrosino, University of Texas - Austin; Jessica D. Gordon, University of Texas - Austin*

Elementary Teachers' Learning to Construct High-Quality Mathematics Lesson Plans: A Use of Institute of Education Sciences Recommendations. *Meixia Ding, University of Nebraska - Lincoln; Mary Alice Carlson, University of Nebraska - Lincoln*

Teachers' Intentions and Reflections for Classroom Instruction in a Curricular Context. *Bikai Nie, University of Delaware; Tony Freedman, K12 Inc.; Ning Wang, Widener University; John Moyer, Marquette University; Jinfa Cai, University of Delaware*

Teaching Geometry Through Problems and Its Demands of Knowledge Management. *Patricio G. Herbst, University of Michigan; Justin Kelly Dimmel, University of Michigan*

Discussant:

Jeffrey M. Choppin, University of Rochester

48.024. Promoting Conceptual Understanding and Thinking Skills of

Underserved Children. Division C - Learning and Instruction; Symposium New Orleans Marriott, Second Level, La Galerie 5

10:35 am to 12:05 pm

Chair:

Richard C. Anderson, University of Illinois - Urbana-Champaign

Participants:

Designing a Multidisciplinary Unit on Wolf Management. *Brian William Miller, University of Illinois - Urbana-Champaign; May Jadallah, Illinois State University; Kay Grabow, Thomas Paine Elementary School; Tzu-Jung Lin, University of Illinois - Urbana-Champaign; Nikisha L. Blackmon, University of Illinois; Kim Nguyen-Jahiel, University of Illinois - Urbana-Champaign; Ting Dong, University of Illinois - Urbana-Champaign; Xiaoying Wu, University of Illinois - Urbana-Champaign; Jie Zhang, Western Kentucky University*

Nurturing Conceptual Understanding and Systems Thinking. *Tzu-Jung Lin, University of Illinois - Urbana-Champaign; Jie Zhang, Western Kentucky University; Kim Nguyen-Jahiel, University of Illinois - Urbana-Champaign; Joshua Morris, University of Illinois - Urbana-Champaign; Brian William Miller, University of Illinois - Urbana-Champaign; Aini Marina Ma'rof, University of Illinois - Urbana-Champaign; Jingjing Sun, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign*

Developing Reasoning Through Extended Dialogue. *Joshua Morris, University of Illinois - Urbana-Champaign; Brian William Miller, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign*

Leveraging Instructional Practices to Promote Academic Vocabulary. *Jie Zhang, Western Kentucky University; Richard C. Anderson, University of Illinois - Urbana-Champaign; Tzu-Jung Lin, University of Illinois - Urbana-Champaign; Kim Nguyen-Jahiel, University of Illinois - Urbana-Champaign*

Discussant:

Neil McKay Mercer, University of Cambridge

48.025. The Functional Relevance of Emotions for Students' Engagement and

Performance. Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Symposium

New Orleans Marriott, Fourth Level, Regent

10:35 am to 12:05 pm

Chairs:

Reinhard Pekrun, University of Munich

Lisa Linnenbrink-Garcia, Duke University

Participants:

The Functional Relevance of Discrete Emotions for Achievement Goal Adoption, Appraisals, and Performance. *Elizabeth Jane Stephens, University of Munich; Reinhard Pekrun, University of Munich*

Achievement Goal Orientations, Emotions, and Engagement: A Focus on the Varying Role of Emotions in Favorite and Least Favorite Classes. *Adar Ben-Eliyahu, Duke University; Lisa Limmenbrink-Garcia, Duke University*

Students' Affect and Sense of Belonging: Relationship to Academic Outcomes. *Anastasiya A. Lipnevich, Queens College - CUNY; Andrey A. Tsobkalo, Academy of Public Administration*

Antecedents and Effects of Students' Emotions During Homework in Mathematics: A Longitudinal Approach. *Swantje Dettmers, Max Planck Institute for Human Development; Ulrich Trautwein, University of Tübingen; Oliver Lüdtke, Tuebingen University; Thomas Goetz, University of Konstanz*

A Synthesis of Research on Emotions During Complex Learning. *Sidney K. D'Mello, The University of Memphis; Arthur C. Graesser, The University of Memphis*

Discussant:

Monique Boekaerts, Leiden University

48.026. Critical Inquiry, Disaster, and Hope: New Orleans, Louisiana. Division D - Measurement and Research Methodology; Invited Session
Doubletree, Second Level, Madewood A
10:35 am to 12:05 pm

Chair:

Penny A. Pasque, University of Oklahoma

Participants:

Critical Qualitative Inquiry and Challenges to Dangerous Discourses. *Gaile S. Cannella, University of North Texas; Michelle Perez, Southern Illinois University - Carbondale*

From Critical Theory to Self-Reliance: Lessons Learned From New Orleans School Reform. *Andre Perry, University of New Orleans Charter Schools*

Place-Based Inquiry and Everyday Politics: Critical Geography as Practicing Public. *Aaron M. Kuntz, The University of Alabama*

Discussant:

R. Evelyn Gildersleeve, Iowa State University

48.027. Crossing Over: Academic Transitions During Adolescence. Division E - Counseling and Human Development; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom I
10:35 am to 12:05 pm

Chair:

April Z. Taylor, California State University - Northridge

Participants:

But Not for Me: Students' Reflections on Their Own Attitude-Achievement Paradox at the Transition to Middle School. *Sarah Wischnia, Stanford University*

Parent and Adolescent Anticipations and Conversations During the Transition to High School. *Kristen P. Goessling, The University of British Columbia; Jane Chipman, The University of British Columbia; Sheila K. Marshall, The University of British Columbia; Susan Lollis, University of Guelph; Lauree Tilton-Weaver, Orebro University; Richard A. Young, The University of British Columbia*

Peer Group Stability Across the Middle School Transition: Academic Correlates of Stability and Change. *Lorrie Schmid, University of North Carolina - Chapel Hill; Jill V. Hamm, University of North Carolina - Chapel Hill*

Understanding Academic Success Across the High School Transition: A Look at Academic Commitment and Barriers to Success. *Megan Waechter, California State University - Long Beach; Beth Manke, California State University - Long Beach*

Discussant:

Catherine R. Cooper, University of California - Santa Cruz

48.028. Rethinking Sex and Gender. Division F - History and Historiography
Cosponsored by Committee on Scholars and Advocates for Gender Equity in Education, SIG-Research on Women and Education; Paper Session
JW Marriott, Third Level, Ile de France II
10:35 am to 12:05 pm

Chair:

Margaret A. Nash, University of California - Riverside

Participants:

A Storyville Education: Spatial Practices and the Learned Sex Trade in the City That Care Forgot. *R. Eric Platt, Louisiana State University*

Selling the College Man: Magazine Advertising, Visions of College, and

Transformations in Middle-Class Masculinity, 1900-1915. *Daniel Andrew Clark, Indiana State University*

Accommodating Jane: The G.I. Bill and Coeducation at the University of Florida. *Emma Humphries, University of Florida*

Discussant:

Mary Ann Dzuback, Washington University in St. Louis

48.029. Dialogues Across Contexts: Social Identities, Understanding, and Action. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
10:35 am to 12:05 pm

Chair:

Gretchen E. Lopez, Syracuse University

Participants:

The (In)Visibility of Whiteness: Comparative Assessment of Educational Benefits of Inter- and Intra-racial Curricular Dialogues. *Kristie A. Ford, Skidmore College*

Engaging Racial Identity for Socially Just Intergroup Relations: A Randomized Field Experiment. *Jaclyn Rodriguez, Occidental College; Patricia Gurin, University of Michigan; Nicholas Andrew Sorensen, University of Michigan*

Listening Engagement in Race/Ethnicity and Gender Intergroup Dialogue Courses. *Ximena Zuniga, University of Massachusetts - Amherst; Jane Mildred, Westfield State College; Rani Varghese, University of Massachusetts - Amherst; Keri DeJong, University of Massachusetts - Amherst; Molly Keehn, University of Massachusetts - Amherst*

Writing the Divide: High School Students Crossing Urban-Suburban Contexts. *A. Wendy Nastasi, Syracuse University; Gretchen E. Lopez, Syracuse University*

Discussant:

Stephen John Quayle

48.030. Discourses of Immigration and English Education: Imagining Change, Practicing Policy. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
10:35 am to 12:05 pm

Chair:

Virginia M. Gonzalez, University of Cincinnati

Participants:

A Contest of Discourses: Policy, Social Movements, and Public Narratives of Immigration and English as a Second Language Teaching. *Mari Hamed, The Ohio State University; Jan K. Nespore, The Ohio State University; Ying-Hsueh Cheng, The Ohio State University; Mariko Mizuno, The Ohio State University*

Linguistic Complexity and the Achievement Gap: Test Accommodations and Immigrant Students. *Jamie L. Schissel, University of Pennsylvania*

Teacher Talk, Academic Language, and English Language Learners (ELLs): Unpacking the Discourse Divide. *Gisela Ernst-Slavitt, Washington State University; Michele Renate Mason, Washington State University - Vancouver*

The Politics of a Child Study Team: Challenges in Advocacy for Immigrant Families. *Dilys Shoorman, Florida Atlantic University; Hanizah Zainuddin, Florida of CCEI*

Discussant:

Marjorie Faulstich Orellana, University of California - Los Angeles

48.031. Paying It Forward: Mother Scholars Navigating the Academic Terrain. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm

Chair:

Patricia E. Halagao, University of Hawaii - Manoa

Participants:

Working Overtime: Navigating Through Graduate School and Motherhood. *Monica Monique Sanchez, University of California - Los Angeles*

"Cheryl Matias, PhD and Mother of Twins": Counter Storytelling to Critically Analyze How I Navigated the Academic Application, Negotiation, and Relocation Process. *Cheryl E. Matias, University of Colorado - Denver*

Mothering in Academia: Constructing a Dual Identity as a Scholar and a Mother. *Tina M. Trujillo, University of California - Berkeley*

Liberation is Motherhood, a Painful One: Giving Birth to Alagaan Pedagogy (Pedagogy of Care). *Allyson Tintiangco-Cubales, San Francisco State University*

Discussant:

Theodora Regina Berry, Mercer University

48.032. Accountability Systems and Their Effects on School Processes and Student

Learning. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Rosedown A
10:35 am to 12:05 pm

Chair:

Katharina Maag Merki, University of Zurich

Participants:

Improving Schools With Statewide Exit Exams? Evidence From Finland, Ireland, and the Netherlands. *Esther Dominique Klein, University Duisburg-Essen; Isabell van Ackeren, Faculty of Education Sciences*

The Effects of the Implementation of Statewide Exit Exams on Mathematics Achievement. *Katharina Maag Merki, University of Zurich; Monika Holmeier, University of Zurich*

Teachers' Opinion on Testing and Accountability. *Edit Toth, Research Group on the Development of Competencies, Hungarian Academy of Sciences; Beno Csapo, University of Szeged*

Discussant:

Daniel M. Koretz, Harvard University

48.033. Division H Vice Presidential Session: Formative Assessment:

International Perspectives and Applications. Division H - Research, Evaluation and Assessment in Schools; Invited Session
Doubletree, Second Level, Madewood B
10:35 am to 12:05 pm

Chair:

Zsuzsanna R. Szabo, Marist College

Participants:

Trends in Formative Assessment Theory and Practice in the United States. *Dylan R. Wiliam, Institute of Education - London; Walter D. Way, Pearson*

Trends in Formative Assessment Theory and Practice in the United States. *Walter D. Way, Pearson*

Assessing Teachers' Assessment Literacy: The Problem of Formative Assessment. *Chris Davison, University of New South Wales*

The Role of an Instructionally Supportive State Assessment in Improving Teacher Judgments About Student Proficiency. *Michael J. Flicek, Natrona County School District - Wyoming*

Discussant:

Lorrie A. Shepard, University of Colorado - Boulder

48.034. Learning From the Professions: Innovative Designs in Teacher Education That Draw on Preparation for Practice in Other Professions.

Division I - Education in the Professions; Symposium
Astor Crowne Plaza, Second Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Jennifer M. Lewis, Wayne State University

Participants:

Learning and Teaching the Disciplines Through Clinical Rounds. *Bob Bain, University of Michigan; Elizabeth B. Moje, University of Michigan*

The Role of Rehearsal in Learning to Teach Mathematics: Learning From Clinical Psychology and Pastoral Education. *Jennifer M. Lewis, Wayne State University*

Specifying Practice With Protocols and Narration in a Literacy Methods Course:

Taking a Stance on Instruction. *Sarah E. Scott, University of Pittsburgh*

An Analysis of the Technological Underpinnings of a Teacher Preparation Innovation. *Orrin T. Murray, The Pennsylvania State University*

An Analysis of the Technological Underpinnings of a Teacher Preparation Innovation. *Orrin T. Murray, The Pennsylvania State University*

Discussant:

Joshua L. Glazer, The Rothschild Foundation

48.035. Race and College Experiences. Division J - Postsecondary Education;

Paper Session
JW Marriott, Third Level, Frontenac
10:35 am to 12:05 pm

Chair:

Carmen Michele McCallum, University of Michigan

Participants:

Aspirational Capital and Academic Preparation: Students of Color Realizing the College Dream. *Arlene Ford, University of California - Los Angeles; Rhoda Freelon, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles*

The Moderating Effects of Race/Ethnicity on the Relationship Between Interracial Interactions and Students' Four Domains of Self-Confidence:

Four Years Later. *Meechai Orsuwan, The National Institute of Education-Singapore; Darnell G. Cole, University of Southern California*

"You're More Than a Student--You're a Student With a Fight": Exploring the Racialized Experiences of African American and Latino Students on Two Predominantly White Midwestern Campuses. *Gregory Michie, Concordia University - Chicago; Beth Hatt, Illinois State University*

"I'm Sorry, but, Get Over It!" Exploring the Classroom Experiences of Students of Color at a Liberal Arts College. *Tara Lynn Affolter, Middlebury College*

Persistence in Native American Collegians: An Exploratory Study. *Fei Zhao, The University of Kansas; Karen D. Multon, The University of Kansas; Ludwin E. Molina, The University of Kansas; Thomas C. Moit, The University of Kansas*

Discussant:

Julie Jinwon Park, Miami University

48.036. Reliability and Validity of the National Survey of Student Engagement.

Division J - Postsecondary Education; Invited Session
JW Marriott, Third Level, Ile de France I
10:35 am to 12:05 pm

Participants:

An Examination of the Predictive Validity of National Survey of Student Engagement Benchmarks and Scalelets. *Amy M. Korzekwa, University of New Mexico; Scott C. Marley, University of New Mexico*

Is the National Survey of Student Engagement (NSSE) Messy? An Analysis of Predictive Validity. *David Diramio, Auburn University; David M. Shamon, Auburn University*

The Reliability of National Benchmarks of Effective Student Engagement. *Chul Lee, Wesley College*

48.037. Research on LGBT Issues in Postsecondary Educational Settings.

Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
10:35 am to 12:05 pm

Chair:

Christopher Stapel, University of Kentucky

Participants:

A Multilevel Analysis of Religion and Political Ideology on College Students' Attitudes About Same-Sex Relationships. *Lisa Millora, University of California - Los Angeles; Kevin Eagan, University of California - Los Angeles*

Examining the Factors That Predict First-Year Students' Attitudes Toward Same-Sex Relationships: Implications for Alliance Building. *James M. DeVita, Iowa State University*

Medical Students' Preparedness and Comfort Levels in Caring for Lesbian, Gay, Bisexual, and Transgender (LGBT) Patients: Results From Large-Scale Survey and Focus Groups. *Elise Paradis, Stanford University; Stephanie Brenman, Stanford University; Elizabeth S. Goldsmith, Stanford University; Mitchell Ryan Lunn, Stanford University; Juno Obedin-Maliver, Stanford University; Leslie Stewart, Stanford University; Eric Tran, Stanford University; Maggie E. Wells, Stanford University; William White, Stanford University*

We Are Family: Same-Sex Marriage and Married/Family Housing at Public Universities. *William Charles Purdy, University of California - Los Angeles*

Discussant:

Robert D. Reason, The Pennsylvania State University

48.038. Diverse Youths' Negotiations of Ethnic Identity in School: Implications for Teachers. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie I
10:35 am to 12:05 pm

Chairs:

Geneva Gay, University of Washington

Andre J. Branch, San Diego State University

Participants:

Promoting Ethnic Identity Development in Education: A Four-Dimensional Model. *Andre J. Branch, San Diego State University*

Linking Ethnic Identity Process to Content: Implications for Latino Adolescents' Academic and Psychological Adjustment in Two Academic Contexts. *Deborah Rivas-Drake, Brown University*

Ethnic Identity as a Tool for Mitigating Racism in Middle School Mathematics Learning Opportunities. *Joi A. Spencer, University of San Diego*

Immigrant Arab Adolescents in the United States: Physical and Phenomenological Contexts of Identity Negotiation. *Revathy Kumar, University of Toledo; Nancy Seay, University of Toledo; Da'ad Naseerdeen, University of Toledo*

48.039. How Can We Determine Quality in Language Education? Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
10:35 am to 12:05 pm

Chair:

Mariana Souto-Manning, Teachers College, Columbia University

Participants:

Artistic Response to Latino/a Literature: Exploring Cultural Transactions With Text. *Janelle B. Mathis, University of North Texas; Ragina Dian Shearer, University of North Texas*

The Effects of Online Professional Development on English Language Arts (ELA) Outcomes: Results From Two Randomized Controlled Trials. *Laura M. O'Dwyer, Boston College; Jessica Masters, Boston College; Raquel Magidin De Kramer, Boston College; Sheralyn Trisha Dash, Boston College; Michael K. Russell, Boston College*

One-to-One Student-Teacher Writing Conferences: A Relational Space in High School English Classrooms. *Annamary Consalvo, University of Texas - Austin*

Go Forth: Inciting the Imaginations and Futures of Fourth-Grade Boys Through Literacy Response. *Cory Hansen, Arizona State University; Nancy J. Perry, Arizona State University; Heather Lynn Carter, Arizona State University; Debby M. Zambo, Arizona State University*

Discussant:

Valerie F. Kinloch, The Ohio State University

48.040. Preparing for Change: Teacher Preparation Practices That Support Enactment of Reform-Oriented Pedagogies. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
10:35 am to 12:05 pm

Chair:

Karen M. Hammerness, Bard College

Participants:

Covering the Waterfront in Literacy Methods Courses: The Need to Prioritize in Teacher Education. *Clare Kosnik, University of Toronto*

Pedagogies of Enactment in Learning to Teach: The Case of Discussion. *Peter W. Williamson, University of San Francisco*

Building a Framework for Elementary Writing Instruction: The Role of Modeling in a Preservice Methods Course. *Heather Tiffany Hebard, University of Washington*

Supporting Preservice Teachers' Reform-Based Practices: The Interplay Between Discussion and Enactment. *Jennifer Richards, University of Maryland - College Park*

A "Spiraling Curriculum" for Teacher Learning: Features That Support Teacher Learning in Preservice Education and Beyond. *Sandy Mariam Philipose, Austin College*

48.041. Teacher Self-Perceptions and Their Guiding Beliefs. Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 7
10:35 am to 12:05 pm

Chair:

Jude Wolf, University of San Francisco

Participants:

Addressing Teacher Candidate Beliefs About the Purposes of Schooling and Their Reasons for Choosing a Teaching Career. *Richard D. Osguthorpe, Boise State University; Matthew N. Sanger, Idaho State University*

Intelligence Beliefs of Preservice and Inservice Teachers. *Brett D. Jones, Virginia Polytechnic Institute and State University; Lauren H. Bryant, Virginia Polytechnic Institute and State University; Jennifer Dee Snyder, Virginia Polytechnic Institute and State University; David M. Malone, Duke University*

Investigating Ethos in Preservice Teachers. *Elee Wood, Indiana University/Purdue University at Indianapolis; Paula A. Magee, Indiana University/Purdue University at Indianapolis*

Pondering a Pygmalion in Appalachia: Examining the Impact of a Pro-Social-Based Intervention on Educator Perceptions and Student Outcomes. *Michael W. Corrigan, Marshall University; Douglas Harold Grove, Vanguard University; Lisa Burton, Marshall University; Philip F. Vincent, Multi-Dimensional Education Inc.*

The Process Reflection Framework: Integrating Dewey and Schön. *Thomas E. Ricks, Louisiana State University*

48.042. Toward a Framework for Conceptualizing and Effecting Teacher Entrepreneurial Leadership for Transforming STEM Teaching and Learning. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8
10:35 am to 12:05 pm

Chair:

Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign

Participants:

Entrepreneurial Leadership in STEM Teaching and Learning (EnLIST). *Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign; Anita Martin, University of Illinois - Urbana-Champaign*

Exploring Socially Entrepreneurial Mindset With Science Teachers: From Procedural Change to Substantive Innovation. *Jeanne Koehler, Illinois Wesleyan University; Liora Bresler, University of Illinois*

Social Networks, Learning, and Innovation in Science Teaching. *Wei Gao, University of Illinois - Urbana-Champaign; Caroline Haythornthwaite, The University of British Columbia; Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign*

Entrepreneurial Teacher Leaders: A Framework for Catalyzing Innovation for Student, Class, and School Impact. *Janet S. Gaffney, University of Illinois - Urbana-Champaign; Raymond Price, University of Illinois - Urbana-Champaign*

Discussants:

Frederick D. Erickson, University of California - Los Angeles

Norman G. Lederman, Illinois Institute of Technology

48.043. Of Cabbage and Kings: Using Observation and Value-Added Measures to Assess English Language Arts Teachers. Division L - Educational Policy and Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom II
10:35 am to 12:05 pm

Chair:

Pamela L. Grossman, Stanford University

Participants:

Investigating the Reliability of Classroom Observation Protocols: The Case of PLATO. *Ken Mathew Cor, Stanford University*

Classroom Practices Associated With Value-Added Measures of Teacher Effectiveness in English Language Arts. *Pamela L. Grossman, Stanford University*

What Value-Added Scores Mean in Different School Contexts. *Michelle Brown, Stanford University; Julie Jackson Cohen, Stanford University*

Discussants:

Drew H. Gitomer, ETS

Courtney A. Bell, ETS

SIG Sessions

48.044. Workshop: Research in Virtual Worlds and Visual Environments. SIG-Applied Research in Virtual Environments for Learning; Invited Session
Doubletree, 16th Level, International Ballroom
10:35 am to 12:05 pm

Chairs:

Amelia Cheney, Appalachian State University

Scott Joseph Warren, University of North Texas

Greg Jones, University of North Texas

Participants:

Lisa Dawley, Boise State University

Chris Haskell, Boise State University

Chris J. Dede, Harvard University

Robert Sanders, Appalachian State University

Nita J. Matzen, Appalachian State University

Stephen C. Bronack, Clemson University

Jonathan Gratch, University of North Texas

Patrick O'Shea, Appalachian State University

Jennifer Brammer Elliott, University of Virginia

Brian C. Nelson, Arizona State University

Jonathon J. Richter, University of Oregon

Sabine Karine Lawless-Reljic, San Diego State University

Jorian Clarke, Circle 1 Network

Joe Essid, University of Richmond

48.045. Effective Schools? Confronting Challenges of the Teacher, Student, Test, and Context. SIG-Caribbean and African Studies in Education; Paper Session
Sheraton, Fourth Level, Gallier
10:35 am to 12:05 pm

Chair:

Dennis Conrad, State University of New York

Participants:

Bigger Carrots and Bigger Sticks: A Mixed-Method Analysis of the Influences of Teacher and Student Absenteeism Across Nine Schools in Guyana. *Travis Bristol, Teachers College, Columbia University*

Predicting Teachers' Content Knowledge of Mathematics. *Gibbs Kanyongo, Duquesne University; Launcelot Brown, Duquesne University; James B. Schreiber, Duquesne University*

Interventions to Address Absenteeism in Jamaican Primary Schools. *Zellynne Jennings, University of the West Indies; Loraine Dale Cook, University of the West Indies; Disraeli M. Hutton, University of the West Indies; Suzan Anderson, University of the West Indies; Augustine N. Ezenne, University of the West Indies*

Opinions of Teachers to Integration: Perspectives From Barbados and Trinidad and Tobago. *Stacey Blackman, University of the West Indies; Dennis Conrad, State University of New York; Launcelot Brown, Duquesne University*

National Tests and Diagnostic Feedback: What Say Teachers in Trinidad and Tobago? *Launcelot Brown, Duquesne University; Joyanne Beverly De Four-Babb, University of Trinidad and Tobago; Laurette Maria Stacy Bristol, Charles Sturt University*

Applying Indigenous Epistemologies to Connect and Inform African Education Research for the Public Good. *Maggie Bartlett, Arizona State University; John T. Ng'Asike, Arizona State University; Mwarumba Mwavita, Oklahoma State University; Bekisizwe S. Ndimande, University of Illinois - Urbana-Champaign; Beth Blue Swadener, Arizona State University; Kagendo Mutua, The University of Alabama*

Discussant:

Beth Blue Swadener, Arizona State University

48.046. Uncovering the Complexities of Space, Race, and Praxis in Social Justice Education. SIG-Critical Educators for Social Justice; Paper Session Sheraton, Second Level, Rhythms Ballroom I
10:35 am to 12:05 pm

Chair:

Debra A. Pellegrino, University of Scranton

Participants:

A Multi-Institutional Assessment Linking Student Involvement to Increased Presence of Faculty of Color on Campus. *Matt Mayhew, New York University; Kamilah Briscoe, New York University; Chera D. Reid, New York University*

Democracy Through Photography. *Cynthia (Cindy) A. Fisher, Shawnee Mission School District*

Learning Civic Engagement Through the Visual Arts in Youth After-School Programs. *Marit Dewhurst, Museum of Modern Art; Dipti Desai, New York University*

Learning Cycles and the Challenge of Educating for Social Justice. *Fernando Naiditch, Montclair State University*

Reaching for the Open: An Examination of Borderlands and Third Spaces in Three Educational Contexts. *Candace M. Thompson, University of North Carolina - Wilmington; Sheri Carmel Hardee, University of South Carolina; Louise B. Jennings, Colorado State University*

48.047. John Dewey's Philosophy of Listening. SIG-Dewey Studies; Symposium Sheraton, Fifth Level, Grand Chenier
10:35 am to 12:05 pm

Chair:

Jim Garrison, Virginia Polytechnic Institute and State University

Participants:

A Dual-Process Model in Dewey's Theory of Listening. *Leonard J. Waks, Temple University*

Listening Across the Divide: Reaching Toward the Incommensurable Through Deweyan Aesthetics. *Deborah Seltzer-Kelly, Southern Illinois University*

The Nature of Listening, Including Listening to Music. *Sophie Haroutunian-Gordon, Northwestern University*

Deweyan "Transaction": The Transformative Power of Aesthetic Listening. *Bruce J. Novak, Truman College*

48.048. The Impact of Schooling in Early Childhood Education. SIG-Early Education and Child Development; Paper Session New Orleans Marriott, Second Level, La Galerie 2
10:35 am to 12:05 pm

Chair:

Julie Dwyer, Boston University

Participants:

Community Partnerships for the Public Good: The San Francisco Child Care Quality Initiative. *Soyeon Park, San Francisco State University*

Does Parent Involvement Mediate the Impact of Family Socioeconomic Status and Parents' Well-being on School Readiness? Findings From the Early Childhood Longitudinal Program - Birth Cohort (ECLS-B). *Duan Zhang, University of Denver; Lin Ma, University of Denver*

Intentional Teaching in Head Start Classrooms: Construct Definition and Measurement. *Susan Burns, George Mason University; Julie K. Kidd, George Mason University; Ilham Nasser, George Mason University; Mona Assaf, George Mason University; Deepa Aier, George Mason University; Kevin McGowan, George Mason University*

Providing Opportunities to Succeed: An Evaluation of a Kindergarten Support Program for At-Risk Students. *Valentina I. Kloosterman, University of Miami; Sabrina Francesca Sembiente, University of Miami; Ann G. Bessell, University of Miami*

The Different Paths Through Schooling Affect Child Health: A Longitudinal Analysis in Peru. *Juan Leon Jara Almonte, The Pennsylvania State University; Min-Jong Youn, The Pennsylvania State University*

48.049. Understanding and Supporting Student Health. SIG-Education, Health, and Human Services Linkages; Paper Session
JW Marriott, Third Level, St. Jerome
10:35 am to 12:05 pm

Chair:

Sheilia Rae Goodwin, Winston Salem State University

Participants:

An Evidence-Based Understanding of a Wraparound Approach to Coordinated Supports in Schools. *Jason Daniels, University of Alberta; Rebecca Jayne Gokiert, University of Alberta; Maija Prakash, University of Alberta; Jeffrey Bisanz, University of Alberta; Laurie Schriener, University of Alberta; Stanley J. Varnhagen, University of Alberta*

Gender and Health Promoting Behaviors Among Minority College Students. *Brenda Coleman Gray, Jackson State University; Walter Andre Brown, Jackson State University*

Is Health Education a Priority in Schools? An Investigation Into the "State" of Health Education in New Zealand. *Amanda Hargreaves, Victoria University of Wellington, New Zealand; Catherine Savage, Victoria University of Wellington - New Zealand*

Supporting Children and Families Through Sustained Partnership: The Family Partnership Model in Australia and New Zealand. *Roger Dunston, University of Technology, Sydney; Nick Hopwood, University of Technology, Sydney; Alison Lee, University of Technology, Sydney; Chris Rossiter, University of Technology, Sydney*

Discussant:

Hanne B. Mawhinney, University of Maryland - College Park

48.050. Community Organizing and Education Reform in an Era of New Power Dynamics and Funding Strategies. SIG-Grassroots Community & Youth Organizing for Education Reform; Paper Session Sheraton, Eighth Level, Salon 816
10:35 am to 12:05 pm

Chair:

Jean Y. Wing, Oakland Unified School District

Participants:

The Landscape of Education Organizing in New England: Informing a Foundation's School Reform Strategy. *Sara Jill McAlister, Brown University; Michelle Renee, Brown University; Tracie Potochnik, Brown University*

Community-Based Organization Collaborative Efforts and Education Reform. *Rita T. Karam, RAND Education; Susan Jane Bodilly, RAND Corporation*

Democracy (In)Action: A Critical Policy Analysis of New York City Public School Closings From Teachers, Students, Parents, Administrators, and Community Members. *Kerry Kretchmar, University of Wisconsin - Madison*

Asset-Based Community Development and Urban School Reform. *Melissa Leigh Gibson, University of Wisconsin - Madison*

The Limits of Education Organizing: Tragedy and Farce at West Philadelphia High School. *Elaine Simon, University of Pennsylvania; John L. Puckett, University of Pennsylvania*

Discussant:

Mark R. Warren, Harvard University

48.051. Analysis of Multilevel Data in Experimental and Quasi-Experimental Designs and Sample Size Requirements for Multilevel Models. SIG-Hierarchical Linear Modeling; Paper Session
JW Marriott, Third Level, Rosalie

10:35 am to 12:05 pm

Chair:

Ed Wiley, University of Colorado - Boulder

Participants:

The Use of Propensity Score in Multilevel Designs: A Monte Carlo Evaluation of Matching Methods. *Walter L. Leite, University of Florida; Francisco A. Jimenez, University of Florida; Yasemin Kaya, University of Florida*

Rethinking Multilevel Mediation Analysis for the 2-1-1 Cluster Randomized Trial. *Keenan A. Pituch, University of Texas - Austin; Laura M. Stapleton, University of Maryland - Baltimore County*

Sample Size in Ordinal Logistic Hierarchical Linear Modeling. *Allison Timberlake, Georgia State University; Regine Haardoerfer, Emory University; Phill Gagne, Georgia State University*

Sample Size Necessary for Estimating the Three-Level Multilevel Latent Growth Model With Binary Outcomes. *Tzu-An Chen, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin*

Discussant:

*Benjamin Kelcey, Wayne State University***48.052. Indigenous Education Research: What Have We Learned?** SIG-

Indigenous Peoples of the Pacific Cosponsored by SIG-Indigenous Peoples of the Americas; Working Group Roundtable

New Orleans Marriott, Fourth Level, Balconies IJ

10:35 am to 12:05 pm

Chair:

Margaret J. Maaka, University of Hawaii - Manoa

Participants:

Indigenous Education Research: What Have We Learned? *Margie Kahukura Hohepa, The University of Waikato*

The Transforming Agenda for Indigenous Research. *Leonie Pihama, Maori and Indigenous Analysis Ltd.*

Discussants:

*Jo-Ann Archibald, The University of British Columbia**Ron Solis, University of Hawaii - Manoa***48.053. Culture and Diversity in Technology Design and Integration.** SIG-

Instructional Technology; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse B

10:35 am to 12:05 pm

Chair:

Carrie Anna Courtad, Illinois State University

Participants:

Examining the Influence of Gender on the Multimedia Presentation Mode.

Fanni Liu Coward, Texas Tech University; Steven M. Crooks, Texas Tech University; Raymond Flores, Texas Tech University

Making Learning Visible With Technology: Integration of Podcasts and Digital Storytelling for English Language Learners. *Jung Won Hur, Auburn University; Suhyun Suh, Auburn University*

Online Learners' Cultural and Age Status on Online Interaction Performance and Learning Satisfaction. *Fengfeng Ke, Florida State University; Dean Kwak, University of New Mexico; Alicia Fedelina Chavez, University of New Mexico*

Discussant:

*Nikleia Eteokleous, Frederick University***48.054. Issues in the Use of International Data Sets.** SIG-International Studies;

Paper Session

Sheraton, Fourth Level, Bayside C

10:35 am to 12:05 pm

Chair:

Stephen P. Heyneman, Vanderbilt University

Participants:

Unpacking the Program for International Student Assessment (PISA) of Higher Education: The Organization for Economic Cooperation and Development (OECD), Higher Education Policy and the Assessment of Higher Education Learning Outcomes (AHELO) Initiative. *Riyad Ahmed Shahjahan, University of Toronto; Lisette Torres, Iowa State University*

Achievement Data in International Association for the Evaluation of Educational Achievement Studies and Simpson's Paradox. *Ruth Zuzovsky, Hakibbutzim College of Education, Technology & the Arts*

Fundamental Challenges Using Program for International Student Assessment (PISA) 2006 as a Comparative Data Source Between Countries. *Jane Ann Beese, The University of Akron; Xin Liang, The University of Akron*

Key Indicators of Education in the United States Compared to its G-8 Peers: 2011. *David C. Miller, American Institutes for Research; Laura Warren,*

American Institutes for Research

Discussant:

*Stephen P. Heyneman, Vanderbilt University***48.055. Supporting Computational Thinking Through Games and Game Design.** SIG-Learning Sciences; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 5

10:35 am to 12:05 pm

Chair:

Matthew W. Berland, University of Texas - San Antonio

Participants:

Tinkering Toward Computational Thinking With Collaborative Board Games. *Matthew W. Berland, University of Texas - San Antonio; Sean C. Duncan, Miami University*

Connections Between Constructing Open Educational Resources and Computational Thinking. *Brett E. Shelton, Utah State University*

Interactivity as a Lens on Youths' Computational Thinking in an Urban Game Design Studio. *Yasmin B. Kafai, University of Pennsylvania; Kylie A. Pepler, Indiana University - Bloomington*

Deconstructing and Reconstructing Computation: Creating an Authentic Computer Science Learning Environment for African American Teenagers. *Betsy DiSalvo, Georgia Institute of Technology; Amy S. Bruckman, Georgia Institute of Technology*

Racing Games for Explore Kinematics: A Computational Thinking Approach. *Nathan Ryan Holbert, Northwestern University; Uri J. Wilensky, Northwestern University*

Discussant:

*Barry J. Fishman, University of Michigan***48.056. Symposium: Evidence-Driven Approaches for Understanding Collaborative Learning in Digitally Mediated, Game-Based Environments.** SIG-Media, Culture, and Curriculum; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom III

10:35 am to 12:05 pm

Chair:

Kurt D. Squire, University of Wisconsin - Madison

Participants:

Apprenticeship in Massively Multiplayer Online Games. *Constance A. Steinkuehler, University of Wisconsin - Madison; Yoosin Oh, University of Wisconsin - Madison*

Nurturing and Elitist Affinity Spaces as Sites for Game-Based Learning. *Elisabeth R. Hayes, Arizona State University; James Paul Gee, Arizona State University*

Decisions, Words, and Tools: Understanding Children's Stem Learning and Literacy in Educational Videogame Design. *Ivan A. Games, Michigan State University*

Toward Sociocultural Design Tools for Digital Learning Environments: Understanding Identity in Game-Based Learning Communities. *Ben Devane, University of Florida*

Discussant:

*James Paul Gee, Arizona State University***48.057. Moral Motivation: What Makes People Act Morally?** SIG-Moral

Development and Education; Symposium

JW Marriott, Third Level, Ile de France III

10:35 am to 12:05 pm

Chair:

Karin Heinrichs, Goethe-Universität Frankfurt am Main

Participants:

Moral Stages and Strategies: Disentangling the Problem of Moral Motivation and Moral Responsibility. *Gerhard Minnameier, University Aachen*

Emotions as a Source of Moral Motivation. *Brigitte Latzko, University; Tina Malti, University of Toronto*

Forming an Intention in Morally Relevant Situations: The Role of Motivational and Volitional Processes. *Karin Heinrichs, Goethe-Universität Frankfurt am Main*

Moral Motivation of Teachers: Difficulties in Motivating Students Reflect on a Current Moral Subject. *Catherine Naepflin, University of Freiburg*

Discussant:

*Fritz K. Oser, University of Fribourg***48.058. Reading, Motivation, and Belonging.** SIG-Motivation in Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 6

10:35 am to 12:05 pm

Chair:

Seth Parsons, George Mason University

Participants:

Interest Matters: Fourth Graders Reading Multiple High- and Low-Interest Texts. *Laura M. Jimenez, Michigan State University*

Motivation to Read and Its Personal Psychological Correlates in Children in Low-Income Neighborhoods. *Lily L. Dyson, University of Victoria*

Patterns of Association Among Multiple Motivations and Aspects of Achievement in Reading. *Amy N. Ho, University of Maryland - College Park; John T. Guthrie, University of Maryland*

Sense of School Belonging and the English Language Learner. *Michael Yough, The Ohio State University; Jian Li, The Ohio State University; Nicole Leach, The Ohio State University*

Discussant:

*Seth Parsons, George Mason University***48.059. Association of Student Achievement With Background Variables,****Engagement, and Motivation.** SIG-NAEP Studies; Paper Session

Sheraton, Eighth Level, Salon 824

10:35 am to 12:05 pm

Chair:

Andrew J. Kolstad, National Center for Education Statistics

Participants:

New Item Models for Engagement: Simultaneous Identification of Engagement and Adjustment of Reporting Group Differences. *Murray Aitkin, University of Melbourne; Irit Aitkin, University of Melbourne*

Student/Teacher Factors Associated With the Math Achievement of American Indian/Alaska Native Students Using 2009 National Assessment of Educational Progress/National Indian Education Study (NAEP/NIES) Data. *Chun-Wei (Kevin) Huang, WestEd; Sharon Nelson-Barber, Pacific Resources for Education & Learning; Elise Trumbull, Independent Consultant; Ursula M. Sexton, WestEd*

An Investigation of Student Responses to Questions of Effort and Motivation on National Assessment of Educational Progress: Multiple Regression and Internal Consistency Reliability Comparisons. *Carina M. McCormick, University of Nebraska - Lincoln*

Discussant:

*Andreas H. Oranje, ETS***48.060. Advances in Out-of-School Time Research: Examining the Variables Important for Successful OST Programming and Experiences.** SIG-Out-

of-School Time; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Iberville

10:35 am to 12:05 pm

Chair:

David J. Shernoff, Northern Illinois University

Participants:

Broadening the View: First Steps Toward Mapping the National Landscape of Out-of-School-Time Science Education. *Rebecca Crane, University of Colorado - Boulder; Heather L. Thiry, University of Colorado - Boulder; Sandra Laursen, University of Colorado - Boulder*

Multisite Evaluation of AmeriCorps-Staffed After-School Programs. *Mickey Fenzel, Loyola University Maryland; Rebecca J. Dean, Loyola University Maryland*

Linear Relationships Between Instructional Quality and Youth Engagement in Out-of-School Time Programs. *Tom Akiva, University of Michigan; Quentin Brummet, Michigan State University; Samantha Sugar, Weikart Center for Youth Program Quality; Charles Smith, Center for Youth Program Quality*

When Black Males Aren't at School: A Qualitative Study of Promising Out-of-School-Time (OST) Programs Serving Black Males. *Margary Martin, New York University; Naomi Jefferson, New York University*

Adolescents' Experiences in Community-Based Service-Learning in Relation to Their Reasons and Intentions for Future Involvement. *Hayal Zeynep Kackar, University of Notre Dame*

Discussant:

*Deborah L. Vandell, University of California - Irvine***48.061. Transforming Traditional Higher Education Paradigms in Postconflict Environments: Four Case Studies.** SIG-Peace Education; Symposium

Sheraton, Fifth Level, Grand Couteau

10:35 am to 12:05 pm

Chair:

Barbara D. Acosta, The George Washington University

Participants:

Experimenting With the Local: New Responses to the Corporatization of American Higher Education. *Jean Gregorek, Antioch College*

Education: a Key to Tribal Sovereignty and Self-Determination in the United States. *Willard Sakiestewa Gilbert, Northern Arizona University*

Competing Higher Education Paradigms in a Postwar Society: The Case of the Oscar Romero University in El Salvador. *Barbara D. Acosta, The George Washington University*

Reimagining Higher Education for Sustainable Peace in Burundi: The Promises of University of Ngozi. *Elavie Ndura-Ouedraogo, George Mason University; Apolinaire Bangayimbaga, University of Ngozi*

Challenging the Dominant Educational Paradigm: Higher Education in Postconflict Environments. *Jorge P. Osterling, George Mason University*

Discussant:

*Mark R. Ginsberg, George Mason University***48.062. Local and State Actors Involved in Education Politics and****Policymaking.** SIG-Politics of Education; Symposium

Sheraton, Fourth Level, Oak Alley

10:35 am to 12:05 pm

Chair:

Kathryn A. McDermott, University of Massachusetts - Amherst

Participants:

The Formation of Teacher Quality Policy: Actors and Events at the District Level. *Heather J. Hough, Stanford University*

The Charter School Policy-Planning Network: Mapping the Institutional Terrain. *Janelle T. Scott, University of California - Berkeley*

Local Representation or National Affiliation: When Teach for America Alumni Campaign for School Board Elections. *Rebecca Jane Jacobsen, Michigan State University; Tamara Wilder Linkow, University of Michigan*

Who Is Lobbying in Sacramento? An Overview of California's Education Lobbyists and their Employers. *Mona Vakilifathi, Stanford University*

Discussants:

*Jeffrey R. Henig, Teachers College, Columbia University***48.063. The Study of Research in Academia.** SIG-Professors of Educational

Research; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, St. Ann

10:35 am to 12:05 pm

Chair:

Joshua R. Polanin, Loyola University Chicago

Participants:

The Career Paths of Women Professors: An Australian Study. *Carmel M. Diezmann, Queensland University of Technology; Susan J. Grieshaber, Queensland University of Technology*

An Evaluation of Carnegie Foundation's "Very High Research Activity" Universities' Schools of Education Professors. *Joshua R. Polanin, Loyola University Chicago; Therese D. Pigott, Loyola University Chicago; David C. Ensminger, Loyola University Chicago*

Preparing Doctoral Students for Their Dissertation: What Makes It a Complex Experience? *Philip Kontor Adu, West Virginia University; Reagan Curtis, West Virginia University; Regina Carrick, West Virginia University; Christine Kohlmeier, West Virginia University; Arifa Rahman, West Virginia University*

Reporting Effect Size: Still the Road Less Traveled? *James H. McMillan, Virginia Commonwealth University*

aps12lme: A Model-Selection Diagnostic Tool for Hierarchical Linear Models. *Kim Nimon, University of North Texas; J. Kyle Roberts, Southern Methodist University*

Discussant:

*Carmel M. Diezmann, Queensland University of Technology***48.064. Relational Ethics and Qualitative Research.** SIG-Qualitative Research

Cosponsored by Division D - Measurement and Research Methodology;

Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Toulouse A

10:35 am to 12:05 pm

Chair:

Brian Todd Gearity, University of Southern Mississippi

Participants:

Obscuring Women Teachers: An International Researcher's Methodological Struggles, Data Representation Strategies, and Reflection on Epistemic Violence. *I-Huei Lee, University of Texas - Austin*

Crossing Invisible Imaginary Lines: An Outsider Researches Undocumented

College Students. *Ronald Edward Hallett, University of the Pacific*
Unpacking the Chaos of Rigorous Qualitative Research: Positionality, Questions, and Communion as Navigational Guides. *Silvia C. Bettez, University of North Carolina - Greensboro*

Developing Reciprocal Relationships With Urban Teachers: Seeking the Boundaries of Support, Validation, and Friendship. *Carol R. Rinke, Gettysburg College; Lynnette K. Mawhinney, The College of New Jersey*

Discussant:

Carolyn N. Stevenson, Kaplan University

48.065. Studies in Rasch Conditions and Applications. SIG-Rasch Measurement; Paper Session
Doubletree, Second Level, Rosedown B
10:35 am to 12:05 pm

Chair:

Kathy E. Green, University of Denver

Participants:

A Comparison of Two Estimation Methods for the Many-Facet Rasch Model Using Real Data From a Large-Scale Language Assessment. *Guangming Ling, ETS; Lixiong Gu, ETS*

Cross-Country Comparisons of Inattentive, Hyperactive, and Impulsive Behavior in School-Based Samples of Young Children. *Christine Merrell, Durham University; Irene Styles, University of Western Australia; Peter B. Tynms, Durham University; Helen R. Wildy, University of Western Austria; Paul Jones, Durham University*

Exploring the Accuracy of Writing Self-Efficacy Judgments of Eighth Graders Using Rasch Measurement Theory and Qualitative Methods. *George Engelhard, Emory University; Nadia Behzadeh, Emory University*

Discussant:

Shudong Wang, Northwest Evaluation Association

48.066. Understanding Variations in Teachers' Implementations of Curricula. SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
10:35 am to 12:05 pm

Chair:

Megan Westwood Taylor, Harvard University

Participants:

Examining Teachers' Practice to Determine the Effectiveness of a Professional Learning Task. *Kristie Jones Newton, Temple University*

Comparing Incorrect and Correct Examples in Algebra Classrooms. *Kelley Durkin, Vanderbilt University; Bethany Rittle-Johnson, Vanderbilt University*

Exploring Relationships Between Mathematical Knowledge for Teaching (MKT) and Teachers' Implementation of Curricula. *Jon R. Star, Harvard University; Katie Lynch, Harvard University; Courtney Pollack, Harvard University*

Teacher Divergence From Expected Curriculum Use. *Megan Westwood Taylor, Harvard University*

Discussant:

Karen K. Zumwalt, Teachers College, Columbia University

48.067. How Talk and Attention to Text Influence Reading Processes. SIG-Research in Reading and Literacy; Paper Session
Doubletree, Second Level, Shadows
10:35 am to 12:05 pm

Chair:

Rosalind Horowitz, University of Texas - San Antonio

Participants:

Tracking Joint Attention During Shared Storybook Reading: An Intervention Study Using Eye-Tracking. *Jia Guo, Duke University; Gary Feng, Duke University*

An Analysis of Parent/Child Comprehension-Related Utterances While Reading Different Genres. *Cynthia Ann Becker, University of Maryland*

Conceptual Press Discourse: Choosing Talk Moves That Support Reading Engagement. *Dot McElhone, Portland State University*

You Can Think About Books in a Different Way: Urban Adolescents Reading and Talking Together. *Jie Ye Park, Bard College*

The Implementation of Connection Prompts in Building Substantive Engagement in the Second-Grade Classroom Through Book Club Conversations. *Amy Alamar, University of San Francisco*

Discussant:

Rosalind Horowitz, University of Texas - San Antonio

48.068. Language in the Science Classroom. SIG-Science Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
10:35 am to 12:05 pm

Chair:

Erin Denise Knepler, University of Maryland - College Park

Participants:

Analyzing the "Doing" of Science Within Collaborative Activities at the Early Childhood Level. *Charles Max, University of Luxembourg; Christina Siry, University of Luxembourg; Gudrun Ziegler, University of Luxembourg*
Recently Arrived English Language Learners' Perceptions of Learning in High School Science. *Karleen R. Goubeaud, Long Island University*
Science Students' Classroom Discourse: Kesar's Umwelt. *Jennifer Lynne Arnold, University of Melbourne*

Teaching Science Through the Language of Students in Technology-Enhanced Instruction. *Kihyun (Kelly) Ryoo, University of California - Berkeley*

The Language Demands of Science Performance Assessments: Implications for Assessing Scientific Inquiry in Linguistically Diverse K-12 Classrooms. *Edward G. Lyon, University of California - Santa Cruz; George C. Bunch, University of California - Santa Cruz; Jerome M. Shaw, University of California - Santa Cruz*

Discussant:

Okhee Lee, University of Miami

48.069. Arizona Educational Equity Project: Examining Experiences of English Learners and Their Teachers. SIG-Second Language Research
Cosponsored by SIG-Second Language Research, SIG-Hispanic Research
Issues; Symposium
Sheraton, Fourth Level, Bayside B
10:35 am to 12:05 pm

Chair:

Augustine Francis Romero, Tucson Unified School District

Participants:

Study of Arizona's Teachers of English Language Learners. *Cecilia Rios Aguilar, The University of Arizona; Manuel González-Canche, The University of Arizona; Luis C. Moll, The University of Arizona*

A Return to the "Mexican Room": The Segregation of Arizona's English Learners. *Patricia C. Gandara, University of California - Los Angeles; Gary A. Orfield, University of California - Los Angeles*

The Challenge of Educating Arizona's Indigenous Learners in an Era of Standards, Accountability, and Coercive Politics of Educational "Reform". *Mary Eunice Romero-Little, Arizona State University*

Discussant:

Angela Valenzuela, University of Texas - Austin

48.070. Cross-Cultural Negotiations and Self-Study Research. SIG-Self-Study of Teacher Education Practices; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 1
10:35 am to 12:05 pm

Chair:

Shelley Wong, George Mason University

Participants:

A Self-Study of Teaching/Learning Between Professors in North American and Preservice Students in Spain Using Distance Education to Learn About Teaching and Culture. *Isabel Alvarez, Autonomous University, Barcelona; Brent S. Kilbourn, OISE/University of Toronto; George Olson, Roosevelt University*

Are We Feeling Comfortable Teaching It? Self-Study of Four Teacher Educators' Conversations About So Far From the Bamboo Grove. *Yonghee Suh, Old Dominion University; KaaVonia Mechelle Hinton-Johnson, Old Dominion University; James A. Marken, Old Dominion University; Lea Lee, Old Dominion University*

Learning From Using Theater of the Oppressed in a Student Teaching Seminar: A Self-Study. *Martha A. Allexsaht-Snyder, University of Georgia; Foram Bhukhanwala, Arcadia University*

Representing My Self-Study Journey About Aboriginal Ways of Knowing With "Slowmation." *Garry F. Hoban, Wollongong University*

Discussant:

Barbara A. Henderson, San Francisco State University

48.071. Innovative Approaches to Instruction and Assessment. SIG-Teaching Educational Psychology; Paper Session
Sheraton, Eighth Level, Salon 820
10:35 am to 12:05 pm

Chair:

Laura Reynolds-Keefer, University of Michigan - Dearborn

Participants:

Daily Quizzes Help or Harm: Some College Psychology Students Learn.

Kathryn Ley, University of Houston - Clear Lake; Dawn Young, Bossier Parish Community College - Louisiana

Pooh's Imagination: Using Children's Literature and Comics to Teach Educational Psychology. *Cynthia Bolton, University of South Carolina - Beaufort*

Students' Perspectives of Reciprocal Questioning to Understand and Apply Principles of Learning. *James D. Allen, College of Saint Rose*

The Anne Frank Task: Using a Case Study Approach to Learn About Human Development. *Florian C. Feucht, University of Toledo*

Discussant:

Susan K. Green, Winthrop University

48.072. Validity Research on College and Graduate School Admission Tests.

SIG-Test Validity Research and Evaluation; Paper Session

Doubletree, Second Level, Nottoway

10:35 am to 12:05 pm

Chair:

Jill R. van den Heuvel, CTB/McGraw-Hill

Participants:

The Validity of the Scholastic Aptitude Test for Predicting Cumulative Grade Point Average by College Major. *Emily J. Shaw, The College Board; Jennifer L. Kobrin, The College Board; Brian Francis Patterson, The College Board; Krista D. Mattern, The College Board*

A Case for Transforming the Criterion of a Predictive Validity Study. *Brian Francis Patterson, The College Board; Jennifer L. Kobrin, The College Board*

Treatment of Nonresponse Items on Scale Validation: What "Don't Know" Responses Indicate About College Readiness. *Allison Lombardi, University of Oregon; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center*

Differential Performance of Women and Ethnic Minority Groups Across a High- and Low-Stakes Testing Situation. *Yigal Attali, ETS; Zvika Neeman, Tel Aviv University*

Refocusing Attention on the Concept of Item Validity. *Charles Secolsky, County College of Morris - New Jersey*

Discussant:

Donald E. Powers, ETS

48.073. Rethinking Assessment in an Age of New, Participatory, and

Multimodal Adolescent Literacies. SIG-Writing and Literacies; Symposium

Astor Crowne Plaza, Second Level Mezzanine, St. Louis

10:35 am to 12:05 pm

Chair:

Stephanie Troutman, The Pennsylvania State University

Participants:

Making Learning Visible: Recognizing the Arts, Aesthetics, and Imagination of Multimodality. *Lalitha M. Vasudevan, Teachers College, Columbia University*

Intertextualities, Multimodalities, and Meaning Making in a Reading Support Class. *Kelly K. Wissman, University at Albany - SUNY*

"Does My iMovie Suck?" Designing New Assessments for New Literacy Practices and Events. *Jeanine M. Staples, The Pennsylvania State University*

Discussant:

Glynda A. Hull, University of California - Berkeley

Division and SIG Roundtables

48.074. Roundtable Session 28; Roundtable Session**48.074-1. Current Issues in Adult Learning.** SIG-Adult Literacy and Adult

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

10:35 am to 12:05 pm

Chair:

Lori Kupczynski, Texas A&M University - Kingsville

Participants:

Unlocking Opportunities: Identifying Learning Disabilities in Adult Basic and Literacy Education (ABLE) Students. *Sharon L. Reynolds, Ohio University; James A. Salzman, Ohio University*

Decline in College Graduates' Literacy Skills? A Search for Explanations. *M. Cecil Smith, Northern Illinois University; Thomas J. Smith, Northern Illinois University*

Coimagining Perspectives on Nurturing Adult Learners in Higher Education.

Joanne Chesley, Winston-Salem State University; Bonnie B. Mullinix, Teaching Learning and Technology Group; Alvaro H. Galvis, Winston-Salem State University

48.074-2. Cultural and Environmental Issues Utilizing the Arts. SIG-Arts-Based

Educational Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

10:35 am to 12:05 pm

Chair:

Amiina Suominen Guyas, Florida State University

Participants:

Examining the Role of Artmaking in Service-Learning and Socially Just Practice. *Lynn Sanders-Bustle, University of Louisiana - Lafayette*

Life as They Know It: Second-Generation Canadian Teens Employ Photography in Cross-Cultural Explorations of Identity. *Laurel Marie Hart, Concordia University*

Postcards of the Landscape: Researching Children's Perceptions of the Environment Through the Arts. *Reesa Sorin, James Cook University; Iain Gordon, CSIRO*

48.074-3. Documenting Experiences: Portraiture, Autobiography, and the

Imagined Self. SIG-Biographical and Documentary Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

10:35 am to 12:05 pm

Chair:

Brian D. Schultz, Northeastern Illinois University

Participants:

An Echo of Silence From the Memories of a Chinese Girl: "My Name and My Literacy." *Rosa Hong Chen, Simon Fraser University*

Reflections on Traversing Experiential Learning and Creative Pedagogical Practice With Undergraduate and Graduate Students. *Erika L. Buhring, Monmouth College*

Theorizing Narrative Performativity in Reading and Writing Auto/Biographical Research. *Jungah Kim, Teachers College, Columbia University*

Imagining Ourselves From a Distance? The Promise and Limitations of Autobiographical Perspective-Taking. *Connie North, University of Maryland - College Park*

48.074-4. From Storyboards to Google: New Technologies and the Ways We

Teach Now. SIG-Cultural Historical Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

10:35 am to 12:05 pm

Chair:

Emily Duvall, University of Idaho

Participants:

Crossing Borders: Activity Theory Approach to Investigate Issues of Collaborative Design in Conceptual Storyboarding. *Janet B. Blatter, Concordia University*

Connecting School to Community: Oral History Projects and Google Sites. *Christine Keller Lemley, Northern Arizona University; John Martin, University of Wisconsin - Madison*

Networking Expansive Forms of Identity and Learning: New Media Practices of Immigrant Youth in the Netherlands. *Kevin M. Leander, Vanderbilt University; Mariette Haan, De, Utrecht University; Manja Coopmans, Utrecht University*

Toward an Activity Theory Model for Distance Education. *Michael Lindsley Hoover, McGill University; Benilde Garcia-Cabrero, National Autonomous University of Mexico*

48.074-5. How Do We Sustain Educators, Environmentalists, and Students in the Gloomy World of Climate Change? SIG-Environmental Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

10:35 am to 12:05 pm

Chair:

Elin Kelsey, Elin Kelsey & Company

Participants:

Embodying Sustainability: An Exploration of Personal Sustainability Among Environmental Activists. *Joy Beauchamp, Royal Roads University*

No Tragedies Before Grade Four? Expert Opinion on Teaching Climate Change to Children. *Carly Armstrong, Royal Roads University*

Not Your Typical Book About the Environment. *Elin Kelsey, Elin Kelsey & Company*

48.074-6. Justice for All? Exploring the Achievement Performance of Latina/o Students. SIG-Hispanic Research Issues; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Kristan M. Venegas, University of Southern California

Participants:

“Preschool Is for White Kids”: Latino Parents’ Perceptions of the Role of Preschool. *Margarita Jimenez-Silva, Arizona State University*

Inputs and Student Achievement: An Analysis of Latina/o-Serving Urban Elementary Schools. *Julian Vasquez Heilig, University of Texas - Austin; Amy Williams, University of Texas - Austin; Su Jin Gatlin Jez, California State University - Sacramento*

Exploring the Achievement Gap in Latino Adolescents: Impact of Academic Engagement and Locus of Control. *Ioakim Phillipos Boutakidis, California State University - Fullerton; Kari Knutson Miller, California State University - Fullerton; James L. Rodriguez, California State University - Fullerton; Mathew Barnett, Nicholas Junior High School, Fullerton, CA*

Latina Academic Underperformance and Early College High Schools: A Social Justice Policy Solution? *Leslie Ann Locke, Texas A&M University*

Deconstructing School Finance for English Language Learners: A School-Level Analysis. *Irina S. Okhremtchouk, University of California - Davis; Oscar Jimenez-Castellanos, Arizona State University*

48.074-7. Cross-National Research on the Politics of Education. Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Michelle D. Young, University of Texas

Participants:

Neo-Liberal Islamic Education: The Case of Arab Education in Israel. *Halleli Pinson, Ben-Gurion University of the Negev; Ayman Agbaria, Haifa University, Israel*

Hidden Markets: Global Patterns in the Privatization of Education. *Patricia Burch, University of Southern California*

Unfolding the Boundaries of National Policy: Educational Decentralization in 21st-Century Spain. *Laura Christine Engel, The George Washington University*

Globalization and Higher Education in Sub-Saharan Africa: A Mixed Blessing. *Kingsley Banya, Misericordia University*

48.074-8. Educator Incentive Pay: A Comparative Analysis of Three Large-Scale Reforms. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chairs:

Betty Malen, University of Maryland

Daniel C. Humphrey, SRI International

Tomy Milanowski, University of Wisconsin - Madison

Participants:

Promises and Perils of Educator Incentives: A Formative Evaluation of a Teacher Incentive Fund (TIF) Grant in Prince George’s County, Maryland. *Betty Malen, University of Maryland; Jennifer K. Rice, University of Maryland; Paul Joseph Baumann, Education Commission of the States; Elke Chen, University of Maryland - College Park; Amy Dougherty, Prince George’s County Public Schools; Laura Highstone Hyde, University of Maryland; Cara Jackson, University of Maryland; Reuben Jacobson, University of Maryland*

The Micropolitics of School-Based Performance Bonuses: The Case of New York City. *Julie A. Marsh, University of Southern California; Daniel McCaffrey, RAND; Matthew G. Springer, Vanderbilt University*

When Teachers Play a Role in Pay-for-Performance Plan Development: An Analysis of the Texas Governor’s Educator Excellence Grant Program. *Coby Meyers, American Institutes for Research*

48.074-9. Fairness, Trust, and Capabilities: Building Blocks for Education Reform. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Julia Heath Kaufman, Carnegie Mellon University

Participants:

Great Learners Make Great Teachers: Content-Area Reform in Teacher Preparation Through Consortia of University, Community College, and K-12 Educators. *Laura B. Turchi, Arizona State University; Dale Scott Ridley, Arizona State University; Farzad Mahootian, Arizona State University*

Learning About Fairness: An International Study. *Stephen A. Gorard, University of Birmingham*

The Impact of Student Trust on Schooling Outcomes. *Lisa S. Romero, University of California - Riverside; Douglas E. Mitchell, University of California - Riverside*

48.074-10. From Policy to Practice: National, Local, and Individual Student Perspectives on High School Accelerated Coursetaking. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Kathryn M. Borman, University of South Florida

Participants:

Pathways in America’s High Schools. *Becky A. Smerdon, Quill Research Associates, LLC; Aimee J. Evan, Quill Research Associates, LLC; Kathryn M. Borman, University of South Florida; Arland Nguema, University of South Florida*

Advanced Placement (AP) “Open Door Policy”: Increasing AP Enrollment in Two Florida High Schools. *Aimee Eden, University of South Florida; Ashley Spalding, University of South Florida; Rebekah Heppner, University of South Florida*

Gender and Racial Class Composition Effects on Calculus Coursetaking. *Will Tyson, University of South Florida*

Student Agency and Accelerated Academic Program Participation. *Ashley Spalding, University of South Florida; Aimee Eden, University of South Florida; Arland Nguema, University of South Florida*

48.074-11. How Professional Development Can Be Good for Teachers and Students: Learning From Research and Practice. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Meredith Jane Ludwig, American Institutes for Research

Participants:

Making Professional Development More Strategic: A Conceptual Model for District Decision Makers. *Kwang Suk Yoon, American Institutes for Research; Michael S. Garet, American Institutes for Research; Meredith Jane Ludwig, American Institutes for Research*

Mission Possible Talent Development. *Amy Holcombe, Guilford County Schools*

What Is Effective Professional Learning: Stimulating the National Conversation about Professional Development. *Joellen Killion, National Staff Development Council*

48.074-12. Internal Reactions to External Accountabilities: The Role of Leadership. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Richard Elmore, Harvard University

Participants:

Presentation 1: “The Impact of External Mandates on Instructional Leadership: Principals as Mediating Agents.” *Karen R. Seashore, University of Minnesota; Viviane M. Robinson, University of Auckland*

Presentation 2: “Goal Integrity and External Accountability.” *Heinrich A. Mintrop, University of California - Berkeley*

Presentation 3: “Reconciling External and Internal Accountability in Urban Schools.” *Michael S. Knapp, University of Washington*

48.074-13. Local Autonomy in the Pursuit of Systemic Improvement: The Case of Ontario’s Special Education Initiative Essential for Some, Good for All. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Henry I. Braun, Boston College

Participants:

New Opportunities and Professional Demands in Local Autonomy. *Matthew James Welch, Boston College; Karen W. Lam, Boston College*

Social and Demographic Determinants of Education Reform Strategies. *Maureen Hughes, Boston College; Andrew Hargreaves, Boston College*
 Comparing Ontario's Inclusion Strategy With High-Performing Finland. *Kathryn Ann Sallis, Boston College; Pasi Sahlberg, CIMO*
 Methodological Strengths and Issues in the Review of a Province-Wide Reform Initiative. *Lauren Chapman, Boston College; Henry I. Braun, Boston College*

48.074-14. Making Connections From Policy to Practice: How Accountability Policies Translate Into Teacher Practices and Student Learning. Division

L - Educational Policy and Politics; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

10:35 am to 12:05 pm

Chair:

Kathryn S. Schiller, University at Albany - SUNY

Participants:

How Teacher Employment Decisions Support the Advancement of U.S. Educational Goals. *Regina R. Umpstead, Central Michigan University*
 Multilevel Linkages Between State Standards, Teacher Standards, and Student Achievement. *Jaekyung Lee, University at Buffalo - SUNY; Xiaoyan Liu, University at Buffalo - SUNY; Weichun Wang, University at Buffalo - SUNY*

48.075. Roundtable Session 29; Roundtable Session

48.075-1. The Complexities of Diversity: Perspectives and Reflections in Multicultural/Multiethnic Education. SIG-Multicultural/Multiethnic

Education: Theory, Research, and Practice; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

10:35 am to 12:05 pm

Chair:

Antonina Lukenchuk, National-Louis University

Participants:

Multilingual Writers' Acceptance and Rejection of Teaching Authority in English-as-a-Second-Language (ESL) Composition Class: A Sociopolitical Perspective. *Pei-hsun Emma Liu, Kainan University*
 School Diversity and School Discipline Problems. *Lai Kwan Pei, University of Louisiana - Lafayette; Susan E. Kochan Teddlie, University of Louisiana - Lafayette*
 Self-Reflection and Critical Consciousness: Missing Dispositions in Practicing Educators' Perceptions of Diversity. *Ruben Garza, Texas State University - San Marcos; Jennifer Battle, Texas State University - San Marcos; Lori Czop Assaf, Texas State University - San Marcos*
 Sociocultural Influence on Children's Social Competence: A Close Look at Kindergarten Teachers' Beliefs. *H. Sophia Han, University of South Florida*
 The Effects of Early Field Experience on Preservice Teachers' Self-Efficacy Beliefs. *Meiko Negishi, University of North Florida; Wanda G. Lastrapes, University of North Florida*

48.075-2. Systems Thinking Approaches to Inform and Extend Practice in Schools. SIG-Systems Thinking in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

10:35 am to 12:05 pm

Chair:

Paula Marie Dawidowicz, Walden University

Participants:

Systems Thinking Tools for Improving Evidence-Based Conversations: A Cross-Case Analysis of Two High Schools. *Lisa A.W. Kensler, Auburn University; Ellen H. Reames, Auburn University*
 Research on Fourth-Grade 30/30 Round Tables: Steps to a Tool for Systemic School Renewal. *Sue F. Gabriele, Saybrook University*
 Using Systems Thinking to Create a Theoretical Framework for Social and Emotional Learning. *Janice M. Hansel, Independent Researcher*

48.075-3. Assessing Structure and Processes of Social and Emotional Learning Competencies Among Children and Adolescents. SIG-Social and

Emotional Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom B

10:35 am to 12:05 pm

Chair:

Susan Stillman, Northcentral University

Participants:

The Relations Among Emotion Regulation, Self-Concept, and Internalizing Problems in Taiwanese Children. *Manying Hsieh, Indiana University - Bloomington*
 Emotional Competence and Preschoolers' Classroom Competence: Direct,

Additive, and Mediation Models. *Pamela W. Garner, George Mason University; Badiyyah Waajid, Virginia State University; Laurence Kimber Moses, George Mason University*

The Mediating Roles of Psychosocial Factors in Predicting Achievement for Middle School Students. *Yi-Lung Kuo, University of Iowa; Steven B. Robbins, ACT, Inc.*

48.075-4. Defining Teachers' Perspectives Implementing Problem-Based Learning in K-12 Classrooms. SIG-Problem-Based Education; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom B

10:35 am to 12:05 pm

Chair:

Nancy E. Hoffman, Central Connecticut State University

Participants:

A Video Case Study of a Problem-Based-Learning-Mathematics Classroom: Supporting Professional Development in West Virginia. *Ugur Kale, West Virginia University; Sarah Selmer, West Virginia University; Jason Ravitz, Buck Institute for Education*
 How Teachers Use Project-Based Learning in the Classroom. *Suha Rahif Tamim, The University of Memphis; Michael M. Grant, The University of Memphis*
 Problem-Based Learning Pedagogy to Infuse Computational and Modeling Technology in Teaching and Learning in the Core Science, Technology, Engineering, and Mathematics (STEM) Curriculum. *Mahnaz Moallem, University of North Carolina - Wilmington; Shelby P. Morge, University of North Carolina - Wilmington; Chandra Roughton, University of North Carolina - Wilmington; Sridhar Narayan, University of North Carolina - Wilmington; Gene A. Tagliarini, University of North Carolina - Wilmington*

48.076. Roundtable Session 30; Roundtable Session

48.076-1. School Achievement, Leadership, and Reform: The Role of Teachers, Principals, and School Structure. SIG-Sociology of Education; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

George W. Noblit, University of North Carolina

Participants:

Committed to the Cause: A Social Network Analysis of Teacher Attitudes and Evidence-Based Practices. *Lambrina Mileva, Stanford University*
 How Do Middle Schools Measure Up? A Comparison of Student Achievement in Middle and K-8 Schools. *Kate E. Riordan, Marist College*
 Principal Effects: Principal Style and Leadership-Type Effects on School Climate. *Heather E. Price, University of Notre Dame*

48.076-2. Building Stronger Connections Between Schools and Families With Children With Disabilities. SIG-Family, School, Community Partnerships;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Heather J. Brace, Whittier College

Participants:

Enhancing Parent-Professional Partnerships for Improved Outcomes for African American Children With Disabilities. *Yvette Latunde, Azusa Pacific University*
 Meeting Others in Holland: Positive Perceptions of Parent-School Partnerships in Korean American Mothers Raising Children With Disabilities. *Yoon-Joo Lee, Brooklyn College - CUNY; Hye Jun Park, Seoul National University*
 School-Family Partnership for Students With Disabilities From Culturally and Linguistically Diverse Backgrounds. *Szu-Yin Chu, National Taitung University, Taiwan*

48.076-3. Measuring Classroom Formative Assessment Use. SIG-Classroom

Assessment; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Keni Brayton Cox, California State University - Fullerton

Participants:

A Validity Argument for the Assessment Practices Survey: A Measure of Teachers' Enactment of Formative Assessment. *E. Caroline Wylie, ETS; Susan J. Miller, ETS*
 Measuring Teacher Use of Online Formative Assessment Practices. *Aryn C.*

Karpinski, Kent State University; Jerome V. D'Agostino, The Ohio State University; Anne-Evan K. Williams, The Ohio State University
Three Measures of Formative Assessment. *Tedra Fazendeiro Clark, McREL; Bruce F. Randel, McREL*

48.076-4. Counter Publics and Learning Webs: Deschooling, Democracy, and the Multitude. SIG-Ivan Illich; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Kristin Dillman Jones

Participants:

Deschooling the Multitude: Educational Counter Publics and Democracy.

Joseph D. Todd, Montclair State University

The Rise of Illich's Convivial Society Through the New Media Commons. *Ellen Mary Scully-Russ, The George Washington University*

Unschooling, Then and Now: The Revolution Goes Online. *Kellie Rolstad, Arizona State University; Kathleen Ruth Kesson, Long Island University - Brooklyn*

48.076-5. Large Scale Assessment SIG Table 1. SIG-Large Scale Assessment; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Liz Burton, Measured Progress

Participants:

Concurrent Versus Separate Scaling of English Language Proficiency Test Items. *Seon-Hi Shin, Korea Institute for Curriculum and Evaluation; Insuk Kim, Korea Institute for Curriculum and Evaluation*

Constructing a Common Scale in a Testing Program to Model Growth: Joint Consideration of Vertical Scaling and Horizontal Equating. *Hong Jiao, University of Maryland; Robert W. Lissitz, University of Maryland*

Conceptualizing Teaching to the Test Under Standards-Based Reform. *Megan E. Welsh, University of Connecticut; Melissa Eastwood, University of Connecticut*

Exploring Method Effects on an Attitude Toward Mathematics Scale Across American and Taiwanese Eighth Graders: A Confirmatory Factor Analysis Approach. *Yi-Hsin Chen, University of South Florida; Wen-Juo Lo, University of Arkansas*

48.076-6. Leading for School and Student Success. SIG-Leadership for School Improvement; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Dorothy Faye Garrison-Wade, University of Colorado - Denver

Participants:

An Evaluation of the Data From an Exploratory National Survey on Principal Attrition. *Xiaolei Wang, American Institutes for Research; Francis Howard Lim Huang, University of Virginia; Jinae Boyer, American Institutes for Research*

Advancement Via Individual Determination (AVID) Teacher Leadership: The Perceptions of Administrators and Teacher Leaders. *Shirley J. Mills, University of Texas - Pan American; Karen M. Watt, University of Texas - Pan American; Jeffery J. Huerta, University of Texas - Pan American; Jorge Martinez, University of Texas - Pan American*

Between the Twin Towers of Autonomy and Accountability: Transformative Leadership or Performative Accountability? *Ciaran Sugrue, University College Dublin*

Exploring Elementary Principals' Influence on Fifth-Grade Science Achievement. *Patricia J. Casey, University of Texas - Arlington; Karen L. Dunlap, Texas Woman's University*

Reading Specialists and Literacy Coaches: Change Agents or Keepers of Status Quo? *Geraldine Mongillo, William Paterson University; Salika A. Lawrence, William Paterson University; Carrie Eunyoung Hong, William Paterson University*

48.076-7. Varying Literacies in Educating Today's Young Adolescents. SIG-Middle-Level Education Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Cynthia C. Reyes, The University of Vermont

Participants:

Reading Attitudes of Middle School Students (RAMSS): A Confirmatory

Validation Study. *Jenna Jeanne Bachinski, University of Connecticut; Melissa S. Mitchell, University of Connecticut*

Examining Response to a 1:1 Computer Initiative: From the Perspective of Middle-Level Students and Teachers. *Amy R. Hoffman, John Carroll University; Mark G. Storz, John Carroll University*

Parting the Waters: Trends in Adolescent Literacy Scholarship 2004-2009. *Jennifer L. Wilson, University of South Carolina; John D. Robertson, University of South Carolina; Clayton Leishman*

Negotiating the Integration of New Literacies in the Middle School Classroom: The Lived Experiences of Science and Math Teachers. *Jennifer J. Wimmer, Brigham Young University*

Improving Adolescent Literacy Through Embedded Strategies in the Content Area. *Carol J. Gilles, University of Missouri; Danielle Katherine Johnson, University of Missouri; Joanne Carol Smith, University of Missouri - Columbia; Yang Wang, University of Missouri*

48.076-8. Critical Reflections on Changes in Teachers' Work. SIG-Teacher's Work/Teachers Unions; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Rachel Sutz Pienta, Valdosta State University

Participants:

Different Countries, Context, and Policies: What Are the Outcomes for Teachers' and Principals' Work Lives? *Christine Gardner, University of Tasmania; Jeff Garsed, Australian Education Union; Lauren Johnson, University of Tasmania; Marion E. Myhill, University of Tasmania; Elkana Ngwenya; Bruce E. Pietsch, University of Tasmania, Australia; Marilyn Pietsch, University of Tasmania; John C. Williamson, University of Tasmania*

Racism in a Segregated African American School: An Issue for Teachers and Unions. *Carol Caref, Chicago Teachers Union*

Teachers' Job Satisfaction: Relations With School Goal Structure, Perceived Autonomy, Work Overload, Self-Efficacy, and Emotional Exhaustion. *Einar M. Skaalvik, Norwegian University of Science and Technology; Sidsel Skaalvik, Norwegian University of Science and Technology*

48.076-9. Supervision of Instruction: Innovations in Alternative Approaches, Data Use, Three-Way Conferences, and Response to Intervention. SIG-Supervision and Instructional Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Lisa Hall Foster, University of Virginia

Participants:

Alternatives to Traditional Supervision in an Era of Accountability. *Susan S. Sullivan, College of Staten Island - CUNY; Vivian Shulman, College of Staten Island - CUNY*

Is There a Need for Supervising Teacher Preparation? Stakeholders' Perceptions. *Hsiu-Lien Lu, Georgia Southern University*

Three-Way Conferences Facilitated by Program Supervisors: Student Teachers' Perceptions. *Hsiu-Lien Lu, Georgia Southern University*

Teacher Learning Walks: Promoting Sustainable Learning Using a Repurposed Supervisory Tool. *Ann Sundstrom Allen, Western Carolina University; Kathleen Topolka Jorissen, Western Carolina University*

48.076-10. Curriculum and Teaching Issues in Rural Schools. SIG-Rural Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Juanita Gamez Vargas, University of Oklahoma

Participants:

An Investigation Into the Curriculum Delivery Challenges Confronting Small Rural High Schools in Newfoundland and Labrador. *Dennis M. Mulcahy, Memorial University - Newfoundland*

The Instructional Practice Inventory in Rural Settings: Testing the Student Engagement-Standardized Test Performance Relationship. *Jerry W. Valentine, University of Missouri - Columbia; Justin Collins, University of Missouri*

Understanding Teacher Instructional Decision Making in a Rural Appalachian Head Start Program: An Ethnography. *Gretchen D. Butera, Indiana University; Amber M. Friesen, Indiana University; Angela Stone-Macdonald, University of Massachusetts - Boston*

Universal Prekindergarten in Rural New York State: Five Case Studies Highlight

Programming in Rural Communities. *Hope Casto, Skidmore College; Lisa McCabe, Cornell University; John W. Sipple, Cornell University*

48.076-11. Research on the Education of Asian and Pacific Americans:

Roundtable Session 3. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Xue Han, Dominican University

Participants:

Identity Struggle and Development of a Chinese Immigrant Child: The Roles of Teachers and Peers. *Miao Li, University at Buffalo - SUNY; X. Christine Wang, University at Buffalo, SUNY*

Teaching Mathematics in English Language in Malaysia: Examining Teachers' Beliefs About What Works Best. *Sham-ah Md-Yunus, Eastern Illinois University; Zuheir Zarudin, Multimedia University*

Was Asian American Faculty More Likely to Earn a Tenured Position? *Wenfan Yan, University of Massachusetts - Boston; Qinyun Lin, SUNY - College at Plattsburgh*

48.076-12. Teaching Standards, Professional Development, and Teacher

Retention. Division K - Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Mary E. Dilworth, National Board for Professional Teaching Standards

Participants:

Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards: Empirical Research Support for a New Vision for Teacher Standards. *Peter A. Youngs, Michigan State University; Afi Y. Wiggins, University of Virginia; Maria del Carmen Salazar, University of Denver; Mary E. Diez, Alverno College; Kathleen Paliokas, Council for the Development of Social Science Research in Africa*

Reimagining Teacher Relicensing Policies in the United States to Improve Student Learning. *Barbara L. Bales, University of Wisconsin - Milwaukee*

What Are the Effects of Teacher Preparation on Beginning Math and Science Teacher Retention? *Richard Ingersoll, University of Pennsylvania; Henry May, University of Pennsylvania; Lisa Merrill, University of Pennsylvania*

Labor-Management Relations and Human Resources Policy: Impacts on Teacher Fit and Retention. *Ben Pogodzinski, Wayne State University; Peter A. Youngs, Michigan State University*

48.076-13. Everyday Practice in Early Childhood Classrooms. SIG-Early

Education and Child Development; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Lucinda G. Heimer, Wheelock College

Participants:

Boosting School Readiness: Interactions Among Kindergarten Enrollment Age, Maternal Education, and Home Learning Environment. *Jiahui Zhang, Beijing Normal University; Xin Tao, Beijing Normal University*

Eco-Mapping Protocol: Measuring Children's Social Support Networks. *Lauren Burnett, Louisiana State University; Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge*

Kindergartens as Sites of Acculturation for the Deaf: A Cross-Comparative Ethnographic Study of Two Kindercultures. *Thomas P. Horejes, Gallaudet University; Joseph Michael Valente, The Pennsylvania State University; Joseph J. Tobin, Arizona State University*

Preschool Teachers and Immigrant Families in Four U.S. Cities: Examples From the Children Crossing Borders Study. *Jennifer Keys Adair, University of Texas - Austin*

Teachers' Experiences With Children's Sexual Behaviors in Early Childhood Programs: A Call for Professional Development. *Anne Douglass, University of Massachusetts - Boston*

48.076-14. Learning and Unlearning Attitudes: Analyses of Anti-Racism in

Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Virginia C. Shipman, University of New Mexico

Participants:

Irish Post-Primary Students' Attitudes Toward Ethnic Minorities: Findings From a Large Quantitative Study. *Roland Torney, University of Limerick; James P. Gleeson, University of Limerick*

Learning and Unlearning Colorblindness: A Narrative Analysis. *Kimberly Joy Howard, University of South Carolina*

The Race-Class Problem in Antiracist Education: A Content Analysis of Big Business Antiracism. *Sarah Leah Santillanes, University of New Mexico*

"Sista Doctas" Taking a Seat at the Table: Advocacy and Agency Among Women of Color in Teacher Education. *Monika Williams Shealey, University of Missouri - Kansas City; Patricia M. Mchatton, University of South Florida; Erica D. McCray, University of Florida; Ursula Thomas, University of West Georgia*

48.077. Roundtable Session 31; Roundtable Session

48.077-1. Special Topics in School Finance. SIG-Fiscal Issues, Policy, and

Education Finance; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

10:35 am to 12:05 pm

Chair:

Robert Charles Knoepfel, Clemson University

Participants:

A Comparative Study on the Equity and Adequacy of Educational Resources and Performance Between the South Korean and the U.S. K-12 Educational Systems. *Moonyoung Eom, University of Georgia*

Instructional Expenditures Ratio and Student Achievement: Is 60% a Better Indicator? *Maureen Cullen, Sam Houston State University; Timothy B. Jones, Sam Houston State University; John R. Slate, Sam Houston State University*

Is School Funding Associated With Student Achievement in the Current High Stakes Environment? Results From an Analysis of Public Data in Pennsylvania. *John Baker, University of Pennsylvania; F. Joseph Merlino, The 21st Century Partnership for STEM Education*

Retirement Preferences of Key Teacher Groups. *Elizabeth Anne Ettema, Vanderbilt University*

Taxation and Education: Using Educational Research to Inform Coherent Policy for the Public Good. *Robert Charles Knoepfel, Clemson University; Jane Clark Lindle, Clemson University*

48.077-2. Critically Charged Spaces of Self and Other. SIG-Arts and Inquiry in

the Visual and Performing Arts in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

10:35 am to 12:05 pm

Chair:

Kimberly Marie Sheridan, George Mason University

Participants:

A Semiotic Reading of Postmodern Street Performance. *Mimi Mlyoung Lee, University of Houston*

Culturally Responsive Critically Charged Hybrid Spaces for Native Arts Education. *James W. Bequette, University of Minnesota; Kelly A. Hrenko, University of Southern Maine*

Developing Literate Language Through Process Drama. *Alida Anderson, American University; Linda E. Krakaur, Towson University*

Know Thyself: Recontextualizing Identities in a Studio Art Course. *Najwana Prudencia Lee, University of Georgia*

Navigating the Gaps: A Study of Teacher Candidates' Understanding of Inquiry-Based Learning Through the Arts. *Amanda Nicole Gulla, Lehman College - CUNY; Limor Pinhasi-Vittorio, Lehman College - CUNY*

48.077-3. Barriers to and Trends in Professional Certification Throughout the

Career. SIG-Professional Licensure and Certification; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

10:35 am to 12:05 pm

Chair:

Jason Rinaldo, American Board of Family Medicine

Participants:

Poverty Effects on Teacher Achievement of Advanced Certification. *Rita Pin Ahrens, The George Washington University*

A Longitudinal Analysis of Certification Trend and Performance on Dual Certification in Hematology and Medical Oncology. *Yanling Zhang, American Board of Internal Medicine; Robin A. Guille, American Board of Internal Medicine*

Extended Time Accommodations and Their Impact on High-Stakes Licensure

Examinations Differential Item Functioning. *Ada Woo, National Council of State Boards of Nursing; Casimer M. Marks, National Council of State Boards of Nursing; Weiwei Liu; Philip Dickison, National Council of State Boards of Nursing; Sarah L. Hagge, National Council of State Boards of Nursing*

48.077-4. Analyzing and Assessing Teacher Knowledge and Practice. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Ellen B. Meier, Teachers College, Columbia University

Participants:

Between the Notion and the Act: Distinctions Among Secondary Veteran Teachers' Technological Pedagogical Content Knowledge (TPACK) in 1:1 Computing Settings. *Lisa G. Hervey, North Carolina State University*

Assessing Preservice Teachers' Knowledge Development in the Context of a Technology Integration Course. *Chrystalla Mouza, University of Delaware; Rachel A. Karchmer, Virginia Commonwealth University; Sule Yilmaz Ozden, University of Delaware; Ratna Nandakumar, University of Delaware*

A Comprehensive Approach to Assessing Technological, Pedagogical, and Content Knowledge (TPACK) as an Interdisciplinary Construct. *David K. Pugalee, University of North Carolina - Charlotte; Margaret L. Niess, Oregon State University*

The Development of an Instrument to Measure Preservice Teachers' Technological Pedagogical Content Knowledge. *Nicholas Lux, Montana State University; Art W. Bangert, Montana State University; David Whittier, Boston University*

Systematic Observation of Technology Use in Middle School Classrooms.

Hersh C. Waxman, Texas A&M University; Siwei Qi, Texas A&M University

Division and SIG Posters

48.078. Poster Session 10; Poster Session

48.078-1. Learning and Teaching in Educational Leadership. SIG-Learning and Teaching in Educational Leadership; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

1. Administrator Perceptions: Roles, Responsibilities, and Duties in the Assistant Principal Position. *Arnold B. Danzig, Arizona State University; Carmen Marsden, Arizona State University*
2. Demystifying the Writing Process for Transforming the Doctoral Dissertation Into Publication: A Guide for Emerging Educational Leadership Scholars. *Anthony H. Normore, California State University - Dominguez Hills; Jeffrey S. Brooks, University of Missouri*
3. Perception of Team Learning of Public Elementary School Teachers in Thailand. *Apisit Somsrisuk, Khon Uaen University*

48.078-2. Application of Survey Research Methods in Education. SIG-Survey Research in Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

4. Reading Self-Efficacy for Incarcerated Youth: Examining Measurement Invariance With Item Response Theory. *Jing Zhao, The Ohio State University; William Loadman, The Ohio State University; Rael Moore, The Ohio State University; Weijia Ren, The Ohio State University; Charles Obugo Okonkwo, The Ohio State University; Deborah Kwon, The Ohio State University*
5. Sojourn: An Interoperable Tool for Conducting Data Collection in High School Computer Labs. *Jeff Mahoney, RTI International; Debbie Herget, RTI International; Amy Kowalski, RTI International; Jonathan D. Paslov, RTI International; Ziv Younger, RTI International*
6. The Validity and Reliability of a PDAS-Based (Professional Development and Appraisal System) Preservice Teacher Survey for Program Evaluation in Houston. *Kar Man Lee, University of Houston; Lilia M. Ruban, University of Houston; Laveria Hutchison, University of Houston; Melissa Pierson, University of Houston*

48.078-3. Multilingual Education in the Twenty-First Century: Practice, Policy, Theory, and Research: Poster Session I. SIG-Bilingual Education Research;

Poster Session

Sheraton, Fifth Level, Grand Ballroom C

10:35 am to 12:05 pm

Posters:

7. Longitudinal Analysis of English Acquisition and Academic Achievement Trajectories for Students Initially Classified as English Learners. *Karen D. Thompson, Stanford University; Kenji Hakuta, Stanford University*
8. Profiles of Parents That Enroll Their Children at a Spanish-English Two-Way Immersion Charter School and Their Reasons for Enrollment. *Erin Feinauer Whiting, Brigham Young University; Erika Feinauer, Brigham Young University; Doug VanDerwerken, Brigham Young University*
9. Spanish Skills Predict English Literacy Achievement: A 5-Year Multi-Cohort Study (Kindergarten-Fourth Grade). *Herman S. Garcia, New Mexico State University; Kim L. Atwill, Griffin Center for Inspired Instruction; Jay S. Blanchard, Arizona State University; Joe Millett, Arizona State University*
10. The Effects of Self-Regulation in Conjunction With Explicit Instruction on Vocabulary Knowledge Acquisition of English Language Learners. *Woori Kim, University of Texas - Austin*
11. The Role of Code-Switching in Language Socialization: A Case Study on a Chinese Child in the United States. *Wenxia Wang, Michigan State University*

48.078-4. Innovative Strategies for Enhancing Content Learning and Pedagogical Knowledge in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

12. A Study of a Method for Instructing Teacher Candidates About the Revised Taxonomy. *Farzana Sultana, University of South Carolina; Robert L. Johnson, University of South Carolina*
13. Climbing Down From the Ivory Tower: Rediscovery of a Love for Teaching Science. *Eileen Reilich, Saint Martin's University*
14. Development of Items for Measuring Content-Specific Professional Knowledge of Chemistry Teachers. *Sabrina Witner, University Duisburg-Essen; Oliver Tepner, University Duisburg-Essen*
15. Opportunities for Science Teacher Learning Through Approximations of Whole-Class Discussions. *Andrew H. Falk, University of Michigan; LeeAnn M. Sutherland, University of Michigan*
16. The Continuum of Teacher Preparation: Focused Growth or Diffused Efforts? *Nancy A. Maynes, Nipissing University; Blaine E. Hatt, Nipissing University*
17. Outcomes of a Study-Aboard Teacher Training Program for Foreign Language Teachers. *Yoonhee Choe, University of Texas - Austin*

48.078-5. Innovative Technologies and Training in Teacher Education. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

18. Are Institutions of Higher Education Faculty Developing Cultural Competence? *Satasha L. Green, The University of Alaska - Anchorage; Theresa Harris-Tigg, Buffalo State College - SUNY*
19. Military Career Transition: An Evaluation of Troops to Teachers Counseling Practices and Influences on Participant Withdrawal. *Meghan Stidd, University of Colorado - Colorado Springs*
20. The Impact of Technology-Enhanced Student-Teacher Supervision on Student-Teacher Knowledge, Performance, and Self-Efficacy During the Field Experience. *Theodore J. Kopcha, University of Georgia; Christianna L. Alger, San Diego State University*
21. Web 2.0 Technologies in Teacher Education: What Is Happening to the Big Questions? *Hafdis Gudjonsdottir, University of Iceland; Mary C. Dalmau, Victoria University, Australia; Anastasia P. Samaras, George Mason University; Anne Davis, Victoria University - Australia; Claire Kelley, Victoria University - Australia*
22. The Millennial Generation: Capitalizing on Its Interests With an Alternative World Language Teacher Education Program. *Gwynne Ellen Morrissey, University of Michigan; Maria Jean Coolican, University of Michigan; David F. Wolfgang, University of Michigan*

48.078-6. SIG/Research in Mathematics Education Poster Session 1. SIG-Research in Mathematics Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

23. Factors Influencing the Role of Mathematical Processes in a Beginning Secondary Teacher's Classroom Teaching. *Mary Kathleen Heid, The Pennsylvania State University; Donna G. Kinol, The Pennsylvania State University; Shiv Karunakaran, The Pennsylvania State University; Maureen Grady, The Pennsylvania State University*
24. Middle and High School Students' Methods for Generalizing Linear Patterning Tasks. *Feng-Chiu Tsai, Western Michigan University; Jane-Jane Lo, Western Michigan University*
25. Motivation, Emotions, and Achievement in a College Remedial Math Course. *Chanmin Kim, University of Georgia*
26. Perceptions of Students and Teachers on Mathematics Reforms in Canada, China, Taiwan, and Jamaica. *Peter Yee Han Joong, University of the West Indies*
27. Prospective Middle School Mathematics Teachers' Initial Understandings of Rigid Geometric Translations. *Huseyin Bahadir Yanik, Anadolu University*
28. Self-Regulation of Mathematical Writing. *Karl Wesley Kosko, University of Michigan*
29. "If They Produce It, They Will Remember It": Examining the Role of Productive Mathematical Teaching Dispositions and Other Supports on the Implementation of Math Project-Based Learning. *Dionne Indera Cross, Indiana University; Rick Alan Hudson, University of Southern Indiana; Jean Sangmin Lee, Indiana University*
30. Alternative Routes to Mathematical Knowledge for Teaching: Two Cases of Teacher Development. *Erik D. Jacobson, University of Georgia*
31. Differentiating Between Math Performance Concerns and Types of Math Anxiety-Related Sources. *Elizabeth Ann Keiffer, University of Arkansas; Ronna L. Turner, University of Arkansas*
32. Examining the Development of Preservice Teacher Mathematical Knowledge for Teaching (MKT) Using a Multiple Case-Study Approach. *Rebecca N. Mitchell, Boston College; Katherine Ann Ariemma, Boston College*
33. Losing the Little Guy: The Disadvantage of Rural Students in Mathematics and STEM Fields. *Paul George Wilner II, University at Albany - SUNY*
34. Mathematical Games: An Exploratory Study on Quality of Teacher-Student Interactions in Game and Non-Game Lessons. *Saeideh Heshmati, The University of Arizona; Taliesin Sutton, The University of Arizona; Nicole B. Kersting, The University of Arizona*
35. Understanding How English Language Learners Interpret and Solve Algebra Assessment Items. *Carl A. Lager; Luis G. Jauregui, University of California - Santa Barbara*
36. Sequence and Strategies for Comparing and Ordering Fractions in Indonesian, Korean, Norwegian, and U.S. Mathematics Textbooks. *Minsung Kwon, University of Michigan; Dicky Ng, Utah State University; Reidar Msovd, University of Stavanger*
37. Situated Learning, Abstraction, and Generalization: Exploring Students' Understanding of Linear Relationships. *Ruth A. Beatty, Lakehead University*
- 48.078-7. Poster Session: Research on Student Science Learning.** Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
- Posters:
38. A Design-Based Approach to Fostering Understanding of Global Climate Change. *Vanessa Svihla, University of California - Berkeley; Marcia Linn, University of California - Berkeley; Tammie Visintainer, University of California - Berkeley*
39. A Structural Equation Model of Conceptual Change in Physics. *Gita Taasooobshirazi, University of Nevada - Las Vegas*
40. Concepts of Spatial Scale: An International Comparison. *Melissa Gail Jones, North Carolina State University; Manuela Paechter, University of Graz; Chiung-Fen I. Yen, Providence University; Grant E. Gardner, East Carolina University; Amy R. Taylor, University of North Carolina - Wilmington; Thomas R. Treter, University of Louisville; Jessica Stelzer, University of Graz*
41. Developing Criteria for Explanations in Science: Scaffolding Peer Critique and Feedback in Technology-Enhanced Instruction. *Mie Elissa Sato, University of California - Berkeley; Marcia Linn, University of California - Berkeley*
42. Elementary Children Learning About the Nature of Models and the Behavior of Small, Unseen Particles. *Brenda J. Gustafson, University of Alberta; Shannon Gentilini, EPSB; Peter Mahaffy, King's University College; Brian Martin, King's University College*
43. Integrating Genotypic and Phenotypic Ideas of Evolution Through Structured Critique-Focused Concept Mapping. *Beat Adrian Schwendimann, University of California - Berkeley*
44. Introductory College Students' Views on the Usefulness, Value for Learning, and Trustworthiness of Physical and Virtual Manipulatives. *Jacquelyn J. Chini, Kansas State University; Adrian Carmichael, Kansas State University; Elizabeth Gire, Kansas State University; N. Sanjay Rebello, Kansas State University; Sadhana Puntambekar, University of Wisconsin*
45. Student Engagement and Autonomy During High School Science Instruction. *Deborah L. Kalkman, Northern Illinois University; Nancy DeFrates-Densch, Northern Illinois University*
46. The Effect of Diagrammatic Reasoning Intervention on Students' Attention to Text and Diagrams: An Examination of Eye Movements. *Shannon L. Fitzhugh, Temple University; Jennifer G. Cromley, Temple University; Theodore W. Wills, Temple University; Bradley Wade Bergey, Temple University*
47. Tutorials to Facilitate Students' Representational Skills for Problem Solving in Introductory College Physics. *Dong-Hai Nguyen, Kansas State University; Elizabeth Gire, Kansas State University; N. Sanjay Rebello, Kansas State University*
48. Unpacking Middle School Students' Understanding of Genetic Inheritance and Cell Division Using Structural Regression Modeling. *Michelle Williams, Michigan State University; Angela Haydel DeBarger, SRI International; Beronda L. Montgomery, Michigan State University*
49. When Readers and Writers Inquire: A 3-Year Mixed Methods Study of Argument-Based Inquiry Using the Science Writing Heuristic Approach in Elementary Classrooms. *Lori Ann Norton-Meier, University of Louisville; Brian Hand, University of Iowa*
50. Scaffolding Understanding of Energy Transfer Using the Knowledge Integration Framework. *Hillary Lucille Swanson, University of California - Berkeley*
- 48.078-8. The Roles of Technology in Education: An Inside Look at Video Games for Data Visualization.** Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm
- Posters:
51. A Path Analysis of Online Discussion Behaviors and Their Impact on Quality of Posting in Online Debates. *Allan C. Jeong, Florida State University; Woon Jee Lee, Florida State University; Haeyoung Kim, Florida State University*
52. Capitalizing on Social Networking Practices to Increase Adolescent Literacy Engagement: A Study of Six Classrooms Using Literacy Engagement and Achievement Passport™ (LEAP). *Constance Flahive Smith, University of Rochester; Nikki Fingland, University of Rochester; David Miller, University of Rochester*
53. Children Learning Technological Design With an ALERT Robot (Active Learning Environments With Robotics Tangibles). *Katherine Joy Nilsen, University of California - Santa Barbara; Danielle Boyd Harlow, University of California - Santa Barbara*
54. Computer-Assisted Instruction: Study Hall 101. *Learne L. Howell, Texas A&M University - College Station; Chance W. Lewis, Texas A&M University - College Station*
55. Exploratory Analysis of Multiple Data Sources Using Data Visualization. *Yoo Kyung Chang, New York University; Catherine E. Milne, New York University; Jan L. Plass, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Trace Jordan, New York University; Ruth N. Schwartz, New York University; Dixie Ching, New York University*
56. From the Face in the Webcam to the Face of Humanity: Preteens as Researchers Influencing Little Lives. *Michelle Renee Zimmerman, University of Washington*
57. Implementation of a One-to-One iPod Touch Program in a Middle School. *Helen Crompton, University of North Carolina - Chapel Hill; Julie Thompson Keane, University of North Carolina - Chapel Hill*
58. Latent Growth Curve Modeling of the Effectiveness of Automated Writing Evaluation. *Liyang Mao, Michigan State University; Xuechun Zhou, Michigan State University*
59. Measurement of Fidelity of Implementation to a Core Technology Component and Effects on Outcomes in a Prekindergarten Mathematics Scale-Up Intervention. *Mary Elaine Spitzer, University at Buffalo - SUNY; Christopher B. Wolfe, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Douglas H. Clements, University at Buffalo - SUNY*
60. Movie Making and Blogs as Social Action Within a Fifth-Grade Classroom. *Joanna W. Wong, University of California - Davis*
61. Role of Elaborated Answers on Degrees of Student Participation in an Online Question-Answer Discussion Forum. *Joanna Drummond, University of Pittsburgh; Jihie Kim, University of Southern California*
62. Social Self-Efficacy in Virtual Versus Face-to-Face Environments. *Gena A. Khodos, University of Illinois - Chicago; Michael Manderino, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Daniel William O'Brien, University of Illinois - Chicago*

63. The Effects of Video Games on Information Processing: A Meta-Analytic Investigation. *Kasey LeeAnn Powers, The Graduate Center - CUNY; Louis Alfieri, College of Staten Island - CUNY; Naomi J. Aldrich, The Graduate Center - CUNY; Melissa A. Palladino, College of Staten Island - CUNY; Patricia J. Brooks, The Graduate Center - CUNY*
64. Using System Log Data to Measure Opportunities for Learning. *Andrew Edward Krumm, University of Michigan; Richard J. Vath, University of Michigan - Ann Arbor; Richard Joseph Waddington, University of Michigan; Steven Lonn, University of Michigan; Stephanie D. Teasley, University of Michigan*

Sunday, 12:25 pm

Governance Meetings and Events

- 49.001. AERA Committee on Scholars and Advocates for Gender Equity in Education: Closed Meeting.** AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
12:25 pm to 1:55 pm
- Chair:
Kathleen A. Weiler, Tufts University

AERA Related Activities

- 49.010. AERA Past Presidents Luncheon: Invitation Only.** AERA Related Activities; Governance Session
New Orleans Marriott, Fourth Level, Balcony K
12:25 pm to 1:55 pm

Presidential Sessions

49.011. Inside the Black Box: Understanding Educational Processes and Mechanisms. Presidential Session

Cosponsored by Division D - Measurement and Research Methodology; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
12:25 pm to 1:55 pm

- Chair:
Roslyn Arlin Mickelson, University of North Carolina - Charlotte
- Participants:
Modeling Mediation: Causes, Markers, and Mechanisms. *Stephen W. Raudenbush, University of Chicago*
How Can We Use Multisite Experiments to Investigate Education Processes and Mechanisms? *Sean F. Reardon, Stanford University*
- Discussant:
Larry V. Hedges, Northwestern University

49.012. Maintaining Public Education for the Public Good: A Discussion of the Political and Economic Threats to Higher Education. Presidential Session

Cosponsored by Division J - Postsecondary Education; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
12:25 pm to 1:55 pm

- Chair:
LeAnn G. Putney, University of Nevada - Las Vegas
- Participants:
Arthur Levine, Woodrow Wilson Fellowship Foundation
David F. Labaree, Stanford University
Gustavo E. Fischman, Arizona State University
Sara Goldrick-Rab, University of Wisconsin - Madison
- Discussant:
William G. Tierney, University of Southern California

AERA Sessions

49.013. Federal Priorities for Supporting and Advancing Scientific Research.

AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
12:25 pm to 1:55 pm

- Chair:
Gerald E. Sroufe, American Educational Research Association
- Participants:
John Q. Easton, Director, Institute of Education Sciences, U.S. Department of Education
Joan Ferrini-Mundy, Assistant Director, Education and Human Resources, National Science Foundation
Myron P. Gutmann, Assistant Director, Social Behavioral and Economic Sciences, National Science Foundation

49.014. Incentives and Test-based Accountability in Education - The 2011 National Research Council Report and Beyond. AERA Sessions; Invited Session

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

- Chair:
Carolyn D. Herrington, Florida State University
- Participants:
Michael Hout, National Research Council Committee Chair and University of California - Berkeley
Kevin Lang, National Research Council Committee Member and Department of Economics, Boston University
Brian Stecher, National Research Council Committee Member and RAND Corporation
- Discussants:
Michael T. Nettles, ETS
Adam Gamoran, University of Wisconsin - Madison

49.015. Mentoring Across Professions and National Borders: Initiating a Collaborative Conversation. AERA Sessions; Invited Session

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

- Chairs:
Sarah K. McMahan, Texas Woman's University
Frances K. Kochan, Auburn University
- Participants:
Shaza Ezzi, King Abdulaziz University
Guillermo Hernandez, Universidad Autonoma de Aguascalientes
William Y. Wu, Hong Kong Baptist University
Amos Carmeli, Wsizmann Institute of Science
- Discussants:
Joseph T. Pascarelli, University of Portland
Carol A. Mullen, University of North Carolina - Greensboro

49.016. So You Want to Be a Peer Reviewer: Learning to Review Annual Meeting Papers and Enhancing Annual Meeting Quality. AERA Sessions; Invited Session

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

- Chairs:
Mitchell J. Nathan, University of Wisconsin - Madison
Deborah L. Vandell, University of California - Irvine
- Participants:
Lynne Schrum, George Mason University
Aria Razfar, University of Illinois-Chicago

49.017. Studying Diversity in Teacher Education: A New AERA Publication.

AERA Sessions; Invited Session
Sheraton, Fourth Level, Bayside B
12:25 pm to 1:55 pm

- Chair:
Cheryl A. Banks, AERA Books Editorial Board Chair and University of Washington - Bothell
- Book Co-editors:
Armetha F. Ball, Stanford University
Cynthia A. Tyson, The Ohio State University
- Discussants:
James G. Cibulka, President, National Council for Accreditation of Teacher Education
Sharon P. Robinson, President, American Association of Colleges for Teachers of Education
Richard De Lisi, Dean, Rutgers University - New Brunswick/Piscataway

49.018. Meet Journal Editors: Journal Talks 5. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom A
12:25 pm to 1:55 pm

Participants:

1. Oxford Review of Education. *Geoffrey Walford, University of Oxford*
2. Structural Equation Modeling. *George A. Marcoulides, University of California - Riverside*
3. Academy of Management Learning & Education. *J. B. Arbaugh, University of Wisconsin - Oshkosh*
4. The Journal of Educational Research. *James B. Schreiber, Duquesne University; Mary F. Heller, University of Hawaii - West Oahu*
5. Frontiers in Educational Psychology. *Jason W. Osborne, North Carolina State University*
6. Comparative Education. *Julian Elliott, Durham University*
7. International Journal of Science Education. *Justin Dillon, Kings College, London*
8. Studies in Philosophy and Education. *Gert J.J. Biesta, University of Stirling; Yoka Janssen, Springer Publishing Company*
9. Journal of Early Childhood Literacy. *Guy Merchant, Sheffield Hallam University*
10. American Journal of Education. *Gerald K. Letendre, The Pennsylvania State University; Emily R. Crawford, The Pennsylvania State University; Melanie Fedri, The Pennsylvania State University*
11. American Educational Research Journal - TLHD. *Violet J. Harris, University of Illinois - Urbana-Champaign*
12. Intercultural Education. *Michele Kahn, University of Houston - Clear Lake; Paul Cameron Gorski, George Mason University*

49.019. Meet Journal Editors: Journal Talks 6. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom B
12:25 pm to 1:55 pm

Participants:

1. High Ability Studies. *Kirsi A. Tirri, University of Helsinki*
2. Research on Christian Education. *Larry D. Burton, Andrews University*
3. National Association of Student Affairs Professionals. *Lemuel W. Watson, Northern Illinois University*
4. Research in Science and Technological Education. *Len Newton, University of Nottingham*
5. Journal of the Professoriate. *Barbara J. Johnson, Northern Illinois University; Henrietta Williams Pichon, Northwestern State University of Louisiana*

Committee Sessions

49.020. GSC Chair Fireside Chat: Scholars of Color. Graduate Student Council;
Fireside Chat
Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
12:25 pm to 1:55 pm

Chair:

Annis N. Brown, Michigan State University

Participants:

Dorinda J. Carter Andrews, Michigan State University
Louie F. Rodriguez, California State University - San Bernardino
Paola Pilonieta, University of North Carolina - Charlotte
Christopher Dunbar, Michigan State University
Stephen D. Hancock, University of North Carolina - Charlotte
Denise M. Baszile-Taliaferro, Miami University of Ohio

49.021. GSC Division F Fireside Chat: Contesting the "His" in History: How to Address Hetero-Patriarchy in Historical Research and Teaching. Graduate Student Council
Cospponsored by Division F - History and Historiography; Fireside Chat
Sheraton, Third Level, Napoleon Ballroom C1
12:25 pm to 1:55 pm

Chairs:

Jessica Clawson, University of Florida
Nashwa Salem, OISE/University of Toronto

Participants:

Jackie M. Blount, The Ohio State University
Laura Munoz, Texas A&M University - Corpus Christi

49.022. GSC Division K Fireside Chat: Culturally Responsive Research Approaches: Distinctive Means of Infusing Silenced Voices. Graduate Student Council
Cospponsored by Division K - Teaching and Teacher Education; Fireside Chat
New Orleans Marriott, Second Level, Preservation Hall Studio 8
12:25 pm to 1:55 pm

Chairs:

Talonda Michelle Lipsey, University of Wisconsin - Milwaukee
Norma Valenzuela, Chapman University

Participants:

Thandeka K. Chapman, University of Wisconsin - Milwaukee
Donna L. Deyhle, University of Utah
David O. Stovall, University of Illinois - Chicago
Linda C. Tillman, University of North Carolina - Chapel Hill

International Organization Sessions

49.023. Innovation, Transformation, and Improvement in School Reform: A Challenge to School Effectiveness and School Improvement Research. International Congress for School Effectiveness and School Improvement; Invited Session
Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm

Chair:

Tony Mackay, Centre for Strategic Educational Thinking - Melbourne

Participants:

Lorna M. Earl, Aporia Consulting Ltd.
Leonidas Kyriakides, University of Cyprus
Valerie Hammon, Innovation Unit
Daniel R. Muijs, University of Southampton

Discussant:

Benjamin Levin, OISE/University of Toronto

Division Sessions

49.024. Culture, Identity, and Systems in Leadership Contexts. Division A - Administration Organization & Leadership; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom I
12:25 pm to 1:55 pm

Chair:

Ashley Oleszewski, University of Texas - San Antonio

Participants:

Listening to Lead: A Case Study of a LGBTQ Teacher Ally. *Janet Bogle, Seattle Schools; Gordon S. Gates, Washington State University*
School Leaders and Their Networks: Agency, Social Systems, and Change. *Mark P. Hadfield, University of Wolverhampton*
Sociocultural Identities of School Leaders: Critical Dimensions of Leadership for the Common Good. *Shemaz B. Garcia, University of Texas; Peggy Hickman, Arcadia University*
Teacher Trust in Principal Leadership: Factor Structure and Effects. *Douglas E. Mitchell, University of California - Riverside; Monica Makiewicz, University of California - Riverside*

49.025. Engaging School Leadership, Community Advocacy, and Research to Address Critical Educational Policy. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Eighth Level, Salon 824
12:25 pm to 1:55 pm

Chair:

Carl Byron Keys, University of Virginia

Participants:

Leadership Practices in Community-Based Family Literacy. *Dilys Schoorman, Florida Atlantic University; Lynn K. Robbins, Florida Atlantic University; Ira E. Bogotch, Florida Atlantic University*
Multilevel Insights Into Comprehensive Community Action Planning. *Peter Michael Miller, University of Wisconsin - Madison; Martin Scanlan, Marquette University; Nathan Daniel Wills, University of Wisconsin; Katherine L. Phillippo, Loyola University Chicago*
Lesbian, Gay, Bisexual, Transgender, and Queer Educators' Perceptions of Principal Support, Inclusive Policies, and Safety. *Tiffany Wright, York County School of Technology; Nancy J. Smith, Millersville University*
Reimagining Research and Its Role in Engaging Parents in Education. *Dwan Robinson, Michigan State University*

49.026. English Language Learning, Special Education, and Technology in Administrative Contexts. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
12:25 pm to 1:55 pm

Chair:

Dipali Puri, The Pennsylvania State University

Participants:

Exploring Secondary School Principals' Role in Leading Schools With Latino English Language Learners. *Rebecca McBride Bustamante, Sam Houston State University; Helen Berg, Sam Houston State University; Sylvia R. Taube, Sam Houston State University*

Leadership as a Potential Third-Order Barrier to Successful Technology Integration: A Collaborative Project Involving a University and Three Rural High-Needs Districts. *Gerri Marie Maxwell, Texas A&M University - Kingsville; Marybeth Green, Texas A&M University - Kingsville; Linda Challoo, Texas A&M University - Kingsville; Glenda Holland, Texas A&M University - Kingsville*

The Future of Special Education: Advocacy Leadership Within a Human Capacity Framework. *Leonard C. Burrello, University of South Florida; Gregory Knollman, University of South Florida; Amy Lenee-Monnier Toson, University of South Florida - Tampa*

The Role of the Teacher Leader in Developing Teacher Capacity for the Instruction of English Language Learners. *Felice Atesoglu Russell, University of Washington*

49.027. Enabling Intersections: Crippling Indigenous Studies and Indigenizing Critical Crip/Disability Studies. Division B - Curriculum Studies

Cosponsored by SIG-Indigenous Peoples of the Americas; Invited Session Astor Crowne Plaza, Second Level, Astor Ballroom III
12:25 pm to 1:55 pm

Chair:

Nirmala Erevelles, The University of Alabama

Participants:

Nirmala Erevelles, The University of Alabama

Linda P. Ware, SUNY - College at Geneseo

Beth A. Ferri, Syracuse University

Juliann T. Anesi, Syracuse University

Discussants:

Eve Tuck, SUNY - College at New Paltz

K. Wayne Yang, University of California - San Diego

Susan C. Faircloth, The Pennsylvania State University

49.028. Assessing the Cognitive Demands of a Century of Reading Curricula.

Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Iberville
12:25 pm to 1:55 pm

Chair:

Robert J. Stevens, The Pennsylvania State University

Participants:

Revisiting and Reanalyzing 20th-Century Reading Textbooks. *Sarah Anne Eckert, The Pennsylvania State University; David A. Gamson, The Pennsylvania State University*

The Linguistic Complexity of Reading Textbooks: Changes Over the Past Century. *Xiaofei Lu, The Pennsylvania State University; Steven Thorne, The Pennsylvania State University*

The Cognitive Complexity of Reading Comprehension Tasks: Changes Over the Past Century. *Robert J. Stevens, The Pennsylvania State University; Melissa N. Ray, The Pennsylvania State University; Sarah Anne Eckert, The Pennsylvania State University*

Story Genre in American Basal Reading Series: Changes Over Time, 1920 to 2000. *Monica Jochen, The Pennsylvania State University; Robert J. Stevens, The Pennsylvania State University*

Curricular Change Across the 20th Century: A Comparison of Primary School Reading and Mathematics Textbooks. *David P. Baker, The Pennsylvania State University; Robert J. Stevens, The Pennsylvania State University; Xiaofei Lu, The Pennsylvania State University*

Discussant:

P. David Pearson, University of California - Berkeley

49.029. Calibrating Calibration: Conceptualization, Measurement, Calculation, and Context. Division C - Learning and Instruction; Symposium

Hotel Monteleone, Mezzanine Level, Bienville
12:25 pm to 1:55 pm

Chair:

Patricia A. Alexander, University of Maryland

Participants:

Bias in the Gamma Coefficient: A Monte Carlo Study. *Gregory John Schraw, University of Nevada - Las Vegas; Frederick Kuch, University of Nevada - Las Vegas; Robin M. Roberts, University of Nevada - Las Vegas*

Measuring and Predicting Calibration Accuracy in Classroom Contexts. *Douglas*

J. Hacker, University of Utah; Linda Bol, Old Dominion University; Matt C. Keener, University of Utah

Reflective Reasoning as an Antidote for Overconfidence in Medicine. *Remy M. Rikers, Erasmus University Rotterdam, Netherlands*

What Are Confidence Judgments Made of? Students' Explanations for Their Confidence Ratings and What That Means for Calibration. *Daniel Dinsmore, University of Maryland; Meghan Margaret Parkinson, University of Maryland*

Discussant:

John Dunlosky, Kent State University

49.030. In the Public Good: Supporting a Diverse Professoriate. Division C -

Learning and Instruction Cosponsored by SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education, SIG-Queer Studies; Invited Session Hotel Monteleone, Mezzanine Level, Orleans
12:25 pm to 1:55 pm

Chair:

Kelly A. Rodgers, University of Texas - San Antonio

Participants:

Working Toward Equity by Creating a Chicana/Latina Collaborative at a Hispanic Serving Institution. *Patricia Del Carmen Quijada, University of Texas - San Antonio; Lucila D. Ek, University of Texas - San Antonio; Iliana Alanis, University of Texas - San Antonio; Mariela Aime Rodriguez, University of Texas - San Antonio*

Pushing Boundaries for Asian Women Faculty: Structural Transformation With Affirmative Action. *Gulbahar H. Beckett, University of Cincinnati*

Lesbian, Gay, Bisexual, and Transgender (LGBT) Professors and Disclosure. *Todd Jennings, California State University - San Bernardino*

The Irony of Faculty Ethics: How Does the AAUP Code Stack Up to Women and Minority Lived Experience? *Earle Reybold, George Mason University*

Discussant:

Sonja L. Lanehart, University of Texas - San Antonio

49.031. Learning Environments and Teacher Learning. Division C - Learning and Instruction; Paper Session

Astor Crowne Plaza, Second Level, Grand Ballroom A
12:25 pm to 1:55 pm

Chair:

Nathalie Cote, Belmont Abbey College

Participants:

Principle-Based Understanding for Teacher Change in Knowledge-Building Classroom Innovation. *Carol K. Chan, University of Hong Kong; Ronald C.M. Ho, University of Hong Kong; Yanjie Song, University of Hong Kong*

Innovating Mathematics and Career and Technical Education Projects in Detracked Algebra Through Teacher Collaborations. *Rebekah Elliott, Oregon State University; Lawrence B. Flick, Oregon State University; Jennifer Ellen Bachman, Oregon State University*

Leveraging Teachers' Activity Data: Understanding Learning and Facilitation in Online Professional Development. *Richard J. Vath, University of Michigan - Ann Arbor; Barry J. Fishman, University of Michigan; Spyros Konstantopoulos, Michigan State University*

Teachers' Varied Approaches to Implementing a Problem-Based Learning (PBL) Simulation: GlobalEd 2 Project. *Kamila Brodowinska Brusciannelli, University of Illinois - Chicago; Lisa J. Lynn, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Scott W. Brown, University of Connecticut; Mark A. Boyer, University of Connecticut; Daniel William O'Brien, University of Illinois - Chicago; Andrew Cutter, University of Connecticut; Maria Fernanda Enriquez, University of Connecticut; Gena A. Khodos, University of Illinois - Chicago; Donalyn Maneggia, University of Connecticut; Gregory Mullin, University of Connecticut; Nicole Powell, University of Connecticut; Greg Williams, University of Connecticut*

49.032. Naïve Concepts and Conceptual Change: Theory, Applications, and Implications. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Paper Session

Hotel Monteleone, Ground Level, Royal Ballroom
12:25 pm to 1:55 pm

Chair:

Ithel Jones, Florida State University

Participants:

Conceptual Change Research: Theoretical Discord and Methodological Solutions. *Nathaniel J.S. Brown, Indiana University - Bloomington*

Teaching for Conceptual Change: An Analysis of Students' Understanding Physics Concepts Using Anomalous Data. *Ross Sookraj, Curtin University of*

Technology; David F. Treagust, Curtin University of Technology
Using Students' Naïve Theories to Design Games for Middle Grades Science.
Marion Goldstein, Education Development Center; Marian Pasquale,
Education Development Center, Inc.; Katherine E. Culp, Education
Development Center, Inc.

Beyond Student Misconceptions: A Qualitative Study of Conceptual Barriers
in Earth Sciences Among Upper Elementary Students. *Lauren Brodsky,*
University of California - Berkeley; Seth Corrigan, University of California
- Berkeley

49.033. Roxana Moreno's Unique Contributions to the Science of Learning and Instruction. Division C - Learning and Instruction; Invited Session
New Orleans Marriott, Second Level, La Galerie 3
12:25 pm to 1:55 pm

Chair:

Larry E. Suter, National Science Foundation

Participants:

Cool, Moist Air Moves Over a Warmer Surface and Becomes Heated: A Tribute
to Roxana Moreno. *Richard E. Mayer, University of California - Santa*
Barbara

Native American Learning in Mathematics: Unfinished Work. *Gregory Camilli,*
University of Colorado - Boulder

Roxana Moreno's Contribution to Research on Mathematics Learning:
Cognitive and Conative Factors in the Context of Ethnicity. *Duane F. Shell,*
University of Nebraska - Lincoln

Roxana Moreno's Contributions to Cognitive Load Theory. *Jan L. Plass, New*
York University

Scientific Research on Educational Practices: An Officer's View of Successful
Investigations. *Larry E. Suter, National Science Foundation*

Roxana Moreno's Contribution to Educational Psychology at the University of
New Mexico. *Terri L. Flowerday, University of New Mexico*

49.034. Toward a Better Understanding of Text: Research Related to Improving Reading Comprehension. Division C - Learning and Instruction; Paper
Session
New Orleans Marriott, Second Level, La Galerie 5
12:25 pm to 1:55 pm

Chair:

Elfrieda H. Hiebert, University of California - Berkeley

Participants:

Providing Instructional Support for Students' Learning From Texts in Second
and Third Grades. *Joanne F. Carlisle, University of Michigan; Julie Dwyer,*
Boston University; Daniel Berebitsky, Vanderbilt University; Julie E. Learned,
University of Michigan

Student-Teacher Interactions During Reading Comprehension Strategies
Instruction. *Alison Gould Boardman, University of Colorado - Boulder;*
Janette K. Klingner, University of Colorado - Boulder; Amy Lynn Boele,
University of Colorado - Boulder; Subini Ancy Annamma, Colorado
University - Boulder

Examining How Elementary Students Generate Inferences When Reading
Informational Science Texts and Interpreting Scientific Data. *Jamie N.*
Mikeska, Michigan State University

Variations in Practice Reading Aloud. *Rollanda E. O'Connor, University of*
California - Riverside

49.035. Issues and Innovative Applications in Mixture Modeling. Division D -
Measurement and Research Methodology; Symposium
Doubletree, Second Level, Rosedown B
12:25 pm to 1:55 pm

Chair:

Tiffany Ann Whittaker, University of Texas - Austin

Participants:

A General Framework for Assessing Differential Item Functioning Using
Factor Mixture Models. *Deborah L. Bandalos, University of Georgia; Susan*
Natasha Beretvas, University of Texas - Austin

Latent Profile Analysis of Test Anxiety: Are There Different Types of Test
Anxious Examinees? *Megan Katharine France, James Madison University;*
Dena A. Pastor, James Madison University; Anna Zilberberg, James Madison
University; Richard Dean Roberts, ETS

Testing Sample Size Limits for the Estimation of Growth Mixture Models.
Susan Natasha Beretvas, University of Texas - Austin; L. Leland Lockhart,
University of Texas - Austin; Elizabeth Schaughency, University of Otago

The Impact of Model Selection on Mixture Model Parameter Estimate Bias
and Variability: The Case of Growth Mixture Models. *Min Liu, University of*

Maryland; Gregory R. Hancock, University of Maryland
Mixture Models and the Magic Number "4": Non-Normal Distributions and the
Identification of Spurious Classes. *Michael Fox Hull, University of Virginia;*
Patrick Meyer, University of Virginia; Christine Hutchinson, University of
Virginia

Discussant:

Laura M. Stapleton, University of Maryland - Baltimore County

49.036. Family Advocacy and Engagement in the Learning Experiences of Students of Color. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
12:25 pm to 1:55 pm

Chair:

Ariana Mangual Figueroa, Rutgers University

Participants:

Untangling Competing Forces in Family-Community-School Relationships: A
Case Study of Latino Student College Access. *Aliah Rayna Carolan-Silva,*
Goshen College; Robert Reyes, Goshen College; Ruben P. Viramontez
Anguiano, Bowling Green State University

Political Mothering: Latina and African American Mothers in the Struggle for
Educational Justice. *Emma H. Fuentes, University of San Francisco*

Roles Latina Mothers Play in Their Children's Biliteracy Learning in the Home.
Peggy Lynn Semingson, University of Texas - Arlington; Carla Amaro-
Jimenez, University of Texas - Arlington

Sin Sacrificio No Hay Recompensa: Parental Engagement in Farmworking
Families in the California Central Valley. *Pedro E. Nava, University of*
California - Los Angeles

Unpacking Parent Involvement: Home-School Partnerships in an Elementary
School With a Growing Asian Immigrant Population. *Minjung Lim,*
Bloomsburg University of Pennsylvania

49.037. Privilege in Knowledge and Context: Advancing the Study of Elite Education. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
12:25 pm to 1:55 pm

Chair:

Lois Weis, University at Buffalo - SUNY

Participants:

Educating Elites: Class Privilege and Educational Advantage. *Adam Howard,*
Colby College; Ruben Gaztambide-Fernandez, OISE/University of Toronto
College Students, Privilege, and Community Service Learning. *Sarah Novick,*
Boston University; Scott Clifford Seider, Boston University

Gender, Social Class, and Exclusion: Dynamics of Privilege Within Collegiate
Greek Life. *Jenny Stuber, University of North Florida*

Race, Class, and Capital Matters: How Elite Private Schools Structure
Opportunities for Black Youth. *Heather Jenkins, University at Buffalo - SUNY*

Classifying Knowledge: The Democratization of an Elite Liberal Arts Education
Within a Nonelite Space. *Amy Elizabeth Stich, University at Buffalo - SUNY*

Discussant:

Lois Weis, University at Buffalo - SUNY

49.038. Evaluating (In)formal Programs: The Implementation and Impact of Elementary School Teacher Professional Development in Science. Division H - Research, Evaluation and Assessment in Schools; Symposium
Doubletree, Second Level, Rosedown A
12:25 pm to 1:55 pm

Chair:

Rena Dorph, University of California - Berkeley

Participants:

A Partnership for Elementary Science Education: Evaluating the Implementation
and Impact of the BaySci Program. *Mark St. John, Inverness Research*
Associates; Pam Tambe, Inverness Research Associates

The Full Option Science System (FOSS) Leadership Academy: An Evaluation
of a Model for Science-Centered Schools. *Juna Z. Snow, University of*
California - Berkeley; Celia Castillo, University of California - Berkeley;
Betsy Ross, University of California - Berkeley

Changing Teacher Practice: Evaluating the Impact of the Teacher Institute
for Science and Sustainability. *Saul Rockman, Rockman et al; Scott Burg,*
Rockman et al

Apples to Oranges: Comparing Professional Development Programs That Leverage
the Expertise of Informal Science Institutions. *Vanessa Beth Lujan, University of*
California - Berkeley; Rena Dorph, University of California - Berkeley

Discussant:

Janet E. Coffey, University of Maryland - College Park

49.039. Methods to Improve Teacher Assessment Practices. Division J -

Research, Evaluation and Assessment in Schools; Paper Session

Doubletree, Second Level, Nottoway

12:25 pm to 1:55 pm

Chair:

Winona M. Burt, University of Houston - Clear Lake

Participants:

Assessing Habits of Mind: Educators and Dilemmas of Teaching at Central Park East Secondary School. *Brent M. Duckor, San José State University; Daniel Perlstein, University of California - Berkeley*School Administrators' Formative Assessment Leadership Practices. *Connie M. Moss, Duquesne University; Susan M. Brookhart, Duquesne University; Beverly A. Long, Armstrong School District*Grappling With New Assessment Ideas: Dilemmas in Classroom Practice. *Christine A. Suurtamm, University of Ottawa; Martha J. Koch, University of Ottawa*The Impact of Extended Professional Development and a Comprehensive Approach to Assessment on Teacher Use of Assessment for Learning Practices. *Jack E. Robinson, Old Dominion University; William C. Reed, Norfolk Public Schools; Richard T. Strauss, Norfolk Public Schools*Documenting Current Data Use Practices in Urban Districts, Schools, and Classrooms. *Jessica Heppen, American Institutes for Research; Ann-Marie Faria, American Institutes for Research; Sharon Lewis, Council of the Great City Schools; Katherine Sawyer, American Institutes for Research*

Discussant:

*Thomas R. Guskey, University of Kentucky***49.040. Improving Quality of Care: Measures and Methods.** Division I -

Education in the Professions; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom II

12:25 pm to 1:55 pm

Chair:

Carol R. Thrush, University of Arkansas

Participants:

Improving Patient Care: A National Interdisciplinary Study of Educational Scholarship in Medical Imaging Departments Across Canada. *Kathryn M. Hibbert, University of Western Ontario; Teresa L. Van Deven, University of Western Ontario; Rethy K. Chhem, University of Western Ontario; Lisa Y. Faden, University of Western Ontario; Lisa Boyko, University of Western Ontario; Monica Caldeira, University of Western Ontario*Measuring the Effect of Professional Education on Patient Outcomes: A Meta-Analysis. *Regina Richter, University of California - Los Angeles*Improving the Quality of Clinical Care Through Practice-Based Learning and Improvement. *Brian J. Hess, American Board of Internal Medicine; Mary Johnston, American Board of Internal Medicine; William Iobst, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine*Integration of Simulation in an Undergraduate Nursing Curriculum: Implementation and Impact Evaluation. *Maura C. Schlairet, Valdosta State University*

Discussant:

*Stanley John Hamstra, University of Ottawa***49.041. Community College Student Retention and Outcomes.** Division J -

Postsecondary Education; Paper Session

Sheraton, Second Level, Rhythms Ballroom I

12:25 pm to 1:55 pm

Chair:

Ignacio Hernandez, Iowa State University

Participants:

The Impact of Exposure to Early College Students on Community College Student Academic and Social Integration. *Fairley Pollock, Southwestern Community College*Outcome Trajectories of Similarly Qualified Students Beginning at Texas Community Colleges Versus Less-Selective 4-Year Institutions. *Catherine L. Horn, University of Houston; Amaury Nora, University of Texas - San Antonio*Navegando el Colegio: Exploring the Puente Project in California's Community Colleges. *Carlos Maldonado, University of California - Los Angeles; Patricia C. Gandara, University of California - Los Angeles*Persistence of Hispanic Students in American Community Colleges: A Path Analysis. *Claudia Griffin, University of Arkansas*

Discussant:

*Brent D. Cejda, University of Nebraska - Lincoln***49.042. Critical Race Theory and the "Two-Year" College Pipeline.** Division J -

Postsecondary Education; Symposium

JW Marriott, Third Level, Conde

12:25 pm to 1:55 pm

Chair:

Kevin White, University of California - Los Angeles

Participants:

Mexican American Women and Private For-Profit Vocational Education in Los Angeles. *Iris Lucero, University of California - Los Angeles*The Dysfunctional Transfer Function: A Critical Race Theory and Womanist Analysis. *Dimpal Jain, University of the Pacific*Understanding the Graduate School "Choice" Process for Chicana Transfer Students. *Martha A. Rivas, University of California - Los Angeles*

Discussant:

*Daniel Gilbert Solorzano, University of California - Los Angeles***49.043. Deconstructing Diversity Course Learning: Identifying the Variability Within Diversity Course Research.** Division J - Postsecondary Education;

Symposium

JW Marriott, Third Level, Ile de France I

12:25 pm to 1:55 pm

Chair:

Melora A. Sundt, University of Southern California

Participants:

Understanding Diversity Courses and the Faculty Who Teaches Them. *Melora A. Sundt, University of Southern California*Examining the Variation in Critical Thinking and Other Diversity Course Outcomes. *Matthew J. Nelson, University of Southern California; Kevin J. Bolen, University of Southern California*The Differential Experiences and Perspectives of Students in Diversity Courses. *Emily Caviglia; Sonja G. Daniels, University of Southern California; Wendy Stewart, University of Southern California*Examining How Variation in Precollege Experiences Relates to Diversity Course Outcomes. *Tiffany Nicole Jones, University of Southern California; Karen Ravago*

Discussant:

*Mitchell J. Chang, University of California - Los Angeles***49.044. Higher Education Costs.** Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, St. Jerome

12:25 pm to 1:55 pm

Chair:

Nathan J. Daun-Barnett, University at Buffalo - SUNY

Participants:

Conditional Convergence of Nonresident Tuition Rates at Public Research Universities: A Panel Data Analysis. *Marvin A. Titus, University of Maryland; Adriana Vamosiu, University of Maryland; Anubha Gupta, University of Maryland*Discourse and Opportunity: Undocumented Immigrant Students and Restrictive In-State Resident Tuition Policies. *R. Evelyn Gildersleeve, Iowa State University; Susana Hernandez, Iowa State University*Running Out of HOPE: Connections and Changes in the Helping Outstanding Pupils Educationally (HOPE) Financial Aid Program and Higher Education Public Policy in Georgia. *Michael Armijo, University of Pennsylvania; Laura W. Perna, University of Pennsylvania; Joni E. Finney, University of Pennsylvania*Social Responsibilities and Cost-Sharing in Academic Research Partnerships: A Comparative Multilevel Analysis. *Oleksiyenko Anatoly, University of Hong Kong*

Discussant:

*Diane R. Dean, Illinois State University***49.045. Minority Serving Institutions Research Roundtable Luncheon.** Division J - Postsecondary Education; Invited Session

New Orleans Marriott, Fourth Level, Balconies MN

12:25 pm to 1:55 pm

Chair:

*Marybeth Gasman, University of Pennsylvania***49.046. Perspectives on Identity Development and Learning.** Division J -

Postsecondary Education; Paper Session

JW Marriott, Third Level, Frontenac

12:25 pm to 1:55 pm

Chair:

Satasha L. Green, The University of Alaska - Anchorage

Participants:

How Lived Experiences Affect Ethnic Identity Development for Transracial Korean American Adoptees and Influence Their College Experience.

Joy Hoffman, Whittier College; Edlyn Vallejo Pena, California Lutheran University

Survey Development for Assessing Learning Identity in an Active Engagement Classroom. *Sissi L. Li, Oregon State University*

Teaching and Learning Through Ethnic Organizations: Community Building and Representation for Students of Color. *Rican Vue, University of California - Los Angeles; Walter R. Allen, University of California - Los Angeles*

The Personal is Political: Examining the Influence of Political Context on Ethnic Identity Development. *Ebelia Hernandez, Rutgers University*

Reframing Student Activism: Transformative Learning in Higher Education. *Heidi Whitford, New York University*

Discussant:

Vasti Torres, Indiana University

49.047. Responding to College Completion Goals: State Strategies and Implications. Division J - Postsecondary Education; Invited Session

JW Marriott, Third Level, Ile de France II

12:25 pm to 1:55 pm

Chair:

William M. Zumeta, University of Washington

Participants:

Lorelle Espinosa, University of California - Los Angeles

Brian Noland, West Virginia Higher Education Policy Commission

Russ Deaton, Tennessee Higher Education Commission

Dave Spence, Southern Regional Education Board

49.048. Science and Math Education in Postsecondary Settings. Division J -

Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas

12:25 pm to 1:55 pm

Chair:

Julie Renee Posselt, University of Michigan

Participants:

Investigating Undergraduate Students' Perception of the Tentativeness of Scientific Knowledge in Explicit/Reflective Biology Laboratories. *Nazan Uludag Bautista, Miami University; Elisabeth E. Schussler, University of Tennessee - Knoxville; Kim Haverkos, Miami University*

Measuring Students' Perceptions of the Learning Environment in Undergraduate Entry-Level Science Courses. *Dennis W. Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama; Ericka Steele, The University of Alabama; Cheryl L. Mason, San Diego State University; Dean Zollman, Kansas State University*

Outcomes of Undergraduate Science Reform on the Development of In-Service Teachers' Pedagogical Content Knowledge. *Donna Patrice Turner, The University of Alabama - Tuscaloosa; Dennis W. Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama; Cheryl L. Mason, San Diego State University; Dean Zollman, Kansas State University*

Teaching Approaches of Community College Mathematics Faculty: Do They Relate to Classroom Questioning Practice? *Vilma M. Mesa, University of Michigan; Sergio Celis, University of Michigan; Elaine Lande, University of Michigan*

Discussant:

David N. Boote, University of Central Florida

49.049. Conceptualizing and Studying Teachers' Curriculum Capacity. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 7

12:25 pm to 1:55 pm

Chair:

Janine Remillard, University of Pennsylvania

Participants:

A Comparative Analysis of Mathematical and Pedagogical Components of Five Elementary Mathematics Curricula. *Shari Ann Lewis, Aquinas College; Naphthalin Achubang Atanga, Western Michigan University*

Characterizing the Tasks Involved in Teachers' Use of Curriculum. *Luke T. Reinke, University of Pennsylvania; Nina DePena Hoe, University of Pennsylvania; Janine Remillard, University of Pennsylvania*

Conceptualizing and Assessing Curriculum-Embedded Mathematics Knowledge. *Ok-Kyeong Kim, Western Michigan University; Henry May,*

University of Pennsylvania; Ellen L. Clay, Drexel University

Discussants:

Mary Kay Stein, University of Pittsburgh

Andrew G. Izsak, University of Georgia

49.050. Identity and Narrative in Teacher Education Research. Division K -

Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4

12:25 pm to 1:55 pm

Chair:

Jim Scheurich, Texas A&M University

Participants:

Personal Stories Behind Diversity Surveys: Personal and Professional Beliefs About Diversity. *Brian Scott Fortney, University of Texas - Austin; Bhaskar Upadhyay, University of Minnesota; Nancy Jean Albrecht, University of Minnesota*

Troubling Advocacy: A Collaborative Inquiry Project by Five Teacher Candidates of Color and One White Professor. *Laura Bower, Southern Connecticut State University; Sejal Mehta, Southern Connecticut State University; Rachel Watanabe, Southern Connecticut State University; Monica Chang, Southern Connecticut State University*

Turn Up My Swagger: An Exploratory Study of Being Young, Black, and Male in Education. *Larry C. Bryant, Clayton State University; Bryan Ervin Cichy, University of Minnesota*

We Make the Road by Walking, Guided Only by Our Collective Imagination: New Teachers and the Collaborative and Context-Specific Appropriation of Social Justice-Oriented Concepts and Practices. *Nicholas Simon Hemming, California State University - Fullerton*

Discussant:

Venus E. Evans-Winters, Illinois State University

49.051. Innovative Approaches to Professional Development. Division K -

Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 3

12:25 pm to 1:55 pm

Chair:

Patricia E. Halagao, University of Hawaii - Manoa

Participants:

A Sociocultural Perspective on Teacher Beliefs, Collaborative Professional Development, and Curriculum Mediation in Scottish Schools. *Carolyn S. Wallace, Auburn University; Mark Priestley, University of Stirling*

Effects of Online Professional Development's Design and Implementation Features on Teacher Knowledge, Classroom Practice, and Student Achievement. *Todd Reeves, Boston College; Joseph J. Pedulla, Boston College*

Developing a Customized Data Mining Model for Online Professional Development. *Kerry L. Rice, Boise State University; Jui-Long Hung, Boise State University*

Creating Social Studies Curriculum With Web-Based Tools in Singapore: Repositioning Teachers as Intellectual Authorities. *Mark C. Baidon, Centre for Research in Pedagogy and Practice; James S. Damico, Indiana University*

Discussant:

Theodore J. Kopcha, University of Georgia

49.052. Preparing Linguistically Responsive Educators: Challenges and Opportunities in One Teacher Education Program's Multifaceted Approach. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 1

12:25 pm to 1:55 pm

Chair:

Patrick J. McQuillan, Boston College

Participants:

Disentangling the Threads of Linguistic Difference From the Tapestry of Diversity: One Program's Documentary Account. *Anne Homza, Boston College*

Learning to Teach Academic Language: Investigating Preservice Secondary Teachers' Field-Based Lesson Plans and Reflections. *Kevin O'Connor, Boston College; Anne Homza, Boston College*

Preparing Preservice History Teachers to Work With English Language Learners. *Laura Schall-Leckrone, Boston College; Patrick J. McQuillan, Boston College*

Investigating an Infused Methods Course to Prepare Secondary Mathematics Teachers to Instruct English Language Learners. *Karen L. Terrell, Boston College; Anne Homza, Boston College; Lillie R. Albert, Boston College*

Discussant:

Tamara F. Lucas, Montclair State University

49.053. The Role of Professional Development in Promoting Teacher Expertise and Student Learning. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm

Chair:

Peter A. Youngs, Michigan State University

Participants:

The Middle School Mathematics Professional Development (PD) Impact Study. *Michael S. Garet, American Institutes for Research; Frances Stancavage, American Institutes for Research; Andrew J. Wayne, American Institutes for Research; James E. Taylor, American Institutes for Research; Kirk Walters, American Institutes for Research*

Moving Beyond Paradigm Conflicts to Increase the Relevance and Utility of Randomized Control Trials. *H. Alix Gallagher, SRI International; William R. Penuel, SRI International; Katrina R. Woodworth, SRI International*

Shaping Professional Development to Promote the Diffusion of Effective Instructional Practices Among Teachers. *Min Sun, Michigan State University; Kenneth A. Frank, Michigan State University; William R. Penuel, SRI International; Peter A. Youngs, Michigan State University; H. Alix Gallagher, SRI International*

Discussant:

Laura M. Desimone, University of Pennsylvania

49.054. Diverse Approaches to Teacher Performance Assessment and Their Validity Evidence. Division L - Educational Policy and Politics; Symposium
Sheraton, Fifth Level, Grand Chenier
12:25 pm to 1:55 pm

Chair:

Maria Veronica Santelices, The Catholic University of Chile

Participants:

Developing an Integrated Assessment System in Elementary Teacher Education (DIAS): Mathematics. *Pamela A. Moss, University of Michigan; Mark R. Wilson, University of California - Berkeley*

Validity Research on Teacher Evaluation Systems Based on the Framework for Teaching. *Tony Milanowski, University of Wisconsin - Madison*

Value-Added Methods in a High-Stakes Assessment System. *Eric J. Isenberg, Mathematica Policy Research, Inc; Heinrich Hock, Mathematica Policy Research, Inc*

Effects and Uses of a National Teacher Performance Assessment at School Level. *Sandy M. Taut, Pontificia Universidad Catolica de Chile; Maria Veronica Santelices, The Catholic University of Chile; Carolina Susana Araya, Pontificia Universidad Catolica de Chile; Jorge M. Manzi, University Catolica de Chile*

Discussants:

Drew H. Gitomer, ETS

Joan L. Herman, University of California - Los Angeles

49.055. Division L Junior Faculty Mentoring Seminar: Advice From Leading Faculty and Researchers in Education Policy. Division L - Educational Policy and Politics; Mentoring Session
Sheraton, Fourth Level, Gallier
12:25 pm to 1:55 pm

Chair:

Motoko Akiba, University of Missouri - Columbia

Participants:

Margaret E. Goertz, University of Pennsylvania

Jay P. Scribner, University of Missouri - Columbia

John W. Sipple, Cornell University

Dana L. Mitra, The Pennsylvania State University

49.056. Evaluating Pay-for-Performance: Further Findings From Four Urban Teacher Incentive Fund Evaluations. Division L - Educational Policy and Politics; Symposium
Sheraton, Fifth Level, Grand Couteau
12:25 pm to 1:55 pm

Chair:

Keith MacAllum, Westat

Participants:

Impacts of the Teacher Advancement Program (TAP) in Chicago. *Steven Glazerman, Mathematica Policy Research, Inc; Allison McKie Seifullah,*

Mathematica Policy Research, Inc.

Evaluation of Ohio's Teacher Incentive Fund: Cincinnati, Cleveland, Columbus, and Toledo. *Keith MacAllum, Westat; John P. Wells, Westat; Xiaodong Zhang, Westat; Belinda Gimbert, The Ohio State University*

Evaluation of the Philadelphia Teacher Incentive Fund Grant. *Girija Kaimal, Temple University; Will J. Jordan, Temple University*

Evaluation of the Pittsburgh Principal Incentive Program. *Laura S. Hamilton, RAND Corporation; Kum Yuan, RAND Corporation*

Discussants:

Ed Wiley, University of Colorado - Boulder

Peter James Witham, University of Wisconsin

SIG Sessions

49.057. Challenges and Solutions in Youth Development and Education. SIG-Adolescence and Youth Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 5
12:25 pm to 1:55 pm

Chair:

Deborah L. Carr, University of Missouri - Columbia

Participants:

Predicting Adolescent Truancy—Individual Judgments and Classroom Factors. *Christine Catrin Saelzer, University of Tübingen; Ulrich Trautwein, University of Tübingen; Oliver Lüdtke, Tübingen University; Margrit Magdalena Stamm, University Fribourg*

Beyond Belonging: The Meaning-Making Component of School Connectedness. *Tanner LeBaron Wallace, University of Pittsburgh; Vichet Chhuon, University of Minnesota; Rebecca Ann Munnell McHugh, University of Pittsburgh*

Opportunity to Belong: Exploring Equity, Access, Encouragement, and Constraint in the Education of Foster Youth. *Zandree Nicole Stidham, University of California - Santa Barbara*

Saying "Hi" in the Hallways: The Critical Role That School-Based Relationships Play in Supporting the Learning and Well-Being of Youth Who Have Experienced Trauma. *Jenn Dods, Queen's University*

Intelligence, Persistence, and Problem Solving: Assessing Change in Student Beliefs Over an Academic Youth Development Program. *Angela M. Bush-Richards, University of Texas - Austin; Cynthia L. Schneider, University of Texas - Austin; Lesley F. Leach, University of Texas - Austin; Kristen Harvey, University of Texas - Austin; Carlton Jing Fong, University of Texas - Austin; Theodore Chao, University of Texas*

49.058. Both in and out of the Game: Research With Young Children in Classroom Contexts. SIG-Arts and Learning; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
12:25 pm to 1:55 pm

Chair:

Allison Kootsikas, The Pennsylvania State University

Participants:

Underminers: The Subterranean Curriculum of Play in the Elementary Classroom. *Daniel K. Thompson, The Pennsylvania State University*

Verbalization as Sociocognitive Play: Knowledge and Visual-Cultural Production in Children's Drawing Performances. *Christopher Mark Schulte, The Pennsylvania State University*

"He's Alive!" The Role of Spectacle in Young Children's Drawing. *Christine M. Thompson, The Pennsylvania State University*

Drawing "Power": Creating Negotiated Pedagogy in the Preschool Classroom. *Kristine E. Sunday, The Pennsylvania State University*

Little Kids Shoot Back: Preschool Children's Digital Photography and Video. *Marissa McClure, The University of Arizona*

Discussant:

Liora Bresler, University of Illinois

49.059. Preparation, Challenges, and Contributions of Bilingual Teachers. SIG-Bilingual Education Research; Paper Session
Sheraton, Fourth Level, Oak Alley
12:25 pm to 1:55 pm

Chair:

Liliana Minaya-Rowe, Johns Hopkins University

Participants:

Drawing on Our Assets: The Unique Contributions of Bilingual Teachers.

Megan Hopkins, University of California - Los Angeles

"There Will Only Be English in Kindergarten": A Head Start Teacher's Literacy

Conceptualizations. *Delis Cuellar, Arizona State University*
 (Re)Negotiating Heritage Identity With Preservice Teachers. *Hye-sun Cho, University of Hawaii - Manoa*
 Giving Voice to Latinas/Latinos in a Bilingual Teacher Preparation Program. *Claudia Peralta Nash, California State University - Chico*
 Discussant:
Christian J. Faltis, University of California - Davis

49.060. Documentary Films: The Praxis of a Public Education. SIG-

Biographical and Documentary Research; Symposium
 JW Marriott, Third Level, Ile de France III
 12:25 pm to 1:55 pm

Chair:

Daniel Ethan Chapman, Georgia Southern University

Participants:

Metaphors of the Worker in a Man With a Movie Camera (1929). *Janel Janiczek Smith, Georgia Southern University*
 Truth as Manifestation in Chronicle of a Summer (1961). *Jeremy McClain, Georgia Southern University*
 Capitalism, Race, and Representation in Hoop Dreams (1994). *Ben Horner, Georgia Southern University*
 Authority, Global Activism, and Martin Buber in The Cove (2009). *Laura Rychly, Georgia Southern University; Sean Fretwell, Georgia Southern University*

Discussant:

Daniel Ethan Chapman, Georgia Southern University

49.061. Hot Topics in Computer and Internet Applications for Education. SIG-

Computer and Internet Applications in Education; Paper Session
 Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
 12:25 pm to 1:55 pm

Chair:

Charles DeVaughn Miller, University of Minnesota

Participants:

OurSpace: An Examination of Social Network Sites as “Third Spaces” for Literacy Learning in School. *Denise L. Lindstrom, Fairmont State University; Dale S. Niederhauser, Iowa State University*
 Positive and Negative Social Cues in Online Discussions: Effects of Social Metacognition and New Ideas. *Gaowei Chen; Ming M. Chiu, University at Buffalo - SUNY; Zhan Wang, The Hong Kong Institute of Education*
 “Emerging”: A Reconceptualization of Contemporary Technology Design and Integration Through a Lens of Adventure Learning. *Aaron Doering, University of Minnesota; Charles DeVaughn Miller, University of Minnesota; Cassandra Scharber, University of Minnesota*
 The Effects of Computer Games for Language-Minority Students With Family Rules for Computer Games. *Sunha Kim, Virginia Polytechnic Institute and State University; Mido Chang, Virginia Polytechnic Institute and State University; Kusum Singh, Virginia Polytechnic Institute and State University; Heejung Kim, University of Virginia*

49.062. Hardly “Postracial”: Challenging Whiteness for (the Public) Good.

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
 New Orleans Marriott, Second Level, Preservation Hall Studio 9
 12:25 pm to 1:55 pm

Chair:

Christine E. Sleeter, California State University - Monterey Bay

Participants:

Who You Callin’ White? A Critical Examination on “Coloring” White Identity. *Cheryl E. Matias, University of Colorado - Denver*
 Wading Through Whiteness: White Student Participation in Racial/Ethnic Minority Student Groups and Organizations. *Jesse S. Watson, Michigan State University*
 Behind Closed Doors: Problematizing White Male College Student Racial Joking. *Nolan L. Cabrera, The University of Arizona*
 Discourse and Privilege: Disrupting Dominance, Countering Whiteness. *Irene Maya Ota, University of Utah*

Discussant:

Zeus Leonardo, University of California - Berkeley

49.063. Defining Identity: A Discussion of a Variety of Roles and Positionings in Early Childhood. SIG-Critical Perspectives on Early Childhood Education;

Paper Session
 JW Marriott, Third Level, Rosalie

12:25 pm to 1:55 pm

Chair:

Samara D. Madrid, University of Wyoming

Participants:

Analyzing the Discourse of the Father Over the Dialogue of the Fatherhood Initiative. *Janice Kroeger, Kent State University; Nancy E. Barbour, Kent State University*
 Daring to Care: Transforming Professionalism in an Era of Accountability. *Anne Douglass, University of Massachusetts - Boston*
 Developing Cultural Flexibility in Young Children and Early Childhood Scholars: Ideas From an Urban Preschool Teacher in Bangalore, India. *Jennifer Keys Adair, University of Texas - Austin*
 Hegemonic Processes in Head Start. *Mona Assaf, George Mason University; Susan Burns, George Mason University; Julie K. Kidd, George Mason University; Leah Schoenberg Muccio, George Mason University*
 Too Qualified to Teach? Examining “Appropriate” Practitioner Training. *Dana Frantz Bentley, Teachers College, Columbia University*
 Use of Racial Identity Development Theory to Explore Cultural Competence Among Early Childhood Educators. *H. Sophia Han, University of South Florida; Cirecie A. Olatunji, University of Florida; Mary Shelley Thomas, University of Louisville*

Discussant:

Samara D. Madrid, University of Wyoming

49.064. Mathematics and Science in Early Childhood Education. SIG-Early

Education and Child Development; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 6
 12:25 pm to 1:55 pm

Chair:

Douglas H. Clements, University at Buffalo - SUNY

Participants:

An Analysis of Teacher-Child Interactions in Pre-Kindergarten Mathematics. *Patrick Robert McGuire, University of Colorado - Colorado Springs; Mable Kinzie, University of Virginia*
 Early Childhood Math and Science: The Impact of MyTeachingPartner Math/Science. *Mable Kinzie, University of Virginia; Jessica Vick Whittaker, University of Virginia; Amanda Paige Williford, University of Virginia; Patrick Robert McGuire, University of Colorado - Colorado Springs; Youngju Lee, University of Virginia; Kate Thomas Matthew, University of Virginia*
 Integrated Drama Curriculum With Math in Early Childhood. *Su-Jeong Wee, Purdue University - Calumet*
 Preventing the Achievement Gap: Early Childhood Professional Development in Foundational Mathematics. *Jennifer S. McCray, Erikson Institute; Jie-Qi Chen, Erikson Institute; Yinna Zhang, Erikson Institute*
 Ramps and Pathways: Evaluation of an Inquiry-Based Approach to Engaging Young Children in Physical Science. *Betty S. Zan, University of Northern Iowa; Lawrence T. Escalada, University of Northern Iowa*

49.065. Responding to the Diversity Challenge in Higher Education:

Journeying Toward Curricular and Inclusive Teaching. SIG-Faculty Teaching, Evaluation, and Development; Symposium
 New Orleans Marriott, Fourth Level, Regent
 12:25 pm to 1:55 pm

Chair:

Peter Ukpokodu, The University of Kansas

Participants:

Integrating Diversity Into Pathology and Laboratory Medicine. *Singh Gurmukh, University of Missouri - Kansas City*
 Responding to Diversity in Pharmacy Practice Management. *Jack Fincham, University of Missouri - Kansas City*
 Critical Geographies and English Composition. *Daniel Mahala, University of Missouri - Kansas City*
 Examining Faculty Sustainable Curriculum Transformation Development. *Omiunota N. Ukpokodu, University of Missouri - Kansas City*

Discussant:

Peter Ukpokodu, The University of Kansas

49.066. Grassroots Community and Youth Organizing for Education Reform

SIG Business Meeting. SIG-Grassroots Community & Youth Organizing for Education Reform; Business Meeting
 Astor Crowne Plaza, Second Level Mezzanine, Iberville
 12:25 pm to 1:55 pm

Chair:

Mark R. Warren, Harvard University

Participant:

How Community and Youth Organizing Can Influence Federal Policy: Reflections by an Organizer in the Department of Education. *Alberto Retana, U.S. Department of Education*

49.067. Protecting Our Children and Communities: Organizing in Local and National Contexts. SIG-Hispanic Research Issues; Symposium
Sheraton, Fourth Level, Edgewood
12:25 pm to 1:55 pm

Chair:

Rebeca Burciaga, University of California - Davis

Participants:

Challenging Fear, Building Hope: Latina/o Immigrant Parents Organize to Confront Arizona and the Spread of Racist Nativist Hysteria. *Raul Borbon, Association of Parents of Pasadena; Susana Zamorano, Association of Parents of Pasadena; Gloria Cantor, Association of Parents of Pasadena*
Analyzing Paulo Freire's Problem-Posing Methodology in a Latina/o Immigrant Parents' Organization. *Veronica Nelly Velez, University of California - Los Angeles*
Paying the Price: The Impact of Anti-Immigrant Policies on Latino Children. *Feliza Isabella Ortiz-Licon, National Council of La Raza*

Discussant:

Gerardo R. Lopez, Indiana University

49.068. Decolonizing Methodologies in an Urban Community: Ripple Effects of Community-Based Design Research. SIG-Indigenous Peoples of the Americas; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
12:25 pm to 1:55 pm

Chairs:

Megan Bang, TERC
Douglas Medin, Northwestern University

Participants:

Honoring Community Voices: Reclaiming Engagement and Responsibility. *Cynthia Soto, Northwestern University*
Rethinking Research: Higher Learning Opportunities Within Community. *Lori Faber, American Indian Center*
Narratives of Place: Teachers' Ideological Becoming Across Design Spaces and Place-Based Instruction. *Adam Kessel, Northwestern University; Ananda Maria Marin, Northwestern University*
A Portrait of the Chicago Native Community and Their Attitudes and Awareness Around Heritage Language Learning. *Jasmine Alfonso, American Indian Center*

Discussant:

Bryan McKinley Jones Brayboy, Arizona State University

49.069. "Integrity, Fairness, and in an Ethical Manner": Exploring Interstate School Leaders Licensure Consortium Standard 5 as a Leadership Foundation. SIG-Learning and Teaching in Educational Leadership; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies IJ
12:25 pm to 1:55 pm

Chair:

Curtis Anthony Brewer, Clemson University

Participants:

Who Am I? Leadership, Accountability, and Kids. *Susan K. Shapiro, Learning Point Associates*
The Geography of Moral Development: Perspectives for Leaders on Their Own and Others' Ethical Frames of Reference. *Robert J. Starratt, Boston College*
Ethical Leadership as Cultivating the Moral and Intellectual Good of Learning and Teaching. *Frederick Chaim Buskey, Western Carolina University; Patrick D. Pauken, Bowling Green State University; Robert J. Starratt, Boston College*
Action Research for Social Justice: Reimagining a Signature Pedagogy in Educational Leadership. *Kathleen Topolka Jorissen, Western Carolina University*

49.070. Socially Situated Expert Practice in and Around Gaming. SIG-Media, Culture, and Curriculum; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bienville
12:25 pm to 1:55 pm

Chair:

Mark Chen, University of Washington

Participants:

Social Dimensions of Expert Practice in Online Gaming. *Mark Chen, University of Washington*
"Obsessed About Video Games": Youth Expertise Development in Technology Domains. *Leah A. Bricker, University of Washington*
Uncovering Expertise in Online Game Design Communities. *Sean C. Duncan, Miami University*
Domains of Expertise Developed in a Project-Based Game Design Workshop. *Rebecca Reynolds, Rutgers University*
Reframing Expertise via Nested Communities of Practice. *Moses Benjamin Wolfenstein, University of Wisconsin - Madison*

Discussant:

Philip L. Bell, University of Washington

49.071. Mentoring Preservice and Beginning Teachers. SIG-Mentorship and Mentoring Practices; Paper Session
Sheraton, Eighth Level, Salon 816
12:25 pm to 1:55 pm

Chair:

Nancy E. Hoffman, Central Connecticut State University

Participants:

A Nonauthoritative Mentoring Relationship With Student Teachers: Metaphors of Mentor Teachers for Effective Mentoring of Student Teachers. *Taehyung Kim, Korea Maritime University*
Collaborative Mentoring Through Reflective Professional Development Activities. *Angelle L. Hebert, Louisiana State University; Steven T. Bickmore, Louisiana State University*
Differences in Mentoring: Entry-Year Teaching, Student Teaching, and Early Field Experiences. *John E. Henning, Ohio University; Dianne M. Gut, Ohio University; Rhonda Talford Knight, The Ohio State University; Pam Beam, Ohio University; Deborah C. Cochran, Ohio University*
How Different Mentoring Approaches Affect Beginning Teachers' Development in the First Years of Practice. *Dirk Richter, Institute for Educational Progress; Mareike Kunter, Max Planck Institute for Human Development; Oliver Luedtke, Max Planck Institute for Human Development; Uta Klusmann, Max Planck Institute for Human Development; Juergen Baumert, Max Planck Institute for Human Development*
The Mentoring Dyad and Its Impact on Participants' Perspectives Toward Teaching English as a Foreign Language. *Lily Orland-Barak, Haifa University; Avivit Tzarfaty, Haifa University, Israel*

Discussant:

Colleen M. Conway, University of Michigan

49.072. Middle School Teachers Listen to Students as Part of Professional Development and Teacher Education. SIG-Middle-Level Education Research; Symposium
Sheraton, Second Level, Rhythms Ballroom II
12:25 pm to 1:55 pm

Chair:

Penny A. Bishop, The University of Vermont

Participants:

A Theoretical and Research Base for Student Participation in Middle Grades Teacher Education. *John M. Downes, The University of Vermont*
Creating the Ideal Middle School: Utilizing Young Adolescent Experts in a Teaming Simulation Activity. *Kathleen Marie Brinegar, Johnson State College*
Using Student Consultations to Develop a Middle School-Based Project for Postsecondary Success. *Regina E. Toolin, The University of Vermont; Daniel Sithole, The University of Vermont*
Putting the Learner First: Preservice Interns Learn to Teach by Taking on Their Students' Perspectives. *James F. Nagle, Saint Michael's College*

Discussant:

Christopher J. Harris, SRI International

49.073. Unique Discourses in Multicultural/Multiethnic Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 1
12:25 pm to 1:55 pm

Chair:

Kathryn Michele Kauper, University of Iowa

Participants:

The Community College Achievement Gap: Preparing Leaders to Make and Impact on Diverse Communities. *Carlos Nevarez, California State University - Sacramento*

Capitalizing on Latino Parents' Cultural Models of Parental Involvement. *Micah Andrews, University of Wisconsin - Platteville*

Waking From Dysconsciousness: Assessing Racism in Three University Classrooms. *Edward G. Fierros, Villanova University; Connie Titone, Villanova University; Krista Malott, Villanova University*

Resource Equity and Education Outcomes in the Multiethnic Southeastern Black Belt. *Gary Peevely, Lincoln Memorial University; Benjamin Brown, Lincoln Memorial University*

Unpacking Student Disengagement: Garnering Students' Voices to Inform the Greater Good. *Richard Fitzmaurice Lawrence, University of California - San Diego; Lorri Michelle Johnson Santamaria, California State University - San Marcos*

Discussant:

Tomashu Kenyatta Jones, University of California - Los Angeles

49.074. Teacher Candidates and Mentor Teachers in Professional Development Schools. SIG-Professional Development School Research; Paper Session
Hotel Monteleone, Mezzanine Level, Bonnet Carre
12:25 pm to 1:55 pm

Chair:

Linda A. Catelli, Dowling College

Participants:

The Transformative Nature of the Hybrid Role. *Rebecca West Burns, The Pennsylvania State University*

How Can We Better Prepare Future Teachers? Comparing the Perceptions of PDS and Non-PDS Candidates. *Kathie Kapustka, DePaul University; Patrick J. McDevitt, DePaul University; Sharon J. Damore, DePaul University*

Understanding the "Marriages" of Interns and Mentors: Research on Models of Professional Development School (PDS) Intern "Matching" and Traditional Intern "Placements". *Kristien Zenkov, George Mason University; Diane Gayda Corrigan, Cleveland State University; Ronald Beebe, University of Houston - Downtown; Athene Cooper Bell, George Mason University*

Student Teachers' Workplace Learning in Professional Development Schools: About Affordance and Agency. *Miranda Timmermans, HAN University; Rob F. Poell, Tilburg University; Ruid Klarus, HAN University; Loek F.M. Nieuwenhuis, IVA, University of Tilburg*

Why Expensive Teacher Education Programs May Be Cost-Effective: What We Learned From a 16-Year Longitudinal Study of an M.Ed./PDS Program. *Marilyn A. Johnston-Parsons, University of Illinois - Urbana-Champaign*

Discussant:

James F. Nolan, The Pennsylvania State University

49.075. Attributing Causality in Qualitative Research: Viable Option or Inappropriate Aspiration? SIG-Qualitative Research; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
12:25 pm to 1:55 pm

Chair:

Robert B. Donmoyer, University of San Diego

Participants:

The Importance of Qualitative Research for Causal Explanation in Education. *Joseph A. Maxwell, George Mason University*

Can Qualitative Researchers Answer Policymakers' What-Works Question? *Robert B. Donmoyer, University of San Diego; Fred J. Galloway, University of San Diego; June Yennie Donmoyer, ORLYTICS, LLC*

Structure, Culture, and Causality: Neither "Smoking Gun" nor Constructivist Notions of Causality Are Sufficient. *Gary L. Anderson, New York University; Janelle T. Scott, University of California - Berkeley*

Discussants:

*Frederick D. Erickson, University of California - Los Angeles
Yonna S. Lincoln, Texas A&M University - College Station*

49.076. SIG/Research in Mathematics Education Roundtable 2: Teachers. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
12:25 pm to 1:55 pm

Chair:

Judit N. Moschkovich, University of California - Santa Cruz

Participants:

Contexts and Structures: Supporting Culturally Relevant Mathematics Pedagogy for Teachers of Urban High School Students. *Andrew Haiwen Chu, The Graduate Center - CUNY; Laurie Rubel, Brooklyn College - CUNY*

Community and Identity: A Tool for the Professional Development of Mathematics Teachers of African American and Latino Children. *Beatriz E. Quintos, University of Maryland; Senfeng Liang, University of Maryland*

Different Mathematics Performance Among Different Generations of Immigrant Students: An Examination of the Trends in International Mathematics and Science Study (TIMSS) 2007 U.S. Data. *Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shiqi Hao, Michigan Department of Education*

49.077. The Superintendency and School Board Governance. SIG-Research on the Superintendency; Paper Session
Sheraton, Eighth Level, Salon 820
12:25 pm to 1:55 pm

Chair:

Susan J. Katz, Roosevelt University

Participants:

Democratic Education at Risk? Policy Implications From the First National School Board Survey. *Thomas L. Alsbury, North Carolina State University; Meredith L. Mountford, Florida Atlantic University; Mary L. Delagardelle, Iowa Association of School Boards Foundation*

The Organizational and Leadership Effectiveness Inventory: A Factor Analysis With Superintendents and School Board Presidents. *Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Fred C. Lunenburg, Sam Houston State University; Lingling Yang, Sam Houston State University; Rose M. Benitez, Sam Houston State University*

Women (and Men) in the Superintendency: Understanding Self in Relationship to Others. *Virginia Roach, The George Washington University; Linda K. Lemasters, The George Washington University; Sharon Anderson Dannels, The George Washington University*

Living on the Horns of Dilemmas: A National Study of Superintendent Decision Making and Problem Solving. *Walter S. Polka, Niagara University; Peter R. Litchka, Loyola University Maryland*

Discussant:

Kristina Astrid Hesbol, Illinois State University

49.078. Inquiry Into School University Collaboration: Domestic and International Perspectives. SIG-School/University Collaborative Research; Paper Session
Doubletree, Second Level, Shadows
12:25 pm to 1:55 pm

Chair:

Virginia M. Jagla, National-Louis University

Participants:

Building a Regional Partnership: Learning From the Field. *Neil E. Sappington, Illinois State University; Dianne C. Gardner, Illinois State University*

Schools and Universities Conducting Participatory Action Research Together: Lessons From Public and Private Schools. *Christopher Pupik-Dean, University of Pennsylvania; Brandon Miller, University of Pennsylvania; Joseph D. Nelson, The Graduate Center - CUNY; Sharon M. Ravitch, University of Pennsylvania*

Powerful Partnership: A Comparative Case Study of Teachers Learning in the Context of a School-University Research Collaboration. *Joanne Caitlyn Waterhouse, University of Cambridge; Ros McLellan, University of Cambridge; Colleen Marie-Julie McLaughlin, University of Cambridge; Bethan Morgan, University of Cambridge*

Go Ask Alice: Uncovering the Role of a University Partner in an Informal Science Curriculum Support Network. *Kira J. Baker-Doyle, The Pennsylvania State University - Berks; Amy Marsch, The Pennsylvania State University - Berks; David S. Bender, The Pennsylvania State University*

Discussant:

Christine Walther-Thomas, The University of Kansas

49.079. Service Learning as Pedagogy. SIG-Service-Learning & Experiential Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
12:25 pm to 1:55 pm

Chair:

Kathleen B. Wasserman, University of Scranton

Participants:

Service-Learning in Teacher Education: Does the Model Matter? *Catherine M. Castellan, Loyola University Maryland*

Preservice Teachers and Service-Learning: The Academic Content Taught, Prevalent Type of SL Implemented, and Impact on Children. *Vickie E. Lake, Florida State University; Christian Winterbottom, Florida State University*

Every Teacher Is a Language Teacher: Preparing Teacher Candidates for English Language Learners With Service Learning. *Yanan Fan, San Francisco State*

University

The "Elephant in the Room": Service Learning as a Catalyst for Reflections on Race Among White Preservice Teachers. *Kaitlin Short, Millsaps College; Stacy L. DeZutter, Millsaps College*

Understanding How Service-Learning Impacts the Dispositions of Teach for America Teacher Candidates and Their Students. *Dymaneke D. Mitchell, National-Louis University; Sy Karlin, National-Louis University; Todd A. Price, National-Louis University*

Discussant:

Kathleen B. Wasserman, University of Scranton

49.080. Content, Design and Evaluation Findings From A Review of School-Based Social and Emotional Learning. SIG-Social and Emotional

Learning; Symposium

Sheraton, Second Level, Rhythms Ballroom III

12:25 pm to 1:55 pm

Chair:

Roger P. Weissberg, University of Illinois - Chicago

Participants:

School-Based Social and Emotional Learning (SEL) Program Review:

Framework and Findings. *Kay Ragazzino, University of Illinois - Chicago; Nicole Patterson, University of Illinois; John W. Payton, University of Illinois - Chicago; Linda Dusenbury, CASEL*

Developing a System to Assess the Quality of Evaluations of School-based

SEL Programming. *Peter Ji, University of Illinois - Chicago; Adena Meyers, Illinois State University*

Evidence of Effectiveness of School-Based Social and Emotional Learning

Programs: Status of the Field. *Adena Meyers, Illinois State University; Peter Ji, University of Illinois - Chicago*

Theory and Practice: Five Social and Emotional Learning (SEL) Concepts

Taught 10 Ways. *Claire Christensen, University of Illinois - Chicago*

Discussant:

Dorothy L. Espelage, University of Illinois

49.081. Assessments and Interventions Designed to Help Students With Mathematics Disabilities. SIG-Special Education Research; Paper Session

Sheraton, Fourth Level, Southdown

12:25 pm to 1:55 pm

Chair:

William J. Calderhead, University of Kentucky

Participants:

Meta-Analysis of Experimental Intervention Studies on Problem Solving and Math Disabilities. *Xinhua Zheng, University of California - Riverside; Lindsay Flynn, University of California - Riverside; H. Lee Swanson, University of California - Riverside*

Evidence-Centered Design and Universal Design for Learning: Developing

Alternate Assessment in Mathematics for Students With Significant Cognitive Disabilities: A Comparison of Three States. *Kavita L. Seeratan, SRI International; Patricia JoAnn Almond, University of Oregon; Katherine M. Nagle, SRI International; Renee Cameto, SRI International; Geneva D. Haertel, SRI International; Angela Haydel DeBarger, SRI International; Kathryn S. Morrison, SRI International; Reina Fujii, SRI International*

Developing Mathematical Word Problem Solving in Students With Autism

Using Schema-Based Strategy Instruction. *Sarah B. Rockwell, University of Florida; Cynthia C. Griffin, University of Florida*

Schema-Based Instruction as Tier 1 Intervention: Contrasting High- and Low-

Ability Students' Solving of Percent Word Problems. *Asha K. Jitendra, University of Minnesota; Jon R. Star, Harvard University*

Improving Mathematical Problem Solving of Middle School Students With

Learning Disabilities: Year 3 Results. *Marjorie Montague, University of Miami; Craig K. Enders, Arizona State University*

49.082. Teaching History SIG Business Meeting: Learn About New Orleans History From Local Historian and His Students. SIG-Teaching History;

Business Meeting

JW Marriott, Third Level, Orleans

12:25 pm to 1:55 pm

Participant:

Michael Mizell-Nelson, University of New Orleans

49.083. Hip-Hop Pedagogies in Action: Moving Beyond Advocacy to Critical Research. SIG-Urban Learning, Teaching, and Research; Symposium

Sheraton, Fourth Level, Bayside C

12:25 pm to 1:55 pm

Chair:

Yolanda Sealey-Ruiz, Teachers College, Columbia University

Participants:

"Have You Ever Sat With Us Black People in the Cafeteria?": Learning Through

Conflict in Hip-Hop Pedagogies. *Bromwen E. Low, McGill University*

Interrogating Authentic Black Masculinity in Hip-Hop Lit. *Marc Lamont Hill, Teachers College, Columbia University*

Hip-Hop and Urban Science Education: The Cypher and the Battle. *Christopher Emdin, Teachers College, Columbia University*

Critical Race Praxis: Exploring the Intersections of Hip-Hop Culture, Critical Race Theory, and the Orientations of Black Male Teachers. *Thurman L. Bridges, Teachers College, Columbia University*

Discussant:

Yolanda Sealey-Ruiz, Teachers College, Columbia University

Division and SIG Roundtables

49.084. Roundtable Session 32; Roundtable Session

49.084-1. Using Place-Based Education to Promote STEM Learning and Civic Engagement. SIG-Environmental Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Rachel Becker-Klein, PEER Associates

Participants:

Model My Watershed: Using Place-Based Education to Promote Science, Technology, Engineering, and Mathematics (STEM) Learning and Watershed Citizenship. *Susan E. Gill, Stroud Water Research Center; Nanette I. Marcum-Dietrich, Millersville University*

Community Science Investigators: Using Place-Based Service-Learning to Promote Civic Engagement and Science, Technology, Engineering, and Mathematics Learning. *Rachel Becker-Klein, PEER Associates*

Involving Middle School Girls in Science, Technology, Engineering, and Mathematics (STEM) Learning Through Community Engagement. *Karen Michaelson, Tin Can Technologies at Play*

49.084-2. Practicing Mindfulness of the Embodied Beings of Teachers and Students. SIG-Holistic Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Juli B. Kramer, University of Denver

Participants:

Teaching Like a Reader: The Classroom as a Text. *Jessica A. Rivera, University of Nebraska - Lincoln*

The Effect of a Mindful Intervention on Writing Apprehension and Writing Performance in Teachers. *Megan E. Britt, Old Dominion University; Shana L. Pribesh, Old Dominion University; KaaVonia Mechelle Hinton-Johnson, Old Dominion University*

Holistic Wellness Assessment for Personal Growth. *Charlene Rinehart Brown, Western Michigan University; Brooks Applegate, Western Michigan University*

49.084-3. Spirituality and Education sig: Roundtable Papers. SIG-Spirituality & Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Maya Levanon, National-Louis University

Participants:

"Speaking My Thoughts to the World": Middle Schoolers Express Spirituality Through Choral Reading of Poetry. *Ann M. Trousdale, Louisiana State University; Elizabeth L. Willis, Louisiana State University*

African American Males' Perspectives on Spirituality and Academic Success: A Case From a Southwestern Community College. *J. Luke Wood, Lincoln Memorial University*

Educating as a Bodhisattva: Aware of the Self, Engaged as a Leader. *Deborah L. Schussler, Villanova University*

Implications for All Young Children: A Spiritual Curriculum Embracing Peer-Relational Spirituality. *Kathleen I. Harris, Seton Hill University*

49.084-4. Music Education SIG Roundtable II. SIG-Music Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Adria R. Hoffman, University of Southern Mississippi

Participants:

What Music Teachers Learn From the National Board Certification Process.

Stephanie Standerfer, Shenandoah University

Must We Teach Dead White Guys' Music? An Examination of Large Group

Festival Repertoire Lists. *Tobin C. Shucha, University of Wisconsin - Madison*

On Emergent Practices: New Orleans, Zorn, and Online Education. *Roger*

Mantie, Boston University; Andrew Goodrich, Boston University

49.084-5. Uses and Discussions of Organizational Theory. SIG-Organizational

Theory; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Sharon D. Kruse, The University of Akron

Participants:

Conceptualizing Social Justice From an Organization Theory Perspective:

Toward the Generation of Insight and Constructive Dialogue. *Bob L. Johnson,*

Jr., University of Utah

Construct Validity of the Organizational Climate Index, the Omnibus Trust

Scale, and the Enabling Structures Scale. *Amanda Carrie McCluskey Prieto,*

City University of New York; Paul M. Miller, Saint John's University; Deborah

Tarasuk, Saint John's University; Patricia A. Lennon, Saint John's University;

Mary Ellen Freeley, Saint John's University

Networks During the Process of Improvement Plans in Chilean Public

Schools: A Mixed-Methods Approach. *Luis Ahumada, Escuela de*

Psicologia Pontificia Universidad Catolica de Valparaiso, Chile; Veronica

Lopez, Pontificia Universidad Católica de Valparaiso, Chile; Romina

Madrid, Pontificia Universidad Católica de Valparaiso, Chile; Sergio

Galdames, Escuela de Psicología Pontificia Universidad Católica de

Valparaiso, Chile

49.084-6. Philosophizing as Educators and the Epistemology of Place. SIG-

Philosophical Studies in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Alma Krilic, Simon Fraser University

Participants:

Agency, Knowledge, and the Ecology of Place: Codean Epistemology for

Schools. *Deron R. Boyles, Georgia State University*

Overcoming the Fear of Theory: Thinking Philosophically. *Kathryn A. Hytten,*

Southern Illinois University

The Philosophically Minded Educationist. *Theodore Christou, University of New*

Brunswick; Shawn M. Bullock, University of Ontario Institute of Technology

49.084-7. Postcolonial and Transnational Knowledge Creation. SIG-Postcolonial

Studies and Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Mousumi Mukherjee, University of Illinois - Urbana-Champaign

Participants:

Weaving Transnational and Subaltern Knowledges: A Global Taxonomy for

Education in the Global Era. *Juan Fernando Carrillo, University of Texas*

- Austin; Claudia G. Cervantes-Soon, University of Texas - Austin; G. Sue

Kasun, University of Texas

Diasporic Community Knowledge: Truancy as a Postcolonial Practice. *Luis*

Urrieta, University of Texas - Austin; Sergio M. Martinez, Texas State

University - San Marcos

Polluted Postcolonialism of a White West Virginian, or, a Transversal Gaze

Toward Transnationalism. *G. Sue Kasun, University of Texas*

49.084-8. The Whole Is Greater Than the Sum of Its Parts. SIG-Law and

Education Cosponsored by Division L - Educational Policy and Politics;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Kevin Patrick Brady, North Carolina State University

Participants:

State Courts, Social Science Research, and Education Policy Making in School

Finance Litigation. *Jeanne M. Powers, Arizona State University*

The Legal Aspects of Bullying and Harassment of Students With Disabilities:

School Leaders' Legal Obligations. *Jesulon S.R. Gibbs, Indiana University;*

Emily Richardson, Indiana University - Bloomington; Suzanne E. Eckes,

Indiana University

You Can't Post That . . . Or Can You? University Students and Online Speech.

Neal H. Hutchens, University of Kentucky

49.084-9. Second Language Research SIG Roundtable 2: English Language

Teaching: Teacher Perceptions, Anxiety, and Pedagogy. SIG-Second

Language Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Nihat Polat, Duquesne University

Participants:

Investigating Bilingual/English-as-a-Second-Language Teachers' Perceptions

of Bilingual Programs. *Susana Elena Franco-Fuenmayor, Texas A&M*

University; Yolanda N. Padron, Texas A&M University; Brooke E. Kandel-

Cisco, Butler University; Hersh C. Waxman, Texas A&M University

Transformative Miniconferencing: Transformative New Teaching Toward

English Language Learners' Language and Identity Development. *Namsook*

Kim, University at Buffalo - SUNY

49.084-10. Teachers in the Midst of Educational Change. SIG-Educational

Change; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Sue G. Lasky, University of Louisville

Participants:

Do Teachers Take Educational Change Efforts Seriously? Leveraging Research

to Construct Meaning and Legitimacy. *Maria Langworthy, Langworthy*

Research

Stuck in the Middle? Educational Change and Teachers in Mid-Career. *Corrie*

Stone-Johnson, University at Buffalo - SUNY

When Do Teachers Begin to Think Like Teachers? An Initial Study on the

Meaning of Educational Change of Student Teachers. *Eduardo Flores-*

Kastamis, Escuela de Graduados en Educacion - Tecnologico de Monterrey,

Mexico; Blas Gomez, Escuela Normal de Parral, Chihuahua; Carlos Mario

Pacheco, Escuela Normal del Estado de Chihuahua (ByCENECH); Lyliana Ana

Morales, Escuela Normal de Saucillo, Chihuahua

49.084-11. Teachers, Scientists, Partnerships, and Teacher Growth. SIG-Science

Teaching and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Matthew Phillip Perkins, University of Tennessee

Participants:

Cross-Case Analysis of Teachers' Legitimate Peripheral Participation in Long-

Term Scientific Research Experiences. *Matthew Phillip Perkins, University of*

Tennessee; Rita Anne Hagevik, University of Tennessee

Introducing Bioinformatics Into K-8 Classrooms: Meeting New Challenges in

Science Education Through Scientist-Educator Partnerships. *Michele Shuster;*

New Mexico State University; Krista D. Glazewski, New Mexico State

University

Math Science Partnership: Evaluating Teacher Growth and Professional

Development. *Robert William Owens, Washington State University; Jennifer*

LeBeau, Washington State University; Michael S. Trevisan, Washington State

University

Professional Development for Science Education: Providing Teachers With

Authentic Laboratory Experiences. *Alex Parisky, University of Hawaii -*

Manoa; Rachel Boulay, University of Hawaii

Supporting Science Teaching With Scientists and Engineers in Middle School

Classrooms. *Marie Bienkowski, SRI International; Edward Dieterle, SRI*

International

49.084-12. Illuminated Realities: Examinations of English, Japanese, and

U.S. Social Studies Textbooks. SIG-Research in Social Studies Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Antonio J. Castro, University of Missouri - Columbia

Participants:

- How Is Mexico Portrayed in U.S. Primary Grade Social Studies Textbooks? *Sherry L. Field, University of Texas - Austin; Michelle Bauml, Texas Christian University; Ron W. Wilhelm, University of North Texas; Joelle Wall Jenkins, University of Texas*
- 30 Years After the 1981 Japan/United States Textbook Study Project: How Are They Portrayed Now? *Masato Ogawa, Indiana University - Kokomo; Kazuhiro Kusahara, Hiroshima University*
- African American Issues and the History Textbook: A Theoretical, Historical, and Conceptual Examination. *Anthony L. Brown, University of Texas - Austin; Keffrelyn D. Brown, University of Texas - Austin*
- Ten Years Later: How Are The Events of 9/11 Portrayed in U.S. Elementary Textbooks? *Elizabeth Almond Bellows, University of Texas*
- Selection, Limitation, and Challenge: Portrayals of the Holocaust in English Secondary School Textbooks. *Stuart John Foster, Institute of Education - London*

49.084-13. Technology, Instruction, Cognition, and Learning Roundtable

2: Issues in Technology, Instruction, Cognition, and Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

William A. Kealy, University of North Carolina - Greensboro

Participants:

- Articulation(s) Countermethodology: Assemblage, Emergence, and Evolving Methods of Study in Education Research. *Jenny Arntzen, The University of British Columbia; Don H. Krug, The University of British Columbia*
- Beyond Technology, Pedagogy, and Content: Insights Into the Knowledge Bases for Collaborative E-Learning Design. *Lina Markauskaite, The University of Sydney; Agnieszka Bachfischer, The University of Sydney; Yael Kali, Technion - Israel Institute of Technology; Peter Michael Goodyear, The University of Sydney*
- Development and Validation of an Instrument Measuring the Integration of Information and Communication Technologies (ICT) Into K-12 Settings. *John B. Nash, Iowa State University; Amy Carter Hutchison, Iowa State University; Stephen R. Porter, Iowa State University*
- Effects of Sentiment on Discourse in Online Educational Communities. *Najmeh Fakhraie, University of Toronto; Siavash Kazemian, University of Toronto; Jim Hewitt, OISE/University of Toronto*
- Gender and Acceptance of Web 2.0 Applications for Learning. *Wen-Hao David Huang, University of Illinois - Urbana-Champaign; Denice Ward Hood, University of Illinois*

49.085. Roundtable Session 33; Roundtable Session**49.085-1. Sankofa: Learning From Our Past in Transforming the Future.** SIG-

Research Focus on Black Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair:

Daniella Ann Cook, University of Tulsa

Participants:

- Looking Backward to Plan Ahead: Lessons From James Adams Community School. *Jeanita W. Richardson, University of Virginia*
- Asking the Right Questions in Urban Education Research: The Role of Privilege. *Wanda J. Blanchett, University of Missouri - Kansas City; Shelley Zion, University of Colorado - Denver*
- Mary McLeod Bethune: Fund-Raising Strategies and Implications for Contemporary Historically Black Colleges & Universities (HBCU) Presidents. *Shaun R. Harper, University of Pennsylvania; Tryan L. McMickens, University of Pennsylvania*
- We Were There Too: What Can We Learn From Black Male Teachers of the Jim Crow Era? *Cleveland Hayes, University of La Verne; Brenda Gayle Juarez, University of South Alabama*
- Herstories: Leading With the Lives of Black Women Activists. *Judy A. Alston, Ashland University; Patrice A. McClellan, Lourdes College*

49.085-2. Breaking Trail in Indigenous Research: Session One. SIG-Indigenous

Peoples of the Pacific; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair:

Kimo Alexander Cashman, University of Hawaii - Manoa

Participants:

- Analyzing Whether Public High School Completion Can Be Achieved Through Stand-Alone Increases in Instruction Expenditures Among Native Hawaiian Students. *Larson Siu Wah Moke Ng, University of Hawaii - Manoa*
- Is It Possible to Carry Out the Ideal of Indigenous Community-Based Education? A Case Study in an Indigenous High School in Taiwan. *Ju-Hui Chang, National Taitung University; Guang-Ding Tang, National Taiwan Normal University; Chien-Lung Wang, National Taitung University*
- Achievement Patterns of Native Hawaiian Eighth-Grade Students in Reading and Mathematics. *Ormond W. Hammond, Pacific Resources for Education and Learning*
- Cocreating Knowledge and Exploring Identity: A Bi-Epistemic Journey. *Lorenzo Cherubini, Brock University*

49.085-3. Modeling Categorical and Ordinal Outcomes. SIG-Educational

Statisticians; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair:

Ann A. O'Connell, The Ohio State University

Participants:

- A Weighted Test of Internal Symmetry. *Thomas J. Smith, Northern Illinois University; Cornelius Mark McKenna, Northern Illinois University*
- A Comparison of Different Approaches for Coefficient Alpha for Ordinal Data. *Jaehwa Choi, The George Washington University; Maggie Dunlop, The George Washington University; Jinsong Chen, The George Washington University; Sukwoo Kim, Pusan National University; Dahee Shim, Pusan National University*
- Ordinal Regression Analysis: Predicting Mathematics Proficiency Using the Continuation Ratio Model. *Xing Liu, Eastern Connecticut State University; Ann A. O'Connell, The Ohio State University; Hari P. Koirala, Eastern Connecticut State University*

49.085-4. Leading for Learning. Division A - Administration Organization &

Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair:

Blane Despres, The University of British Columbia

Participants:

- It Takes a Community: Preparing Teachers for Rural African American Early Childhood Students. *Janeula M. Burt, Howard University; Daniel Boyd, Lowndes County Public Schools, Alabama*
- Knowing More About Students' Backstories: Rich Data for Instruction. *Peter Samuelson Wardrip, University of Pittsburgh; Phillip Herman, University of Pittsburgh; Louis M. Gomez, University of Pittsburgh; James G. Greene, University of Pittsburgh*
- The Formation of Professional Learning Communities in Distressed Schools: Straining for Agency in a Turbulent Field. *Heinrich A. Mintrop, University of California - Berkeley; Jessica Erin Koistinen, University of California - Berkeley*
- The Gradual Increase of Responsibility Model: Coaching for Teacher Change. *Vicki S. Collet, University at Buffalo - SUNY; H. Emily Hayden, University at Buffalo - SUNY*
- The Role of Distributed Leadership in the Development of a Rural School Professional Learning Community. *Anne Maxine Kennedy, Washington State University - Vancouver; Angie Foster, Washington State University - Vancouver; David Slavitt, Washington State University - Vancouver; Tamara Holmund Nelson, Washington State University*

49.085-5. Doctoral Education Across the Disciplines SIG Roundtable Session I.

SIG-Doctoral Education across the Disciplines; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
12:25 pm to 1:55 pm

Chair:

Tonya N. Saddler, Marywood University

Participants:

- A Literature Review of Part-Time Education Doctoral Student Socialization Through Peer Mentorship. *Lisa S. Bircher, Kent State University*
- Antecedents and Outcomes: Theories of Fit and Doctoral Education. *Meghan Pijfer, Lock Haven University; Vicki Lynn Baker, Albion College*
- The Part-Time Doctoral Student Experience. *Susan K. Gardner, University of*

Maime, Bryan Gopaul, OISE/University of Toronto
Writing Your Way to a PhD: Narratives of Graduate Students' Dissertation
Writing Experiences. *Rebekah Joy Buchanan, Temple University*

49.086. Roundtable Session 34; Roundtable Session

**49.086-1. Narrative Research SIG Roundtable Session II: Changing Contexts,
Shifting Identities.** SIG-Narrative Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

Chair:

Cathy A. Coulter, The University of Alaska - Anchorage

Participants:

Experiencing Early Childhood in Rural Nicaragua Through Narrative. *Jennifer S. Goldberg, Fairfield University; Stephanie Santos, Fairfield University; Hyun Uk Kim, Fairfield University; Gianna Bavido, Fairfield University*
Double Identities and Dilemmas: Reflections on My Narrative Research.
Yuxiang Wang, Purdue University; Joann I. Phillion, Purdue University

49.086-2. Human Rights, Literacy, and Globalization in the 21st Century. SIG-
Research in Reading and Literacy; Roundtable Session
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

Chair:

Judith M. Dunkerly, University of Nevada - Las Vegas

Participants:

"We Who Believe in Freedom Cannot Rest": Literacy and Human Rights in a
Summer Program. *Judith M. Dunkerly, University of Nevada - Las Vegas*
Cosmopolitan Literacy: Changing and Challenging Literacy for the 21st
Century. *Helen J. Harper, University of Nevada - Las Vegas; Thomas W.
Bean, University of Nevada; Judith M. Dunkerly, University of Nevada - Las
Vegas*
Reading Tattooed Teachers' Bodies: Examining the Role of Context. *Christine
Ann Mallozzi, University of Kentucky*

49.086-3. STEM Gender Stereotypes. SIG-Research on Women and Education;
Roundtable Session
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

Chair:

Dominique T. Chlup, Texas A&M University - College Station

Participants:

Are the Predictors of Women's Persistence in Science, Technology, Engineering,
and Mathematics Painting the Full Picture? A Series of Comparative Case
Studies. *Roxanne M. Hughes, Florida State University*
Implicit Gender-STEM Stereotypes: Implications for STEM Performance and
Enjoyment of Science, Technology, Engineering, and Mathematics Courses.
*Alison Blodorn, Tulane University; Elliott Hammer, Xavier University; Donna
Garcia, California State University - San Bernardino; Glenn Adams, The
University of Kansas; Laurie O'Brien, Tulane University*
Supporting Support Staff: Technology Professional Development for Indispensable
Members of the School Community. *Teri L. Sosa, Saint Joseph's University*

**49.086-4. Action Research as Teacher Inquiry in Schools: Challenges and
Opportunities.** SIG-Action Research; Roundtable Session
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

Chair:

Anthony C. Holter, University of Notre Dame

Participants:

Benefits and Barriers of Mandated School-Wide Action Research. *Ryan
Flessner, Butler University; Shanna Stuckey, Indiana University - Indianapolis*
Called to Action: Community-Based Action Research for School Leaders.
*Anthony C. Holter, University of Notre Dame; James Mario Frabutt,
University of Notre Dame*
Collaborative Interactive Group Action Research (CIGAR): Utilizing
Multimodal Literacies in Middle Grades Science. *Dan R. Saurino, University
of North Carolina - Charlotte; Penelope L. Saurino, Limestone College;
Tamra W. Ogletree, University of West Georgia*
From Group to Community: What Fourteen Black High School Girls
Accomplish in a 4-Year Action Research Project Through Shared Reading.
*Mary Kooy, OISE/University of Toronto; Alice Wong, OISE/University of
Toronto; Amanda Ajodhia-Andrews, OISE/University of Toronto; Bopha Ong,
OISE/University of Toronto*

49.086-5. Agents and Avatars in Virtual Environments. SIG-Applied Research in
Virtual Environments for Learning; Roundtable Session
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

Chair:

Shari J. Metcalf, Harvard University

Participants:

MUVE Your Avatar: Experimenting With Instructor-Avatar Social Presence and
Immediacy in Second Life. *Sabine Karine Lawless-Reljic, San Diego State
University*
Investigating Perceptions of Avatars in an Interactive Digital Simulation.
*Joseph C. DiPietro, Morehead State University; Willie Maddox, University
of Florida; Diego Rivera-Gutierrez, University of Florida; Benjamin Lok,
University of Florida*
The Virtual World as Multiagent System: A Model for Online Learning in the
New Millennium. *Robert J. Hancock, Southeastern Louisiana University;
Becky Sue Parton, Southeastern Louisiana University; Jeffrey Oescher,
Southeastern Louisiana University*
Influence of Avatar Choice on Teacher Expectations and Perceptions of Student
Success. *Dennis Beck, University of Arkansas*

49.086-6. Classification and Growth Models in Educational Research. Division
D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

Chair:

Duan Zhang, University of Denver

Participants:

The Use of the Full-Information Bifactor Model and the Unidimensional Item
Response Theory Model in Proficiency Classification for Test Batteries With
Multiple Subjects. *Ying Li, University of Maryland; Rongchun Zhu, ACT, Inc.;
Xiaohong Gao, ACT, Inc.; Deborah J. Harris, ACT, Inc.*
Toward the Interpretation of Student Growth Percentiles: A Foothold for
Measurement Error. *Amy Semerjian, University of Massachusetts*

Division and SIG Posters

49.087. Poster Session 11; Poster Session

**49.087-1. Evaluating the Impact of Supportive Programs Designed to
Transition Students Through School.** Division H - Research, Evaluation
and Assessment in Schools; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:

1. "Working Together For Kids' Mental Health": Enhancing the Learning
Environment by Supporting Student Mental Health. *Melissa Currie, Child
and Parent Resource Institute; Shannon L. Stewart, Child and Parent
Resource Institute; Caroline Parkin, Ministry of Children and Youth Services;
Tahira Gonsalves, Ministry of Children and Youth Services*
2. Promoting Elementary Students' Social-Emotional Learning: Randomized
Study of the Together 4 All (T4A) Program in Northern Ireland. *Steven M.
Ross, Johns Hopkins University; Mary Sheard, University of York; Alan
Cheung, Johns Hopkins University; Robert Slavina, Johns Hopkins University*
3. Suburban Middle School Students Reports of the Social Supports Received
Through Their School's Advisory Program. *Beth M. Giller, University of
Hartford; Diana J. Larocco, University of Hartford*
4. Changing Perceptions of Self in Adjudicated Youth Through Transition
Curriculum. *Melissa B. Rivers, Arizona State University; Sarup Rani
Mathur, Arizona State University; Heather Griller-Clark, Arizona State
University*
5. Examining the Efficacy of a Sight-Word Reading Program for Students With
Significant Cognitive Disabilities: Phase 3. *Megan Toby, Empirical Education
Inc.; Boya Ma, Empirical Education Inc.*
6. An Alternative School: Promoting Academic Achievement, Discipline, and
Attendance. *Cynthia K. Hayes, Beaufort County School District; Frankie K.
Williams, Mississippi State University; Debra L. Prince, Mississippi State
University; Kay Brocato, Mississippi State University*
7. The Impact of an Intervention on Students' Performance in College English at
a Hispanic-Serving College. *Jinhao Wang, South Texas College*

49.087-2. Research on Giftedness, Creativity, and Talent SIG Poster Session.
SIG-Research on Giftedness and Talent; Poster Session

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

Posters:

8. Chinese Parents' Understanding of Giftedness: A Study in Hong Kong. *Echo H. Wu, The Hong Kong Institute of Education*
9. College Choices of Academically Talented Secondary School Students. *Hope Elisabeth Wilson, Stephen F. Austin State University*
10. Development and Initial Validation of the Scales of "Creativity in Graduate Research" Survey. *Rohini Sen, University of Connecticut; D. Betsy McCoach, University of Connecticut*
11. Interim Effects of Implementing a Science, Technology, Engineering, and Mathematics (STEM) Initiative on Elementary Teacher Perceptions and Concerns About Science Teaching and Learning. *Deborah D. Dailey, University of Arkansas - Little Rock; Alicia Cotabish, University of Arkansas - Little Rock; Ann E. Robinson, University of Arkansas - Little Rock; Gail D. Hughes, University of Arkansas - Little Rock*
12. Voices to Be Heard: Examining What Gifted and Talented High School Students Have to Share About Student Engagement and School Connectedness. *Kimberly Michele McCormick, Indiana University*

49.087-3. Mentoring and Professional Development in the Content Areas.

Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:

13. Beliefs and Experiences of Persisting Secondary Science Teachers Participating in General Induction Programs. *Sissy S. Wong, University of Houston*
14. Developing Responsive Writing Pedagogy Through Collaborative Inquiry. *Shannon Marie Pella, University of California - Davis*
15. Examining the Effects of a Preschool Professional Development Literacy Intervention: Implications for Universal Pre-Kindergarten Policy. *Julie A. Hirschler, Education Development Center, Inc.; Nancy Clark-Chiarelli, Educational Development Center, Inc.; Barbara J. Helms, Educational Development Center, Inc.*
16. Intensive Mentoring That Contributes to Change in Beginning Elementary Teachers' Instructional Practices in Literacy. *Randi N. Stanulis, Michigan State University; Erin Wibbens, Michigan State University; Sarah Little, Michigan State University*
17. A Comparison of How Two Professional Development Programs Affect Technology-Enhanced Science Teaching and Learning. *Keisha Varma, University of Minnesota; Libby F. Gerard, University of California - Berkeley; Ou Lydia Liu, ETS; Stephanie B. Corliss, University of Texas - Austin; Marcia Lim, University of California - Berkeley*
18. Mapping Science Curricula: A Method for Supporting Teachers in the Articulation of Learning Goals. *Michael Giamellaro, University of Colorado - Denver; Tammy Quinn Tasker, University of Washington; Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Ming-Chih Lan, University of Washington*
19. Supporting Teachers in the Adoption of Inquiry and Technology Methods: Research to Practice. *Cresencia Fong, OISE/University of Toronto; James D. Slotta, University of Toronto*
20. Science, Technology, Engineering, and Mathematics (STEM) Teachers and Curriculum Writing: A New and Successful Kind of Professional Development. *Karen Allen Keene, North Carolina State University; Krista Holstein, North Carolina State University; Richelle Dietz, North Carolina State University*
21. The Impact of a Generative Model Professional Development on High School Biology Teaching and Learning. *Cynthia L. Greenleaf, WestEd; Thomas Hanson, WestEd*
22. College English as a Foreign Language Teachers' Perceptions of Inservice Professional Development in China. *Juanjuan Zhu, Utah State University; Steven Paul Camicia, Utah State University*
23. The Impact of a Professional Development Program on Thai Science Teachers' Pedagogical Knowledge and Classroom Practice: A Case Study of Pasak Teachers. *Pongprapan Pongsophon, Kasesart University*
24. Reflections on the Modeling of Inquiry-Based Pedagogy During Professional Development for Science Teachers. *Clare Valerie Bell, University of Missouri - Kansas City; Arthur Louis Odom, University of Missouri - Kansas City; Elizabeth Stoddard, University of Missouri - Kansas City; Jerzy M. Wrobel, University of Missouri - Kansas City*
25. Elementary Teachers' Strategies for Teaching Science With Diverse Student Populations in Urban Elementary Schools. *Karen H. Adamson, University*

of Miami; *Alexandra Olivia Santau, Duquesne University; Okhee Lee, University of Miami*

49.087-4. Participation in Democratic Society. Division G - Social Context of Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:

26. Applying Educational Research for Social Good: How Educational Psychologists Could Contribute to Effective Public Engagement. *Lisa M. Pytlitzkilig, University of Nebraska - Lincoln*
27. Risky Business: Managing the Educational Outcomes of "At-Risk" Youth. *Naomi Elizabeth Nichols, York University*
28. The Trickster: A Model for Participating in a Democratic Society? *Kara L. Lycke, Illinois State University; Thomas A. Lucey, Illinois State University*

49.087-5. K-12 and Community-Based Design for Math, Science, and Special Education. SIG-Design and Technology; Poster Session

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

Posters:

29. Bridging Algebra Learning With Online Platforms Anchored in Web-Based Multimedia Video Cases of Classroom Teaching in Singapore. *Yanping Fang, National Institute of Education, Nanyang Technological University, Singapore*
30. Integrating Metacognitive Prompts and Scientific Inquiry Model to Cultivate Collaborative Problem-Solving Skills. *Wei Chen Hung, Northern Illinois University; Ifeng Jeng, Indiana University; Feng-Ru Sheu, Indiana University*
31. Mission: Evolution-Spore™ as a Platform for Informal Science Experiences in High School. *Michael A. Evans, Virginia Polytechnic Institute and State University; Heather Holbrook, Virginia Polytechnic Institute and State University; Samantha Blevins, Virginia Polytechnic Institute and State University; Jennifer Biedler, Blacksburg High School*
32. Usability Testing of an Electronic Performance Support System "PictureTools" for Young Children With Learning Disabilities and Behavioral Disorders. *Yemin Huang, University of Missouri; Zhenyu He, University of Missouri - Columbia; Gail E. Fitzgerald, University of Missouri - Columbia; Katherine J. Mitchem, California University of Pennsylvania*

49.087-6. Educational Neuroscience: Investigations, Insights, and Issues. SIG-Brain, Neurosciences, and Education; Poster Session

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

Posters:

33. An Event-Related Potentials' Study on Mental Rotation in Two-Dimensional Tasks of Chemical Structures' Learning. *Chia-Ju Liu, National Kaohsiung Normal University; Houn-Lin Chiu, National Kaohsiung Normal University*
34. How the Brain's Performance During Mathematics and Reading Fluency Tests Compare. *Enrique Ortiz, University of Central Florida*
35. The Effects of Choice and Achievement Goals on Task Performance and Reward Awareness: A Functional Magnetic Resonance Imaging Study. *Cheon-woo Han, University of Texas - Austin; Sung-Il Kim, Korea University*
36. Educational Neuroscience: Methodology and Its Discontents. *George G. Hruby, University of Kentucky*

49.087-7. Private Higher Education. SIG-Associates for Research on Private Education; Poster Session

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

Poster:

37. Faculty Stress at Private Colleges. *Gary L. Railsback, Point Loma Nazarene University*

49.087-8. Motivation in Education SIG: Poster Session 2 of 2. SIG-Motivation in Education; Poster Session

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

Posters:

38. Goal Orientation and Cheating: Students Explain Their Motives. *Heather Sue Dawson, The Ohio State University; Yujin Chang, The Ohio State University; Eric M. Anderman, The Ohio State University*
39. "Research Methods Class Is Boring"... Think Again! Situational Interest Processes and Effects on Student Engagement. *Gwen C. Marchand, University of Nevada - Las Vegas; Antonio P. Gutierrez, University of Nevada - Las Vegas*

40. An Exploration of the Relationships Among Relatedness, Identity Threat, and Academic Achievement in Hispanic Students. *Diley Hernandez, The University of Arizona; Jessica J. Summers, The University of Arizona; Valerie A. Sotardi, The University of Arizona*
41. Behavioral Engagement as a Mediator of Reading Motivation and Comprehension. *Jenna Cambria, University of Maryland; Allan L. Wigfield, University of Maryland - College Park; John T. Guthrie, University of Maryland*
42. Dealing With Errors in Mathematics Classrooms: The Relevance of Error Climate and Personal Achievement Motivation. *Gabriele Steyer, University of Augsburg, Germany; Markus Dresel, University of Augsburg, Germany*
43. Effects of Autonomy Support and Suppression Among Students in a Highly Collectivistic-Hierarchical Society: Self-Determination Theory Perspective. *Haya P. Kaplan, Kaya Academic College of Education; Avi Assor, Ben-Gurion University of the Negev*
44. Effects of General and Situated Reading Motivation on Reading Achievement. *Amanda Mason-Singh, University of Maryland - College Park; John T. Guthrie, University of Maryland*
45. Identity Formation Processes and Motivation for Choosing Academic Concentration in High School. *Anthony C. Perez, Temple University; Rachel H. Meyer, Temple University; Melissa Karakas, Temple University; Avi Kaplan, Temple University*
46. Is Procrastination Always Bad? The Case for "Intentional" Procrastination. *Arum Noh, Mimi Bong, Korea University*
47. Messages About Giftedness: An Experimental Investigation of Underachievement. *Kate E. Snyder, Duke University; Lisa Linnenbrink-Garcia, Duke University*
48. Preparing Students for Standardized Testing in a Mastery Goal Supportive Classroom: An Exploratory Case Study. *Monica J. Kowalski, The Ohio State University; Ashley Dianne Marietta-Brown, The Ohio State University*
49. Resisting Boredom: Adolescent Voices Explore Sense of Belonging. *Beverly S. Faircloth, University of North Carolina - Greensboro*
50. Achievement Goals as Predictors of Standardized Mathematics Achievement Across Four Years. *Matthew Deevers, Orange City Schools*

49.087-9. Poster: Cognitive Processes in Mathematics Education. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Posters:

51. Children's Individual Differences in Spontaneous Focusing on Part-Whole Relations. *Jake A. McMullen, University of Turku; Minna M. Hammula, University of Turku; Erno A. Lehtinen, University of Turku*
52. Clock-Reading Performance as a Marker for Mathematics Difficulties. *Elise Burny, Ghent University, Belgium; Martin M. Valcke, Ghent University, Belgium; Annemie Desoete, Ugent*
53. Conflict in Understanding Mathematical Symbol Systems: The Case of Decimal Numbers. *Stacy R. Karl, University of Minnesota, Sashank Varma, University of Minnesota*
54. Is There Conceptual Overlap in Symbol-Referent Mapping Abilities in Arithmetic and Algebra? *Judi Humberstone, Robert Anthony Reeve, University of Melbourne*
55. Mental Rotation Ability in Relation to High School Students' Self-Perceptions of Geometry. *Lisa M. Weckbacher, none; Yukari Okamoto, University of California - Santa Barbara*
56. Training of Basic Arithmetic Competencies With 5- to 8-Year-Old Children. *Kaileen Sahr, University Duisburg-Essen; Maria Opfermann, University Duisburg-Essen; Dominique Pierre Arndt, University Duisburg-Essen; Annemarie Fritz, University Duisburg-Essen; Detlev Leutner, University Duisburg-Essen*
57. Unpacking Gender Differences Among 9-Year-Olds: A Dynamic Approach to Educational Attainment. *Delma V. Byrne, National University of Ireland Maynooth; Joanne C. Banks, The Economic and Social Research Institute; Selina M. McCoy, Economic and Social Research Institute*

Sunday, 2:15 pm

Governance Meetings and Events

50.001. Handbook of Research on Teaching Editorial Advisory Board: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies IJ
2:15 pm to 3:45 pm

Chairs:

Drew H. Gitomer, ETS
Courtney A. Bell, ETS

Presidential Sessions

50.010. Determining the Quality of Teacher Education Programs. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2

2:15 pm to 3:45 pm

Chair:

Kenneth Zeichner, University of Washington

Participants:

Kenneth Zeichner, University of Washington
Linda Darling-Hammond, Stanford University
Suzanne M. Wilson, Michigan State University
Nancy Zimpher, University of Cincinnati

Discussant:

Arthur Levine, Woodrow Wilson Fellowship Foundation

50.011. Learning for Social Change: Bridging Youth Activism and the Learning Sciences. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3

2:15 pm to 3:45 pm

Chair:

Ben R. Kirshner, University of Colorado - Boulder

Participants:

Learning What How? Unexpected Intersections in Learning Science and Youth Participatory Research. *Nancy M. Ares, University of Rochester*
Migrant Youth and the Modern Social Sciences. *Manuel Espinoza, University of Colorado - Denver*
Learning for Social Change: Youth as Critical Researchers and Community Advocates. *Ernest D. Morrell, University of California - Los Angeles*
The Political Context of Learning and Development: What Youth Organizing Can Offer the Learning Sciences. *Ben R. Kirshner, University of Colorado - Boulder*

Discussant:

Nailah Suad Nasir, University of California - Berkeley

50.012. UC Links: The Transformative Power of Collaborative Design and Practice. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3

2:15 pm to 3:45 pm

Chair:

Charles F. Underwood, University of California - Berkeley

Participants:

Instructive Enrichment: The Collaborative Imagination in Educational Design and Practice. *Charles F. Underwood, University of California - Berkeley; Leann Parker, University of California - Berkeley; Jacqueline S. Hotchkiss, University of Colorado - Boulder; Lynda D. Stone, California State University - Sacramento*
Imagining Community: Promoting Reciprocity in University-Community Collaborations. *Ivan Rosero, University of California - San Diego; Robert A. Lecusay, University of California - San Diego; Camille Campion, University of California - San Diego*
Reimagining University Learning Activity: Engaging Novice Teachers in Theory-Rich Practice. *Shirin Vossoughi, University of California - Los Angeles*
Building Together: Inciting the Social Imagination in Constructive Play. *Olga A. Vasquez, University of California - San Diego*

Discussants:

Luis C. Moll, The University of Arizona
Yrjö H. Engeström, University of Helsinki

AERA Sessions

50.013. Are You Seeking a Research Grant? The Current Landscape of Federal Funding Programs and Opportunities. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C1
2:15 pm to 3:45 pm

Chair:

Deborah L. Vandell, University of California - Irvine

Participants:

Allen Ruby, Institute of Education Sciences, U.S. Department of Education

Janice H. Earle, National Science Foundation

James A. Griffin, National Institute of Child Health and Human Development

50.014. Learning Science: Computer Games, Simulations, and Education - Learning from and Building on the 2011 National Research Council Report. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm

Chair:

Eva L. Baker, University of California - Los Angeles

Participants:

Roy S. Perez, National Research Council Committee Member and Office of Naval Research

Constance A. Steinkuehler, National Research Council Committee Member and University of Wisconsin - Madison

Discussants:

Yasmin B. Kafai, University of Pennsylvania

Barry J. Fishman, University of Michigan

50.015. Meet Journal Editors: Journal Talks 7. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Participants:

1. *Frontiers in Quantitative Psychology and Measurement. Jason W. Osborne, North Carolina State University*
2. *British Journal of Sociology of Education. Madeleine M. Arnot, University of Cambridge*
3. *Educational Research and Evaluation. Margaretha P.C. Van Der Werf, Institute for Educational Research*
4. *Educational Management Administration & Leadership. Marianne Lagrange,*
5. *Religion & Education. Michael D. Waggoner, University of Northern Iowa*
6. *Disability & Society. Michele Moore, Taylor & Francis*
7. *Annual Editions: Multicultural Education. Nancy P. Gallavan, University of Central Arkansas*
8. *British Journal of Educational Psychology. Andrew Kenneth Tolmie, Institute of Education - London*
9. *Journal of Education for Students Placed At Risk (JESPAR). Samuel C. Stringfield, University of Louisville; Cary Kaye, University of Louisville*
10. *Global Studies of Childhood. Nicola J. Yelland, The Hong Kong Institute of Education; Susan Saltmarsh, Australian Catholic University; Esther Y.M. Chan, The Hong Kong Institute of Education*
11. *Journal of Curriculum Studies. Robert E. Boostrom, University of Southern Indiana; Zongyi Deng, Nanyang Technological University, Singapore; Stefan Thomas Hopmann, University of Vienna*
12. *Asia-Pacific Journal of Teacher Education. Michael Singh, University of Western Sydney; Jo-Anne Reid, Charles Stuart University*
13. *Linguistics and Education. George A. Kamberelis, University of Wyoming; Ann Corney*
14. *Journal of Literacy Research. Douglas K. Hartman, Michigan State University*

50.016. Meet Journal Editors: Journal Talks 8. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom B
2:15 pm to 3:45 pm

Participants:

1. *Effective Education. Paul Connolly, Queen's University - Belfast*
2. *South African Journal of Education. Philip C. Van Der Westhuizen, Northwest University; Liesel Ebersohn, University of Pretoria, South Africa*
3. *European Journal of Special Needs Education. Seamus F. Hegarty, IEA*
4. *Teaching in Higher Education. Sue Clegg, Leeds Metropolitan University*
5. *International Journal of Educational Leadership Preparation (IJELP). Theodore B. Creighton, Virginia Polytechnic Institute and State University*
6. *Journal of Mixed Methods Research. Vicki L. Plano Clark, University of Nebraska-Lincoln*
7. *Journal of the Learning Sciences. Cindy E. Hmelo-Silver, Rutgers University; Yasmin B. Kafai, University of Pennsylvania*

Committee Sessions

50.017. GSC Division L Fireside Chat: Critical Conversations: Explaining Democratic Implications of Mayoral Takeover of School Districts. Graduate Student Council Cosponsored by Division L - Educational Policy and Politics; Fireside Chat
Sheraton, Fifth Level, Grand Chenier
2:15 pm to 3:45 pm

Chairs:

Heather E. Price, University of Notre Dame

Timothy Lyle Nordin, Rutgers University

Participants:

Kenneth K. Wong, Brown University

Jeffrey R. Henig, Teachers College, Columbia University

Joseph Viteritti, Hunter College, CUNY

Gail Sunderman, The George Washington University

50.018. STEM in International Contexts. International Relations Committee; Paper Session
Sheraton, Third Level, Napoleon Ballroom B1
2:15 pm to 3:45 pm

Chair:

Ara Tekian, University of Illinois - Chicago

Participants:

Development of a Randomized Trial Study Internationally: A Story of Cooperation and Technology. Marta Blanco, Costa Rica Multilingual Foundation; Horacio Alvarez-Marinelli, Interamerican Development Bank; Hermann Faith, CRUSA; Katherine Stanley, Costa Rica Multilingual Foundation; Beverly J. Irby, Sam Houston State University; Rafael Lara-Alecio, Texas A&M University; Fuhui Tong, Texas A&M University - College Station; Genevieve H. Brown, Sam Houston State University
Online Technology-Enhanced English Writing Assessment in the Chinese Classroom. Jinlan Tang, Institute of Online Education, Beijing Foreign Studies University; Changhua S. Rich, CTB/McGraw-Hill; Yihong Wang, CTB/McGraw-Hill

Division Sessions

50.019. Contexts for Teacher Leadership and Development. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside B
2:15 pm to 3:45 pm

Chair:

Linda L. Samek, George Fox University

Participants:

Coping With the Job: A National Study of Head Teachers in Scotland. V. Darleen Opfer, University of Cambridge; Peter Gronn, University of Cambridge; Kevin Lowden, University of Glasgow
Enacting Teacher Leadership: What Counts as Leadership? Jill Bradley-Levine, University of Indianapolis
Preparing Teacher Leaders in a Job-Embedded Graduate Program: Changes Within and Beyond the Classroom Walls. Alyson J. Adams, University of Florida; Dorene D. Ross, University of Florida; Colleen R. Swain Packer, University of Florida; Nancy F. Dana, University of Florida; Robert John Sandbach, University of Florida; Walter L. Leite, University of Florida
Principal Leadership That Supports Teacher Professional Development. Kevin Matthew Stoltzfus, The University of Arizona

50.020. Creating Community and School Leadership for Sustainable Reform. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Eighth Level, Salon 824
2:15 pm to 3:45 pm

Chair:

Raymond A. Lauk, Cook County School District 130

Participants:

A Longitudinal Study of Students' Career Aspirations. Rachel Boulay, University of Hawaii; Shuqi Wu, University of Hawaii; Alex Parisky, University of Hawaii - Manoa
Awakening a Giant: Community Leadership, Advocacy, and Resistance in Urban School Reform. Tirza Wilbon White, Emory University
Building Effective Learning Environments in Continuation High Schools: Tensions, Challenges, and Implications for Practice. Susan Carolyn Bush, Stanford University; Hoorig Santikian, Stanford University; Martha Cortes,

Stanford University; Susan Tu, Stanford University

Creating and Maintaining Student Diversity: Strategies and Challenges for School Leaders. *Adriana Villavicencio, New York University*

Talking About Race in the Classroom: An Examination of the Ways Professors Facilitate Critical Conversations With Future Educational Leaders. *Bradley W. Carpenter, University of Texas - Austin; Sarah Lauren Diem, University of Missouri*

50.021. Dynamics of School Leadership in Domestic and Foreign Contexts.

Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside A
2:15 pm to 3:45 pm

Chair:

Carl Byron Keys, University of Virginia

Participants:

Leadership Succession in Three Countries. *Dean Fink, Dean Fink Consulting Associates*

Principal Selection in Kentucky: Balancing Democratic Decision Making and Professional Judgment. *Wayne D. Lewis, University of Kentucky*

Studies of Expanded Leadership in U.K. Secondary Schools: Could They Work in the United States? *BetsAnn Smith, Michigan State University*

Successful Leadership in Primary Schools in Cyprus. *Kakia Angelidou, Ministry of Education and Culture, Cyprus*

50.022. Expanding Educational Opportunity for Low-Income and Minority Students Through the International Baccalaureate. Division A -

Administration Organization & Leadership; Symposium
Sheraton, Third Level, Napoleon Ballroom D
2:15 pm to 3:45 pm

Chair:

Leslie Santee Siskin, New York University

Participants:

To "Be IB": Supports and Structures for International Baccalaureate Programs in Title I Schools. *Leslie Santee Siskin, New York University*

Early Findings about Classroom, School, and District-Level Supports Implemented for Nontraditional Middle Years Programme and Diploma Programme Students. *Thomas B. Corcoran, Teachers College, Columbia University; Gail B. Gerry, Teachers College, Columbia University*

Graduates of International Baccalaureate (IB) Programs in Chicago Public Schools and Their Transition to College. *Vanessa Marie Coca, Consortium on Chicago School Research; Thomas Kelley-Kemple, Consortium on Chicago School Research; Melissa R. Roderick, University of Chicago; Jenny K. Nagaoka, University of Chicago*

International Baccalaureate Program in Chicago: A Qualitative Look at IB Students' Experiences. *Eliza Moeller, University of Chicago; Karen Roddie, University of Chicago; David Wilson Johnson, University of Chicago; Kafi Moragne, University of Chicago; Nicole O. Williams, University of Chicago; Melissa R. Roderick, University of Chicago; Jenny K. Nagaoka, University of Chicago*

Expanding Access and Improving Outcomes in the International Baccalaureate (IB) Diploma Program. *Jennifer Bland, SRI International; Katrina R. Woodworth, SRI International*

Discussants:

Laura W. Perna, University of Pennsylvania

Michael Dean, International Baccalaureate

50.023. Transformative Leadership: Improving Policy, Practice, and the Public Good. Division A - Administration Organization & Leadership; Symposium

Sheraton, Fourth Level, Bayside C
2:15 pm to 3:45 pm

Chair:

Carolyn M. Shields, University of Illinois - Urbana-Champaign

Participants:

Differentiating Among Leadership Approaches: Futile Search or Productive Quest? *Carolyn M. Shields, University of Illinois - Urbana-Champaign; Anish Sayani, The University of British Columbia*

Transformative or Transformational? How the Mainstream Appropriates, Depoliticizes, and Denies Alternative Theories and Practices of Leadership. *Jillian Anne Blackmore, Deakin University*

The Potential of a Transformative Approach to Leadership for Better Meeting the Needs of Students Living in Poverty. *Erica Jean Mohan, The University of British Columbia*

Preparing Leaders for the Work of Leading Schools in a Democratic Society. *Robert J. Starratt, Boston College*

Transformative Leadership and the Creation of Ethical and Equitable Schools.

Lyse Langlois, University of Laval; Claire Marie Lapointe, Laval University

Discussant:

Shirley R. Steinberg, McGill University

50.024. In Honor of the Late Howard Zinn: AERA Can't Be "Neutral" on a

Moving Train. Division B - Curriculum Studies Cosponsored by Division F - History and Historiography; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
2:15 pm to 3:45 pm

Chair:

Joel Westheimer, University of Ottawa

Participants:

Joel Westheimer, University of Ottawa

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

Margaret J. Maaka, University of Hawaii - Manoa

Erica R. Meiners, Northeastern Illinois University

Connie North, University of Maryland - College Park

50.025. Inciting Curriculum: Ideology, Narrative, and Imagination. Division B - Curriculum Studies; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm

Chair:

Dara Soljaga, Concordia University - Chicago

Participants:

Inciting Curriculum Imaginations Through Semiotic Conceptions of Identity.

Antonina Lukenchuk, National-Louis University

Ideological Representations in Mathematics Textbooks in China During the Cultural Revolution Decade: A Relational Analysis of Selected Textbooks From 1966-1976. *Song An, Texas A&M University; Mary Margaret Capraro, Texas A&M University; Hao Haiping, Texas A&M University*

Making the "Right" History: Knowledge, Ideology, and Curriculum in South Korea. *Mi Ok Kang, University of Wisconsin - Madison*

Narratives in the Panopticon: Beyond East and West. *Seungho Moon, Teachers College, Columbia University*

Discussant:

Chad Robert Lykins, University of Hong Kong

50.026. International Hip-Hop Pedagogues: Youth Critiquing and Resisting the Neoliberal Agenda. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom I
2:15 pm to 3:45 pm

Chair:

Heather Hickman, Lewis University

Participants:

Hip-Hop as a Practice for Freedom: Explorations of Filipino American Cultural Production. *Michael Joseph Viola, University of California - Los Angeles*

Hip-Hop as a Pedagogical Site for Resistance: An Ethnography of Black Urban Youth's Critique of Neoliberalism. *Darius Derron Prier, Miami University*

French Hip-Hop Intellectuals: Beacons for Hope and Transformation in the Age of Neoliberalism. *Bradley J. Porfilio, Lewis University; Shannon Porfilio, De La Salle High School*

Hip-Hop Intellectuals Critiquing Western Hegemony and Neoliberalism in Burkina Faso: A Youth Counterculture Movement. *Some Herve, Ripon College*

Youth-Led Initiatives: Canadian Hip-Hop Artists' Perceptions and Experiences in Motivating Youth to Become Critically Engaged Citizens. *Bradley J. Porfilio, Lewis University; Michael Watz*

Discussants:

Peter L. McLaren, University of California - Los Angeles

Paul R. Carr, Lakehead University

50.027. Creating "Spaces": Shaping Informal Media-, Arts-, Culture-, and Science-Based Learning Environments. Division C - Learning and Instruction; Symposium

Hotel Monteleone, Mezzanine Level, Orleans
2:15 pm to 3:45 pm

Chair:

Deana Scipio, University of Washington

Participants:

Creating a Space for Communicating Science. *Deana Scipio, University of Washington; Shelley Stromholt, University of Washington; Andrew W. Shouse,*

University of Washington; Philip L. Bell, University of Washington
 From the Couch to the Stage: Adolescent Musicians' Practices Across Out-of-School Spaces. *Veronique Mertl, University of Washington*
 Creating Space for Developing Agency to "Do" Science Through Student-Designed Investigations. *Tammie Visintainer, University of California - Berkeley; Bernadette S. Chi, University of California - Berkeley*
 Positioning Learners as Creators: The Digital Youth Network. *Daniel Stringer, Stanford University; Amber Maria Levinson, Stanford University*
 Discussant:
Angela N. Booker, University of California - Davis

50.028. Developing a Measure of Knowledge for Teaching English Language Arts 4-9. Division C - Learning and Instruction; Symposium
 Hotel Monteleone, Mezzanine Level, Iberville
 2:15 pm to 3:45 pm

Chair:
Geoffrey C. Phelps, ETS

Participants:
 Defining Knowledge for Teaching English Language Arts. *Sarah E. Scott, University of Pittsburgh*
 The Challenges of Measuring Teacher Knowledge: Lessons Learned. *Samantha Caughlan, Michigan State University*
 Correlating Measures of Knowledge With Measures of Teaching Practice. *Jenny Demonte, University of Michigan - Ann Arbor*

Discussant:
Laurie Sleep, University of Michigan

50.029. Models in Elementary Mathematics Teaching and Learning. Division C - Learning and Instruction; Symposium
 Hotel Monteleone, Mezzanine Level, Bienville
 2:15 pm to 3:45 pm

Chair:
Jon R. Star, Harvard University

Participants:
 Exploring Teacher Knowledge Demands in the Use of Models. *Rebecca N. Mitchell, Boston College; Charalambos Y. Charalambous, Harvard University*
 The Role of Models in Mathematics Teaching and Learning. *Kristin Umland, University of New Mexico*
 Do Models Play Different Roles in Integer Arithmetic and Fraction Arithmetic? *Sybilla Beckmann, University of Georgia*

Discussant:
Jon R. Star, Harvard University

50.030. Moving Past Blind Men and the Elephant: A Profiles Framework for Understanding Motivation and Self-Regulation. Division C - Learning and Instruction Cosponsored by SIG-Studying and Self-Regulated Learning, SIG-Motivation in Education; Symposium
 Hotel Monteleone, Ground Level, Royal Ballroom
 2:15 pm to 3:45 pm

Chair:
Barry J. Zimmerman, The Graduate Center - CUNY

Participants:
 A Profiles Framework for Understanding Motivation and Self-Regulation: Introduction. *Duane F. Shell, University of Nebraska - Lincoln*
 Longitudinal Stability of Profiles of Motivated Self-Regulation in the Elementary Classroom. *Lisa Linnenbrink-Garcia, Duke University*
 Examining Profiles of Motivated Self-Regulation in College Courses Using Multiple Methodologies: Are Profiles Always Present? *Jenefer E. Husman, Arizona State University; Duane F. Shell, University of Nebraska - Lincoln*
 Profiles of Motivated Self-Regulation in Ethnically Diverse Elementary and Middle School Students. *Roxana Moreno, University of New Mexico; Terri L. Flowerday, University of New Mexico*
 A Profiles Framework for Understanding Motivation and Self-Regulation: Summation. *Duane F. Shell, University of Nebraska - Lincoln*

Discussant:
Allan L. Wigfield, University of Maryland - College Park

50.031. Thinking Critically About Higher-Order Thinking: New Perspectives on a Familiar Construct. Division C - Learning and Instruction; Symposium
 New Orleans Marriott, Second Level, La Galerie 2
 2:15 pm to 3:45 pm

Chair:
Krista R. Muis, McGill University

Participants:
 Session Overview. *Patricia A. Alexander, University of Maryland*
 Higher-Order Processing in the Attention Age: Synthesizing and Evaluating Intratextual Arguments. *Jerel Fast, The Pennsylvania State University; Mark Baker, The Pennsylvania State University; P. Karen Murphy, The Pennsylvania State University; Andria Antiliou, The Pennsylvania State University*
 Transsymbolic Comprehension and Higher Order Thinking. *Sandra Michelle Loughlin, University of Maryland*
 The False Dichotomy Between Higher Order Thinking and Knowledge Acquisition: Lessons From Education Reform in Israel. *Anat Zohar, Hebrew University, Mount Scopus*
 Developing Nuanced Epistemic Distinctions. *Michael P. Weinstock, Ben-Gurion University of the Negev*
 Discussants:
Marlene Scardamalia, OISE/University of Toronto
Carl Bereiter, University of Toronto

50.032. Exploring the Link Between Multiple Measures and Student Outcomes. Division D - Measurement and Research Methodology; Paper Session
 Doubletree, Second Level, Shadows
 2:15 pm to 3:45 pm

Chair:
Donnell Butler, ETS

Participants:
 Exploring Examinee Motivation in a Low-Stakes Testing Context. *S. Jeanne Horst, Eastern Mennonite University; Sara J. Finney, James Madison University; Craig K. Enders, Arizona State University*
 Measuring the Relationship Between Conscientiousness and Academic Outcomes Using Self and Parent Reports. *Matthew Ventura, ETS; Carolyn Elizabeth MacCann, ETS; Richard Dean Roberts, ETS*
 Predicting Student Success From Learning and Study. *Andrew Carson, Kaplan University*
 What's in a Grade? The Multidimensional Nature of What Teacher-Assigned Grades Assess in High School. *Alex J. Bowers, University of Texas - San Antonio*
 Discussant:
Stephen G. Sireci, University of Massachusetts - Amherst

50.033. Indigenous Representations and Educational Development. Division F - History and Historiography Cosponsored by SIG-Indigenous Peoples of the Americas; Paper Session
 JW Marriott, Third Level, Ile de France II
 2:15 pm to 3:45 pm

Chair:
Troy Alan Richardson, University of Utah

Participants:
 Visual Recirculations of a Native "Other": Moving Past Colonial Myths to Curricular Possibilities. *Tracy L. Friedel, The University of British Columbia*
 Dzil bi Olta': The School Within the Mountains. *Don Stryker*
 The Experiential Impact of History: Grounding Our Pedagogy in the Landscape of Carlisle. *Paul J. Brawdy, Saint Bonaventure University; Anne-Claire Fisher, St. Bonaventure University*
 American Indian Education and the Urban Community College: A History of the Institute for Native American Development in Chicago, 1978-2002. *John J. Laukaitis, Elmhurst College*
 Discussant:
Wanda S. Pillow, University of Illinois - Urbana-Champaign

50.034. Education Markets in Morocco, Canada, Australia, and Sweden: Youth, Identity, and Globalization. Division G - Social Context of Education; Symposium
 New Orleans Marriott, Second Level, Preservation Hall Studio 10
 2:15 pm to 3:45 pm

Chairs:
Ee-Seul Yoon, The University of British Columbia
Jo-Anne Margaret Dillabough, The University of British Columbia

Participants:
 "Should I Stay or Should I Go?" Freedom of Choice and Young People in Swedish Multicultural Neighborhoods. *Nihad Bunar, Stockholm University*
 Education Marketization in a Global City: New Challenges to Young People's "Community" Belonging. *Ee-Seul Yoon, The University of British Columbia*
 Global Tourism and the New Imperialism: Illusions of Choice and Young Working Lives in Morocco. *Jo-Anne Margaret Dillabough, The University of*

British Columbia

The “Best School” or the “Right School”? Framings of School Value in Australia. *Joel Austin Windle, Monash University*
 Afrocentric Schooling, Globalized Policy and the “Care of the Self”: Reimagining Marketization and Student Identity. *Kalervo N. Gulson, University of New South Wales, Australia; Taylor Webb, The University of British Columbia*

50.035. Place, Space, and Community Roles. Division G - Social Context of Education; Paper Session
 New Orleans Marriott, Second Level, La Galerie 4
 2:15 pm to 3:45 pm

Chair:

Diane B. Hirshberg, The University of Alaska - Anchorage

Participants:

Constructing Madrona: Place, Race, and Discourses of Community Talk.

Jennifer Lee Lindsay, University of Washington

Intensifying Segregation in the Epicenter of the U.S. Latino Community:

Deepening Inequality in Southern California. *Gary A. Orfield, University of California - Los Angeles; Genevieve Parker Siegel-Hawley, University of California - Los Angeles; Jia Wang, University of California - Los Angeles*

Particulars of Place: The Roles of Schools in Two Rural Southern Communities.

Mara Casey Tieken, Harvard University

Performing the Language of the “We”: Creatively Exploring Counter-Hegemonic Spaces in a Graduate School of Education Community.

Marguerite A. Wilson, University of California - Davis; Karen A. Watson-Gegeo, University of California - Davis; Daniela Torres-Torretti, University of California - Davis; Sumer Seiki, University of California - Davis; Luis E. Ramirez, University of California - Davis; Frances K. Holmes, University of California - Davis; Orlando Leonel Carreon, University of California - Davis

Discussant:

Marta P. Baltodano, Loyola Marymount University

50.036. Pushing the Boundaries With Multimodal Pedagogies: Overturning Public and Institutional Notions of an “Autonomous” Literacy Through the Arts. Division G - Social Context of Education; Symposium
 New Orleans Marriott, Second Level, La Galerie 6
 2:15 pm to 3:45 pm

Chair:

Brian V. Street, Kings College, London

Participants:

Synesthesia From Children’s Paintings: Multimodality and Critical Inquiry Intersect in an Early Childhood Curriculum on Segregation. *Candace Ross Kuby, University of Missouri*

Art as Gesture: Synchronizing Visual and Gestural Modes in Student Picture-Telling Performance. *Tara M McGowan*

Drama, Ethnography, and Public Critical Reflection: How High School Students Used Multimodality to Forge Risky Conversations and Democratic Practices.

Sarah Reed Hobson, University of Pennsylvania

Literacy in Policy and in Practice: Multimodal Pedagogies, Digital Technologies, and a New Democratic Vision of Education? *Kristin Anne Searle, University of Pennsylvania*

Discussant:

Jennifer Rowsell, Brock University

50.037. Effects of Curricular Modifications Based on Principles of Cognitive Science for Middle School Science Curricula. Division H - Research, Evaluation and Assessment in Schools; Symposium
 Doubletree, Second Level, Madewood A
 2:15 pm to 3:45 pm

Chair:

Andrew C. Porter, University of Pennsylvania

Participants:

Teaching Middle School Students to Reason With Visual Representations in Science. *Jennifer G. Cromley, Temple University; Nora Newcombe, Temple University; Theodore W. Wills, Temple University; Melanie Wills, Temple University; Melissa Karakus, Temple University; Michael Batchelor, Temple University*

Applying Cognitive Science Principles to a Middle School Life Science Curriculum: Effects on Student Achievement. *Katie Barghaus, University of Pennsylvania; Jennifer McMaken, University of Pennsylvania*

Applying Cognitive Science Principles to an Inquiry-Based Middle School Science Curriculum: Effects on Student Achievement. *Jennifer McMaken, University of Pennsylvania; Katie Barghaus, University of Pennsylvania*

Intervention Implementation and Classroom Instruction as a Mediating Variable in Middle School Science Achievement. *Hua-Yu Sebastian Cherng, University of Pennsylvania; Laura M. Desimone, University of Pennsylvania; Jennifer McMaken, University of Pennsylvania*
 Effects of Professional Development on Teacher Knowledge in Middle School Science. *Andrew C. Porter, University of Pennsylvania; Morgan S. Polikoff, University of Southern California*

Discussants:

Michael S. Garet, American Institutes for Research
Spiro Maroulis, Northwestern University

50.038. Evaluating the Impact of Innovative Educational Programs on Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session
 Doubletree, Second Level, Rosedown A
 2:15 pm to 3:45 pm

Chair:

Teresa Garcia Duncan, ICF International

Participants:

The Effects of After-School Program Participation on Mathematics Achievement: Comparing Results From the Within and Between School Designs. *Marjorie Chinen, American Institutes for Research*

Determinants of Students’ Success: The Role of Advanced Placement and Dual Enrollment Programs. *Cecilia Speroni, Teachers College, Columbia University*

Understanding the Impact of Career Academy Attendance: Estimating Causal Effects With Partial Compliance Over Time. *Lindsay Coleman Page, Harvard University; Richard J. Murnane, Harvard University; John B. Willett, Harvard University*

The Academic Impact of Enrollment in the International Baccalaureate Diploma Program. *Anna Rosefsky Saavedra, Harvard University*

Discussant:

Michael S. Trevisan, Washington State University

50.039. Innovative Research Tools for the Promotion of Equity and Community Engagement in Education. Division H - Research, Evaluation and Assessment in Schools; Symposium
 Doubletree, Second Level, Madewood B
 2:15 pm to 3:45 pm

Chair:

Rosanne B. Brown, Peel District School Board

Participants:

Using Geographic Information System Mapping Technologies to Illuminate Social Equity. *Paul Favaro, Peel District School Board*

Creating a “Schools Like Us” Perspective Through Cluster Analysis. *Kim Bennett, Peel District School Board*

Engaging and Empowering Communities Through Photovoice. *Sumbal Malik, University of Ottawa*

Discussant:

Joseph McCrary, WestEd

50.040. Integrating Classroom Assessments Into Balanced State Assessment Systems. Division H - Research, Evaluation and Assessment in Schools; Symposium
 Sheraton, Second Level, Rhythms Ballroom III
 2:15 pm to 3:45 pm

Chair:

Richard Noel Vineyard, Nevada Department of Education

Participants:

Integrating Simulation-Based Science Assessments Into Balanced State Science Assessment Systems. *Matt Silberglitt, WestEd; Edys S. Quellmalz, WestEd; Mike Timms, WestEd; Daniel Brenner, WestEd*

Cognitively Based Assessment of, for, and as Learning (CBAL): Results From Piloting Innovative K-12 Assessments. *Randy E. Bennett, ETS*

Leveraging Improvements in State Accountability: The Role of Embedded Performance Assessment in Supporting 21st-Century Learning. *Raymond Lee Pecheone, Stanford University; Susan E. Schultz, Stanford University*

Technology-Enhanced Items in Statewide, Summative Assessments. *Kevin King, Utah State Office of Education*

Discussant:

Rebecca Kopriva, University of Wisconsin - Madison

50.041. Institutional Culture: Social and Environmental Factors. Division I - Education in the Professions; Paper Session

Astor Crowne Plaza, Second Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Louis J. Grosso, American Board of Internal Medicine

Participants:

Cultivating a Culture of Constructive Feedback Between Medical Students and Faculty Members: A Survey Study of Problem-Based Learning Facilitators' and First-Year Medical Students' Feedback Experiences. *Maria Alejandra Blanco, Tufts University; Ann Maderer, Tufts University; Ralph Aarons, Tufts University; Yung-Chi Sung, Tufts University; Scott K. Epstein, Tufts University*

Evaluating The Multifactorial Aspects of a Workplace as a Learning Environment. *Ann Deketelaere, University of Leuven; Sofie Kuppens, Katholieke Universiteit Leuven; Eva Ceulemans, University of Leuven; Lisa De Jonghe, University of Leuven; Paul De Leyn, University of Leuven*

Preparing Professionals to Be Effective Change-Agents: The Role of Entrepreneurial Mindsets and Practices. *Raffaella Borasi, University of Rochester; Constance Flahive Smith, University of Rochester*

The Medical School Learning Environment May Influence Academic Performance. *Sharon Wayne, University of New Mexico; Judith Kitzes, University of New Mexico; Craig Timm, University of New Mexico; Summers G. Kalishman, University of New Mexico*

Discussant:

Patricia S. O'Sullivan, University of California - San Francisco

50.042. Division J Working Group 2. Division J - Postsecondary Education;

Invited Session

Sheraton, Fourth Level, Estherwood

2:15 pm to 3:45 pm

50.043. Division J, Professional Development Session: Congratulations, You're Tenured! Now What? Division J - Postsecondary Education; Invited Session

JW Marriott, Third Level, Maurepas

2:15 pm to 3:45 pm

Participants:

Amy A. Bergerson, University of Utah

Terrell Lamont Strayhorn, The Ohio State University

50.044. Student Persistence in Two-Year and Community Colleges. Division J -

Postsecondary Education; Paper Session

JW Marriott, Third Level, Frontenac

2:15 pm to 3:45 pm

Chair:

Rosemary Capps, University of Utah

Participants:

State Postsecondary Finance Policies and Community College Students: Do Larger Expenditures Promote Credit and Degree Attainment? *James G. Benson, University of Wisconsin - Madison*

How Does Intensity of Work While Studying Affect Academic Achievement of Community College Students? *Mina Dadgar, Columbia University*

Factors Affecting Student Persistence at Public Two-Year Institutions. *Ketevan Mamiseishvili, University of Arkansas; David M. Deggs, University of Arkansas*

Motivational and Demographic Predictors of Achievement/Retention in a Diverse Group of Community College Students. *Claire Ellen Weinstein, University of Texas; Taylor Wayne Acee, Texas State University - San Marcos; Breana Jeanne Sylvester Dacy, University of Texas*

Assessment and Placement in Community Colleges: Policies, Practices, and Student Outcomes. *Michelle Hodara, Teachers College, Columbia University; Katherine L. Hughes, Teachers College, Columbia University; Shanna Smith Jaggars, Teachers College, Columbia University; Olga Rodriguez, Teachers College, Columbia University; Judith Scott-Clayton, Teachers College, Columbia University*

Discussant:

Linda Serra Hagedorn, Iowa State University

50.045. Teaching and Learning in the College Classroom. Division J -

Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde

2:15 pm to 3:45 pm

Chair:

Christopher Duffrin, East Carolina University

Participants:

Why Are They Grading Participation? Instructor Attitudes Predict Grading Practices of College Students' Classroom Participation. *Susan L. Rogers,*

University at Albany - SUNY

Individual and Institutional Factors Influencing Active and Collaborative Learning Among First-Year College Students. *Kadian McIntosh, The Pennsylvania State University; Patrick T. Terenzini, The Pennsylvania State University; Robert D. Reason, The Pennsylvania State University; Bradley E. Cox, Florida State University*

An Investigation of Faculty Knowledge and Perceptions Toward College Students With Reading and Writing Difficulties. *Robin L. Quick, Gannon University*

Transformative Teaching, Learning, and Research: Cultivating Pedagogy Through the Mashamba Model. *Loren Gayle Intolubbe-Chmil, University of Virginia; Matthew Therrell, Southern Illinois University*

Discussant:

Jeffery P. Bieber, University of Kentucky

50.046. Women and Underrepresented Groups in STEM Fields. Division J -

Postsecondary Education; Paper Session

JW Marriott, Third Level, Ile de France I

2:15 pm to 3:45 pm

Chair:

Colette E. Patt, University of California - Berkeley

Participants:

Organizational Change Strategies to Support the Success of Women Scholars in Science, Technology, Engineering, and Mathematics (STEM) Fields: Categories, Variations, and Issues. *Ann E. Austin, Michigan State University; Sandra Laursen, University of Colorado - Boulder; Anne-Barrie Hunter, University of Colorado - Boulder; Melissa Soto, Michigan State University*

Science, Technology, Engineering, and Mathematics (STEM) Success: The Talent Development Process of Successful Women Scientists at Elite Research Universities in New York. *Lisa Kaenzig, Hobart and William Smith Colleges*

Successfully Recruiting Women Across Engineering Disciplines: A Curriculum and Instruction-Based Perspective. *David B. Knight, The Pennsylvania State University; Lisa R. Lattuca, The Pennsylvania State University; Alexander Yin, The Pennsylvania State University; Gul Kremer, The Pennsylvania State University; Travis York, The Pennsylvania State University*

Underrepresented Faculty and Emotion Management: Implications for Motivation. *Vicente M. Lechuga, Texas A&M University*

Understanding the Pathway to the Professoriate for Underrepresented Minority Graduate Students in Science and Engineering. *Frim Ampaw, Central Michigan University; Audrey J. Jaeger, North Carolina State University; Karen Jean Haley, Northern Illinois University*

Discussant:

Diane R. Dean, Illinois State University

50.047. Division K New Faculty Professional Development Workshop: Negotiating Politics and Finding Balance in Academic Life. Division K -

Teaching and Teacher Education; Mentoring Session

New Orleans Marriott, Second Level, La Galerie 3

2:15 pm to 3:45 pm

Chairs:

Kimberly A. White-Smith, Chapman University

Jeremy N. Price, Montclair State University

Participants:

Annette M. Henry, The University of British Columbia

Elizabeth Marshall, Simon Fraser University

Kevin M. Foster, University of Texas - Austin

Joel A. Colbert, Chapman University

50.048. Division K Town Hall Meeting: Revisiting What Matters Most: Preparing Teachers for Urban School Settings. Division K - Teaching and

Teacher Education; Invited Session

New Orleans Marriott, Second Level, La Galerie 5

2:15 pm to 3:45 pm

Chair:

Etta R. Hollins, University of Missouri - Kansas City

Participants:

Lois Weiner, New Jersey City University

Gregory Michie, Concordia University - Chicago

Deborah Meier

Percy Mack, Richland One Schools

50.049. From Policy to Practice: An Exploration of Top-Down and Bottom-Up Decisions in Language Education Policy. Division L - Educational Policy

and Politics; Symposium
Sheraton, Fifth Level, Grand Couteau
2:15 pm to 3:45 pm

Chair:

Nelson Flores, The Graduate Center - CUNY

Participants:

Language, Ideology, and Policy: U.S. Perspectives on Language-in-Education.
Leah M. Mason, Teachers College, Columbia University

Globalization, Language, and Language-in-Education Policy Planning: A Case
Study of English-in-Education Policy in Taiwan. *Yi-Sheng Lin, Teachers
College, Columbia University*

The (Dis)Connection Between Policy and Practice: Primary English Education
in South Korea. *Jeehyae Chung, Teachers College, Columbia University*

Multilingualism Versus English Monolingualism: Educating New York City's
Latinos. *Heather Woodley, City University of New York*

50.050. Innovations in the Design and Implementation of School Improvement

Networks: Evidence From the Field. Division L - Educational Policy and
Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom I
2:15 pm to 3:45 pm

Chair:

Joshua L. Glazer, The Rothschild Foundation

Participants:

The Structure and Function of School Improvement Networks. *Donald J.
Peurach, Michigan State University; Joshua L. Glazer, The Rothschild
Foundation*

Creating a System of Board Examinations in 12 States. *Marc S. Tucker, National
Center on Education and the Economy*

Scaling 21st-Century School Success: Accountability for Training, Model
Fidelity, and College Readiness. *Monica R. Martinez, KnowledgeWorks
Foundation; Patrick Lee, Oakland Unified School District; Tim Presiado,
New Tech Network; Jon Reinhard, New Tech Network*

Creating Networks for Research, Development, and Dissemination of System-
Level Innovation in U.S. K-12 Public Education. *Nelson Gonzalez, Stupski
Foundation; Christopher David Lohse, Montana Office of Public Instruction*

Improving Community College Developmental Mathematics at Scale. *Anthony
S. Bryk, Carnegie Foundation for the Advancement of Teaching; Alicia
Grunow, Stanford University; Paul LeMahieu, University of California,
Berkeley; Louis M. Gomez, University of Pittsburgh; Jennifer L. Russell,
University of Pittsburgh*

Discussant:

Brian P. Rowan, University of Michigan

SIG Sessions

50.051. Proposal for an AERA 2011 Conference Session on Washington State's Integrated Basic Education and Skills Training (I-BEST) Program. SIG-

Adult Literacy and Adult Education; Symposium
JW Marriott, Third Level, Ile de France III
2:15 pm to 3:45 pm

Chair:

Davis Jenkins, Teachers College, Columbia University

Participants:

A Quantitative Evaluation of Integrated Basic Education and Skills Training
(I-BEST). *Matthew Zeidenberg, Teachers College, Columbia University*

More Evidence From Causal Analyses of Washington's Integrated Basic
Education and Skills Training (I-BEST). *Sung-Woo Cho, Community College
Research Center*

How Integrated Basic Education and Skills Training (I-BEST) Works: Findings
From a Field Study. *John Wachen, Community College Research Center*

Discussant:

Nancy Shulock, California State University - Sacramento

50.052. Creative, Cultural, and Critical Pedagogies for Engagement in the Arts.

SIG-Arts and Learning; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bienville
2:15 pm to 3:45 pm

Chair:

Zach Kelehear, University of South Carolina

Participants:

Engaging Critical Questions About Indigenous Artifacts in the Classroom
Without Resorting to Cultural Mimicry. *James W. Bequette, University of*

Minnesota; Judi Warrick Petkau, Weisman Art Museum

The Impact of Professional Development Interventions on Teacher Learning in
Arts Integration. *Patricia L. Saraniero, Moxie Research; Meryll R. Goldberg,
California State University - San Marcos*

Artful Expressions as Pedagogic Pivots: Exploring the Renderings of Preservice
Teachers. *Anita Sinner, Concordia University*

Rhetorical Claims About Student Creativity and the Arts: Toward Pragmatic
Appropriation or Humanistic Realization? *Jen Katz-Buonincontro, Drexel
University*

Evidencing the Impact of Arts Education: The Case of Creative Partnerships.
*David Parker, Creativity, Culture and Education; Joe Hallgarten, Creativity,
Culture and Education*

Discussant:

Gene R. Diaz, Lesley University

50.053. New Developments in Conflict Resolution In Schools. SIG-Conflict

Resolution and Violence Prevention; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
2:15 pm to 3:45 pm

Chair:

David W. Johnson, University of Minnesota

Participants:

Safer Safer Schools: A Two-Year Whole School Change Program Utilizing
Restorative Practices. *John Bailie, International Institute for Restorative
Practices; Alia Sheety, International Institute for Restorative Practices*

Classroom Influences on the Early Development of Aggressive Conduct. *Duane
E. Thomas, University of Pennsylvania; Karen L. Bierman, The Pennsylvania
State University; C.J. Powers, The Pennsylvania State University*

Delinquency Prevention and Academic Achievement Among Black, Latino, and
White Males: Priorities for School-Based Prosocial Skills Training Programs.
*Ivory A. Toldson, The Journal of Negro Education; Ryan M. Sutton, Howard
University*

Youth Gangs: Examining Youth Connectedness to Family and Academics
as Mediating Factors. *Anthony Vander Horst, The Ohio State University;
Richard G. Lomax, The Ohio State University*

Questioning Theoretical Stereotypes on Gang Membership: Examining
Prevalence Rates Across California Schools and Geographical Regions. *Joey
Nuñez Estrada, University of Southern California; Ron Avi Astor, University
of Southern California; Rami Benbenishty, Bar-Ilan University; Tamika
Gilreath, University of Southern California; Kris M. De Pedro, University of
Southern California*

Discussant:

Roger T. Johnson, University of Minnesota

50.054. Applying Confluent Education to Promote Social Imagination and Public Good. SIG-Confluent Education; Paper Session

Hotel Monteleone, Mezzanine Level, Bonnet Carre
2:15 pm to 3:45 pm

Chair:

Lisa Dawley, Boise State University

Participants:

Enabling Career Development: A Confluence of Pedagogical Support Services
Designed to Support Emergent Early Childhood Educators in Career
Advancement. *Gisele Ragusa, University of Southern California; Nancy Sami
Girguis, University of Southern California*

Engaging in Action Research to Develop Teacher Identity. *Nancy Harding-
Nedell, Pepperdine University*

Holistic Education and the Brain: A Look at Steiner-Waldorf Education. *Abigail
Lane Larrison, University of California - San Diego; Alan J. Daly, University
of California - San Diego*

Sociocultural Context, Racialized Identity, and Teacher Expectations: Science,
Technology, Engineering, and Mathematics (STEM) Classrooms and Latino
and African American Students. *Denise A. Isom, California Polytechnic State
University - San Luis; Alisa Bredensteiner, Paso Robles High School*

Transformational Leadership: Formal and Informal Leadership Experiences
in Times of Social and Institutional Crisis. *Geni Cowan, California State
University - Sacramento; Chevelle Newsome, California State University -
Sacramento*

Discussant:

Marianne D'Emidio-Caston, Antioch University - Santa Barbara

50.055. Holding the Intersectional Accountable to Critical Race Theory: Braiding Joteria and Chicana Feminist Epistemologies to Document the Raced, Gendered, and Sexed Experiences of Chicano Gay Men

and Chicanas in Higher Education. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm

Chair:

Dolores Calderon, University of Utah

Participants:

Scholarship Girls Aren't the Only Chicanas Who Go to College: Former Chicana Continuation High School Students Disrupting the Educational Achievement Binary. *Maria C. Malagon, University of California - Los Angeles; Crystal R. Alvarez, University of California - Los Angeles*
Chicana Activism and Education: Putting Chicanas Into Chicano Studies During the 1993 University of California at Los Angeles Hunger Strike. *Elizabeth González Cárdenas, University of California - Los Angeles*
Kickin' It With the Homie(s): A Jotería Study of Identity Educación for Queer Vatos in East Los Angeles. *Eduardo Lara, University of California - Los Angeles*

Discussant:

Daniel Gilbert Solorzano, University of California - Los Angeles

50.056. Valuing a Plurality of Research Methodologies in the Field of Learning Disabilities. SIG-Disability Studies in Education; Symposium
Sheraton, Fourth Level, Oak Alley
2:15 pm to 3:45 pm

Chair:

David J. Connor, Hunter College - CUNY

Participants:

Broadening Our Horizons: Toward a Plurality of Methodologies in Learning Disability Research. *David J. Connor, Hunter College - CUNY; Beth A. Ferri, Syracuse University; Deborah J. Gallagher, University of Northern Iowa*
Beyond Culture as Group Traits: Future Learning Disabilities Ontology, Epistemology, and Research Knowledge Use. *Alfredo J. Ariles, Arizona State University; Kathleen King Thorius, Indiana University; Aydin Bal, University of Wisconsin - Madison; Rebecca A. Neal, Arizona State University; Federico R. Waitoller, Arizona State University; David Isaac Hernandez-Saca, Arizona State University*
Researching in Classrooms: Getting Beyond "What Works." *Curt Dudley-Marling, Boston College*
Down the Rabbit Hole: A Commentary About Research on Parents and Special Education. *Jan W. Valle, The City College of New York - CUNY*
When Art Informs: Inviting Ways to See the Unexpected. *Linda P. Ware, SUNY - College at Geneseo*

Discussant:

Christine E. Sleeter, California State University - Monterey Bay

50.057. Global Perspectives on Professional Development in Higher Education. SIG-Faculty Teaching, Evaluation, and Development; Paper Session
New Orleans Marriott, Fourth Level, Regent
2:15 pm to 3:45 pm

Chair:

Frank C. Worrell, University of California - Berkeley

Participants:

Faculty Development in Canada, Belgium, Denmark, Switzerland, and France: An International Comparison. *Mariane Frenay, Universite Catholique de Louvain; Alenoush Saroyan, McGill University*
Improving University Teaching: Do Consultants Make a Difference? *Mariska Knol, University of Amsterdam; Harrie Vorst, University of Amsterdam; Jan H. Van Driel, Leiden University; Gideon Mellenbergh*
The Role of Human Capital and Social Capital in Professional Development. *Marc Chun, RAND; Tara Rose, University of Kentucky*
What Do Students Mean? A Mixed-Methods Approach to Interpretations of Course Instructor Survey Items. *Sara Jolly Jones, University of Texas - Austin; Dawn M. Zimmaro, University of Texas - Austin; Karron G. Lewis, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin*

Discussant:

John R. Slate, Sam Houston State University

50.058. Reimagining Research Methodologies: Research With(in) Bilingual and Biliterate Communities. SIG-Hispanic Research Issues; Symposium
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm

Chair:

Rima Brusi, University of Puerto Rico - Mayagüez

Participants:

Positionality and Reflexivity in Conducting Language and Literacy Socialization Research in Latino Immigrant Communities in California. *Lucila D. Ek, University of Texas - San Antonio; Ana María Relaña Pastor, Universidad de Castilla-La Mancha*

Conundrums in Teacher Education Research: Constructing Racial Conscientization. *Maria E. Franquiz, University of Texas - Austin*
Researcher as Instrument: Languages and Interactions in Interviews. *Minda M. Lopez, Texas State University - San Marcos*
Negotiating Biliterate Data Collection in Mexican and Mexican American Bilingual Communities. *Carol Brochin Ceballos, University of Texas - El Paso; Claudia G. Cervantes-Soon, University of Texas - Austin*

Discussant:

Norma E. Gonzalez, The University of Arizona

50.059. Secondary Reform From the Perspectives of Teachers and Students in Six Countries. SIG-International Studies; Symposium
Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm

Chair:

Hui-Ling Pan, National Taiwan Normal University

Participants:

Perceptions of Teachers, Parents, and Students on Education Reforms in China. *Peter Yee Han Joong, University of the West Indies; Ying Xiong, Guangxi University*
Perceptions of Teachers and Students on Education Reforms in Ontario, Canada. *Thomas Gerald Ryan, Nipissing University*
Perceptions of Teachers and Students on Education Reforms in Sierra Leone. *Kathryn A. Noel, University of Western Ontario; Peter Yee Han Joong, University of the West Indies*
Perceptions of Teachers and Students on Education Reforms in Jamaica. *Peter Yee Han Joong, University of the West Indies; Lorraine Dale Cook, University of the West Indies*
Perceptions of Teachers and Students on Education Reforms in Brazil. *Peter Yee Han Joong, University of the West Indies*
Perceptions of Teachers and Students on Education Reforms in Taiwan. *Ming-Dih Lin, National Chung Cheng University; Peter Yee Han Joong, University of the West Indies*

50.060. Transferring Learning in Leadership Preparation. SIG-Learning and Teaching in Educational Leadership; Paper Session
Sheraton, Fourth Level, Gallier
2:15 pm to 3:45 pm

Chair:

Arnold B. Danzig, Arizona State University

Participants:

Preparing Leaders for Adaptive Challenges Faced in Schools Oriented Toward Common Good. *Eleanor E. Drago-Severson, Teachers College, Columbia University; Patricia Maslin-Ostrowski, Florida Atlantic University; Alexander Mishra Hoffman, Teachers College, Columbia University*
The Evolution of the Intern-Mentor Relationship: Lessons Learned From the Administrative Internship. *Jennifer K. Clayton, The George Washington University; Karen Sanzo Crum, Old Dominion University; Steve P. Myran, Old Dominion University*
Linking Principal Preparation to Teaching and Learning: Lessons Learned Through a Mixed-Method Multi-Case Evaluation Study. *Susan Korach, University of Denver; Betty Jane Alford, Stephen F. Austin State University; Julia Nell Ballenger, Stephen F. Austin State University*
Transfer of Learning From Preparation to Practice. *Francine Newman, Hofstra University; Karen F. Osterman, Hofstra University*

50.061. Collaborative Learning Environments in Music Education: Implications for Professional Development. SIG-Music Education; Paper Session
JW Marriott, Third Level, Orleans
2:15 pm to 3:45 pm

Chair:

Ronald P. Kos, Boston University

Participants:

Narratives From a Virtual Place: A Cyber Ethnography of Music Learning in Online Music Community. *Janice Lynn Waldron, University of Windsor*
"Now Can I Watch My Video?" Tracking Musical Development Through Video Sharing and Social Networking in an Early Childhood Music Class. *Lisa Huisman Koops, Case Western Reserve University*
Music Teachers Investigate Their Work: Collaborative Inquiry as Curriculum Making and Professional Development. *Melissa Natale Abramo, North Salem*

Central School District; Mark Robin Campbell, SUNY - College at Potsdam
The Acquisition of Musical Technological Pedagogical and Content Knowledge.

William I. Bauer, Case Western Reserve University

Discussant:

Sandra L. Stauffer, Arizona State University

50.062. Innovation in Online and Blended Learning. SIG-Online Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, La Galerie 1
2:15 pm to 3:45 pm

Chair:

Nancy Maldonado, Walden University

Participants:

Contexts and Challenges of Internet and Mobile Phone Use Among Young People in Aotearoa/New Zealand. *John J. Fenaughty, University of Auckland; Niki Harre, University of Auckland*

Participatory Assessment for Engagement, Understanding, and Achievement in Online Learning Contexts. *Daniel T. Hickey, Indiana University; Jenna McWilliams, Indiana University*

Remote Observation of Graduate Interns (ROGI) as an Interchangeable Process for Facilitating Teaching Observations. *Tina Lane Heafner, University of North Carolina - Charlotte; Teresa Petty, University of North Carolina - Charlotte; Charles Richard Hartshorne, University of North Carolina - Charlotte*

What Can We Do to Promote Teacher Candidate Construction of Knowledge in Virtual Classrooms? *Paula M. Carbone, University of Southern California; Jenifer Anne Crawford, University of Southern California*

Discussant:

Alyssa F. Wise, Simon Fraser University

50.063. Research on Online Teaching and Learning. SIG-Online Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 4
2:15 pm to 3:45 pm

Chair:

Delar K. Singh, Eastern Connecticut State University

Participants:

Beyond Innovators and Early Adopters: Moving the Majority Online. *Emily J. Hixon, Purdue University - Calumet; Heather Zamojski, Purdue University - Calumet; Janet Buckenmeyer, Purdue University - Calumet*

Chronobiology and Online Learning: Biologically Based Preferences. *Yi Luo, Purdue University; Celia (Rui) Pan, Purdue University; Linda Mellish, Purdue University; Jea Hong Choi, University of Georgia; Johannes Strobel, Purdue University*

Project DELTA (Disseminating Effective Learning Through Automation): An Investigation Into E-Mentoring, Social Presence, and Counseling Support. *Lynne Schrum, George Mason University; Mary English, George Mason University; Lyndsie Galizio, George Mason University*

Real World, Real Use: The Impact of Integrating Student-Centered Learning in Adult Online Instruction. *Dianna L. Newman, University at Albany - SUNY; Patricia Lefor, Empire State College - SUNY; Jane Rodd, University at Albany - SUNY; Kevin Murphy, University at Albany - SUNY; Christopher Valle, University at Albany - SUNY*

Discussant:

Steven R. Terrell, Nova Southeastern University

50.064. Postracial America? Black Middle-Class Parents and the Fight for Equality of Educational Opportunity in the 21st Century. SIG-Research Focus on Black Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
2:15 pm to 3:45 pm

Chair:

Sybil Madison Boyd, University of Chicago

Participants:

A Movement at the Middle: How Black Middle-Class Parents Organized for Educational Opportunity. *Daniella Ann Cook, University of Tulsa*

Making the Case for Race in School Litigation. *Sonja Kerr; Public Interest Law Center of Philadelphia*

Education Experts Working for the Public Good. *Karolyn D. Tyson, University of North Carolina - Chapel Hill*

Black Middle-Class Parents Organizing for Educational Change. *Theresa Perry, Simmons College*

Discussants:

Charles M. Payne, University of Chicago

Kevin G. Welner, University of Colorado - Boulder

50.065. Student Mathematical Knowledge. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
2:15 pm to 3:45 pm

Chair:

Joi A. Spencer, University of San Diego

Participants:

A Hypothetical Learning Trajectory for Volume in the Early Years. *Douglas H. Clements, University at Buffalo - SUNY; Julie Sarama, University at Buffalo - SUNY; Doug VanDine, University at Buffalo - SUNY; Jennifer S. McDonel, University at Buffalo - SUNY*

Examining Connections Between Representing and Justifying in Mathematical Problem Solving. *Despina A. Stylianou, City College of New York - CUNY*

Fostering Third-Graders' Fluency With Basic Addition and Subtraction Combinations. *Arthur J. Baroody, University of Illinois; Michael D. Eiland, University of Illinois - Urbana-Champaign; Sharon Coslick Baroody, University of Illinois*

Nothing Is Something: First Graders' Use of Zero in Relation to Negative Numbers. *Laura Bofferding, Stanford University; April C. Alexander, Stanford University*

Noting Negatives: First Graders' Expanding Knowledge of Numbers. *Laura Bofferding, Stanford University*

50.066. Civic Education. SIG-Research in Social Studies Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
2:15 pm to 3:45 pm

Chair:

Jill M. Gradwell, Buffalo State College - SUNY

Participants:

Global Citizenship Education: Making Connections. *Merry M. Merryfield, The Ohio State University*

Youth, Democracy, and Political Participation in Schools. *Murray Print, The University of Sydney*

What Makes a Citizen? Civic Multicultural Competence and Preservice Teachers' Understandings of Citizenship Skills. *Antonio J. Castro, University of Missouri - Columbia; Emily A. VanCourt, University of Missouri*

"Knowledge of the Land": Teaching History and Geography in Israel as a Means of Civic Education. *Aviv Cohen, Teachers College, Columbia University*

Feminism, Neoliberalism, and Social Studies: A Discourse Analysis. *Mardi Schmeichel, University of Georgia*

Democratic Visions: American History From Civil War to Civil Rights. *Elizabeth J. Oyer, EvalSolutions Inc.; Rebecca Hanly, Kentucky Historical Society; Kathi L. Kern, University of Kentucky; Stephanie Smith, Harlan Independent School District; Sandra Stults, Bluegrass Heritage Museum*

Discussant:

Ronald W. Evans, San Diego State University

50.067. Evaluating Multiple Indicators of Teacher Effectiveness: Toward a Robust Teacher Evaluation System. SIG-Research on Evaluation; Invited Session
Doubletree, Second Level, Rosedown B
2:15 pm to 3:45 pm

Chair:

Rachel Boren, University of Virginia

Participant:

Evaluating Multiple Indicators of Teacher Effectiveness: Toward A Robust Teacher Evaluation System. *Pete G. Goldschmidt, University of California - Los Angeles; Terry A. Deloria, William S. Hart Union High School District; Melissa Casey, California State University - Northridge*

Discussant:

Karrin Lukacs, George Mason University

50.068. REISL (Research, Education, Information, and School Libraries) Paper Session. SIG-Research, Education, Information and School Libraries; Paper Session
JW Marriott, Third Level, Rosalie
2:15 pm to 3:45 pm

Chair:

M. Delia Neuman, Drexel University

Participants:

The Role of the Teacher-Librarian in Innovative Educational Contexts: Maintaining Relevance in an Age of Reform. *Eric Meyers, The University of British Columbia*

From "Shhhh" to Inquiry: Discourse Models of School Librarianship In

Collaborative Planning With Teachers. *Sue C. Kimmel, Old Dominion University*

Library and Information Science Graduate Students Explore Storytelling for the 21st Century. *Rebecca Jane Morris, University of Pittsburgh*
An Examination of Teacher and Librarian Collaboration to Develop Science Information Literacy of Latino Students: A Longitudinal Study. *Patricia Montiel Overall, The University of Arizona*

50.069. Bullying, Victimization, and Peer Relationships in Schools. SIG-Safe Schools and Communities; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
2:15 pm to 3:45 pm

Chair:

Decoteau J. Irby, University of Wisconsin - Milwaukee

Participants:

Bullying in Print: Bullying Perspectives and Their Implications on School and Educator Practices. *Elke Chen, University of Maryland - College Park*
Fighting Fire With Fire: The Role of Technology in Cyberbullying Education. *Elizabeth A. Brewer, Loyola Marymount University*
Identification of Bully Victims Using Peer Nominations and Counselor Interviews. *Victoria I. Phillips, University of Virginia; Dewey G. Cornell, University of Virginia*
Investigating the Problem of Bullying Through Photo Elicitation. *Gerald Walton, Lakehead University; Blair Niblett, Lakehead University*
The Effects of Peer Socializing on Achievement and School Disorder. *Seunghye Han, University of Missouri - Columbia; Seoung Joun Won, University of Missouri*

50.070. Possibilities and Limitations of School Choice. SIG-School Choice; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
2:15 pm to 3:45 pm

Chair:

Heather K. Olson Beal, Stephen F. Austin State University

Participants:

Choosing, Defaulting, or Falling Short: Nonchoosers in the Education Context. *Lori Ann Delale-O'Connor, Northwestern University*
Beyond Parent Management: Students and Schools in an Urban Public High School Application Process. *Clarisse Haxton, American Institutes for Research*
High-Pressure Reform: Examining Urban Schools' Response to Multiple School Choice Policies. *Rian Kelly Carkhum, University of Texas - Austin; Jennifer Jellison Holme, University of Texas - Austin; Virginia Walker Snodgrass Rangel, University of Texas - Austin*
Successes and Challenges of the Voluntary Public School Choice Program. *Theresa M. Akey, Education Northwest; Suzanne Branon, Indiana University*
The Most Common School Choice: Student-Level Factors Associated With Student Reenrollment. *Haiying Dong, Arizona State University; David R. Garcia, Arizona State University*

Discussant:

Lois Andre Bechely, California State University - Los Angeles

50.071. Ethical Issues in Self-Study Relationships. SIG-Self-Study of Teacher Education Practices; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 1
2:15 pm to 3:45 pm

Chair:

Cheryl J. Craig, University of Houston

Participants:

Compromises With Vocationalism: Contradictions in Teaching Future Teachers. *Peggy L. Placier, University of Missouri*
Where Instructor's Intent Meets Students' Interpretations: The Challenge of Responsiveness for a Teacher Educator. *Valerie A. Allison-Roan, Susquehanna University; Laurie A. Ramirez, Appalachian State University; Sandra L. Petersen, Dixie State College; Susan E. Elliott-Johns, Nipissing University*
"Ethic of Care" and Teacher Education Research: One Teacher Educator's Exploration of Qualitative Research Ethics. *Brandon M. Butler, University of Georgia*
Moving Beyond Ethical Standards to Ethical Praxis in Self-Study Research. *Robyn T. Brandenburg, University of Ballarat; Ann Gervasoni, Australian Catholic University*

Discussant:

Vicki K. LaBoskey, Mills College

50.072. Cognitive, Behavioral, and Classroom Factors Related to Mathematics Disabilities. SIG-Special Education Research; Paper Session
Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm

Chair:

Xin Wei, SRI International

Participants:

Early Risk Factors for Later Mathematics Difficulties. *Paul L. Morgan, The Pennsylvania State University; George Farkas, University of California - Irvine; Steve Maczuga, The Pennsylvania State University*
Mathematics Disability With and Without Reading Disability: Findings From a 4-Year Longitudinal Study. *Rose Vukovic, New York University*
Processing Speed, Short-Term Memory, Working Memory, and Mental Addition in Children at Risk for Arithmetic Disabilities. *Derek H. Berg, Queen's University; Nancy L. Hutchinson, Queen's University*
Developing Representational Ability for Students With Disabilities: A Content Analysis of Middle School Mathematics Textbooks. *Delinda Van Garderen, University of Missouri; Amy Scheuermann, Minnesota State University - Mankato*
Using Assessment Tools to Develop Students' Understanding of Mathematics Problems. *Brian A. Bottge, University of Kentucky; Allan S. Cohen, University of Georgia; Sun-Joo Cho, Vanderbilt University; Linda Gassaway, University of Kentucky*

50.073. Supervision of Instruction: Studies on Perspective and Viewpoint. SIG-Supervision and Instructional Leadership; Paper Session
Sheraton, Eighth Level, Salon 820
2:15 pm to 3:45 pm

Chair:

Barbara L. Bales, University of Wisconsin - Milwaukee

Participants:

Walkthrough Observations Potential: Aspiring Instructional Leaders' Voices. *Ann O'Doherty, University of Texas - Austin; Martha N. Ovando, University of Texas*
Resistance, Resignation, and Renewal: A Case Study of One Midwestern School's Attempt to Create Transformational Change Through a Focus on Instructional Supervision. *Jeffrey Glanz, Yeshiva University*
A Comparison of Two Alternative Approaches to Student Teacher Supervision. *Brent Heidorn, University of West Georgia; Rachel Harvey, University of West Georgia; Brian Allen Mosier, University of West Georgia; Deborah Bainer Jenkins, University of West Georgia*
Teacher Perception of Instructional Leadership for Elementary School Principals in Thailand. *Supachai Thobumrung, Khon Uaen University*

Discussant:

Jennifer Goldstein, Baruch College - CUNY

50.074. Scale Construction and Measurement Invariance in Survey Research. SIG-Survey Research in Education; Paper Session
Doubletree, Second Level, Nottoway
2:15 pm to 3:45 pm

Chair:

Peter H. Siegel, RTI International

Participants:

Does Environment Matter? Participation in Online Course Evaluations. *Meredith J.D. Adams, North Carolina State University; Paul D. Umbach, North Carolina State University*
Factors Affecting Measurement Error in Teachers' Reports of Instructional Practice on Surveys. *Eric M. Camburn, University of Wisconsin; Seong Won Han, University of Wisconsin - Madison*
Group Differences on Attitudinal Scales When an Item Subset of an Operational Definition Exhibits Differential Item Functioning/Differential Bundle Functioning. *Ronna L. Turner, University of Arkansas; Wallace D. Gitchel, West Virginia University; Elizabeth Ann Keiffer, University of Arkansas*
Survey Research Scales and Score Interpretation: A Rasch Rating Scale Analysis. *Randall E. Schumacker, The University of Alabama; Elena C. Papanastasiou, University of Nicosia*

Discussant:

Eric M. Camburn, University of Wisconsin

50.075. Historical Agency: Conceptual Issues, Empirical Research, and Implications for Democratic Participation. SIG-Teaching History; Symposium
JW Marriott, Third Level, St. Jerome

2:15 pm to 3:45 pm

Chair:

William Mark Sheehan, Victoria University of Wellington, New Zealand

Participants:

Teaching About Historical Agency: A Conceptual Overview. *Keith C. Barton, Indiana University*"Serbia Assassinated Austria-Hungary": Nations as Historical Actors. *Michael L. Boucher, Indiana University; James Scott Brown, Indiana University*"African Americans Were Getting Fed Up": Self-Interest and Societal Context in History. *J. Spencer Clark, Indiana University; Carolyn Ann Weber, Indiana University*"Can You Imagine a Revolution in America?" Agency in Student Narratives of Revolution. *Whitney G. Blankenship, University of Texas - Austin*

Discussant:

Linda S. Levstik, University of Kentucky

50.076. Technology as an Agent for Change in Rethinking the Design and Delivery of Assessments for All Students. SIG-Technology as an Agent of Change in Teaching and Learning; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm

Chair:

Jody E. Clarke-Midura, Harvard University

Participants:

Computer-Dynamic Assessment: Using Assessment to Deliver Insights Into Students' Understandings (and Misunderstandings). *Christopher Camacho, Children's Progress*Technology-Enhanced Assessments as a Window for Teachers to Understand Cognitive Pathways of Students. *Jody E. Clarke-Midura, Harvard University*The Effects of Accessible Test Design. *Michael K. Russell, Boston College*Technology-Enabled Assessments, Students With Disabilities, and Universal Design: Agendas for Research. *Patricia JoAnn Almond, University of Oregon; Sue E. Bechar, Inclusive Educational Assessment*

Discussant:

Chris J. Dede, Harvard University

50.077. Workplace Learning Paper Session 3. SIG-Workplace Learning; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 5
2:15 pm to 3:45 pm

Chair:

Shahron Williams Van Rooij, George Mason University

Participants:

Communication in the Workplace: Going Beyond a Skills Analysis. *Anna K. Touloumakos, Oxford University*Entering the Workplace: How Well Are Adult Learners Prepared for Lifelong Learning? *Vincent Donche, University of Antwerp; Eva Delvaux, University of Antwerp; Peter Van Petegem, University of Antwerp*Intuitive Decision-Making in the Domain of Emergency Medicine. *Christian Harteis, Regensburg University; Christine Kugler, University of Regensburg; Barbara Morgenthaler, University of Regensburg; Gabriel Roth, University Hospital Regensburg; Karl-Peter Itner, University Hospital Regensburg; Berhard Graf, University Hospital Regensburg*Learning Asset Technology Integration Support Tool (LATIST): A Performance Support Tool for Technology Integration. *Nada Dabbagh, George Mason University; Kevin A. Clark, George Mason University; Susan Dass, George Mason University*New Media as a New Medium: Work and Learning in an Emerging Postindustrial Occupation. *Ellen Mary Scully-Russ, The George Washington University*

50.078. A National Study of Writing Instruction in Typical and High-Performing Schools. SIG-Writing and Literacies; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
2:15 pm to 3:45 pm

Chair:

Arthur Applebee, University at Albany - SUNY

Participants:

Overview of the National Study of Writing Instruction. *Arthur Applebee, University at Albany - SUNY*Writing and Disciplinary Thinking in Math and Science. *Marc Nachowitz, University at Albany - SUNY*English Language Learners and Writing Across the Disciplines. *Kristen C. Wilcox, University at Albany - SUNY*Contrasts in Writing Instruction Among Schools Serving Higher and Lower Proportions of Students in Poverty. *Judith A. Langer, University at Albany - SUNY*

Discussant:

Steve Graham, Vanderbilt University

Division and SIG Roundtables

50.079. Roundtable Session 35; Roundtable Session

50.079-1. Critical Perspectives on Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Janice Kroeger, Kent State University

Participants:

Children's Access to Popular Culture Technology in and out of the Preschool Classroom. *Allison S. Henward, The University of Memphis*Loving Me or Respecting You: The Impact of Teaching of Manners on Narcissism and Prosocial Behavior in Early Primary Grades. *Shawna Harris Gose, Louisiana State University; Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge*Making the Match: Culturally Relevant Coaching and Training in Early Childhood Education and Childcare. *Tina Kruse, Macalester College*Valid Literacy Practices: The Enculturation of Story Reading in Immigrant/Minority Families. *Shahnaaz Alidina, Doctoral Student*

50.079-2. Identities and Education: Ways We Are Developing Into Our Teacher and Learner Selves. SIG-Cultural Historical Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Honorine D. Nocon, University of Colorado - Denver

Participants:

Cross-Cultural Perspectives on Special Education. *Jennifer S. Goldberg, Fairfield University; Hyun Uk Kim, Fairfield University*L. S. Vygotsky "Projective" Research Methodology for the Democratic Vision of Schooling: Urban Teachers' Sociocultural Research Projects as Praxis of School Reform. *Elina Lampert-Shepel, Walden University*The Constant or "Everything Else Lives in Its Light": Bringing the "Whole Adult" into the Classroom. *Beth Ferholt, Brooklyn College - CUNY*

50.079-3. Delta: Environmental Connections and Actions Across Contexts and Cultures. SIG-Environmental Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Amy N. Cutter-Mackenzie, Monash University

Participants:

Connecting Contexts for Environmental Learning: Youth Experiences With Water at School, Home, and on a Field Trip. *Emily Evans, University of California - Davis; Heidi L. Ballard, University of California - Davis*Cultural Differences in Environmental Knowledge and Sense of Place. *Nicole R. Weber, Purdue University; Brian T. White, University of Massachusetts - Boston*Developing Construct Validity for Environmental Connectedness. *Thomas H. Beery, University of Minnesota - Duluth*What Will Promote Proenvironmental Behaviors Among Bedouin Students? A Self-Determination Theory Perspective. *Haya P. Kaplan, Kaye Academic College of Education; Nir Madjar, Ben-Gurion University of the Negev*

50.079-4. Critical Perspectives on Texts and Readers Engagement. SIG-Literature; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Thomas P. Crumpler, Illinois State University

Participants:

Children's Books, Leadership, and Gender: Analysis of Children's Choices Award Winners Using Jung's Archetypes. *Janine M. Schall, University of Texas - Pan American; Shirley J. Mills, University of Texas - Pan American*Exploring Multicultural Nonfiction Books for Children: Critical Content Analysis of Nonfiction Books About Korea. *Eun Hye Son, Boise State University; Yoo Kyung Sung, University of New Mexico*

Young Urban Bilingual Preschoolers' Engagement and Response With Critical Texts. *Jeanne G. Fain, Middle Tennessee State University; Carin Lynn Neitzel, Vanderbilt University*

50.079-5. Subjectivity, Recognition, and Tragic Hope in Education. SIG-Philosophical Studies in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Gert J.J. Biesta, University of Stirling

Participants:

Compulsory Schooling, Preventative Defense, and Tragic Hope. *Sam Rocha, Wabash College*

Recognition and Education: The Significance of Axel Honneth Theory of Recognition to Education. *Shlomo Back, Kaye College of Education*

"In a Flutter of Jubilant Activity": Curricular Imagination, the Mirror Stage, and the Subject of Education. *James Stillwaggon, Iona College*

50.079-6. The Impact of Friends, Family, and Other Forms of Capital on Educational Achievement and Attainment. SIG-Sociology of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Julie R. Kochanek, Education Development Center

Participants:

Cultural Mobility: A Longitudinal Analysis of the Effects of Cultural Capital on Academic Attitudes and Educational Outcomes. *S. Michael Gaddis, University of North Carolina - Chapel Hill; Andrew Payton, University of North Carolina - Chapel Hill*

Friend Influences on Academic Achievement: Exposing the Bias of Estimation Strategy. *Jennifer Airis Flashman, Nuffield College, University of Oxford*

Necessary and Sufficient Conditions for Educational Success: Testing Coleman's Theories of Social Capital. *Elizabeth Dayton, Johns Hopkins University; Stefanie A. Deluca, Johns Hopkins University*

50.079-7. Reimagining Critical Hope: Situated Perspectives Across North-South Contexts. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Megan Boler, University of Toronto

Participants:

Liberation Education, Hope, and Despair in the Struggle Against Racism. *Ronald D. Glass, University of California - Santa Cruz*

Is There Anything Wrong With Narratives of Hope in Teacher Education? *Gustavo E. Fischman, Arizona State University*

From Critical Hope and Utopian Vision to Transforming Praxis. *Graham H. Smith, Te Whare Wānanga o Awanuiārangi*

A Pedagogy of Hope in South African Higher Education? *Vivienne Grace Bozalek, University of the Western Cape; Brenda Lana Leibowitz, Stellenbosch University; Ronelle L. Carolissen, University of Stellenbosch*

50.079-8. Reflexive Activism: Challenges of Mentoring Preservice Teachers of Culturally and Linguistically Diverse Students. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Luis Urrieta, University of Texas - Austin

Participants:

Learning to Carry the Message of Critical Liberatory Pedagogy: Preservice Teachers as Messenger-Activists. *Anita Bright, George Mason University*

Living With the Liminal: Unwieldy Unknowns of Facilitating an Urban Education Cohort. *G. Sue Kasun, University of Texas*

"Oh, I Guess What You Teach Us Can Work": Socratic Episodes and Activist Pedagogy With Preservice Teachers. *LaGarrett Jarriel King, University of Texas - Austin*

Systemic Contradictions in Preservice Teacher Education. *Elizabeth Almond Bellows, University of Texas*

Bilingual/Bicultural Preservice Teachers Overcoming and Resisting Difference. *Maria-Antonieta Avila, University of Texas - Austin*

50.079-9. Family Engagement and Teacher Professional Development and Practice. SIG-Family, School, Community Partnerships; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Jennifer H. Waddell, University of Missouri - Kansas City

Participants:

Developing Resourceful Social Networks Through University-School-Community Collaboration. *Peter Michael Miller, University of Wisconsin - Madison; Michael Kopish, University of Wisconsin - Madison; Rebecca Jane Lowenhaupt, Northwestern University*

Knowledge Construction and Mobilization of English-as-a-Second-Language (ESL) Parents and Preservice Teachers. *Yan Guo, University of Calgary*

Parent and Teacher Relationships: Experiencing Hybrid Identities, Moving Through Multiple Spaces, and Negotiating Life in the Borderlands. *Raquel Leonor Gonzalez, University of Maryland - College Park*

50.079-10. Second Language Research SIG Roundtable 1: Critical Issues in English Language Teaching and Learning. SIG-Second Language Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Hye-sun Cho, University of Hawaii - Manoa

Participants:

This Land Is Our Land? Multiple Literacies and Becoming a Citizen in an Adult English as a Second Language Classroom. *Monica Waterhouse, University of Ottawa*

The Role of Research-Based Ideas About Language Acquisition in Curriculum Materials for English Language Development. *Karen D. Thompson, Stanford University*

A Critical Look at International Students in Higher Education Contexts: Understanding Critical and Postmethod Pedagogy in Two West African Preservice Teachers. *Gloria Park, Indiana University of Pennsylvania; Carol R. Rinke, Gettysburg College; Lynnette K. Mawhinney, The College of New Jersey*

50.079-11. Learning From Youth and Scholar-Activist Participatory Action Research. SIG-Grassroots Community & Youth Organizing for Education Reform; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Charles Price, University of North Carolina - Chapel Hill

Participants:

Understanding and Challenging School Exclusion in the Fight for a More Humanizing Education. *Mary Candace Full, University of California - Los Angeles*

Youth Organizing for Educational Equity: Two Stories of Youth-Driven Action Research. *Scotney D. Evans, University of Miami; Anderson Williams, Oasis Center, Inc.; Michael Zuki Modunkwu, Student, Youth Organizer*

The Primacy of Community-Based Structures in Participatory Action Research Projects: Lessons for a Decolonizing Raza Research Methodology. *Miguel Zavala, California State University - Fullerton*

50.079-12. Methodological Challenges and Advances in Educational Effectiveness Research. SIG-School Effectiveness and School Improvement; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Hans Luyten, University of Twente

Participants:

Methodological Challenges in Educational Effectiveness Research. *Daniel R. Muijs, University of Southampton*

School District Consolidation or Fragmentation: An Educational Cost Analysis With Links of Competition. *Mustafa Ugur Karakaplan, Texas A&M University*

The Relationship Among Organizational Learning, Organizational Innovation and School Effectiveness: A Test of the Mediated-Effects Model. *I-Hua Chang, National Chengchi University, Taiwan; Hung-Chin Yen, National Chengchi University, Taiwan; Cheng-Mei Hsu, China University of Technology*

50.079-13. Teaching Queer: Identities, Geographies, and Transformation. SIG-Queer Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Janna Jackson Kellinger, University of Massachusetts - Boston

Participants:

From LGBTQ Resistance to Transformation? One Preservice Teacher's Experiences. *Patricia L. Bullock, Kennesaw State University; Debra M. Freedman, Ball State University; Anne L. Slonaker, Castleton State College*

Changing Pronouns and Staying Silent: A Study of Lesbian, Gay, Bisexual, and Transgender Elementary School Teachers' Identities. *Allison Kootsikak, The Pennsylvania State University*

Race, Religion, and Region: Comparing the Experiences of Southern and New England Lesbian, Gay, Bisexual, and Queer (LGBQ) Educators. *Janna Jackson Kellinger, University of Massachusetts - Boston*

50.079-14. Problematicizing Reflective Practices in Qualitative Research. SIG-

Qualitative Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Mark Helmsing, Michigan State University

Participants:

Earning the Right: Researcher-Student Reflections on Conducting Community-Based Research on Paseo Boricua, Chicago. *Laura Ruth Johnson, Northern Illinois University; Chia-Pao Hsu, Northern Illinois University; Colleen Stribling, Elgin Community College; Amy Brodeur, St. Francis University*

Problematicizing Teacher Reflection: Confession and the "Culture of Redemption." *Becky M. Atkinson, The University of Alabama*

Creating Personal Metaphors About Doing Qualitative Analysis. *Marydee A. Spillett, Walden University*

50.079-15. Career Pathways in Teaching. SIG-Lives of Teachers; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Jessica Nina Lester, University of Tennessee

Participants:

From Office to Classroom: A Hermeneutic Phenomenological Study of Career-Changer Teachers' Lived Experiences. *Jennifer L. Cuddapah, Johns Hopkins University; Mary Grace Snyder, Johns Hopkins University*

Understanding the Perceptions of Arabic and Chinese Teachers Toward Transitioning Into U.S. Schools. *Marjorie H. Haley, George Mason University; Melissa Struba Ferro, George Mason University*

Teacher Retention: Teachers' Reasons for Remaining in and for Leaving the Classroom. *Gail D. Hughes, University of Arkansas - Little Rock*

50.080. Roundtable Session 36; Roundtable Session**50.080-1. An Affinity for Educational Research and Technology Design: Student-Led Design, Development, and Inquiry Endeavors.** SIG-

Computer and Internet Applications in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

2:15 pm to 3:45 pm

Chair:

Min Liu, University of Texas - Austin

Participants:

Innovational Affinities: Designing, Developing, and Implementing FunWrit, an Intelligent Mashup for Language and Literacy Play. *Justin Olmanson, University of Texas - Austin; Chung-Kai Huang, University of Texas - Austin; Woon Hee Sung, University of Texas - Austin; Jaemin Lee, University of Texas - Austin; Alon Farachy, University of Texas - Austin; Angela Pan Wong, Stanford University; Cesar Chavez Navarrete, University of Texas - Austin; Yi-Hui Chen, University of Texas - Austin; Yun Soon Kim*

Reconfiguring the Teaching Experiment: Developing a Software Environment to Expand the Methodological Possibilities. *Steven Greenstein, University of the Virgin Islands; Carolyn Remmler, University of Texas - Austin*

A Design-Based Research Collaborative: Reiterative Approaches to the Design, Implementation, and Evaluation of Interactive Learning Environments. *Lucas Horton, University of Texas - Austin; Michael Anderson, University of Texas - Austin; Royce Kimmons, University of Texas - Austin; Jason Rosenblum, University of Texas - Austin; Jaemin Lee, University of Texas - Austin*

An Affinity for Design, Deleuze, and Research: Democratized, Heterogeneous, Nonhierarchical Collaboration on a Distributed Writing Tool. *Curtis Anthony Brewer, Clemson University; Justin Olmanson, University of Texas - Austin; Steven Greenstein, University of the Virgin Islands*

50.080-2. Storying Curriculum as Personal/Political Text: Understanding Teachers Educating for Social Justice. SIG-Critical Issues in Curriculum

and Cultural Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

2:15 pm to 3:45 pm

Chair:

Julie Garlen Maudlin, Georgia Southern University

Participants:

An Autobiographical Reflection on Franciscan Tradition in 16th-Century Mexico, Or, Toward Cosmopolitan Sensibilities. *James C. Jupp, Arkansas State University*

Enigmatic Autobiographies in Teacher Education. *Brian Casemore, The George Washington University; Philip Evan Bernhardt, The George Washington University; Marjorie Clark, The George Washington University*

Four Possibilities for Understanding Curriculum as Social Class Text. *Adam Howard, Colby College; Bruce Parker, Louisiana State University - Baton Rouge*

Grounding Curriculum in Critical Literacies Through Action Research. *Sara Lewis-Bernstein Young, Worcester State University*

Resounding Science: Teacher Inspiration in an Urban Middle School. *Walter S. Gershon, Kent State University; Katherine O'Brien, Kent State University; Robert P. Marxen, Miller South School for the Visual and Performing Arts*

50.080-3. Career and Technical Education and Learning. SIG-Career and

Technical Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

2:15 pm to 3:45 pm

Chair:

Pradeep Kotamraju, National Research Center for Career and Technical Education

Participants:

Connecting Career and Technical Education to High-Wage and High-Demand Occupations: Evidence From Tennessee. *Christine Mokher, CNA*

Impact of Literacy Frameworks on Vocabulary Development and Reading Comprehension in Career and Technical Education. *Travis Park, Cornell University; Laura Santamaria, Cornell University*

Identifying Design Principles to Create a Powerful Learning Environment in Secondary Vocational Education. *Ingeborg Placklé, Vrije Universiteit Brussel; Arno Libotton, Vrije Universiteit Brussel; Nadine S.I. Engels, Vrije Universiteit - Brussels, The Netherlands*

50.080-4. Diverse Perspectives in Religion and Education. SIG-Religion and

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

2:15 pm to 3:45 pm

Chair:

Rosemarie Stallworth-Clark, Georgia Southern University

Participants:

Masculinity Ideology and Religiosity/Spirituality Among African American Men. *Kathy-Ann C. Hernandez, Eastern University*

A Study of Belgian Teacher Attitudes Toward Muslim Students. *Patrick Loobuyck, Antwerp University, Belgium; Orhan Agirdag, Ghent University, Belgium*

Silencing in the School Socialization of Religious Jewish, Christian-Arab, Muslim, and Bedouin Girls in Israel. *Zehavit Gross, Bar-Ilan University*

"Defensive but Defenseless": Experiences of Shia Ismaili Muslim Adolescent Girls Learning Islam in Public School. *Natasha Merchant, University of Washington*

50.080-5. Chaos and Complexity: SIG Roundtable Presentation. SIG-Chaos &

Complexity Theories; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

2:15 pm to 3:45 pm

Chair:

Donald L. Gilstrap, University of Oklahoma

Participants:

Emergent Complexities of Implementing Democratic Practices in the Classroom: Exploring Interactions Between Teacher and Student. *Serina A. Cinnamon Morrison, Southern Illinois University - Carbondale*

Enacting Curriculum: A Complexity Perspective on Teachers' Descriptions and Interactions. *Lindsay Hetherington, University of Exeter*

Questioning the Modern Conception of Time: The Politics of Complexity Reduction in Education. *Anneli K. Frelin, Uppsala University; Jan Grannas, University of Gavle*

Relationships, Systems, and Complexity: An Examination of Social Imagination in Classroom, School, and University Communities. *Jeffrey W. Bloom, Northern Arizona University*

50.080-6. Indigenous Education and the Sciences. SIG-Indigenous Peoples of the Americas Cosponsored by SIG-Indigenous Peoples of the Pacific; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm

Chair:

Troy Richardson, Cornell University

Participants:

Development, Validation, and Preliminary Use of the Culturally Congruent Instruction Survey. *Regina C. Sievert, Salish Kootenai College; Rodney L. Brod, University of Montana; Joan L. La France, Mekinak Consulting*

Improving Science Literacy Through Culture. *Ormond W. Hammond, Pacific Resources for Education and Learning; Ellen Miyasato, Pacific Resources for Education and Learning*

Signals: Predictors of Rural, American Indian Girls' Science, Technology, Engineering, and Mathematics (STEM) Interests. *Julie Thomas, Oklahoma State University*

50.080-7. Partnerships and Across Site Studies: Informal and Semiformal

Learning. SIG-Informal Learning Environments Research Cosponsored by SIG-Out-of-School Time; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm

Chair:

Allison Gonsalves, Université de Montréal

Participants:

Partnerships for Out-of-School Science Programs. *Ruchi Tirumala Bhanot, SRI International; Julie Remold, SRI International; Vera Safa Michalchik, SRI International; Bronwyn Bevan, Exploratorium*

Informal Learning Initiative: An Evaluation of a Three-Site Zoo-Based Conservation and Leadership Program. *Melinda R. Hess, Research, Evaluation, and Assessment of Living and Learning; Mary Corrine Lowenstein-Degood, Tampa's Lowry Park Zoo*

Moving Beyond the Paper Report: Communicating Research and Evaluation Findings in a Web 2.0 World. *Camellia Wynona Sanford, Rockman et al; John Y. Baek, Oregon State University; Molly Phipps, Science Museum of Minnesota*

50.081. Roundtable Session 37; Roundtable Session

50.081-1. Uncovering the Promise and Pitfalls of Computerized and Adaptive

Testing in Action. Division D - Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm

Chair:

Deanna Lynn Morgan, The College Board

Participants:

Comparing Methods for Balancing Flexible Constraints and Measurement Precision in Computer Adaptive Tests. *Eric Moyer, University of Texas; Jennifer Galindo, University of Texas - Austin; Barbara G. Dodd, University of Texas - Austin*

Comparing Paper-Based and Computer-Based Testing in the First Grade. *Gyongyver Molnar, University of Szeged; Krisztina R. Toth, University of Szeged; Beno Csapo, University of Szeged*

Effects of Computerized Adaptive Testing and Test Instruction on Test-Taking Motivation. *Regine Asseburg, IPN; Andreas Frey, Leibniz Institute for Science and Mathematics Education*

Exploiting Item Response Time to Improve the Precision of Item Response Theory Equating in Computer-Based Tests. *Shudong Wang, Northwest Evaluation Association; Hong Jiao, University of Maryland*

Strand Selection Algorithms for Strand-Level Computerized Adaptive Testing. *Yuehwei Chien, Pearson; Chingwei D. Shin, Pearson; Walter D. Way, Pearson*

50.081-2. Methodological Decisions in Meta-Analytic Studies. Division D -

Measurement and Research Methodology; Roundtable Session
Doubletree, 16th Level, International Ballroom
2:15 pm to 3:45 pm

Chair:

Wei Pan, University of Cincinnati

Participants:

A Parametric Bootstrap for Common Measures of Similarity and Dissimilarity.

Steven Andrew Culpepper, University of Colorado - Denver

An Empirical Study of Bonett's (2009) Interval Estimation Model. *Aolin Xie, University of Minnesota; Michael R. Harwell, University of Minnesota*

Use of the Estimated Intraclass Correlation for Correcting Differences in Effect Size by Level. *Soyeon Ahn, University of Miami; Nicholas D. Myers, University of Miami; Ying Jin, University of Miami*

50.081-3. Qualitative Methodology and Change. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Penny A. Pasque, University of Oklahoma

Participants:

Catalysts for Change: Photovoice and the Reimagination of Girls' Education in India. *Payal Shah, Indiana University*

Interactional Methodology: A Case Study of Ethical Reflexivity. *Aaron M. Kuntz, The University of Alabama; John E. Petrovic, The University of Alabama; Stephen C. Tomlinson, The University of Alabama*

Vignettes as a Complementary Method in Educational Research. *Robin D. Tierney, University of Ottawa*

Think-Aloud Protocols Applied in Qualitative Research Contexts. *Mirka E. Koro-Ljungberg, University of Florida; Elliot P. Douglas, University of Florida; Zaria T. Malcolm, University of Florida; David J. Therriault, University of Florida*

50.081-4. Quality Control and Data Mining Techniques Applied to Monitoring Scale Scores. Division D - Measurement and Research Methodology; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Jimmy de la Torre, Rutgers University

Participants:

Monitoring the Scale Stability. *Alina A. Von Davier, ETS; Avi Allalouf, National Institute for Testing and Evaluation*

Detection of Change Points in the Means of Scale Scores. *Yi-Hsuan Lee, ETS; Alina A. Von Davier, ETS*

Analysis of Effects of Factors Influencing Scale Scores. *Long Luo, Southern Methodist University; Yi-Hsuan Lee, ETS; Alina A. Von Davier, ETS*

Monitoring Means and Variances of Item Response Theory Equated Raw Scores Using Linking Coefficients. *Deping Li, ETS*

50.081-5. Statistical Methods to Improve and Monitor Rater Behavior. Division D - Measurement and Research Methodology; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Kimberly A. Swygert, National Board of Medical Examiners

Participants:

Can We Identify Raters Who Assign Inconsistent Scores? Detecting Rater Inaccuracy Using Simulation Methods. *Jessica Yue, Virginia Polytechnic Institute and State University; Edward W. Wolfe, Pearson*

Can We Identify Raters Who Don't Stand Out? Detecting Rater Centrality Using Simulation Methods. *Jessica Yue, Virginia Polytechnic Institute and State University; Edward W. Wolfe, Pearson*

Effects on Scoring Under Rater Drift via Latent Class Signal Detection Theory and Item Response Theory. *Yoon Soo Park, Teachers College, Columbia University; Lawrence T. DeCarlo, Teachers College, Columbia University*

50.081-6. Strategies for Addressing Longitudinal Challenges in Educational

Data: Unique Applications. Division D - Measurement and Research Methodology; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Michael A. Gottfried, RAND Corporation

Participants:

A Comparison of Longitudinal Data Analysis Methods for Modeling Student Mobility. *Hyewon Chung, John Jay College of Criminal Justice - CUNY;*

Susan Natasha Beretvas, University of Texas - Austin

Time Series in Education: The Analysis of Daily Attendance in Two High Schools. *Mathijs Koopmans, Consultant*

Using Profile Analysis Via Multidimensional Scaling (PAMS) to Determine Summative Profiles in National Education Longitudinal Study of 1988 (NELS:88) Data. *Andrea McNamara, Fordham University; Se-Kang Kim, Fordham University*

50.081-7. Narrative Research SIG Roundtable Session III: Challenging

Mainstream Classroom Standards. SIG-Narrative Research; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Margaret A. Macintyre Latta, University of Nebraska - Lincoln

Participants:

“It’s Sweeter Where the Bruise Is”: Transforming Homelessness as Part of a Community-Campus Partnership. *Marie Gina Sandy, University of Wisconsin - Milwaukee*

Scholarly Rearing: The Promise of Black Women’s Testimonial Scholarship. *Denise M. Bazile-Taliaferro, Miami University of Ohio; Kirsten T. Edwards, Louisiana State University*

Understandings of Learning, Differences, and Inclusion From the Perspectives of Minority Students: A Pilot Study. *Amanda Ajodhia-Andrews, OISE/University of Toronto*

50.081-8. Learners With Development Disabilities, Struggling Readers, and Diverse Students Receive Support in Literacy.

SIG-Research in Reading and Literacy; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Claudia P. Flowers, University of North Carolina - Charlotte

Participants:

Language and Reading Measures for Students With Developmental Disabilities.

Claudia P. Flowers, University of North Carolina - Charlotte; Lynn A.

Ahlgim-Delzell, University of North Carolina - Charlotte; Joshua N. Baker,

University of North Carolina - Charlotte; Diane M. Browder, University of

North Carolina - Charlotte; Jill H. Allor, Southern Methodist University

Aiming High: Implementation Fidelity, Cognitive Demand, and Struggling Readers’ Literacy Outcomes. *Jill M. Feldman, Research for Better Schools; Kelly Feighan, Research for Better Schools; Elizabeth Heeren, Memphis City Schools, Tennessee*

Word Games: Content Area Teachers’ Use of Vocabulary Strategies to Build Diverse Students’ Reading Competencies. *Francine C. Falk-Ross, Pace University; Brian Evans, Pace University*

50.081-9. Gender Equity in Teaching and Learning.

SIG-Research on Women and Education; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Barbara Sparks, Literacy Assistance Center

Participants:

Exploring the Effects of Expanding Roles on Women Returning to Postsecondary Education. *Margaret E. Berci, College of Staten Island - CUNY*

Latinas: Graduating From College. *Maria Veronica Oropeza, University of Washington*

Listening to and Learning From Girls in an Urban Single-Sex School. *Carolyn S. Ridenour, University of Dayton*

The Politics of Education: A Study on Closing the Gender Gap in our Nation’s Public Education System. *Kyndra Leigh Light, Florida State University; Rachel Sutz Pienta, Valdosta State University; Ann Marie Smith, Valdosta State University*

Women Preschool Teachers’ Gendered Identities. *Mina Kim, San Francisco State University*

50.081-10. Action Research: Disciplinary Perspectives and Diverse Research Strategies.

SIG-Action Research; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Deniz Palak, North Carolina Central University

Participants:

Engaging Busy Professionals in Action Research: Contemporary Challenges in Primary Care in the United Kingdom. *Anne McKee, Anglia Ruskin University*

Collaborative Action Research: Promoting Teachers’ Understanding of Elementary Mathematics Teaching and Learning. *Kamini Jaipal Jamani, Brock University; Joyce Mgombelo, Brock University*

Wikis in the Early Childhood Classroom: Implementing Digital Journaling. *Leslie Nelson, University of Nevada - Las Vegas; Kat Smith, University of Nevada - Las Vegas; LeAnn G. Putney, University of Nevada - Las Vegas*

Grant Funding Strategies for Action Research and Mixed-Methods Projects. *Thomas W. Christ, University of Hawaii*

50.081-11. Research Into Virtual Worlds for Education.

SIG-Applied Research in Virtual Environments for Learning; Roundtable Session

Doubletree, 16th Level, International Ballroom

2:15 pm to 3:45 pm

Chair:

Jodi Asbell-Clarke, TERC

Participants:

Gender and Spatial Ability Research in Virtual Environments: The Virtual Morris Water Maze. *Suzanne de Castell, Simon Fraser University; Jennifer Jenson, York University; Nicholas Taylor, York University; Stephen R. Campbell, Simon Fraser University; Nis Bojin, Simon Fraser University;*

Olga V. Shipulina, Simon Fraser University; O. Arda Cimen, Simon Fraser University

Using a Virtual World to Investigate Collaborative Innovation. *Philip J. Vahey, SRI International; John J. Brecht, SRI International; Ken Rafanan, SRI International; Charles Patton, SRI International; Britte Haugan Cheng, SRI International*

“What Did I Learn in Second Life?” A Discussion of Methodological Issues and Instructional Implications. *Yueh-hui Vanessa Chiang, University of Texas - Austin; Amy Schmitz Weiss, San Diego State University*

Educators’ Perceptions About Using Multiuser Virtual Environments (MUVE) for Teaching. *Vimani Gamage, Massey University*

Division and SIG Posters

50.082. Poster Session 12; Poster Session

50.082-1. Research Use.

SIG-Research Use; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

2:15 pm to 3:45 pm

Posters:

1. Educational Research and the News Media: A Literature Review. *R. Holly Yettick, University of Colorado - Boulder*

2. Perceptions of Preservice Teachers: Adequacy of Preparation Based on the Texas Teacher Performance Appraisal Criteria. *Kar Man Lee, University of Houston; Lilia M. Ruban, University of Houston; Laveria Hutchison, University of Houston; Melissa Pierson, University of Houston*

3. Technology as a Communication Facilitator Through the Test Accommodations Selection Process. *Luke S. Duesbery, San Diego State University*

4. The Relationship Between Oral Reading Fluency Rate and Accuracy on Predicting State Assessment Performance. *Jenelle M. Braun-Monegan, Beverly Hills Unified School District; Drew H. Braun, Bethel School District; Lori R. Smith, Bethel School District*

5. Use “Think-Aloud” to Understand How Six Grade 6 Students Conceptualized Algebra. *Kimy Liu, University of Portland; Leanne R. Ketterlin-Geller, Southern Methodist University*

50.082-2. Mentoring in the Workplace.

SIG-Mentorship and Mentoring Practices; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

2:15 pm to 3:45 pm

Poster:

6. Relationships Among Protégé Learning Goal Orientation, Mentoring Functions, and Quality in a Korean Company. *Sooyoung Kim, University of Illinois - Urbana-Champaign*

50.082-3. Procedural Issues in Conducting Mixed Methods Research.

SIG-Mixed Methods Research; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

2:15 pm to 3:45 pm

Posters:

7. Quantitative Dominant and Qualitative Dominant Crossover Mixed Analyses: A Prolegomenon. *Kathleen M.T. Collins, University of Arkansas; Anthony J. Onwuegbuzie, Sam Houston State University; Nancy L. Leech, University of Colorado - Denver*
8. Can Distant Relatives Solve a Puzzle Together? Integration of Quantitative and Qualitative Data in Mixed Methods Research Design. *Donald G. Doty, Northwest University*
9. An Analysis of Research Methods in the Articles on Professional Development of Principals (1998-2008). *Oksana Parylo, University of Georgia*

50.082-4. Service Learning: Furthering Our Understanding. SIG-Service-Learning & Experiential Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

10. A Qualitative Analysis of Youth Voice, Ownership, and Engagement in a Youth Development Program. *Melissa Cater, Louisiana State University; Janet E. Fox, 4-H Youth Development; Krisanna L. Machtmes, Louisiana State University*
11. Experiential Learning in the Context of Elementary School Science: Lessons Learned From Stakeholders in a University-School Partnership. *Brittan Leigh Hallar, West Virginia Higher Education Policy Commission; Julie Kittleson, University of Georgia*
12. Porridge, Chickens, and Sewing Machines: Hunger and the Literacy of Entrepreneurship in Rural Malawi. *Liz Barber, North Carolina A&T State University; Chifundo Z. Stone, Domasi Demonstration Primary; Chipospiwe Maere, Domasi Demonstration Primary; Ruth Kafalirani, Domasi Demonstration Primary; Ausman Ngwali, Domasi Demonstration Primary; Thomas Jean Smith, North Carolina Agricultural and Technical State University*
13. Service-Learning Experiences and Efficacy Beliefs of Preservice Teachers. *Kathleen Tice, University of Texas - Arlington; Larry Nelson, University of Texas - Arlington*
14. The Conceptual Underpinnings of Service-Learning: Knowledge, Experience, and Reflection. *Neivin M. Shalabi, University of Denver*
15. Linking the Context of "Community" to the Continuum of Civic Engagement. *Margaret M. Ferrara, University of Nevada - Reno; Marlene K. Rebori, University of Nevada; Sarah Brown, University of Nevada - Reno*

50.082-5. Objectification of Human Existence: Science and Information as Tools of Power and Control Among Social Groups. SIG-Paulo Freire; Poster Session

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

Poster:

16. Objectification of Human Existence: Science and Information as Tools of Power and Control Among Social Groups. *Anna Carolina Barbosa, Pontificia Universidade Catolica; Cesar A. Rossatto, University of Texas - El Paso*

50.082-6. Promoting Positive Developmental, Academic, and Vocational Outcomes Through Out-of-School Time Activities. SIG-Out-of-School Time; Poster Session

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

Posters:

17. Perceptions of Personal Growth and Maturity: High School Graduates' Reflections of Their Corporate Work-Study Experiences. *Janine Bempechat, Wheelock College; Christine Catraio, Boston College; David L. Blustein, Boston College; Maureen E. Kenny, Boston College; Joanne Ruane Seltzer, Curry College; Janna Hruba, Wheelock College; Alyssa Cecchetelli, Wheelock College*
18. Relationship Quality and Academic Outcomes in 21st Century Community Learning Center (CCLC) Elementary and Middle School After-School Programs. *Lisa DeBellis, Fordham University*

50.082-7. The Significance of Early Childhood Education. SIG-Early Education and Child Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

19. A Head Start and a Healthy Start: Linking Obesity and Preschool Development. *Abigail M. Jewkes, Hunter College - CUNY; Christopher T. Moore, University of Minnesota*

20. Ethnic Differences in Social-Emotional Development in Preschool: The Impact of Teacher Child Relationships and Classroom Quality. *Scott L. Graves, Bowling Green State University; Toni Stepter Harris, Virginia State University*
21. Evaluating Competencies in Early Care and Education Teacher Preparation. *Julie C. Law, San Francisco State University*
22. Multimodal Representations and Communication to Become Scientists in Kindergarten. *Soowon Lee, University of Wisconsin - Madison; Dawnene D. Hassett, University of Wisconsin - Madison*
23. Preschool Screening and Follow-up Services: Using Family and Community Assets for Intervention. *Rebecca Jayne Gokiart, University of Alberta; Winnie Chow, University of Alberta; Evelyn Derus, University of Alberta; Christine Vandenberghe, University of Alberta; Rebecca Georgis, University of Alberta*
24. Professional Development of Early Childhood Administrators Within a Professional Development School (PDS) Learning Community. *Ginger LuAnne Zierdt, Minnesota State University - Mankato*
25. Promoting Child Development Through Music: A Comparison of Preschool Teachers' Perspectives in Kenya and United States. *Benson Charles Odongo Okongo, Arizona State University*
26. Social and Emotional Characteristics and Early Mathematics: Observations From Parents and Teachers Using the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). *Hope Elisabeth Wilson, Stephen F. Austin State University; Erica D. Dillard, Stephen F. Austin State University; Tracey Hasbun, Stephen F. Austin State University*
27. The Relationship Between Father Residency and a Child's Attention Deficit Hyperactivity Disorder Symptoms. *Tracey Nicole Sulak, Baylor University; Lucy M. Barnard-Brak, Baylor University; Karen E. Frederick, Baylor University*
28. The Relationship Between Pre-Kindergarten Teacher Salary and Children's Early Learning. *Debra J. Ackerman, National Institute for Early Education Research; Kwanghee Jung, National Institute for Early Education Research; Jessica Thomas, National Institute for Early Education Research*
29. The Young Children of Immigrant Families: Essential Components for Early Education Programs and Services. *Mark R. Ginsberg, George Mason University; Colleen Vesely, University of Maryland - College Park*
30. Children of Teenage Mothers: Effects of Early Intervention on School Success. *Amber L. Brown, University of Texas - Arlington*

50.082-8. Poster Session: Learning Environments. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

31. A Multilevel Study of School Climate: The Role of Individual Risk Factors. *Danya Marie Corkin, University of Houston; Weihua Fan, University of Houston; Cathy Williams, University of Houston*
32. Empirical Images of Scientific Practice: Implications for the Design of Learning Environments in Science. *Jose Antonio (Tony) Torralba, University of Hawaii - Manoa*
33. An Investigation of the Emotional and Value-Laden Experience of Collegiate Cooperative Groups. *Ruby Inez Vega, The University of Arizona; Jessica J. Summers, The University of Arizona; Jeannine E. Turner, Florida State University*
34. Classrooms Make a Difference. *Charles F. Vanover, University of South Florida - St. Petersburg*
35. Examining the Relationship Between Classroom Flexibility and Children's Time-on-Task. *Adam Lloyd Holland, University of North Carolina - Chapel Hill*
36. Mentor Connector: Ensuring Student Success Through Institutions of Higher Education (IHE) and District Partnerships. *Vince Joseph Rinaldo, Niagara University; Thomas J. Sheeran, Niagara University; Robert Michael Smith, Niagara University; Stephen J. Denig, Niagara University; Pat Mete, Niagara Catholic District School board; Howard Slepokov, Niagara University*
37. Polite Unity: The Beginning Stages of Union in an Online Learning Community. *Terri Edwards Bubh, University of Houston; Denise M. McDonald, University of Houston - Clear Lake; Caroline M. Crawford, University of Houston - Clear Lake*

50.082-9. Poster Session: Self-Regulatory Processes. Division C - Learning and Instruction Cosponsored by SIG-Studying and Self-Regulated Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

- 38. "I Had the Right to Be Dishonest": College Students Who Get Caught Cheating. *Lori J. Olafson, University of Nevada - Las Vegas; Louis S. Nadelson, Boise State University; Gregory John Schraw, University of Nevada - Las Vegas; Nicholas Kehrwald, University of Nevada - Las Vegas; Sandra G. Nadelson, Boise State University*
- 39. Academic Writing and Web-Based Learning: Embedding a Qualitative Study of Digital Plagiarism in an Experimental Design. *Ya-Shu Yang, University of Connecticut; Douglas F. Kauffman, University of Nebraska - Lincoln*
- 40. Associations of Passive and Active Procrastination With Metacognitive Beliefs, Self-Efficacy, and Achievement Goals Among College Students. *Li Cao, University of West Georgia*
- 41. Examining Self- and Co-Regulated Planning, Monitoring, and Evaluation Processes in a Collaborative Learning Environment. *Nicole DiDonato, Montclair State University*
- 42. Gender and Homework Management Reported by African American Students. *Ruiping Yuan, Mississippi State University; Jianzhong Xu, Mississippi State University; Jianxia Du, Mississippi State University; Linda T. Coats, Mississippi State University*
- 43. Students' Emotions During Homework: Structures, Self-Concept Antecedents, and Achievement Outcomes. *Thomas Goetz, University of Konstanz; Ulrike Elisabeth Nett, University of Konstanz; Sarah E. Martiny, University of Konstanz / Thurgau University of Teacher Education; Nathan C. Hall, University of Maryland - College Park; Reinhard Pekrun, University of Munich; Swantje Dettmers, Max Planck Institute for Human Development; Ulrich Trautwein, University of Tübingen*
- 44. Long-Term Self-Regulated Learning and Science Achievements: Learning Independently in Junior High School. *Billie Eilam, University of Haifa; Shoshanna Reiter, University of Haifa*
- 45. Self-Regulation of Independent Learning on the Web: Eighth Graders' Self-Reports. *Billie Eilam, University of Haifa; Almog Boker, University of Haifa*
- 46. Self-Regulation and Metacognitive Monitoring Within a Game-Based Learning Environment. *John L. Nietfeld, North Carolina State University; Lucy Shores, North Carolina State University*
- 47. The Relationship Between Delay of Gratification and Academic Achievement, Substance Abuse, and Violent Behavior of Middle School Students in an Alternative Learning Setting. *Stephan Herndon, University of Central Florida; Michele Gregoire Gill, University of Central Florida*
- 48. The Success, Motivation, Awareness, Resilience, Talents and Strategies (SMARTS) Mentoring Program: Fostering Self-Concept, Effort, and Executive Function in Low-Income High School Students. *Katelyn E. Kurkul, Tufts University; Lynn Meltzer, Research Institute for Learning and Development; Surina Basho, Research Institute for Learning and Development; Ranjini Reddy, Research Institute for Learning and Development; Elizabeth Brach, Research Institute for Learning and Development; Elizabeth Ross, Research Institute for Learning and Development*
- 49. Why I Do and Don't Study: The Longitudinal Effect of Amotivation and Instrumental Goals on Regulatory Strategies. *luke K. Fryer, Kyushu Sangyo University; Richard A. Walker, The University of Sydney; Paul W. Ginns, The University of Sydney; Raymond L. Debus, The University of Sydney*
- 50. "Each Time I Read It, I Get Something Else Out of It": Undergraduates' Evaluative Responses to Multiple Rereadings of Complex Argumentative Text. *Emily W. Fox, University of Maryland; Daniel Dinsmore, University of Maryland*

Busciglio, Mos Chukma Institute
 Lower 9 School Development Group. *Willie Calhoun, Lower 9 School Development Group*
 Students at the Center. *Jim Randels, Students at the Center; Kalamu Ya Salaam, Students at the Center*
 Discussants:
Cirecie A. Olatunji, University of Florida
David O. Stovall, University of Illinois - Chicago

Sunday, 4:05 pm

Presidential Sessions

52.010. Presidential Address and Awards Presentation. Presidential Session; Invited Session

New Orleans Marriott, Third Level, Mardi Gras Ballroom
 4:05 pm to 6:05 pm

Chair:
Joanne C. Larson, University of Rochester
 AERA Presidential Address:
 Designing Resilient Ecologies: Towards a Human Science of Learning.
Kris D. Gutierrez, University of Colorado - Boulder
 Awards and Presenters:
 Palmer O. Johnson Memorial Award, *Maria E. Torres-Guzman, Teachers College, Columbia University*
 Review of Research Award, *V. P. Franklin, University of California - Riverside*
 Relating Research to Practice Award, *Robert S. Rueda, University of Southern California*
 E.F. Lindquist Award, *Edward H. Haertel, Stanford University*
 Early Career Award, *Vanessa Siddle Walker, Emory University*
 Outstanding Book Award, *Lynda Stone, University of North Carolina - Chapel Hill*
 Committee on Scholars of Color in Education Awards, *Tabbye Maria Chavous, University of Michigan*
 Distinguished Contributions to Gender Equity in Education Research Award, *Kathleen A. Weiler, Tufts University*
 Social Justice in Education Award, *James Earl Davis, Temple University*
 Distinguished Public Service Award, *P. David Pearson, University of California - Berkeley*
 Presidential Citations, *Kris D. Gutierrez, University of Colorado - Boulder*
 Distinguished Contributions to Research in Education Award, *P. David Pearson, University of California - Berkeley*

Sunday, 6:15 pm

Division Sessions

53.010. Division A Administration, Organization, and Leadership Business Meeting.
 Division A - Administration Organization & Leadership; Business Meeting
 Sheraton, Fifth Level, Grand Couteau
 6:15 pm to 7:45 pm

Chair:
Linda E. Skrla, Texas A&M University

53.011. Division C Learning and Instruction Business Meeting and Reception.
 Division C - Learning and Instruction; Business Meeting
 Hotel Monteleone, Ground Level, Royal Ballroom
 6:15 pm to 8:15 pm

Chair:
Gale M. Sinatra, University of Nevada - Las Vegas

53.012. Division E Counseling and Human Development Business Meeting.
 Division E - Counseling and Human Development; Business Meeting
 Astor Crowne Plaza, Second Level, Astor Ballroom III
 6:15 pm to 8:15 pm

Chair:
Dorothy L. Espelage, University of Illinois - Urbana-Champaign

53.013. Division F History and Historiography Business Meeting. Division F - History and Historiography; Business Meeting
 JW Marriott, Third Level, Ile de France II

Sunday, 4:00 pm

Division Sessions

51.010. Black Education, Environmental Health, and Grassroots Organizing: Testimonies From the Lower Ninth Ward of New Orleans. Division G - Social Context of Education Cosponsored by SIG-Grassroots Community & Youth Organizing for Education Reform; Off-Site Visit
 Dr. Martin Luther King School for Science and Technology, 1617 Caffin Avenue, New Orleans
 4:00 pm to 7:00 pm

Visit Leaders:
Kristen L. Buras, Emory University
Elizabeth Kozleski, Arizona State University

Participants:
 Common Ground Relief. *Malik Rahim, Common Ground Relief; Thomas Pepper, Common Ground Relief*
 Wetland Warriors. *Eric Johnson, Wetland Warriors*
 Mos Chukma Institute. *Amelie Prescott, Mos Chukma Institute; Nicholas*

6:15 pm to 7:45 pm

Chair:

Karen L. Graves, Denison University

Participants:

AJ Angulo, Winthrop University

Joy Ann Williamson-Lott, University of Washington

Roland Sintos Coloma, OISE/University of Toronto

Margaret A. Nash, University of California - Riverside

Jessica Clawson, University of Florida

Nashwa Salem, OISE/University of Toronto

Cooperative Learning: Theory, Research and Practice; Business Meeting

Astor Crowne Plaza, Second Level Mezzanine, St. Ann

6:15 pm to 7:45 pm

Participant:

David W. Johnson, University of Minnesota

SIG Sessions

53.014. Arts and Learning SIG Business Meeting and Guest Speaker Dr. Liora

Besler. SIG-Arts and Learning; Business Meeting

Astor Crowne Plaza, Second Level, Astor Ballroom I

6:15 pm to 7:45 pm

Chair:

Zach Kelehear, University of South Carolina

Participant:

Liora Bresler, University of Illinois

53.015. Associates for Research on Private Education SIG Business Meeting.

SIG-Associates for Research on Private Education; Business Meeting

Astor Crowne Plaza, Second Level, Grand Ballroom B

6:15 pm to 7:45 pm

53.017. Classroom Assessment: SIG Business Meeting. Implications of Common Core Standards and Assessments on Classroom Teacher

Assessments. SIG-Classroom Assessment; Business Meeting

Sheraton, Fifth Level, Grand Chenier

6:15 pm to 7:45 pm

Participant:

Formative Assessment: Important Topics. *Wayne J. Camara, The College Board*

Participants:

Bethany A. Brunsman, Lincoln Public Schools

Thomas R. Guskey, University of Kentucky

53.018. Cognition and Assessment SIG Business Meeting. SIG-Cognition and

Assessment; Business Meeting

Astor Crowne Plaza, Second Level Mezzanine, Bourbon

6:15 pm to 7:45 pm

53.019. Computer and Internet Applications in Education SIG Business

Meeting. SIG-Computer and Internet Applications in Education; Business Meeting

Astor Crowne Plaza, Second Level Mezzanine, Bienville

6:15 pm to 7:45 pm

Chair:

Charles DeVaughn Miller, University of Minnesota

Participant:

Designing for Learning: Principles to Transformational Learning. *Aaron*

Doering, University of Minnesota

53.020. Confluent Education SIG Business Meeting With Dr. Bernardo

Gallegos as Keynote Speaker. SIG-Confluent Education; Business Meeting

Hotel Monteleone, Mezzanine Level, Iberville

6:15 pm to 7:45 pm

53.021. Constructivist Theory, Research, and Practice: SIG Business Meeting.

SIG-Constructivist Theory, Research, and Practice; Business Meeting

Sheraton, Fourth Level, Bayside B

6:15 pm to 7:45 pm

53.022. Cooperative Learning: Theory, Research, and Practice SIG and Conflict Resolution and Violence Prevention SIG Business Meeting. SIG-

53.023. Critical Examination of Race, Ethnicity, Class, and Gender in

Education SIG Business Meeting and Guest Speaker. SIG-Critical

Examination of Race, Ethnicity, Class and Gender in Education; Business Meeting

New Orleans Marriott, Second Level, Preservation Hall Studio 1

6:15 pm to 7:45 pm

Chair:

Theodora Regina Berry, Mercer University

Participants:

Deneese L. Jones, Longwood University

Christine E. Sleeter, California State University - Monterey Bay

53.024. Critical Perspectives on Early Childhood Education SIG Business

Meeting. SIG-Critical Perspectives on Early Childhood Education; Business Meeting

JW Marriott, Third Level, Ile de France III

6:15 pm to 8:15 pm

53.025. Cultural Historical Research: SIG Business Meeting. Per-Form, Re-

Form, Trans-Form: Social Justice and Cultural-Historical Research.

SIG-Cultural Historical Research; Business Meeting

JW Marriott, Third Level, Ile de France I

6:15 pm to 7:45 pm

Chair:

Lois Holzman, East Side Institute for Group and Short Term Psychotherapy

Participants:

Honorine D. Nocon, University of Colorado - Denver

Lisa C. Yamagata-Lynch, Northern Illinois University

Manuel Espinoza, University of Colorado - Denver

Artin Goncu, University of Illinois at Chicago

Ben R. Kirshner, University of Colorado - Boulder

Carrie L. Lobman, Rutgers University

Anthony T. Perone, University of Illinois - Chicago

Katie G. Silva, University of California - Santa Cruz

Jennifer A. Vadeboncoeur, The University of British Columbia

53.026. Early Education and Child Development SIG Business Meeting. SIG-

Early Education and Child Development; Business Meeting

New Orleans Marriott, Second Level, Preservation Hall Studio 9

6:15 pm to 7:45 pm

53.027. Education and Philanthropy SIG Business Meeting. SIG-Education and

Philanthropy; Business Meeting

Doubletree, Second Level, Shadows

6:15 pm to 7:45 pm

53.028. Education and Student Development in Cities SIG Business Meeting.

SIG-Education and Student Development in Cities; Business Meeting

New Orleans Marriott, Second Level, Preservation Hall Studio 7

6:15 pm to 7:45 pm

53.029. Foucault and Education SIG Business Meeting. SIG-Foucault and

Education; Business Meeting

JW Marriott, Third Level, Conde

6:15 pm to 7:45 pm

Participants:

John Ambrosio, Ball State University

Lisa Weems, Miami University

53.030. Inclusion & Accommodation in Educational Assessment SIG Business

Meeting. SIG-Inclusion & Accommodation in Large-Scale Assessment;

Business Meeting

New Orleans Marriott, Second Level, Preservation Hall Studio 10

6:15 pm to 7:45 pm

Chair:

Yi-Chen Wu, University of Minnesota

Participant:

Designing Accessible Reading Assessments. *Eric G. Hansen, ETS; Cara Cahalan Laitusis, ETS; Martha L. Thurlow, University of Minnesota*

53.031. Informal Learning Environments Research SIG Business Meeting.

Invited Presentation: Informal Learning. SIG-Informal Learning Environments Research; Business Meeting
New Orleans Marriott, Second Level, La Galerie 4
6:15 pm to 8:15 pm

Participants:

Artists and Sense of Place Program. *Kate Barron, Ogden Museum*
Living with Hurricanes: Katrina and Beyond. *Memory Seymour, Louisiana State Museum*

53.032. Instructional Technology SIG Business Meeting. SIG-Instructional

Technology; Business Meeting
Astor Crowne Plaza, Second Level, Grand Ballroom A
6:15 pm to 8:15 pm

Chair:

Theresa A. Cullen, University of Oklahoma

Participant:

The Role of Blogs in the Rebuilding of New Orleans. *Bart Everson, Xavier University of Louisiana*

53.033. International Studies SIG Business Meeting. SIG-International Studies;

Business Meeting
Sheraton, Fourth Level, Bayside C
6:15 pm to 8:15 pm

Chair:

Kirsi A. Tirri, University of Helsinki

53.034. Measurement Services SIG Business Meeting. SIG-Measurement

Services; Business Meeting
New Orleans Marriott, Fourth Level, Regent
6:15 pm to 8:15 pm

Participant:

College Testing: Bridging the Gap Between Research and Practice. *Louis Woodruff, Bucks County Community College*

53.035. Mixed Methods Research SIG Business Meeting and Outstanding Mixed Methods

Dissertation Award Winner. SIG-Mixed Methods Research; Business Meeting
Sheraton, Second Level, Rhythms Ballroom III
6:15 pm to 7:45 pm

Chair:

Nancy L. Leech, University of Colorado - Denver

53.036. Multiple Intelligences: Theory and Practice SIG Business Meeting. SIG-

Multiple Intelligences: Theory and Practice; Business Meeting
Hotel Monteleone, Mezzanine Level, Bonnet Carre
6:15 pm to 7:45 pm

53.037. Multiple Linear Regression: The General Linear Model SIG Business

Meeting. SIG-Multiple Linear Regression: The General Linear Model;
Business Meeting
Hotel Monteleone, Mezzanine Level, Bienville
6:15 pm to 7:45 pm

53.038. Music Education SIG Business Meeting. SIG-Music Education; Business

Meeting
JW Marriott, Third Level, Rosalie
6:15 pm to 7:45 pm

Participant:

Straight, No Chaser: Talking About Race and Music Education. *Adrienne D. Dixon, The Ohio State University*

53.039. NAEP Studies SIG Business Meeting. SIG-NAEP Studies; Business Meeting

Sheraton, Eighth Level, Salon 824
6:15 pm to 7:45 pm

53.040. Online Teaching and Learning SIG Business Meeting. SIG-Online

Teaching and Learning; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 6
6:15 pm to 7:45 pm

Participant:

Online Learning: Time for an Implementation Research Agenda. *Barbara M. Means, SRI International*

53.041. Organizational Theory SIG Business Meeting. SIG-Organizational

Theory; Business Meeting
JW Marriott, Third Level, Frontenac
6:15 pm to 7:45 pm

53.042. Paulo Freire SIG Business Meeting. SIG-Paulo Freire; Business

Meeting
Sheraton, Napoleon Ballroom D
6:15 pm to 8:15 pm

Participants:

Margaret Montoya, University of New Mexico
Roberto Dr. Cintli Rodriguez, The University of Arizona

53.043. Postcolonial Studies and Education SIG Business Meeting. Postcolonial

Dialogue: Conversations With Scholars. SIG-Postcolonial Studies and
Education; Business Meeting
JW Marriott, Third Level, Maurepas
6:15 pm to 7:45 pm

Chair:

Pierre W. Orelus, New Mexico State University

Participant:

Binaya Subedi, The Ohio State University

53.044. Research Focus on Black Education SIG Business Meeting and W. E. B. DuBois

Distinguished Lecture. SIG-Research Focus on Black Education; Business Meeting
Sheraton, Third Level, Napoleon Ballroom A2&A3
6:15 pm to 7:45 pm

Lecturer:

The Relevance of HBCUs: What DuBois Said. *Kofi Lomotey, Southern University*

53.045. Research Use SIG Business Meeting. SIG-Research Use; Business Meeting

Doubletree, Second Level, Rosedown B
6:15 pm to 7:45 pm

53.046. Research in Reading and Literacy SIG Business Meeting. SIG-Research

in Reading and Literacy; Business Meeting
Doubletree, Second Level, Madewood B
6:15 pm to 7:45 pm

53.047. Research in Social Studies Education SIG Business Meeting. SIG-

Research in Social Studies Education; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 3
6:15 pm to 7:45 pm

53.048. Research on Giftedness, Creativity, and Talent SIG Business Meeting.

Reflections From Gifted, Creative Performing Artists: Implications for Research and Practice. SIG-Research on Giftedness and Talent; Business Meeting
Sheraton, Second Level, Rhythms Ballroom I
6:15 pm to 8:15 pm

53.049. Research on Teacher Induction SIG Business Meeting and Invited

Presentation. SIG-Research on Teacher Induction; Business Meeting
Sheraton, Fourth Level, Southdown
6:15 pm to 8:15 pm

Participant:

Mentor-Novice Relationships and Learning to Teach in Teacher Induction. *Jian Wang, University of Nevada - Las Vegas; Lori Ann Fulton; Sandra J. Odell, University of Nevada - Las Vegas*

53.050. Research on the Superintendency SIG Business Meeting. SIG-Research

on the Superintendency; Business Meeting
Sheraton, Fourth Level, Gallier
6:15 pm to 8:15 pm

Chair:

Meredith L. Mountford, Florida Atlantic University

Participants:

Elisabet Nihlfors, Uppsala university Sweden
Olof Johansson, Umea University
Jan Merok Paulsen, Hedmark University College
Mika Risku, University of Jyväskylä
Pekka Kanervio, University of Jyväskylä
Anthony C. Townsend, University of Glasgow
Leif Moos, Danish School of Education, Aarhus University
Mary L. Delagardelle, Iowa Association of School Boards Foundation

53.051. Rural Education SIG Business Meeting. SIG-Rural Education; Business Meeting
Sheraton, Fourth Level, Edgewood
6:15 pm to 7:45 pm

Chair:

John Maddaus, University of Maine

53.052. School Choice SIG and Charter School Research and Evaluation SIG Joint Business Meeting. SIG-School Choice; Business Meeting and SIG-Charter School Research and Evaluation Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Toulouse A
6:15 pm to 7:45 pm

53.053. School Effectiveness and School Improvement SIG Business Meeting. SIG-School Effectiveness and School Improvement; Business Meeting
Sheraton, Eighth Level, Salon 816
6:15 pm to 7:45 pm

53.054. Second Language Research SIG Business Meeting. SIG-Second Language Research; Business Meeting
Sheraton, Fourth Level, Oak Alley
6:15 pm to 7:45 pm

Participants:

Theresa Y. Austin, University of Massachusetts - Amherst

Andrea M. Honigsfeld, Molloy College

Amma K. Akrofi, Texas Tech University

53.055. Self-Study of Teacher Education Practices SIG Business Meeting; There Is No Meeting Like the S-STEP Business Meeting. SIG-Self-Study of Teacher Education Practices; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 8
6:15 pm to 7:45 pm

Chair:

Amanda K. Berry, Monash University

53.056. Special Education Research SIG Business Meeting. SIG-Special Education Research; Business Meeting
Sheraton, Fourth Level, Bayside A
6:15 pm to 7:45 pm

53.057. Structural Equation Modeling SIG Business Meeting. SIG-Structural Equation Modeling; Business Meeting
Doubletree, Second Level, Nottoway
6:15 pm to 7:45 pm

53.058. Studying and Self-Regulated Learning SIG Business Meeting. SIG-Studying and Self-Regulated Learning; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Iberville
6:15 pm to 7:45 pm

Chair:

Heidi L. Andrade, University at Albany - SUNY

Participant:

The Role of Planning in Student Success: Implications for the Study of Self-Regulation, Coregulation, and Shared Regulation. *Allyson F. Hadwin, University of Victoria*

53.059. Systems Thinking in Education SIG Business Meeting. SIG-Systems Thinking in Education; Business Meeting
New Orleans Marriott, Second Level, Preservation Hall Studio 4
6:15 pm to 7:45 pm

Chair:

Patrick M. Jenlink, Stephen F. Austin State University

Participants:

Janice E. Noga, Pathfinder Evaluation and Consulting

Gary J. Skolits, University of Tennessee

53.060. Teaching Educational Psychology SIG Business Meeting. SIG-Teaching Educational Psychology; Business Meeting
Sheraton, Eighth Level, Salon 820
6:15 pm to 7:45 pm

Sunday, 6:30 pm

Presidential Sessions

54.010. Innovative Approaches to Scholarship III: Documentation, Legality, and Unspoken Risks: The Effect of Immigration Enforcement on Child Well-Being. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
6:30 pm to 8:30 pm

Chair:

Vivian L. Gadsden, University of Pennsylvania

Participants:

Michael Cunningham, Tulane University

Luis Argueta, Maya Media Corporation

Donald Hernandez, Hunter College - CUNY

Sunday, 7:45 pm

Division Sessions

55.010. Division A, Division L, University Council for Educational Administration, University of Texas-Austin, and SAGE Publications Joint Reception. Division A - Administration Organization & Leadership; Reception
Sheraton, Eighth Level, Armstrong
7:45 pm to 9:00 pm

SIG Sessions

55.011. Research Focus on Black Education SIG, Washington University of St. Louis, and Critical Examination of Race, Ethnicity, Class, and Gender in Education SIG Joint Reception. SIG-Research Focus on Black Education; Reception
Sheraton, First Level, Gallery
7:45 pm to 9:45 pm

Sunday, 8:00 pm

SIG Sessions

56.010. Quantitative SIG Social. SIG-Educational Statisticians
Cosponsored by SIG-Structural Equation Modeling and SIG-Hierarchical Linear Modeling, SIG-Advanced Studies of National Databases; Reception
Lucy's Bar and Restaurant, Lucy's Bar and Restaurant
8:00 pm to 11:00 pm

Monday, 7:00 am

AERA Related Activities

57.001. Coffee and Conversation With President-elect Arnetha Ball. AERA Related Activities, Invited Session
Sheraton, Fifth Level, Grand Ballroom B
7:00 am to 8:00 am

Chair:

Arnetha F. Ball, Stanford University

Monday, 7:30 am

Governance Meetings and Events

58.001. AERA Government Relations Committee: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Iberville
7:30 am to 10:15 am

Chair:

P. David Pearson, University of California - Berkeley

58.002. AERA Research Advisory Committee: Closed Meeting 2. AERA

Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
7:30 am to 10:15 am

Chair:

*Deborah L. Vandell, University of California - Irvine***Monday, 8:00 am****Professional Development Courses****59.010. Data Analysis on Simple Random Samples and National Center for Educational Statistics Complex Samples Using the R Software.**

Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East
8:00 am to 12:00 pm

Director:

*Emmanuel Sikali, U.S. Department of Education***59.011. Designing Scenario-Based Assessment Items Using an Evidence-Centered Design Framework.** Professional Development and Training

Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, Queen Anne Ballroom
8:00 am to 12:00 pm

Directors:

Dennis Fulkerson, Pearson
Geneva D. Haertel, SRI International
Robert J. Mislevy, ETS

Instructors:

Mingyu Feng, Worcester Polytechnic Institute
Paul D. Nichols, Pearson
Eric B. Snow, SRI International

59.012. Helping STEM Researchers Strengthen Their Proposals by Integrating K-12 STEM Education Components. Professional Development and Training Committee; Professional Development Course

Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West
8:00 am to 12:00 pm

Directors:

Melissa Dyehouse, Purdue University
Johannes Strobel, Purdue University
Nicole R. Weber, Purdue University

Instructors:

Ronald L. Carr, Purdue University
Elizabeth Gajdzik, Purdue University

59.013. Using the International Databases From Large-Scale Education Studies for Secondary Analysis. Professional Development and Training Committee; Professional Development Course

Hotel Monteleone, Mezzanine Level, Bonnet Carre
8:00 am to 12:00 pm

Director:

Oliver Neuschmidt, IEA Data Processing and Research Center

Instructors:

Plamen Vladkov Mirazchivski, IEA-Data Processing and research Center
Andres Sandoval-Hernandez, International Association for the Evaluation of Educational Achievement

Division Sessions**59.014. Division H Research, Evaluation, and Assessment in Schools Business Meeting and Breakfast.** Division H - Research, Evaluation and Assessment in Schools; Business Meeting

Doubletree, 16th Level, International Ballroom
8:00 am to 10:15 am

Chair:

Faith Connolly, Johns Hopkins University

Participants:

Dale Whittington, Shaker Heights City School District
Paul Favaro, Peel District School Board
Shahpar Modarresi, Montgomery County Public Schools - MD
Vickie L. Cartwright, Orange County Public School
Evelyn Belton-Kocher, Saint Paul Public Schools
Whimsey Elaine Wall, Queen's University - Belfast
Bradley J. McMillen, Wake County Public Schools, North Carolina
Colleen Graham Paeplow, North Carolina State University
Thy Nguyen, Norfolk Public Schools
Daniel T. Bugler, Chicago Public Schools
Joseph McCrary, WestEd
Raymond Moy, City University of New York
Paul F. Conway, University College Cork, Ireland
Stephen J. Schellenberg, Saint Paul Public Schools
Stephan (Steve) A. Henry, REASolutions, LLC
Antionette D. Stroter, University of Iowa

Monday, 8:15 am**Governance Meetings and Events****60.001. AERA Communications and Outreach Committee: Closed Meeting.**

AERA Governance; Governance Session
Sheraton, Fourth Level, Estherwood
8:15 am to 9:45 am

Chair:

*Larry McQuillan, American Institutes for Research***60.002. Annual Meeting Policies and Procedures Committee: Closed Meeting.**

AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Regent
8:15 am to 10:15 am

Chair:

*Mitchell J. Nathan, University of Wisconsin - Madison***AERA Related Activities****60.010. AERA Web Content Management System Training for Division and SIG Web Managers: Session 2.** AERA Related Activities;

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

Chair:

Phoebe H. Stevenson, American Educational Research Association
Tracy Young, American Educational Research Association

AERA Sessions**60.012. High School Dropout, Graduation, and Completion Rates: Better Data, Better Measures, Better Decisions: Research Issues and Implication of the 2010 Report of the National Research Council and National Academy of Education.** AERA Sessions;

Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
8:15 am to 10:15 am

Chair:

Jane Hannaway, The Urban Institute

Participants:

John R. Warren, NRC-NAEd Committee Member and University of Minnesota
Elaine M. Allensworth, NRC-NAEd Committee Member and Consortium on Chicago School Research at the University of Chicago

Discussants:

Henry M. Levin, Teachers College, Columbia University
Robert G. Croninger, University of Maryland - College Park
Jane Hannaway, Urban Institute

Committee Sessions

60.013. AERA Committee on Scholars and Advocates for Gender Equity in Education Open Meeting and Breakfast: A Conversation with James Earl Davis, Recipient of the 2011 Distinguished Contributions to Gender Equity in Education Research Award.

Committee on Scholars and Advocates for Gender Equity in Education; Business Meeting
New Orleans Marriott, Fourth Level, Balconies MN
8:15 am to 9:45 am

Chair:

Kathleen A. Weiler, Tufts University

Award Recipient:

James Earl Davis, Temple University

60.014. Toward a Positive Future. International Relations Committee; Paper Session

Sheraton, Third Level, Napoleon Ballroom C1
8:15 am to 9:45 am

Chair:

Tiina Itkonen, California State University - Channel Islands

Participants:

A Responsive Evaluation of a Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) Intervention Implementation in South Africa. *Mary Lynn Van Korlaar, University of Northern Colorado; Randy James Larkins, University of Northern Colorado*

An Analysis of Chinese and American Educational Leaders via the Synergistic Leadership Theory. *Lingling Yang, Sam Houston State University; Beverly J. Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University; Fred C. Lunenburg, Sam Houston State University*

Collaborative International Education Research for the Public Good [United States/Indonesia]: Antibullying and Conflict Resolution. *Blythe F. Hinitz, The College of New Jersey; Amitya Kumara, Gadjah Mada University; Margaret Shore, Sekolahku, My School*

International and State-Regional Organization Sessions

60.015. Consortium of State and Regional Educational Research Associations

Paper Session 3. Consortium of State and Regional Educational Research Associations; Invited Session
Sheraton, Third Level, Napoleon Ballroom C2
8:15 am to 10:15 am

Chair:

John M. Enger, Nova Southeastern University

Participants:

Northeastern Educational Research Association - Measuring Goal-Setting Attitudes and Predicting Academic Outcomes Using the Theory of Planned Behavior. *Steven L. Holtzman, ETS; Teresa Jackson, ETS; Jeremy Burrus, ETS; Richard Dean Roberts, ETS*

Georgia Educational Research Association - Are Administrators Disconnected? A Comparison Case Study of Important Teacher Dispositions in Elementary Science. *Bethany Bianca Stewart*

Southwest Educational Research Association Co-winning Paper - Attenuation of the Squared Canonical Correlation Coefficient Under Varying Estimates of Score Reliability. *Celia McCall Wilson, University of North Texas*

Southwest Educational Research Association Co-winning Paper - A Mixed Research Study of Approaches Used by Mixed Research Instructors. *Anthony J. Onwuegbuzie, Sam Houston State University; Rebecca K. Frels, Sam Houston State University; Nancy L. Leech, University of Colorado - Denver; Kathleen M.T. Collins, University of Arkansas*

Discussant:

Julie Ellen Flegal, U.S. Postal Service

60.016. Professional Learning Communities: Needs, Development, and School Policy. Netherlands Educational Research Association; Invited Session

Sheraton, Third Level, Napoleon Ballroom B1
8:15 am to 10:15 am

Participants:

Exploring Teachers' Views on Learning Together: Are There Differences

Between Types of Education? *Marjan Vermeulen, Open University of the Netherlands; Quinta Kools, Fontys University*

Developing Professional Learning Communities. *Eric Verbiest, Fontys University of Applied Sciences - Netherlands*

Critical Factors In The Development Of Sustainable Collective Learning For Teachers In Primary Schools. *Bob Koster, Utrecht University; Quinta Kools, Fontys University; Jos Castelijn, KPCgroup; Jeanette Geldens, University of Professional Teacher Education De Kempel*

Division Sessions

60.017. From Theory to Intervention: Putting the Distributed Leadership Perspective Into Practice. Division A - Administration Organization & Leadership; Symposium

Sheraton, Fourth Level, Bayside B
8:15 am to 9:45 am

Chair:

Jonathan A. Supovitz, University of Pennsylvania

Participants:

The Design of the Distributed Leadership Project. *John A. DeFlaminis, University of Pennsylvania*

The Impacts of the Distributed Leadership Project on Leadership Teams and Teachers. *Jonathan A. Supovitz, University of Pennsylvania; Namrata Tognatta, University of Pennsylvania*

Video Analysis of Team Behavior in the Distributed Leadership Project. *Matthew Riggan, University of Pennsylvania*

The Changing Roles of Leaders in Distributed Leadership Schools. *Namrata Tognatta, University of Pennsylvania; Jonathan A. Supovitz, University of Pennsylvania*

Discussants:

Joan L. Buttram, University of Delaware

William A. Firestone, Rutgers University

60.018. Leadership Efficacy and School Outcomes in the 21st Century. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Gallier
8:15 am to 9:45 am

Chair:

Sheneka M. Williams, University of Georgia

Participants:

A Social Cognitive Perspective on Collective Efficacy and Goal Attainment in Schools: The Roles of Principals' Instructional Leadership and Teacher Collaboration. *Robert James Miller, Texas A&M University; Roger D. Goddard, Education Leadership Research Center; Ross Allen Andrew Larsen, Texas A&M University; Yvonne L. Goddard, Texas A&M University*

Linking Leadership Practices, School Conditions, and Student Outcomes in Hong Kong Secondary Schools. *Paula Kwan, The Hong Kong Institute of Education; Allan David Walker, The Hong Kong Institute of Education*

Principal Self-Efficacy Beliefs and Student Achievement. *Deborah Costa-Hernandez, San Diego State University; Joseph F. Johnson, San Diego State University*

Principal-Related and School-Related Factors Affecting Principal Self-Efficacy. *Andrea E. Evans, Southern Illinois University - Carbondale*

60.019. Using Data to Lead Change. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside A
8:15 am to 9:45 am

Chair:

Mark D. Halx, Halx Consulting Group

Participants:

Approaches to Data-Related Professional Learning in Three Texas Districts. *Jo Beth Jimerson, University of Texas - Austin; Jeff Wayman, University of Texas - Austin*

Beyond Equity Assessment: Developing a Research-Based Tool for Understanding Equity in Schools and Districts. *Gail Sunderman, The George Washington University; Willis D. Hawley, University of Maryland; Janet Brown, The George Washington University; Barbara Hicks, The George Washington University; Elsie Kirton, The George Washington University; Alexander Payne, The George Washington University*

Data Feedback for School Improvement: The Role of Researchers and School Leaders. *Femke Geijsel, University of Amsterdam; Meta Louise Kruger,*

University of Amsterdam; Peter Slegers, University of Twente
 Racing to Improved Data Usage: Thirteen Districts Implementing Performance Management Systems Under Race to the Top. *Peter Carl Weitzel, University of Illinois - Urbana-Champaign; Matthew Allen Linick, University of Illinois*
 How Schools Use Early Warning Indicator (EWI) Data and Technology: A Case Study. *Liza Herzog, Philadelphia Education Fund; Ruth Curran Neild, Johns Hopkins University; Marcia H. Davis, Johns Hopkins University*

Discussant:

Heather Zavadsky, University of Texas

60.020. A Curriculum of Cultural Imagination: West Meets East in Dewey, Parker, Confucius, Makiguchi, and Ikeda. Division B - Curriculum Studies; Symposium
 Astor Crowne Plaza, Second Level Mezzanine, Bienville
 8:15 am to 10:15 am

Chair:

Jason Goulah, DePaul University

Participants:

John Dewey: Love, Justice, Education, Overcoming Acquisitiveness, and Education. *William H. Schubert, University of Illinois - Chicago*
 Everything to Help and Nothing to Hinder: Francis W. Parker, John Dewey, and Democracy's Necessary Tension Between Self and Society. *Andrea Kayne Kaufman, DePaul University*
 East Meets West in Curriculum, Teaching, and Learning: Confucius and Dewey. *Ming Fang He, Georgia Southern University*
 Tsunesaburo Makiguchi and John Dewey in the Curriculum of Cultural Imagination. *Kazuma Hatano*
 Daisaku Ikeda and Society for Education: Ningen Kyoiku and Value-Creative Coexistence in the Curriculum of Cultural Imagination. *Jason Goulah, DePaul University*

Discussant:

Jim Garrison, Virginia Polytechnic Institute and State University

60.021. Critical Literacy Across the Curriculum. Division B - Curriculum Studies; Paper Session
 Astor Crowne Plaza, Second Level, Astor Ballroom II
 8:15 am to 10:15 am

Chair:

Connie North, University of Maryland - College Park

Participants:

A Social Cartography of Difference in Mathematics Education. *Volkan Sevim, University of North Carolina - Charlotte; Greg Wiggan, University of North Carolina - Charlotte*
 Critical Literacies Across Social Identities: Intersections of Privilege, Power, Curriculum, and Discourse. *Sara Lewis-Bernstein Young, Worcester State University*
 Making Lovely Knowledge Difficult: Unfixing Identities Through Close Literary Practices. *Claire Elizabeth Robson, The University of British Columbia; Dennis J. Sumara, University of Calgary; Rebecca J. Luce-Kapler, Queen's University*
 Interdisciplinary Connections: How Mathematics Relates to Financial Literacy and Social Justice Issues. *Madalina F. Tanase, University of North Florida; Thomas A. Lucey, Illinois State University*
 A Model of Curriculum for Social Development, Social Justice, and Agency. *Madhulika Sagaram, Ajahn Educational Services and Consulting*

Discussant:

Mary Hermes, University of Minnesota - Duluth

60.022. New Orleans School Reform: What's Happening on the Ground. Division B - Curriculum Studies; Symposium
 Astor Crowne Plaza, Second Level, Astor Ballroom III
 8:15 am to 10:15 am

Chair:

Richard Ayers, University of California - Berkeley

Participants:

Research on Reforms. *Raynard Sanders, Research on Reforms*
 The Value of Community Voice. *Deirdre Johnson Burel, Orleans Public Education Network*
 A Parent's Perspective on School Reform in New Orleans. *Lateresa Morgan, New Orleans parent*
 The Student Experience of New Orleans School Reform. *Brandon Bigard, New Orleans student*

60.023. Enacting Beliefs About Knowledge and Knowing in an Information Age. Division C - Learning and Instruction; Symposium
 Hotel Monteleone, Ground Level, Royal Ballroom
 8:15 am to 10:15 am

Chair:

Liliana Maggioni, University of Maryland - College Park

Participants:

Enacting Beliefs About Knowledge and Knowing in an Information Age: An Introduction. *Patricia A. Alexander, University of Maryland*
 Epistemic Cognition and Change When Students Read Multiple Documents Containing Conflicting Scientific Evidence: A Think-Aloud Study. *Leila Ferguson, University of Oslo; Ivar Braten, University of Oslo; Helge I. Stromso, University of Oslo*
 The Long and Short of It: The Role of Question Type and Epistemic Beliefs in Students' Multiple-Source Use. *Alexandra List, University of Maryland; Emily M. Grossnickle, University of Maryland; Patricia A. Alexander, University of Maryland; Sofie Loyens, Erasmus University Rotterdam, Netherlands; Matthew T. McCrudden, Victoria University of Wellington, New Zealand*
 Source Authoritativeness, Visual Attention in Webpage Reading, and Individual Differences: Evidence From Eye Fixations. *Nicola Ariasi, University of Padua; Lucia Mason, University of Padua*
 Who Knows What? Epistemic Judgments About the Pertinence of Experts to Complex Problems. *Rainer F. Bromme, University of Münster; Torsten Porsch, University of Münster; Eva Thomm, University of Münster*

Discussant:

Barbara K. Hofer, Middlebury College

60.024. Integrating Science, Literacy, Technology, and Universal Design to Enhance Inquiry-Based Science Learning in Grades 6-8. Division C - Learning and Instruction; Symposium
 Hotel Monteleone, Mezzanine Level, Orleans
 8:15 am to 9:45 am

Chair:

LeeAnn M. Sutherland, University of Michigan

Participants:

Science and Literacy as Integrated Disciplines in Inquiry Curriculum Design. *LeeAnn M. Sutherland, University of Michigan; Joseph S. Krajcik, University of Michigan*
 Guidelines for Universal Design for Learning in Inquiry Science. *David Rose, Center for Applied Special Technology*
 The Application of Integrated Design Guidelines in Inquiry Science. *Gabrielle Rappolt-Schlichtmann, CAST, Inc.*
 Design-Based Research of Features in Inquiry-Based, Electronic Science Materials. *Namsouo Shin, University of Michigan; LeeAnn M. Sutherland, University of Michigan; Kasey McCall, University of Michigan*

Discussant:

Richard A. Duschl, The Pennsylvania State University

60.025. Regulating Emotions: Effects on Social Adjustment and Learning in School. Division C - Learning and Instruction Cosponsored by SIG-Motivation in Education; Paper Session
 New Orleans Marriott, Second Level, La Galerie 6
 8:15 am to 9:45 am

Chair:

AnneMarie M. Conley, University of California - Irvine

Participants:

Exploring the Cumulative Effect of Self-Regulation on Reading and Math Achievement Trajectories in Elementary School. *Julia Parkinson, University of Michigan*
 Emotions and Self-Regulated Learning in Mathematics: A Growth Curve Analysis. *Wondimu Ahmed, University of Groningen*
 Emotion Regulation Ability in School: Serving the Public Good Through Positive Social Adaptation. *Janet Pickard Kremenitzer, Lehman College - CUNY; Paulo Lopes, Catholic University of Portugal; Jose M. Mestre, University of Cadiz; Rocio Guil, University of Cadiz; Peter Salovey, Yale University*
 Master Your Universe: Teaching Students to Manipulate Their Environment to Self-Regulate Their Motivation. *Marilyn Ann Oppizzo, Stanford University; Daniel L. Schwartz, Stanford University*

Discussant:

Paul A. Schutz, University of Texas - San Antonio

60.026. Residential Educational Settings and Academic and Non-Academic

Outcomes: Implications for Research, Practice, and Policy. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Bienville
8:15 am to 9:45 am

Chairs:

Paul W. Gimms, The University of Sydney
Andrew J. Martin, The University of Sydney

Participants:

Improving the Education of Children in Public Care: Lessons From Projects in Scotland. *Graham Connelly, University of Strathclyde; Andrew Kendrick, University of Strathclyde*
Assessing Psychological Changes of Gifted Students in a Residential High School. *Marlon Richard Rollins, Ball State University; Tracy L. Cross, College of William and Mary*
Attending Boarding School: A Comparison of Boarding and Day Students on Academic and Nonacademic Factors. *Brad Papworth, The University of Sydney; Andrew J. Martin, The University of Sydney; Paul W. Gimms, The University of Sydney; Timothy Hawkes, The King's School*
Lessons From New Residential Colleges: Contributing Factors to Achieving Academic and Nonacademic Outcomes. *Louis Lee, The Chinese University of Hong Kong*

Discussant:

Dennis M. McInerney, The Hong Kong Institute of Education

60.027. Trajectories and Persistence in Science for Underrepresented and

Minority Students. Division C - Learning and Instruction Cosponsored by SIG-Critical Educators for Social Justice and SIG-Science Teaching and Learning, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Paper Session
Hotel Monteleone, Mezzanine Level, Iberville
8:15 am to 10:15 am

Chair:

Felicia Moore Mensah, Teachers College, Columbia University

Participants:

Science Identity Performance and Long-Term Persistence in Science: Connecting Identity to Social Justice. *Angela Johnson, Saint Mary's College of Maryland*
Altruism as an Entry Point: An Examination of African American Students' Science Trajectories. *Julie Lynn Haun-Frank, Old Dominion University*
Urban Girls' Identity Trajectories Through the Participation Between Figured Worlds. *Hosun Kang, Michigan State University; Angela Calabrese Barton, Michigan State University; Edna Tan, Michigan State University; Juanita Beatriz Bautista Guerra, Michigan State University*
What Influence Does a Science Research Experience Have on Minority Student Participation in Science, Technology, Engineering, and Mathematics (STEM) Fields? *Stephanie Danette Preston, The Pennsylvania State University*
Troubling Monolithic Views of Privilege: Longitudinal Case Studies of Four Scientifically Talented Boys. *Angela W. Webb, University of North Carolina - Greensboro; Heidi Carlone, University of North Carolina - Greensboro; Mandy O. Taylor, University of North Carolina - Greensboro*

60.028. Understanding and Reducing Cognitive Load During Learning.

Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon A
8:15 am to 9:45 am

Chair:

Richard A. Wainess, University of California - Los Angeles

Participants:

Measuring Learner Engagement: Understanding the Interplay of Awareness and Cognitive Load. *David Sharek, North Carolina State University; Eric N. Wiebe, North Carolina State University*
The Roles of Coexplanations Versus Self-Explanations in Learning-From-Design Examples. *Young Hoan Cho, University of Missouri; Sang Eun Lee, Seoul National University; Kwangsu Cho, University of Missouri - Columbia; Yemin Huang, University of Missouri*
The Effects of Part-Task and Whole-Task Instructional Approaches on Learner Performance, Cognitive Load, and Attitudes Toward Complex Learning. *Jung Lim, Northwestern State University of Louisiana; Sanghoon Park, Northwestern State University of Louisiana*
Measuring Cognitive Load With Subjective Rating Scales: Differences Between Concurrent and Retrospective Ratings. *Annett Schwamborn, University Duisburg-Essen; Maria Opfermann, University Duisburg-Essen; Tamara Van Gog, Erasmus University Rotterdam, Netherlands; Detlev Leutner, University*

Duisburg-Essen

Discussant:

David F. Feldon, University of Virginia

60.029. Vocabulary Instruction and Intervention: Research Insights. Division

C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
8:15 am to 10:15 am

Chair:

Kristina N. LaVenia, Florida State University

Participants:

The State of Vocabulary Instruction in Widely Used Kindergarten and First-Grade Comprehensive Literacy Programs. *Julie Dwyer, Boston University; Tanya S. Wright, University of Michigan; Susan B. Neuman, University of Michigan - Ann Arbor*
Does Explicit Vocabulary Instruction Differ by Classroom Socioeconomic Status? An Observational Study in 55 Kindergarten Classrooms. *Tanya S. Wright, University of Michigan; Susan B. Neuman, University of Michigan - Ann Arbor*
Examining Depth of Processing in Vocabulary Lessons. *Margaret G. McKeown, University of Pittsburgh; Isabel Beck, University of Pittsburgh; Helen S. Apthorp, McREL*
Effects of a Small-Group Vocabulary Intervention on First Grade Students' Literacy Skill Growth. *Phyllis Underwood, Florida State University*
A Formative Experiment on Vocabulary Instruction in Grades 4 and 5. *James F. Baumann, University of Missouri - Columbia; Patrick C. Manyak, University of Wyoming; Camille L.Z. Blachowicz, National-Louis University; Anne Bates, National-Louis University; Char Cieply; Heather Peterson, University of Wyoming; Michael F. Graves, University of Minnesota; Stephen Olejnik, University of Georgia*

60.030. Model Specification Issues in Longitudinal Analyses. Division D -

Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Madewood A
8:15 am to 9:45 am

Chair:

Jeffrey R. Harring, University of Maryland

Participants:

A Comparison of Estimation Methods for Nonlinear Mixed-Effects Models: A Simulation Study. *Jeffrey R. Harring, University of Maryland; Junhui Liu, University of Maryland*
Investigate Autoregressive and Cross-Lag Effects in Longitudinal Data Analysis: A New Approach. *Yi Pan, University of North Carolina - Chapel Hill; Qiu Wang, Purdue University; Michael Thomas Willoughby, Frank Porter Graham Child Development Institute*
Misspecification of Within-Subject Covariance Structure in a Three-Level Growth Curve Model. *Jie Li, University of Pittsburgh; Feifei Ye, University of Pittsburgh*
Achievement Growth and Student Mobility: Evaluating a Growth Curve Model for Multiple Membership Data. *Matthew William Grady, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin*
Using a Monte Carlo Simulation Study to Decide Various Effects in a Unified Latent Growth Curve Model. *Chueh-An Hsieh, National Sun Yat-sen University, Taiwan*

Discussant:

D. Betsy McCoach, University of Connecticut

60.031. Strategies for Addressing Challenges in Educational Data: Unique

Applications. Division D - Measurement and Research Methodology; Paper Session
Doubletree, Second Level, Rosedown A
8:15 am to 9:45 am

Chair:

Haiyan Bai, University of Central Florida

Participants:

Estimating Achievement Gaps From Ordinal "Proficiency" Categories. *Sean F. Reardon, Stanford University; Andrew Dean Ho, Harvard University; Demetra Kalogrides, Stanford University; Erica Greenberg, Stanford University*
Modeling Student Pathways in K-16 Public Schooling Using Life-Table Theory. *Noli Brazil, University of California - Berkeley*
Multilevel Model for Predicting Individual Growth From Within-Person Developmental Variability. *Khavla A. Obeidat, University of Denver*
Cognitive Ability as an Explanatory Variable in Explaining Race Differentials in

Postsecondary Educational Attainment. *Lynne Steuerle Schofield, Swarthmore College; Brian W. Junker, Carnegie Mellon University; Lowell J. Taylor, Carnegie Mellon University*

No Child Left Behind and Student Performance: A Pseudo-Panel Analysis. *Henry Kinnucan, Auburn University*

Discussant:

Michael R. Harwell, University of Minnesota

60.032. History and Theory: Disruptions, Bridges, and Applications. Division

F - History and Historiography; Paper Session

JW Marriott, Third Level, Ile de France II

8:15 am to 9:45 am

Chair:

Lucy E. Bailey, Oklahoma State University

Participants:

What Manner of History Is This? Beyond Naive Realism in the Promised Land Project's (Re)Telling the Underground Railroad. *Handel K. Wright, The University of British Columbia*

Mixed Motivations, Mixed Results: A History of Law, Interest Convergence, and Historically Black Colleges and Universities. *Marybeth Gasman, University of Pennsylvania; Adriel Adon Hilton, Upper Iowa University*

Using Benjamin Bloom's Work From the 1960s and 1970s to Reevaluate Current Meanings of "Evidence Based". *Lynn Fendler, Michigan State University*

Building an Archway: Theory as an Important Tool for Historians of Education. *DeeAnn Grove, University of Iowa*

Discussant:

Catherine A. Lugg, Rutgers University

60.033. Enhancing Learning Through Peer Interaction. Division I - Education in the Professions; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom I

8:15 am to 9:45 am

Chair:

Hugh A. Stoddard, University of Nebraska - Medical Center

Participants:

Peer Observation Increases Performance While Learning Complex Psychomotor Skills. *Christina St-Onge, Université de Sherbrooke; Bernard Martineau, Université de Sherbrooke; Anne Harvey, Université de Sherbrooke; Linda Bergeron, Université de Sherbrooke; Silvia Mamede, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands*

Perceptions of a Peer Assessment/Feedback Training Program in an Undergraduate Pre-Allied Health Course. *Melissa Catherine Marty, Ashland University; Jolene Henning, University of North Carolina - Greensboro*

The Effectiveness of Small Group Learning in Health Science College Classrooms. *Sema A. Kalaian, Eastern Michigan University; Rafa M. Kasim, Kent State University*

Factors Influencing Ratings of Physicians by Their Peers and Patients. *Rebecca S. Lipner, American Board of Internal Medicine; Carola N. Jacobs, American Board of Internal Medicine; Gregory S. Fortna, American Board of Internal Medicine*

Discussant:

Trudie Roberts, University of Leeds

60.034. Pathways to Postsecondary Success for Low-Income Youth: Developing Monitoring Tools for Equitable Outcomes and Opportunities. Division

J - Postsecondary Education; Symposium

JW Marriott, Third Level, Frontenac

8:15 am to 9:45 am

Chairs:

Daniel Gilbert Solorzano, University of California - Los Angeles

Amanda L. Datnow, University of California - San Diego

Participants:

Monitoring the Postsecondary Success of Low-Income Youth: A Systematic Review of Indicator Systems and Reports. *John V. Kucsera, University of California - Los Angeles; Rhoda Freelon, University of California - Los Angeles; John S. Rogers, University of California - Los Angeles*

Maximizing Postsecondary Opportunities for Low-Income High School Youth. *Makeba Jones, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego*

Making Meaning of Community College Pathways: An Ecological Model for Understanding the Experiences of Low-Income Students of Color. *Tara Watford, University of California - Los Angeles; Lindsay Perez Huber,*

University of California - Los Angeles

Navigating Multiple Boundaries: How Low-Income Single Mothers Make Sense of Postsecondary Pathways. *Vicki Park, University of California - San Diego; Christine Cerven, University of California - San Diego*

Discussant:

Frankie Santos Laanan, Iowa State University

60.035. Students With Different Abilities. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde

8:15 am to 9:45 am

Chair:

Chad C. Mortensen, University of Oklahoma

Participants:

The Marginalization of Published Scholarship on Students With Disabilities. *Edlyn Vallejo Pena, California Lutheran University*

Leveraging Privilege: The Impact of Forms of Capital on College Attendance and Persistence for Students With Learning Disabilities. *Heather Haeger, The University of Arizona; Cecilia Rios Aguilar, The University of Arizona*

Deaf Culture and Academic Culture: Cultural Boundaries and Symbolic Violence. *Catherine Ann O'Brien, University of Missouri; Crystal Kroner, University of Missouri - Columbia; Peggy L. Placier, University of Missouri; Laarni D. Goma, University of Missouri - Columbia*

Validating an Assessment of Individual Actions, Postsecondary, and Social Supports of College Students With Disabilities. *Allison Lombardi, University of Oregon; Christopher J. Murray, University of Oregon; Hilary Gerdes, University of Oregon*

Discussant:

Karen Myers, Saint Louis University

60.036. Utilizing Discourse and Cultural Analysis to Interrogate Institutional Culture. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas

8:15 am to 9:45 am

Chair:

Amy A. Bergerson, University of Utah

Participants:

Baby and the Academy: Discourses of Faculty, Tenure, and Parenting. *Jennifer Lynn Allie, University of Utah*

Christian College Persistence in the Postmodern Turn. *P. Jesse Rine, University of Virginia*

Cultures of Work-Life Balance in Higher Education: A Case of Fragmentation. *Jaime R. Lester, George Mason University*

Faculty Grassroots Leadership in Science Education Reform: Considerations for Institutional Change, Culture, and Context. *Jennifer Vest Frank, University of Maryland; Nancy S. Shapiro, University of Maryland; David May, University System of Maryland; Danielle Marie Susskind, University of Maryland*

Discussant:

Leslie D. Gonzales, Clemson University

60.037. Building STEM Centers for Excellence in Educational Innovation.

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 2

8:15 am to 9:45 am

Chair:

Robert M. Capraro, Texas A&M University

Participants:

School Partners in Science, Technology, Engineering, and Mathematics (STEM) Collaborations. *Royce Avery, Waco Independent School District, Texas; Mehmet Sencer Corlu, Texas A&M University*

The Importance of Building and Valuing Community Partners. *Jim Scheurich, Texas A&M University*

Leadership in Science, Technology, Engineering, and Mathematics (STEM) Collaborations. *Jim Morgan, Texas A&M University; Rayya Younes, Texas A&M University*

The Significance of Content Experts for School Reform. *SunYoung Han, Texas A&M University*

The Importance of Building Professional Learning Communities. *Kristin Shawn Huggins, Washington State University*

Discussant:

Georgette Yakman, Pulaski County High School

60.038. Community-Based Early Field Experiences as a Catalyst for Preservice Teacher Development. Division K - Teaching and Teacher Education;

Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 4

8:15 am to 9:45 am

Chair:

Jane Fleming, Erikson Institute

Participants:

Critical Consciousness in Early Preservice Teachers Through Foundations-Based Field Experiences. *Susan M. Catapano, University of North Carolina - Wilmington; Candace M. Thompson, University of North Carolina - Wilmington*

Identifying Exemplary Teaching Practices Through Early Field Experiences. *Kennedy Ongaga, University of North Carolina - Wilmington*

Community Engagement to Enhance Cultural Competence and Teaching for Social Justice. *Eleni Katsarou, University of Illinois - Chicago*

Discussant:

*Frances O. Rust, University of Pennsylvania***60.039. Experimenting to Support and Understand Teachers' Learning on a****Large Scale.** Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, La Galerie 4

8:15 am to 9:45 am

Chair:

Paul A. Cobb, Vanderbilt University

Participants:

Educational Design Research at the District Level. *Erin Craig Henrick, Vanderbilt University; Paul A. Cobb, Vanderbilt University; Charles Munter, Vanderbilt University*

Designing an Instructional Leadership Model of Mathematics Professional Development in Local Contexts: A Study of Mutual Adaptation. *Hilda Borko, Stanford University; Susan O'Hara, Stanford University; Sarah Kate Selling, Stanford University; Erin Baldinger, Stanford University*

Supporting Teacher Learning to Improve Classroom Assessment in Science. *William R. Penuel, SRI International; Angela Haydel DeBarger, SRI International*

Using a University Partnership to Create a Space for Innovation Within a Public School District. *Louis M. Gomez, University of Pittsburgh; Kimberley Gomez, University of Pittsburgh*

Discussant:

*Lauren B. Resnick, University of Pittsburgh***60.040. From Design to Practice: Current Issues in the Development and Use of Multimedia Websites in Teacher Education in the United States and Singapore.** Division K - Teaching and Teacher Education; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH

8:15 am to 9:45 am

Chair:

Thomas C. Hatch, Teachers College, Columbia University

Participants:

1. What Can We Learn From Multimedia Websites That Document the Teaching of Controversial Subjects in Social Studies? *Anand R. Marri, Teachers College, Columbia University; Thomas C. Hatch, Teachers College, Columbia University*
2. Educating Teacher Perception Through Manipulations of Online Video. *Michael D. Preston, Columbia University*
3. The Impact of Multimedia Representations of Teaching on Preservice Learning. *Andria Stokes, Avila University*
4. Practice as a Text: Using Multimedia Representations of Teaching in Preservice Teacher Education. *Desiree Hood Pointer Mace, Alverno College*
5. Using Multimedia Representations to Support Preservice Teachers' Development of Differentiated Lessons and Assessments. *Joni Kolman, Teachers College, Columbia University*
6. Emerging as a Change Agent for Technology Integration: A Longitudinal Case Study of a Beginning Teacher in Singapore. *Ping Gao, National Institute of Education, Singapore*
7. Bridging Algebra Learning Through Online Platforms Anchored in Web-Based Multimedia Video Cases in Singapore. *Yanping Fang, National Institute of Education, Nanyang Technological University, Singapore*
8. Images of Preschool Teaching in Singapore: Making the Familiar Strange Through Multimedia Web Representations. *Sirene May-Yin Lim, National Institute of Education, Singapore; Chee Hoo Lum, National Institute of Education, Singapore; Xiaolei Zhou, Nanyang Technological University*

60.041. Moving Social Justice From Research to Policy in Teacher Education.

Division K - Teaching and Teacher Education; Working Group Roundtable

New Orleans Marriott, Fourth Level, Balconies IJ

8:15 am to 9:45 am

Chair:

David E. Kirkland, New York University

Participants:

Critical Social Justice Research: Moving Policy Forward. *SJ Miller, Indiana University*

Possibilities for Achieving Social Justice Ends Through Standardized Means. *Deborah A. Bieler, University of Delaware*

Love and Rage: Educator Sexual Misconduct in a Racially Divided Community. *Tara Star Johnson, Purdue University*

Discussant:

*Christine Clark, University of Nevada - Las Vegas***60.042. Navigating Cultures in Professional Contexts: Do Students, Teachers, and Administrators Value Intercultural Teaching Experiences Similarly?**

Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3

8:15 am to 9:45 am

Chair:

Olga N. Shonia, Capital University

Participants:

When Student Teachers' Passions Lead to Career Choices: Indiana Educators' Commitment to Navajo Nation Youth. *Laura Stachowski, Indiana University - Bloomington*

Intercultural Student Teaching: Report on Rural School Principals and Superintendents Hiring Practices and Preferences. *Olga N. Shonia, Capital University; Jeanne Williams, Ripon College*

The Impact of a Pre-Student-Teaching International Educational Experience on Professional Teaching Choices. *Dawn Michele Whitehead, Indiana University*

Discussant:

*Christine E. Sleeter, California State University - Monterey Bay***60.043. Testifyin' in the 21st Century: Recovering the Voices of Black Educators From the Field of Alternative Certification.** Division K - Teaching and

Teacher Education; Invited Session

New Orleans Marriott, Second Level, La Galerie 1

8:15 am to 9:45 am

Chair:

Michele L. Foster, Claremont Graduate University

Participant:

Testifyin' in the 21st Century: Recovering the Voices of Black Educators From the Field of Alternative Certification. *Conra Gist, City College of New York - CUNY; Terrenda Corisa White, Teachers College, Columbia University*

Discussants:

*Peter C. Murrell, Loyola College**Kristen L. Buras, Emory University***60.044. The Undergraduate Learning Assistant Model: Teachers' Conceptions and Practices During Induction Years.** Division K - Teaching and Teacher

Education; Symposium

New Orleans Marriott, Second Level, La Galerie 5

8:15 am to 9:45 am

Chair:

David C. Webb, University of Colorado - Boulder

Participants:

The Relationship Between School Context and Novice Teachers' Views of Students. *Ian Her Many Horses, University of Colorado - Boulder*

Teacher Self-Efficacy Vis-à-Vis School Context. *May Lee, University of Colorado*

Influence of the Learning Assistant Experience on Teachers' Views of Assessment and Construction of Knowledge. *Kara Elizabeth Gray, University of Colorado - Boulder*

The Influence of the Learning Assistant Experience on Teachers' Classroom Practice During the Induction Years. *Kara Elizabeth Gray, University of Colorado - Boulder; David C. Webb, University of Colorado - Boulder*

Relating Classroom Artifacts to the Nature of Classroom Practice Using the Scoop Notebook. *Stephanie A. Barr, University of Colorado - Boulder*

Discussant:

*Peter A. Youngs, Michigan State University***60.045. What's Value-Added Models Got to Do With It? The Quality and Qualities of Instruction of High-Value-Added Model Teachers.** Division

K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 3
8:15 am to 9:45 am

Chair:

Jennifer M. Lewis, Wayne State University

Participants:

Teaching Practices of Highly and Less Effective Math Teachers: Issues of Concurrent Validity. *Jack Dieckmann, Stanford University*
Two High-Value-Added Writing Teachers' Impact on Student Writing and Identity Development. *Chandra L. Alston, University of Michigan*
Learning From High-Quality Mathematics Teachers. *Jennifer M. Lewis, Wayne State University*

Discussant:

Pamela L. Grossman, Stanford University

60.046. Policy and Program Effects on School Improvement: Alignment, Practice, and Achievement. Division L - Educational Policy and Politics; Paper Session

Sheraton, Second Level, Rhythms Ballroom I
8:15 am to 10:15 am

Chair:

Rochelle S. Michel, ETS

Participants:

Instructional Alignment Under No Child Left Behind. *Morgan S. Polikoff, University of Southern California*
Mixed-Method, Statewide Study of No Child Left Behind (NCLB) Accountability Assessment Consequences. *Tysza Maria Gandha, University of Illinois - Urbana-Champaign; Katherine E. Ryan, University of Illinois - Urbana-Champaign; Lawrence A. Metcalf, Illinois State Board of Education*
Learning to Read: The School Effect on Kindergarteners' Reading Achievement. *Ying Zhang, University of Maryland; Xiaoshu Zhu, University of Maryland - College Park*
Retaining Failed Policies: A Longitudinal Study of Florida's Mandatory Third-Grade Retention. *Danielle V. Dennis, University of South Florida; Diane C. Kroeger, University of South Florida; James L. Welsh, University of South Florida; Richard F. Brummer, University of South Florida; Eun Kyeng Baek, University of South Florida*
Enrollment and Persistence in the International Baccalaureate Diploma Program. *Anna Rosefsky Saavedra, Harvard University*

Discussant:

Takako Nomi, University of Chicago

60.047. Where the Buck Stops: District Responses to Accountability Policies.

Division L - Educational Policy and Politics; Paper Session
Sheraton, Fifth Level, Grand Chenier
8:15 am to 10:15 am

Chair:

Stacey A. Rutledge, Florida State University

Participants:

Accountability, Autonomy, and District Behavior. *Yas Nakib, The George Washington University*
Differentiated Accountability, District Implementation, and School-Level Autonomy: A Case Study of Three Urban Florida Districts. *Kimberly Scriven Berry, Florida State University; Carolyn D. Herrington, Florida State University*
One State's Policies for Identifying Diverse Gifted Learners: An Analysis of District Policies. *Matthew McBee, Frank Porter Graham Child Development Institute; Michael S. Matthews, University of North Carolina - Charlotte; Elizabeth Shaunnessy, University of South Florida*
Reform at the Edge of Chaos: Connecting Complexity, Social Networks, and Policy Implementation. *Alan J. Daly, University of California - San Diego; Nienke M. Moolenaar, University of Twente; Nathalie Carrier, OISE/University of Toronto*
How District Leaders' Views Shape Policy Design: Models of Control Under Educational Accountability. *Joan Kass Stampler, Turnaround for Children*

Discussant:

Hanne B. Mawhinney, University of Maryland - College Park

SIG Sessions

60.048. Action Research Works in Many Places: With Creativity, in Participatory Video Research and Non-Western Epistemologies. SIG-Action Research; Paper Session

Doubletree, Second Level, Shadows
8:15 am to 9:45 am

Chair:

Art W. Bangert, Montana State University

Participants:

Creative Pedagogies and Collaboration: An Action Research Project. *Aaron M. Kuntz, The University of Alabama; Marni Presnall, University of Massachusetts - Amherst; Amy Tilford, Tuscaloosa City School District; Maria Priola, Tuscaloosa City School District; Rhiannon Ward, Tuscaloosa City School District*
Participatory Video Research: Emerging Methodological and Ethical Issues. *Mark P. Hadfield, University of Wolverhampton; Kaye F. Haw, University of Nottingham*
Situating Non-Western Concepts and Epistemologies as Foundations of Action Research and Professional Development. *Noriyuki Inoue, University of San Diego; Lonnie L. Rowell, University of San Diego*
The Sustainability and Nonsustainability of a Decade of Change and Continuity in Teacher Education. *Michal Zeller Mayer, Levinsky College of Education; Edith Tabak, Levinsky College of Education*

Discussant:

Eleanor Binstock, National-Louis University

60.049. Growth From Adult Participation in Learning. SIG-Adult Literacy and

Adult Education; Paper Session
JW Marriott, Third Level, Orleans
8:15 am to 9:45 am

Chair:

Suhana Chikatla, University of South Alabama

Participants:

Divergent Models of Adult Literacy Instruction: A Preliminary Analysis. *Eric Jon Reed, University of Kentucky; Beth L. Goldstein, University of Kentucky; Becky Unites, University of Kentucky*
Family Literacy Programs and Growth in Adult Reading Skills: How Is Participation and Program Quality Related to Parent Learning? *Karen Manship, American Institutes for Research; Jamie L. Shkolnik, American Institutes for Research; Heather E. Quick, American Institutes for Research*
Modeling Participation in Adult Learning and Future Learning Intentions in the 2000s. *Patrick Kieran White, University of Leicester*
A Narrative Study of Kenyan Adult Women's Learning Journey in American Higher Education. *Mary W. Gatua, University of Wyoming*

Discussant:

Marguerite Lukes, New York University

60.050. Educational Uses of Innovative Technologies to Increase STEM Learning. SIG-Advanced Technologies for Learning; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Iberville
8:15 am to 9:45 am

Chair:

Nanette I. Marcum-Dietrich, Millersville University

Participants:

STEM and ICT Instructional Worlds: The 3D Experience. *Nita J. Matzen, Appalachian State University; Rita O'Sullivan, University of North Carolina - Chapel Hill; William Edward Roberts, Appalachian State University*
Exploring High School Students' Development of STEM-Related Career Interests. *David L. Blustein, Boston College; Michael Barnett, Boston College; Sheron L. Mark, Boston College; Mark Depot, Boston College; Meghan Lovering, Boston College; Youjin Lee, Boston College; James Kim, Boston College; Qin Hu, Boston College; Faedra Backus, Boston College; Dennis Debay, Boston College*
Investigations for Quality Understanding and Engagement for Students and Teachers (iQUEST) and CyberTEAM. *Katherine L. Hayden, California State University - San Marcos; Youwen Ouyang, California State University - San Marcos*
Model My Watershed: Integrating a Research-Grade, Desk-Top Hydrologic Model Into a Web-Based Cyberlearning Project. *Susan E. Gill, Stroud Water Research Center; Nanette I. Marcum-Dietrich, Millersville University*
Students' Perceptions of Fluency and Performance With Technologies: Situated Learning in Environmental Research Projects. *Jazlin Ebenezer, Wayne State University*
Social Networking (SN) Technologies as Aids to Science, Technology Engineering, and Mathematics (STEM) Learning: An Examination of SN Tools in Innovative Technology Experiences for Students and Teachers (ITEST) Projects. *Suzanne Reynolds-Alpert, Education Development Center, Inc.*

60.051. Pedagogical Agent Presence, Appearance, and Agent-Learner

Interactions: Current Research and Future Directions. SIG-Computer and Internet Applications in Education; Symposium
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
8:15 am to 10:15 am

Chair:

Amy B. Adcock, Old Dominion University

Participants:

Embodied and Embedded Intelligence: Actor Agents on Virtual Stages. *Robert Heller, Athabasca University, Canada; Mike Procter, Athabasca University, Canada*

Gendered Socialization With Pedagogical Agents. *Yanghee Kim, Utah State University*

Pedagogical Agents: Pedagogical Interventions via Integration of Task-Oriented and Socially-Oriented Conversation. *Magnus Haake, Lund University; Annika Silvervarg, Linköping University; Betty Tärning, Lund University; Björn Sjöden, Lund University; Lena Pareto, University West, Sweden; Agneta Gulz, Lund University*

The Relationship Between Pedagogical Agents and Learners Is Complex and Negotiated. *George Veletsianos, University of Texas - Austin*

Using Pedagogical Agents Teaching Empathetic Listening Skills: The Nonverbal Advantage. *Amy B. Adcock, Old Dominion University*

Using Pedagogical Agents to Support the Formation of Synthetic Communities of Practice. *Scott P. Overmyer, Baker College*

60.052. Developing and Sustaining Urban Teaching Residencies: How Do We Provide Effective Preparation Experiences and Build Resident Efficacy?

SIG-Educational Change; Symposium
Sheraton, Fourth Level, Oakley
8:15 am to 9:45 am

Chair:

Shari Dickstein, Harvard University

Participants:

Urban Teacher Residency Programs and Teacher Efficacy. *Shari Dickstein, Harvard University*

The Boston Teacher Residency Program: District-Based Teacher Education. *Jesse Solomon, Boston Teacher Residency*

Finding a Third Space in Teacher Education: Creating the Montclair State University/Newark Public Schools Urban Teacher Residency. *Monica Taylor, Montclair State University; Cynthia S. Onore, Montclair State University; Emily J. Klein, Montclair State University*

Teaching Residents at Teachers College: Conceptualizing TR@TC. *A. Lin Goodwin, Teachers College, Columbia University*

Training Teachers to Aspire: The Aspire Teacher Residency Program. *Allison Leslie, Aspire Public Schools*

Discussants:

A. Lin Goodwin, Teachers College, Columbia University

Jesse Solomon, Boston Teacher Residency

Allison Leslie, Aspire Public Schools

Emily J. Klein, Montclair State University

Cynthia S. Onore, Montclair State University

Monica Taylor, Montclair State University

60.053. Education Finance, and Policy: Intersections Between Policies,

Practices, and Resources. SIG-Fiscal Issues, Policy, and Education Finance; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
8:15 am to 10:15 am

Chair:

Tammy Kolbe, University of Connecticut

Participants:

The Hidden Costs of School Security. *Karen J. DeAngelis, University of Rochester; Brian O. Brent, University of Rochester; Danielle Ianni, University of Rochester*

Heterogeneity Among Pell Grant Recipients: Evidence and Implications. *Robert Kelchen, University of Wisconsin - Madison; Sara Goldrick-Rab, University of Wisconsin - Madison*

Finance and Performance Equity: The Quest to Establish a Standard for Measuring Equity in Achievement. *Robert Charles Knoeppel, Clemson University; James S. Rinehart, Eastern Kentucky University*

Illinois Education Funding Advisory Board (EFAB) Advisory Committee Recommendations: Comparing the Current Funding Model With the Evidence-Based Adequacy Model. *Michelle Anne Turner Mangan, National-Louis University; Ted R. Purinton, National-Louis University; Toni Waggoner,*

Illinois State Board of Education; Jason Hall, Illinois State Board of Education

Bumpy or Smooth? School Districts, Budget Crises, and Financial Stability.

Rekha Balu, Stanford University

Fast Money, Fast Decisions: How Idaho Districts Decided to Spend Millions in American Reinvestment and Recovery Act Funds. *Kari Nelsestuen, Education Northwest; Angela Roccogranti, Education Northwest*

Discussant:

Alex J. Bowers, University of Texas - San Antonio

60.054. Strategies for Socialization in Online and Blended Learning.

SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom A
8:15 am to 10:15 am

Chair:

Michelle Stewart

Participants:

Graduate Student Perceptions of Giving and Receiving Peer Feedback in an Online Teacher Inquiry Course. *Swapna Kumar, University of Florida; Vasa Buraphadeja, Assumption University of Thailand*

A Case Study: Cohort Group Students' Online Groupwork in a Summer Course. *Myung Hwa Koh, Riverside Community College*

Advantages and Disadvantages of Subgroup Discourse in Online Versus Face-to-Face Learning Environment. *Mingzhu Qiu, Northern State University*

Students Use of Hotseat in Relation to Social Presence and Engagement in Blended Learning Environments. *Hans P. Aagard, Purdue University; Larissa A. Olesova, Purdue University*

The Impact of Initial Question Prompts on Critical Thinking in Online Discussions. *Ayesha Sadaf, Purdue University; Peggy A. Ertmer, Purdue University; Jennifer C. Richardson, Purdue University*

Discussant:

Darryl C. Draper, The Pennsylvania State University

60.055. Dwelling in Uncertain Futures: Illichian Homeplaces Against Utopianism and Nihilism.

SIG-Ivan Illich; Paper Session
Sheraton, Eighth Level, Salon 816
8:15 am to 9:45 am

Chair:

Eric J. Weiner, Montclair State University

Participants:

Domesticating the Social Imagination: Taking Back the Kitchen for the Public Good. *Marguerite K. Rivage-Seul, Berea College*

Is Education Nihilistic? And If So, Who Cares? *Thomas Michael Falk, The Ohio State University*

Mikvah, Rain, and the Waters of Dwelling. *Kristin Dillman Jones*

Discussant:

Clayton Todd Pierce, University of Utah

60.056. Leadership, Decision Making, and School Improvement in Middle Level Schools.

SIG-Middle-Level Education Research; Paper Session
Sheraton, Fourth Level, Bayside C
8:15 am to 10:15 am

Chair:

Penny B. Howell, University of Louisville

Participants:

Distributed Leadership Practices in Successful Middle-Level Schools. *J. Patrick Grenda, University of Illinois - Urbana-Champaign; Donald G. Hackmann, University of Illinois*

Instructional Practices in Middle Grades: A Mixed-Methods Case Study. *Ginger Mink Teague, University of Tennessee; Vincent A. Anfarra, University of Tennessee; Nicole L. Wilson, University of Tennessee; Cherie Barnett Gaines, University of Tennessee; Jennifer Leigh Beavers, University of Tennessee; Victoria L. Henley, University of Tennessee*

Professional Learning and Middle Grades Principal Practice: Is There a Connection? *Dana L. Bickmore, Louisiana State University*

Thinking With Data Revisited: An Investigation Into Why the Approach Works. *Mark A. van 't Hooff, Kent State University; Karen P. Swan, University of Illinois - Springfield; Philip J. Vahey, SRI International; Dale L. Cook, Kent State University; Annette Kratoski, Research Center for Educational Technology; Ken Rafanan, SRI International; Tina M. Stanford, SRI International; Louise G. Yarnall, SRI International*

Student Engagement and Achievement on High-Stakes Tests: A Hierarchical Linear Modeling (HLM) Analysis Across 68 Middle Schools. *Jerry W. Valentine, University of Missouri - Columbia; Justin Collins, University of*

Missouri

Discussants:

Mickey Fenzel, Loyola University Maryland
Mark D. Vagle, University of Georgia

60.057. Teacher, Class, and School Effects on Motivations and Achievement.

SIG-Motivation in Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
8:15 am to 10:15 am

Chair:

Jenefer E. Husman, Arizona State University

Participants:

Can a Classroom Structured by the TARGET (Task, Authority, Recognition, Grouping, Evaluation, Time) Framework Promote Students' Mastery Goal Orientation? Marko Lijftenegeer, University of Vienna; Barbara Schober, University of Vienna; Rens van de Schoot, Utrecht University; Monika Finsterwald, University of Vienna; Petra Wagner, Christiane Spiel, University of Vienna

Are Mastery Goals Adaptive? It Depends on the Context. Mordechai (Moti) Benita, Ben-Gurion University of the Negev; Guy Roth, Ben-Gurion University of the Negev

Achievement Goals and School Achievement at the Transition to Different School Tracks in Secondary School. Isabell Paulick, University of Goettingen; Rainer Watermann, University of Goettingen; Matthias Nückles, University of Freiburg

Linking Instructional Practices With Student Engagement From Moment to Moment in High School Classrooms. David J. Shernoff, Northern Illinois University; Stephen M. Tonks, Northern Illinois University; Brett Anderson, Northern Illinois University; Cedrick Dortch, Northern Illinois University

Student Autonomy Over the Middle School Transition: Effects of Teacher Support and Influences on Engagement. Gwen C. Marchand, University of Nevada - Las Vegas

Personal Goals as Predictors of Intended Classroom Goals: Comparing Elementary and Secondary School Preservice Teachers. Lia Marie Daniels, University of Alberta; Anne Christiane Frenzel, University of Augsburg; Robert H. Stupnisky, University of Manitoba; Tara Lynn Stewart, University of Manitoba; Raymond P. Perry, University of Manitoba

60.058. Narrative Research SIG Session: Exploring Narrative Representations for Qualitative Methodology. SIG-Narrative Research; Paper Session

Doubletree, Second Level, Nottoway
8:15 am to 10:15 am

Chair:

Lynnette Driedger-Enns, University of Saskatchewan

Participants:

Revisiting the Narrative as a Root Metaphor for Qualitative Research. Susanna Belle Spaulding, Colorado Mountain College; Gwyn Ebie, Colorado Mountain College

Reimagining Narrative Inquiry and the Use of Narratives Within a Poststructural Feminist Framework. Julia Churchill Kantor, University of Colorado - Boulder

Comic Books as Narrative Research Re-Presentation Method: Juxtaposition, Parallel Narratives, and Multimodality. Nick Sousanis, Teachers College, Columbia University

Slanted Storytelling or Impermanence of Memory. Heather J. Pinedo-Burns, Teachers College, Columbia University

The Use of Narrative Research in Education to Illustrate Problematic Teachable Moments. Carla McNelly, University of Oregon

Narrative Excavation: Auto/Archeology and the Re/Writing of the Critical Self. Jake Burdick, Arizona State University

Discussants:

D. Jean Clandinin, University of Alberta
Jerry L. Rosiek, University of Oregon

60.059. Evolving Paradigms in Mixed Methods Research. SIG-Professors of

Educational Research; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
8:15 am to 9:45 am

Chair:

Abbas Tashakkori, University of North Texas

Participants:

Mixed-Methods Paradigms: Critical Realism, Pragmatism, and Action Research. Thomas W. Christ, University of Hawaii

Paradigms or Toolkits? Philosophical Positions as Heuristics for Mixed-Methods

Research. Joseph A. Maxwell, George Mason University

Critical Realism and Realist Pragmatism in Mixed Methods: Problematics of Event Identity and Abductive Inference. Martin Lipscomb, University of West England

Dialectical Pragmatism: A Way to Hear and "Combine" Our Valued Differences. Burke Johnson, University of South Alabama; Jennifer C. Greene, University of Illinois - Urbana-Champaign

Common "Core" Characteristics of Mixed Methods Research: Critical Issues and Call for Greater Convergence. Charles B. Teddlie, Louisiana State University

Discussant:

Anthony J. Onwuegbuzie, Sam Houston State University

60.060. Reform/Practice in Social Studies Education. SIG-Research in Social

Studies Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 8
8:15 am to 9:45 am

Chair:

Cheryl A. Torrez, University of New Mexico

Participants:

Authentic Pedagogy: Examining Intellectual Challenge in a National Sample of Social Studies Classrooms. John W. Saye, Auburn University; David M. Gerwin, Queens College - CUNY; Jill M. Gradwell, Buffalo State College - SUNY; Andrea S. Libresco, Hofstra University; Theresa M. McCormick, Auburn University; Lamont Maddox, Auburn University; Cynthia S. Salinas, University of Texas - Austin; Barbara Slater Stern, James Madison University; Jeremy D. Stoddard, College of William and Mary; Nancy Carol Patterson, Bowling Green State University

The Tragedy of American School Reform: How Politics and Dilemmas Have Diverted Us From Democracy. Ronald W. Evans, San Diego State University

Teaching the Levees in Secondary Social Studies Classrooms: An Evaluation of Documentary-Based Curriculum in Practice. Ching-Fu Lan, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Ting Yuan, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University; Margaret S. Crocco, Columbia University

Consensus in the Classroom? Secondary Students' Experiences With Deliberation. Patricia G. Avery, University of Minnesota - Twin Cities; Annette M.M. Simmons, University of Minnesota; Sara A. Levy, University of Minnesota

An Investigation of Second Graders' Construction and Interpretation of Questions During Interviews. Lynn A. Kelley, University of West Alabama; Cynthia S. Sunal, The University of Alabama; Andrea Minear, The University of Alabama; Lee Freeman, The University of Alabama

Discussant:

Paul G. Fitchett, University of North Carolina - Charlotte

60.061. Issues of Culture and Identity Among Asian and Pacific American Students. SIG-Research on the Education of Asian and Pacific Americans;

Paper Session
Sheraton, Fourth Level, Edgewood
8:15 am to 9:45 am

Chair:

Julie Jimwon Park, Miami University

Participants:

"I Am One of a Kind": Korean American Elementary Students' Cultural Identities and Literacy Practices. Esther H. Ra, University of Pennsylvania

Becoming Cultural Knowers: Literate Identities Among Korean Students Learning English in the United States. Carrie Eunyoung Hong, William Paterson University; Cheonghwa Cheong, University at Albany - SUNY

Internalizing the Model Minority Myth: Examining Its Psychosocial Impact on Korean American High School Students and the College Admissions Process. Sarai Koo, Chapman University

Samoan American Students' School Engagement: Negotiating Family, Academic, and Cultural Factors. Noah Borrero, University of San Francisco; Christine Jean Yeh, University of San Francisco

Discussant:

Julie Jimwon Park, Miami University

60.062. Learning World Languages and Literacies: Research on Learners'

Selection. SIG-Second Language Research; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
8:15 am to 9:45 am

Chair:

Virginia M. Gonzalez, University of Cincinnati

Participants:

A Comparative Analysis of Sentence Fluency in Spanish- and English-Dominant Third-Grade Student Writing. *Yolanda Gallardo-Carter, Georgetown College; Kathryn Brooks, Butler University*

Multiple Pathways of Heritage Language Maintenance: A Look at Korean and Mexican Immigrant Children. *Jin-Sook Lee, University of California - Santa Barbara; Piljoo P. Kang, University of California - Santa Barbara*

Languaculture Exchange in Secondary Schools: How Minority-Language and Majority-Language Students Can Learn From Each Other. *Melinda E. Martin-Beltran, University of Maryland - College Park*

A Discourse Analysis of Second Language (L2) Spanish Participation in World of Warcraft. *Paul Sevuki Rama, University of California - Irvine*

Discussant:

Kathy Escamilla, University of Colorado - Boulder

60.063. Teacher Educators as Researchers: What to Do When Roles Do Not Fit? SIG-Self-Study of Teacher Education Practices; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
8:15 am to 10:15 am

Chair:

J. John Loughran, Monash University

Participants:

Teacher Educators as Researchers: Facilitating the Process of Self-Study Research. *Rosanne Cathelijne Zwart, University of Amsterdam; Mieke L. Lunenberg, University of Amsterdam; Fred A.J. Korthagen, University of Amsterdam*

Teacher Educators as Researchers: Complementary Competence in Professional Learning Communities. *Eline Vanassche, University of Leuven; Geert Kelchtermans, University of Leuven*

Teacher Educators as Researchers: Tensions of Confidence and Uncertainty. *Amanda K. Berry, Monash University*

Teacher Educators as Researchers: Living Educational Theory. *Jack Whitehead, Liverpool Hope University*

Discussant:

Clare Kosnik, University of Toronto

60.064. Testing a Universal Screening Tool to Measure Student Social-Emotional Competence for Practicality, Reliability, and Validity. SIG-Social and Emotional Learning; Symposium
Sheraton, Eighth Level, Salon 820
8:15 am to 9:45 am

Chair:

Marc A. Brackett, Yale University

Participants:

Desired Characteristics of Social and Emotional Learning Competence Screeners for Scalability. *Paul Augustine LeBuffe, Devereux Center for Resilient Children*

The Reliability and Validity of the Devereux Student Strengths Assessment-Mini (DESSA-Mini) in Predicting DESSA Scores. *Jack Naglieri, George Mason University*

The Reliability and Validity of the Devereux Student Strengths Assessment-Mini (DESSA-Mini) Screener in Predicting Special Education Status. *Valerie Shapiro, University of Washington*

Discussant:

Marc A. Brackett, Yale University

60.065. Sociology and Stratification in Math and Science Curricula, Instruction, Coursetaking, and Educational Trajectories. SIG-Sociology of Education; Paper Session
JW Marriott, Third Level, Ile de France I
8:15 am to 10:15 am

Chair:

Jessica V. Rodriguez, Stanford University

Participants:

The Changing Faces of Math: A Historical Analysis of Images in Elementary Mathematics Textbooks. *Saamira Halabi, Pennsylvania State University; Daniel Salinas, Pennsylvania State University; David P. Baker, Pennsylvania State University*

An Examination of the Teacher and Teaching Quality Experienced by Elementary School Children: A Descriptive and Relational Analysis of the Racial/Ethnic and Socioeconomic Achievement Gap Using the Early Childhood Longitudinal Study. *Elizabeth A. Covay, University of Pennsylvania; Kristie J.R. Phillips, Brigham Young University; Laura M. Desimone, University of Pennsylvania; Kailey Lauren Spencer, University of Pennsylvania*

Changes in Mathematics Curricula and Assessments: A Bernsteinian Analysis

of Mathematics Education in the Public Schools of New York State. *Robert Stephen Watson, The Graduate Center - CUNY; Alan R. Sadovnik, Rutgers University; Susan F. Semel, City College of New York - CUNY*

Revisiting the Relationship Between High School Science Coursetaking and Majoring in Science in College. *Benjamin W. Dalton, RTI International*

Gendered Differences in Aligned Ambitions: High School Experiences and Pursuit of Postsecondary Opportunities in Science, Technology, Engineering, and Mathematics (STEM) Majors. *Lara Cristina Perez-Felkner, University of Chicago; Erin Grogan, Michigan State University; Barbara L. Schneider, Michigan State University; Sarah-Kathryn McDonald, University of Chicago*

Discussant:

Kathryn S. Schiller, University at Albany - SUNY

60.066. New Teachers in the Urban Context. SIG-Urban Learning, Teaching, and Research; Paper Session
Sheraton, Fourth Level, Oak Alley
8:15 am to 9:45 am

Chair:

Barbara L. Bales, University of Wisconsin - Milwaukee

Participants:

Urban-Focused Teacher Preparation. *John R. Walcott, Michigan State University*

Understanding Profiles of Preservice Teachers With Different Levels of Commitment to Teaching in Urban Schools. *Antonette M. Aragon, Colorado State University; Steven Andrew Culpepper, University of Colorado - Denver; Mark Andrew Perkins, Colorado State University*

Power Dynamics and Social Capital: A Novice White Teacher in an Urban Science Classroom. *Alissa Berg, Teachers College, Columbia University; Stefania (Stefanie) Macaluso, Teachers College, Columbia University; Christopher Emdin, Teachers College, Columbia University*

How Novice Teachers Serve Students of Culturally Nondominant Groups: Inquiry for Informing Teacher Education. *Althier M. Lazar, Saint Joseph's University*

Getting Beneath the Surface: Experiences and Challenges of First-Year Teachers Working to Become Warm Demanders. *Dorene D. Ross, University of Florida; Elyse L. Hambacher, University of Florida; Elizabeth Bondy, University of Florida*

Discussant:

Sabina Elena Vaught, Tufts University

Division and SIG Roundtables

60.067. Making Education Matter: Youth, Teachers, Professors, and Community Organizers as Activist-Scholars; Roundtable Session

60.067-1. Making Education Matter: Youth, Teachers, Professors, and Community Organizers as Activist-Scholars. Division K - Teaching and Teacher Education; Roundtable Session
New Orleans Marriott, Third Level, Mardi Gras Salon DE
8:15 am to 10:15 am

Chair:

Patricia E. Halagao, University of Hawaii - Manoa

Participants:

Youth Research and Action: The State of Education in California and Educational Acts of Courage. *Ernest D. Morrell, University of California - Los Angeles*

Saving the Lives, the Culture, and the History of our Children: Telling the Truth in Arizona's Cultural War. *Augustine Francis Romero, Tucson Unified School District; Sean Arce, Tucson Unified School District*

Build Your Own Teacher: Urban Youth as Researchers of Teacher Quality. *Jeffrey M.R. Duncan-Andrade, San Francisco State University; Patrick Camangian, University of San Francisco*

Youth-Driven Participatory Action Research (PAR): A Shifting New Orleans Public Education System and its Impact on New Orleans' Vietnamese American Students and Families. *OiYan A. Poon, University of Massachusetts - Boston; Jacob Cohen, Vietnamese American Young Leaders Association; Minh Nguyen, Vietnamese American Young Leaders Association; Cassandra Tran, University of New Orleans; Anna Nguyen, McMain Secondary School; Paul Tran, L.W. Higgins High School; Paul Sampson, Chalmette High School; Linda Tran, Abramson Science and Technology High School; Hoang Hoang, University of New Orleans*

Growing Our Own Hope: Transforming Youth to Become Critical Educators in Their Community. *Allyson Tintiango-Cubales, San Francisco State University; Arlene Sudaria Daus-Magbual, San Francisco State University; Roderick Daus-Magbual, University of San Francisco; Jonathan Magat, San Francisco State University; Maharaj Desai, San Francisco State University; Maurus Gallardo Dumalaog, San Francisco State University; Daisy Lopez,*

San Francisco State University; Marinelle Abeleda, San Francisco State University; Jarrell Soriano, Balboa High School; Claire Zamora, Balboa High School; Jessen Madrid, Philip and Sala Burton High School

60.068. Roundtable Session 38; Roundtable Session

60.068-1. African American Students' Postsecondary Experiences. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Angela M. Locks, California State University - Long Beach

Participants:

Understanding African American Community College Transfer Students' Experiences: A Qualitative Case Study. *Stacey Shears, San Francisco State University*

The Identity Development of African American Females: Opportunity or Crisis? *Janeula M. Burt, Howard University; Jeffrey Manuel, Howard University; Ebonierose Wade, Howard University*

Social Capital, Gospel Choir Participation, and the Persistence of African American Students. *Kahan Sablo, Edinboro University of Pennsylvania; Wenfan Yan, University of Massachusetts - Boston*

60.068-2. Cooperative and Group Learning. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Participants:

Do Student Self-Perceptions Align With Reality? Examining the Validity of College Seniors' Self-Reported Gains. *Nicholas A. Bowman, University of Notre Dame*

Interdisciplinary Student Groups Designing and Conducting Cosmic Ray Research: Possibilities and Challenges for Improving Students' Participation and Knowledge. *Ramona L. Gunter, University of Wisconsin - River Falls*

Relational Authenticity: Perception and Impact on Academic Service Learning. *Amanda Rabidue Bozack, University of New Haven*

Reading in Graduate School: An Empirical Study of Voluntary, Out-of-Class Reading Groups. *Jie Yie Park, Bard College; Kathleen Riley*

60.068-3. Teaching Roundtable 2: Exemplary Teaching in Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Karen Kortegast, Iowa State University

Participants:

A Case Study of Exemplary Postsecondary Views of Classroom Teaching and Pedagogical Influences. *Pamela J. Kellett, Oakland University*

Good Teaching: Perspectives From Chinese Graduate Teaching Assistants and American Universities. *Jing Fu, Michigan State University*

Perceptions of Good University Teaching: Faculty and Department Chairs' Perspectives. *Engida Hailye Gebre, McGill University; Dawit Asrat Getahun, McGill University; Alenoush Saroyan, McGill University*

60.068-4. Success Factors for Racially Underrepresented Populations in the STEM Fields. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Amy J. Fann, University of North Texas

Participants:

A Qualitative Investigation of Factors Promoting the Persistence and Academic Success of Students of Color in Science, Technology, Engineering, and Mathematics. *Robert Terry Palmer, Binghamton University - SUNY; Dina C. Maramba, Binghamton University - SUNY; T. Elon Dancy, University of Oklahoma*

Latina/o Student Retention in Science, Technology, Engineering, and Mathematics (STEM) Majors: What Factors Predict Persistence? *Gina Ann Garcia, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles*

Characteristics of Institutions That Foster Minority Scientists. *Frances K. Stage, New York University; Steven M. Hubbard, New York University*

60.068-5. Dual Enrollment of Students in Secondary and Postsecondary Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Participants:

Dual Enrollment Challenges: Inroads and Impediments to Access. *Aimee A. Howley, Ohio University; Marged D. Howley, Ohio University; Craig B. Howley, Ohio University*

Improving Alignment Between Postsecondary and Secondary Education: The Paired Courses Model in South Carolina. *Terri H. Ward, University of Oregon; Charis L. McGaughy, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center*

Key Experiences That Predict Success in College Among Students in Middle-Early College High Schools. *Elisabeth Barnett, Teachers College, Columbia University; Jennifer Kim, Teachers College; Carina Omoeva, Teachers College*

60.068-6. The Impact of Globalization on Student Experiences and Outcomes in U.S. Higher Education. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Karin Ann Lewis, University of Kentucky

Participants:

Classroom Interaction: A Comparison of the Native-Faculty and Foreign-Faculty Teaching in Taiwan. *Te-Sheng Chang, National Dong Hwa University; Tsai-Wei Wang, National Dong Hwa University, Taiwan; Huei-Hsuan Lin, National Dong Hwa University*

Curricular and Cocurricular Experiences and Campus Climate Conditions That Support the Development of Global Perspectives for International Students. *Chris Glass, Michigan State University*

Understanding the Racialized Experiences and College Adjustment of International Students of Color at the University. *Vichet Chhuon, University of Minnesota*

Internationalization FX. *Jennie Walker, University of Denver*

60.068-7. The Role of the Two-Year Degree. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Nolan Kim, Community College of Vermont

Participants:

Rural Community College Students' Perceptions of Transfer to a 4-Year Institution: An Exploratory Study. *Elizabeth S. LaClair, The University of Alabama; David E. Hardy, The University of Alabama; Stephen Katsinas, The University of Alabama*

The Community College as a Democratic Social Institution: A Causal Analysis Examining a Student's Academic Goals, Perceptions, and Their Choice to Matriculate in a Community College Honors Program. *Kevin Collins, Claremont Graduate University*

Science, Technology, Engineering, and Mathematics (STEM) Associate's Degree Production in Public Associate's Colleges, 1985-2005: Exploring Institutional Type, Gender, and Major. *David E. Hardy, The University of Alabama; Stephen Katsinas, The University of Alabama*

60.068-8. Trends, Effects, and Dilemmas Related to Higher Education Enrollment and Finance. Division J - Postsecondary Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Guilbert C. Hentschke, University of Southern California

Participants:

An Exploratory Inquiry Into Factors Affecting Recent Enrollment Trends in Private Postsecondary Education Sectors in the United States. *Robin R. Lasota, University of Washington; William M. Zumeta, University of Washington*

Millennials at Risk? Building a Model About the Inadequacy of Retirement Planning by College Students in American Higher Education. *Jason Stiles, Florida State University; Robert A. Schwartz, Florida State University*

Understanding the Interaction Between Tuition Increases and Enrollment at U.S. Public Institutions of Higher Education. *Wendi Anne Clouse, University of Colorado - Colorado Springs; Deborah Worley, University of North Dakota; Peng Yu, Howard University; Chul Lee, Wesley College; Rae Wojdylo, Southeast Missouri State University*

60.068-9. Academic and Social Preparation for College. Division J -

Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Laura Autumn Servage, University of Alberta

Participants:

Trickle or Torrent? Understanding the Extent of Summer "Melt" Among College-Intending High School Graduates. *Lindsay Coleman Page, Harvard University; Benjamin L. Castleman, Harvard University*
Socioeconomic Disparities in College: Linking Resources and the Impact on Postsecondary Access. *Gregory C. Wolniak, NORC at the University of Chicago; Mark E. Engberg, Loyola University Chicago*
Socioeconomic Status and Gender Differences in College Attendance: What Do Low-Income Girls and Boys Understand About College Attendance? *Julia B. Smith, Oakland University; Nancy S. Niemi, University of New Haven*

60.068-10. Women's Issues and Feminist Scholarship in Higher Education.

Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Shannon M. Calderone, University of California - Los Angeles

Participants:

Claustrophobic Spaces of Peer Culture: Alcohol, Gender, and Muslim Women Students' Identity Navigation. *Shabana Mir, Oklahoma State University*
Revisiting Feminist Critical Policy Analysis in Higher Education Research: Examining Institutional Racism, Patriarchy, and Classism. *Amy S. Metcalfe, The University of British Columbia*
Run for Your Life: The Cultural Experiences of U.S.-Enrolled Jamaican Female Track and Field Athletes. *Khalilah Doss, Southern Illinois University; Saran Donahoo, Southern Illinois University*
"She's Her Own Woman": Undergraduate Women's Constructions of Independence in Intimate Relationships. *Elizabeth E. Blair, Harvard University*

60.068-11. The Diversity of Children's Lives: Ways That Change Can Happen in Poverty, Play, and Preschool. SIG-Cultural Historical Research;

Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Emily Duvall, University of Idaho

Participants:

Bolstering Resilience Through Relationship. *Deborah P. Berrill, Trent University*
Building Minds: Identifying the Building Blocks of Imaginative Play. *Ivana Guarasi, University of California - San Diego; Olga A. Vasquez, University of California - San Diego*
Hundreds of Kisses: Mothers and Children in Ritual and Routine. *Jennifer A. Brinkerhoff, Arizona State University*
Preschools as Sites of Identity Clashes and Negotiation. *Angela E. Arzubiaga, Arizona State University*

60.068-12. The Need for Critical Hope in Education Through Persistence, Resistance, Respeto, and Caring. SIG-Hispanic Research Issues;

Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Ariana Mangual Figueroa, Rutgers University

Participants:

Cultural Persistence, Political Resistance, and Critical Hope in the Community and School-Based Art of a Puerto Rican Diaspora Neighborhood. *Enid Marie Rosario-Ramos, University of Michigan; Eli Tucker-Raymond, TERC; Maria Rosario, Chicago Public Schools*
Fighting for Respeto: Latina Stories of Resistance Shaping Educational Opportunities. *Judy Marquez Kiyama, University of Rochester; Donna Marie Harris, University of Rochester; Amalia Zuleyman Dache-Gerbino,*

University of Rochester; Emily Marie Martinez - Vogt, University of Rochester
The Impact of Institutional Caring on Urban Latina/o High School Students.
Ryan Edward Santos, University of California - Los Angeles

60.068-13. Inclusionary Practices in Special Education. SIG-Special Education

Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Philip Smith, Eastern Michigan University

Participants:

Are They Worth the Money? Exploring the Role of Adult Support in English Mainstream and Special Schools in a Time of Financial Constraints. *Cristina Devecchi, University of Northampton; Mary Doveston, University of Northampton; Paul Sedgwick, University of Northampton; Johnston Jament, University of Northampton*
Coteaching in the Inclusive Classroom: A Study of Two Secondary English Classrooms. *Tabetha Bernstein-Danis, University of Pittsburgh*
Collaborative Teacher Network: Findings Related to Increasing Teachers' Knowledge of Content-Area Reading Strategies. *Marie Tejero Hughes, University of Illinois - Chicago; Michelle Parker-Katz, University of Illinois - Chicago; Angela Bryant, University of Illinois - Chicago; Jaime Lynn Zurheide, University of Illinois - Chicago; Joanna Keel, University of Illinois - Chicago; Ghonecsar Muhammad, University of Illinois - Chicago; Georgette G. Lee, University of Illinois - Chicago*
Comparing Scores on Alternate Assessments Based on Modified Achievement Standards and Scores on General Assessments. *Katherine M. Nagle, SRI International; Patricia JoAnn Almond, University of Oregon*

60.068-14. Issues in Early Childhood Education. SIG-Early Education and Child

Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Christine Nucci, Florida Memorial University

Participants:

Early Learning Guidelines for Infants and Toddlers: Reflecting Diversity or Preparing the Mold? *Nancy K. File, University of Wisconsin - Milwaukee*
Infant Teachers' Playfulness and Infants' Emotional Distress During Transitional Time. *Jeesun Jung, Ohio University - Athens*
Instructional Practices in Kindergarten: What Works for Whom? *Tara Chiatovich, Stanford University; Deborah Stipek, Stanford University*
Korean American Children's Conflicts Among Peers and Cultural Values. *Jinhee Kim, Duquesne University*
Whole-Group Instruction Practices and Young Children's Attention. *Cynthia Fontcuberta DiCarlo, Louisiana State University; Sarah H. Pierce, Louisiana State University; Jennifer Jo Baumgartner, Louisiana State University - Baton Rouge*

60.069. Roundtable Session 39; Roundtable Session

60.069-1. Discourse and Inquiry in the Classroom Context. Division G - Social

Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Samara D. Madrid, University of Wyoming

Participants:

"Who's to Say What's Essential?" Coconstructing Logics of Inquiry With Participants. *Christina Siry, University of Luxembourg; Gene L. Fellner, City College of New York - CUNY; Kenneth G. Tobin, The Graduate Center - CUNY*
Structured Spaces of Play in a Southwestern U.S. Urban Elementary Classroom: Dialectics of Community and Academic Rigor. *G. Sue Kasun, University of Texas*
Talk to, Talk With: Pedagogical Talk in a High School English Classroom. *Antonio Nieves Martinez, University of California - Los Angeles*
The Effects of Classroom Teacher Questioning on Student Learning: A Meta-Analysis of Recent Research. *Saiying Steenbergen-Hu, Duke University; Jonathan A. Plucker, Indiana University; Chummei Zhang, Duke University*
Conceptualizations of Identity in Educational Research: Theoretical and Methodological Considerations. *Phoebe Jackson, McGill University; Gale A. Seiler, McGill University; Lilian Pozzer-Ardenghi, McGill University*

60.069-2. Forging Out-of-School Partnerships With New and Traditional Immigrants: A Renewed Call for Advocacy and Culturally Relevant Programs. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Patricia Sanchez, University of Texas - San Antonio

Participants:

Beyond Reading and Writing: A Close Look at an Iranian Refugee Family's Literacy Practices. *Sonia Sanchez, University of Texas - San Antonio*
Centering Immigrant and Refugee Youth and Family Voices Inside and Outside the Classroom With Applied Critical Race Theory. *Leticia Alvarez Gutiérrez, University of Utah*
Engaging Latino/a Immigrant Students and Families in an Afterschool Technology Program. *Lisa Santillan, University of Texas - San Antonio; Adriana Garcia, University of Texas - San Antonio; Neda Goerlitz Ramirez, University of Texas - San Antonio; Margarita Machado-Casas, University of Texas - San Antonio; Mari Riojas-Cortez, University of Texas - San Antonio*

60.069-3. High School to Military Transitions: Critical Analysis of Militarization in Shaping Postsecondary Opportunities. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Anjale DeVawn Welton, University of Connecticut

Participants:

Forging Paths to the Battlefield: How Urban Schools in the United States Facilitate the Promotion of Militarized Postsecondary Options. *Suzie M. Abajian, University of California - Los Angeles*
Homegrown Cannon Fodder: Junior Reserve Officer Training Corps (JROTC) and the Postsecondary Decision-Making Process. *Elvira Julia Rodriguez, University of California - Los Angeles*
Don't Ask, Don't Tell 'Em About College: The Educational Experiences of Chicano Military Servicemen. *Eduardo Lara, University of California - Los Angeles*
College Access or a Full Metal Jacket: Why Chicano/Latino Students Choose the Military Over College. *Eligio Martinez, Jr., University of Washington*
Filling the Ranks: Latinos in Marine Corps Combat Occupations Post-9/11. *Alfredo Gonzalez, University of California - Los Angeles*

60.069-4. Politics and Voices of Immigration, Engagement, and Education. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

John B. Poster, University of Michigan - Dearborn

Participants:

In Their Own Voices: Identity and Agency of African Immigrant Girls in Public High Schools. *Betty Akinyi Okwako, Michigan State University*
Public and Publics: How (Not) to Think About Public Engagement. *Kathleen Knight-Abowitz, Miami University*
The Intersection of Illegality and Politicalization in the Testimonios of Undocumented Immigrant Students. *Rene Galindo, University of Colorado*

60.069-5. Politics of Race and Social Inclusion. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Kathryn Nakagawa, Arizona State University

Participants:

Institutionalizing Diversity: The Racial Politics of Asian American Students. *Angela W. Kong, University of California - San Diego*
Interest Convergence and the McNair Scholars Program: An Examination of Race and Racism in Student Affairs Rhetoric and Realities. *Lacy Marie Rivera, University of New Mexico*
Limited Choices: Black and Latino Community College Opportunity. *Mary Theresa Martinez-Wenzl, University of California - Los Angeles; Rigoberto Marquez, University of California - Los Angeles*
Public Policy and Social Change: Social Inclusion Initiatives at a Brazilian University. *Monica Annette Evans, Michigan State University*

60.069-6. Qualitative Studies of Education Policy in Marginalized Student Communities. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Marlon C. James, University of Connecticut

Participants:

How Service Learning With Social Justice Commitments Calls for Transformation of Community Responsibility in Schools. *Angela N. Booker, University of California - Davis; Kindra F. Montgomery-Block, University of California - Davis; Bel Reyes, University of California - Davis; Zenae Scott, Sacramento City Unified School District*
Latino Immigrant Parents as Advocates for Their Children's Schooling. *Richard P. Duran, University of California - Santa Barbara; Graciela Fernandez, University of California - Santa Barbara; Mayra Bailon, University of California - Santa Barbara*
Positionality, Context, and Design: Clinical Site Development at an Urban Elementary School. *Tambra O. Jackson, University of South Carolina*
"That Fuego, That Fire in Their Stomach": Academically Successful Latinas/os and Racial Opportunity Cost. *Terah Talei Venzant Chambers, Texas A&M University; Leslie Ann Locke, Texas A&M University; Annel D. Medina, California State Polytechnic University, Pomona*

60.069-7. Reimagining National Board/Federal Policies. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Kimberly A. Scott, Arizona State University

Participants:

Attainment Gaps at Age 5: How Assessment Systems in England Reproduce Disadvantage. *Alice Bradbury, Institute of Education - London*
Localizing the Supplemental Educational Services (SES) Provisions of No Child Left Behind (NCLB): Tracing the Actions of For-Profit SES Providers in New York City. *Jill P. Koyama, University at Buffalo - SUNY*
Power, Professionalization, and Teaching: Reviewing the National Board for Professional Teaching Standards. *Nikola Hobbel, Humboldt State University*
Using Interpretive Policy Analysis to Evaluate the Legitimacy and Efficacy of Single-Sex Public Schools in Light of Local Context. *Katherine Cummings Mansfield, University of Texas - Austin*

60.069-8. Reconfiguring School, Family, and Community Connections. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Elizabeth Hudson, University of Michigan

Participants:

Identifying, Analyzing, and Resolving the Communicative Gaps Between Teachers and Linguistic Minority Parents. *Rashmi Kumar, University of Pennsylvania*
Only Connect: Gaps and Responsibility Between Schools, Child Welfare, and Parents: Policy and Practice. *Kelly A. Gallagher-Mackay, OISE/University of Toronto*
The Ironies of School Choice: Empowering Parents and Redefining Democracy. *Heather K. Olson Beal, Stephen F. Austin State University; Petra Mumro Hendry, Louisiana State University*
Theorizing School-Community Connections. *Hope Casto, Skidmore College*
Working for Change and Replicating Marginalization: Unpacking the Tensions in and Benefits of Parent-Educator Collaboration. *Frank D. Grossman, Swarthmore College; Rita Kamani, Teachers College, Columbia University*

60.069-9. Social Contexts of Schooling in Transnational Perspective. Division G - Social Context of Education; Roundtable Session Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Linn E. Posey, University of Wisconsin - Madison

Participants:

From Their Perspective: Parent and Family Involvement in the United Arab Emirates. *Esperanza De La Vega, Portland State University; Jase Moussa Inaty, Zayed University*
Interdisciplinary Understanding of Youth: Development and Test of a Survey for

the Swiss Federal Survey of Adolescents. *Stephan Gerhard Huber, Institute for the Management & Economics of Education; Isabelle Lussi, Institute for the Management & Economics of Education; Mariette Lehmann, Institute for the Management & Economics of Education; Guri Skedsmo, University of Oslo*

Korean Immigrant/Trans-Migrant Parents' In- and Out-of-School Involvement in the United States. *Keon-Ryeong Park; Martha A. Allexsaht-Snyder, University of Georgia*

Privatization and the Neoliberal-Democratic Conflict: The Academies Movement in England. *Barry M. Franklin, Utah State University; Antonio Olmedo Reinoso, University of Granada*

60.069-10. Teachers and Students Creating Rich Sites of Bi/Multilingual and Bi/Multidialectal Learning. Division G - Social Context of Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Jacqueline D'Warte, University of California - Irvine

Participants:

Teachers and Student Inquiry of Subject Area Literacy. *Jacqueline D'Warte, University of California - Irvine*

Building on Our Assets Within Restrictive Policy Contexts: The Unique Contributions of Bilingual Teachers. *Megan Hopkins, University of California - Los Angeles*

Accessing the Language of Wider Communication: Effective Culturally Relevant English Instruction for High-Achieving African American Males in Advanced Placement English Classes in Low-Income Areas. *Stanley Louis Johnson, Jr., University of California - Los Angeles*

African American and Latina/o Youth Expanding Linguistic Repertoires. *Danny Cortez Martinez, University of California - Los Angeles*

60.069-11. Teaching and Learning Math in Diverse Learning Contexts. Division

G - Social Context of Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Jomo W. Mutegi, Indiana University/Purdue University at Indianapolis

Participants:

Stereotype Management Among Successful Black College Mathematics and Engineering Students. *Ebony Omotola McGee, University of Chicago; Danny B. Martin, University of Illinois - Chicago*

Culturally Relevant Mathematics Pedagogy and Academically and Mathematically Successful African American Male Students. *David W. Stinson, Georgia State University*

Theorizing of Race and Ethnicity in the Mathematics Education Literature. *Amy Noelle Parks, University of Georgia; Mardi Schmeichel, University of Georgia*

Examining Mathematics Teachers' Search for Cultural Relevancy in Mathematics Word Problems: A Multivocal Approach. *Martha J. Strickland, The Pennsylvania State University - Harrisburg; Jane M. Wilburne, The Pennsylvania State University; Barbara A. Marinak, The Pennsylvania State University*

Knowing and Reaching Minority Students: Teaching Mathematics for Elementary Indigenous Students in Taiwan. *Shu-Huei Yen, Taipei National University of the Arts; Hui-Min Chou, Academia Sinica*

60.069-12. Teachers' Interactions With New Media Technologies in Their

Classrooms. SIG-Media, Culture, and Curriculum; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Kathy Ann Mills, Queensland University of Technology

Participants:

English Language Teachers' Perspectives on Using Computer Games for Second Language Teaching and Learning as a New Medium. *Muhammed Demirbilek, Suleyman Demirel University; Zeliha Yucel, Suleyman Demirel University; Akesha Horton, Michigan State University*

Handheld Formative Feedback Tools for Teachers: A Standardized and Customizable Design. *Suzanne Rhodes, University of Wisconsin - Madison; Richard R. Halverson, University of Wisconsin*

60.069-13. Praxis and Perception: Teaching and Learning Music, Art, and Virtual Reality. SIG-Arts and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

8:15 am to 9:45 am

Chair:

Jacob Mishook, Brown University

Participants:

Images Into Words: Ekphrastic Art Criticism in Preservice Teacher Education. *Boyd Eric White, McGill University*

(Re)Imagining Through Collage: Finding Community, Self, and Praxis in the Student Teaching Seminar. *Sarah K. Mackenzie, Bucknell University; Mary Wolf, Buffalo State College - SUNY*

Integrating Three-Dimensional (3D) Virtual Worlds Into Art Education: Lessons Learned From Art Café @ Second Life. *Lilly Lu, Northern Illinois University*

Affect and Cognition in Music Perception: Examining the Listening Process. *Catherine M. Larsen, DePaul University*

60.070. Roundtable Session 40; Roundtable Session

60.070-1. Autoethnographic Practices. SIG-Qualitative Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

8:15 am to 9:45 am

Chair:

Theresa Y. Austin, University of Massachusetts - Amherst

Participants:

Flow in the Community College Classroom? An Autoethnographic Exploration. *Amanda O. Latz, Ball State University*

Exploiting the Margins: Women of Color Advancing in the Academy. *Kathy-Ann C. Hernandez, Eastern University; Faith Wambura Ngunjiri, Eastern University; Heewon Chang, Eastern University*

Mothers and Fathers, Sons and Daughters: Dilemmas, Difficulties, and Ethics in the Inclusion of Family Members in Research. *Peter Clough, University of Chester; Cathy Nutbrown, University of Sheffield*

60.070-2. Developing a Voice: An Exploration of Youth Community

Engagement, Service, and Activism. SIG-Service-Learning & Experiential

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

8:15 am to 9:45 am

Chair:

Robert Jagers, University of Michigan

Participants:

Understanding Individual and Contextual Factors That Influence Civic Engagement Among Urban African American Youth. *Karryll Winborne, University of Michigan; Robert Jagers, University of Michigan*

The Youth Research Collaborative: Can Youth Culture Act as a Mechanism to Stimulate Critical Consciousness? *Alexandra B. Skoog, University of Michigan*

Bridging Theory and Practice: A Multilevel Approach to Service-Learning. *Nicholas Paul Yoder, University of Michigan; Elan C. McCollum, University of Michigan*

60.070-3. Career and Technical Education and Schooling. SIG-Career and

Technical Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

8:15 am to 9:45 am

Chair:

Janet Zaleski Burns, Georgia State University

Participants:

Attitudes/Perceptions of High School Administrators and Counselors in Urban Communities About Career and Technical Education and Its Opportunities. *Corey Dwayne Flournoy, University of Illinois - Urbana-Champaign; Cassandra Wolsic, University of Illinois; Candi Thorson, University of Illinois*

Disability and Identity in Career and Technical Education: Cultural Perceptions of Teachers Toward Student Transitions. *Megan M. Pell, University of Delaware*

Engineering the Math Performance Gap: Sustained Evidence for an Engineering Technology Academy. *L. Allen Phelps, University of Wisconsin - Madison*

60.070-4. SIG/Research in Mathematics Education Roundtable 3:

Understanding. SIG-Research in Mathematics Education; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom E

8:15 am to 9:45 am

Chair:

Jinfa Cai, University of Delaware

Participants:

- Teaching Mathematics With Technology: A Longitudinal Study of Secondary Preservice Teacher Technological Pedagogical Content Knowledge (TPACK) Development. *Jeremy Zelkowski, The University of Alabama*
- Teacher-Child Interactions During Preschool Play: Impact on Children's Mathematical Ability. *Sudha Swaminathan, Eastern Connecticut State University; Jeffrey Trawick-Smith; Xing Liu, Eastern Connecticut State University; Huihui Yu, Eastern Connecticut State University*
- "I Feel Like I'm Learning Math for the First Time": Teacher Candidates' Knowledge and Beliefs About Mathematics. *Jennifer Dawn Holm, Lakehead University; Ann Kajander, Lakehead University*
- Students Actively Listening: A Foundation for Productive Discourse in Mathematics Classrooms. *Samuel Otten, Michigan State University; Beth A. Herbel-Eisenmann, Michigan State University; Michelle Cirillo, University of Delaware; Michael Steele, Michigan State University; Heather Marie Bosman, Michigan State University*
- Preservice Elementary Teachers' Understanding of Relational Thinking. *Marta T. Magiera, Marquette University; Leigh A. Van Den Kieboom, Marquette University; John Moyer, Marquette University*

60.070-5. Technology, Instruction, Cognition, and Learning Roundtable 3: Issues in Technology, Instruction, Cognition, and Learning. SIG-Technology, Instruction, Cognition & Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Benjamin Eric Erlandson, California State University - Monterey Bay

Participants:

- Imaging Teacher Learning. *Niels C. Brouwer, Radboud University, Nijmegen*
- Incorporating Haptic Feedback in Simulation for Learning Physics. *Insook Han, Sungkyunkwan University; John B. Black, Teachers College, Columbia University*
- Virtual Cultivation and the Role of Perceived Realism. *Steven Malliet, University College of Limburg*

60.070-6. Social Tools in Technology and Learning. SIG-Technology as an Agent of Change in Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
8:15 am to 9:45 am

Chair:

Steven R. Terrell, Nova Southeastern University

Participants:

- Crowd-Sourced Grading: Exploring the Validity, Reliability, and Effects of Student-Authored and Student-Evaluated Textbooks. *Patrick O'Shea, Appalachian State University; Jennifer Jill Kidd, Old Dominion University; Peter B. Baker, Old Dominion University*
- Graduates' Twitter Experiences: Developing and Displaying Multiple Identities. *Margaret Austin Powers, American University; Howard M. Glasser, Bryn Mawr College*
- Weaving New Media into the English Curriculum: Using VoiceThread to Teach Poetry. *Leanna Matchett Archambault, Arizona State University; David L. Carlson, Arizona State University*

Division and SIG Posters

60.071. Poster Session 13; Poster Session

60.071-1. Factors Affecting University Faculty's Motivation to Participate in Performance Assessment. Division J - Postsecondary Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Poster:

1. Factors Affecting University Faculty's Motivation to Participate in Performance Assessment. *Jie Zhang, University of Missouri; Haiqin Chen, University of Missouri*

60.071-2. Poster Session: Faculty, Curriculum, and Teaching. Division J - Postsecondary Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

2. Creating Immediacy in the Online Environment: Student Responses to Relevance and Amount of Instructor Self-Disclosure. *Jennifer S. Boman,*

Mount Royal University; Holly Nelson, King's University College

3. Hiring and Professional Development Models in Canadian and Russian Public Universities. *Tatiana V. Gounko, University of Victoria; William Thomas Smale, Trent University*
4. Part-Time Faculty at Community Colleges: Are They Socially Networked? *Tanya Millner-Harlee, The George Washington University; Miyoung Minsun Kim, The George Washington University*
5. An Investigation of Coauthorship in Education Journals. *Boba M. Samuels, University of Western Ontario; Jordana F. Garbati, The University of Western Ontario*
6. Faculty Member Changes in an Innovative Educational Doctorate Program. *Ray R. Buss, Arizona State University; Ron Zambo, Arizona State University; David W. Moore, Arizona State University*
7. Graduate Student-Faculty Advisor Relationships: Does Gender Match Matter for Student Educational and Employment Outcomes? *Joyce Main, Cornell University*
8. Salary Structure of University Faculty: Important Factors, Clear Patterns, and Needed Changes. *Yonghong Jade Xu, The University of Memphis*

60.071-3. Research on Gender, Race, and Human Rights in Postsecondary Education. Division J - Postsecondary Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

9. A Closer Look at Graduate Student Experiences: Making Sense of "Racism Readiness" Among Historically Black College and University Graduates. *Tryan L. McMickens, University of Pennsylvania*
10. The Company We Keep: Peer Influence in the Undergraduate Experiences of African American Males. *Kimberly M. Holmes, University of Maryland - College Park; Khadish O. Franklin, University of Maryland - College Park*
11. "The Way Things Already Are": A Report on a Human Rights Postgraduate Curriculum Project From Australia, 2009-2010. *Rob Watts, RMIT University*
12. "Some Things Never Change": The Regent's Expectations of the University President's Partner Based on Gender, Ethnicity, and/or Sexual Orientation. *Juanita Gamez Vargas, University of Oklahoma*

60.071-4. Teacher Experience, Teacher Research: Biographical and Documentary Approaches to Educational Inquiry. SIG-Biographical and Documentary Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

13. Lived Experiences of Teachers and Technology: A Critical Ciné-Ethnography Documenting Technology Use in Today's Schools. *Scott Joseph Warren, University of North Texas; Jonathan Gratch, University of North Texas; Deborah Blackwell, University of North Texas; Anjum Najmi, University of North Texas; Shelly Zhu, University of North Texas; Amy Trombley, University of North Texas; Leila Mills, University of North Texas; Jennifer Lee, University of North Texas; Mary A. Fuller, University of North Texas*
14. Motion Picture: A Portrait of Reflection-in-Action in Teacher Education. *Isabel Nunez, Concordia University - Chicago; Simeon Martin Stumme, Concordia University - Chicago; Pamela J. Konkol, Concordia University*

60.071-5. An Analysis of Educator Experiences With Merit-Based Pay. SIG-School Community, Climate, and Culture; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Poster:

15. Culture, Context, and Performance-Based Compensation: An Analysis of Educator Experiences in One Merit Pay System. *Lauren P. Saenz, University of Colorado; Camika Royal, Temple University*

60.071-6. Professional Learning Communities, Trust, and an Examination of Best Practices in Mentoring and Collaborative Activities. Division K - Teaching and Teacher Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

16. Facilitating Action Research: A Study of Coaches' Experiences and Reflections Leading Teachers Through Practitioner Inquiry. *Desirae Eva Krell, University of Florida; Nancy F. Dana, University of Florida*
17. Generative Collaboration Within Teacher Inquiry Groups. *David Allen, College of Staten Island - CUNY*

18. Inquiry Communities for an Inquiry Stance Toward Teaching at Multiple Levels. *Jennifer L. Snow, Boise State University; A. J. Zenkert, Boise State University*
19. The Effects of Teacher Trust in Mentor on Teacher Efficacy. *Serafino M. Celano, Garden City Public Schools, Garden City, New York; Roxanne M. Mitchell, The University of Alabama*
20. The Relational Constitution of Teacher Becoming. *Wei-Ying Lim, National Institute of Education, Singapore*
21. The Role of Trust in Different Participants in the School Community for Teachers' Efficacy. *Dimitri Van Maele, Ghent University, Belgium; Mieke Van Houtte, Ghent University, Belgium*
22. Design Considerations in Online Induction Programs. *Mary Cleverger-Bright, University of Washington; Theresa Horstman, University of Washington*
23. Figuring Out How To "Do" the Mandated Curriculum: The Impact of High-Stakes Reform on First-Year Teachers' Figuring of Their Role and What They Are to Teach. *Christopher P. Brown, University of Texas - Austin; Debra Bay-Borelli, University of Texas - Austin; Jill Scott, University of Texas; Brian Nelson Mowry, University of Texas - Austin*

60.071-7. Multiethnic Considerations for Work-Life Balance: Examining the Literature on Diverse Faculty. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Poster:

24. Multiethnic Considerations for Work Life Balance: A Review of Literature on Diverse Faculty. *John D. Harrison, Lincoln Memorial University*

60.071-8. Identity and Learning in Informal Settings. SIG-Informal Learning Environments Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
8:15 am to 9:45 am

Posters:

25. Discursive Scaffolding in the Studio: Socio-Cognitive and Emotional Dimensions for Learning and STEM Identity. *Carol B. Brandt, Virginia Polytechnic Institute and State University; Andrea Motto, Virginia Polytechnic Institute and State University; Christine Schmittka, University of Kentucky; Michael A. Evans, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Polytechnic Institute and State University*
26. How Informal Learning Environments Affect Science Identity Formation in Middle School Students: A Comparison of Two Science Summer Camps. *Roxanne M. Hughes, Florida State University; Kristen Joy Molyneaux, University of Wisconsin - Madison; Patricia J. Dixon, Florida State University*
27. Exhibit Design and Behavior: Attitudes Predict Enthusiasm and Observation at the Gravity Well. *Lisa E. Szechter, Tulane University; Elizabeth J. Carey, Tulane University*
28. The Influence of Participation in a Competitive Science Event on Subsequent Academic Major Choice. *Jennifer H. Forrester, University of Wyoming; Melissa Gail Jones, North Carolina State University; Grant E. Gardner, East Carolina University*
29. Louisiana Outdoor Science and Technology Camp: Connecting Youth to Real-World Science. *Mark Tassin, Louisiana State University; Melissa Cater, Louisiana State University*

Monday, 9:15 am

Governance Meetings and Events

61.001. AERA Grants Program Governing Board: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balcony K
9:15 am to 6:05 pm

Chair:

William H. Schmidt, Michigan State University

Monday, 10:35 am

Governance Meetings and Events

62.002. Journal of Educational and Behavioral Statistics: Closed Management Committee Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
10:35 am to 12:05 pm

Chair:

Mark R. Wilson, University of California - Berkeley

AERA Related Activities

62.010. Online Annual Meeting Program System (All Academic): Demonstration and Training for Program Chairs: Open Session 3. AERA Related Activities; Workshop
Sheraton, Second Level, Rhythms Ballroom III
10:35 am to 12:05 pm

Chair:

Rick Peacor, All Academic Inc.

Presidential Sessions

62.011. Cultural Dimensions of Informal and Formal Learning: Design-Based and Community-Based Perspectives. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
10:35 am to 12:05 pm

Chair:

Luis Urrieta, University of Texas - Austin

Participants:

Informal Learning in Contributing to a Community. *Barbara Rogoff, University of California - Santa Cruz*

How and Why Youth Learn Longitudinally Across Diverse Environments. *Philip L. Bell, University of Washington*

62.012. Horizons in Research Methodologies: Alternative Methodologies/Shifting Epistemologies. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
10:35 am to 12:05 pm

Chair:

Ezekiel J. Dixon-Roman, University of Pennsylvania

Participants:

Beyond the Quest to Quantify Quality: The Politics of Knowledge in Public Education Governance. *Kathleen D Hall, University of Pennsylvania*

Crunched-Out: Ethnography in the Age of Super-Crunching. *John Jackson, University of Pennsylvania*

What's in a Number: A Postmodern Re/Imaging of Statistical "Difference." *Ezekiel J. Dixon-Roman, University of Pennsylvania*

The Story of Schooling: Critical Race Theory and the Educational Racial Contract. *Zeus Leonardo, University of California - Berkeley*

Discussant:

Shirley Brice Heath, Stanford University

AERA Sessions

62.013. Advancement of K-12 Science Education for the Next Decades - Building Quality Education for the S in STEM. AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
10:35 am to 12:05 pm

Chair:

Felice J. Levine, American Educational Research Association

Participants:

Developing a Conceptual Framework for New Science Education Standards in the Natural Sciences and Engineering. *Helen R. Quinn, Chair, Board on Science Education, National Research Council, and Stanford Linear Accelerator Center, Stanford University*

OBSR Report on Behavioral and Social Sciences in STEM Education. *Elisa L. Klein, University of Maryland, and 2009-2010 SRCD/AAAS Science and Technology Policy Fellow, Office of Behavioral and Social Sciences Research (OBSSR), National Institutes of Health*

The NRC Role and Building a Framework for K-12 Social and Behavioral Science Education. *Robert M. Hauser, Division of Behavioral and Social Sciences and Education, National Research Council and University of Wisconsin - Madison*

Discussants:

*Shirley Malcom, American Association for the Advancement of Science
Camilla P. Benbow, Vanderbilt University*

62.014. International Benchmarking: Perspectives on Methodology, Rhetoric,**and Policy.** AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2

10:35 am to 12:05 pm

Chair:

Michael J. Feuer, The George Washington University

Participants:

*Moshe Justman, Ben Gurion University**Hans Wagemaker, IEA**James H. Williams, The George Washington University**Avital Darmon, The Israel Academy of Sciences and Humanities**Sylvia Schmelkes, Universidad Iberoamericana***62.015. Meet Journal Editors: Journal Talks 10.** AERA Sessions; Invited

Roundtable

Sheraton, Fifth Level, Grand Ballroom B

10:35 am to 12:05 pm

Participants:

1. Journal of Teacher Education. *Stephanie L. Knight, The Pennsylvania State University; Fran Arbaugh, The Pennsylvania State University*
2. Paedagogica Historica. *Marc Depaepe, Katholieke Universiteit Leuven; Frank Ferand Simon, Ghent University, Belgium*
3. Journal of International Social Studies: The Official Journal of the International Assembly of the National Council for the Social Studies. *Beverly Milner Bisland, Queens College - CUNY; Gloria T. Alter, Social Studies for Social Responsibility*
4. Australian Educational Researcher. *Christine M. Halse, University of Western Sydney; Jolanda Voogd, Springer*
5. Taboo: The Journal of Culture and Education. *Ellyn R. Lyle; Gresilda A. Tilley-Lubbs, Virginia Polytechnic Institute and State University; Barrie Robert Barrell, Memorial University - Newfoundland; Robert Leblanc, McGill University; Mary Drinkwater, OISE/University of Toronto*
6. Research Papers in Education. *Patrick Kieran White, University of Leicester*
7. Applied Psychological Measurement. *Mark Davison, University of Minnesota; Peggy Ferdinand, University of Minnesota*

62.016. Meet Journal Editors: Journal Talks 9. AERA Sessions; Invited

Roundtable

Sheraton, Fifth Level, Grand Ballroom A

10:35 am to 12:05 pm

Participants:

1. Canadian Journal of Environmental Education. *Constance L. Russell, Lakehead University; Bob Jickling, Lakehead University*
2. Community College Review. *James C. Palmer, Illinois State University; Carol E. Kasworm, North Carolina State University*
3. Teaching and Teacher Education. *Mary Lynn Hamilton, The University of Kansas; D. Jean Clandinin, University of Alberta*
4. Educational Researcher. *Steven Richard Yussen, University of Minnesota*
5. Educational Policy. *Ana M. Martinez-Aleman, Boston College; Diana Pullin, Boston College*
6. LEARNing Landscapes. *Lynn Butler-Kisber, McGill University; Mary Stewart, LEARN*
7. International Journal of Pastoral Care in Education. *Colleen Marie-Julie McLaughlin, University of Cambridge*
8. Learning for Democracy: A Journal of Thought and Practice. *Caroline R. Pryor, Southern Illinois University - Edwardsville; Kathleen S. Brown, University of Missouri - St. Louis; Glenn m. Hudak, University of North Carolina - Greensboro; Charles Phillip Gause, University of North Carolina - Greensboro*
9. Professional Development in Education. *Ken Jones, Swansea Metropolitan University; Alex Alexandrou, Freelance Academic; Jim O'Brien, University of Edinburgh*
10. Issues in Teacher Education. *Suzanne SooHoo, Chapman University; Joel A. Colbert, Chapman University; Stephanie Brown, Chapman University*
11. Review of Research in Education. *Kathryn M. Borman, University of South Florida; Arnold B. Danzig, Arizona State University; David R. Garcia, Arizona State University*
12. Learning and Instruction. *Lucia Mason, University of Padua; Ann Corney*
13. Journal of Transformative Education. *John M. Dirkx, Michigan State University*
14. The Journal of Education. *Roselmina Indrisano, Boston College; Renee Autumn Greenfield, Boston College*

Committee Sessions**62.017. GSC Chair-Elect Fireside Chat: Race, Place, and Space: Finding Your Niche as a Recent Graduate.** Graduate Student Council; Fireside Chat

Astor Crowne Plaza, Lobby Level, St. Charles Ballroom

10:35 am to 12:05 pm

Chair:

Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee

Participants:

*Kevin K. Kumashiro, University of Illinois - Chicago**Armetha F. Ball, Stanford University**Raji Swaminathan, University of Wisconsin - Milwaukee**Gloria J. Ladson-Billings, University of Wisconsin - Madison***62.018. GSC Division H Fireside Chat: Reimagining Our Schools: An Exercise in Purposeful and Effective Evaluation.** Graduate Student Council

Cosponsored by Division H - Research, Evaluation and Assessment in

Schools; Fireside Chat

Doubletree, Second Level, Rosedown B

10:35 am to 12:05 pm

Chairs:

*Whitney Elaine Wall, Queen's University - Belfast**Bradley Joseph Coverdale, University of Maryland - College Park*

Participants:

*Katherine E. Ryan, University of Illinois - Urbana-Champaign**Nancy R. Baenen, Wake County Public Schools, North Carolina**John Q. Easton, Institute of Education Sciences**Joan L. Herman, University of California - Los Angeles**Samuel C. Stringfield, University of Louisville***Division Sessions****62.019. Facilitating Urban High School Improvement in Mathematics and Science Through a University STEM Center-District-Business Collaboration.** Division A - Administration Organization & Leadership;

Symposium

Sheraton, Fourth Level, Bayside A

10:35 am to 12:05 pm

Chair:

Jim Scheurich, Texas A&M University

Participants:

Urban Mathematics and Science Teachers Using Professional Learning Communities to Implement Science, Technology, Engineering, and Mathematics (STEM) Project-Based Learning. *Jim Scheurich, Texas A&M University; Kristin Shawn Huggins, Washington State University*

Rationale for Focusing on Science, Technology, Engineering, and Mathematics (STEM) in Urban High Schools. *Mary Margaret Capraro, Texas A&M University; Jim Morgan, Texas A&M University*

The "Wicked Problems" of Urban Schools and a Science, Technology, Engineering, and Mathematics (STEM) University-School District-Business Partnership. *Robert M. Capraro, Texas A&M University; Royce Avery, Waco Independent School District, Texas*

Discussants:

*Mary Margaret Capraro, Texas A&M University**Robert M. Capraro, Texas A&M University**Jim Morgan, Texas A&M University**Kristin Shawn Huggins, Washington State University**Royce Avery, Waco Independent School District, Texas**Jeff Blanton, Britt Rice Electric***62.020. Framing Community Partnerships, Parental Involvement, and Student Collaboration for School Success.** Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside B

10:35 am to 12:05 pm

Chair:

Cynthia Beekley, University of Toledo

Participants:

The Changing Dynamics of School-Based Parental Involvement: National Household Education Survey 1996-2007. *Scott M. Myers, Montana State University - Bozeman; Carrie B. Myers, Montana State University*

Student Aspirations, Background Characteristics, and a Four-Part Model of College Readiness. *Elizabeth M. Gilkey, University of Oregon; Mary Seburn,*

Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center

“Foreign Brides” Parental Participation in School in Taiwan. *Tzu-Hui Chen, Arizona State University*

62.021. Growing and Retaining Leadership in Schools. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Bayside C
10:35 am to 12:05 pm

Chair:

Barbara Jean O'Neal, North Carolina A&T State University

Participants:

Fostering Department Chair Instructional Leadership Capacity: Distributing Leadership to Enhance Instructional Practices. *Hans W. Klar, Clemson University*

Literacy Coach Research and Development: A Complex Endeavor. *Melinda M. Mangin, Michigan State University; Kai Lonnie Dunsmore, The Ball Foundation*

Supporting and Developing School Leaders: Do Gender and Experience Level Affect Areas of Need? *Heather E. Duncan, University of Wyoming*

Turnover Intentions Among Men and Women School Principals in the United States: How Do They Differ and What Factors Influence Them? *Abebayehu Aemero Tekleselassie, The George Washington University*

62.022. “It’s Not Just Me, We All Do It”: Producing and Reproducing Heteronormativity in Schools. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Bienville
10:35 am to 12:05 pm

Chair:

Darla Linville, Colby College

Participants:

It’s Like Nothing Ever Happened: Institutional Responses to Heteronormative Violence and the Reproduction of Heteronormativity in Middle School. *Julia Irene Heffernan, University of Oregon*

“I’m Pretty Normal”: Heteronormativity Among Lesbian, Gay, Bisexual, and Transgender Students. *Kathleen O’Brien Elliott, University of Wisconsin - Madison*

“You Almost Said Boyfriend!” Examining Heteronormative Talk in Discussions of Masculinities. *Shannon Dawn Maree Moore, The University of British Columbia*

“I Have a Gay Friend...”: Preservice Teachers’ Use of Experience to Understand Lesbian, Gay, Bisexual, Transgendered, and Queer Issues. *Aliyah Rayna Carolan-Silva, Goshen College; Sandra Schmidt, University of South Carolina; Shih-Pei Chang, Michigan State University; John Lockhart, Pacific University*

Discussant:

Darla Linville, Colby College

62.023. Against Romancing the Public: Why Dislodging Neoliberalism Requires a Radical Critique of the Public Sphere. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II
10:35 am to 12:05 pm

Chair:

Thomas C. Pedroni, Oakland University

Participants:

For Whom Are You Saving Public Education? Listening to Critiques of the Public Sphere From Marginalized Communities. *Thomas C. Pedroni, Oakland University*

Reframing Public Education From the Ground Up. *Pauline Lipman, University of Illinois - Chicago*

Professionalized Protest: Beyond “Top-Down” and “Bottom-Up” Paradigms of Education Reform. *Amanda Lashaw, University of California - Davis*

Discussant:

Gustavo E. Fischman, Arizona State University

62.024. American Narratives, Hyperpatriotism, Militarism, and the Curriculum: Examining the Political and Pedagogical Implications of White Supremacy in the Lives of Students of Color. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom I
10:35 am to 12:05 pm

Chair:

Tracy Lachica Buenavista, California State University - Northridge

Participants:

Settler Meaning-Making: Mapping Epistemologies of Ignorance in Social Studies Curriculum. *Dolores Calderon, University of Utah*
From Students to Soldiers: Militarism, Schooling, and the Recruitment of Students of Color in Los Angeles. *Suzie M. Abajian, University of California - Los Angeles*

The “Lawful Undocumented” Versus “Illegal Alien”: Undocumented Student Marginalization, Mobilization, and Hyperpatriotism. *Tracy Lachica Buenavista, California State University - Northridge; Angela C. Chen, University of California - Los Angeles*

Quelling Dissent: Disciplining Liberalism Upon Muslim College Student’s Speech and Action. *Arshad Imtiaz Ali, University of California - Los Angeles*

Discussant:

Daniel Gilbert Solorzano, University of California - Los Angeles

62.025. A Focus on Online Discourse. Division C - Learning and Instruction; Paper Session

Hotel Monteleone, Mezzanine Level, Iberville
10:35 am to 12:05 pm

Chair:

John Ranellucci, McGill University

Participants:

Recommend: A Tool for Identifying Key Ideas in Asynchronous Discourse Environments. *Jim Hewitt, OISE/University of Toronto; Clare M. Brett, OISE/University of Toronto*

The Power of a Synthesizer Role in Online Discussion Forums: Encouraging Midway Summaries Drives the Knowledge Construction Process. *Alyssa F. Wise, Simon Fraser University; Ming M. Chiu, University at Buffalo - SUNY*
Ways of Contributing to a Knowledge-Building Dialogue in Grade Four. *Maria Chuy, University of Toronto; Marlene Scardamalia, OISE/University of Toronto; Monica Resendes, University of Toronto*

Reading for Idea Advancement in a Grade 4 Knowledge-Building Community. *Jianwei Zhang, University at Albany - SUNY; Yanqing Sun, University at Albany - SUNY*

62.026. Complex Interplay Between Knowledge, Motivation, Metacognition, and Self-Regulation on Cognitive Processing. Division C - Learning and Instruction Cosponsored by SIG-Studying and Self-Regulated Learning, SIG-Motivation in Education; Paper Session
Hotel Monteleone, Mezzanine Level, Orleans
10:35 am to 12:05 pm

Chair:

William A. Kealy, University of North Carolina - Greensboro

Participants:

Knowledge, Interest, and Strategic Processing: Profiling Undergraduate Students in a Semester-Long Course. *Emily M. Grossnickle, University of Maryland; Daniel Dinsmore, University of Maryland; Patricia A. Alexander, University of Maryland; Alexandra List, University of Maryland*

The Effects of Learners’ Prior Knowledge, Self-Regulation, and Motivation on Learning Performance in Complex Multimedia Learning Environments. *Hyuksoon S. Song, New York University; Adina L. Kalet, New York University; Jan L. Plass, New York University*

Metacognitive Calibration: The More You Know, the Less You Think You Understand? *Daniel Charles Moos, Gustavus Adolphus College*
Relationships Between Executive Functions, Metacognitive Awareness, and Academic Achievement in Students With and Without Risk Factors for Executive Dysfunction. *Joanna Garner, The Pennsylvania State University - Berks*

Discussant:

Angela M. O'Donnell, Rutgers University

62.027. Designing Technology to Support Collaboration in the Classroom. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Bienville
10:35 am to 12:05 pm

Chair:

Emma M. Mercier, Durham University

Participants:

Embedded Phenomena: Rethinking Technology Support for Complex Collaborative Activity Structures in Classrooms. *Tom Moher, University of Illinois - Chicago; Alejandro Gnoli, University of Illinois - Chicago; James D. Slotta, University of Toronto*

Differentiating Between Shared, Auxiliary, and Complementary Displays: Using

Projected Images to Support Social Learning. *Neema Moraveji, Stanford University; Roy D. Pea, Stanford University*

Supporting Multiple Levels of Classroom Collaborative Learning. *Steven Edward Higgins, Durham University; Emma M. Mercier, Durham University; Andrew Joyce-Gibbons, Durham University*

Researching the Classroom of the Future: Frameworks and Formalisms. *James D. Slotta, University of Toronto; Mike Tissenbaum, University of Toronto; Michelle Lui, OISE/University of Toronto*

Discussant:
Nichole D. Pinkard, DePaul University

62.028. Investigations of Vocabulary Development Among English Language Learners. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Ground Level, Royal Ballroom
10:35 am to 12:05 pm

Chair:
Mabel O. Rivera, University of Houston

Participants:
Leveling the Playing Field: Investigating Vocabulary Development in Latino Preschool-Age English Language Learners. *Carl Hermans, Harvard University*
Vocabulary Instruction for English Language Learners: Bridging Home and School Learning Through an Intervention Program. *Mariela M. Paez, Boston College; Lianna Pizzo, Boston College; Anne Dudley-Marling, Boston College*
Readability Indices and Linguistic Complexity: Implications for Pairing English Learners With Texts for Reading Instruction and Practice. *Mary A. Avalos, University of Miami; Maria S. Carlo, University of Miami; Miriam G. Lipsky, University of Miami*
Vocabulary Breadth and Depth and Comprehension in English Monolingual and Spanish-English Bilingual Students in Grades Two to Four. *Rebecca Deffes Silverman, University of Maryland - College Park; Patrick Proctor, Boston College; Jeffrey R. Harring, University of Maryland*

62.029. Measurement of Social and Behavioral Skills From Birth Through Adolescence: Implications for Educational Research. Division E - Counseling and Human Development; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
10:35 am to 12:05 pm

Chair:
Robert L. Selman, Harvard University

Participants:
1. Coming Full Circle: Why Personal Context Matters When Measuring Social Development. *Joy M. Landwehr, Harvard University*
2. Juggling With Risk: Predicting Childhood Aggression and Prosocial Behavior Through Weighted Indices. *Nikhil D'Sa, Harvard University*
3. Measuring Informed Social Reflection: A Mixed-Methods Approach. *Janet Kwok, Harvard University*
4. Adolescents' Social Choices and Their Justifications: Developmental and Contextual Factors Within and Between Individuals. *Andres Molano, Harvard University*
5. Examining the Relationship Between Child Social Emotional Development and Executive Functioning: Construct Structure and Validity. *Monica Stumpf Yudron, Harvard University*

Discussant:
Beth A. Boulay, Abt Associates Inc.

62.030. A Critical Look at the Gendered and Raced Educational Trajectories of Latino Males in Continuation Schools, High Schools, and Higher Education Settings. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 4
10:35 am to 12:05 pm

Chair:
Julie Lopez Figueroa, Sacramento State University

Participants:
All the Losers Go There: Challenging the Deficit Educational Discourse of Chicano Racialized Masculinity in a Continuation High School. *Maria C. Malagon, University of California - Los Angeles*
School Attachment by Way of Brotherhood: The Palmview Male Academy. *Irene Isela Vega, University of California - Irvine*
(Re)Constructing Latino Masculinity: Using Academic Narratives to Understand College Transitions. *Julie Lopez Figueroa, Sacramento State University; Patricia A. Perez, California State University - Fullerton*
Resiliency Reconsidered: Reconceptualizing Research on High-Achieving

Latino Male College Students. *David Perez, The Pennsylvania State University*

Discussant:
Victor Saenz, University of Texas - Austin

62.031. Queer of Color Epistemologies and Pedagogies: Redefining Modes of Educational Scholarship. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 5
10:35 am to 12:05 pm

Chair:
Edward Brockenbrough, University of Rochester

Participants:
Coloring Outside the Lines: A Queer of Color Epistemology for Educational Praxis. *Tomas Boatwright, University of Rochester*
Queering Blackness? The Pedagogical Contributions of Alain L. Locke and James Baldwin. *Ronald Kenneth Porter, University of California - Berkeley*
African American Boys and the Queer-Friendly Culture of a Single-Sex Middle School for Boys of Color. *Joseph D. Nelson, The Graduate Center - CUNY*
Toward a Queer of Color Epistemology of Educational Research and Practice. *Rigoberto Marquez, University of California - Los Angeles*

Discussant:
Lance Trevor McCready, OISE/University of Toronto

62.032. Radical Healing: Education for Social Transformation and Community Empowerment. Division G - Social Context of Education; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies IJ
10:35 am to 12:05 pm

Chair:
Antwi A. Akom, Lawrence Berkeley National Laboratory

Participants:
Hopelessness to Hope: Social Justice in Urban Education and Youth Development. *Julio Cammarota, The University of Arizona*
Radical Healing and a Pedagogy of Love. *Shawn A. Ginwright, San Francisco State University*
Strength to Love: Reducing Health and Educational Disparities Through a Focus on Science, Technology, Engineering, and Mathematics (STEM) Education and Climate Justice Among Urban Youth. *Antwi A. Akom, Lawrence Berkeley National Laboratory*
What Is a Pedagogy of Hope and Love in Times Like These? *Jeffrey M.R. Duncan-Andrade, San Francisco State University*

Discussant:
Pedro A. Noguera, New York University

62.033. Reimagining Bilingual Education Research and Language Policies for the Public Good. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm

Chair:
Christian J. Faltis, University of California - Davis

Participants:
Struggling Reader or Emergent Biliterate Student? Reevaluating Criteria for Labeling Emerging Bilingual Students as Low Achieving. *Kathy Escamilla, University of Colorado - Boulder; Sue Hopewell, University of Colorado - Boulder*
Preliminary Results of a Biliteracy Intervention: Moving on a Trajectory Toward Biliteracy. *Wendy Sparrow, University of Colorado - Boulder*
Newcomers' Passages to Biliteracy: Examining the Relationship Between Literacy and Identity for Emerging Bilinguals. *Anissa Wicktor Lynch, University of Texas - Austin*
Newcomers Developing English Literacy Through Historical Thinking, Digitized Primary Sources, and Web-Based Technologies. *Maria E. Franquiz, University of Texas - Austin; Cinthia S. Salinas, University of Texas - Austin*

Discussant:
Minda M. Lopez, Texas State University - San Marcos

62.034. Remaking and Reimagining Through Culturally Relevant Arts Education. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
10:35 am to 12:05 pm

Chair:
Thomas E. Barone, Arizona State University

Participants:

You Better Recognize! The Arts as Social Justice for African American Students.

Mary Stone Hanley, George Mason University

African American Children, Arts of Africa and the Diaspora, and the Right to Freedom of Thought. *Justin Laing, Heinz Endowments*

What the Music Said: Hip-Hop as a Transformative Educational Tool. *Kawachi Ahmon Clemons, University of North Carolina; Kristal T. Moore, Florida State University*

Picturing Equity in City Schools: Using Photography to See What Justice Means to Urban High School Students. *Kristien Zenkov, George Mason University*

Creative Agents: Cultivating a Sense of Empowerment Through Making Art. *Marit Dewhurst, Museum of Modern Art*

It Felt Different Than Before: Drama for Empowerment. *Linda E. Krakaur, Towson University*

Discussant:

Geneva Gay, University of Washington

62.035. A State Response to the No Child Left Behind Act's Corrective Action Requirement for Failing Districts: California's Intensive Technical Assistance and Intervention Policy in Theory and Practice. Division H -

Research, Evaluation and Assessment in Schools; Symposium

Doubletree, Second Level, Rosedown A

10:35 am to 12:05 pm

Chair:

Russell Frank, Riverside County Office of Education

Participants:

Interpreting No Child Left Behind Corrective Action and Technical Assistance Programs: A Review of State Policy. *Tracey Weinstein, University of Southern California*

California School Districts and County Offices in School Improvement:

The State's Policy Approach. *Laura A. Wagner, California Department of Education*

Does Intensive District-Level Technical Assistance Improve Student Achievement? Preliminary Evidence From an Evaluation of California's District Assistance and Intervention Teams. *Katharine Omenn Strunk, University of Southern California; Andrew McEachin, University of Southern California*

Addressing District Intervention and Assistance Team Intervention Implementation in California Districts: A Qualitative Analysis. *Theresa N. Westover, University of California*

Discussants:

Steve Gomes, Planada Elementary School District

Mike Barney, Riverside County Office of Education

62.036. Division H Vice Presidential Session: Affirmative Action Perspectives – Research for the Public Good: Multiple Partners, Multiple Perspectives, One Coherent Approach in the Design, Implementation, and Evaluation of a Program for English Language Learners. Division H - Research,

Evaluation and Assessment in Schools; Invited Session

Doubletree, Second Level, Madewood B

10:35 am to 12:05 pm

Chair:

Aida Walqui, WestEd

Participants:

Quality Teaching for English Learners in California Middle Schools: Theory and Practice. *Aida Walqui, WestEd*

Measuring What Counts as Learning and What Learning Counts With English Language Learners. *Ofelia Garcia, Teachers College, Columbia University; Aida Walqui, WestEd; Leslie Hamburger, WestEd*

The Challenge of Recruiting and Keeping Schools in Long-Term Large-Scale Education Evaluations: Lessons From the Quality Teaching for English Learners (QTEL) Evaluation in Southern California. *Leslie Hamburger, WestEd; Teresa Walter, San Diego Unified School District; Raquel C. Sanchez, Berkeley Policy Associates*

The Evaluation of the Quality Teaching for English Learners Program. *Johannes Bos, American Institutes for Research; Raquel C. Sanchez, Berkeley Policy Associates*

Discussant:

Kenji Hakuta, Stanford University

62.037. Examining Cross-Professional Studies. Division I - Education in the Professions; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom III

10:35 am to 12:05 pm

Chair:

Bridget Colleen O'Brien, University of California - San Francisco

Participants:

An Innovative Method for Exploring Professional Identity Across Disciplines.

Sharon K. McDonough, Auburn University; Maryanna D. Klatt, The Ohio State University; Kristen Lehman Helms, Auburn University

Current Trends in Interprofessional Education of Health Sciences Students: A Literature Review. *Erin Abu-Rish, University of Washington; Lapio Choe, University of Washington; Lara Varpio, American Invitational Mathematics Examination; Brenda Zierler, University of Washington*

Regulation of Five Health Professions: A World View. *Marta van Zanten, Foundation for Advancement of International Medical Education and Research; Luc J.R. Besançon, International Pharmaceutical Federation; Paul Rockey, American Medical Association*

Incivility in Nursing Classrooms: An Ethical Crisis. *Jennifer L. Beck, Our Lady of the Lake College; Kim D. MacGregor, Louisiana State University*

Discussant:

Marcia Mentkowski, Alverno College

62.038. Division J Vice Presidential Invited Session: Reimagining Research on Recurring Problems in Higher Education. Division J - Postsecondary Education; Invited Session

JW Marriott, Third Level, Ile de France I

10:35 am to 12:05 pm

Chairs:

Laura W. Perna, University of Pennsylvania

William G. Tierney, University of Southern California

62.039. Cultural-Historical Approaches to Preservice Teacher Education: Examining the Role of Context, Community, and Culture in Teacher Learning. Division K - Teaching and Teacher Education; Invited Session

New Orleans Marriott, Second Level, Preservation Hall Studio 7

10:35 am to 12:05 pm

Chair:

Mariana Pacheco, University of Wisconsin - Madison

Participants:

Transforming the Appropriation of "Resources" in Curriculum Practice.

Mariana Pacheco, University of Wisconsin - Madison

Democratic Teacher Education: Examining Horizontal Expertise Among Universities, Schools, and Communities in Preservice Teacher Education. *Katharina Ann Payne, University of Wisconsin - Madison; Kenneth Zeichner, University of Washington*

Exploring Secondary Urban English Teacher Learning in Two Different Pathways to Teaching. *Lauren Gatti, University of Wisconsin - Madison*

Remediating for Equitable Learning Opportunities: An Activity System Analysis of Student Teachers' Learning in Context(s). *Lauren M. Anderson, University of Southern California; Jamy Stillman, University of Southern California*

Discussant:

Luis C. Moll, The University of Arizona

62.040. Issues in Mentoring Preservice and New Teachers. Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4

10:35 am to 12:05 pm

Chair:

Elinor A. Scheirer, University of North Florida

Participants:

A Beginning English Teacher's Developing Concept of Teaching Using Montessori Methods in Regimented School Settings. *Peter Smagorinsky, University of Georgia; George Lovell Boggs, University of Georgia*

An Expectation or Actual Experience? An Investigation of Student Teachers' Mentoring Practice in Taiwan. *Su-ching Lin, National Changhua University of Education*

Teacher Education Graduates' Choice (Not) to Enter the Teaching Profession: Does Teacher Education Matter? *Isabel Rots, Ghent University, Belgium; Antonia Aelterman, Ghent University, Belgium; Geert Devos, Ghent University, Belgium*

Investigating the Role of Trust in Teacher Mentoring Relationships. *Laura Lee Neergaard, Vanderbilt University*

The Contributions of Teachers' Roles to Beginning Teachers' Perceptions of Success. *Erin Thomas Horne, North Carolina State University; Alan J. Reiman, North Carolina State University; Heather A. Davis, North Carolina State University*

Discussant:

Caroline Clark O'Brien, University of North Texas

62.041. Pathways Toward the Future: The Promise of Innovative Teacher Education and Preservice Preparation Programs. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 5
10:35 am to 12:05 pm

Chair:

Angus Shiva Mungal, New York University - Steinhardt

Participants:

Pathways Toward the Future: The Promise of Innovative Teacher Education and Preservice Preparation Programs. *Angus Shiva Mungal, New York University - Steinhardt*

Reimagining Teacher Preparation: Apprenticing Effective Math and Science Teachers in an Urban Teacher Residency. *Emily J. Klein, Montclair State University; Monica Taylor, Montclair State University; Cynthia S. Onore, Montclair State University*

School Districts and Empirical Evidence: The Reflection and Improvement of Teacher Recruitment, Selection, and Hiring Practices. *Tracy L. Brisson, New York University*

Establishing a Unique University and School Support Organization
Collaborative Urban Teacher Residency Program. *Ron Woo, Hunter College-CUNY*

Discussants:

Emily J. Klein, Montclair State University

Tracy L. Brisson, New York University

James W. Fraser, New York University

Ron Woo, Hunter College-CUNY

62.042. Pedagogies of Active Listening. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 1
10:35 am to 12:05 pm

Chair:

Jim Garrison, Virginia Polytechnic Institute and State University

Participants:

Pedagogies of Listening in Comparative Perspective. *Leonard J. Waks, Temple University*

Listening in Reggio Emilia-Inspired Pedagogy. *Winifred Hunsburger, The Bishop Strachan School*

Listening in Interpretive Discussion. *Elizabeth Meadows, Roosevelt University*
Promoting Direct-Involvement Listening by Augmenting Uncertainty. *Stanton Wortham, University of Pennsylvania; Alexandra A. Michel, University of Southern California*

Marshall Rosenberg's "Nonviolent Communication" as a Pedagogy of Listening. *Bruce J. Novak, Truman College*

Collaborative Mentoring in International Contexts: Listening to and Learning From Teachers. *Kathy Schultz, Mills College; Martin John Canter, University of Pennsylvania*

Discussant:

Sophie Haroutunian-Gordon, Northwestern University

62.043. Unpacking Features and Mechanisms of Lesson Study for Teacher Development Across Varied Contexts. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
10:35 am to 12:05 pm

Chair:

Maria Lorelei Fernandez, Florida International University

Participants:

Developing the Habits of Mind for a Successful Lesson Study Community. *Lynn C. Hart, Georgia State University; Jane Carriere, City Schools of Decatur*
Learning From Lesson Study: Power Distribution in a Community of Practice. *Dolores Catherine Corcoran, St. Patrick's College*

Investigating Features of Lesson Study Approaches in Prospective Mathematics Teacher Education. *Maria Lorelei Fernandez, Florida International University; Joseph T. Zilliox, University of Hawaii*

The Critical Role of Mathematics Task Development in Lesson Study. *Brian Doig, Deakin University; Susie Groves, Deakin University; Toshiakira Fujii, Tokyo Gakugei University*

Lesson Study as a Tool for Developing Teachers' Close Attention to Students' Mathematical Thinking. *Alice S. Alston, Rutgers University; Lou Pedrick, Rutgers University; Kimberly Morris, Plainfield Public Schools; Roya Basu, Rahway Public Schools; Carolyn Alexander Maher, Rutgers University; Marjory Fan Palius, Rutgers University*

Discussant:

Catherine C. Lewis, Mills College

62.044. What Does Cultural, Linguistic, and Social Inclusion Have to Do With Quality? Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
10:35 am to 12:05 pm

Chair:

Maria E. Torres-Guzman, Teachers College, Columbia University

Participants:

Examining the Complexities of Fostering Social Inclusion in Elementary School Classrooms. *Yiola Cleovoulou, OISE/University of Toronto*

Effects of ESOL-Infused Preservice Teacher Preparation on Elementary Teachers' Instructional Practices. *Maria R. Coady, University of Florida; Candace Ann Harper, University of Florida; Ester J. Dejong, University of Florida*

Gender and Ethnicity Differences in High School Students' Epistemological Beliefs and Their Interest in Learning U.S. History. *Zhongtang Ren, Old Dominion University*

Beyond Reductionism and Quick Fixes: Quantitatively Measuring Effective Pedagogy in the Instruction of Culturally and Linguistically Diverse (CLD) Students. *Della Ruth Perez, Kansas State University; Shabina Kavimandan, Kansas State University; Melissa Ann Holmes, Kansas State University; Stuart Miller, Kansas State University*

62.045. Multiple Perspectives on Strategies for and Obstacles to Quality Instruction. Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics and Division L - Educational Policy and Politics, Division L - Educational Policy and Politics; Paper Session
Sheraton, Fourth Level, Edgewood
10:35 am to 12:05 pm

Chair:

Kristen L. Davidson, University of Colorado - Boulder

Participants:

Instruction Matters: Lessons From a Mixed-Method Evaluation of Supplemental Educational Services Under No Child Left Behind. *Annalee G. Good, University of Wisconsin - Madison; Patricia Burch, University of Southern California; Kimberly Jones, University of Texas - Dallas; Nidhi Mehrotra, University of Texas - Dallas; Mary Susannah Stewart, University of Wisconsin - Madison; Renee Timberlake, Loyola University Chicago*

Referring to Contexts and Politics: Rediscover the "Barriers" of the Mixed-Ability Grouping Policy Practice. *Ling-Ying Lu, University of Edinburgh*
School-to-School Variation in Disciplined Inquiry. *Sean P. Kelly, University of Notre Dame; Richard Marc Majerus, University of Notre Dame*
The Kasturba Gandhi Balika Vidyalaya (KGBV) Program, Gujarat: Fostering Spaces for Empowerment? An Ethnographic Investigation. *Payal Shah, Indiana University*

Discussant:

Judith I. Brooks-Buck, Virginia State University

62.046. Resources That Matter for Quality Schooling. Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics; Paper Session
Sheraton, Fifth Level, Grand Couteau
10:35 am to 12:05 pm

Chair:

Wendy Chi, University of Colorado - Boulder

Participants:

Cheerleading, Ceramics, and Inefficiency in High-Poverty Schools: Are Low-Performing School Districts Simply Squandering Resources on "Nonessential" Services? *Bruce D. Baker, Rutgers University*

Do Teachers' Value-Added Measures Correlate With Their Performance-Based Pay Preferences? *Maria Perez, Stanford University; Mari Muraki, Stanford University*

More Time in School: A Cost Analysis of School-Based Efforts to Implement a Longer School Day. *Tammy Kolbe, University of Connecticut*

What's Behind the Benefit? A Critical Content Analysis of Weighted Student Funding Policy Research and Rhetoric. *Carolyn A. Brown, Fordham University*

Discussant:

Henry M. Levin, Teachers College, Columbia University

SIG Sessions

62.047. Innovative Methods in Youth Development and Educational Research.

SIG-Adolescence and Youth Development; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon A

10:35 am to 12:05 pm

Chair:

Stephen D. Whitney, University of Missouri - Columbia

Participants:

Adjusting Academic Expectations: Exploring Bidirectional Influence of Mother-Adolescent Dyads Longitudinally. *Erin Hilary Arruda, California State University - Fullerton*Evaluating Impacts of Early Adolescent Romance Using Propensity Score Subclassification. *Chung Sy Pham, Rand Graduate School*Risky Reports: A Comparison of Multiple Methods of Labeling Academic "Risk" in Adolescent Girls. *Lauren Jean Germain, University of Virginia; Angela K. Henneberger, University of Virginia; Edith Lawrence, University of Virginia; Joanna M. Lee, University of Virginia; Nancy L. Deutsch, University of Virginia*Self-Oriented and Beyond-the-Self-Oriented Reasons for Work Goals: A Longitudinal Mixed-Methods Exploration of Their Impact and Development. *Matthew J. Bundick, The Pennsylvania State University; David Scott Yeager, Stanford University*Suspensions in Homeless and Highly Mobile Students: A Multilevel Longitudinal Study. *Christopher David Desjardins, University of Minnesota; Jeffrey D. Long, University of Minnesota; Chi-Keung Chan, Minneapolis Public Schools, Minnesota; Elizabeth Hinz, Minneapolis Public Schools, Minnesota; David Joel Heistad, Minneapolis Public Schools, Minnesota; Ann S. Masten, Institute of Child Development***62.048. Trans/Relating Through Arts-Based Educational Research in Formal and Informal Environments.** SIG-Arts-Based Educational Research; Paper Session

JW Marriott, Third Level, Maurepas

10:35 am to 12:05 pm

Chair:

Barbara A. Bickel, Southern Illinois University - Carbondale

Participants:

Athabasca's Going Unmanned: An Ethnodrama About Applied Theater Research With Incarcerated Youth. *Diane H. Conrad, University of Alberta*
Coding and Analysis Strategies in Arts-Based Research. *Pauline Sameshima, Washington State University; Roxanne Vandermause, Washington State University; Carrie Holliday Santucci, Washington State University*Catch and Release: Mapping Stories of Cultural and Geographic Transitions. *Ruth S. Beer, Emily Carr Institute of Art and Design; Kit M. Grauer, The University of British Columbia*Co-construction of Imaginative Spaces: Public Art Pedagogy in Preservice Teacher Education. *Miriam Hirsch, Yeshiva University*

Discussant:

*Gene R. Diaz, Lesley University***62.049. Race, Class, and Immigration in the Multilingual Experience.** SIG-

Bilingual Education Research; Paper Session

Sheraton, Fourth Level, Gallier

10:35 am to 12:05 pm

Chair:

Mary Carol Combs, The University of Arizona

Participants:

Linguicism and Racism: Powerful Issues in Massachusetts Educational Policy Regarding Bilingual Learners and Their Teachers. *Kara Mitchell, University of Colorado - Denver*Structuring Latino Lives in the United States: Race, Class, and Language in Cultural Production. *Lilia D. Monzo, Chapman University*Las Aulas del Otro Lado: Lessons From Students Returning to Sonora, Mexico. *Toni Griego-Jones, The University of Arizona; Yamilett Martinez Briseno, Escuela Secundaria Tecnica Estatal #1*Translanguaging in Graduate Education in Cambodia. *Wayne E. Wright, University of Texas - San Antonio*

Discussant:

*Theresa Y. Austin, University of Massachusetts - Amherst***62.050. Using Evidence to Take Action: Strategies Teachers Use to Deconstruct Student Work and Reteach.** SIG-Classroom Assessment; Symposium

Sheraton, Fourth Level, Oak Alley

10:35 am to 12:05 pm

Chair:

Dawn D. Mazzie, Lincoln Public Schools

Participants:

Looking Into the Teachers' Feedback Practices: How Teachers Interpret Students' Work. *Maria Araceli Ruiz-Primo, University of Colorado - Denver; Min Li, University of Washington*Questioning Students: The Epicenter of Instruction and Assessment. *Margaret Heritage, University of California - Los Angeles; John Heritage, University of California - Los Angeles*Deconstructing Student Work: Investigating Teachers' Abilities to Use Evidence of Student Learning to Inform Instruction. *Christina Schneider, CTB/McGraw-Hill; Pam Gowan, South Carolina Department of Education*Principals' and Supervisors' Roles in Helping Teachers Use Formative Assessment Information. *Susan M. Brookhart, Duquesne University; Connie M. Moss, Duquesne University; Beverly A. Long, Armstrong School District*

Discussant:

*Heidi L. Andrade, University at Albany - SUNY***62.051. Measuring the Right to Education: Possibilities and Challenges.** SIG-

Critical Educators for Social Justice; Symposium

Sheraton, Second Level, Rhythms Ballroom II

10:35 am to 12:05 pm

Chair:

Salim Vally, University of Johannesburg

Participants:

The Right to Education Project: An Evaluation of Rights-Based Approaches to Education. *Angela Melchiorre, Right to Education Project*The Politics of Rights-Based Legislation for Education: A Civil Society Perspective on the 2009 Indian Right to Education Bill. *Nisha Thapliyal, Colgate University*Education Rights Advocacy in South Africa: The Possibilities and Challenges for Researching the Right to Education With Refugees and Forced Migrants. *Carol Anne Marie Spreen, University of Virginia; Salim Vally, University of Johannesburg*The Rights-Based Approach to Adult Education in Tanzania. *Ian Robert Georges Macpherson, University of Oxford***62.052. Instructions for Nationhood: Teachable Moments in Educational Policies and Practices.** SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 1

10:35 am to 12:05 pm

Chair:

Thomas M. Philip, University of California - Los Angeles

Participants:

The Grammatical Rules of Engagement: Language Policy and the Coherent Organization of U.S. Imperial Democracy. *Funie Hsu, University of California - Berkeley*"The Real Challenge": Racial Integration, Black British Resistance, and the 1969-71 Haringey Strike. *Kenzo K. Sung, University of California - Berkeley*Walking the Line: Teachers Negotiating the Straight and Narrow Normalizing Mission of Public Elementary Schools. *Erica Misako Boas, University of California - Berkeley*Analyzing Tacit Instruction in "How to Be Ordinary": Moments of New Migrant Student Recognition, Resistance, and Recuperation. *Karl Kitching, University College Cork*

Discussant:

*K. Wayne Yang, University of California - San Diego***62.053. Internationalization, Teacher Education, and Student Development in Cities.** SIG-Education and Student Development in Cities; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon C

10:35 am to 12:05 pm

Chair:

Yuxiang Wang, Purdue University

Participants:

Breaking the Cycle of Underperformance: Developing Academic Optimism.

*Sheila R. Vaidya, Drexel University; Cynthia Sherman Paul, Drexel University*Innovating Curriculum Through Community Schooling. *Eloisa Maria Rodriguez, Purdue University*

Meeting and Reaching the Whole Child Through Free Writing and Free Thinking. *Linetta Davis, National-Louis University*

Outcomes of High School Entrepreneurship Curriculum. *Laron Vincent Doucet, Pepperdine University; Diana B. Hiatt-Michael, Pepperdine University*

Study Abroad in Teacher Education: Globalizing Multiculturalism to Prepare Future Teachers. *Joann I. Phillion, Purdue University; Erik L. Malewski, Purdue University; Suniti Sharma, University of Texas - Brownsville; Yuxiang Wang, Purdue University*

Discussant:

Teresa J. Rishel, Kent State University

62.054. Pedagogic and Curricular Re-ve(a)lations: Seeing Self, Sustainable

Farming, Sexual Health, and Service Learning. SIG-Family and Consumer Sciences; Paper Session
Sheraton, Fourth Level, Oakley
10:35 am to 12:05 pm

Chair:

Debora Durnin-Richards, University of Manitoba

Participants:

Reimagining the Potential of Education Research: Reflections on a Curriculum Inquiry Course in Home Economics. *M. Gale Smith, The University of British Columbia*

The Pedagogy of Food: Teacher Engagement of Students' Hi-Stories and Students' Voices. *Miriam Sekani, University of Alberta; Maryanne Doherty-Poirier, University of Alberta*

Young Farmer Literacy for Long-Term Sustainability. *Debora Durnin-Richards, University of Manitoba*

High School Students Creating Sexual Health Curriculum: Coresearchers Through Participatory Action Research. *Rosemarie Mangiardi, University of Alberta; Maryanne Doherty-Poirier, University of Alberta*

Internalizing Virtue Framework: A Qualitative Examination of a Character Development Service-Learning Project and Its Impact on College Students in an Adolescence Development Course. *Janet E. Fox, 4-H Youth Development; Kimberly Jones, Louisiana State University; Melissa Cater, Louisiana State University; Krisanna L. Machtmes, Louisiana State University*

62.055. Family, School, Community Partnerships, and Latino Populations. SIG-

Family, School, Community Partnerships; Paper Session
Sheraton, Fourth Level, Southdown
10:35 am to 12:05 pm

Chair:

Pilar Lacasa, University of Alcalá

Participants:

An Exploratory Study of Latino Parents' Motivations for Involvement in their Children's Schooling. *Joan M.T. Walker, Pace University; Christa Ice, West Virginia University; Kathleen V. Hoover-Dempsey, Vanderbilt University; Howard Sandler, Vanderbilt University*

Invisible Women: Mexicanas' Participation in Their Children's Schooling. *Alice A. Miano, Stanford University*

Latino Immigrant Families: School Engagement, Empowerment, and the Development of a Collective Imagination. *Pablo Jasis, Art, Research and Curriculum Associates, Inc.; Rosario M. Ordonez-Jasis, California State University - Fullerton*

"A New Relationship": School-Level Impacts of a Collaboration Between School District Leadership and Latino Parent Organizing. *Ann Ishimaru, Harvard University*

Discussant:

Martha A. Alexsaht-Snyder, University of Georgia

62.056. Analysis of Cross-Classified Data, Multilevel Outliers, and Reporting of Multilevel Models. SIG-Hierarchical Linear Modeling Cosponsored by SIG-

Educational Statisticians; Paper Session
JW Marriott, Third Level, Orleans
10:35 am to 12:05 pm

Chair:

Walter L. Leite, University of Florida

Participants:

Comparison of the Effects of Models and Techniques for Handling Student Mobility. *Lindsey Smith, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin*

Statistical Implications of Model Misspecification With Cross-Classified Data: A Monte Carlo Comparison of Two-Level, Three-Level, and Cross-Classified Models. *Bethany A. Bell, University of South Carolina; Corina Marie Owens, University of South Florida; Jeffrey D. Kromrey, University of South Florida;*

John M. Ferron, University of South Florida

Bootstrapping Methods for Multilevel Outlier Analysis. *Janet K. Holt, Northern Illinois University*

Multilevel Confirmatory Factor Analysis: A Review of Reporting Practices.

Robert F. Dedrick, University of South Florida; Paul E. Greenbaum, University of South Florida; John M. Ferron, University of South Florida; Wei Wang, University of South Florida

Discussant:

Gregory J. Palardy, University of California - Riverside

62.057. Scaffolding Students for Problem Solving With Technology. SIG-

Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
10:35 am to 12:05 pm

Chair:

Ugur Kale, West Virginia University

Participants:

Cognitive Load as an Indicator of Essential Complexity for Learning in Virtual Worlds. *Benjamin Eric Erlandson, California State University - Monterey Bay; Brian C. Nelson, Arizona State University; Andre R. Denham, Arizona State University*

Preparing Students in Online Debates With Worked Examples. *Scott Tollison, Mississippi University for Women; Kui Xie, Mississippi State University*

Scaffolding Higher Order Thinking in Ill-Structured Problem Solving: Design Research Inquiry in an Educational Technology Course. *Yan Shen, University of Georgia; Michael J. Hannafin, University of Georgia*

Metaconceptually Enhanced Simulation-Based Inquiry Learning: Effects on Eighth-Grade Physics Students' Conceptual Change and Epistemological Beliefs. *Kun Huang, University of Oklahoma; Xun Ge, University of Oklahoma; Deniz Eseryel, University of Oklahoma*

Discussant:

Xun Ge, University of Oklahoma

62.058. Implications for International Assessments: The Development, Implementation, and Validity of the Early Grade Mathematics

Assessment. SIG-International Studies; Symposium
Sheraton, Second Level, Rhythms Ballroom I
10:35 am to 12:05 pm

Chair:

Leanne R. Ketterlin-Geller, Southern Methodist University

Participants:

The Development of the Early Grades Mathematical Assessment. *David J. Chard, Southern Methodist University*

The Early Grade Mathematics Assessment: The Development of an Approach to Assessment Implementation Across Country Contexts. *Linda Michele Platas, University of California - Berkeley*

Early Grade Mathematics Assessment Reliability and Validity: Assessing the Assessment. *Benjamin Piper, RTI International*

The Early Grade Mathematics Assessment: Some Preliminary Findings. *Wendi D.S. Ralaingita, RTI International*

Discussant:

Luis Crouch, RTI International

62.059. Theoretical and Empirical Accounts of Framing in Classroom Interactions. SIG-Learning Sciences; Symposium

New Orleans Marriott, Second Level, La Galerie 3
10:35 am to 12:05 pm

Chair:

Victoria M. Hand, University of Colorado - Boulder

Participants:

Alignment of Perspectival Framings Explains Achievement (or Not) of Mutual Understanding in Problem-Solving Discourse. *Carla van de Sande, Arizona State University; James G. Greeno, University of Pittsburgh*

Framing and a Complex Systems Ontology. *David Hammer, University of Maryland*

(Re)Framing, Power, and Culturally Relevant Learning Environments. *Victoria M. Hand, University of Colorado - Boulder*

How Does Expansive Framing Promote Transfer? Several Potential Processes Both Alone and in Concert With Other Mechanisms. *Randi A. Engle, University of California - Berkeley; Sarah Nix, University of California - Berkeley; Xenia S. Meyer, University of California - Berkeley; Diane Lam, University of California - Berkeley*

Framing and Transfer in Computer-Mediated Foreign Language Learning. *Adam Mendelson, University of California - Berkeley*

Discussant:

Kevin M. Leander, Vanderbilt University

62.060. Emergent Activities in New Media Environments and Their

Relationship to Learning. SIG-Media, Culture, and Curriculum; Paper Session

Astor Crowne Plaza, Second Level, Grand Ballroom A

10:35 am to 12:05 pm

Chair:

Ruth C. Gannon-Cook, DePaul University

Participants:

Youth Expression With Video Surveillance Technology. *Alex Jean-Charles, SUNY - College at Oneonta*

“Shadow Has Crap Scaling - FACT”: The Intertwining of Mathematics and Narrative on a Game Forum. *Caroline Cassie-Marie Williams, University of Wisconsin - Madison*

Literacies in a Niche Online Social Networking Application. *Christine M. Greenhow, University of Maryland - College Park*

Virtual Worlds for Little Kids: Little Kids, Big Ideas About Financial Literacy. *Deborah Kozdras, University of South Florida; Christine Joseph, University of South Florida - Tampa*

Discussant:

Sean C. Duncan, Miami University

62.061. New Directions in Achievement Goals and Goal Structures Research.

SIG-Motivation in Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8

10:35 am to 12:05 pm

Chairs:

Revathy Kumar, University of Toledo

Shirley L. Yu, University of Houston

Participants:

Using Multiple Methods to Understand the Nature of Achievement Goals. *Tim Urdan, Santa Clara University; Sarah Cafasso, Santa Clara University*

Cognitive Pretesting of Personal Achievement Goals: Is the 2 × 2 Achievement Goal Framework Cognitively Valid? *Julia Louise Carrell, Fordham University; Akane Zusho, Fordham University; Jennifer Cuatt, Fordham University; Brittney Huntington, Fordham University*

Professional Development, Teaching Experience, and Academic Level in Relation to Teachers' Self-Efficacy and the Influence on Classroom Goal Structures. *Hibah Salem, University of Houston; Shirley L. Yu, University of Houston; Weihua Fan, University of Houston; Christopher A. Wolters, University of Houston*

Teachers' Perception of School Goal Structure and Value Consonance: Relations With Self-Efficacy, Feeling of Belonging, and Job Satisfaction. *Einar M. Skaalvik, Norwegian University of Science and Technology; Sidsel Skaalvik, Norwegian University of Science and Technology*

Mastery and Performance-Focused Instructional Practices: Teachers' Cultural Frames of Reference and Cultural Responsibility. *Revathy Kumar, University of Toledo; Nancy Seay, University of Toledo; Jacob Burgoon, University of Toledo; Stuart A. Karabenick, University of Michigan*

Discussant:

Mimi Bong, Korea University

62.062. Examining the Extent and Nature of Online Learning in American K-12 Education: A Symposium on the Research Initiatives in Online Education of the Alfred P. Sloan Foundation. SIG-Online Teaching and Learning; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 2

10:35 am to 12:05 pm

Chair:

Anthony G. Picciano, The Graduate Center - CUNY

Participants:

Overview of the Research Projects of the Alfred P. Sloan Foundation on Online Learning in K-12 Education. *Anthony G. Picciano, The Graduate Center - CUNY*

The Extent and Nature of Online Learning in American K-12 Education. *Anthony G. Picciano, The Graduate Center - CUNY; Peter Shea, University at Albany - SUNY*

The Role of Online Learning in American High School Reform. *Anthony G. Picciano, The Graduate Center - CUNY; Karen P. Swan, University of Illinois - Springfield*

Discussants:

Peter Shea, University at Albany - SUNY

Karen P. Swan, University of Illinois - Springfield

62.063. Schools as Organizations: Empirical and Conceptual Uses of Organizational Theory. SIG-Organizational Theory; Paper Session

JW Marriott, Third Level, Frontenac

10:35 am to 12:05 pm

Chair:

Jessica V. Rodriguez, Stanford University

Participants:

Climate and Enabling Structure Predict Organizational Effectiveness: Test of OCI Short Form and Enabling Bureaucracy. *Deborah Tarasuk, Saint John's University; Mary Ellen Freeley, Saint John's University; Paul M. Miller, Saint John's University; C. John Tarter, The University of Alabama*

Cut Them, Not Us: Institutional Work in School Districts in an Era of Reduced Resources. *Angeline Kathryn Spain, University of California - Berkeley*

Discussant:

Thomas L. Alsbury, North Carolina State University

62.064. Reverence, Listening, and Humor in Education: Philosophical and Psychological Perspectives. SIG-Philosophical Studies in Education; Symposium

JW Marriott, Third Level, Conde

10:35 am to 12:05 pm

Chair:

Megan Boler, University of Toronto

Participants:

Reverence, Irreverence, and Toxic Culture in Education. *A. G. Rud, Washington State University*

Jokes and Their Relation to Listening in Education. *Cris Mayo, University of Illinois - Urbana-Champaign*

Feeling Our Way From Laughter to Listening and Learning. *Barbara S. Stengel, Millersville University*

Discussant:

Megan Boler, University of Toronto

62.065. Elite Secondary Schools, Globalization and Postcoloniality: Explorations of National and Transnational Class Formations Through Schooling. SIG-Postcolonial Studies and Education; Symposium

JW Marriott, Third Level, Ile de France II

10:35 am to 12:05 pm

Chair:

Robert L. Lingard, University of Queensland

Participants:

The Education-Social Class Nexus: Beyond Methodological Nationalism. *Jane Edith Kemway, Monash University*

Producing Class: Middle/Upper-Middle Class U.S. Schools Working Inside the Press of the Global Knowledge Economy. *Lois Weis, University at Buffalo - SUNY*

Elite Imaginings and Repositionings: Colonial Legacies in Postcolonial Times, an Australian Field Site. *Johannah Fahey, Monash University*

Elite Formations in Schools: From Colonial to Postcolonial to Transnational. *Fazal A. Rizvi, University of Melbourne*

Discussant:

Cameron R. McCarthy, University of Illinois - Urbana-Champaign

62.066. Embodiment, Aesthetics, and Visual Data in Qualitative Research.

SIG-Qualitative Research Cosponsored by Division D - Measurement and Research Methodology; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Iberville

10:35 am to 12:05 pm

Chair:

George A. Kamberelis, University of Wyoming

Participants:

Digital Video Data Collection and Analysis Procedures That Engage Practitioners in Meaningful Research. *Catherine D. Bruce, Trent University; Tara Cathaleen Flynn, Trent University*

Visual Juxtaposition as Qualitative Inquiry in Educational Research. *Amy S. Metcalfe, The University of British Columbia*

Portraiture for Social Justice: An Exploration of Aesthetics and Research Quality. *Leah Schoenberg Muccio, George Mason University; Earle Reybold, George Mason University; Julie K. Kidd, George Mason University*

Working Bakhtin's Body: A Dialogue on Critical Qualitative Research in Education. *Aaron M. Kuntz, The University of Alabama; R. Evelyn Gildersleeve, Iowa State University*

Discussant:

Mirka E. Koro-Ljungberg, University of Florida

62.067. Teacher Mathematical and Pedagogical Knowledge. SIG-Research in Mathematics Education; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
10:35 am to 12:05 pm

Chair:

Karen D. King, New York University

Participants:

The Relationship Between Teachers' Mathematical Content and Pedagogical Knowledge and Beliefs and Student Achievement. *Patricia F. Campbell, University of Maryland; Lawrence M. Clark, University of Maryland; Darcy Conant, University of Maryland - College Park; Jill Neumayer-DePiper, University of Maryland - College Park; Matthew J. Griffin, University of Maryland; Toya Jones; Masako Nishio, University of Maryland - College Park; Amber Rust, University of Maryland; Toni M. Smith, George Mason University*

Prospective Teachers' Sense-Making of Mathematical Problem Posing. *Olive Chapman, University of Calgary*

Effects of Middle Grades Teachers' Understandings of Rational Numbers on Student Achievement. *Andrew G. Izsak, University of Georgia; Aijun Wang, University of Georgia; Allan S. Cohen, University of Georgia; Chandra H. Orrill, University of Massachusetts - Dartmouth*

Enacting Care for Mathematics Learners: Middle School Students' and Teachers' Perspectives. *Amanda Jansen, University of Delaware; Tonya Bartell, University of Delaware*

Competing Visions of Reform: Effects on Mathematics Teachers' Instruction and Emotional Engagement. *Nicole Louie, University of California - Berkeley*

62.068. Factors That Influence Reading Processes. SIG-Research in Reading and Literacy; Paper Session
Doubletree, Second Level, Madewood A
10:35 am to 12:05 pm

Chair:

Wayne H. Slater, University of Maryland

Participants:

Role of Kindergarten Language and Literacy Skills in First-Grade Oral Reading Fluency. *Ummuhan Yesil-Dagli, East Carolina University; Carol M. Connor, Florida State University; Yaacov Petscher, Florida Center for Reading Research*

Fluency and the Processing of Expository Discourse: What Factors Predict Comprehension? *Stephen B. Kucer, Washington State University - Vancouver*
Working Memory, Reading Purpose, and End-of-Clause Pauses in Complex Texts. *Alejandro A. Lazarte, Auburn University; Mary Sue Barry, Auburn University*

Are They Really Reading? Development of a Reading Engagement Instrument. *Wanda Hedrick, University of North Florida; Lunetta Williams; Katrina Hall, University of North Florida*

The Efficacy of Perspective Instantiation in Improving Middle School Students' Comprehension of Informational Text. *Crystal M. Ramsay, The Pennsylvania State University; Rayne A. Sperling, The Pennsylvania State University*

Discussant:

Wayne H. Slater, University of Maryland

62.069. Cross-Cultural Studies in Gifted and Talented Education. SIG-Research on Giftedness and Talent; Paper Session
Sheraton, Third Level, Napoleon Ballroom C1
10:35 am to 12:05 pm

Chair:

Michael S. Matthews, University of North Carolina - Charlotte

Participants:

Predicting Academic Achievement of Scientifically Talented Korean Students in Specialized Science High Schools. *Seokhee Cho, Saint John's University; Doehee Ahn, Chung-Ang University; Jenny Yang, Saint John's University*

Psychosocial Adjustment of Gifted and Non-Gifted Lebanese Youth. *Kety M. Sarouphim, Lebanese American University*

Gifted and General Elementary Students' Perceptions in China and the United States: A Cross-National Study. *Yang Yang, Purdue University; Marcia L. Gentry, Purdue University*

Trends in Excellence Gaps: A 12-Year, International Perspective. *Leslie Rutkowski, Indiana University; Jonathan A. Plucker, Indiana University; David Joseph Rutkowski, Indiana University*

Discussant:

Sidney Moon, Purdue University

62.070. Effective Teachers and Classrooms. SIG-School Effectiveness and School Improvement; Paper Session
Sheraton, Eighth Level, Salon 820
10:35 am to 12:05 pm

Chair:

Marlene J. Darwin, American Institutes for Research

Participants:

The Effects of a Prosocial Classroom Management Program on Student Achievement and Behavior at a Reconstituted Inner City Ninth-Grade Academy. *Jerome Freiberg, University of Houston; Chris A. Huzinec, Houston Independent School District, Texas; Katrina Borders, University of Houston*

Teach First and Student Outcomes: A Quantitative Study of an Alternative Certification Program. *Daniel R. Muijs, University of Southampton; Paul Armstrong, University of Manchester; Christopher James Chapman, University of Manchester*

A Synthesis of Studies Searching for Teacher Factors: Implications for Educational Effectiveness Theory. *Leonidas Kyriakides, University of Cyprus; Christiana Christoforou, University of Cyprus*

School Bullying and Possible Teacher-Related Factors Among a Nationally Representative Sample of Schools. *Ikako Aoyama, Baylor University; Lucy M. Barnard-Brak, Baylor University*

62.071. Self-Study in Education for the Public Good: Using Nested Critical Friends for Social Justice Education. SIG-Self-Study of Teacher Education Practices; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
10:35 am to 12:05 pm

Chair:

Stefinee E. Pinnegar, Brigham Young University

Participants:

We Learn From What You Learn From What They Learn: Formative Assessment for Universal Success. *Vicki K. LaBoskey, Mills College; Anna E. Richert, Mills College*

Taking an Inquiry Stance in the Moment: Keeping Social Justice and Equity in Mind. *Linda R. Kroll, Mills College*

Teaching Assessment as an Essential Component of Pedagogical Language Knowledge. *Tomas Galguera, Mills College*

Discussant:

Robert V. Bullough, Brigham Young University

62.072. Service Learning for Civic Engagement. SIG-Service-Learning & Experiential Education; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Louis
10:35 am to 12:05 pm

Chair:

Henrietta Williams Pichon, Northwestern State University of Louisiana

Participants:

Choosing to Give Back: Service Organizations and the Practice of Service by College Students. *Ian Parker Renga, University of Colorado - Boulder*

Creating Agents of Social Change: Bridging Communities Through Service-Learning Research. *Detris Honora Adelabu, Wheelock College*

In the Service of Activism: Preservice Teachers, Service Learning, and Critical Pedagogy. *Vera Stenhouse, Georgia State University; Olga S. Jarrett, Georgia State University*

Incompatible Conceptions of the Public Good in U.S. Higher Education: How Neoliberalism Has Transformed the Social Compact. *Joseph William Rodgers, University of Rochester; Patricia Waters, University of Rochester*

Institutionalizing Service Engagement in Higher Education: Ingredients of Effective Programs. *Courtney Brown, Indiana University; Alisha Higginbotham, Indiana University; Tiffany Dolder, Indiana University; Kelly Wilson, Indiana University*

Discussant:

Kathleen B. Wasserman, University of Scranton

62.073. Expansive and Sustainable Learning for Youth With the Six Seconds Emotional Intelligence Assessment - Youth Version (SEI-YV). SIG-Social and Emotional Learning; Symposium
Sheraton, Eighth Level, Salon 816
10:35 am to 12:05 pm

Chair:

Susan Stillman, Northcentral University

Participants:

Credibility of the Six Seconds Emotional Intelligence Assessment-Youth Version (SEI-YV) and Reporting With the Emotional Quotient (EQ) Yardstick. *Carina*

Fiedeldey-Van Dijk, ePsy Consultancy

The Power of Integrated Assessment: Deepening School and Student Success.

Amy M. McConnell Franklin, Independant Teacher trainer

Qualitative Research Using the Six Seconds Emotional Intelligence Assessment

- Youth Version (SEI-YV) Assessment. *Deborah Havert, Six Seconds*

Prelude to Six Seconds Emotional Intelligence Assessment - Youth Version (SEI-

YV) in Search of Quintessence. *Howard Esbin, Helioptrope; Gail Klinck,*

Massey-Vanier High School; Carina Fiedeldey-Van Dijk, ePsy Consultancy

62.074. Methodological Issues in Survey Research. SIG-Survey Research in

Education; Paper Session

Doubletree, 16th Level, Crescent Ballroom

10:35 am to 12:05 pm

Chair:

Steven Siera, Saint Martin's University

Participants:

A Collective Instrumental Case Study of the Qualitative Meaningfulness of

Absolute Magnitude Estimation Scales in Survey Research. *Kristin L.K.*

Koskey, The University of Akron; Victoria C. Stewart, University of Toledo;

Kathleen Benson, The University of Akron; James Pontau, The University of Akron

Attitudes Toward Incentive Use in Counseling and Clinical Psychology. *Kathy*

E. Green, University of Denver; Marybeth Lehto, University of Denver

Effects of Personalization of E-mail and E-mail Content Length on Web-Based

Survey Response. *Ross A. Perkins, Boise State University; Laura Bond, Boise*

State University

Integrating Successive National Longitudinal Education Surveys Using

Continuation Cases. *Andrew A. White, National Center for Education*

Statistics; Alan F. Karr, National Institute of Statistical Sciences; Satkartar

Kinney, National Institute of Statistical Sciences

Middle Category or Survey Pitfall: Using Rasch Modeling to Illustrate the

Middle Category Measurement Flaw. *Kelly D. Bradley, University of*

Kentucky; Kathryn Shirley Akers, University of Kentucky; Nichole M.

Knutson, University of Kentucky; Jessica D. Cunningham, Western Carolina

University

Discussant:

Amanda Mulcahy Maddocks, Concordia University

62.075. Exploring Systems Theories and Archetypes in Education. SIG-Systems

Thinking in Education; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon B

10:35 am to 12:05 pm

Chair:

Blane Despres, The University of British Columbia

Participants:

Limits to Growth of an Educational Reform: The Case of Advancement Via

Individual Determination (AVID) in California's Public Schools. *Joseph*

Raddling, California Department of Education

Critical Systems Theory for Systemic Change in Education. *Sunnie Lee Watson,*

Ball State University; William R. Watson, Purdue University

The Racial, Ethnic, and Social Class Achievement Gaps: A Systems Analysis.

Alan K. Gaynor, Boston University

62.076. Researching the Literacy Practices of Children and Young People in

Virtual Worlds. SIG-Writing and Literacies; Symposium

Astor Crowne Plaza, Second Level Mezzanine, St. Ann

10:35 am to 12:05 pm

Chair:

Guy Merchant, Sheffield Hallam University

Participants:

Early Childhood Learning and Literacy in Online Virtual Worlds. *Rebecca Ward*

Black, University of California - Irvine

Countering Chaos in Club Penguin™: Young Children's Use of Literacy

Practices in the Establishment of a Virtual "Interaction Order." *Jackie Marsh,*

University of Sheffield

Exploring a Learning Ecology: Teenagers' Literacy Practices in a Teen Second-

Life Project: Shome Park. *Julia Gillen, Lancaster University*

"I Oversee What the Children Are Doing": Challenging Literacy Pedagogy in

Virtual Worlds. *Guy Merchant, Sheffield Hallam University*

Discussant:

Constance A. Steinkuehler, University of Wisconsin - Madison

Division and SIG Roundtables

62.077. Roundtable Session 41; Roundtable Session

62.077-1. Childhood and Its Institutions. Division F - History and Historiography

Cosponsored by SIG-Early Education and Child Development, SIG-Critical

Perspectives on Early Childhood Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Blythe F. Hinitz, The College of New Jersey

Participants:

A Story of the Century's Turn: Reading Instruction and the Concept of

Childhood as the Basis for Now. *Joann B. Nichols, Rivier College*

The Florence Free Kindergarten Association: How a Women's Association

Advanced Early Childhood Education in Alabama. *Melissa B. French, Boston*

University

Through Eugenic Eyes: The Influence of Eugenic Ideology on the Development

of the Indianapolis Free Kindergartens (1877-1926). *Sally J. Harvey-Koelpin,*

DePauw University

62.077-2. Higher Education. Division F - History and Historiography; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Linda M. Perkins, Claremont Graduate University

Participants:

Rosenwald Junior College: Place Matters in a School Community. *Allison Marie*

Riggle

"A Sad and Lonely Time": Gay Johnson and the Racial Integration of a Private

Southern Liberal Arts College for Women. *Kijua Sanders-McMurtry, Agnes*

Scott College

The Stillman College-Indiana University Cooperative Program: Institutional

Experimentation During the Civil Rights Era. *Jayne R. Beilke, Ball State*

University

62.077-3. School Teachers and Administrators. Division F - History and

Historiography; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Kathleen A. Murphey, Indiana University/Purdue University at Fort Wayne

Participants:

"That Great Educational Experiment": The City of London Vacation Course

in Education 1922-1938: A Forgotten Story in the History of Teacher

Professional Development. *Wendy Robinson, University of Exeter*

A Forest of Dropout Policy With No Roots: African American Teaching

Practices Regarding High School Dropouts, 1950-1970. *Miyoshi Juergensen,*

Emory University

The Complexities of Chicago Faculty Desegregation and the Role of the Federal

Government. *Dionne Darns, Indiana University*

"Carry Me Out Piece by Piece": Fighting for Principal Power in New York City,

1966-1977. *Craig Martin Peck, University of North Carolina - Greensboro*

62.077-4. Critical Perspectives on Early Childhood Policy and Practice. SIG-

Critical Perspectives on Early Childhood Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Tamara Glupczynski Spencer, Montclair State University

Participants:

Being an Early Childhood Professional, Becoming an Early Childhood Teacher:

What Difference Does a Degree Make? *Michelle Ortlipp, University of*

Ballarat; Christine Woodrow, University of Western Sydney

Discourses of Reform in Early Childhood Education Policy. *Christopher B.*

Crowley, University of Wisconsin - Madison

Effects of Contemporary Education Reforms: The Making of Global Childhoods

or Globalized Childhood? *I-Fang Lee, The Hong Kong Institute of Education;*

Chao-Ling Tseng, The Hong Kong Institute of Education; Nicola J. Yelland,

The Hong Kong Institute of Education

Revisiting Early Childhood Education? Power and Constructions of Childhood

in Waldorf and Sudbury Settings. *Marguerite A. Wilson, University of*

California - Davis

The Politics of Class, Race, Gender, and Geography in Early Childhood Education. *Travis S. Wright, The George Washington University*

62.077-5. Doctoral Education Across the Disciplines SIG Roundtable Session II.

SIG-Doctoral Education across the Disciplines; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Catherine M. Millett, ETS

Participants:

Doctoral Students' Selection and Development of Research Topics for Dissertation Research. *Kathryn J. Roulston, University of Georgia; Judith Preissle, University of Georgia*

Emerging Models of Professional Doctorates: A Consideration of Doctoral Developments. *Margaret E. Malloch, University of East London*

The Influence of Transdisciplinary Training in the Context of a Multisite Team Science Initiative. *Xuemei Feng, SAIC Frederick Inc.; Brooke Stipelman, Kelly Services; Kara Hall, National Cancer Institute; Daniel Stokols, University of California - Irvine; Richard Moser, National Cancer Institute; Amanda Vogel, National Cancer Institute; April Oh, National Cancer Institute; Frank Perna, National Cancer Institute; Nathan A. Berger, Case Western Reserve University; Michael I. Goran, University of South Carolina; Robert Jeffery, University of Minnesota; Anne McTiernan, Fred Hutchinson Cancer Research Center; Mark Thornquist, Fred Hutchinson Cancer Research Center; Linda Nebeling, National Cancer Institute*

"I Start With Turning to the Literature": Crossing the Thresholds to Research Skill Development. *Michelle A. Maher, University of South Carolina; Melissa D. Hurst, University of South Carolina; Briana Crotwell Timmerman, University of South Carolina; David F. Feldon, University of Virginia; Joanna Angeline Gilmore, University of South Carolina*

62.077-6. Parish: Environmental Education Situated, and Compelled, With Implications for Learning and Policy. SIG-Environmental Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Mariam Orkodashvili, Vanderbilt University

Participants:

A Forced Education: The Environmental Policy Context for Environmental Education. *Jill McNew - Birren, Washington University in St. Louis*

A Phenomenological Exploration of Situative Environmental Literacy Practices Within Schools. *Douglas David Karrow, Brock University; Xavier Eric Fazio, Brock University*

Socio-Ecological Learning and Pedagogy in Postcolonial Context. *Jean Kayira, University of Saskatchewan*

62.077-7. Disrupting Rationalities: Foucauldian Critiques of Educational Discourse. SIG-Foucault and Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Shabana Mir, Oklahoma State University

Participants:

Foucault's Technologies as a Research Method: Rethinking the Field of Literacy and Language Arts. *Dawnene D. Hassett, University of Wisconsin - Madison*

Rhetoric as Social Insurance: A Critical Discourse Analysis of Flores v. Arizona Commentary. *David L. Carlson, Arizona State University; Ann D. Ewbank, Arizona State University*

Shared(ing) Identities: A Dispositive Analysis of Refugee Identity Cultivation in a Small High School. *Sophia Rodriguez, Loyola University Chicago*

62.077-8. Spirituality and Education SIG: Roundtable Papers 2. SIG-Spirituality & Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Kevin M. Cloninger, Anthropedia Foundation

Participants:

A Spiritual Needs/Motivation/Volition Framework for Educators: Moving Toward a Phenomenology of Spirituality. *Russell Glen Yocum, University of West Florida*

Christian School Leaders and Spirituality: A Phenomenological Study. *Susan L.*

Banke, Charlotte Christian School; Nancy Maldonado, Walden University; Candace H. Lacey, Nova Southeastern University

Rethinking Religion, Spirituality, Theology, and Education: Experiences From a Transnational Study of Women Educators. *Lauren Ila Jones, University of California - Los Angeles*

62.077-9. Music Education SIG Roundtable III. SIG-Music Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Ronald P. Kos, Boston University

Participants:

String and Wind Instrument Performers: Experiences, Perspectives, and Interest in Music Education. *Dale E. Bazan, University of Nebraska - Lincoln; Lauren N. Taylor, University of Nebraska - Lincoln*

Keeping Instruments Out of the Attic: The Campus Band Experiences of the Non-Music Major. *Dan Isbell, Ithaca College; Ann Marie Stanley, University of Rochester*

62.077-10. Examining the Engagement of Latinas/os in STEM. SIG-Hispanic

Research Issues; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Sylvia Celedon-Pattichis, University of New Mexico

Participants:

Latina Girls' Engagement in Math and Reading: Teacher Interaction and Maternal Communication. *Rebeca Mireles Rios, University of California - Santa Barbara*

Latino/Hispanic Students' Motivation to Enter the Field of Ecology: Facilitated Through Professional Learning of Teachers in an Elementary School. *Tom Cavanagh, Walden University; Heather C. Miller, Joyce Haines, Walden University; Monica Gonzales, Walden University; Vilma Cuban Vasquez, Walden University*

Obesity and Academic Performance of Hispanic Students in Kindergarten and Eighth Grade. *John R. Slate, Sam Houston State University; Lory Haas, Sam Houston State University; Mary E. Robbins, Sam Houston State University*

Relations Between Technology, Parent Education, Self-Confidence, and Academic Aspiration of Hispanic Immigrant Students. *Hae-Seong Park, Azusa Pacific University; Helen Williams, Azusa Pacific University; Daniel Ross Lawson, Azusa Pacific University*

62.077-11. Race and Policy: Examining Their Evolving Connectedness in an Educational Context. SIG-Law and Education Cosponsored by Division L -

Educational Policy and Politics; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Douglas S. Reed, Georgetown University

Participants:

Grating Race-Conscious Student Assignment Plans in the Cauldron of Parents Involved v. Seattle School District. *Joseph Oluwole, Montclair State University; Preston C. Green, The Pennsylvania State University*

Inside Looking Out: A Critical Race Analysis of the Impacts of an Office of Civil Rights Lawsuit on One Midwestern School District's Policies and Practices From an Insider's Perspective. *Shameem Rakha, University of Illinois - Urbana-Champaign*

Uncovering the Truth: An Evaluation of Dominant Frames in the Public Antiaffirmative-Action Initiative Debate. *Lauren P. Saenz, University of Colorado*

62.077-12. Education and Globalization. SIG-International Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

10:35 am to 12:05 pm

Chair:

Corey Bunje Bower, Vanderbilt University

Participants:

The Role of Literature Education in the Age of Globalization: A Comparative Case Study Between Singapore and New York City. *Suzanne S. Choo, Teachers College, Columbia University*

Perceptions of Change Among Educators: Singapore Versus International. *Lee Hean Lim, Nanyang Technological University, Singapore; Guat Tin Low, Nanyang Technological University*

Political Rhetoric, Not Educational Practice: Internationalization in Secondary Schools: A Mixed-Method Study of Two U.S. Cities. *Deborah Hinderliter Orloff, University of Houston - Clear Lake*

Understanding Student and Faculty Attitudes Toward Internationalization: A Case Study of Florida International University. *Mohammed K. Farouk, Florida International University; Flavia E. Juspa, Florida International University*

Heritage Students Reconciling Dual Identity and Dual Marginality in the United States and Abroad. *Miloni Mukesh Gandhi, University of California - Los Angeles; Amy Quon, University of California - Los Angeles*

62.077-13. Listening to Queer Voices. SIG-Queer Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Anna V. Wilson, Chapman University

Participants:

Rhizomatic Archeology of "Lesbian" Identity. *Anna V. Wilson, Chapman University*

Attraction-Based Differences in Social Ties Among Rural Adolescents. *Christopher Stapel, University of Kentucky*

LGBTQ Cultural Awareness Training Needs of Students at a Graduate School of Education and Counseling. *Barbara Jean A. Douglass, University of Rochester; Amy L. Shema, University of Rochester*

62.077-14. Literacy Activities for Early Childhood. SIG-Early Education and Child Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Barbara A. Bradley, The University of Kansas

Participants:

Evaluating Which Classroom and Student Variables Are Predictive of Children's Early Language and Literacy Outcomes. *Lydia Janeva Carlis, University of Maryland - College Park*

Growth in Early Academic Skills Among Preschoolers: Emerging Gaps. *Thomas D. Snyder, National Center for Education Statistics*

Parent-Child Read Alouds and Mealtime Conversations: Implications for Children's Language and Literacy Development. *Alexandra Claire Rolfmeyer, Michigan State University*

Preschoolers as Writers: Ownership, Voice, and Revision During Classroom Writing Activity. *Kelly A. King, University of Massachusetts - Lowell*

Profiles of Quality for Early Reading and Writing Supports in Head Start Classrooms. *Patrick Michael O'Leary, Purdue University; Douglas R. Powell, Purdue University; Karen E. Diamond, Purdue University*

62.077-15. Teacher Education and Elementary Social Studies. SIG-Research in Social Studies Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Deborah L. Morowski, Auburn University

Participants:

Integrative Instruction for Elementary Social Studies: Learning From an Expert and a Novice Teacher. *Michelle Bauml, Texas Christian University; Sherry L. Field, University of Texas - Austin*

Preparing Preservice Elementary Teachers to Teach About Financial Literacy: Toward a Broader Conception. *Thomas A. Lucey, Illinois State University*

America the Great: The Underlying Message of Rugg's Elementary Social Studies Textbooks. *Mark Kissling, Michigan State University*

62.078. Roundtable Session 42; Roundtable Session

62.078-1. Issues in the Education of Indigenous Children and Youth in Meso-America, Mexico, and the Southwestern United States. SIG-Indigenous Peoples of the Americas; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Amy J. Fann, University of North Texas

Participants:

Colonial Education and Hybrid Indigenous Identities in Meso-America and the American Southwest. *Bernardo P. Gallegos, National University*

Female P'urhépecha Youth Empowerment Through the Deconstruction of

Identity. *Jocelyn Vargas*

Identificando Discriminación: A Comparison of Perceived Discrimination of Indigenous Adolescents in the United States and Mexico. *Saskias Casanova, Stanford University*

62.078-2. Workplace Learning Roundtable 2. SIG-Workplace Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Shahron Williams Van Rooij, George Mason University

Participants:

Exploring the Workplace Learning Needs of Faculty From the Human Resources Management Lens. *Erin Trado LeGrand, North Carolina State University; Tara K. Shollenberger, North Carolina State University; James E. Bartlett, North Carolina State University*

Design, Implementation, and Effectiveness of Competence-Based Workplace Learning in East Africa. *Martin Mulder, Wageningen University*

The Role of Affinity Groups in Organizational Diversity. *Wendy M. Green, University of Pennsylvania*

Reported Coping Skills of Workplace Bullying. *Michelle Elizabeth Bartlett, University of Louisville; James E. Bartlett, North Carolina State University*

62.078-3. Lessons From Managing Diversity: (Re)Visioning Equity on College Campuses. Division J - Postsecondary Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Jerlando F.L. Jackson, University of Wisconsin - Madison

Participants:

New Perspectives on the Diversity Concept. *Rebecca Ropers-Huilman, University of Minnesota; Kathryn A.E. Enke, University of Minnesota; Roland W. Mitchell, Louisiana State University; Kirsten T. Edwards, Louisiana State University; Samuel D. Museus, University of Massachusetts - Boston; Frank Harris, III, San Diego State University*

Identity Politics on College Campuses. *Penny A. Pasque, University of Oklahoma; Fred Arthur Bonner, Texas A&M University - College Station; Chance W. Lewis, Texas A&M University - College Station; Terrell Lamont Strayhorn, The Ohio State University; T. Elon Dancy, University of Oklahoma*

(In)Equities in College Contexts. *Sharon LaVonne Fries-Britt, University of Maryland; Robert Terry Palmer, Binghamton University - SUNY; Lorenzo DuBois Baber, University of Illinois; Marybeth Gasman, University of Pennsylvania; Lemuel W. Watson, Northern Illinois University*

62.078-4. Dewey and Perspectives on Contemporary Educational Issues. SIG-Dewey Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Lynda Stone, University of North Carolina - Chapel Hill

Participants:

Assessment as Conversation. *Rob McEntarffer, Lincoln Public Schools*

Democracy, Capitalism, and Education: Reconsidering Dewey's Failure to Address Economic Life in His Educational Writings. *Nakia S. Pope, Winthrop University; Kurt Stemhagen, Virginia Commonwealth University*

Fidelity in Public Education Policy: Reclaiming the Deweyan Dream. *Ruthanne Kurth-Schai, Macalester College*

That Which Has Been Bequeathed to Us: Stories in Educational Histories.

Theodore Christou, University of New Brunswick

62.078-5. Assessment in Science. SIG-Science Teaching and Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
10:35 am to 12:05 pm

Chair:

Monique Poldberg, University of Nebraska

Participants:

Can a Life Science Standard Be Assessed Through Art and Writing? *Monique Poldberg, University of Nebraska; Nancy Lee Andrzejczak, University of California - Irvine; Guy Trainin, University of Nebraska - Lincoln*

Knowledge Outcomes Versus Inquiry Process: The Gap Between New Goal and Old Habit. *Mijung Kim, University of Victoria; Aik Ling Tan, National Institute of Education, Singapore; Frederick Talae, National Institute of Education*

Laboratory Instructional Practices Inventory (LIPI): A Tool for Assessing the Transformation of Undergraduate Laboratory Instruction. *Troy D. Sadler;*

University of Florida; Ana Puig, University of Florida; Brian Kenneth Trutschel, University of Florida

Narrow Measure, Narrow Practice: Scientific Literacy Under High-Stakes Accountability. Julie Annette Singleton, Texas A&M University; Cathleen C. Loving, Texas A&M University; Bruce Eric Herbert, Texas A&M University; Hye Jeong Kim, Texas A&M University - College Station

Division and SIG Posters

62.079. Poster Session 14; Poster Session

62.079-1. Posters From Division D Section Three: Qualitative Research

Methods. Division D - Measurement and Research Methodology

Cosponsored by SIG-Qualitative Research; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

10:35 am to 12:05 pm

Posters:

1. Impact of Panelist Characteristics on Setting Cutoff Scores During the First Round of a Mock Standard Setting Study. Megan E. Welsh, University of Connecticut; Rohini Sen, University of Connecticut
2. The Elements of Data Impact Model: Using a Knowledge Mobilization Framework to Examine Teachers' Engagement With Large-Scale Assessment Data as a Means to Enhance Student Learning. Melissa D. Hill, Lakehead University
3. The Outcome Space of the Open-Ended Possible Selves Questionnaire. Jieun Lee, Arizona State University; Jenefer E. Husman, Arizona State University; Cecelia D. Maez, Arizona State University; Kimberly A. Scott, Arizona State University
4. Focus on Fieldnotes: From Data Collection to Analysis. Zoe Corwin, University of Southern California; Randall F. Clemens, University of Southern California

62.079-2. Poster Session: Second and World Languages Teaching and Learning.

SIG-Second Language Research; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

10:35 am to 12:05 pm

Posters:

5. Integrating Wiki Technology and Peer Review Into English Writing Courses. Shu Ching Yang, National Sun Yat-sen University; Lin Wen Chaun, Wenzao College of Languages
6. A STARTALK Mandarin Program: Model for Intensive Language Program. Xiaoqiu Xu, Stanford University; Amado M. Padilla, Stanford University; Duarte M. Silva, Stanford University
7. The Impact of Self-Regulatory Strategies on Reading, Oral Language Proficiency, and Reader Self-Perception of English Language Learners. Virginia M. Russell, Molloy College
8. Reading as Social Action in the English-as-a-Second-Language (ESL) Classroom. Fernando Naiditch, Montclair State University
9. Examining the Affective and Instructional Effects of Raising Adult English Language Learners' Morphological Awareness. Jacqueline S. Craven
10. "For Them It's Sink or Swim": Researching the School Experiences of Refugee English Language Learners With Interrupted Formal Education. Liv Thorstensson Davila, University of North Carolina - Charlotte
11. Discourse and Identity in Online Language Learning: A Case Study of a College English as a Second Language Classroom. Yueh-Ching Chang, University of California - Riverside

62.079-3. Exploring the Classroom Climate. SIG-School Community, Climate, and Culture; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

10:35 am to 12:05 pm

Poster:

12. Exploring the Climate of Classrooms and Other School Micro-Contexts in Colombia. Maria D. LaRusso, New York University; Gabriel Gomez, Universidad Javeriana; Jesus Fiesco, La Universidad Nacional de Colombia

62.079-4. Emerging Multicultural Counseling Issues in Education. Division E - Counseling and Human Development; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

10:35 am to 12:05 pm

Posters:

13. African American Students in Counselor Education Programs: Perceptions of Their Experiences. Malik S. Henfield, University of Iowa; Delila Owens,

Wayne State University; Sheila Witherspoon, Monmouth University

14. Gender Differences in Measuring Self-Esteem: Comparing Differential Item Functioning and Structural Equation Modeling Analyses. Clay S. Johnson, University of Arkansas; Wallace D. Gitchel, West Virginia University; Wen-Juo Lo, University of Arkansas
15. In Pursuit of Opportunity: The Role of Support in Empowerment of Community College Students With Disability. Kathryn I. Scorgie, Azusa Pacific University; Lori Kildal, Victor Valley Community College
16. Multicultural Counseling: The Role of Emotional Intelligence and Racial Identity. Sachin Jain, University of Idaho
17. Predicting Condom Negotiation Efficacy Vis-à-Vis Low Socioeconomic Status Adolescents Perceived Peer Norm and Personal Evaluation of Condom Use. Charles Obugo Okonkwo, The Ohio State University; Eric M. Anderman, The Ohio State University; DeLeon Lavron Gray, The Ohio State University; Yujin Chang, The Ohio State University
18. Sexual Orientation Topics in U.S. School Counselor Programs: How Broad the Imagination? Todd Jemmings, California State University - San Bernardino
19. Supporting Adoptees and Their Families: The Availability and Effectiveness of Educational and Therapeutic Services. Patricia G. Ramsey, Mount Holyoke College; Doris Bergen, Miami University
20. The Investigation of Chinese International Students' Coping Strategies and Help-Seeking Behaviors. Kun Yan, Tsinghua University
21. The Relationships Among Active Coping, Secure Attachment, and Trait Resilience in Three Culturally Different Samples. Ming-Hui Li, Saint John's University
22. Assessing the Psychometric Properties of the Counseling Competencies Scale. Jacqueline Melissa Swank, The University of Alabama - Birmingham; Edward Hamilton Robinson, University of Central Florida; Stephen A. Sivo, University of Central Florida; Glenn Lambie, University of Central Florida; E. Lea Witt, University of Central Florida; Grant Hayes, University of Central Florida

62.079-5. School Climate, Organizational Structures, and Contextual Factors Impacting Mentoring. Division K - Teaching and Teacher Education; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

10:35 am to 12:05 pm

Posters:

23. How Nonclassroom Work Roles Affect the Commitment of Middle School Mathematics and Science Teachers. Peter A. Youngs, Michigan State University; Ben Pogodzinski, Wayne State University; Hyun-Seung Kwak, Michigan State University
24. Improving New Teacher Effectiveness: An Analysis of Collective Teacher Knowledge and Possible Contextual Effects. Anna C. Gersh, Wayne State University; Benjamin Kecey, Wayne State University
25. Small Successes and Big Challenges: Professional Development at a "Failed" School. Michelle Pierce, Salem State College; Francesca Kazan Pomerantz, Salem State College
26. Teacher Turnover in New York City Middle Schools: The Role of Schools' Organizational Characteristics. William Henry Marinell, Research Alliance for New York City Schools; Rachel Cole, New York University
27. Charter Schools: Are They an Appropriate Place for New Teacher Employment? Ruth A. Sandlin, California State University - San Bernardino; Iris M. Riggs, California State University - San Bernardino; Marita L. Mahoney, California State University - San Bernardino
28. Committed to Teaching: Predictors of Short- and Long-Term Commitment to Teaching. Michelle Marie Mason, Troy University; Jason T. Siegel, The University of Arizona; Dabney Hunter McKenzie, Troy University
29. The Role of School Context in Advancing Teacher Change in the Year Following Science Professional Development. Dina Drits, University of Utah; Louisa Anne Stark, University of Utah
30. What Makes the Difference? Instructional Improvement for Second-Stage Teachers in High-Performing Urban Schools. Megin Charner-Laird, Harvard University; Stacy Agee Szczesiul, Harvard University
31. What Organizational Support Promotes Effective Professional Development? Motoko Akiba, University of Missouri - Columbia
32. Effective Interventions for Professional Development of Teachers: A Review Study. Klaas Van Veen, University of Leiden; Rosanne Cathelijne Zwart, University of Amsterdam; Jacobiene Meirink, Leiden University
33. Tailoring Professional Development to Foster Research-Based Instructional Practice in Urban Schools. Tammy Oberg De La Garza, Roosevelt University
34. Investigating Feedback Among Teachers: Focusing on Observed and Perceived Feedback. Marieke Thurlings, Open University of the Netherlands; Theo Bastiaens, Fern University in Hagen; Sjef Stijnen, Open University of

the Netherlands; Marjan Vermeulen, Open University of the Netherlands

35. Professional Development Practices of School-Based Instructional Coaches: A Naturalistic Inquiry. *Jake Cornett, The University of Kansas; Susan Harvey, The University of Kansas; Michael J. Kennedy, The University of Kansas; Thomas Michael Skrtic, The University of Kansas; Jim Knight, Instructional Coaching Group & Kansas University Center for Research on Learning; Leslie Claire Novosel, The University of Kansas; Belinda Mitchell, The University of Kansas*
36. Culture and Context for Beginning Teachers: A Complex Canvas. *Anne Moloney, University College - Dublin; Maureen Killeavy, University College - Dublin; Marie Clynes, University College - Dublin; Marie Clarke, University College - Dublin*

62.079-6. Poster Session: Technology-Enhanced Learning Environments.

Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

37. Are All Student-Student Interactions in Distance Education Born Equal? Preliminary Results of a Meta-Analysis. *Evgueni Borokhovski, Concordia University - Montreal; Rana Tamim, Hamdan Bin Mohammed e-University; Robert M. Bernard, Concordia University; Philip C. Abrami, Concordia University; Anna Sokolovskaya, Concordia University*
38. Does Student Use of Computers for Fun Affect High School Achievement? Examining an Independent Effects Model From a Nationally Representative Sample. *Alex J. Bowers, University of Texas - San Antonio; Matthew W. Berland, University of Texas - San Antonio*
39. Game-Based Cross-Age Tutoring for Urban Latino and Rural Native American Students. *Fengfeng Ke, Florida State University; Tatiana Abras, University of New Mexico*
40. Instructional Framework for Massively Multiperson Online Learning Environments: i-MMOLE. *Steven E. Downey, University of South Florida*
41. Intelligent Tutoring Systems: A Meta-Analysis. *Wenting Ma, Simon Fraser University; Olusola Olalekan Adesope, Washington State University - Pullman; John Cale Nesbit, Simon Fraser University*
42. Interaction, Internet Self-Efficacy, and Self-Regulated Learning as Predictors of Student Satisfaction in Distance Education Courses. *Yu-Chun Kuo, Arcadia University; Andrew Walker, Utah State University; Nick Eastmond, Utah State University; Brian R. Belland, Utah State University; Kerstin Schroder, The University of Alabama - Birmingham*
43. Managing the Classroom: The Effect of Teacher Strategies on Fourth Graders' Comprehension of Genetics. *Asmalina Saleh, Indiana University - Bloomington; Maria Solomon, Indiana University; Sinem Syahhan, Indiana University; Susha A. Barah, Indiana University*
44. Minority Girls' Acquisition of Computing Experience at a Community Technology Center. *Yvonne De La Pena, University of California - Los Angeles*
45. Narrative Computing's Effect on Problem-Solving Abilities in Introductory Computer Programming Courses. *Reneta Lansiquot, New York City College of Technology; Candido Cabo, New York City College of Technology*
46. Should Graphics Be Dynamic? Teaching Children About the Day/Night Cycle With Static and Animated Representations. *Bryan Matlen, Carnegie Mellon University; Leigh Ann Sudol, Carnegie Mellon University; Sharon M. Carver, Carnegie Mellon University*
47. The Social Promise of Educational Technology: The Case of the Time to Know Program. *Yigal Rosen, University of Haifa*

62.079-7. Technology, Instruction, Cognition, and Learning Poster Session

1: Issues in Technology, Instruction, Cognition, and Learning, SIG-Technology, Instruction, Cognition & Learning; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
10:35 am to 12:05 pm

Posters:

48. Comparing Guided and Discovery Training in Technology Environments. *Richard E. Clark, University of Southern California; Kenneth Yates, University of Southern California; Katie Moulton, University of Southern California; Sara Behbehani, University of Southern California*
49. Instructional Embodiment: Incorporating Embodied Cognition in the Learning of Abstract Computer Programming Concepts. *Cameron L. Fajjo, Teachers College, Columbia University; John B. Black, Teachers College, Columbia University; Chun-Hao Chang, Teachers College, Columbia University; Jeong-Han Lee, Teachers College, Columbia University*
50. iPad E-Reader Apps: How Effectively Do They Support Academic Work? *Zhou Zhou, Teachers College, Columbia University; Ting Yuan, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Joann Agnitti, Teachers College, Columbia University*
51. Using Games as Research: Interactions Among Levels of Expertise, Task Difficulty, Perceived Self-Efficacy, and Mental Effort in Task Performance. *Hsin Ning (Jessie) Ho, National Taiwan University*

Monday, 12:25 pm

Governance Meetings and Events

- 63.001. AERA Affirmative Action Council: Open Meeting.** AERA Governance; Governance Session
Sheraton, Third Level, Napoleon Ballroom C1
12:25 pm to 1:55 pm

Chair:

James Earl Davis, Temple University

- 63.002. SIG Leadership Orientation: Session 3.** AERA Governance; Governance Session
Sheraton, Second Level, Rhythms Ballroom III
12:25 pm to 1:55 pm

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

- 63.003. AERA Books Editorial Board: Closed Meeting.** AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Regent
12:25 pm to 1:55 pm

Chair:

Cherry A. Banks, University of Washington - Bothell

Presidential Sessions

- 63.010. Powerful Ideas: A Conversation With Researchers and Community Organizers Working Together to Enhance the Public Good.** Presidential Session; Invited Session

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

Chair:

John S. Rogers, University of California - Los Angeles

Participants:

*Mark R. Warren, Harvard University
Lauren Wells, New York University
Pauline Lipman, University of Illinois - Chicago
Jitu Brown, KOCO/VOYCE
Sharon Smith, Parents Unified for Local School Education
Maria Brenes, InnerCity Struggle*

Discussant:

Shawn A. Ginwright, San Francisco State University

- 63.011. Presidential Invited Address: Rethinking Remedial Education and the Academic-Vocational Divide: Lessons to Learn About Language, Cognition, and Social Class.** Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
12:25 pm to 1:55 pm

Chair:

Manuel Espinoza, University of Colorado - Denver

Speaker:

Mike Rose, University of California - Los Angeles

Discussant:

Patricia M. McDonough, University of California - Los Angeles

AERA Sessions

- 63.012. AERA Distinguished Contributions to Research in Education Award (2010) Address: P. David Pearson.** AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C3
12:25 pm to 1:55 pm

Chair:

Robert L. Linn, University of Colorado - Boulder

Speaker:

The Tortured History of Reading Comprehension Assessment: Are There Lessons From the Past? Is There Hope for the Future? Will We Ever Get It Right? P. David Pearson, University of California - Berkeley

63.013. Science Education and Building Science Skill in the Crucial Years of Children's Learning - International Perspectives Cosponsored by the World Education Research Association. AERA Sessions; Invited Session
Sheraton, Third Level, Napoleon Ballroom C2
12:25 pm to 1:55 pm

Chair:

James W. Pellegrino, University of Illinois - Chicago

Participants:

Exploring Factors Affecting Grade VIII Students' Attainment in Science: The Issue of Medium of Instruction. *Hafiz M. Iqbal, Pakistan Association for Research in Education*

Science Aspirations and Family Habitus: How Families Shape Children's Engagement and Identification with Science. *Justin Dillon, Kings College, London; Louise Archer, Kings College, London; Jennifer DeWitt, Kings College, London; Jonathan F. Osborne, Stanford University; Beatrice Willis, Kings College, London; Billy Wong, Kings College, London*

WISE Science: Impacts of Online Inquiry Instruction Around the World. *Marcia Linn, University of California - Berkeley*

Discussant:

Helen R. Quinn, Chair, Board on Science Education, National Research Council, and Stanford Linear Accelerator Center, Stanford University

63.014. The Canadian Deans Accord for Education Research and the Potential of Accords in Other Countries. AERA Sessions Cosponsored by Organization of Institutional Affiliates; Invited Session
Sheraton, Third Level, Napoleon Ballroom B2
12:25 pm to 1:55 pm

Chair:

Gerald E. Stroufe, American Educational Research Association

Speaker:

Robert J. Tierney, Dean, Faculty of Education and Social Work, The University of Sydney

Discussants:

Karen Symms Gallagher, Dean, Rossier School of Education, University of Southern California

Douglas J. Palmer, Dean, Education & Human Development, Texas A&M University

Jane Close Conoley, Gevirtz Graduate School of Education, University of California - Santa Barbara

63.015. Meet Journal Editors: Journal Talks 11. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom A
12:25 pm to 1:55 pm

Participants:

1. *Vitae Scholasticae: The Journal of Educational Biography.* *Linda C. Morice, Southern Illinois University - Edwardsville; Laurel D. Puchner, Southern Illinois University - Edwardsville*
2. *Journal of Educational and Behavioral Statistics.* *Sandip Sinharay, ETS; Matthew Scott Johnson, Teachers College, Columbia University*
3. *Interdisciplinary Journal of Problem-based Learning.* *Peggy A. Ertmer, Purdue University; Michael M. Grant, The University of Memphis*
4. *Journal of Educational Administration.* *A. Ross Thomas, University of Wollongong*
5. *Oxford Review of Education.* *John Furlong, Oxford University*
6. *Contemporary Issues in Early Childhood.* *Nicola J. Yelland, The Hong Kong Institute of Education; Susan J. Grieshaber, Queensland University of Technology*
7. *Curriculum Inquiry.* *Dennis Thiessen, University of Toronto; Elizabeth Campbell, OISE/University of Toronto; Ruben Gaztambide-Fernandez, OISE/University of Toronto*
8. *Teaching and Curriculum Dialogue.* *David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, Regis University*
9. *Higher Education.* *Amy S. Metcalf, The University of British Columbia; Grant S. Harman, University of New England; Yoka Janssen, Springer Publishing Company*
10. *Irish Educational Studies.* *Aisling Leavy, Mary Immaculate College - University of Limerick*
11. *Equity & Excellence in Education.* *Maurianne Adams, University of Massachusetts - Amherst; Elaine Whitlock, University of Massachusetts - Amherst*
12. *Journal of Cases in Educational Leadership.* *Gerardo R. Lopez, Indiana University; Richard Fossey, University of Houston*

63.016. Meet Journal Editors: Journal Talks 12. AERA Sessions; Invited Roundtable
Sheraton, Fifth Level, Grand Ballroom B
12:25 pm to 1:55 pm

Participants:

1. *Online Educational Research Journal.* *Peter B. Tymms, Durham University; Richard Remedios, Durham University*
2. *Urban Education.* *Kofi Lomotey, Southern University; Kanithia Hills, Urban Education/ Southern University*
3. *eJournal of Education Policy.* *Rosemary Papa, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*
4. *The Teacher Educator.* *Gregory J. Marchant, Ball State University; Sharon E. Paulson, Ball State University*
5. *Taboo: The Journal of Culture and Education.* *Mark Aldous Vicars, Victoria University; Shirley R. Steinberg, McGill University*
6. *Journal of Early Childhood Teacher Education.* *J. Amos Hatch, University of Tennessee; Susan McLean Benner, University of Tennessee*
7. *School Leadership & Management.* *Christopher James Chapman, University of Manchester*

Committee Sessions

63.017. GSC Division C Fireside Chat: Taking Research to Scale With Paul Cobb. Graduate Student Council Cosponsored by Division C - Learning and Instruction; Fireside Chat
New Orleans Marriott, Second Level, Preservation Hall Studio 4
12:25 pm to 1:55 pm

Chairs:

Janice Hansen, University of California - Irvine
Yin Wah B. Kreher, Syracuse University

Participant:

Paul A. Cobb, Vanderbilt University

63.018. Race and Gender Matter: Achievement Processes Among African American Adolescents. Committee on Scholars of Color in Education; Paper Session
Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm

Chair:

Tabbye Maria Chavous, University of Michigan

Participants:

African American Female Identity and Achievement in Context: The Influence of Familial Socialization and Involvement. *Lashawnda A. Lindsay-Dennis, Paine College; Miles Anthony Irving, Georgia State University*
Embracing the Imagination and Reality of Urban Youth Culture in the Context of Education. *Yolanda Sealey-Ruiz, Teachers College, Columbia University*
Reversing the "Bad Boy" Disciplinary Image of African American Males in Urban K-12 Classrooms. *Bettie Ray Butler, Texas A&M University; Chance W. Lewis, Texas A&M University - College Station; James L. Moore, The Ohio State University; Malcolm Earl Scott, Colorado State University*

63.019. Teachers' Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. International Relations Committee; Working Group Roundtable
New Orleans Marriott, Fourth Level, Balconies IJ
12:25 pm to 1:55 pm

Chair:

Elizabeth Kozleski, Arizona State University

Participants:

Teachers' Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. *Cristina M. Cardona, University of Alicante; Esther Chiner-Sanz, University of Alicante; Cristina Miralles, University of Wisconsin - Madison*
Teachers' Sensitiveness, Attitudes, Preparedness, and Practices in Regarding Student Diversity. *Cristina M. Cardona, University of Alicante; Esther Chiner-Sanz, University of Alicante; Cristina Miralles, University of Wisconsin - Madison*

Discussant:

Lani Florian, University of Aberdeen

International Organization Sessions

63.020. New Perspectives on Educational Leadership. British Educational Leadership, Management, and Administration Society; Invited Session
Sheraton, Third Level, Napoleon Ballroom D
12:25 pm to 1:55 pm

Chair:

Autumn Tooms, Kent State University

Participants:

Headship and School Business Management Collaboration in English Schools. *Charlotte Emma Woods, University of Manchester; Diana Pearson, University of Manchester; Paul Armstrong, University of Manchester*

Teacher Identity Regulation and Distributed Leadership in England. *David John Hall, University of Manchester; Helen Gunter, Manchester University; Joanna Bragg, University of Manchester*

Balancing the Supply and Demand of Education, Neoliberalist Market Forces, and Well-Being: A Race to the Finish Line or a Sustainable Journey Toward the Public Good? *Alison Sheila Taysum, University of Leicester*

Integrated Health Centers on School Sites: Emerging Issues of Intraprofessional Leadership. *Barbara Vann, Penair School*

Division Sessions

63.021. Creating a Critical Civics Curriculum: Lessons From the Field. Division B - Curriculum Studies; Demonstration/Performance
Astor Crowne Plaza, Second Level, Astor Ballroom I
12:25 pm to 1:55 pm

Chair:

Nicole Mirra, University of California - Los Angeles

Participants:

Redefining the Public Sphere: Empowering Youth of Color Through the Practice of Citizenship. *Nicole Mirra, University of California - Los Angeles*

Content and Practice: Promoting Critical Civic Development in Youth Community-Based Activism. *Jesse Moya, University of California - Los Angeles*

Get Free or Die Trying: Moving Beyond Standards Toward Intellectualism, Civic Agency, and Activism. *Laurence A. Tan, 122nd Street Elementary School, Los Angeles*

Our Knowledge, Our Lives: Student and Teachers Co-constructing a Critical Civic Curriculum Through the University of California, Los Angeles Summer Seminar. *Ebony Cheiree Cain, University of California - Los Angeles*

Discussant:

Ernest D. Morrell, University of California - Los Angeles

63.022. Curriculum in Vulnerable Times: International Perspectives. Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom III
12:25 pm to 1:55 pm

Chair:

Madeleine Grumet, University of North Carolina - Chapel Hill

Participants:

Curriculum in Today's World: Configuring Knowledge, Identities, Work, and Politics. *Lyn Yates, University of Melbourne; Madeleine Grumet, University of North Carolina - Chapel Hill*

Curriculum Polices in Brazil: The Citizenship Discourse. *Elizabeth F. Macedo, State University of Rio de Janeiro*

Configuration of Knowledge, Identity, and Politics Through the Current History Curriculum in Israel. *Eyal Ne'evah, Tel Aviv University*

Making Nothing Happen: Affective Life After Audit. *Peter M. Taubman, Brooklyn College - CUNY*

The Challenges of Writing "First Draft History": The Evolution of the 9/11 Attacks and Their Aftermath in School Textbooks in the United States. *Jeremy D. Stoddard, College of William and Mary; Diana E. Hess, University of Wisconsin - Madison*

Discussant:

Megan Boler, University of Toronto

63.023. Textual Explorations of the Methodologist's Inner World. Division B - Curriculum Studies; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom II
12:25 pm to 1:55 pm

Chair:

Isabel Nunez, Concordia University - Chicago

Participants:

Challenging Normative Narratives: Close Writing as a Methodology. *Rebecca J. Luce-Kapler, Queen's University; Dennis J. Sumara, University of Calgary; Lisa Alice Mitchell, Queen's University; Angela Pyle, Queen's University; Marcea Ingersoll, Queen's University*

Changing Direction Midstream: Challenging Our Own Methodologies and Inviting New Curriculum Research Possibilities. *Greg William O'Leary, Memorial University*

Lessons of Our Own: Intimate Research in Education. *Crystal T. Laura, University of Illinois - Chicago*

Life History 2.0: Identifications, Autobiography, and Potentialities of Life History for Identity Studies. *James C. Jupp, Arkansas State University*

Testimonio as a Research Tool to Express Critical Resistance. *Jeanne Pearlman*

Discussant:

Jennifer L. Deets, Independent Scholar

63.024. Let Us Talk: Examine the Relationships Between Classroom Discourse, Vocabulary, and Reading Outcomes. Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
12:25 pm to 1:55 pm

Chair:

Joshua Fahey Lawrence, Harvard University

Participants:

Does Teacher Talk and Peer Talk in Preschool Have a Long-Term Effect on Immigrant Children's Second Language (L2) Vocabulary Development? *Veslemy Rydland, University of Oslo; Vibeke G. Aukrust, University of Oslo; Joshua Fahey Lawrence, Harvard University*

Are You With Me? Classroom Discourse, Teacher Questions, and Student Vocabulary Development. *Catherine J. Michener, Boston College; Minori Nagahara, Boston College; Christina Pavlak, Boston College; Patrick Proctor, Boston College; Rebecca Deffes Silverman, University of Maryland - College Park*

Examining Teachers' Talk During Vocabulary Instruction. *Evelyn Ford-Cornors, Boston University; Catherine O'Connor, Boston University; Catherine Snow, Harvard University; Jeanne R. Paratore, Boston University*

Discussion as a Motivating Context for Content Reading. *Brian William Miller, University of Illinois - Urbana-Champaign; Richard C. Anderson, University of Illinois - Urbana-Champaign*

Discussant:

Annamarie S. Palincsar, University of Michigan

63.025. Merging Human Creativity and the Power of Technology: Computational Thinking in the K-12 Classroom. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Orleans
12:25 pm to 1:55 pm

Chair:

Alexander Repenning, University of Colorado - Boulder

Participants:

Computational Thinking Patterns. *Andri Ioannidou, AgentSheets, Inc.; Vicki Elisabeth Bennett, Colorado University - Boulder; Kyuhan Koh, University of Colorado - Boulder; Ashok Ram Basawapatna, University of Colorado - Boulder*

Teachers' Conceptions of Computational Thinking: The Impact of Integrative Design-Based Reform-Oriented Educational Approach for Motivating Students (iDREAMS) on Teachers' Articulation of CT and Related Reasoning. *David C. Webb, University of Colorado - Boulder; Heather MacGillivray, Jefferson County Public Schools*

Measuring Computational Thinking in Middle School Using Game Programming. *Jill Denner, Education, Training, and Research Associates; Linda L. Werner, University of California - Santa Cruz*

Was that Computational Thinking? Assessing Computational Thinking Patterns Through Video-Based Prompts. *Krista Sekeres Marshall, University of Colorado - Boulder*

Discussant:

Irene Lee, Santa Fe Institute

63.026. What Educational Psychologists and Learning Scientists Can Learn From Each Other: A Dialogue. Division C - Learning and Instruction; Invited Session
Hotel Monteleone, Ground Level, Royal Ballroom
12:25 pm to 1:55 pm

Chair:

Gale M. Sinatra, University of Nevada - Las Vegas

Participants:

Patricia A. Alexander, University of Maryland
Clark A. Chinn, Rutgers University
Susan R. Goldman, University of Illinois - Chicago
Cindy E. Hmelo-Silver, Rutgers University
Gregg Solomon, National Science Foundation

63.027. Division D Mentoring Luncheon for New Professionals. Division D - Measurement and Research Methodology; Mentoring Session
Doubletree, 16th Level, International Ballroom
12:25 pm to 1:55 pm

63.028. Mexican Americans and School Segregation in California, 1903-1943. Division F - History and Historiography Cosponsored by SIG-Hispanic Research Issues; Symposium
Sheraton, Fifth Level, Grand Couteau
12:25 pm to 1:55 pm

Chair:

Veronica Nelly Velez, University of California - Los Angeles

Participants:

Only "A Few of the Brightest, Cleanest Mexican Children": Uncovering Intentional Segregation in Oxnard School Board Minutes. *David Gumaro Garcia, University of California - Los Angeles*
"In Ventura County, Mexican Americans Are Discriminated in Every Possible Way": Documenting a Continuum of Resistance From the Fields to the Classroom. *Frank Barajas, California State University - Channel Islands*
Recovering Testimonies of Trauma and Resistance: A Critical Race Theory Analysis of Oxnard's Early Educational History. *Tara J. Yosso, University of California - Santa Barbara*

Discussant:

Ruben Donato, University of Colorado - Boulder

63.029. Advancing Mathematics Learning for Latina/o Students: Innovative Models of Teacher Professional Development. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 6
12:25 pm to 1:55 pm

Chair:

Julia Maria Aguirre, University of Washington - Tacoma

Participants:

Teachers and Researchers Adapting Instruction for Latina/o Students: A Collaborative Model for Professional Development. *Laura McLeman, University of Michigan - Flint; Jose Maria Menendez, Radford University*
Equity Issues in Mathematics: Researchers' and Bilingual Teachers' Collaborative Professional Development. *Sylvia Celedon-Pattichis, University of New Mexico; Sandra I. Musanti, University of New Mexico; Mary Elisabeth Marshall, University of New Mexico*
Making Mathematical Thinking, Language, and Culture Explicit in Mathematics Instruction: An Innovative Lesson Analysis Tool. *Julia Maria Aguirre, University of Washington - Tacoma; Maria del Rosario Zavala, University of Washington*

63.030. COMPUGIRLS: Culturally Relevant Computing for Girls of Color. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 3
12:25 pm to 1:55 pm

Chair:

Margaret A. Eisenhart, University of Colorado - Boulder

Participants:

What Is COMPUGIRLS? *Kimberly A. Scott, Arizona State University*
Culturally Relevant Computing and Videogames. *Elisabeth R. Hayes, Arizona State University*
COMPUGIRLS Speak! *Kimberly A. Scott, Arizona State University*

Discussant:

James Paul Gee, Arizona State University

63.031. Division G Early Career Mentoring Luncheon. Division G - Social Context of Education; Mentoring Session
New Orleans Marriott, Fourth Level, Balcony L
12:25 pm to 1:55 pm

Chair:

Nailah Suad Nasir, University of California - Berkeley

Participants:

Lisa Garcia Bedolla, University of California - Berkeley
John B. Diamond, Harvard University
David Gillborn, Institute of Education - London
Carl A. Grant, University of Wisconsin - Madison
Louis Harrison, University of Texas - Austin
Tyrone C. Howard, University of California - Los Angeles
Jerome E. Morris, University of Georgia
Pedro A. Noguera, New York University

James P. Spillane, Northwestern University
Angela Valenzuela, University of Texas - Austin
Luís Urrieta, University of Texas - Austin
Lois Weis, University at Buffalo - SUNY

63.032. Postsecondary Experiences for Ethnic Minorities: Examining Race, Class, and Gender. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
12:25 pm to 1:55 pm

Chair:

Robin L. Hughes, Indiana University - Indianapolis

Participants:

Using Hierarchical Generalized Linear Model to Unpack the Gender Gap in Postsecondary Participation Among African Americans and Caucasians. *Abebayehu Aemero Tekleselassie, The George Washington University; Jaehwa Choi, The George Washington University; Coretta Jacqueline Mallery, American Institutes for Research*
Racial and Ethnic Identities of Minority Immigrant College Students. *Eunyong Kim, Seton Hall University*
Overcoming Unequal Fortunes. *Laura Ann Scheiber, Teachers College, Columbia University*
Untangling Diversity Experiences: The Consequences of Segregation on Collegiate Interracial Interactions. *Donnell Butler, ETS*

Discussant:

Richard A. Diem, University of Texas - San Antonio

63.033. The Scholarship of Writing for Publication Workshop. Division I - Education in the Professions; Invited Session
New Orleans Marriott, Fourth Level, Balconies MN
12:25 pm to 1:55 pm

Participants:

Ara Tekian, University of Illinois - Chicago
M Brownell Anderson, Association of American Medical Colleges

63.034. Exploring Theoretical Developments in Persistence for College Students of Color. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
12:25 pm to 1:55 pm

Chair:

Hugo Alberto Garcia, Claremont Graduate University

Participants:

First-Generation Latina/o Students: Stories of Persistence. *Michele Campagna, Montclair State University*
Redefining Resiliency: Variations Among African American and Latino University Students. *La Monica Everett-Haynes, The University of Arizona; Regina J. Deil-Amen, The University of Arizona*
The Discursive Process of Becoming a Gates Scholar Among American Indians. *Johanna C. Masse, University of Michigan*
The Price of Membership: Theorizing African American Leadership and Persistence at Predominantly White Institutions (PWIs). *Brandon L. Wolfe, Auburn University*

Discussant:

Julie Jimwon Park, Miami University

63.035. National Organizations and Policy Impact. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
12:25 pm to 1:55 pm

Chair:

Joseph Radding, California Department of Education

Participants:

Defining the Ed.D. and Ph.D. in Education. *Val Anne Anderson, NDSU; Nathan Wood, North Dakota State University*
National Association Organizational and Policy Processes: Performance Is Political. *Penny A. Pasque, University of Oklahoma*
Regional Stewardship at Comprehensive Universities: A New Public Purpose. *David Soo, University of Pennsylvania*
The NCAA Division I Conference Realignment: Evaluating the Maximizing-Satisfying Paradox Using Institutional Data. *Brad Aaron Weiner, University of Minnesota - Twin Cities*

Discussant:

Diane R. Dean, Illinois State University

63.036. Pathways of Success for Students of Color. Division J - Postsecondary

Education; Paper Session
JW Marriott, Third Level, Frontenac
12:25 pm to 1:55 pm

Chair:

Angela M. Locks, California State University - Long Beach

Participants:

Latina/o Student Retention in Science, Technology, Engineering, and Mathematics (STEM) Majors: What Factors Predict Persistence? *Gina Ann Garcia, University of California - Los Angeles; Sylvia Hurtado, University of California - Los Angeles*

Beyond Conventional Wisdom: African American Students Discuss Sources of Support for College Preparation and Success. *Nicole E. Holland, Northeastern Illinois University*

Voices of Success: Understanding the Factors That Shaped the P-20 Trajectories of Academically Successful Latinas/os. *Daisy Denise Alfaro, University of Washington*

An Explanatory Model of Southeast Asian American College Student Success: A Grounded Theory Analysis. *Samuel D. Museus, University of Massachusetts - Boston; Dina C. Maramba, Binghamton University - SUNY; Robert Terry Palmer, Binghamton University - SUNY; Andy Reyes, University of Massachusetts - Boston; Kate Bresonis, University of Massachusetts - Boston*

The Counternarratives of Midwest Latino Male Graduate and Professional Students. *Adrian H. Huerta, University of Southern California; Kristan M. Venegas, University of Southern California*

Discussant:

Luis Ponjuan, University of Florida

63.037. Re-Visioning the Relationship Between Public Policy and Qualitative

Research: Perspectives From the Field. Division J - Postsecondary
Education; Symposium
JW Marriott, Third Level, Ile de France I
12:25 pm to 1:55 pm

Chair:

William G. Tierney, University of Southern California

Participants:

All Policy Is Local: Developing Tools to Help K-12 Practitioners Use Research to Influence Practice. *Amanda L. Datnow, University of California - San Diego; Alan J. Daly, University of California - San Diego*

Policy From Prose: The Perfect Adequacy of Policy Formulation From Qualitative Research. *Yvonna S. Lincoln, Texas A&M University - College Station*

Tools of State: How Qualitative Research Can Inform Policy Decisions in Higher Education. *Edward P. St. John, University of Michigan*

Qualitative Research and Public Policy: The Challenges of Relevance and Trustworthiness. *William G. Tierney, University of Southern California; Randall F. Clemens, University of Southern California*

Discussant:

Laura W. Perna, University of Pennsylvania

63.038. Critical Service Learning for Social Justice in PK-12 and Teacher Education Classrooms. Division K - Teaching and Teacher Education;

Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
12:25 pm to 1:55 pm

Chairs:

Bradley J. Porfilio, Lewis University
Heather Hickman, Lewis University

Participants:

The Humanity of Teaching and Learning: Scenarios of a Pedagogy of Compassion, Community, and Change. *Diana Feige, Adelphi University; Maureen Connolly, Mineola High School; Michael Furey, Mineola High School*

The Equity Leadership Project: Preparing Socially Inclusive Educators. *Christopher DeLuca, University of South Florida; Meghan L. DeLagran, Queen's University; Eric Ferguson, Queen's University; Stephanie Ho, Queen's University*

Helping Teacher Candidates Develop a Critical Perspective in a Foundations Course: A Freirian Look at How Teacher Candidates Interpret Their Service-Learning Experience. *C. Lynne Hannah, Shepherd University; Barri E. Tinkler, The University of Vermont; Elizabeth Miller, Independent Scholar*

Living in Riverhill: A Postcritical Challenge to the Production of a Neoliberal Success Story. *Allison Daniel Anders, University of Tennessee - Knoxville; Jessica Nina Lester, University of Tennessee*

Critical Openings and Possibilities: Navigating Challenges for Change. *Steven Hart, California State University - Fresno*

Discussant:

Julie Gorlewski, SUNY - College at New Paltz

63.039. Culturally Responsive Teaching in Special Education: Missed Opportunities or Limitations? Division K - Teaching and Teacher

Education; Invited Session
New Orleans Marriott, Second Level, Preservation Hall Studio 3
12:25 pm to 1:55 pm

Chair:

Mary Theresa Grassetti, Framingham State University

Participant:

Culturally Responsive Teaching in Special Education: Missed Opportunities or Limitations? *Monika Williams Shealey, University of Missouri - Kansas City*

Participant:

Patricia M. Mchatton, University of South Florida

Discussant:

Jeanne Koehler, Illinois Wesleyan University

63.040. Learning From Beginning Teachers' Practices. Division K - Teaching and

Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 1
12:25 pm to 1:55 pm

Chair:

Sarah A. Robert, University at Buffalo - SUNY

Participants:

The Reproduction of Emotionally Valenced Interaction Rituals in a New Teacher's Classroom. *Stephen M. Ritchie, Queensland University of Technology; Kenneth G. Tobin, The Graduate Center - CUNY; Peter Hudson, Queensland University of Technology; Wolff-Michael Roth, University of Victoria*

The "Polaroid" Effect: Developing Images From Teacher Research After the Coursework Is Over. *Alan D. Amtzis, The College of New Jersey; Tabitha Dell'Angelo, The College of New Jersey*

Leading by Default: Teachers Learning Leadership on the Clock. *Catherine Pendleton Hart, University of North Carolina - Chapel Hill; Jocelyn A. Glazier, University of North Carolina - Chapel Hill*

An Exploratory Study to Unpack the Nature of Teachers' Everyday Innovation. *Marie Bienkowski, SRI International; Nicole Shechtman, SRI International; Jennifer Knudson, SRI International; Julie Remold, SRI International*

Forging a Viable Approach to Teaching During the First 6 Years: A Longitudinal Study of 22 Elementary Teachers. *Clive M. Beck, OISE/University of Toronto; Clare Kosnik, University of Toronto; Rosanne B. Brown, Peel District School Board; Kirsten Tenebaum, University of Toronto; Yiola Cleovoulou, OISE/University of Toronto; Monica Eileen McGlynn-Stewart, University of Toronto; Shelley Murphy, OISE/University of Toronto*

63.041. New Teacher Induction and the Public Good: Sustaining Professional Commitments in Urban Schools. Division K - Teaching and Teacher

Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm

Chair:

Colette Rabin, San José State University

Participants:

Attending to the Specifics of Setting: A "Context-Specific" Model of Induction. *Kavita Kapadia, University of Chicago; Karen M. Hammerness, Bard College*

Supporting Teacher Learning About Student Learning: Helping New Teachers Develop Their Inquiry Stance. *Anna E. Richert, Mills College; Claire G. Bove, Mills College; Carrie Kate Wilson, Mills College*

Induction and Mentoring of New Teachers of Color in Urban Schools: Sustaining Cultural/Professional Commitments. *Betty Achinstein, University of California - Santa Cruz*

Supporting Hopes and Dreams: Mentoring Teachers as They Formulate Their Professional Identities. *Kate Kinney Grossman, Philadelphia Area New Teacher Network*

Discussant:

Kathy Schultz, Mills College

63.042. Visionary Teaching in Real-World Schools. Division K - Teaching and

Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 5

12:25 pm to 1:55 pm

Chairs:

Christine E. Sleeter, California State University - Monterey Bay
Catherine Cornbleth, University at Buffalo - SUNY

Participants:

Hey, the Teacher Said He's a Racist! *Mike Roberts, Oasis Charter Public School*
 Teaching Thematically in a Standards Context. *Katharine Richman, Fremont Elementary School*
 Navigating Through Pressures to Reach High Academic Standards and Achievement. *Juanita Perea, California State University - Monterey Bay*
 Community Engagement Inside and Outside the Classroom. *Gina Elizabeth Rodriguez, Pajaro Valley Unified School District*
 Abriendo Caminos: A Professional Learning Community for Teachers. *Janet Rachel Johns, Migrant Education, Region XI*
 The Power of Networking: Teachers Advocating for Change. *Lucinda Pease Alvarez, University of California - Santa Cruz; Teri Marchese, University of California - Santa Cruz*

63.043. Lots of Sticks and Not Many Carrots: When Accountability Policies and Procedures Get Tough. Division L - Educational Policy and Politics;

Paper Session

Sheraton, Fifth Level, Grand Chenier

12:25 pm to 1:55 pm

Chair:

Jane Clark Lindle, Clemson University

Participants:

Shining the Light: Student Subgroup Performance, School Reform Strategies, and the Relationships Between the Two. *Michael Joseph Weiss, MDRC; Elliot H. Weinbaum, University of Pennsylvania*
 Do School Closings Affect Student Achievement? Evidence From Massachusetts. *Lynne Sacks, Harvard University*
 Does Making a Test "High Stakes" Differentially Impact Student Performance by Race or Gender? *Nicole Leigh Arshan, Stanford University; Sean F. Reardon, Stanford University*
 Making a Difference? Responses to Accountability Pressure and Their Effects on Achievement. *Elliot H. Weinbaum, University of Pennsylvania; Michael Joseph Weiss, MDRC*

Discussant:

Jennifer Goldstein, Baruch College - CUNY

63.044. New Developments in Classroom Measurement: Conceptual, Methodological, and Policy Implications. Division L - Educational Policy and Politics; Symposium

Sheraton, Fourth Level, Edgewood

12:25 pm to 1:55 pm

Chair:

Joan L. Herman, University of California - Los Angeles

Participants:

Approaches to Measuring Instruction "At-Scale": Instructional Logs and Classroom Assignments. *Richard James Correnti, University of Pittsburgh; Laura S. Hamilton, RAND Corporation; Lindsay Clare Matsumura, University of Pittsburgh*
 Measuring Quality Assessment in Science Classrooms Through Artifacts and Self-Report. *Jose Felipe Martinez, University of California - Los Angeles; Hilda Borko, Stanford University; Brian Stecher, RAND Corporation; Rebecca Joan Cohen Luskin, University of California - Los Angeles; Matthew J. Kloser, Stanford University*
 Inside Teaching Effects: The Scalable Measurement of Teaching and Learning in Secondary Classrooms. *Drew H. Gitomer, ETS; Courtney A. Bell, ETS*
 Measuring Instructional Quality Reliably and Cost-Effectively: Insights From the Development of the Mathematical Quality of Instruction Instrument. *Charalambos Y. Charalambous, Harvard University; Matt Kraft, Harvard University; Heather C. Hill, Harvard University*

Discussant:

Deborah Loewenberg Ball, University of Michigan

63.045. Teacher Supply and Turnover. Division L - Educational Policy and Politics; Paper Session

Sheraton, Fourth Level, Southdown

12:25 pm to 1:55 pm

Chair:

Julie R. Kochanek, Education Development Center

Participants:

Does State Mandating and Funding of New-Teacher Induction Programs Affect

Turnover Among Young Teachers in K-12 Education? *You You, Teachers College, Columbia University*

How Is Teacher Turnover Related to Student Learning? *Paul Hanselman, University of Wisconsin - Madison*

The Correlates and Impacts of School-Level Teacher Undersupply. *Venessa Ann Keesler, Michigan State University*

The Extent of Late Hiring and Its Relationship With Teacher Turnover: Evidence From Michigan. *Nathan Jones, Northwestern University; Adam Maier, Michigan State University; Erin Grogan, Michigan State University*

Discussant:

Judith I. Brooks-Buck, Virginia State University

SIG Sessions

63.046. David Teaches Goliath: How One Action Research Center Provokes University and Community Change. SIG-Action Research; Symposium

Doubletree, Second Level, Shadows

12:25 pm to 1:55 pm

Chair:

Mary L. Brydon-Miller, University of Cincinnati

Participants:

Widening the Circle: Action Research for Inclusive Education. *Stephen D. Kroeger, University of Cincinnati; Chester H. Laine, University of Cincinnati; Mark Kohan, University of Cincinnati*

Turning Practice Into Pedagogy: Teaching Action Research. *Miriam B. Raider-Roth, University of Cincinnati; Mary L. Brydon-Miller, University of Cincinnati*

Doctoral Students' Emergent Understandings: The Organic Nature of Action Research. *Vicki Stieha, Northern Kentucky University; Valerie Louis, University of Cincinnati; Sarah E. Hellmann, University of Cincinnati; Cathy Ramstetter, University of Cincinnati; Sarah Lanman, University of Cincinnati; Angie Woods, University of Cincinnati; James A. Stallworth; Billy J. Hensley, National Endowment for Financial Education*

In Research and Advocacy: A Community Resident Research Team Takes Action. *LuShonda Gibson, Harmony Garden; Lisa Mills, Harmony Garden; Kathy Burklow, Harmony Garden; Mildred Patterson, Harmony Garden*

Discussant:

Susan L. Lytle, University of Pennsylvania

63.047. Social and Artistic Imagining: Verbatim Theater Performance and Youth Engagement. SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Demonstration/Performance

Astor Crowne Plaza, Second Level Mezzanine, Toulouse B

12:25 pm to 1:55 pm

Chair:

Kathleen M. Gallagher, OISE/University of Toronto

Participant:

Social and Artistic Imagining: Verbatim Theater Performance and Youth Engagement. *Kathleen M. Gallagher, OISE/University of Toronto; Anne Wessels, OISE/University of Toronto; Burcu Nteloglou, OISE/University of Toronto*

63.048. If Homeschooling Is So Good, Why Don't More Educators Promote It?

SIG-Associates for Research on Private Education; Symposium

Astor Crowne Plaza, Second Level Mezzanine, Iberville

12:25 pm to 1:55 pm

Chair:

Jason D. Baker, School of Education Regent University

Participants:

Homeschooling: Beneficial Learner and Societal Outcomes But Educators Do Not Promote It. *Brian D. Ray, National Home Education Research Institute*
 Who, if Anyone, Should Promote Homeschooling? *Charles L. Howell, Northern Illinois University*

The Public School as Established Church and Homeschoolers as Dissenters.

James C. Carper, University of South Carolina

Resistance to Home Education and the Culture of School-Based Education.

Blane Despres, The University of British Columbia

63.049. Communicating Educational Research: Studying Impact in an Evolving Environment. SIG-Communication of Research; Paper Session

Hotel Monteleone, Mezzanine Level, Bienville

12:25 pm to 1:55 pm

Chair:

Gustavo E. Fischman, Arizona State University

Participants:

Education as a Scholarly Field: A Social Network Analysis of 2008 Journal Citation Trends. *June Ahn, University of Maryland - College Park; Dominic J. Brewer, University of Southern California; Rodney K. Goodyear, University of Redlands*

Educational Research Communication and Research Organization: International Research Arenas in a Scandinavian Welfare State Context. *Michael Hansen, University of Gothenburg; Sverker Lindblad, University of Gothenburg*

Refereed Journals in Spanish- and Portuguese-Speaking Latin America: Factors Related to Their Growth. *Jorge Enrique Delgado, University of Pittsburgh*
Using Video to Communicate Research: Describing and Assessing a Publishing Experiment. *Jeffery M. Frank, Teachers College, Columbia University; Erin Murphy, Teachers College*

63.050. Helping Children Achieve Their Full Potential: Constructivism K-8.

SIG-Constructivist Theory, Research, and Practice; Paper Session
Sheraton, Fourth Level, Bayside B

12:25 pm to 1:55 pm

Chair:

Julie K. Horton, Argosy University

Participants:

Impact of Language Stimulation Techniques on English Language Development of Head Start 3-Year-Old English-as-a-Second-Language (ESL) Students. *Jannah Walters Nerren, Stephen F. Austin State University; Carolyn Davidson Abel, Stephen F. Austin State University; Hope Elisabeth Wilson, Stephen F. Austin State University*

Canadian Children's Prior Knowledge as Future Citizens: A Comparative Study in the Global Community. *Ottilia Chareka, Saint Xavier University*

Impact of Inquiry-Based Learning on Academic Achievement of Middle School Mathematics Students. *Christy Witt, Texas Tech University; Jonathan D. Ulmer, Texas Tech University; Tracy J. Kitchel, University of Missouri*

Discussant:

Kathy L. Schuh, University of Iowa

63.051. Advances in Cooperative Learning. SIG-Cooperative Learning: Theory,

Research and Practice; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
12:25 pm to 1:55 pm

Chair:

Roger T. Johnson, University of Minnesota

Participants:

Effect of Task and Goal Interdependence on Achievement, Cooperation, and Social Support Among Elementary Students. *Andrea Bertucci, University of Cagliari; Caroline Lual Hilk, University of Minnesota; David W. Johnson, University of Minnesota; Roger T. Johnson, University of Minnesota*

Using Peer Tutor-Mediated Metacognitive Strategy to Enhance Mathematics Attainment in Elementary Schools. *Allen Thurston, University of York; Victoria Burns, Stirling Institute of Education; Keith J. Topping, University of Dundee*

Effects of Synchronicity and Medium on Face-to-Face and Online Versions of Constructive Controversy. *Andy Saltarelli, Michigan State University; Chris Glass, Michigan State University; Cary J. Roseth, Michigan State University*

Investigating the Effects of Dyad Composition During Cooperative Learning Using the Actor-Partner Interdependence Model. *Jeroen Janssen, Utrecht University; Gijsbert Erkens, Utrecht University*

The Organismic Social Cognitive Model: An Exploration of the Factors Influencing Student Learning and Performance. *James C. Anderson II, University of Illinois*

Discussant:

Laurie Stevahn, Seattle University

63.052. Off the Beaten Path: Social Justice Teaching in Uncommon Contexts.

SIG-Critical Educators for Social Justice; Symposium
Sheraton, Second Level, Rhythms Ballroom II
12:25 pm to 1:55 pm

Chair:

Courtney Koestler, The University of Arizona

Participants:

Guilt, Gratitude, Empathy, and Engagement: Social Justice Education With Affluent Youth. *Katy Swallowell, University of Wisconsin - Madison*
Taking a Social and Political View of Mathematics in Content Courses for Preservice K-8 Teachers. *Mathew Felton, The University of Arizona*
Square Peg and Round Hole? A Conceptual Mapping of Social Justice Science

Education. *Alexandra Dimick, University of Wisconsin*

Don't I Know You? A Misstep in Teaching for Social Justice in a Rural School.

Joel Amidon, University of Wisconsin - Madison

Discussant:

Wayne Au, University of Washington - Bothell

63.053. Teacher Educators: Using Critical Race Theory as a "Call to Context."

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 1
12:25 pm to 1:55 pm

Chair:

Karen Schuster Webb, Alliant International University

Participants:

Teacher Educators: Using Critical Race Theory as a "Call to Context." *Angela J. Cox, Georgetown College; Sherry W. Powers, Western Kentucky University; Tiffany Renee Wheeler, Transylvania University; Cassie F. Zippay, Western Kentucky University; Miriam Elizabeth Stroder, Western Kentucky University*

Teacher Educators: Using Critical Race Theory as a "Call to Context." *Angela J. Cox, Georgetown College; Sherry W. Powers, Western Kentucky University; Tiffany Renee Wheeler, Transylvania University*

Teacher Educators: Using Critical Race Theory as a "Call to Context." *Cassie F. Zippay, Western Kentucky University; Miriam Elizabeth Stroder, Western Kentucky University*

Discussant:

Deneese L. Jones, Longwood University

63.054. District Strategies in an Era of Fiscal Crises: Human Capital, Capacity-Building Partnerships, and Resource Allocation. SIG-Districts in Research

and Reform Cosponsored by SIG-Districts in Research and Reform; Paper Session
Doubletree, Second Level, Rosedown A
12:25 pm to 1:55 pm

Chair:

Steven M. Cantrell, Bill & Melinda Gates Foundation

Participants:

Strategic Human Resource Management for Student Learning: A New Lens for Understanding Instructional Capacity in a School District. *Heather LeAnn Mosley Linhardt, University of Missouri - Columbia; Jay P. Scribner, University of Missouri - Columbia; Mark A. Smylie, University of Illinois*

Small City School Districts: Shedding Light on How They Seek and Sustain Capacity-Building Partnerships. *Laurence B. Boggess, Miami University*

Documenting California's K-12 Education System During the Fiscal Crisis: District Decision Making and Efficiency Under Severe Budget Cuts. *Larisa S. Shambaugh, American Institutes for Research; Sami Kitmitto, American Institutes for Research; Tom B. Parrish, American Institutes for Research*

Discussant:

Thomas L. Alsbury, North Carolina State University

63.055. Students and Communities Organizing for Social Justice in Arizona.

SIG-Grassroots Community & Youth Organizing for Education Reform
Cosponsored by Division B - Curriculum Studies; Symposium
Sheraton, Eighth Level, Salon 816
12:25 pm to 1:55 pm

Chair:

Roberto Dr. Cintli Rodriguez, The University of Arizona

Participants:

Youth Participatory Action Research: Social Justice Epistemology or Research Inquiry. *Augustine Francis Romero, Tucson Unified School District*

Youth Participatory Action Research: Social Justice Education Project Graduates Discuss Organizing in Arizona. *Julio Cammarota, The University of Arizona*
Somos América and Puente in Greater Phoenix: Defending Migrant Workers, 2006 to 2010: HB 4437 and SB 1070. *Manuel de Jesús Hernández-G, Arizona State University*

Discussant:

Michelle Tellez, Arizona State University

63.056. A Decade of Programme for International Student Assessment (PISA): Findings on the Achievement, Engagement, and Measurement of 15-Year-Olds' Literacy. SIG-International Studies; Symposium

Sheraton, Fourth Level, Bayside C
12:25 pm to 1:55 pm

Chair:

David C. Miller, American Institutes for Research

Participants:

- U.S. Performance on the Program for International Student Assessment (PISA) 2009: Reading, Mathematics, and Science Literacy of 15-Year-Olds From Multiple Perspectives. *Holly Xie, National Center for Education Statistics Trends in Student Achievement and Reading Engagement: Findings From the Program for International Student Assessment (PISA) 2000 to 2009. Anindita Sen, American Institutes for Research; David C. Miller, American Institutes for Research; Ariana L. Harner, American Institutes for Research*
- Comparing the Program for International Student Assessment (PISA) 2009 and National Assessment of Educational Progress 2009 Reading Assessments. *Maria Stephens, American Institutes for Research; Corbrett Hodson, American Institutes for Research*
- Describing Reading Skills and Changes in What American Students Can Do Across the Decade. *Marilyn R. Binkley, Université de Sherbrooke*

Discussant:

Irwin S. Kirsch, ETS

63.057. European Teacher Attitudes Toward Muslim Students. SIG-International Studies; Symposium
Sheraton, Fourth Level, Bayside A
12:25 pm to 1:55 pm

Chair:

Donald K. Sharpes, Arizona State University

Participants:

- Teacher Attitudes Toward Danish Muslim Students. *Lotte Rahbek Schou, Aarhus University*
- Teacher Attitudes Toward Norwegian Muslim Students. *Gustav E. Karlsen, Trondheim University College*
- Belgium Teacher Attitudes Toward Muslim Student Integration. *Patrick Loobuyck, Antwerp University, Belgium*
- Teacher Attitudes Toward Muslim Student Integration into Belarus. *Iouri Zagoumenov, Ministry of Education, Belarus*

Discussant:

Stefan Thomas Hopmann, University of Vienna

63.058. On the Issue of High Correlation Between Performance-Approach and Performance-Avoidance Goals. SIG-Motivation in Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
12:25 pm to 1:55 pm

Chair:

Wilbert Law, University of Rochester

Participants:

- A Longitudinal Study of High School Students' Performance-Approach and Performance-Avoidance Goals in English and Mathematics. *Akane Zusho, Fordham University; Karen Elizabeth Clayton, Fordham University; Min-Kyung S. Park, Fordham University; Jared Anthony, Fordham University; Peggy Ann Barnett, Fordham University; Heather Wynne, Fordham University; Samantha Turco, Fordham University*
- Multiple Perspectives on Separation: Multi-Sample, Response Bias, Within-Person, and Behavior Genetics Analyses. *Kou Murayama, University of Munich; Andrew J. Elliot, University of Rochester; Shinji Yamagata, Keio University*
- The Strength of the Relation Between Performance-Approach and Performance-Avoidance Goal: Theoretical, Practical, and Methodological Implications. *Lisa Linmenbrink-Garcia, Duke University; Michael J. Middleton, University of New Hampshire; Keith Damien Ciani, University of Missouri - Kansas City; Matthew Adam Easter, University of Missouri - Columbia; Paul A. O'Keefe, New York University*
- The Effect of Competence and Response Format on the Relationship Between Performance-Approach and Performance-Avoidance Goals. *Wilbert Law, University of Rochester; Andrew J. Elliot, University of Rochester*

63.059. Indigenous Perspectives on Multicultural Education. SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon B
12:25 pm to 1:55 pm

Chair:

K. Wayne Yang, University of California - San Diego

Participants:

- Theorizing Shadow Curricula in Native Culture-Based Education. *Troy Richardson, Cornell University*
- Beyond Social Location: Multicultural Education, Indigenous Peoples, and Epistemological Diversity. *Eve Tick, SUNY - College at New Paltz*
- From Multiculturalism to Navigation? Possibilities in Theorizing Learning as It

Unfolds. *Megan Bang, TERC*

Discussant:

Jo-Ann Archibald, The University of British Columbia

63.060. Exploring Music Learning and Meaning in Various Populations. SIG-Music Education; Paper Session
JW Marriott, Third Level, Orleans
12:25 pm to 1:55 pm

Chair:

Dale E. Bazan, University of Nebraska - Lincoln

Participants:

- Function-Based Music Education: A Framework for Facilitating Musical Learning and Developing Human Relationships. *Maud M. Hickey, Northwestern University; Mary Cohen, University of Iowa*
- Children's Experiences in Community Musical Theater. *Rekha Rajan, National-Louis University*
- Senior Citizens' Music Participation and Perception of Quality of Life. *C. Victor Fung, University of South Florida; Lisa J. Lehmborg, University of Massachusetts - Amherst*
- In-Service Teacher Beliefs About the Causes of Student Success and Failure in Music. *Roy M. Legette, University of Georgia*

Discussant:

Mark Robin Campbell, SUNY - College at Potsdam

63.061. Narrative Research SIG Session: Acknowledging Student Voice in Curriculum Development. SIG-Narrative Research; Paper Session
Doubletree, Second Level, Nottoway
12:25 pm to 1:55 pm

Chair:

Mary F. Rice, Brigham Young University

Participants:

- Educating for Change: Narrating "Non-Status Quo Stories" to Incite the Social Imagination. *Ann Mary Higgins, Mary Immaculate College; James G. Deegan, Mary Immaculate College*
- Narrative Understandings of Children as Assessment Makers in School and Familial Curriculum Making. *Janice Huber, University of Regina; D. Jean Clandinin, University of Alberta; M. Shaun Murphy, University of Saskatchewan*
- Re-Authoring Stories in Social Studies Classrooms. *Steven Drouin, Mills College*
- Understanding the Lived Experience of a Sioux Indian Male Adolescent: Toward the Pedagogy of Hermeneutical Phenomenology in Education. *Jeong-Hee Kim, Kansas State University*

Discussant:

Cheryl J. Craig, University of Houston

63.062. Fun With Test Items: Subgroup Construct Stability, Common and Repeated Items, and Item Relevance Factors. SIG-Professional Licensure and Certification; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bienville
12:25 pm to 1:55 pm

Chair:

Jason Rinaldo, American Board of Family Medicine

Participants:

- Construct Stability Across Subgroups: An Evaluation Using Differential Item Functioning. *Mikaela Marie Raddatz, University of Kentucky; Thomas R. O'Neill, American Board of Family Medicine*
- Evaluating the Performance of Common Items Using Item Parameter Drift, Model-Data Misfit, and Response Time. *Brian J. Hess, American Board of Internal Medicine; Renbang Zhu, American Board of Internal Medicine; Louis J. Grosso, American Board of Internal Medicine; Gregory S. Fortna, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine*
- The Effect of Different Question Presentation Modes on Relevance Ratings. *Louis J. Grosso, American Board of Internal Medicine; Hao Song, American Board of Internal Medicine; Rebecca A. Baranowski, American Board of Internal Medicine; Rebecca S. Lipner, American Board of Internal Medicine; Paul A. Poniatowski, American Board of Internal Medicine*
- The Impact of Repeated Exposure to Items. *Thomas R. O'Neill, American Board of Family Medicine; Kenneth Royal, American Board of Family Medicine*

63.063. Research in the Hands of Teachers and Administrators. SIG-Research Use; Paper Session
Doubletree, Second Level, Rosedown B

12:25 pm to 1:55 pm

Chair:

Jacob Sale Werblow, Central Connecticut State University

Participants:

An Image of the Truth: Exploring the Role of Research Evidence in Educational Policy and Practice. *Steven Robert Nelson, Education Northwest*

Collaboration as Means to Promote Research Use. *Larika Bronkhorst, Paulien C. Meijer, Utrecht University; Bob Koster, Utrecht University; Jan D.H.M. Vermunt, Utrecht University*

Do As I Say, Not as I Do: Administrators' Use of Research. *Michelle Johanna Nilson, Simon Fraser University; Daniel A. Laitsch, Simon Fraser University*

Researching Research Use: An Online Study of School Practitioners in Canada: Quantitative Results. *Larysa V. Lysenko, Concordia University; Philip C. Abrami, Concordia University; Robert M. Bernard, Concordia University*

The Bridge Between Researchers and Teachers: Exploring the Pathway to Innovation in the Classroom. *Shazia R. Miller, Learning Point Associates/AIR; Karen L. Drill, Learning Point Associates; Ellen J. Behrstock-Sherratt, American Institutes for Research*

Discussant:

Jacob Sale Werblow, Central Connecticut State University

63.064. Reconceptualizing Rural-Regional Preservice Teacher Education in Australia. SIG-Rural Education; Symposium

Sheraton, Fourth Level, Oakley

12:25 pm to 1:55 pm

Chair:

Bill Green, Charles Stuart University

Participants:

Reconceptualizing Rural-Regional Preservice Teacher Education in Australia. *Graeme Lock, Edith Cowan University*

Preparing to Teach All Our Children: Teacher Education for Rural and Remote Schools. *Jo-Anne Reid, Charles Stuart University; Wendy Joan Hastings, Charles Sturt University*

Teaching and Leading in Remote Schools: Experiences From Western Australia. *Graeme Lock, Edith Cowan University*

Developing a Conceptual Framework for Rural Teacher Education Curriculum. *Simone Jane White, Deakin University; Jodie Kline, Deakin University*

63.065. The Impact of Partnerships on Students and Teachers. SIG-Science

Teaching and Learning; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 2

12:25 pm to 1:55 pm

Chair:

Gregory P. Thomas, University of Alberta

Participants:

Discovering the Scientist Within the Teacher. *Michele J. Koomen, Gustavus Adolphus College*

Pedagogical Discontentment and Reform-Based Practice: Examining the Influence of Participation in a Research Experiences for Teachers (RETs). *Giang-Nguyen Thi Nguyen, Florida State University; Sherry A. Southerland, Florida State University; Barry W. Golden, Florida State University; Patrick James Enderle, Florida State University; Elizabeth Kostka, Florida State University; Katrina Roseler, Florida State University; Sibel Uysal, Florida State University*

Students, Teachers, and Rangers & Research Scientists (STaRRS) in Yellowstone: Student Outcomes From a Student-Teacher-Scientist Partnership. *Ana Houseal, University of Illinois - Urbana-Champaign; Lizanne DeStefano, University of Illinois; Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign*

Teaching Genetic Literacy in Middle School Using an Evolutionary Genetic Simulation. *Rick J. Voithofer, The Ohio State University; Diana B. Erchick, The Ohio State University; Kathy Cabe Trundle, The Ohio State University; Adrienne D. Dixon, The Ohio State University*

Using Scientists to Support Teachers' Understandings and Teaching of Scientific Inquiry and Nature of Science. *Kevin J. White, University of Texas - Arlington; Norman G. Lederman, Illinois Institute of Technology; Judith S. Lederman, Illinois Institute of Technology*

Discussant:

Trish Stoddart, University of California - Santa Cruz

63.066. Self-Study of Teacher Education: So What! SIG-Self-Study of Teacher

Education Practices; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH

12:25 pm to 1:55 pm

Chair:

Jill B. Farrell, Barry University

Participants:

1. Pathways to Becoming a Teacher Educator Through Self-Study. *Hafdis Gudjonsdottir, University of Iceland; Mary C. Dalmau, Victoria University, Australia*
2. Reimagining Teacher Education: A Self-Study of Our Cultural Journeys Through the Facilitation of Online Discussions of Multicultural Children's Literature Books. *Patience A. Sowa, Zayed University; Cynthia M. Schmidt, University of Missouri - Kansas City*
3. Self-Study on the Efficacy of Literacy Coaching: A Meaning-Making Context. *Barbara J. Perry; Penny Beed, University of Northern Iowa*
4. Examining the Meaning Within Special Education Instruction: Self-Study of Secondary Practice. *Margaret Mnayer, Waterloo Community Schools; Deborah L. Tidwell, University of Northern Iowa*
5. How May We Help You? A Customer Service Approach to Preservice Teachers' Dispositional Development. *Douglas M. Wiecezorek, Syracuse University; Kathryn Oscarlece, Syracuse University*
6. Developing Social Imagination and Pedagogy for Addressing Diversity in Education. *Diane E. Lang, Manhattanville College*
7. Teaching Teachers to Teach for Critical Thinking: Enacting a Pedagogy of Teacher Education. *Nathan D. Brubaker, James Madison University*
8. Teaching About Teaching. The Impact of Self-Study in Promoting Learning Community. *Jonina Vala Kristinsdottir, University of Iceland*
9. How Can Paulo Freire Contribute to Self-Study. *Maria Ines G.F. Marcondes De Souza, Pontifical University - Rio De Janeiro, Brazil*
10. Making Education Law Meaningful to Teachers: A Narrative Self-Study. *Julian D. Kitchen, Brock University*
11. The University Colleague (UC) Diary Project: A Self-Study Into Our Practice as Site-Based University Colleagues. *Jo Williams, Victoria University; Julie Arnold, Victoria University*

Discussants:

Kami M. Patrizio, Towson University
Ellen Ballock, Towson University

63.067. Signs in Education: Semiotics in Action. SIG-Semiotics in Education;

Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon C

12:25 pm to 1:55 pm

Chair:

John E. Henning, Ohio University

Participants:

Assessment as Transmediation: Students Reading and Re-Presenting Across Disciplines. *Amy Alexandra Wilson, University of Georgia*

Semiotic Analyses of Teacher Dress and Appearance. *Elvira K. Katic, Ramapo College of New Jersey*

Proposing a Semiotic Triad for Signifying Meanings in Science Discourse. *Kamini Jaipal Jamani, Brock University*

Teaching as a Performative Act: Signs or Science? *Warren Mark Liew, Nanyang Technological University*

Semiotics of Disability in Swahili Language in Kenya. *Kagendo Mutua, The University of Alabama; Beth Blue Swadener, Arizona State University*

Discussant:

James B. Schreiber, Duquesne University

63.068. Longitudinal Data Analysis and Mixture Models in Structural Equation Modeling. SIG-Structural Equation Modeling; Paper Session

Doubletree, 16th Level, Crescent Ballroom

12:25 pm to 1:55 pm

Chair:

Weihua Fan, University of Houston

Participants:

Nonlinear Latent Curve, Autoregressive Latent Trajectory (ALT), and Latent Curve Autoregressive-Moving Average (LCARMA) Models as Rival Longitudinal Hypotheses: A Discriminant Validity Study. *Stephen A. Sivo, University of Central Florida*

Comparison of Latent Growth Models With Different Time-Coding Strategies in the Presence of Interindividually Varying Time Points of Measurement. *burak Aydin, University of Florida; Walter L. Leite, University of Florida; James Algina, University of Florida*

Impact of Ignoring Time Series Processes in Error Structure in Growth Mixture Modeling. *Namwook Koo, University of Florida; Walter L. Leite, University of Florida; James Algina, University of Florida*

Examining the Performance Characteristics of Latent Profile Analysis: A Monte

Carlo Simulation. *James Peugh, University of Virginia; Xitao Fan, University of Virginia*

Using Factor Mixture Model and Mixture Item Response Theory Model for Latent Variable Mixture Data With Dichotomous Outcomes. *Xiaodong Hou, University of Maryland; Gregory R. Hancock, University of Maryland*

Discussant:

Laura M. Stapleton, University of Maryland - Baltimore County

63.069. Technological Approaches That Facilitate Learning. SIG-Teaching

Educational Psychology; Paper Session

Sheraton, Eighth Level, Salon 820

12:25 pm to 1:55 pm

Chair:

Cynthia Bolton, University of South Carolina - Beaufort

Participants:

In Their Own Words: Using Teacher Blogs in Educational Psychology Courses.

Laura Reynolds-Keefer, University of Michigan - Dearborn

Preservice Teachers Create YouTube Videos: Evidence of Learning. *Alandra S.*

Weller-Clarke, Benedictine University

Students' Perceptions of Case-Based Discussions in an Online Educational

Psychology Course. *Emily J. Hixon, Purdue University - Calumet*

Discussant:

Kelvin L. Seifert, University of Manitoba

63.070. Research on Technology Integration Professional Development. SIG-

Technology as an Agent of Change in Teaching and Learning; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon A

12:25 pm to 1:55 pm

Chair:

Thomas C. Hammond, Lehigh University

Participants:

Building Capacity for Technology Leadership. *Ellen B. Meier, Teachers*

College, Columbia University; Caron M. Mineo, Teachers College, Columbia University

The Effects of Teacher Content Authoring on Technological Pedagogical

Content Knowledge (TPACK) and on Student Achievement in Algebra. *Irina*

Lyublinskaya, College of Staten Island - CUNY; Eleni Tournaki, College of Staten Island - CUNY

Routes to Teachers' Professional Development in Education Technology:

Tracing Professional Learning Journeys in Primary Classrooms. *Regina M.*

Murphy, Saint Patrick's College, Dublin City University; Paul F. Conway, University College Cork, Ireland

Teacher Pedagogical Beliefs, Technology Integration, and Student Learning.

Chammin Kim, University of Georgia; Karen DeMeester, Florida State

University; J. Michael Spector, University of Georgia; Min Kyu Kim, University of Georgia; Chia-Jung Lee, University of Georgia

Discussant:

Walter F. Heinecke, University of Virginia

63.071. Lessons From an Urban Teacher Residency: Teacher and Student Learning. SIG-Urban Learning, Teaching, and Research; Symposium

Sheraton, Fourth Level, Oak Alley

12:25 pm to 1:55 pm

Chair:

Shami Beth-Halachmy, National-Louis University

Participants:

Defining the Effective Teacher in Urban Settings: Preformativity and

Performativity. *Todd A. Price, National-Louis University; Christina Fradelos, Academy for Urban School Leadership*

Close the Door and Let the Magic Happen: Mentoring and Preservice Teachers.

Scott Sullivan, National-Louis University; Michael Whitmore, Academy for Urban School Leadership

"Moving Vision to Reality": Eight New Urban Teachers' Experience Induction

Coaching. *Wendy L. Gardiner, National-Louis University*

Making the Grades in an Urban Teacher Residency Program. *Charles Tocci, National-Louis University*

Developing Self-Regulated Learning in Urban Teachers. *Diane E. Salmon,*

National-Louis University; Shaunti Knauth, National-Louis University

Discussant:

Joseph McCrary, WestEd

Division and SIG Roundtables

63.072. Roundtable Session 43; Roundtable Session

63.072-1. Determining Major Influences of Academic Achievement on Children of Color in Schools. Division A - Administration Organization & Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Dana Thompson Dorsey, University of North Carolina - Chapel Hill

Participants:

Academic Engagement: The Impact of Personal, Cultural, and School Factors on Academic Effort Among African American Students. *Alisha Hill, Norfolk Public Schools; Karen Sanzo Crum, Old Dominion University*

African American Student Performance and Elementary School Size: A 5-Year Statewide Investigation. *Pamela Zoda, Conroe Independent School District; Julie P. Combs, Sam Houston State University; John R. Slate, Sam Houston State University*

Enabling and Constraining Factors of Achievement: Low-Income Urban Adolescents' Perceptions of Peers and Neighborhood.

Sherry C. Eaton, North Carolina Central University; Lasheka D. Allen, North Carolina Central University; Marquia Blackmon,

North Carolina Central University; Camille Brown, North Carolina Central University; Penny Reddy, North Carolina Central University; Ashland Thompson, North Carolina Central University;

Loren Wright, North Carolina Central University; Lakesha Winley, North Carolina Central University; Vania Woods, North Carolina Central University; Linda Burton, Duke University; Raymond

Garrett-Peters, Duke University

Exploring "Successful" Arizona Principals in High-Poverty, Majority Minority Schools. *Rose M. Ylimaki, The University of Arizona; Jeffrey V. Bennett,*

The University of Arizona; Jingjing Fan, The University of Arizona; Elia Villaseñor, The University of Arizona

63.072-2. Diverse Perspectives on Leadership. Division A - Administration Organization & Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Participants:

A Study of Vision Keepers: Founders, Sensemaking and Sensegiving, and Organizational Identities of New Charter Schools. *Beth Corie Fehsenfeld, Massachusetts Department of Elementary and Secondary Education*

Dynamic Conceptions of Leadership: Metaphors That Inspire the Social Imagination and Promote Exemplary Leadership. *John R. Shoup, California Baptist University; Gail M. Reeder, Azusa Pacific University*

Methodological Challenges in Leadership Research. *Daniel R. Muijs, University of Southampton*

Promises and Pitfalls Implementing a New Elementary Mathematics

Curriculum: Administrators' and Teachers' Practices and Perceptions. *James Badger, North Georgia College and State University*

School Leadership in a Faith-Based School. *Katina E. Pollock, University of Western Ontario; Sue Winton, University at Buffalo - SUNY*

63.072-3. Formative Assessment to Support Leadership Development in Middle and High Schools. Division A - Administration Organization & Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Richard R. Halverson, University of Wisconsin

Participants:

Comprehensive Assessment of Leadership for Learning (CALL): Development and Design of an Online, Formative Assessment and Feedback System for Middle and High School Leadership. *Richard R. Halverson, University of Wisconsin; Seann Mason Dikkers, University of Wisconsin - Madison*

Content and Construct Validation of the Comprehensive Assessment of Leadership for Learning (CALL). *Chris A. Condon, Learning Point Associates; Matthew A. Clifford, Learning Point Associates*

Content Validity as a Window to a Richer Understanding of Leadership Practice. *Mark Blitz, University of Wisconsin - Madison; Tony Milanowski, University of Wisconsin - Madison; Matthew A. Clifford, Learning Point Associates*

Building Formative Feedback to Improve Leadership Practice in Middle and High Schools. *Carolyn Kelley, University of Wisconsin*

63.072-4. Giving Voice to School District Leadership and Student Performance in the Era of Accountability. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Jonathan Lightfoot, Hofstra University

Participants:

Perspective and Change: Examining the Relationship Between Educational Reform Efforts and Academic Climate. *Jon C. Landis, Millersville University*

Predicting Classroom Implementation Using External Factors. *Peiyi Lin, Teachers College, Columbia University*

Secondary School Students' Interest in Homework: Do Ethnicity and School Location Matter? *Jianzhong Xu, Mississippi State University; Ruiping Yuan, Mississippi State University*

Superintendent Voices in an Era of Accountability: Politics and Social Intelligence. *John M. Decman, University of Houston - Clear Lake; Kevin Wayne Badgett, Pasadena Independent School District; J. Brett Lemley, Clear Creek Independent School District; Lisa Nixon, Pearland Independent School District; Bianca Benavides, Galena Park Independent School District; Angela M. Randall, Clear Creek Independent School District*

What's It Like Here? Student Perceptions of an Urban Magnet School-Within-a-School. *Erica D. McCray, University of Florida*

63.072-5. How Diverse School Communities Reconcile Cultural Group Bias and Academic Achievement. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Jessica V. Rodriguez, Stanford University

Participants:

Inclusion Overcomes Discrimination: Clear and Convincing Evidence From Mexican Preschools. *Celine Armenta, Universidad Iberoamericana Puebla; Carlos Campos-Almeyda, Secretaria de Educacion y Cultura-Veracruz*

Isolated and Uneven Educational Pathways: School Leadership and Opportunity Networks in Segregated and Integrated High School Contexts. *Anjale DeVawn Welton, University of Connecticut*

Modified Analytic Induction: A Descriptive Model of High-Achieving Black Male Students' Strategies for Academic Success in a Suburban Northeast Middle School. *James C. Brown, Adelphi University; Stephanie L. Tatum, Dowling College; Richard Joseph Walter, Dowling College*

Racism or Administrative Behavior: Community Perspectives on Closure of an Urban High School. *Muhammad Khalifa, University of Texas - San Antonio; Ashley Oleszewski, University of Texas - San Antonio*

The Impact of School Environment and Ethnic Pride on Mexican American Adolescents' Grades and Classroom Behavior. *Cady Berkel, Arizona State University; George P. Knight, Arizona State University; Mark W. Roosa, Arizona State University; Nancy Gonzales, Arizona State University*

63.072-6. Improving Conditions for Learning: The Cleveland Metropolitan School District's Experience and Its Implications for Educational Equity and the Public Good. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

William C. Frick, University of Oklahoma

Participants:

Assessing Conditions for Learning in the Cleveland Metropolitan School District: Rationale, Methods, and Key Findings. *Jeffrey M. Poirier, American Institutes for Research*

The Cleveland Metropolitan School District Humanware Approach to Improving Conditions for Learning and Student Outcomes. *Eric Gordon, Cleveland Metropolitan School District*

A District Leader's Perspective: The Importance of Assessing Conditions for Learning to Transform School and District Performance. *Eugene Sanders, Cleveland Metropolitan School District*

Assessing Conditions for Learning in Cleveland, New York City, and Syracuse: Implications for School Improvement. *David M. Osher, American Institutes for Research*

63.072-7. Leadership Distribution, Vision, Culture, and Equity. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Roxanne M. Mitchell, The University of Alabama

Participants:

Creating a Culture of Educational Success in a New Urban Science, Technology, Engineering, and Mathematics High School. *Annette B. Hemmings, University of Cincinnati*

School Leadership Promoting Equity and Excellence for Bilingual Students. *Martin Scanlan, Marquette University; Francesca Lopez, Marquette University*

The State of Leadership: Long-Term Trends in School Principal Demographics and Distribution. *Kathleen S. Brown, University of Missouri - St. Louis; Brad White, Illinois Education Research Council*

Using Photo Elicitation to Understand Policy Implementation: The Vision and Voices of Two Principals. *Amanda Bell Werts, Clemson University; Curtis Anthony Brewer, Clemson University*

63.072-8. Leading Change in Instructional Practice. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Jacob Easley, Mercy College

Participants:

Assessing Instructional Quality in Mathematics to Provide Pathways for School Improvement. *Anne Louisa Garrison, Vanderbilt University; Melissa D. Boston, Duquesne University*

Using Classroom Observation Instruments to Improve Principals' Capacity. *Melissa D. Boston, Duquesne University; Lynsey K. Gibbons, Vanderbilt University*

Introducing the Instructional Quality Assessment in Mathematics Into the Cycle of Instructional Improvement. *Leslie Nabors Olah, University of Pennsylvania*

How Do Different Contexts of Teachers' Work Support Reflective Practice and Instructional Change? *Eric M. Camburn, University of Wisconsin; Seong Won Han, University of Wisconsin - Madison*

63.072-9. Reaching Beyond: Socially Responsible Leadership. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Liz Barber, North Carolina A&T State University

Participants:

Developing Socially Just Scholarship With Scholar-Practitioners. *Michelle P. Collay, California State University - East Bay; Peg Winkelman, California State University - East Bay; Gimmy V. Lee, California State University - East Bay*

Generating Leadership: A Case Study of Distributed Leadership and Leadership Sustainability. *Olivia Ifill-Lynch, Mills College*

Investing in Diversity in the London Schools: Leadership Preparation for Black and Global Majority Educators. *Lauri Johnson, Boston College; Rosemary Campbell-Stephens, Institute of Education - London*

Preparing for the Principalship: A Comparison of Two District-Based Approaches to Leadership Development and the Impact on District Improvement. *Monica Byrne-Jimenez, Hofstra University; Margaret Terry Orr, Bank Street College of Education*

Elementary Principals With Preschool Programs in their Schools: Results From a Statewide Survey. *Rebecca A. Shore, University of North Carolina - Charlotte; Pamela L. Shue, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte*

63.072-10. School Improvement at Scale: The Case of New York City. Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Gina S. Ikemoto, New Leaders for New Schools

Participants:

Improving Instruction in New York City Schools: An Evolving Strategy. *Jennifer A. O'Day, American Institutes for Research; Catherine Sousa Bitter, American*

Institutes for Research

Collaborative Inquiry to Expand Student Success in New York City Schools.

Joan E. Talbert, Stanford University

Recruiting, Evaluating, and Retaining Teachers: The Children-First Strategy

to Improve New York City's Teachers. *Margaret E. Goertz, University*

of Pennsylvania; Susanna Loeb, Stanford University; James H. Wyckoff,

University of Virginia

Changing Contexts: High School Reform in the New York City System. *Leslie*

Santee Siskin, New York University

School Choice and Competition in the New York City Schools. *Sean Patrick*

Corcoran, New York University; Henry M. Levin, Teachers College, Columbia

University

63.072-11. Succession and Professional Development for School Leadership.

Division A - Administration Organization & Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Lea A. Hubbard, University of San Diego

Participants:

A Descriptive Examination and Synthesis of Leadership Succession. *Thomas*

Gerald Ryan, Nipissing University

Does Professional Development of Principals Matter? A Longitudinal Analysis

of Relationship Between Leadership Academy Training and Student

Achievement. *Ibrahim Duyar, University of Arkansas - Little Rock; Brenda J.*

Haynes, Sheridan Public Schools, Arkansas; Carolyn Pearson, University of

Arkansas - Little Rock

Dynamic Leadership Succession in an Urban High School. *April L. Peters,*

University of Georgia; Latish Cherie Reed, University of Wisconsin -

Milwaukee

Playing Doctor With Education: Comparing Medical Rounds and Instructional

Rounds as Professional Learning Opportunities. *Rachel D. Kliegman,*

Teachers College, Columbia University; Carolyn J. Riehl, Teachers College,

Columbia University

Targeting Principal Development in High-Needs Districts: Measurement

and Outcomes of a University-District Partnership. *Kandyce*

Fernandez, Arizona State University; Joshua H. Barnett, Arizona State

University

63.072-12. Reform and Administration for School Improvement. Division A -

Administration Organization & Leadership; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

James E. Taylor, American Institutes for Research

Participants:

Democratic Community and Middle School Teachers' Trust in Students:

Predictors of Student Achievement? *Lisa A.W. Kensler, Auburn University*

If We Build It, Will It Work? A Multiple-Case Study on the Implementation of

a New Organizational Structure in Elementary Schools and Its Effects on

the Work of Teachers. *Eduardo Flores-Kastanis, Escuela de Gradaudos en*

Educacion - Tecnologico de Monterrey, Mexico; Olivia Grajeda, Escuela

Normal del Estado de Chihuahua (By: CENECH); Isavel Lujan, Escuela

Normal del Estado de Chihuahua (By: CENECH); Maria Lazcano, Escuela

Normal del Estado de Chihuahua (By: CENECH)

The Effects of a Data-Driven Decision-Making Program on Teachers' Collective

Efficacy Beliefs. *Sola Takahashi, Harvard University*

Using Policy Attributes Theory to Understand Comprehensive School Reform

Implementation in Two Title I Urban Middle Schools. *Jean A. Patterson,*

Wichita State University; James (J.K.) K. Campbell, Wichita State University;

Dawn M. Johnson, Wichita State University; Gina Rae Marx, Wichita State

University; Mark Whitener; Dale Herl, Wichita State University; Patrick

Terry, Wichita State University

63.072-13. Finding Our Own Rhythm: Experiences of African-Born Educators

and Students. SIG-Caribbean and African Studies in Education; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Deborah B. Eldridge, Lehman College - CUNY

Participants:

Walk in My Own Shoes? Reflections of a Foreign-Born Educator. *Chinwe H.*

Ikepe, Saint John Fisher College

Shifting Goal Posts: An Immigrant Teacher's Experience. *Namulundah*

Florence, Brooklyn College - CUNY

"Diamonds on the Soles of Their Shoes": Experiences of African-Born

Educators. *Shirley N. Mthethwa-Sommers, Nazareth College*

Striving to Adapt: A Study of African-Born Students in U.S. Urban Schools.

Immaculee Harushimana, Lehman College - CUNY

63.072-14. Problematic Adolescent Behavior Across Contexts. Division E -

Counseling and Human Development; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Thomas G. Reio, Florida International University

Participants:

Adolescents' Attitudes Toward the Acceptance of Sports Aggression: Comparing

a Multiple-Source Model Across Cultures. *Sally Zengaro, The University of*

Alabama; Asghar Iran-Nejad, The University of Alabama; Franco Zengaro,

University of West Florida

Students' Perceptions of Their Persistently Troublesome Behavior. *Tara Marie*

Brown, Brandeis University

The Nested Effects of Neighborhood and Parenting Contexts on Adolescent

Delinquency: A Hierarchical Model. *Coretta Jacqueline Mallery, American*

Institutes for Research; Richard P. Lanthier, The George Washington

University

63.072-15. Teachers as Policy Advocates and Agents of Change. Division K -

Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Diane Yendol-Hoppey, University of South Florida

Participants:

Novice Teach For America Teachers With an Espoused Culturally Responsive

Teaching Ideology Implement a Scripted Literacy Program. *Kara Kavanagh,*

Georgia State University

Studying High-Quality Teachers Through Responsibly Just Engagement.

Jennifer L. Snow, Boise State University; A. J. Zenkert, Boise State University;

Faith Beyer Hansen, Boise State University; Anne Gregory, Boise State

University

A Methodological Framework for Studying Policy-Oriented Teacher Inquiry

With Qualitative Research Approaches. *Mirka E. Koro-Ljungberg, University*

of Florida

Teachers as Policy Actors: Conceptualizing a New Outlet for Policy Change.

Jason Jude Smith, West Virginia University

The Role of Teacher Education Programs in Advocacy Training: The Potential

of Professional Development Schools. *Adriane A. Williams, West Virginia*

University

63.073. Roundtable Session 44; Roundtable Session**63.073-1. SIG Instructional Technology: Technology Evaluation Strategies.** SIG-

Instructional Technology; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Raymond Pastore, University of North Carolina - Wilmington

Participants:

A Case Study of Social Conflict in Peer-Moderated Online Discussions. *Nicole*

C. Miller, Mississippi State University; Kui Xie, Mississippi State University;

Justin Ramon Allison, Mississippi State University; Yi Yang, Franklin

University

A Construct Validity Estimate of the K-12 Curriculum Videoconferencing

Implementation Scale. *Janine M. Lim, Berrien Regional Education Service*

Agency; Shirley A. Freed, Andrews University; Isadore Newman, Florida

International University

Teachers' Learning While Constructing Technology-Based Instructional

Resources. *Andrew B. Polly, University of North Carolina - Charlotte*

Using Cluster Analysis to Examine Learner Activity in Online Learning

Environments. *Pasha Antonenko, Oklahoma State University; Serkan Toy,*

Children's Mercy Hospital - Kansas City

63.073-2. SIG Instructional Technology: Technology Integration for K-12

Student Success. SIG-Instructional Technology; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Shahron Williams Van Rooij, George Mason University

Participants:

Computer-Game Play as Imaginary Stage for Reading: Pentop Computers, Hardcopy Books, and Spatial Situation Models. *Glenn Gordon Smith, University of South Florida*Raising Reading Achievement With READ 180. *Jackie Ferguson, Texas A&M University; Jenny C. Wilson, Texas A&M University*The Impact of Student Response System on Third Graders' Learning, Motivation, and Engagement. *Idia Adejumo Abode, Fresno Unified School District; Susan M. Tracz, California State University - Fresno***63.073-3. Learning, Culture, and Citizenship: Exploring the Literacies of Immigrant Youth.** SIG-Writing and Literacies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Wan Shun Eva Lam, Northwestern University

Participants:

Reframing Writing Constructs With Generation 1.5 Latino/Latinas: Persuasive Writing in an Urban High School. *Paula M. Carbone, University of Southern California*Competency Assessment: Promoting Students in Generation 1.5's Academic Writing. *Paula M. Carbone, University of Southern California*Case Studies of Cultural Citizenship: Inciting the Social Imagination Through Writing, Literacy, and the Activism of Immigrant Youth. *Michelle Honeyford, University of Manitoba*The Use and Role of Pop Culture in Heritage Language and Literacy Learning. *Youngjoo Yi, Georgia State University; Jayoung Choi, Georgia State University***63.073-4. Considerations in Learning and Researching With Technology.** SIG-

Computer and Internet Applications in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Gene Danilenko, University of Minnesota

Participants:

Constructing Personal Learning Environments in a Massively Open Online Course: A Level-of-Use Study. *Wendy K. Drexler, University of Florida; Christopher Davis Sessums, University of Florida*Culturally Responsive Uses of Computer Technologies in Education: Lessons Learned. *Rona M. Frederick, The Catholic University of America; Jamel K. Donnor, College of William and Mary*Effects of External Pictorial Graphic Organizer Scaffold Usage in a Self-Directed Online Health Short Course. *Gene Danilenko, University of Minnesota*Understanding Complex Ecologies: An Investigation of Student Experiences in Adventure Learning Programs. *Suzan Koseoglu, University of Minnesota; Aaron Doering, University of Minnesota***63.073-5. Problematising Public Pedagogy: Theorizing and Researching****Popular Culture and Media and/as Curriculum.** SIG-Critical Issues in

Curriculum and Cultural Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Jonel Thaller, Arizona State University

Participants:

Problematising Public Pedagogy: Engaging With Conceptual, Theoretical, and Methodological Issues in Public Pedagogy Discourse. *Jennifer April Sandlin, Arizona State University; Michael Patrick O'Malley, Texas State University - San Marcos; Jake Burdick, Arizona State University*Gleeks, Vampires, and Jocks: Postmodern Analysis of Preservice K-12 Student Reflections of Schools in Popular TV. *Michele D. Dickey, Miami University; James D. Swartz, Miami University*Symbolic Colonization(s): Intersections of the "Black Body" and Dis/Ability as Negative Ontology in Hollywood Film and Pedagogical Implications. *Ricardo D. Rosa, University of Wisconsin - Madison***63.073-6. Social and Cultural Capital and the Academic Success of Black Students.** SIG-Research Focus on Black Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Karen D. King, New York University

Participants:

Creating College-Going Cultures for Students of Color: Balancing Cultural Integrity and Indiscriminate School Norms. *Walter R. Allen, University of California - Los Angeles; Rican Vue, University of California - Los Angeles; Siduri Haslerig, University of California - Los Angeles; Uma Madhure Jayakumar, University of San Francisco*Differential Access to Educational Opportunity: An Exploration of Black Middle Class Youth. *Rhoda Freelon, University of California - Los Angeles*Exploring Institutional Climate of Care and African American Student Achievement. *Robert Cooper, University of California - Los Angeles*The Influence of Parent Involvement and Peer and Teacher Relations on High School Mathematics Achievement. *Akilah Moore, Saint Mary's College of California; Andrea L. Tyler, University of Dayton***63.073-7. Test Accommodation Research: Item Difficulty, Test Accessibility, Policies, and Perceptions.** SIG-Inclusion & Accommodation in Large-Scale Assessment; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom E

12:25 pm to 1:55 pm

Chair:

Leanne R. Ketterlin-Geller, Southern Methodist University

Participants:

Effects of Linguistic Complexity and Accommodations on National Assessment of Educational Progress Item Difficulty for Students With Learning Disabilities. *Stephanie W. Cawthon, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin; Alyssa Kaye, University of Texas - Austin; L. Leland Lockhart, University of Texas - Austin*Using Propensity Score Matching to Examine the Effect of Testing Accommodations on Statewide English Test Scores. *Do-Hong Kim, University of North Carolina - Charlotte*

Exploring an Accessible Reading Assessment for Students With Disabilities.

Martha L. Thurlow, University of Minnesota; Jamal Abedi, University of California - Davis; Deborah R. Dillon, University of Minnesota - Twin Cities; Marsha L. Brauen, Westat

An Analysis of State Accommodations Policies for Accountability Assessments.

*Laurene L. Christensen, University of Minnesota*For the Greater Good: Teacher Perceptions of Changes in Student Outcomes and Accommodations Issues Due to the New Alternate Assessments Based on Modified Achievement Standards (AA-MAS). *Jason Richard Altman, University of Minnesota***Division and SIG Posters****63.074. Poster Session 15; Poster Session****63.074-1. Measures of Reading Development.** SIG-Research in Reading and Literacy; Poster Session

Sheraton, Fifth Level, Grand Ballroom C

12:25 pm to 1:55 pm

Posters:

1. Rapid Automatized Naming (RAN), Phonological Awareness, and Early Reading Skills in a Transparent Orthography (Turkish). *Nalan Babur, Bogazici University; Gunizi Kartal, Bogazici University*
2. Modeling Individual Trajectories and Group Transition in Early Reading Development: An Autoregressive Latent Trajectory Analysis. *Shuyan Sun, University of Cincinnati; Wei Pan, University of Cincinnati; Allison Breit-Smith, University of Cincinnati*
3. Effects of Student Reading at Home and Their Mothers' Level of Education on Their Emotional/Social Development and Academic Self-Concept. *Carol Santos, Dowling College; Elsa-Sofia Morote, Dowling College*
4. How Self-Efficacy and Treatment Influence Incarcerated Youths' Reading Proficiency: A Structural Equation Modeling Analysis. *Jing Zhao, The Ohio State University; Rael Moore, The Ohio State University; William Loadman, The Ohio State University; Charles Obugo Okonkwo, The Ohio State University; Weijia Ren, The Ohio State University; Deborah Kwon, The Ohio State University*
5. Coaching for Data-Driven Decision Making in Reading First Schools. *Alysia D. Roehrig, Florida State University; Mary T. Brownell, University of Florida; M. Keli Swearingen, Florida State University; Denise Griffin, Florida Department of Children and Family Services; Jeffrey Bray, Florida State University*

63.074-2. Findings From Special Education Research. SIG-Special Education Research; Poster Session

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

Posters:

6. An Examination of the Characteristics and School Readiness of Children With Disabilities Who Attend Head Start Programs. *Amy Falk Smith, University of California - Davis*
7. Children's Perceptions of School: Differences Between Special Education and General Education Assessed Using Three Methods. *Darlene DeMarie, University of South Florida; Patricia M. Mchatton, University of South Florida; Detra Bethell, University of South Florida*
8. Do Students With and Without Learning Disabilities From African American and Latino Backgrounds Have Different Perceptions of Emotional, Informational, Appraisal, and Instrumental Support From Parents, Peers, and Teachers? *Dawn Marie Jacobs, University of Maryland*
9. Including Students With Severe Disabilities: Teacher Grading Practices. *Jennifer Kurth, Northern Arizona University*
10. Problem Representation and Mathematical Problem Solving of Students With Learning Disabilities. *Jennifer Lee Kravec*
11. Response to Intervention and Written Expression: A Preliminary Analysis of Mean T-Units as a Universal Screening Tool. *Laura Baylot Casey, The University of Memphis; Susan Elswick, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Janna Siegel Robertson, University of North Carolina - Wilmington; William Justice, The University of Memphis; Kristen McLeod, The University of Memphis; Clinton Smith, Shelby County Schools*
12. Alignment Between Teacher Professional Development Needs and Characteristics of Students Assessed on Modified Achievement Standards. *Kathryn S. Morrison, SRI International; Katherine M. Nagle, SRI International; Renee Cameto, SRI International*
13. Curriculum-Based Measures (CBM) for Writing With Diverse Student Populations: Narrative Versus Expository Prompts and Gender Differences. *Athena Lentini McAlemey, Saint John's University; Elizabeth Bice, Saint John's University; Patricia Howell, Saint John's University; Michelle Varuzza, Saint John's University; E. Francine Guastello, Saint John's University; Kristen Doheny, Saint John's University*
14. Exploring Teacher Attitudes Toward Instructing Students With Exceptionalities in Regular Physical Education Programs. *Cari Anning, Saskatoon Greater Catholic School Division; Laureen J. McIntyre, University of Saskatchewan; Laurie-Ann M. Hellsten, University of Saskatchewan*
15. Learning From Title II and Individuals with Disabilities Education Act (IDEA) Special Education Personnel Data Collection: Lessons in Agency Collaboration, Construct Validity, and Data Reliability. *Trisha Denise Steinbrecher, Vanderbilt University; Debra McKeown, Vanderbilt University; Christine Walther-Thomas, The University of Kansas*
16. Neuropsychological and Behavioral Profiles of Emotionally Disturbed Students. *Karen Silberman; Randy Fall, Azusa Pacific University*
17. Role of Quality Learning Environments on Development of Transition Readiness Skills. *V. Scott Solberg, University of Wisconsin - Madison; Stephen Gresham, University of Wisconsin - Madison*
18. Does Alternative Preparation of Special Education Teachers Impact Teacher Retention? *Janna Siegel Robertson, University of North Carolina - Wilmington; Jacques D. Singleton, Arkansas State University; Laura Baylot Casey, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Clinton Smith, Shelby County Schools; Maurice Martinez, University of North Carolina - Wilmington*
19. Just What Is Response to Intervention and What's It Doing in a Nice Field Like Education? A Critical Race Theory Examination of RTI. *Antonio Latrell Ellis, Howard University; Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee*
20. Keep On Keeping On: Sustainability of Support for Individuals Who Type to Communicate. *Christine Elaine Ashby, Syracuse University*
21. Transition Experiences of Students With Learning Disabilities From Secondary School Into Postsecondary Education or Employment. *Stephanie Elizabeth Fullarton, University of Ottawa*

63.074-3. Multilingual Education in the 21st Century: Practice, Policy, Theory, and Research: Poster Session II. SIG-Bilingual Education Research; Poster Session

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

Posters:

22. Cross-Linguistic Resource Sharing in Young Bilingual Learners. *Ana M.*

Hernandez, Valley Center Pauma Unified School District; Magaly Lavanderz, Loyola Marymount University

23. Examining School Administrators' Understanding of Programs for English Language Learners. *Yolanda N. Padron, Texas A&M University; Brooke E. Kandel-Cisco, Butler University*
24. Impact of Immersion Programs on General Learning Performance in German Elementary Schools. *Sandra Kristina Gebauer, University of Kiel; Anna C.M. Zaunbauer, University of Kiel*
25. La Batalla Continua: Latina(o) Educators Democratizing Educational Practices. *Marisol Oriana Ruiz, New Mexico State University*
26. Learning Beyond Pedagogy and Schooling Knowledge: Preservice Teachers Mentoring/Tutoring Underprivileged English Learners in Local Schools. *Reynaldo Reyes, III, University of Texas - El Paso*

63.074-4. Topics in Teacher Education: Assessment, Supervision, Curriculum, and Instruction. Division K - Teaching and Teacher Education; Poster Session

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

Posters:

27. Culture and Communication in Teacher Education Supervision. *Michelle L. Page, University of Minnesota - Morris*
28. Investigating the Nature of University Supervisor's "Noticing" of Classroom Lessons. *Jennifer Joan Long, University of California - Irvine; Elizabeth A. Van Es, University of California - Irvine*
29. Preservice Teachers' In-the-Moment Responses to Children's Relational Thinking During Clinical Interviews. *Leigh A. Van Den Kieboom, Marquette University; Marta T. Magiera, Marquette University; John Moyer, Marquette University*
30. So, How Was It? Student Teacher Perceptions of Field-Based Teacher Education Provided by Cooperating Teachers. *Romena Marie Holbert, The Ohio State University*
31. Making Critical Thinking Fit Into the Picture of Teacher Education Curricula: Effects of Embedded Intervention for Early Childhood Teacher Candidates. *H. Sophia Han, University of South Florida; Elizabeth Todd Brown, University of Louisville*
32. Development of a Standards-Based Questionnaire to Measure Cooperating Teaching Actions. *Romena Marie Holbert, The Ohio State University*
33. Learning to Generate Practice-Based Evidence Through Preservice Teacher Inquiry. *Steven Z. Athanases, University of California - Davis; Lisa H. Bennett, University of California - Davis; Juliet Michelsen Wahleithner, University of California - Davis*
34. Restructuring the Student Teaching Experience: The Co-Teaching Approach. *Nancy L. Bacharach, Saint Cloud State University; Teresa W. Heck, Saint Cloud State University*
35. Not Silent Partners: Studying Perceptions of Student Teaching Success. *Judith G. Groulx, Texas Christian University*
36. Who Is Teaching the Teachers? Student Teaching Supervisors and the Preparation of New Educators. *Barbara Garri, SUNY - College at Oswego*
37. Preservice Chemistry Teachers' Representations of Pedagogical Content Knowledge. *Emine Adadan, Bogazici University; Diler Oner, Bogazici University; Istanbul*
38. Do Case Format, Epistemic Cognition, and Motivational Orientation Affect Learning From Case-Based Instruction? *Sara A. Abercrombie, University of New Mexico; Carolyn J. Hushman, University of New Mexico; Roxana Moreno, University of New Mexico*
39. Reading Technological Pedagogical Content Knowledge (TPACK) Between the Lines of Theory and Practice in Preservice Teachers. *Kristen Marie Kerehuik, Michigan State University; Mete Akcaoglu, Michigan State University; Greg Casperson, Michigan State University*
40. The Effect of Peer Interaction on Pedagogical Knowledge in Online Discussion Boards: Case Method. *Anna Lee, Rutgers University; Angela M. O'Donnell, Rutgers University*
41. Communicating Science: Sharing Words and Strategies With Preservice Teachers. *Sarah J. Carrier, North Carolina State University*
42. Preservice Teachers' Expectations of the Teaching Profession and Reality Shock. *Hyunjin Kim, Oklahoma State University; Hoewook Chung, University of Wisconsin - Madison; YoonJung Cho, Oklahoma State University*

63.074-5. Teaching and Learning Online. SIG-Online Teaching and Learning; Poster Session

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

Posters:

43. Help-Seeking Patterns, Behavior, and Strategies of Online Learners. *Selma Vonderwell, Cleveland State University; Xiongqi Liu, Cleveland State University; Patrick Wachira, Cleveland State University*
44. Insights Into E-Learning Facilitators' Views of Their Own Learning: A Q Methodology Study. *Lori J. Vargo, The University of Akron; Linda Collins, The University of Akron; Jaclyn Prizant Gordon, The University of Akron; Lisa A. Lenhart, The University of Akron*
45. Investigating an Alternative Web-Based Course Management System for an Educational Technology Course. *Zafer Unal, University of South Florida - St. Petersburg; Aslihan Unal, University of South Florida - St. Petersburg*
46. Linking Course Design, Implementation, and Learning Outcomes: The Quality Matters and Community of Inquiry Frameworks. *Karen P. Swan, University of Illinois - Springfield; Daniel B. Matthews, University of Illinois - Springfield; Leonard Ray Bogle, University of Illinois - Springfield; Emily Boles, University of Illinois - Springfield; Scott L. Day, University of Illinois - Springfield*
47. Student Perception of Support, Course Satisfaction, and Learning Outcomes in an Undergraduate Online Course. *Sang Joon Lee, University of South Florida; Sandhya Srinivasan, University of South Florida; Trudian Trail, University of South Florida; David Lewis, National Science Foundation; Samantha Lopez, University of South Florida*
48. The Effect of Class Size on Academic Quality in Undergraduate Online Classes. *Husein Abdul-Hamid, University of Maryland University College; Jing Gao, University of Maryland University College*
49. The Effects of Learner Characteristics on Distance Learner Satisfaction. *Filiz Aktan, Florida State University; Sebnem Cilesiz, The Ohio State University*
50. The Structural Relationship Between Learning Strategies, Technology Acceptance, and Learning Outcome in Virtual University. *Youngju Ju, Ewha Womans University; Jeongmin Lee, Ewha Womans University; Yoo Kyung Lee, Ewha Womans University; Younghee Yi, Ewha Womans University; Eugene Lim, Ewha Womans University; Sunhee Kim, Ewha Womans University*
51. Traditional, Online, and Blended Instruction: An Investigation of Outcomes. *Mary Gozza-Cohen, Marist College; Deborah May, University at Albany - SUNY*

63.074-6. Adolescence and Youth Development Poster Session. SIG-Adolescence and Youth Development; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
12:25 pm to 1:55 pm

Poster:

52. Giving Back Social and Cultural Capital: First-Generation College Students and the Advancement Via Individual Determination (AVID) Program. *Virginia Elizabeth Kelsen, Claremont Graduate University; Susan R. Warren, Azusa Pacific University*

Monday, 1:00 pm

Professional Development Courses

64.010. Accessing and Analyzing High School Transcript Study Data for Inspired Educational Research Purposes. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, Bonnet Carre
1:00 pm to 5:00 pm

Directors:

Janis D. Brown, U.S. Department of Education
Jennifer Laird, MPR Associates, Inc.
Stephen E. Roey, Westat

Instructor:

Robert Colby Perkins, Westat

64.011. An Introductory Primer/Review of Multivariate Statistics II: Descriptive and Predictive Discriminant Analyses and Canonical Correlation Analysis. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans East
1:00 pm to 5:00 pm

Director:

Bruce Thompson, Texas A&M University - College Station

64.012. Coding Qualitative Data: A Survey of Selected Methods. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, La Nouvelle Orleans West
1:00 pm to 5:00 pm

Director:

Johnny Saldana, Arizona State University

64.013. Using Cognitive Task Analysis to Capture Expert Knowledge and Skills for Research and Instructional Design. Professional Development and Training Committee; Professional Development Course
Hotel Monteleone, Mezzanine Level, Queen Anne Ballroom
1:00 pm to 5:00 pm

Directors:

Richard E. Clark, University of Southern California
David F. Feldon, University of Virginia
Kenneth Yates, University of Southern California

Monday, 2:15 pm

Governance Meetings and Events

65.001. AERA Technology Committee: Closed Meeting. AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Bacchus
2:15 pm to 3:45 pm

Chair:

Judith L. Green, University of California - Santa Barbara

Presidential Sessions

65.010. Coming to Terms With Our Past: Historical Memory, Trauma, and Healing. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
2:15 pm to 3:45 pm

Chair:

Roland Sintos Coloma, OISE/University of Toronto

Participants:

Genesis Amnesia, Indigenous Knowledge Systems, and Indigenous Peoples.
Bryan McKinley Jones Brayboy, Arizona State University
Reconciling the Texas Social Studies Standards. *Laura Munoz, Texas A&M University - Corpus Christi*

Re-Memories of World War II Japanese American Incarceration: Divisions in an Ethnic Community. *Eileen H. Tamura, University of Hawaii - Manoa*
So Much More Than Mascots: Southern Education and Racial Reconciliation in Research, Policy, and Practice. *Amy E. Wells-Dolan, The University of Mississippi*

Historical Memory: Fighting the Ignorance Initiative. *William H. Watkins, University of Illinois - Chicago*

65.011. Hopes for and Realities of the Assessment Consortia. Presidential Session Cosponsored by Division H - Research, Evaluation and Assessment in Schools; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
2:15 pm to 3:45 pm

Chair:

Lorrie A. Shepard, University of Colorado - Boulder

Participants:

Laura Slover, Achieve
Joseph L. Willhoft, Washington State Office of Superintendent of Public Instruction
Jeffrey Nellhaus, Massachusetts Department of Elementary and Secondary Education
Linda Darling-Hammond, Stanford University

Discussants:

Lorrie A. Shepard, University of Colorado - Boulder
Jack Buckley, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education

65.012. Practitioner Research: Counternarratives on Practice. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
2:15 pm to 3:45 pm

Chairs:

Marilyn Cochran-Smith, Boston College
Susan L. Lytle, University of Pennsylvania

Participants:

Exploring Science Identities of Elementary Students of Color. *Erin A. Hashimoto-Martell, Boston College*
Unintended Consequences: A Practitioner Researcher's Study of the Impact of No Child Left Behind on Middle School Special Education Students. *Victoria Beatriz Ekk, Boston College*
Reading in Mirrors: Using Genre to Ignite Practitioner Inquiry With Urban Public-Service Librarians. *Vanessa Jarebu Irvin Morris, University of Pennsylvania*
Embodying Socially Just Policy in Practice. *Gerald Campano, University of Pennsylvania*

Discussants:

Marilyn Cochran-Smith, Boston College
Susan L. Lytle, University of Pennsylvania

AERA Sessions

65.013. AERA Report and Recommendations on IES Reauthorization—New Release. AERA Sessions; Invited Session

Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm

Chair:

Carol D. Lee, Northwestern University

Participants:

Felice J. Levine, Executive Director, American Educational Research Association, and Member, AERA Task Force on IES Reauthorization
Kenji Hakuta, Chair, AERA Task Force, and Stanford University
Carl F. Kaestle, Member, AERA Task Force, and Brown University
Camilla P. Benbow, Member, AERA Task Force, and Vanderbilt University

65.014. Division H Vice Presidential Session: Through Multiple Lenses: Graduate Student Research in a Global Community of Learners.

Division H - Research, Evaluation and Assessment in Schools; Invited Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
2:15 pm to 3:45 pm

Chair:

Whitney Elaine Wall, Queen's University - Belfast

Participants:

1. A Value-Added Analysis of School Effectiveness on Elementary Students' Math Achievement. *Wenjing Zhang, Beijing Normal University; Xin Tao, Beijing Normal University*
2. Accountability Models for Alternative Schools. *Belinda B. Brand, Louisiana State University; Kim D. MacGregor, Louisiana State University*
3. An Empirical Application of Quantile Regression in Education Evaluation: Striving Readers' Project. *Weijia Ren, The Ohio State University; William Loadman, The Ohio State University; Rael Moore, The Ohio State University; Jing Zhao, The Ohio State University; Charles Obugo Okonkwo, The Ohio State University; Deborah Kwon, The Ohio State University*
4. An Innovative Educational Program at the Ohio State Department of Youth Services: Measuring Fidelity of Implementation and Program Effectiveness of the Scholastic READ 180 Programs. *Charles Obugo Okonkwo, The Ohio State University; Rael Moore, The Ohio State University; William Loadman, The Ohio State University; Jing Zhao, The Ohio State University; Deborah Kwon, The Ohio State University; Weijia Ren, The Ohio State University*
5. Comparing State Implementation of Growth Model Analysis. *Jennifer Lynn Gardella, Rutgers University*
6. Exploring the Achievement Gap in a Rural City: An Exploratory Assessment of a Small School District Struggling With Changing Demographics. *Tonya Leslie, New York University; Margary Martin, New York University; Edward Fergus, New York University; Maureen Manion-Leone, New York University*
7. Measurement of Scientific Inquiry in the Elementary School Classroom: Challenges and Application. *Jessica J. Brown, Boston College; Camelia V. Rosca, Boston College; Laura M. O'Dwyer, Boston College; Shelagh M. Peoples, Boston College*
8. The California English Language Development Test: An Examination of

Convergent Validity. *Joseph A. Rios, University of California - Riverside; Nicole M. Garcia, University of California - Riverside*

9. The Relationship Between Online Formative Assessment Scores and State Test Scores Using Multilevel Growth Modeling. *Aryn C. Karpinski, Kent State University; Jerome V. D'Agostino, The Ohio State University; Anne-Evan K. Williams, The Ohio State University; Sue Ann Highland, Colorado Department of Education*
10. Turning Histories Into Futures: Assessment for Learning as a Field of Exchange. *Stephen Robert Connolly, Queensland University of Technology*
11. Washback Effect of the Chinese Proficiency Test on Teaching and Learning Chinese as the Second Language. *Chunxia Huang, Chinese Test Center; Min Liu, University of Maryland*
12. Achievement Through Steps to Respect: Changing Students' Attitudes About Bullying. *Farzana Sultana, University of South Carolina; Robert Petrulis, University of South Carolina*

Discussant:

Toks S. Fashola, Johns Hopkins University

Committee Sessions

65.015. GSC Division D Fireside Chat: Reinforcing the Connection Between Diagnostic Modeling in Educational Research and the Public Interest.

Graduate Student Council Cosponsored by Division D - Measurement and Research Methodology; Fireside Chat
Doubletree, Second Level, Nottoway
2:15 pm to 3:45 pm

Chair:

Dubravka Svetina, Arizona State University

Participants:

Robert Henson, University of North Carolina - Greensboro
Jacqueline P. Leighton, University of Alberta
Andre A. Rupp, University of Maryland
Jonathan Templin, University of Georgia

65.016. GSC Division G Fireside Chat: (Re)Imagining Interdisciplinary Research Methodologies: Expanding Our Insights on the Social Contexts of Education.

Graduate Student Council Cosponsored by Division G - Social Context of Education; Fireside Chat
New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm

Chairs:

Cecilia Henriquez, University of California - Los Angeles
LaGarrett Jarriel King, University of Texas - Austin

Participants:

Lalitha M. Vasudevan, Teachers College, Columbia University
James D. Anderson, University of Illinois - Urbana-Champaign
Patricia C. Gandara, University of California - Los Angeles
Lois Holzman, East Side Institute for Group and Short Term Psychotherapy
Nailah Suad Nasir, University of California - Berkeley

65.017. The Insistence of Transnational Biography: Implications for Both Countries of Binational Movement of Students From the United States to Mexico.

International Relations Committee; Symposium
Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm

Chair:

Edmund T. Hamann, University of Nebraska - Lincoln

Participants:

Making Something of the Sacrifice: Parental Migration and Mexican Children's Educational Aspirations in the Mixteca. *Joanna Dreby, Kent State University*
Estimating the Transnational Student Population in Mexico: Migration History and Density. *Victor Zumiga, Universidad de Monterrey; Jennifer Stacy, Universidad de Monterrey*
The Design Challenges of Preparing Mexican Teachers for Transnational Students (When There Are Other Things to Think About Too). *Juan Sanchez Garcia, Normal School, Miguel F. Martinez; Anabela Olivia Sanchez, Universidad de Monterrey*
Transnational Academic Trajectory as National Critique: Three Cases. *Edmund T. Hamann, University of Nebraska - Lincoln*
The Migrant Student Support Group: A Binational Educational Experience. *Yaro Amparo Lopez Lopez, Sistema Educativo Estatal de Baja California; Vasthi Maribel King Ristori, Sistema Educativo Estatal de Baja California; Maria Mercedes Veyna Figueroa, Asociacion Mexicana de Profesionales de la*

Orientaci3n-Delegaci3n Baja California-Zona Costa

Discussant:

*Jenelle R. Reeves, University of Nebraska - Lincoln***International and State-Regional Organization Sessions****65.018. Consortium of State and Regional Educational Research Associations****Paper Session 4.** Consortium of State and Regional Educational Research Associations; Invited Session

Sheraton, Second Level, Rhythms Ballroom III

2:15 pm to 3:45 pm

Chair:

Harry L. Bowman, Council on Occupational Education

Participants:

Eastern Educational Research Association - ISTE NETS*T Certificate of Proficiency Capstone Program; A Pilot Evaluation. *Ruiling Lu, Old Dominion University; Richard C. Overbaugh, Old Dominion University*South Carolina Educators for Practical Use of Research - A Hierarchical Typology of Teacher Rated Child School Behavior. *Diana Luminita Mindrila, University of South Carolina; Christine DiStefano, University of South Carolina; Randy William Kamphaus, Georgia State University*Northern Rocky Mountain Educational Research Association - Wyoming Teachers Perceptions of Teacher Quality: Effects of National Board Certification and Teacher Education Level. *Jayne Hellenberg, University of Wyoming; Margaret Hudson, UW Lab School; Liam Brennehan, Spring Creek Elementary School; Kim Miller, University of Wyoming*

Discussant:

*Anthony J. Onwuegbuzie, Sam Houston State University***65.019. The Ethical Framing Education Research Practice.** Australian

Association for Research in Education; Invited Session

Sheraton, Third Level, Napoleon Ballroom D

2:15 pm to 3:45 pm

Chair:

Jo-Anne Reid, Charles Stuart University

Participants:

When "Research Ethics" Become "Everyday Ethics": The Intersection of Inquiry and Practice in Practitioner Research. *Nicole Mockler, University of Newcastle*The Ethical Governance of Education Research: Unmasking Managerial Knowledge Through Research Education. *Michael Singh, University of Western Sydney; Bobby Harreveld, CQ University*Politics and Investment in Researcher/Participant Relations. *Christine M. Halse, University of Western Sydney*The Googled Ethnographer. *Sue Maltmarsh, Australian Catholic University***Division Sessions****65.020. Exploring the External Factors That Give Context to Schooling and Education.** Division A - Administration Organization & Leadership; Paper

Session

Sheraton, Fourth Level, Bayside A

2:15 pm to 3:45 pm

Chair:

Kristen L. Davidson, University of Colorado - Boulder

Participants:

Does School Context Matter for the Low-Socioeconomic-Status Student? Investigating the Causal Effects of School Context on College Enrollment. *Aaryn Kristina Ward, Louisiana State University*Interdisciplinary Assessment of Educational Opportunity: Using Public Health Assessment to Explore the Impacts of Decision Making on Education. *Erika Bernabei Middleton, New York University*Engaging Young People in Community Action in England: The Impact on Learning and Schooling. *Andrew Peterson, Canterbury Christ Church University; Elizabeth Hoult, Canterbury Christ Church University; Ian Durrant, Canterbury Christ Church University; Linda Leith, Canterbury Christ Church University*Labor Market Trends for School Leadership: A California Perspective. *Reino Makkonen, WestEd; Tony Fong, WestEd; Melissa E. White, WestEd***65.021. Instructional Leadership and Teacher Outcomes for Academic Achievement.** Division A - Administration Organization & Leadership; Paper

Session

Sheraton, Fourth Level, Bayside B

2:15 pm to 3:45 pm

Chair:

Susan S. McClelland, The University of Mississippi

Participants:

Instructional Leadership in Turkish Primary Schools: An Exploration of Factors Affecting Teachers' Perceptions and Principal Selection Process. *Mete Akcaoglu, Michigan State University; Sedat Gumus, Michigan State University*Principal Leadership for Instruction: Press for Instructional Improvement in a Standards-Based Environment. *Karin Katterfeld, Vanderbilt University*
Targeted Versus Broad Instructional Leadership: Examining How Principals Focus Their Effort. *Henry May, University of Pennsylvania; Jonathan A. Supovitz, University of Pennsylvania*The Effect of School Leader Support and Teacher Empowerment on Teacher Collaboration. *Edith H. Hooge, University of Amsterdam; Marlies E. Honingh, Radboud University, Nijmegen***65.022. Leadership Development for Successful Outcomes.** Division A -

Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside C

2:15 pm to 3:45 pm

Chair:

Comfort O. Okpala, North Carolina A&T State University

Participants:

Developing School Leaders' Skills Through Digital Practicum Experiences. *Sara L. Dexter, University of Virginia; Pamela D. Tucker, University of Virginia; James Peugh, University of Virginia*How Do Successful School Principals Learn to Deliver Improved Test Scores? *Lewis A. Bonney, Azusa Pacific University; Elizabeth B. Andersen, Azusa Pacific University; Christopher Jay Quinn, Azusa Pacific University; Ying Hong Jiang, Azusa Pacific University*Partnering for Leadership Preparation: The 10-Year Collaboration of 30+ Districts to Increase Leadership Quality Region Wide. *Margaret Terry Orr, Bank Street College of Education*Successful Professional Development for Veteran Principals: A Matter of Connecting Research and Practice. *Lea A. Hubbard, University of San Diego***65.023. Critical Approaches to Urban Education.** Division B - Curriculum

Studies; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom I

2:15 pm to 3:45 pm

Chair:

Jorge Enrique Delgado, University of Pittsburgh

Participants:

An Endangered Species: Educational Habitats for African American Teenage Males. *Geraldine Peten, Northern Arizona University; Laura Esthela Sujo-Montes, Northern Arizona University; Shadow William Jon Armfield, Northern Arizona University*Education by Any Means Necessary: Peoples of African Descent and Nontraditional Pedagogical Spaces. *Ty-Ron M.O. Douglas, University of North Carolina - Greensboro; Craig Martin Peck, University of North Carolina - Greensboro*Inside High School Journalism: Unequal Opportunities for Civic Activity in Schools. *Peter W. Williamson, University of San Francisco*
What Counts as Knowledge? Reframing Understandings of Civic Knowledge. *Greer Burroughs, Rutgers University*

Discussant:

*Lance Trevor McCreedy, OISE/University of Toronto***65.024. Adolescent English Language Learners' Reading and Writing Development: Multidimensional and Multidisciplinary Insights.** Division

C - Learning and Instruction; Symposium

Hotel Monteleone, Mezzanine Level, Bienville

2:15 pm to 3:45 pm

Chair:

Michael J. Kieffer, Teachers College, Columbia University

Participants:

Promises and Plateaus: Reading Growth of English Language Learners and Native English Speakers Before and After Third Grade. *Michael J. Kieffer, Teachers College, Columbia University*Exploring the Relationship Between Adolescent Spanish-Speaking Language Minority Learners' Reading Comprehension Performance, Reading Comprehension Strategy Knowledge, and Reader Self-Perceptions. *Jeannette*

Mancilla-Martinez, University of Illinois - Chicago; Nonie K. Lesaux, Harvard University

Defining, Investigating, and Assessing Writing Proficiency: A Comparative Review of Literature From the Fields of Teaching English to Speakers of Other Languages and English Education. *Jill Virginia Jeffery, New York University; Michael J. Kieffer, Teachers College, Columbia University*

Spanish-English Bilingual and English Monolingual Fifth-Grade Writers: Similarities and Differences in Writing Performances. *Paola Uccelli, Harvard University; Patrick Proctor, Boston College; Bridget Dalton, Vanderbilt University*

The Friend Factor: Peer Contributions to the Academic Literacy of Adolescent English Learners. *Avary Carhill, New York University*

Discussant:

Richard C. Anderson, University of Illinois - Urbana-Champaign

65.025. Designing Effective Instructional Environments. Division C - Learning and Instruction; Paper Session
Hotel Monteleone, Mezzanine Level, Irbville
2:15 pm to 3:45 pm

Chair:

Brett E. Shelton, Utah State University

Participants:

The Effectiveness of Pedagogical Agents' Prompting and Feedback in Facilitating Self-Regulated Learning With MetaTutor. *Roger Azevedo, McGill University; Amy Marcelle Johnson, The University of Memphis; Candice Burkett, The University of Memphis; Amber Dawn Chauncey, The University of Memphis; Engida Hailye Gebre, McGill University; Reza Behnagh, McGill University; Melissa Stern, McGill University; Maroof Moral, McGill University*

Pearls of Wisdom: A Computational Scaffold for Critical Reflection on Learning Through Authentic Design Activities. *Robbin N. Chapman, Massachusetts Institute of Technology*

Investigating First Impressions of a Web-Based Lesson: Interface Aesthetics and Learning Outcomes. *Flori H. Manning, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Hayley J. Mayall, Northern Illinois University*

Enhancing Collaborative Learning Outcomes During Video Instruction. *Robert Zheng, University of Utah; Kirsten R. Butcher, University of Utah; Paul T. Callister, University of Utah*

Discussant:

Tom Moher, University of Illinois - Chicago

65.026. Early Cognitive Abilities for Learning Math and Science: Implications for Instruction From the National Science Foundation's Research and Evaluation on Education in Science and Engineering Program. Division C - Learning and Instruction Cosponsored by SIG-Learning Sciences; Symposium
Hotel Monteleone, Mezzanine Level, Orleans
2:15 pm to 3:45 pm

Chair:

Gregg Solomon, National Science Foundation

Participants:

Teaching and Learning of Evolution in the Primary Grades. *Kathleen E. Metz, University of California - Berkeley*

Understanding Evolution: A Proposed Learning Progression From Children's Everyday Intuitions to Counterintuitive Concepts of Common Descent and Natural Selection. *E. Margaret Evans, University of Michigan; Jonathan Lane, University of Michigan*

Nonsymbolic Subitizing and "Groupitizing" Skills May Be Foundational to Elementary School Children's Development of Symbolic Math Fluency. *Bruce McCandliss, Sackler Institute - Weill Cornell Medical College*

Science Learning Pathways for Preschool Children. *Rochel Gelman, Rutgers University*

65.027. Promoting Science Achievement: Variables and Approaches. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Paper Session
New Orleans Marriott, Second Level, La Galerie 2
2:15 pm to 3:45 pm

Chair:

Alfred Richard Schademan, California State University - Chico

Participants:

A Cross-National Examination of Inquiry and Its Relationship to Student Performance in Science. *Kevin A. Gee, Brown University; Kenneth K. Wong,*

Brown University

Examining Relationship Between Gender Differences in Attitudes and in Middle-Grade Science Achievement in the United States: Results From the Trends in International Mathematics and Science Study (TIMSS) 2007. *Shih-Ying Yao*

Learning Academic Science Language Among Intermediate English Learners. *Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University; Fuhui Tong, Texas A&M University - College Station; Cindy Lynn Guerrero, Texas A&M University; Linda Rodriguez, Aldine Independent School District*

Thinking Like a Scientist: Promoting Science Achievement Via Interdisciplinary Literacy Curricula in the Primary Grades. *Roxanne Greitz Miller, Chapman University; Kimberly A. White-Smith, Chapman University; Margaret Saucedo Curwen, Chapman University; Colette Marie O'Bannion, Chapman University; Robert Calfee, Stanford University*

65.028. Using Cognitive Science to Understand Why, for Whom, Under What Conditions Interventions Succeed or Fail. Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm

Chairs:

Mitchell J. Nathan, University of Wisconsin - Madison
Carol L. O'Donnell, Institute of Education Sciences, U.S. Department of Education

Participants:

Evaluating the Impact of Advancement Via Individual Determination (AVID) on Ninth-Grade Students' Learning and Study Skills. *Jenny K. Nagaoka, University of Chicago; Melanie LaForce, University of Chicago; Melissa R. Roderick, University of Chicago*

Inaccurate Metacognitive Monitoring Can Undermine Effective Learning Strategies. *Katherine Rawson, Kent State University*

The Importance of Metacomprehension Accuracy for Successful Self-Regulated Learning From Text. *Jennifer Wiley, University of Illinois - Chicago; Thomas D. Griffin, University of Illinois - Chicago; Keith W. Thiede, University of Illinois - Chicago*

Discussant:

Douglas Rohrer, University of South Florida

65.029. Design Considerations for Experimental Studies in Education. Division D - Measurement and Research Methodology; Symposium
Doubletree, Second Level, Madewood A
2:15 pm to 3:45 pm

Chair:

Spyros Konstantopoulos, Michigan State University

Participants:

PowerUp: A Tool for Calculating Minimum Detectable Effect Size for Experimental and Quasi-Experimental Designs. *Nianbo Dong, Vanderbilt University; Rebecca A. Maynard, University of Pennsylvania; Kerry Guess Hofer, Vanderbilt University*

A Framework for Calculating Statistical Power for Cluster Randomized Trials With Binary Outcomes. *Jessaca K. Spybrook, Western Michigan University*

The Effects of Covariates on Power Estimates: Which Level Matters More? *Spyros Konstantopoulos, Michigan State University*

The Implications of Contamination for Experimental Design in Education Research. *Christopher Rhoads, Northwestern University*

Discussant:

Michael Joseph Weiss, MDRC

65.030. Prevention of Bullying, Sexual Harassment, and Dating Violence Among Children and Adolescents. Division E - Counseling and Human Development; Symposium
Astor Crowne Plaza, Second Level, Astor Ballroom II
2:15 pm to 3:45 pm

Chair:

Dorothy L. Espelage, University of Illinois

Participants:

Developmental Trajectories of Bullying and Sexual Violence Perpetration in a Sample of Middle School Students. *Dorothy L. Espelage, University of Illinois; Chad Allen Rose, University of Illinois*

Factors That Influence Bullying and Sexual Harassment Perpetration and Victimization: Voices From Middle School Students and Teachers. *Linda Charmaraman, Wellesley Centers for Women; Ashleigh Jones, University of Illinois*

Outcomes From a School-Randomized Controlled Trial of Steps to Respect:

A School Bullying Prevention Program. *Brian H. Smith, Committee for Children; Eric C. Brown, University of Washington; Sabina Low, Wichita State University; Kevin P. Haggerty, University of Washington*

A Multilevel Experimental Test of a Dating Violence Prevention Program in New York City Middle Schools. *Nan D. Stein, Wellesley College; Bruce Taylor, Police Executive Research*

65.031. Desegregation and Its Aftermaths: Transition, Loss, and Accountability.

Division F - History and Historiography Cosponsored by SIG-Research Focus on Black Education; Paper Session

JW Marriott, Third Level, Ile de France II

2:15 pm to 3:45 pm

Chair:

Jeannine E. Dingus-Eason, Saint John Fisher College

Participants:

Warriors on the Line: A Story of Collaboration and Collusion in the Desegregation of Mississippi Public Schools. *Natalie G. Adams, The University of Alabama; James H. Adams, Mississippi State University; Ed Davis, Mississippi State University*

The Legacy of the Forced Closing of an All-Black High School: The Macrotrauma and Loss Suffered by a Community. *Deborah Alvarez Caron, University of Florida*

Desegregation, Testing, and the Origins of Accountability. *Scott Baker, Wake Forest University*

Discussant:

Vanessa Siddle Walker, Emory University

65.032. Aspirations for the Public Good: Community, University, and Federal

Interventions. Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 4

2:15 pm to 3:45 pm

Chair:

Aida Hurtado, University of California - Santa Cruz

Participants:

Latina/o Parental Aspirations: Children Serving the Public Good. *Karina Cervantez, University of California - Santa Cruz*

Bridges to Higher Education: College Facilitators Along the U.S.-Mexico Border. *Aida Hurtado, University of California - Santa Cruz; Karina Cervantez, University of California - Santa Cruz*

Minority Serving Programs and Academic Achievement With Latino Students. *Mrinal Sinha, University of California - Santa Cruz*

Discussant:

Julie Lopez Figueroa, Sacramento State University

65.033. Reimagining a Justice Framework: Ricanstructing Puerto Rican

Identities. Division G - Social Context of Education; Invited Session

New Orleans Marriott, Second Level, La Galerie 3

2:15 pm to 3:45 pm

Chair:

Maria E. Franquiz, University of Texas - Austin

Participants:

Educados Entremundos: Exploring the Concept of Ser Bien Educado With Puerto Rican/Diasporican Communities. *Sandra Quinones, University of Rochester*

Building Home-School Partnerships With Puerto Rican Families in Urban Schools: Challenges and Possibilities. *Nelida Matos, University of Massachusetts - Amherst*

The Role of Anticolonialism Discourses in the Redefinition of Education for Puerto Rican Youth. *Enid Marie Rosario-Ramos, University of Michigan*

Barricaded for the Public Good: Puerto Rican University Students, 2010. *Rima Brusi, University of Puerto Rico - Mayaguez*

Ricanstruction Sites: Race, Space, and Place in the Lives of Diasporican Youth. *Jason G. Irizarry, University of Connecticut; Rene F. Antrop-Gonzalez, University of Wisconsin - Milwaukee*

Discussants:

Sonia Nieto, University of Massachusetts - Amherst

Luis C. Moll, The University of Arizona

65.034. Reimagining Latino "Parent Involvement" Through Ethnographic

Film. Division G - Social Context of Education Cosponsored by Presidential Session; Symposium

New Orleans Marriott, Second Level, La Galerie 6

2:15 pm to 3:45 pm

Chair:

Sofia A. Villenas, Cornell University

Participants:

Reframing Latino Parent Involvement: Contributions From Critical Ethnography and Participatory Action Research. *Janise Hurtig, University of Illinois - Chicago; Andrea Dyrness, Trinity College*

Madres Unidas: Parents Researching for Change. *Andrea Dyrness, Trinity College*

Increasing Parent Involvement in the New Latino Diaspora. *Sarah Lipinoga, University of Pennsylvania; Stanton Wortham, University of Pennsylvania*

Sobresalir: Latino Perspectives on New Latino Diaspora Schools. *Stanton Wortham, University of Pennsylvania; Sarah Lipinoga, University of Pennsylvania; Carlos Martinez, University of Pennsylvania; Noam Osband, University of Pennsylvania*

Discussant:

Sofia A. Villenas, Cornell University

65.035. Evaluating the Impact of Program Initiatives for At-Risk Youth.

Division H - Research, Evaluation and Assessment in Schools; Paper Session Doubletree, Second Level, Shadows

2:15 pm to 3:45 pm

Chair:

Joe Ann Hinrichs, Walden University

Participants:

Inciting the Social Imagination to Realizing the Dream: An Unfolding Story of Transformative Action in a Low-Socioeconomic School. *Kathy Ann Mills, Queensland University of Technology*

Promoting Mental Health/Education Partnerships to Improve Outcomes for Children/Youth With Tourette Syndrome and Associated Disorders. *Shannon L. Stewart, Child and Parent Resource Institute; Laura Theall-Honey, Child and Parent Resource Institute; Colin King, Child and Parent Resource Institute; B. Duncan McKinlay, Child and Parent Resource Institute*

The Effectiveness of Supplemental Educational Services in Georgia. *Sheneka M. Williams, University of Georgia; Cigdem Alagoz, University of Georgia*

Child and Youth Resilience in Residential Treatment. *Wendy den Dunmen, Child and Parent Resource Institute; Alan Leschied, The University of Western Ontario; Jeff St. Pierre, Child and Parent Resource Institute; Shannon L. Stewart, Child and Parent Resource Institute*

The Feasibility of an Emotional Resilience Intervention, PERCY (Positive Psychology, Emotional Competence, Restorative Practices and Communication for Youth), for Vulnerable Preadolescent Youth. *John Peabody, University of California - San Francisco; Eun Rhee, University of California - San Francisco; Steve Leventhal, CorStone*

Discussant:

Evelyn Belton-Kocher, Saint Paul Public Schools

65.036. Division J Working Group 3. Division J - Postsecondary Education;

Invited Session

Sheraton, Fourth Level, Estherwood

2:15 pm to 3:45 pm

65.037. Division J, Professional Development Session: Preparing for Tenure:

Career Support for Advanced Assistant Professors. Division J -

Postsecondary Education; Invited Session

JW Marriott, Third Level, Maurepas

2:15 pm to 3:45 pm

Participants:

R. Evelyn Gildersleeve, Iowa State University

Margaret W. Sallee, University of Tennessee

65.038. Fostering Success Among Women and Students of Color in the STEM

Disciplines. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Conde

2:15 pm to 3:45 pm

Chair:

Naomi Chesler, University of Wisconsin - Madison

Participants:

Do We Need More Scientists? An Analysis of Patterns in the Recruitment, Training, and Employment of Scientists. *Emma Smith, University of Birmingham*

Can I Trust You? Examining the Quality of Interpersonal Relationships Among Latino/a Science, Technology, Engineering, and Mathematics Undergraduates and Their Mentors. *Robert K. Ream, University of California - Riverside; James Luria Lewis, University of California - Riverside; Sarah M. Ryan, University of California - Riverside*

Supporting Undergraduate Women in Targeted Science, Technology, Engineering, and Mathematics (STEM) Majors via Intervention Strategies.

Barbara Ann Burke, California State Polytechnic University, Pomona; Dennis W. Sunal, The University of Alabama; Cynthia S. Sunal, The University of Alabama

An Examination of Academic and Social Experiences on Degree Completion for Students in Science, Technology, Engineering, and Mathematics Majors by Race and Ethnicity. *Joy Gaston Gayles, North Carolina State University; Frim Ampaw, Central Michigan University*

Discussant:

Frankie Santos Laanan, Iowa State University

65.039. Professional Development and Faculty Supports in Postsecondary

Education. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Frontenac

2:15 pm to 3:45 pm

Chair:

Jessica E. Salvador, University of Washington

Participants:

Professional Development Needs of Polytechnic Lecturers in a Curriculum Reform Scenario. *Marie A.B. Bakah, University of Twente; Joke M. Voogt, University of Twente; Jules M. Pieters, University of Twente, The Netherlands*

A Fusion Model of Instructional Design for Faculty Development Programs in Technology Integration. *Lori C. Soule, Nicholls State University; Yiping Lou, Louisiana State University*

The Validity of an Instructor Observation Protocol for Professional Development. *Audrey Amrein-Beardsley, Arizona State University; Sharon E. Osborn Popp, Arizona State University; Meredith Jean Toth, Arizona State University*

From Burlesque to Stem Cells: Productive Supports for Interdisciplinary Course Design and Implementation Among New Faculty. *Robin R. Lasota, University of Washington*

Discussant:

Stephen L. Benton, The IDEA Center

65.040. New Pedagogies for Social Transformation and Community

Empowerment. Division K - Teaching and Teacher Education; Working

Group Roundtable

New Orleans Marriott, Fourth Level, Balconies IJ

2:15 pm to 3:45 pm

Chair:

Antwi A. Akom, Lawrence Berkeley National Laboratory

Participants:

Hopelessness to Hope: Social Justice in Urban Education and Youth Development. *Julio Cammarota, The University of Arizona*

Radical Healing and a Pedagogy of Love. *Shawn A. Ginwright, San Francisco State University*

Toward an Ecopedagogy: Reducing Health and Educational Disparities Through a Focus on Youth and Communities. *Antwi A. Akom, Lawrence Berkeley National Laboratory*

What Is a Pedagogy of Hope and Love in Times Like These? *Jeffrey M.R.*

Duncan-Andrade, San Francisco State University

Discussant:

Pedro A. Noguera, New York University

65.041. Designing and Implementing Integration Policies in the 21st Century:

Considering Demography, Geography, and Legal Context. Division L -

Educational Policy and Politics; Paper Session

Sheraton, Third Level, Napoleon Ballroom B1

2:15 pm to 3:45 pm

Chair:

William T. Trent, University of Illinois - Urbana-Champaign

Participants:

The Limits of Desegregation Accountability: Questions of Measurement. *Ross E. Mitchell, University of Redlands; Douglas E. Mitchell, University of California - Riverside*

Achieving Diversity in the Post-Parents Involved in Community Schools Era: Modeling the Effects of Geographic Integration Plans. *Meredith Paige Richards, University of Texas - Austin; Kori James Stroub, University of Texas - Austin; Julian Vasquez Heilig, University of Texas - Austin*

Boundaries Matter: How Context Impacts School District Integration Plans' Ability to Meet Their Intended Diversity Goals. *Sarah Lauren Diem, University of Missouri*

Desegregation in the Post-Meredith Era: How Parents Navigate School Assignment and Choice in Louisville-Jefferson County. *Rebecca Page Johnson, Syracuse University*

Discussant:

Sean F. Reardon, Stanford University

65.042. Issues of Improvement in the Core Content Areas: Mathematics as a

Case. Division L - Educational Policy and Politics; Paper Session

Sheraton, Fifth Level, Grand Coueteau

2:15 pm to 3:45 pm

Chair:

Sarah Winchell, Michigan State University

Participants:

The Effects of Tracking With Supports on Instructional Climate and Student Outcomes in High School Algebra. *Takako Nomi, University of Chicago; Elaine M. Allensworth, NRC-NAEd Committee Member and Consortium on Chicago School Research at the University of Chicago*

Examining Heterogeneity in the Effect of Taking Eighth-Grade Algebra on High School Mathematics Achievement. *Jordan Rickles, University of California - Los Angeles*

The Relationship Between Tracking and Mathematics Achievement Test Outcomes in Four Urban Districts. *Rebecca Schmidt, Vanderbilt University*

A Nonexperimental Evaluation of Curricular Effectiveness in Math. *Cory Robert Koedel, University of Missouri; Rachana Bhatt, Georgia State University*

Discussant:

Kathryn S. Schiller, University at Albany - SUNY

65.043. School Choice: The Latest Empirical Evidence. Division L - Educational

Policy and Politics; Symposium

Sheraton, Fifth Level, Grand Chenier

2:15 pm to 3:45 pm

Chair:

Marsha Silverberg, Institute of Education Sciences

Participants:

Evaluation of the Impact of the D.C. Opportunity Scholarship Program: Final Report. *Patrick J. Wolf, University of Arkansas; Babette Gutmann, Westat; Michael J. Puma, Chesapeake Research Associates, LLC; Brian Kisida, University of Arkansas; Lou Rizzo, Westat; Nada Eissa, Georgetown University*

Results From the National Evaluation of Charter School Impacts. *Philip Gleason, Mathematica Policy Research, Inc; Melissa Clark, Mathematica Policy Research, Inc; Christina Clark Tuttle, Mathematica Policy Research; Emily Dwyer, Mathematica Policy Research, Inc*

Student Achievement in 22 KIPP Middle Schools. *Brian Gill, Mathematica Policy Research, Inc.; Christina Clark Tuttle, Mathematica Policy Research Charter Schools, Instructional Conditions, and Student Achievement Gains. Marisa A. Cannata, Vanderbilt University; Mark Berends, University of Notre Dame; Xiu Cravens, Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Roberto V. Penaloza, Vanderbilt University; Marc L. Stein, Johns Hopkins University*

Discussants:

Thomas Dee, Swarthmore College

Jeffrey R. Henig, Teachers College, Columbia University

SIG Sessions

65.044. Innovative Assessments in New Media (Virtual + Games + Mixed-

Reality). SIG-Applied Research in Virtual Environments for Learning

Cosponsored by Division C - Learning and Instruction; Symposium

Sheraton, Fourth Level, Oak Alley

2:15 pm to 3:45 pm

Chair:

Mina Catherine Johnson-Glenberg, Arizona State University

Participants:

Innovative Assessment Techniques in Mixed-Reality, Gesture Control Learning Environments. *Mina Catherine Johnson-Glenberg, Arizona State University*

Embodied Learning in Two-Dimensional Versus Three-Dimensional Environments. *David Birchfield, Arizona State University*

Assessing Students' Intuitive Understanding of Physics Through Game Play Data. *Douglas B. Clark, Vanderbilt University; Mario Manuel Martinez-Garza, Vanderbilt University; Brian C. Nelson, Arizona State University; Kent Slack, Arizona State University; Cynthia M. D'Angelo, Arizona State University*

Student Perceptions of the Assessment Utility of Immersive Virtual Environments. *Jillianne Code, Harvard University; Jody E. Clarke-Midura, Harvard University; Chris J. Dede, Harvard University; Michael Charles*

Mayrath, Harvard University

Natural Language Processing Solutions for Providing On-Line Feedback and Assessment in Game-Based Tutoring Environments. *Danielle McNamara, The University of Memphis; Tanner Jackson, The University of Memphis*

Discussant:

James Paul Gee, Arizona State University

65.045. Online Innovation in Business Teaching and Practice. SIG-Business

Education & Computer Information Systems Research; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Bienville
2:15 pm to 3:45 pm

Chair:

Lou L. Sabina, University of Pittsburgh

Participants:

A Cross-Cultural Investigation of Technologically Mediated Social Networking Behavior. *Michelle Salmons, Central Michigan University; James Melton, Central Michigan University; Robert E. Miller, Central Michigan University*

Business + Design: Combining Action Learning and Reflective Practice. *Toni Ungaretti, Johns Hopkins University*

Exploring North Carolina Business Teachers' Technology Use in the Classroom: Exploring Methods to Explain Variance in Usage Levels. *James E. Bartlett, North Carolina State University; Sharon T. Jones, North Carolina State University*

What Are the Practices and Challenges of Teaching Mobile Computing at the University Level? *Brian Gene Burton, Abilene Christian University; Fortune Mhlanga, Abilene Christian University; Barbara Nell Martin, University of Central Missouri; Jenny Robins, University of Central Missouri*

Discussant:

Dan Kaczynski, Central Michigan University

65.046. Inside Charter Schools: Teaching, Curriculum, and Performance. SIG-

Charter School Research and Evaluation; Paper Session
Doubletree, 16th Level, Crescent Ballroom
2:15 pm to 3:45 pm

Chair:

Natalie Lacireno-Paquet, WestEd

Participants:

The Impact of Leadership and Working Conditions on the Engagement and Satisfaction of Teachers at College-Preparatory Charter Management Organization (CMO) Charter Schools. *Alfred Chris Torres, New York University*

More Than Reading and Math: Nonacademic Services in Charter Schools. *Jessica Greer Sutter, University of Maryland; Reuben Jacobson, University of Maryland*

Establishing an Improved Accountability System for Underperforming Charter Schools at the Time of Renewal. *Aisha Noni Toney, California Charter Schools Association*

Discussant:

David R. Garcia, Arizona State University

65.047. Collaboration, Communion, and Intellectual Development: Exploring the Multiple Layers of Joint Activity and Classroom Talk. SIG-Cultural

Historical Research; Symposium
JW Marriott, Third Level, Orleans
2:15 pm to 3:45 pm

Chair:

Manuel Espinoza, University of Colorado - Denver

Participants:

Coconstructing a Hybrid Space of Reconciliation in and Through "Spanglish." *Ramon Antonio Martinez, University of Texas - Austin*

The Power of a Shared Image: Crafting the Poet's Identity Through Creative Collaboration. *Denise Pacheco, University of California - Los Angeles*

Collective Mind: The Intellectual and Social Openings of Collaborative Activity. *Shirin Vossoughi, University of California - Los Angeles*

Discussant:

Frederick D. Erickson, University of California - Los Angeles

65.048. Professional Development in Early Childhood Education. SIG-Early

Education and Child Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 5
2:15 pm to 3:45 pm

Chair:

Nancy E. Barbour, Kent State University

Participants:

A Longitudinal Study of One State's Efforts to Positively Impact Professional Preparation in the Field of Early Childhood Education. *Beverly Boals-Gilbert, Arkansas State University; Kyoung Jin Kim, Arkansas State University; Stephanie R. Davidson, Jackson State University*

Classroom Assessment Scoring System (CLASS) Reliability Training as Professional Development for Preschool Teachers. *Renee M. Casbergue, Louisiana State University - Baton Rouge; April Whatley Bedford, The University of New Orleans; Karen Burstein, Southwest Institute for Families and Children*

Educators' Perceived Challenges of the Desired Results System: The California Department of Education Accountability Initiative. *Farahnaz Khaleghi, California State University - Long Beach; Jyotsna Pattnaik, California State University - Long Beach*

Findings From Implementing a Response to Intervention (RTI) Model in Pre-K Settings. *Elena P. Soukakou, Frank Porter Graham Child Development Institute; Ellen S. Peisner-Feinberg, University of North Carolina - Chapel Hill; Virginia Buysse, FPG Child Development Institute*

The Relationships Between Early Childhood Teachers' Credentials, Child-Rearing Beliefs, and Preschool Students' Social Skills. *Iman A. Betawi, Florida State University; Ithel Jones, Florida State University*

65.049. Exploring Issues of Scoring Student Performance on Alternate Assessments Based on Alternate Achievement Standards. SIG-Inclusion

& Accommodation in Large-Scale Assessment; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon A
2:15 pm to 3:45 pm

Chair:

Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.

Participants:

A Proposed Typology of Alternate Assessment Based on Alternate Achievement Standards Scoring Approaches. *Marianna Quenemoen, National Alternate Assessment Center; Marianne Perie, National Center for the Improvement of Educational Assessment, Inc.; Jacqueline Farmer Kearns, University of Kentucky*

An Investigation of Kentucky's Approach to Scoring the Alternate Assessment Portfolio. *Arthur A. Thacker, Human Resources Research Organization; Andrea L. Sinclair, Human Resources Research Organization; Emily R. Dickinson, Human Resources Research Organization; Leslie R. Taylor, Human Resources Research Organization*

Exploring Thought Processes Underlying the Scoring of Georgia's Alternate Assessment. *Andrew T. Roach, Georgia State University; Melissa Fincher, Georgia Department of Education; Kris Varjas, Georgia State University; Elizabeth Namisi Chilungu, Georgia State University*

Discussant:

Jacqueline Farmer Kearns, University of Kentucky

65.050. Language Demands of Content Assessments and Validity of Accommodations for English Language Learners. SIG-Inclusion &

Accommodation in Large-Scale Assessment; Symposium
New Orleans Marriott, Third Level, Mardi Gras Salon B
2:15 pm to 3:45 pm

Chair:

Maria Martiniello, ETS

Participants:

Language Demands of Content Assessments and Accommodations for Language Minority Students. *Maria Martiniello, ETS*

English Language Learners' Test-Taking Processes Using a Glossary Accommodation. *Mikyung Kim Wolf, ETS; Jenny C. Kao, Teachers College, Columbia University*

Analysis of EasyCBM Mathematics With Attention to English Language Learners. *Gerald A. Tindal, University of Oregon*

Dynamic and Interactive Assessments Provide Comprehensible Input and Productive Tools for English Language Learners. *Rebecca Kopriva, University of Wisconsin-Madison; David R. Gabel, Center for Applied Linguistics*

Discussants:

Jamal Abedi, University of California - Davis

Sue Rigney, U.S. Department of Education

65.051. Documenting Constraints and Imagining Opportunities: High-Stakes Testing's Impact in Indigenous Arizonan and Alaskan Communities.

SIG-Indigenous Peoples of the Americas; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
2:15 pm to 3:45 pm

Chair:

Patrick E. Marlow, The University of Alaska - Fairbanks

Participants:

Decolonizing Education in Alaska: Animating the Praxis I Test as a Site of Cognitive Imperialism in Neoliberal Times. *Maureen P. Hogan, The University of Alaska - Fairbanks; Caitlin Winebarger, The University of Alaska - Fairbanks*

Constructing Strength-Based Student Identities: A Case Study of Definitions of "Successful" and "Failing" School Environments. *Vanessa Stevens, The University of Arizona*

Left Behind and Losing Ground: Hopi Educators, Racializing Policies, and Local Education Practice. *Sheila Nicholas, The University of Arizona*

Negotiating Policy Disjunctures in Indigenous School Systems and Endangered Language Settings: A Longitudinal Yup'ik Project. *Leisy Thornton Wyman, The University of Arizona; Patrick E. Marlow, The University of Alaska - Fairbanks; Gayle Miller, Lower Kuskokwim School District; Andrew Fannie, Lower Kuskokwim School District; Nita Rearden, Lower Kuskokwim School District; Rachel Nicholai, Lower Kuskokwim School District*

Discussant:

Teresa L. McCarty, Arizona State University

65.052. Public Engagement With Science Research Through Citizen Science in the Zooniverse Project: Lessons for the Informal Learning Community.

SIG-Informal Learning Environments Research; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm

Chair:

Karen E. Carney, Adler Planetarium

Participants:

Zooniverse Infrastructure, Aims, and Participation. *Chris Lintott, Oxford University*

What Motivates People to Participate in Online Citizen Science Through the Zooniverse Project? *Andrea Lardner, Johns Hopkins University; Jordan Raddick, Johns Hopkins University*

What Aspects of Design Influence Initial Interaction With Zooniverse. *Jason Reed, Adler Planetarium*

Opening Paths to Deeper Engagement. *Angelique Rickhoff, Adler Planetarium; Nancy Ross Dribin, Adler Planetarium*

Young Adult Science Learning in the Internet Era. *Jon D. Miller, University of Michigan*

Informal Science Educators' Pedagogical Choices and Goals for Learners: The Case of Planetarium Professionals. *Julia D. Plummer, Arcadia University; Kim J. Small, Arcadia University*

65.053. Technology Issues in Higher Education. SIG-Instructional Technology;

Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
2:15 pm to 3:45 pm

Chair:

Dolores T. Burton, New York Institute of Technology

Participants:

Faculty Perceptions of Online Assessment: A Comparison Study Between Traditional Universities and Online Institutions. *Rui Hu, University of Georgia; Thomas C. Reeves, University of Georgia*

The Impact of Frequency on Achievement in Online Courses: A Study From a South Texas University. *Lori Kupczynski, Texas A&M University - Kingsville; Angela M. Gibson, American Public University; Phil Ice, American Public University System; Linda Chaloo, Texas A&M University - Kingsville*

Involve Me and I Learn: Providing Substantial Learning Choices in Higher Education. *Gregory Merrill Francom, University of Georgia*

Educational Change in Oman: A Design Research Study of Personal, Institutional, and National Reactions to Collaborative Problem Solving. *David Porcaro, University of Georgia*

Discussant:

Mahnaz Moallem, University of North Carolina - Wilmington

65.054. Ivan Illich SIG Business Meeting. In the Mirror of the Past: Ivan Illich Glares Into the Present and Future. SIG-Ivan Illich; Business Meeting

Sheraton, Eighth Level, Salon 816
2:15 pm to 3:45 pm

Participants:

Madhu Suri Prakash, The Pennsylvania State University

Richard V. Kahn

Rebecca Martusewicz, Eastern Michigan University

Daniel G. Grego, TransCenter for Youth, Inc.

Dana L. Stuchul, The Pennsylvania State University

65.055. Educator Ethics: A Look at Teacher Professional Responsibility

Through Case Law in Four States. SIG-Law and Education; Symposium
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm

Chair:

Patrick D. Pauken, Bowling Green State University

Participants:

Professional Responsibility and Ethics for North Carolina Educators: The Significant Role of Preservice Teacher Training in Professional Ethics. *Kevin Patrick Brady, North Carolina State University*

Professional Responsibility and Ethics for Educators in Michigan. *Regina R. Umpstead, Central Michigan University*

Texas Educators' Code of Ethics. *Joann Franklin Klinker, Texas Tech University; David P. Thompson, University of Texas - San Antonio*

Educational Ethics in Illinois. *Elizabeth T. Lugg, Illinois State University*

Discussant:

Philip T.K. Daniel, The Ohio State University

65.056. Building Leadership for Learning: Teachers and Principals. SIG-

Leadership for School Improvement; Paper Session
Sheraton, Eighth Level, Salon 820
2:15 pm to 3:45 pm

Chair:

Scott C. Bauer, George Mason University

Participants:

A University-District Partnership for Teacher Leadership in Turnaround Schools. *Jack Leonard, University of Massachusetts - Boston; Jack Levy, University of Massachusetts - Boston; Lesley Ryan, Boston Public Schools*

The Effect of School Leadership on Teachers' Inquiry Habit of Mind. *Meta Louise Kruger, University of Amsterdam; Femke Geijsel, University of Amsterdam*

What Makes Instructional Leadership Effective? Results From a National Sample of Teachers and Principals in Cyprus. *Panayiotis Antoniou, University of Cyprus*

Teacher Leadership Through Teach First: Can Second-Year Alternatively Certified Teachers Lead School Improvement? *Daniel R. Muijs, University of Southampton; Christopher James Chapman, University of Manchester; Paul Armstrong, University of Manchester*

Discussant:

Sue G. Lasky, University of Louisville

65.057. Advances in Goal Theory Research. SIG-Motivation in Education; Paper

Session
New Orleans Marriott, Second Level, Preservation Hall Studio 9
2:15 pm to 3:45 pm

Chair:

Andrew J. Martin, The University of Sydney

Participants:

Differentiating Goal Setting Tendencies and Situation-Specific Goals to Analyze Joint Influences of Personal Goals and Goal Structures on Achievement-Relevant Outcomes. *Markus Dresel, University of Augsburg, Germany; Valerie Berner, University of Augsburg, Germany; Michaela Fasching, University of Augsburg, Germany*

Goal Structures, Personal Goals, and Self-Regulated Learning (SRL): "Adaptive Mastery Goal Structure" Versus "Goal Structure - Personal Goal Concordance" Hypotheses. *Nir Madjar, Ben-Gurion University of the Negev; Avi Kaplan, Temple University*

Public Performance Increases Student Motivation: A Missing Piece of Achievement Goal Theory. *David A. Bergin, University of Missouri; Christi Crosby Bergin, University of Missouri; Bridget Murphy, UMC-ASSESSMENT RESOURCE CENTER; Teresa M. Van Dover, University of Missouri*

Mastery-Avoidance Goals in Junior High School: Prevalence and Meaning in Two Disciplinary Domains. *Melissa Karakas, Temple University; Anthony C. Perez, Temple University; Rachel H. Meyer, Temple University; Avi Kaplan, Temple University*

Conditional Effects of Mastery Goal Structure on Motivational Beliefs in African American Adolescents: The Role of the Need for Cognition. *DeLeon Lavron Gray, The Ohio State University; Yujin Chang, The Ohio State University; Eric M. Anderman, The Ohio State University*

65.058. Reimagining Black Girlhood: Lessons on Performance From Saving Our Lives Hear Our Truths (SOLHOT). SIG-Qualitative Research;

Demonstration/Performance
Astor Crowne Plaza, Second Level Mezzanine, St. Ann
2:15 pm to 3:45 pm

Chair:
Lisa Weems, Miami University

Participants:
Our Reason d'Être: A Performance Manifesto. *Durell Maurice Callier, University of Illinois - Urbana-Champaign*
When Black Girls Look at You: A Visual Analysis of School, Home, and Community. *Ruth Nicole Brown, University of Illinois - Urbana-Champaign*
Black Girls in Need of a Window Seat: Analyzing the Lyrics of Erykah Badu's Window Seat Through Dance. *Dominique Cacine Hill, University of Illinois - Urbana-Champaign; Chamara J. Kwakye, University of Illinois - Urbana-Champaign*

65.059. Research in Action: Racial Negotiation Measurement and Intervention for Black Students. SIG-Research Focus on Black Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 10
2:15 pm to 3:45 pm

Chair:
Howard C. Stevenson, University of Pennsylvania

Participants:
Classroom Social Justice 101: Using Race and Gender to Understand Student Perceptions of Teacher Practices. *Duane E. Thomas, University of Pennsylvania; Celine Thompson, University of Pennsylvania*
A New Nonacademic Variable: Black Racial/Ethnic Socialization Exploration. *Keisha L. Bentley, University of Texas - Austin; Collette Chapman, University of Texas - Austin*
Racial/Ethnic Socialization as a Conflict Negotiation Intervention: Exploring Two Programs for Black Students That Work. *Valerie N. Adams, University of Pennsylvania; Chonika Coleman, University of Pennsylvania; Keisha L. Bentley, University of Texas - Austin*

Discussants:
Keisha L. Bentley, University of Texas - Austin
Valerie N. Adams, University of Pennsylvania
Celine Thompson, University of Pennsylvania
Duane E. Thomas, University of Pennsylvania
Collette Chapman, University of Texas - Austin

65.060. Using Data to Understand or Predict Student Outcomes. SIG-School Indicators, Profiles, and Accountability; Paper Session
New Orleans Marriott, Third Level, Mardi Gras Salon C
2:15 pm to 3:45 pm

Chair:
Michelle LaPointe, LEAD, LLC

Participants:
Examining Online Reporting Tools Impact on Teachers in a Canadian Province. *Stanley J. Varnhagen, University of Alberta*
Survival Analysis of Two Overlapping Graduation Cohorts: Predicting Dropouts. *Bobby J. Franklin, Mississippi College*
Alternative Indicators of High School Performance: A Longitudinal Study of Student Dropouts. *Pete G. Goldschmidt, University of California - Los Angeles*

Discussant:
Rolf K. Blank, Council of Chief State School Officers

65.061. Perspectives on Academic Language and Its Role in Content and Language Standards. SIG-Second Language Research; Symposium
Sheraton, Second Level, Rhythms Ballroom I
2:15 pm to 3:45 pm

Chair:
H. Gary Cook, University of Wisconsin

Participants:
Modeling Academic Language: Scrutinizing Its Features and Facets. *Alison Bailey, University of California - Los Angeles*
Operationalizing Academic Language in Language Development Standards. *Margo H. Gottlieb, Illinois Resource Center and World-Class Instructional Design and Assessment Consortium*
District Understandings of Academic Language and Language Standards in 20 States. *Naomi Lee, University of Wisconsin - Madison*
Academic Language and the Common Core Standards: Implications for State and District Implementation and Supporting the Achievement of English Language Learners. *Edynn Sato, WestEd; Rachel Lagunoff, WestEd; Pamela Yeagley, WestEd*

Discussant:
Diane L. August, Center for Applied Linguistics

65.062. Differing Perceptions of Ability, Equality, and Opportunity. SIG-Sociology of Education; Paper Session
JW Marriott, Third Level, Ile de France I
2:15 pm to 3:45 pm

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

Participants:
The Influence of Teacher Perceptual Accuracy on Young Children's Literacy Development. *Douglas Ready, Teachers College, Columbia University; Elizabeth Marie Chu, Teachers College*
Motivated and Rational but NOT Directionless: Risk Assessment and Risk Management of College-Going Among Low-Income Students. *Michelle E. Naffziger, Northwestern University*
Americans' Perceptions of (Equal) Opportunity and College Access. *Kristin M. Jordan, Indiana University; Oren Pizmony Levy, Indiana University; Brian Powell, Indiana University*
The Habitus of First-Generation College Students: A Content Analysis of Students' Autobiographies. *Susan A. Dumais, Louisiana State University*
Family Obligation, Financial Reciprocity and Need-Based Financial Aid. *Julie Minikel-Lacocque, University of Wisconsin - Madison; Sara Goldrick-Rab, University of Wisconsin - Madison; Courtney Luedke, University of Wisconsin - Madison; Peter Miles Kinsley, University of Wisconsin*

Discussant:
Catherine C. Riegler-Crumb, University of Texas

65.063. Findings From Research on Children and Youth With Autism. SIG-Special Education Research; Paper Session
Sheraton, Fourth Level, Southdown
2:15 pm to 3:45 pm

Chair:
Madeline Milian, University of Northern Colorado

Participants:
Symptoms of Posttraumatic Stress in Parents Following a Diagnosis of Autism Spectrum Disorder. *Laura Baylot Casey, The University of Memphis; Robert Lee Williamson, Bowling Green State University; Robert Zankas, The University of Memphis; Kay Reeves, The University of Memphis*
Academic Outcomes in Inclusive and Self-Contained Settings for Adolescents With Autism. *Jennifer Kurth, Northern Arizona University; Ann M. Mastergeorge, University of California - Davis*
Developing Social Skills in Young People With Autistic Spectrum Disorders (ASD) With Mobile Technology: The Effect of Technology Innovation on Teacher Practice. *Joseph H. Mintz, London South Bank University; Corinne Branch, London South Bank University; Stephen Lerman, South Bank University; Caty March, London South Bank University*
Improving Homework Accuracy and Completion in Students With Autism Spectrum Disorders Through Self-Management and Parent Training. *Patricia Anne Korzekwa, Indiana University; Scott Bellini, Indiana University; Gretchen D. Butera, Indiana University*
Employment-Focused Neuropsychological Assessment: Implications for Transition Planning for Adolescents With Autism Spectrum Disorder. *Juliet E. Hart, Arizona State University; John F. Lavach, College of William and Mary*

65.064. Trends and Innovations in Self-Regulation Assessment. SIG-Studying and Self-Regulated Learning; Paper Session
Astor Crowne Plaza, Second Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:
Hefer Bembetty, Queens College - CUNY

Participants:
A Study of At-Risk High School Students' Calibration Accuracy, Self-Efficacy, and Use of Assessment Results. *Peggy P. Chen, Hunter College - CUNY; Sarah M. Bommer, Hunter College - CUNY*
Investigating Student Self-Regulated Learning Strategies: Comparing Qualitative and Quantitative Responses. *Jared Anthony, Fordham University; Karen Elizabeth Clayton, Fordham University; Akane Zusho, Fordham University*
Monitoring and Inhibition as a Core Mechanism of Self-Regulation: Comparison of Performance-Based and Self-Report Measures. *Myung-Jin Lee, Korea University; Sung-Il Kim, Korea University; Mimi Bong, Korea University*
The Role of Task Definitions in Acquiring Science Conceptual Understanding Using a Computer-Based Learning Environment. *Jeffrey A. Greene,*

University of North Carolina; Leigh Anna Hutchison, University of North Carolina - Chapel Hill; Lara-Jeane C. Costa, University of North Carolina - Chapel Hill; Helen Crompton, University of North Carolina - Chapel Hill
Using Self-Regulated Learning (SRL) Microanalysis in an Academic Context: Conceptual and Empirical Advantages. *Timothy J. Cleary, University of Wisconsin - Milwaukee; Greg Callan, University of Wisconsin - Milwaukee; Jaime Leigh Peterson, University of Wisconsin - Milwaukee; Tanya Adams, University of Wisconsin - Milwaukee*

Discussant:

Marcel VJ Veenman, Leiden University

65.065. Researching Teacher Unions: New Insights and Perspectives. SIG-Teacher's Work/Teachers Unions; Paper Session
Sheraton, Fourth Level, Gallier
2:15 pm to 3:45 pm

Chair:

George Joseph Lamoureux, Brock University

Participants:

Protection, Voice, Trust, and Change: An Exploration of Active and Inactive Union Member Decision Making. *Kara Popiel, Teachers College, Columbia University*

Social Justice Teacher Unionism: Where Idealism Meets Reality. *Cindy Rottmann, University of Manitoba*

The Influence of Labor Management Relations Climate on Novice Teachers' Union Attachment. *Ben Pogodzinski, Wayne State University; Nathan Jones, Northwestern University*

Discussant:

Sarah A. Robert, University at Buffalo - SUNY

65.066. Technology, Instruction, Cognition, and Learning 4: Instructional Strategies for Higher Order Learning. SIG-Technology, Instruction, Cognition & Learning; Paper Session
Sheraton, Third Level, Napoleon Ballroom C2
2:15 pm to 3:45 pm

Chair:

Esther Winther, University of Paderborn

Participants:

Analogies in the Instructional Design Process: Models as Support to Write Texts for Learning. *Pablo Nicolai Pirnay-Dummer, University of Freiburg, Germany; Anne Allgaier, University of Freiburg, Germany; Katrin Weber, University of Freiburg, Germany; Charlotte Wendland, University of Freiburg, Germany*

Effects of Instructional Gaming Characteristics on Learning Effectiveness, Efficiency, and Engagement of Basic Statistical Analytical Skills. *Elena Novak, Florida State University; Tristan Johnson, Florida State University*

Reducing the Accommodation Resistance to Illusory Contradictions Within Automatically Synthesized Tasks: Instructional Videos as Scaffolding. *Pablo Nicolai Pirnay-Dummer, University of Freiburg, Germany; Ivanessa Mirastschijski, University of Freiburg, Germany*

Representation and Development of Higher Order Knowledge by Dynamic Concept Maps. *Stefanie Andrea Hillen, University of Agder - Kristiansand - Associate Professor*

Underlying Emotional Experiences During Model-Based Reasoning Processes. *Dirk Ifenthaler, University of Freiburg; Norbert M. Seel, University of Freiburg, Germany*

Discussant:

Russell Almond, Florida State University

Division and SIG Roundtables

65.067. Roundtable Session 45; Roundtable Session

65.067-1. Reconceptualizing Research Methods in Early Childhood. SIG-Critical Perspectives on Early Childhood Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Alberto Lopez-Carrasquillo, Northeastern Illinois University

Participants:

Asking the Child: Critical Perspectives and Autoethnography. *Christopher Au, University of Hawaii*

Critical Play Theory: A Review of Critical Literature on Play and Play Research. *Lynn E. Cohen, Long Island University - C.W. Post Campus; James E.*

Johnson, The Pennsylvania State University

Learning From Success: Practice-Based Evidence in Early Childhood Research and Professional Practice. *Mathias Urban, University of East London*
The Arizona English Language Learners Assessment: Threats to Reliable Assessment of Young Children's English Proficiency. *Ida Rose Florez, Arizona State University*
"So, I'll Tell You and You Write It...Right?" Children's Views of Their Preschool Settings. *Cathy Nutbrown, University of Sheffield*

65.067-2. Advances in Conflict Resolution. SIG-Conflict Resolution and Violence Prevention; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

David W. Johnson, University of Minnesota

Participants:

Cooperative Learning: A Positive Pathway to Meeting the Diverse Needs of All Students. *Michelle L. Tichy, University of Northern Iowa; Michael Skivington, University of Wisconsin - Oshkosh*

Risky Sexual Behaviors, Impulsivity, and Aggression: Does Age Really Matter? *Kelli Lane Blackford, University of Arkansas*

The Role of Intragroup Conflicts in Collaborative Learning. *Dabae Lee, Indiana University; Charles M. Reigeluth, Indiana University*

65.067-3. Using Evaluations and Ratings to Improve Teaching. SIG-Self-Study of Teacher Education Practices; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Debra A. Miretzky, Western Illinois University

Participants:

Good for Us, Good for Our Students: A Self-Study of Self-Study. *Pamela J. Konkol, Concordia University; Simeon Martin Stumme, Concordia University - Chicago; Isabel Nunez, Concordia University - Chicago*

Using Student Evaluations of (Dis)Engagement as a Critical Reflection Tool to Improve Practice in Developing Diversity Courses. *Laurie A. Ramirez, Appalachian State University; Valerie A. Allison-Roan, Susquehanna University; Susan E. Elliott-Johns, Nipissing University; Sandra L. Petersen, Dixie State College*

You Are a Two, Maybe, a Three: One Teacher Educator's Adventures With Dispositional Ratings. *Douglas M. Wieczorek, Syracuse University*

65.067-4. Examining the Teaching Profession in the United Arab Emirates: Implications for Future Policy and Practice. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Cambria Russell, Teacher's College, Columbia University

Participants:

The Use of Contract Teachers in the United Arab Emirates: Conditions and Consequences. *Natasha Ridge, Dubai School of Government*

Emirati Women in the Teaching Profession: Transitions to the Profession and Workplace Experiences. *Janet Y. Thomas, Zayed University, United Arab Emirates*

Leading for Educational Revolution: Remapping Culture, Educational Outcomes, and Paradigm Shift. *Robin R. Dada, Zayed University*

65.067-5. Teacher Education for the Public Good: Subverting Hyper-Accountability and Deficit Discourse in Social Justice Teacher Education. SIG-Critical Educators for Social Justice; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Theresa Montano, California State University - Northridge

Participants:

Why Aren't We More Enraged? We Need More Than a Civil Rights Movement to Interrupt the Historical Normalizing of Deficit Discourses. *Virginia M. Lea, University of Wisconsin - Stout*

Poverty and the Scornful Gaze: The Reproduction of Class-Based Deficit Ideology in Schooling. *Paul Cameron Gorski, George Mason University*

Teacher Performance Assessment in the Audit Society. *Ann Berlak, San Francisco State University*

The "Empire" Strikes Back via Neoliberal Tactics: Confronting the Legacies of Neocolonialism. *Roberta Ahlquist, San José State University*

65.067-6. Re-Visioning Classroom Instruction for English Language Learners:**Pedagogical Insights From Ethnographic Research.** SIG-Bilingual

Education Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Amanda Kibler, University of Virginia

Participants:

What's in a Writing Conference? Considerations for English Language Learners.

Amanda Kibler, University of Virginia

Considering Academic Language in Practice: An Examination of Latino English

Language Learners' Academic Language Competencies in Spanish. *Laura Alvarez, Stanford University*

Reading Aloud by Young English Language Learners (ELLs): Promising or

Problematic Practice? *Sarah Capitelli, University of San Francisco***65.067-7. Strengthening School-Community Collaboration.** SIG-Family, School,

Community Partnerships; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Nga-Wing Anjela Wong, The University of Alaska - Fairbanks

Participants:

Building Bridges Between School Leaders and Communities Through Social Justice-Oriented Work. *Christa A. Boske, Kent State University*Building Schools and Community Connections: Outreach and Activism for New Schools in Southeast Los Angeles. *Greta Kirschenbaum, University of California - Berkeley*Schools of Education, Full-Service Schools, and Community Agencies in a Complementary Fit of Research and Practice. *Charles R. Watson, University of Evansville*"It's Part of Contributing to Global Citizenship": Students' and Teacher Leaders' Perspectives on School-Community Partnerships. *Catherine Hands, Independent Researcher***65.067-8. Research on Giftedness, Creativity, and Talent SIG Roundtable II.**

SIG-Research on Giftedness and Talent; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Jennifer L. Jolly, Louisiana State University - Baton Rouge

Participants:

Examining the Effects of Total School Cluster Grouping on Teaching Practices.

*Rachelle Miller, Purdue University; Nielsen L S Pereira, Purdue University;**Yang Yang, Purdue University; Marcia L. Gentry, Purdue University*Exploring the Relationship Between Barriers to Implementation and Academic Achievement in a Third-Grade Gifted Curriculum. *Tracy Christine Missett, University of Virginia; Lisa Hall Foster, University of Virginia; Marguerite Brunner, University of Virginia; Amy Azano, University of Virginia; Sarah Oh, University of Virginia; Carolyn M. Callahan, University of Virginia*Factors Affecting Talent Development: Differences in Graduate Students Across Three Domains. *Stephanie A. Hartzell, University of Nevada - Las Vegas;**Eunsook Hong, University of Nevada - Las Vegas*Krutetskii Meets the Trends in International Mathematics and Science Study (TIMSS): Students' Readiness for Learning Mathematics. *Kyong Mi Choi, University of Iowa***65.067-9. New Perspectives on Parent Organizing.** SIG-Grassroots Community &

Youth Organizing for Education Reform; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Michael P. Evans, Miami University

Participants:

Parents Organizing and Organizing Parents: The Creation of Language Immersion Charter Schools. *Lisa M. Dorner, University of Missouri - St. Louis; Rhonda Broussard, Language Immersion Schools*Social Capitalization in Bilingual Communities. *Magaly Lavadenz, Loyola Marymount University*Realizing Rights: A Case Study of Rights Discourse in Education Organizing. *Anne Rebecca Newman, Washington University in St. Louis***65.067-10. Superintendent Preparation and Practice.** SIG-Research on the

Superintendency; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Thomas L. Alsbury, North Carolina State University

Participants:

Developing Leaders Using Case Inquiry. *Deirdre M. Smith, Ontario College of Teachers*

Superintendent Practices and Interstate School Leaders Licensure Consortium

(ISLLC) Standard Three: Leadership, Change, and Financial Resource

Management. *John M. Decman, University of Houston - Clear Lake; Kevin**Wayne Badgett, Pasadena Independent School District; Angela M. Randall,**Clear Creek Independent School District; Bianca Benavides, Galena Park**Independent School District; Lisa Nixon, Pearland Independent School**District; J. Brett Lemley, Clear Creek Independent School District*The Role of the Superintendency: Building Cultures of Trust Through "Intelligent Accountability". *Randy Wayne Hetherington, University of Alberta***65.067-11. Methodologies in Professions Education.** Division I - Education in the

Professions; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Brian J. Hess, American Board of Internal Medicine

Participants:

Experiential Learning Theory Versus Guided Experiential Learning: Comparing Instructional Design Methodologies in Medical Simulations. *Christopher Craft, University of South Carolina - Columbia*Text Work as Identity Work in Legal Writing. *Erika J. Abner, Educational**Consultant; Shelley Kierstead, Osgoode Hall Law School*

The Use of Concept Mapping to Assess Medical Students' Knowledge of and

Attitudes Toward Social and Behavioral Sciences in Medicine. *Arienne**Teherani, University of California - San Francisco; Shelley Adler, University**of California - San Francisco; Jason Wang, University of California - San**Francisco; H. Carrie Chen, University of California - San Francisco***65.067-12. SIG/Research in Mathematics Education Roundtable 4: Learning.**

SIG-Research in Mathematics Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Julius Davis, Bowie State University

Participants:

Area Hypothetical Learning Trajectory: Relating Square Units to Nonrectilinear Regions. *Craig Cullen, Illinois State University; Amanda Miller, Illinois State**University; Chepina Witkowski, Illinois State University; Jeffrey E. Barrett,**Illinois State University; Julie Sarama, University at Buffalo - SUNY*

Consideration of Standardized Testing as a Mediating Aspect of Mathematics

Planning and Enactment Practices. *Julie Amador, Indiana University -**Bloomington; Teruni D. Lamber, University of Nevada - Reno*

Coordinating Individual and Collective Analyses via Argumentation Diagrams.

*Ian Whitacre, San Diego State University; Susan D. Nickerson, San Diego**State University*

Integrating Assessment Principles and Disciplinary Content in Professional

Development: Supporting Teacher Change in Classroom Assessment. *David**C. Webb, University of Colorado - Boulder*

Formative Maps: Realizing the Potential of Benchmark Exams as a Formative

Classroom Tool. *Karee E. Dunn, University of Arkansas; Sean W. Mulvenon,**University of Arkansas; Calli A. Holaway, The University of Alabama***65.067-13. Enhancing Multicultural Education: Examining Perceptions, Identities, and Privilege.** SIG-Multicultural/Multiethnic Education: Theory,

Research, and Practice; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

John D. Harrison, Lincoln Memorial University

Participants:

Implications of Explicit and Implicit Identities in Online Multicultural Education

Course Discussions. *Binod Gurung, New Mexico State University; Miguel M.**Licon, New Mexico State University*

Collaborative Learning Modalities for Multicultural Education Courses:

Examining Power, Privilege, and Difference: Online. *Edward J. Brantmeier,**James Madison University; Antonette M. Aragon, Colorado State University;*

James Folkestad, Colorado State University

Factors Affecting Foreign Students' Perception of the Teacher's Role in a Multicultural Online Learning Environment. *Dongyub Lee, Yonsei University*

65.067-14. Breaking Trail in Indigenous Research: Session Three. SIG-

Indigenous Peoples of the Pacific; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

2:15 pm to 3:45 pm

Chair:

Gary Sherwood Krug, University of Hawaii - Manoa

Participants:

Indigenous Mentoring and Leadership. *Pohai Kukea-Shultz, University of Hawaii*

Maori Boarding School Traditions: Maori Constructs of Leadership and Maori Advancement Viewed Through the Stories of Te Aute College. *James Graham, Massey University*

Nana i ka Pūlapūla. *Iwalani Hodges, Nanaikapono Elementary School; Jay M. Taniguchi, University of Hawaii; Krystal Kaleinani Chieko Tim Sing, University of Hawaii - Manoa; Mischa Kaua'ānuhea Lenchanko, University of Hawaii; Stephanie Furuta, University of Hawaii*

65.068. Roundtable Session 46; Roundtable Session

65.068-1. Classrooms as Spaces for Teacher Learning. Division K - Teaching and

Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Maria Guadalupe Arreguin-Anderson, University of Texas - San Antonio

Participants:

Between a Rock and a Hard Place: An Urban Teacher's Self-Study of Navigating the Ideal and the Real. *James Calvin Eslinger, OISE/University of Toronto*

Creating Transformative Third Space(s) by Reinventing Classrooms, Curriculum, and Self. *Teresa R. Fisher, Georgia State University*

Dilemmatic Spaces in Teachers' Work: Toward a Conceptual Framework for Dilemmas in Teachers' Work. *Göran Fransson, University of Gävle; Jan Gramas, University of Gävle*

Teachers' and Parents' Judgment Accuracy of Children's Level of Test Anxiety and Their Stability. *Constance Karing, University of Bamberg; Tobias Dörfler, University of Bamberg; Cordula Artelt, University of Bamberg*

The First Day of Teaching. *Zeynep Akdag, Middle East Technical University; Cigdem Haser, Middle East Technical University*

65.068-2. Coaching and Mentor Characteristics. Division K - Teaching and

Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Eran Tamir, Brandeis University

Participants:

Clarifying Preservice Teacher Perceptions of Mentor Teachers' Use of Mentoring Skills. *Paul Hennissen, Fontys University of Applied Sciences, Netherlands; Frank Crasborn, Fontys University of Applied Sciences, Netherlands; Niels C. Brouwer, Radboud University, Nijmegen; Fred A.J. Korthagen, University of Amsterdam; Theo C.M. Bergen, Radboud University, Nijmegen*

Coaches and New Urban Teachers' Perceptions of Induction Coaching: Accelerating Learning Curves. *Wendy L. Gardiner, National-Louis University*

Employing Design Research to Improve Instructional Coaching Practices. *Jim Knight, Instructional Coaching Group & Kansas University Center for Research on Learning; Barbara A. Bradley, The University of Kansas; Irma F. Brasseur-Hock, The University of Kansas; Donald D. Deshler, The University of Kansas; Jana C. Hare, The University of Kansas; Michael F. Hock, The University of Kansas; Thomas Michael Skrtic, The University of Kansas*

Improving Teachers' Expertise and Teaching Through Apprenticeship Practices. *Yeping Li, Texas A&M University; Rongjin Huang, University of Colorado - Denver; Shihong Xu, Guangzhou*

65.068-3. Communities and Families in Teacher Education. Division K -

Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Steven Siera, Saint Martin's University

Participants:

Preservice Teacher Change in a Community-Based Field Experience. *Patricia Clark, Ball State University; Eva M. Zygmunt-Fillwalk, Ball State University; Jon M. Clausen, Ball State University; Mark Malaby, Ball State University; Winnie Mucherah, Ball State University; Gail Bader, Ball State University; Donna Carlross Williams, Ball State University*

Preservice Teachers Perceptions of Non-English Speaking Parents. *Zulmaris Diaz, University of Texas - Pan American; Olga M. Ramirez, University of Texas - Pan American; Jeng-Jong Tsai, University of Texas - Pan American*

"Teaching Them to Be Middle-Class": Teacher-Residents' Beliefs About Working in Schools in Nondominant Communities. *Colin D. Green, The George Washington University; Lindsey Wilson, The George Washington University; Marjorie Clark, The George Washington University; Bryce L. Walker, The George Washington University*

Parent Teacher Education Connection: A Web-Based Model for Preservice. *Amber L. Brown, University of Texas - Arlington; Mary M. Harris, University of North Texas; Arminta Lee Jacobson, University of North Texas; Judy Ann Trotti, University of Mary Hardin-Baylor*

The Role of the Parent Advocate in Education: A Grounded Theory Approach. *Kim F. Fields, University of Southern California*

65.068-4. Compelling Teacher Practice in Science Education. Division K -

Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Phillis George, Jackson State University

Participants:

Chemistry Teachers in 11 Ubiquitous Computing Classrooms: Technology Use and Pedagogical Choices. *Brian E. Drayton, TERC; Joni K. Falk, TERC; Rena Stroud, TERC*

Development and Validation of Pedagogical Content Knowledge (PCK) Test Instruments of Biology Teachers by Using Empirically Analyzed Students' Errors. *Melanie Jüttner, University of Munich; Birgit Jana Neuhaus, Ludwig - Maximilians - University Munich*

Diversifying Science Teaching Practices Without Diminishing Achievement. *Dennis William Smithery, Elmhurst College; Terri R. Patchen, California State University - Fullerton*

Enhancing Pedagogical Content Knowledge: Supporting Teachers' Efforts to Teach Underlying Causal Structure in Density. *Tina A. Grotzer, Harvard University; Megan M. Powell, Norwood School; Erin M. Carr, Pennfield School*

65.068-5. Considering Culture and Language in Quality Teaching. Division K -

Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Jennie A. Whitcomb, University of Colorado - Boulder

Participants:

Integrating Science and Diversity Education: Examining Novice Teacher Practices and Impact on Student Writing Achievement. *Marco A. Bravo, Santa Clara University; Jorge L. Solis, University of California - Santa Cruz; Eduardo Mosqueda, University of California - Santa Cruz; Jennifer Marie Collett, University of California - Berkeley; Maxine Ramona McKinney De Royston, University of California - Berkeley*

Closing the Cultural Gap: Transforming Early Childhood Teachers' Thinking About Culture and Language. *Ana I. Berdecia, Thomas Edison State College; Joseph Youngblood, Thomas Edison State College; Caitlan Kosec, Consultant*

The Effects of Returning to Higher Education From the Perspective of Early Care and Educational Professionals. *Joy Marie Bechold, University of Houston - Clear Lake; Michelle L. Peters, University of Houston - Clear Lake; Rebecca L. Huss-Keeler, University of Houston - Clear Lake*

65.068-6. Division K Section 6 Roundtable 4. Division K - Teaching and Teacher

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Victoria Showunmi, Institute of Education - London

Participants:

Engaging Preservice Teachers' Social Imagination: Exploring the Politics of Language for the Public Good. *Cheu-jei Lee, Indiana University/Purdue University at Fort Wayne; Glenda C. Moss, Pacific University; Elaine Bacharach Coughlin, Pacific University*

Examining Assumptions About Preparation Programs for Teachers of Color.

Anne Burns Thomas, SUNY - College at Cortland

Classroom Cultural Capital: What Is an Asset Approach to Literacy in Urban

Classrooms? *Noah Borrero, University of San Francisco*

Collaborative Reforms: Examining the Development of a University-School-

Community Partnership in a Small, Highly Industrialized Working-Class

Community in Windsor, Ontario, Canada. *Andrew M.A. Allen, University of*

Windsor; Amer Shujah, University of Windsor; Bojana Knezevic, University

of Windsor; Tina Sharma, University of Windsor

Critical Moment but Not Critical Literacy: Preservice Teachers' Perspectives on

Teaching Obama. *Laura A. May, Georgia State University; Teri J. Holbrook,*

Georgia State University; Vera Stenhouse, Georgia State University

65.068-7. Division K Section 6 Roundtable 5. Division K - Teaching and Teacher

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Sonja L. Lanehart, University of Texas - San Antonio

Participants:

Assessing Empathy in Culturally Responsive White Female Teachers. *Chezare*

Warren, University of Illinois - Chicago

Devising and Investigating Benefits of Interconnected Interventions to Promote

Education Majors' Culturally Responsive Teaching Understandings. *Janet*

C. Richards, University of South Florida; Susan V. Bennett, The University of

Mississippi; Ramona Chauvin, SEDL; Joan P. Gipe, Walden University

Education Research for the Public Good in International Contexts: Introducing

Action Research in Pakistan. *Aliya Mueen Zafar, University of Florida*

Engaging Imagination: Juxtaposing Voices From the Field to Envision Sustainability

Teaching and Learning. *Rosalie M. Romano, Western Washington University;*

Molly Noelle Lawrence, Western Washington University

Language, Education, and Social Equality: Educator Partnerships That Serve

Linguistically and Culturally Diverse Students. *Anne Harper Charity-Hudley,*

College of William and Mary; Christine L. Mallinson, University of Maryland

- Baltimore County

65.068-8. Innovations for Urban Teacher Preparation: Insights From Various

Stakeholders. Division K - Teaching and Teacher Education; Roundtable

Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Theresa Y. Austin, University of Massachusetts - Amherst

Participants:

Faculty Perceptions About Their Engagement in a Newly Instituted Urban

Teacher Education Program. *Omiunota N. Ukpokodu, University of Missouri*

- Kansas City

Voices From the Field: Alumni Critique and Reimagine Their Urban Teacher

Preparation. *Yolanda Sealey-Ruiz, Teachers College, Columbia University*

Providing Effective Special Education Teachers Where They Are Needed Most:

Urban Centers. *Mary C. Esposito, California State University - Dominguez*

Hills

Examining the Impact of Case-Based Pedagogy on Teacher Candidates' Ability

to Analyze Complex Teaching Situations. *John F. O'Flahavan, University of*

Maryland; Melissa Landa, University of Maryland

Everyone Leaves With a Party Favor: An Exploration of Third-Space

Possibilities Within a School/University Partnership. *Lynn Violet Clark,*

University of Louisiana - Monroe; Beth J. Ricks, University of Louisiana -

Monroe

65.068-9. International Conversations in Teacher Education. Division K -

Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Participants:

Distribution of Teachers in Schools and Influence of Teacher Education on

Student Achievement in Chile. *Cristian Cox, Catholic University of Chile;*

Carolina Flores, Catholic University of Chile; Carolina Milesi, University of

Chicago; Soledad Ortuzar, Catholic University of Chile

Preservice Teachers' Teacher Efficacy Beliefs and Concerns About Teaching in

Malaysia, New Zealand, and England. *David A.G. Berg, University of Otago;*

Lisa F. Smith, University of Otago

Understanding, Fostering, and Practicing Reflective Teaching in the United

States and China. *Katrina Liu, University of Wisconsin - Madison; Meixin Hu,*

Zhejiang Normal University

Global Book Hour: Using Educational Research to Prepare Teacher Candidates

in a Classroom Without Walls. *Myrtle Irene Welch, Buffalo State College*

- SUNY; Mary Cummings, Buffalo State College - SUNY; Kim Truesdell,

Buffalo State College - SUNY; Katie Sclafani, Buffalo State College - SUNY

The Experiences of Teaching Assistants of Color and Those From International

Contexts in Teaching and Supervising in an Elementary Education Program.

Mary Louise Gomez, University of Wisconsin - Madison; Ayesha Khurshid,

University of Wisconsin - Madison; Mel Freitag, University of Wisconsin

65.068-10. Promoting Inclusivity. Division K - Teaching and Teacher Education;

Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Mark A. Lewis, Loyola University Maryland

Participants:

Preparation for Inclusion Course: Designing a Needs-Based Course. *Necdet*

Karasu, Gazi University, Turkey

Preparing Elementary and Special Education Preservice Teachers for Co-

Teaching in Inclusive Classrooms. *Audra Parker, University of South Florida;*

Patricia M. Mchatton, University of South Florida; David Allsopp, University

of South Florida; Diedre Allen, University of South Florida

Promoting Inclusivity Within Teacher Education Programs. *Christopher*

DeLuca, University of South Florida

65.068-11. Quality Teaching for Inclusion in High School. Division K - Teaching

and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Michael Wilson, Teachers College, Columbia University

Participants:

Investigating Science and Special Education Teachers' Understandings of

High-Quality Science Instruction. *Jenny D. Ingber, Bank Street College of*

Education; Lauren Honeycutt Swanson, University of California - Santa

Barbara; Irene C. Swanson, University of California - Los Angeles

Expanding Opportunities for Secondary Students With Mild Disabilities:

A National Study of Assistive Technology Use. *Susie Gronseth, Indiana*

University; Thomas Brush, Indiana University

Who's the Boss? An Examination of Coteaching in Social Studies Inclusion

Classrooms. *Trenia L. Walker, Texas Tech University; Leann Diandreth-*

Elkins, Texas Tech University

65.068-12. Teachers as Innovative Learners. Division K - Teaching and Teacher

Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Rich Milner, Vanderbilt University

Participants:

Beyond the Joys of Teaching: Stories From Five Novice Secondary Teachers.

Jewell E. Cooper, University of North Carolina - Greensboro; Ye He,

University of North Carolina - Greensboro

Reading Specialists' Stories About Teaching Reading in Diverse, Urban Settings.

Sharon H. Ulanoff, California State University - Los Angeles; Joan C. Fingon,

California State University - Los Angeles

Understanding Secondary Algebra Teachers' Motivation for Entering the

Profession: An Examination of Personal Math Biographies. *Courtney Haines,*

University of Nebraska - Lincoln; Douglas F. Kauffman, University of

Nebraska - Lincoln

Understanding Teacher Learning Through the Telling of Student Stories. *Tesha*

Sengupta Irving, University of California - Los Angeles; Elizabeth Horst

Redman, University of California - Los Angeles; Christine Brigid Malsbary,

University of California - Los Angeles; Noel D. Eryedy, University of

California - Los Angeles

Windows Into Teachers' Worlds: Exploring Mathematics Teacher Identity With

Photo-Elicitation Interviews. *Theodore Chao, University of Texas*

65.068-13. Technology Tools in Education and Scholarship: Microblogging,

Lecture Capture, and Researcher Productivity. SIG-Computer and

Internet Applications in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

2:15 pm to 3:45 pm

Chair:

Ronald D. Owston, York University

Participants:

Is the Backchannel Enabled? Using Twitter in Academic Conferences. *Bodong Chen, OISE/University of Toronto*

Lecture Capture in Large Undergraduate Classes: What Is the Impact on the Teaching and Learning Environment? *Ronald D. Owston, York University; Denys Lupshenyuk, York University; Herb H. Wideman, York University, Canada*

Productivity in Educational Technology Journals From 2000 to 2010. *Priya K. Nihalani, University of Texas - Austin; Alyssa Reinhart, University of Texas - Austin; Mark Gobble, University of Texas - Austin; Daniel H. Robinson, University of Texas*

The Effects of Learners' Microblogging Activities With Smartphones on the Enhancement of Social Presence. *Yujung Ko, Korea University; Keol Lim, Korea University; Hyunae Sim, Korea University; Kyung Yun Kim, Korea University; Soo-jeong Jeong, Korea University*

65.068-14. Evaluation, Accreditation, Teaching Cultures, and Learning-

Centered Teaching. SIG-Faculty Teaching, Evaluation, and Development; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chairs:

Frank C. Worrell, University of California - Berkeley
Elaine R. Laflamme, McGill University

Participants:

Individual Consultation: Achieving Learner-Centered Teaching in Higher Education. *Elaine R. Laflamme, McGill University; Alenoush Saroyan, McGill University; Cynthia B. Weston, McGill University; Robert J. Bracewell, McGill University*

College Faculty Experiences With Technology Innovations: An Exploratory Case Study. *Peggy Ann Lumpkin, Georgia State University*

Review of Instruments for Student Evaluations of Distance Education Instruction. *Elizabeth Shaunessy, University of South Florida; Robert F. Dedrick, University of South Florida; Aarti P. Bellara, University of South Florida; Connie Walker, University of South Florida; Eun Kyeng Baek, University of South Florida; Shelley Stewart, University of South Florida*

A Bumpy Border Crossing Into the Teaching Culture on U.S. Campus: Experience of a Chinese Faculty Member. *Qiang Cheng, University of Nevada - Las Vegas; Jian Wang, University of Nevada - Las Vegas; Shaocan Zhang, University of Nevada - Las Vegas*

65.069. Roundtable Session 47; Roundtable Session

65.069-1. The Opportunities, Mechanisms, and Consequences of Increasing Accountability Demands: An International Perspective. Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm

Chair:

Melanie Ehren, University of Twente

Participants:

Half-Way to Accountability? Why Norway Established New Goals for Student Learning But Forgot About the Rewards. *Thomas C. Hatch, Teachers College, Columbia University*

Strategic Responses of Schools to Multiple Measures in the Dutch Accountability System. *Melanie Ehren, University of Twente*

What Are Singapore Schools Accountable for and to Whom Are They Accountable? *Pak Tee Ng, National Institute of Education, Nanyang Technological University*
Government Accountability, School Administration, and the Technical Core: School Leaders' Social Tactics for Gaining Teachers' Cooperation. *James P. Spillane, Northwestern University; Lauren M. Anderson, University of Southern California*

65.069-2. Teachers' Beliefs, Emotional Skills, and Social and Emotional Learning Practice. SIG-Social and Emotional Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom E
2:15 pm to 3:45 pm

Chair:

Kim A. Schonert-Reichl, The University of British Columbia

Participants:

Social and Emotional Learning Beliefs Across Teaching Careers. *Rebecca J. Collie, The University of British Columbia*
Developing Emotional Intelligence in Initial Teacher Education: An Action

Research Approach. *Roland Tormey, University of Limerick; Roisin P. Corcoran, University of Limerick*

Primary Teachers' Social Emotional Learning (SEL) Infusion in Their Curriculum Areas. *Jessie Ee, National Institute of Education, Singapore; Mingming Zhou, Nanyang Technological University*

Division and SIG Posters**65.070. Poster Session 16;** Poster Session**65.070-1. Section 1: College Student Learning and Development Poster Session**

1. Division J - Postsecondary Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

- The Effects of Campus Climate on Collaborative Learning in Medical Education: A Structural Equation Modeling (SEM) Model. *Manuel S. Gonzalez Canche, The University of Arizona; Brendan Cantwell, University of Georgia; Jeffrey F. Milem, The University of Arizona*
- The Effects of Mathematics Ability Self-Confidence and Demographic Characteristics on College Students' Science, Technology, Engineering, and Mathematics (STEM) Major Choice. *Martin Moakler, The George Washington University; Mikyong Minsun Kim, The George Washington University*
- The Impact of Student Affairs Professionals on First-Year College Students' Socially Responsible Leadership Development. *Georgianna L. Martin, University of Iowa*
- Working in College: An Exploratory Study of Undergraduate Student Employment Characteristics and Behaviors. *Tynan M. Kozak, The University of Alabama; David E. Hardy, The University of Alabama*
- Writing Habits and Attitudes of Male and Female Undergraduate College Students. *Mary G. Zeleny, University of Nebraska - Lincoln; Meryem Yilmaz-Soylu, Hacettepe University*
- Modeling the Graduate Engineering Student Experience: Combining Socialization Experiences With Individual Development. *Erin D. Crede, Virginia Polytechnic Institute and State University*
- What Matters to Student Athletes in College Experiences. *Yan Zhao, Boston College*
- Describing the Process of Developing Interpersonal Relationships in College. *Vasti Torres, Indiana University; Daniel Maxwell, Indiana University/Purdue University at Indianapolis; Barry Magee, Indiana University; Brian Lamont McGowan, Indiana University*

65.070-2. Beyond "Fit": Searching for Successful Administrative Socialization. Division J - Postsecondary Education; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Poster:

- Beyond "Fit": Searching for Successful Administrative Socialization. *Kelly Kish, Indiana University; Derrick L. Tillman-Kelly, Indiana University*

65.070-3. Understanding Teachers' and School Leaders' Perspectives on Educational Programs and Practices. Division H - Research, Evaluation and Assessment in Schools; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

- Understanding Different Perceptions About Teacher Working Conditions. *Les Bolt, Appalachian State University*
- The Effects of Mathematics Instruction Using Spatial Temporal Cognition on Teacher Beliefs and Expectations About Their Practice. *Lauren Duran, Orange County Department of Education; Natalie A. Tran, California State University - Fullerton; Stephanie H. Schneider, Orange County Department of Education*
- Perceptions of Key Stakeholders in the Training and Planning for the School-Wide Positive Behavior Intervention Supports (SW-PBIS). *Kathryn A. Havercroft, Indiana University; Jeffrey A. Anderson, Indiana University; Allison Ann Howland, Indiana University*

65.070-4. Action Research: Online, With High School Students and With Participants. SIG-Action Research; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
2:15 pm to 3:45 pm

Posters:

13. Implementing Research Findings to Build School Policies: Lessons From Participatory Action Research in Schools. *Amanda Soto, University of Massachusetts - Amherst; Tanya T. Maloney, University of Pennsylvania; Peter Kuriloff, University of Pennsylvania*
14. Improving Self-Reflection in Action Research Through Online Discussions. *Brett D. Campbell, Clark County School District*
15. To High School and Beyond: Marginalized Student Beliefs and High School Articulation. *Mae Susanne Chaplin, San Diego State University*

65.070-5. Technology as an Agent of Change in Teaching and Learning Poster Session. SIG-Technology as an Agent of Change in Teaching and Learning; Poster Session

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

Posters:

16. A 3-Year Design-Based Research Initiative That Influenced Educational Practices in a One-to-One Laptop School. *D. Michele Jacobsen, University of Calgary; Sharon Friesen, University of Calgary*
17. A Critical Review of Technological, Pedagogical, And Content Knowledge (TPACK) Assessments. *Tae Seob Shin, Michigan State University; Matthew J. Koehler, Michigan State University; Punya Mishra, Michigan State University*
18. Teachers and Technology: From the University to the Social Studies Classroom. *Elizabeth K. Wilson, The University of Alabama; Vivian H. Wright, The University of Alabama*
19. A Statewide Evaluation of Districts' Readiness for Large-Scale Online Testing: Unique Perceptions and Challenges From Various School Districts' Lenses. *Trina J. Davis, Texas A&M University - College Station; Jacqueline Stillisano, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Judy Ann Hostrup, Texas A&M University*
20. Embedded Privacy Supports Within Online Discussion Environments. *Clare M. Brett, OISE/University of Toronto; Jim Hewitt, OISE/University of Toronto*
21. A Meta-Analysis of Video Games in Education. *Janyce Emily Osenbach, Fordham University*
22. Use of Teacher-Designed Games for In-Class Implementation. *Yang Liu, University of Calgary; Qing Li, University of Calgary*

65.070-6. Learning to Teach in a Multicultural Classroom. SIG-Education and Student Development in Cities; Poster Session

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

Posters:

23. Exploring Cultural Differences: Immigrant Teachers' Perceptions of Multiculturalism. *Inna Abramova, Purdue University*
24. Impact of School Mobility on Academic Achievement for Homeless, Foster, and Housed Students. *Laura Tamer-McBrien, Fresno Unified School District; Susan M. Tracz, California State University - Fresno*

Monday, 4:05 pm

Governance Meetings and Events

66.001. AERA International Relations Committee: Closed Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Regent
4:05 pm to 6:05 pm

Chair:

Beverly Lindsay, The Pennsylvania State University

66.002. AERA SIG Open Meeting and Reception for SIG Officers. AERA Governance; Governance Session

New Orleans Marriott, Second Level, La Galerie 1
4:05 pm to 6:05 pm

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

66.003. AERA Social Justice Action Committee: Closed Meeting 2. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Bacchus
4:05 pm to 6:05 pm

Chair:

William H. Watkins, University of Illinois - Chicago

Presidential Sessions

66.010. Reading Policy in an Age of Accountability, Cosponsored by the National Conference on Research on Language and Literacy. Presidential Session Cosponsored by Division C - Learning and Instruction; Invited Session

Sheraton, Third Level, Napoleon Ballroom A2&A3
4:05 pm to 6:05 pm

Chair:

Cynthia E. Coburn, University of California - Berkeley

Participants:

The Process of Policy Making in Reading. *Cynthia E. Coburn, University of California - Berkeley*

Implementation of Reading Policy. *Sarah L. Woulfin, University of California - Berkeley*

Policy Outcomes: Focus on Reading First. *P. David Pearson, University of California - Berkeley*

Discussants:

Peter P. Afflerbach, University of Maryland - College Park

David K. Cohen, University of Michigan

66.011. Revisiting the National Research Council Report How People Learn: A Re-Examination. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B1
4:05 pm to 5:35 pm

Chair:

Carol D. Lee, Northwestern University

Participants:

Social, Cultural, and Contextual Aspects of Prior Knowledge as the Basis of Learning. *Barbara Rogoff, University of California - Santa Cruz*

The Social Foundations of Why Learning Happens: Interest, Initiative, Engagement. *Nailah Suad Nasir, University of California - Berkeley*

Identity Development and Identity Bases of Learning Processes and Pathways of Participation in Cultural Practices. *Margaret Beale Spencer, University of Chicago*

From "Transfer of Learning" to Knowledgeable Navigation Across Contexts. *Carol D. Lee, Northwestern University*

How People Use Technologies for Learning. *Roy D. Pea, Stanford University*

How Children Learn in the Lab and in the World: Stereotypes and Social Learning. *Andrew Meltzoff, University of Washington*

Discussants:

Carol D. Lee, Northwestern University

James G. Greeno, University of Pittsburgh

66.012. Standing in the Space of Response: Reimagining Research on Recurring Educational Problems. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3
4:05 pm to 5:35 pm

Chair:

Cheryl J. Craig, University of Houston

Speaker:

Alan H. Schoenfeld, University of California - Berkeley

Discussants:

D. Jean Clandinin, University of Alberta

Walter Doyle, The University of Arizona

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

66.013. Teacher Education in a New Era of School Improvement: Report of the Student Learning Student Achievement Task Force (National Board for Professional Teaching Standards). Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3
4:05 pm to 6:05 pm

Chair:

Robert L. Linn, University of Colorado - Boulder

Participants:

Robert L. Linn, *University of Colorado - Boulder*
 Lee S. Shulman, *Carnegie Foundation for the Advancement of Teaching*
 Lloyd Bond, *Carnegie Foundation for the Advancement of Teaching, Retired*
 Linda Darling-Hammond, *Stanford University*
 Frederick M. Hess, *American Enterprise Institute*
 Peggy G Carr, *U.S. Department of Education*
 Douglas N. Harris, *University of Wisconsin - Madison*

Discussant:

Joan E. Auchter, *National Board for Professional Teaching Standards*

AERA Sessions

66.014. Design and Assessment of Learning-Focused Social Networks: International Perspectives Cosponsored by the World Education Research Association. AERA Sessions; Invited Session
 Sheraton, Third Level, Napoleon Ballroom C1
 4:05 pm to 6:05 pm

Chair:

Klaus U. Breuer, *The Johannes Gutenberg University Mainz*

Participants:

Jan L. Plass, *New York University*
 Ong Kim Lee, *National Institute of Education*
 Eva L. Baker, *University of California - Los Angeles*
 Judith Kalman, *Cimvestav*
 Kyung Sung Kim, *Seoul National University of Education*
 Russell Shilling, *Defense Advanced Research Projects Agency*

66.015. Promising Scholarship in Education: Dissertation Fellows and Their Research. Supported and cosponsored by the American Institutes for Research. AERA Sessions; Invited Poster Session
 New Orleans Marriott, Third Level, Mardi Gras Salon DE
 4:05 pm to 6:05 pm

Chair:

George L. Wimberly, *American Educational Research Association*

Speakers:

William H. Schmidt, *Chair, Governing Board, AERA Grants Program and Michigan State University*
 David Myers, *President, American Institutes for Research*

Participants:

1. Health and the Development of Academic and Behavioral Skills in Early Childhood. *Jen-Hao Chen, University of Chicago*
2. Institutional Context and Segregation: Curricular Tracking in Cross-National Perspective. *Anna K Chmielewski, Stanford University*
3. Teaching Quality in Kindergarten: How Important Is School Organizational Culture for Student Learning in Literacy and Mathematics? *Marisol Cunningham, Teachers College, Columbia University*
4. "First in my Family" How Children Become the First Generation at College. *Elizabeth Dayton, Johns Hopkins University*
5. School Type and Mathematics Achievement: A Comparison of Magnet and Public Secondary Schools Using the Educational Longitudinal Study of 2002 Data Set. *Craig L. Esposito, University of Connecticut*
6. Teacher Matters: Re-Examining the Effects of Grade-3 Test-Based Retention Policy on Student Academic Performance, Instructional Resource Allocation, and Student Motivation. *Yihua Hong, University of Toronto*
7. First-Year Parental Employment and Child Developmental Outcomes at Two and Four Years of Age. *Nina Philipson Hetzner, Columbia University*
8. New Destinations, New Destinies? Latinos' Educational Attainment in New and Traditional Destinations. *Katherine Reed, The Pennsylvania State University*
9. The Role of Peer Effects in Early Education: Evidence from the 2003 Family and Child Experiences Survey (FACES). *Hilary Shager, University of Wisconsin - Madison*
10. A Hierarchical Examination of the Immigrant Achievement Gap: The Additional Explanatory Power of Nationality and Educational Selectivity Over Traditional Explorations of Race and Socioeconomic Status. *Kathryn Simms, Old Dominion University*
11. Shaping Professional Development to Promote the Diffusion of Instructional Expertise among Teachers. *Min Sun, Michigan State University*
12. ECLS-K Demonstration of a New Method for Multilevel Multiple Imputation: MLMI. *Christopher M. Swoboda, University of Wisconsin - Madison*
13. Do Colleges Practice Price Discrimination? Implications for Access and Affordability. *Lesley Turner, Columbia University*
14. Effects of Family, School, and Community Contexts on Children's Self-Regulation, Competence in Mathematics and Reading, and Socioemotional

- Adjustment. *Ana Carolina Useche, University of Florida*
15. Investigating the Causal Effects of School Context on College Enrollment for Low SES Students using several Different Measures for School SES. *Aaryn Ward, Louisiana State University*
 16. Investigating the Causal Effects of Student Mobility on Academic Outcomes. *Kristina L. Zeiser, The Pennsylvania State University*
 17. Constructing and Negotiating Identities-in-Practice: Multiple Identities, the Enacted Curriculum, and the Figured World of Achievement in a Middle School English Classroom. *Limarys Caraballo, Teachers College, Columbia University*
 18. Women of Color Navigating the Academy: the Discursive Power of Professionalism. *Corinne Castro, Temple University*
 19. Creating Spaces for Critical Thinking within a Puerto Rican Classroom: An Ideological Model of Literacy. *Aura E. Gonzalez-Robles, The University of Arizona*
 20. Mismatched or Maligned?: A Race Crit's Qualitative Analysis of African American Males in Law School. *Darrell Jackson, University of Colorado*
 21. Black Educators and Public School Reform in Philadelphia. *Camika Royal, Temple University*
 22. Ain't I a Girl? Black Girls Negotiating Gender, Race, and Class. *Samatha Wahome, The Ohio State University*
 23. A Cultural Historical Analysis of Teacher Learning: Developing Professional Identities Amidst Struggles for Inclusive Education. *Federico R. Waitoller, Arizona State University*
 24. Concrete Solutions: Architecture of Public High Schools During the "Urban Crisis". *Amber Wiley, The George Washington University*
 25. Student Role Strain, Research Opportunity Interventions and College/Career Success in STEM Fields. *Krystal L. Williams, University of Michigan*
 26. Does Dialect Affect Categorization of Word-Like Sounds? An Exploration of Dialect Density and Word Knowledge. *Megan C. Brown, University of Wisconsin - Madison*
 27. Building on Student Thinking to Support the Early Development of Algebraic Thought. *Darrell Earnest, University of California - Berkeley*
 28. Unlearning Political Affiliation: Knowledge, Identity, and Self-Reported Ideology. *Par Jason Engle, University of Wisconsin - Madison*
 29. Communities of Instructional Practice: A Study of the Mediation of Professional Development on Student Academic Achievement. *Mark LaVenia, Florida State University*
 30. Professional Development Impact on Principals' Attitudes Toward Implementation of Florida's Next Generation Sunshine State Standards. *Kristina N. LaVenia, Florida State University*
 31. Atypical Understandings: Mathematical Learning Disabilities and Fractions. *Katherine Lewis, University of California - Berkeley*
 32. Teaching to the Spirit: Unpacking the "Hidden" Curriculum of African Centered Education. *Maxine Ramona Mckimney De Royston, University of California - Berkeley*
 33. Modeling and Social Feedback on the Mathematics Performance and Calibration of Middle School Students. *Darshanand Ramdass, The Graduate Center - CUNY*
 34. Economic Exchanges: Young Children's Understandings of the Worth of their Goods in a Selling Practice in Oaxaca, Mexico. *Yasmin A. Sitabkhan, University of California - Berkeley*
 35. Identity Construction among Second Generation Caribbean Immigrants. *Kisha Bryan, University of Florida*
 36. The Knowledge, Skills, and Competencies needed for the University Presidency. *Sydney Freeman Jr., Auburn University*
 37. Transitional Narratives of International Teachers in US Schools. *Christine Wanjiku Nganga, University of North Carolina - Greensboro*

Committee Sessions

66.016. GSC Chair-Elect Fireside Chat: The Last Hurdle: Dissertation and Thesis Writing. Graduate Student Council; Fireside Chat
 Astor Crowne Plaza, Lobby Level, St. Charles Ballroom
 4:05 pm to 5:35 pm

Chair:

Nicholas Daniel Hartlep, *University of Wisconsin - Milwaukee*

Participants:

William C. Ayers, *University of Illinois - Chicago*
 Thandeka K. Chapman, *University of Wisconsin - Milwaukee*
 Gregory Michie, *Concordia University - Chicago*
 Jamie Lew, *Rutgers University*

66.017. Learning Gender in the Rainbow Nation in the Context of AIDS and Other Social Problems. Committee on Scholars and Advocates for Gender Equity in Education; Symposium

Sheraton, Third Level, Napoleon Ballroom D

4:05 pm to 5:35 pm

Chair:

Deevia Bhana, University of KwaZulu-Natal

Participants:

Young South African Children's Construction of Gender, Sexuality, and AIDS. *Dhanasagrie Jewnarain, University of KwaZulu-Natal; Vuyo Nkani, University of KwaZulu-Natal*

Girls Want Money, Boys Want Virgins: Love, Romance and Young South Africans in the Context of AIDS. *Deevia Bhana, University of KwaZulu-Natal; Rob Pattman, University of KwaZulu-Natal; Serrenta Naidoo, University of KwaZulu-Natal*

Troubling Boys' Violence: Perspectives From Colored South African Boys. *Bronwynne Anderson, University of KwaZulu-Natal*

Fighting Boys: Negotiating Conflict and Violence in a High School. *Vijay Hamllall, University of KwaZulu-Natal*

Valuing Learners' Voices in the Formal High School Sex Education Program. *Sibonsile Mathe, University of KwaZulu-Natal*

Social Cohesion at a South African University: "Myth or Reality": Gender, Sexuality, and Race. *Tasmeera Singh, University of KwaZulu-Natal*

Discussant:

Claudia A. Mitchell, McGill University

Division Sessions

66.018. Indicators of School Leadership, Networks, Succession, and

Performance. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Bayside C

4:05 pm to 5:35 pm

Chair:

Stacey A. Rutledge, Florida State University

Participants:

A Social Network Analysis of Teachers' Professional Learning Communities. *AnneMarie M. Conley, University of California - Irvine; Teomara Rutherford, University of California - Irvine; Adam Sheppard, University of California - Irvine; Nayssan Safavian, University of California - Irvine; Alejandra Sofia Albarran, University of California - Irvine*

Network Enactment: How Managerial Interpretations Influence Advice Network Formation. *Ebony N. Bridwell-Mitchell, Brown University; Theresa K. Lant, Pace University*

Performance Indicators, School Accountability Ratings, and Student Achievement. *Fred C. Lunenburg, Sam Houston State University*

Urban School Leadership Succession Planning. *Latish Cherie Reed, University of Wisconsin - Milwaukee; Gail T. Schneider, University of Wisconsin - Milwaukee; Raji Swaminathan, University of Wisconsin - Milwaukee; Leigh Wallace, University of Wisconsin - Milwaukee*

Discussant:

Stacey A. Rutledge, Florida State University

66.019. Leadership for Student Engagement, Belonging, and Achievement.

Division A - Administration Organization & Leadership; Paper Session

Sheraton, Fifth Level, Grand Chenier

4:05 pm to 5:35 pm

Chair:

Alex J. Bowers, University of Texas - San Antonio

Participants:

A Latent Class Analysis of Student Engagement and Its Relationship to High School Dropout. *Susan Rotermund, University of California - Santa Barbara; Karen L. Nylund-Gibson, University of California - Santa Barbara*

Identifying Malleable School-Level Learning Conditions for Mathematics Achievement From the Trends in International Mathematics and Science Study (TIMSS) 1999 and 2007. *Nianbo Dong, Vanderbilt University; Xiu Cravens, Vanderbilt University*

Investigating the Connection Between Student Social Engagement in School and Student Achievement. *Ethan Yazzie-Mintz, Indiana University; David Joseph Rutkowski, Indiana University*

Student Sense of Belonging in the Context of Small Learning Communities. *Nada Rayyes, Berkeley Policy Associates/University of California - Santa Barbara*

Discussant:

Alex J. Bowers, University of Texas - San Antonio

66.020. Organizational Responses to Reform, Accountability, and Policy Across

School Levels. Division A - Administration Organization & Leadership;

Paper Session

Sheraton, Second Level, Rhythms Ballroom I

4:05 pm to 5:35 pm

Chair:

Eric M. Camburn, University of Wisconsin

Participants:

A Multilevel Cross-National Comparison of Secondary School Characteristics Associated With Differences in Achievement Between Low- and High-Socioeconomic Status Students. *Richard Joseph Waddington, University of Michigan; Valerie E. Lee, University of Michigan; Edward A. Silver, University of Michigan*

Institutional Stratification and Organizational Response to High-Stakes Testing Policy. *Jennifer Jellison Holme, University of Texas - Austin*

New Middle School Teachers and Accountability Rating: A 5-Year Statewide Study. *Cynthia Martinez-Garcia, Sam Houston State University; John R. Slate, Sam Houston State University*

Student Achievement and Growth in Middle Grades: A Comparison of K-8 and Middle Schools. *Cara Jackson, University of Maryland*

The Impact of Student Engagement Across Educational Transitions: A Comparative International Study in Two Different Educational Systems.

Louise Elffers, University of Amsterdam; Christopher C. Weiss, Columbia University

Discussant:

Eric M. Camburn, University of Wisconsin

66.021. Anti-Racist/Anti-Oppressive Education and Activism. Division B -

Curriculum Studies; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom III

4:05 pm to 6:05 pm

Chair:

Nikoletta Christodoulou, Frederick University

Participants:

She Who Learns, Teaches: Septima Clark and Black Women Activist Educators, Past, Present, and Future. *Robert Lewis Lake, Georgia Southern University; Katherine Mellen Charron, North Carolina State University; Kristal T. Moore, Florida State University*

(Re)Thinking Race: Positioning Multiracial Representations Within Critical Pedagogy. *Claire E. Peinado Fraczek, University of Washington*

Saul Alinsky as Curriculum Theorist: Critiquing Progressive Democratic Education. *Aaron M. Schutz, University of Wisconsin - Milwaukee*

The Problem of Looking at Others: On the Concepts of Antioppressive Education. *Liz Airton, York University*

Racial (In)Visibility: What Do Learners' Experiences Teach About How Race May Function in Classrooms? *Myosha Monique McAfee, Harvard University*

Discussant:

Jen Gilbert, York University, Canada

66.022. Globalization and Asian Education in the 21st Century. Division B -

Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom I

4:05 pm to 6:05 pm

Chair:

Yong Zhao, Michigan State University

Participants:

Globalization and Asian Education in the 21st Century: An Introduction. *Yong Zhao, Michigan State University; Jing Lei, Syracuse University*

Cultural Overview of Education in Sinic Civilization. *Guofang Li, Michigan State University; Ming Fang He, Georgia Southern University*

Globalization and Education in the Japanese Civilization: How Are Global Forces Affecting the Civilization-Specific Understanding of Education? *Kaori Okano, La Trobe University*

Islamic Education: Sociocultural Insights From the Arab and Malay Civilizations. *Nagwa Megahed, Ain Shams University*

Globalization and Asian Education in the 21st Century: Buddhist Cultural Perspective in a Selected Sample. *David T. Gamage, University of Newcastle*

Accessing Education for All in India: The Right to Education Act 2009. *Hema Ramanathan, University of West Georgia*

Discussant:

Jianwei Zhang, University at Albany - SUNY

66.023. Factors Affecting Students' Engagement and Achievement in Reading.

Division C - Learning and Instruction Cosponsored by SIG-Motivation in

Education, SIG-Research in Reading and Literacy; Paper Session
Hotel Monteleone, Mezzanine Level, Iberville
4:05 pm to 5:35 pm

Chair:

James W. Fryer, Saint Lawrence University

Participants:

Effects of Reading Engagement on Reading Achievement From a Multilevel Perspective. *Wei You, University of Maryland - College Park; John T. Guthrie, University of Maryland*

Factors Affecting Middle School Students' Reading Motivation in Taiwan. *Suhua Huang, Midwestern State University*

Investigating Young Children's Use of Metacognitive Reading Strategies: A Longitudinal Study. *Linda E. Martin, Ball State University; Sherry E. Kragler, University of South Florida - Lakeland; Virginia Schreier, University of South Florida*

Discussant:

Suzanne E. Hidi, University of Toronto

66.024. Improving the Design of Multimedia Instruction: Effects of Cueing, Segmentation, and Fading of Representations. Division C - Learning and Instruction; Symposium
Hotel Monteleone, Mezzanine Level, Orleans
4:05 pm to 5:35 pm

Chair:

Tamara Van Gog, Erasmus University Rotterdam, Netherlands

Participants:

Learning From Cued and Uncued Animations: Effects of Generating and Receiving Explanations. *Bjorn De Koning, Erasmus University Rotterdam, Netherlands; Huib Tabbers, Erasmus University Rotterdam, Netherlands; Remy M. Rikers, Erasmus University Rotterdam, Netherlands; Fred Paas, Erasmus University Rotterdam, Netherlands*

Segmentation of Animations Enhances Novices' Learning: But Why? *Ingrid A.E. Spanjers, Maastricht University; Tamara Van Gog, Erasmus University Rotterdam, Netherlands; Jeroen JG Van Merriënboer, Maastricht University; Pieter Wouters, Utrecht University*

Eye Movement Modeling Examples in Medical Education. *Halszka Jarodzka, Open University of the Netherlands; Thomas Balslev, Viborg Hospital; Kenneth Holmqvist, Lund University; Marcus Nyström, Lund University; Katharina Scheiter, University of Tübingen; Peter Gerjets, Knowledge Media Research Center; Berit Eika, Aarhus University*

Can Representational Fading Enhance Multimedia Learning? *Maria Opfermann, University Duisburg-Essen; Katharina Scheiter, University of Tübingen; Peter Gerjets, Knowledge Media Research Center*

Discussant:

Richard E. Mayer, University of California - Santa Barbara

66.025. Reading Across Languages: Literacy Development of Chinese-English Bilinguals in the United States, Canada, and Taiwan. Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
4:05 pm to 5:35 pm

Chairs:

Li-Jen Kuo, Northern Illinois University

Yuuko Uchikoshi, University of California - Davis

Participants:

Orthographic Knowledge and Chinese-Canadian Children's Reading Development in School and Heritage Languages. *Yang Cathy Luo, OISE/University of Toronto; Xi Chen, OISE/University of Toronto*

Oral Proficiency and Reading in the Two Languages of Cantonese-English Bilingual Children in Canada. *Stefka H. Marinova-Todd, The University of British Columbia*

What Predicts English Reading Comprehension? A Study With Cantonese-Speaking English Language Learners. *Yuuko Uchikoshi, University of California - Davis*

The Relationship Between Morphological Awareness, Syntactic Awareness, and Reading Development: A Comparative Study With Chinese-English Bilinguals in the United States and in Taiwan. *Li-Jen Kuo, Northern Illinois University; Ying Li, Northern Illinois University; Tae-Jin Kim, Northern Illinois University; Yu-Min Ku, National Central University*

Discussant:

Richard C. Anderson, University of Illinois - Urbana-Champaign

66.026. Research on Teaching and Learning of Social and Historical Issues. Division C - Learning and Instruction Cosponsored by SIG-Research in

Social Studies Education; Paper Session
Hotel Monteleone, Mezzanine Level, Bienville
4:05 pm to 5:35 pm

Chair:

Kevin D. Vinson, University of the West Indies

Participants:

"We're Not Judging Them. We're Just Saying They Can't Get Married": Identity, Tolerance, and Discussing Same-Sex Marriage. *Terence A. Beck, University of Puget Sound*

Teaching About Race and Gender in High School Government Classes During the 2008 Presidential Election. *Wayne Journell, University of North Carolina - Greensboro*

A Study Using Deconstruction Theory, Derridian Pedagogy, and The Book Thief. *Katherine Thomas, Oklahoma State University*

Developing Historical Literacy: How Do We Make Progress in Learning to Think Historically? *Stephane Levesque, University of Ottawa*

66.027. Using Models in the Classroom: Research Into Practice. Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning, SIG-Learning Sciences; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
4:05 pm to 5:35 pm

Chairs:

Susan A. Yoon, University of Pennsylvania

Cindy E. Hmelo-Silver, Rutgers University

Participants:

1. Models as Epistemic Anchors. *Julia Svoboda, University of California - Davis; Cynthia M. Passmore, University of California - Davis*

2. Promoting Model-Based Reasoning and Conceptual Change in Middle School. *Clark A. Chinn, Rutgers University; Ravit Golan Duncan; William J. Pluta, Rutgers University; Luke Andrew Buckland, Rutgers University*

3. Modeling Observational Practice in a Middle School Classroom. *Catherine Eberbach, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Suparna Sinha, Rutgers University; Sameer Honwad, Rutgers University; Rebecca Jordan, Rutgers University; Spencer Rugaber, Georgia Institute of Technology; Ashok K. Goel, Georgia Institute of Technology*

4. Foundations for Model-Based Science Learning Using StarLogo TNG. *Hal Scheintaub, Massachusetts Institute of Technology; Eric D. Klopfer, Massachusetts Institute of Technology*

5. Developing a Continuum of Model Use by Teachers in the Science Classroom. *Lei Liu, University of Pennsylvania; Susan A. Yoon, University of Pennsylvania*

6. Assessing Learning as an Outcome of Modeling. *Steven Gray, Rutgers University; Sameer Honwad, Rutgers University; Suparna Sinha, Rutgers University; Rebecca Jordan, Rutgers University; Catherine Eberbach, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Swaroop Vattam, Georgia Institute of Technology; Spencer Rugaber, Georgia Institute of Technology; Ashok K. Goel, Georgia Institute of Technology*

Discussant:

Janice D. Gobert, Worcester Polytechnic Institute

66.028. Promoting and Sustaining Math Self-Efficacy. Division E - Counseling and Human Development; Paper Session
Astor Crowne Plaza, Second Level, Astor Ballroom II
4:05 pm to 5:35 pm

Chair:

Allison M. Ryan, University of Illinois - Urbana-Champaign

Participants:

Encouraging Mathematics Participation Through Improved Self-Efficacy: A School Counseling Outcomes Study. *Lia Falco Maland, The University of Arizona; Jessica J. Summers, The University of Arizona; Sheri Bauman, The University of Arizona*

Math Self-Efficacy and Interest in Pre- and Early Adolescence: Math Classroom Climate and Teacher Connection. *Mary M. Deacon, University of Virginia; Marie F. Shoffner, University of Virginia; Heather T. Rowan-Kemyon, Boston College*

Mathematics Anxiety Role of Multidimensional Self-Regulation and Self-Efficacy. *Sachin Jain, University of Idaho; Martin Dowson, University of Western Sydney*

66.029. School-Based Bullying and Sexual Violence Perpetration/Victimization: Research on Gender-Based Attitudes, Disability Status, and Sexual Minority Youth. Division E - Counseling and Human Development; Symposium

Astor Crowne Plaza, Second Level, Grand Ballroom A
4:05 pm to 5:35 pm

Chair:

Dorothy L. Espelage, University of Illinois

Participants:

Social-Ecological Factors Related to the Involvement of Students With Learning Disabilities in the Bullying Dynamic. *Chad Allen Rose, University of Illinois; Dorothy L. Espelage, University of Illinois*

General and Homophobic Victimization Effects on Educational Outcomes for Heterosexual and Sexual Minority Youth: Differential Mediating Effects of Mental Health and School Belonging. *Paul Poteat, Boston College; Ethan H. Mereish, Boston College; Craig DiGiovanni, Boston College; Brian Koenig, K12 Associates*

Developmental Trajectories of Dismissive Attitudes Toward Sexual Harassment in Early Adolescence: The Role of Masculinity Ideology. *Melanie Marklein, University of Illinois - Urbana-Champaign; Dorothy L. Espelage, University of Illinois*

Bullying and Sexual Violence Perpetration: An Examination of Shared Predictors. *Dorothy L. Espelage, University of Illinois; Mrinalini Rao, University of Illinois - Urbana-Champaign*

66.030. Imagined Possibilities in Street Spaces: The Local and International Community Context. Division G - Social Context of Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 4
4:05 pm to 6:05 pm

Chair:

Gilberto Pe?a Lara, University of Texas - Austin

Participants:

How Black Boys Use Street Life as a Site of Resilience in High School. *Yasser Payne, University of Delaware; Tara Marie Brown, Brandeis University*

Street Spaces: Examining the Reciprocal Relationship Between Children Living on the Street and the Urban Landscape. *Jamie Patrice Joanou, Arizona State University*

The Social, Cognitive, and Educational Consequences of Schooling Amidst Violence: Evidence From the West Bank. *Elizabeth Summer Buckner, Stanford University; Paul Hong Suk Kim, Stanford University*

"They Have Their Hands on the Pulse of the City": Teachers' Constructions of Students' Social Awareness. *Shira Eve Epstein, City College of New York - CUNY*

Discussant:

Carmen Montecinos, Universidad Catolica de Valparaiso, Chile

66.031. Schools for Self-Determination: Critical Pedagogy and Grassroots Organizing for Educational Sovereignty. Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 3
4:05 pm to 6:05 pm

Chair:

Jeffrey M.R. Duncan-Andrade, San Francisco State University

Participants:

Toward a Politics of Interruption: High School Design as Politically Relevant Pedagogy. *David O. Stovall, University of Illinois - Chicago*

Run for Justice and Equality: The Fight for Ethnic Studies and Educational Sovereignty. *Augustine Francis Romero, Tucson Unified School District; Sean Arce, Tucson Unified School District*

Sitting In for Justice in Aotearoa/New Zealand. *Ann Milne, Clover Park Middle School*

Deathlife and Ghostlife in East Oakland: Overdetermined Casualties but Also Self-Determined Warriors. *K. Wayne Yang, University of California - San Diego*

Discussant:

Pedro A. Noguera, New York University

66.032. Sparking the Imagination of the Next-Generation Scholar: Thinking About the Complexity of Social Contexts. Division G - Social Context of Education; Graduate Student Seminar

New Orleans Marriott, Fourth Level, Balcony L
4:05 pm to 5:35 pm

Chairs:

Cecilia Henriquez, University of California - Los Angeles

LaGarrett Jarriel King, University of Texas - Austin

66.033. The Language of Citizenship and Belonging in Diasporic Communities. Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 10
4:05 pm to 5:35 pm

Chair:

Marjorie Faulstich Orellana, University of California - Los Angeles

Participants:

Citizenship and Education in the Homework Completion Routine. *Ariana Mangual Figueroa, Rutgers University*

Us and Them: The Paradoxes of Inclusion and Belonging. *Inmaculada Maria Garcia Sanchez, Temple University*

Shifting Perceptions in a New Latino Diaspora Community: Ideologies of Mexican Immigrant Language Across School Settings. *Elaine Cristina Allard, University of Pennsylvania; Holly Link, University of Pennsylvania; Sarah Lipinoga, University of Pennsylvania; Katherine Mortimer, University of Pennsylvania; Stanton Wortham, University of Pennsylvania*

Citizenship Beyond Belonging: Palestinian American Youth and the War on Terror. *Thea R. Abuel-Haj, Rutgers University*

"And I Thought They Would Talk About the [Puerto Rican] Colony": Diaspora Tales of Learning and Belonging. *Rosalie Rolon-Dow, University of Delaware*

Discussant:

Patricia C. Gandara, University of California - Los Angeles

66.034. Intervening Successfully to Keep All Students on Track to Graduation: The Diplomas Now Model. Division H - Research, Evaluation and Assessment in Schools; Symposium

Doubletree, Second Level, Madewood B
4:05 pm to 5:35 pm

Chair:

Martha Abele Abele Mac Iver, Johns Hopkins University

Participants:

The Need for a Tiered Intervention Model to Keep Students on Track to Graduation. *Robert W. Balfanz, Johns Hopkins University*

Implementing the Early Warning System at Diplomas Now Schools. *Johann Liljengren, Philadelphia Education Fund*

Implementing the Tiered Interventions at Diplomas Now Schools. *Ava Jackson, City Year*

A Qualitative Look Into the Early Warning Indicator Meetings at Diplomas-Now Schools. *Marcia H. Davis, Johns Hopkins University*

Early Results of Improved Student Outcomes at Diplomas Now Schools.

Douglas J. Maciver, Johns Hopkins University

Discussant:

James J. Kemple, New York University

66.035. Redesigning Schools: Evaluating the Impact of School Reform. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Doubletree, Second Level, Madewood A
4:05 pm to 5:35 pm

Chair:

David Holdzkom, Wake County Public Schools, NC

Participants:

What Is in a Design? Using Quasiexperimental Methods to Estimate Causal Inferences in a Small-Sample High School Redesign. *Andrew McEachin, University of Southern California*

An Evaluative Study of a Middle School Uniform Policy: Merit, Worth, and Impact. *Warren A. Hodge, University of North Florida; La'Tara D. Osborne-Lampkin, University of North Florida*

Evaluating Ninth Grade Academy Implementation in Broward County Public Schools (BCPS), Florida: Initial Findings. *Nettie E. Legters, Johns Hopkins University; Gerene K. Starratt, Broward County Public Schools; Alison Black, MDRC; Shelley Rappaport, MDRC*

An Illustrative Example of Why Mixed-Methods Research Is Important in Understanding the Impact of Comprehensive School Reform on Student Outcomes. *Toni A. Sondergeld, University of Toledo; Kristin L.K. Koskey, The University of Akron*

An Investigation of Science, Technology, Engineering, and Mathematics (STEM)-Focused High Schools in the United States. *Catherine Elizabeth Scott, University of North Carolina - Chapel Hill*

Discussant:

Nina Arshavsky, University of North Carolina - Greensboro

66.036. Division J Invited Session: The Eye of the Storm: Talking about Race and Class Through Hurricane Katrina. Division J - Postsecondary Education; Invited Session

JW Marriott, Third Level, Ile de France I
4:05 pm to 5:35 pm

Participants:

Marybeth Gasman, University of Pennsylvania
Frankie Santos Laaman, Iowa State University
Marco J. Barker, Louisiana State University - Baton Rouge
Edward P. St. John, University of Michigan

66.037. How Diversity Affects Student Learning. Division J - Postsecondary Education; Paper Session
 JW Marriott, Third Level, Maurepas
 4:05 pm to 5:35 pm

Chair:

Tonya N. Saddler, Marywood University

Participants:

Assessing the Influence of Precollege Diversity and Diversity Course Experiences on Openness to Diversity. *Darnell G. Cole, University of Southern California; Tiffany Nicole Jones, University of Southern California*
 Does Socioeconomic Diversity Make a Difference? Examining the Effects of Racial and Socioeconomic Diversity on Student Engagement With Diversity-Related Activities. *Nida Denson, University of Western Sydney; Julie Jinwon Park, Miami University*
 Empowerment Through Diversity: A Cross-Racial Study of the Relationship Between Diversity Experiences and Social Agency. *Yen Ling Shek, University of California - Los Angeles*
 Engaging Diversity Across Higher Education Curricula: Preparing Students to Succeed in an Intercultural Society. *Rhiannon Delyth Williams, University of Minnesota; Amy Lee, University of Minnesota; Yiyun Jie, University of Minnesota*

Discussant:

Monica D. Griffin, College of William and Mary

66.038. Immigrant and Undocumented College Students. Division J - Postsecondary Education; Paper Session
 JW Marriott, Third Level, Conde
 4:05 pm to 5:35 pm

Chair:

Kristan M. Venegas, University of Southern California

Participants:

Predictors of College Confidence Among Immigrant Students. *Karen K. Inkelas, University of Virginia; Nicole Long, University of Maryland - College Park; Michele Matteo Mackie, University of Maryland - College Park; Chris Corces-Zimmerman, University of Maryland - College Park*
 Major Choice and Immigrant Generation: Analysis and Implications for Social Mobility. *Elvira Julia Rodriguez, University of California - Los Angeles; Fanny P. Yeung, University of California - Los Angeles*
 Blocking Intersections: Constrained Identity Development of Undocumented Latino College Students. *Ronald Edward Hallett, University of the Pacific*
 Undocumented Students and Social Capital: An Ethnographic Study. *Lisa DeAnn Garcia, University of Southern California*
 Moving Up the Education Ladder: Second-Generation Dominicans in Higher Education. *Christina Lopez, New York University*

Discussant:

R. Evely Gildersleeve, Iowa State University

66.039. Students in Minority-Serving Institutions. Division J - Postsecondary Education; Paper Session
 JW Marriott, Third Level, Frontenac
 4:05 pm to 5:35 pm

Chair:

Lindsey Malcom, University of California - Riverside

Participants:

Educational Attainment at Historically Black Colleges and Universities: A Study of Graduation Rates. *Gerunda B. Hughes, Howard University; Peng Yu, Howard University; Michael B. Wallace, Howard University*
 Predictors of College Retention in a Bioecological Model at a Hispanic-Serving Institution. *Kristi Cordell-McMulty, Angelo State University*
 From Mono-Racial to Multiracial: Students' Experiences With Cross-Racial Interactions at an Emerging Hispanic-Serving Institution. *Brigid M. Dwyer, University of Michigan*
 The Validation of Latina/o Students at an Emerging Hispanic-Serving Institution. *Marcela Cuellar, University of California - Los Angeles*

Discussant:

Noah Daniel Drezner, University of Maryland - College Park

66.040. Division K New Faculty Professional Development Workshop: The Road to Tenure and Promotion: Supports, Challenges, and Options. Division K - Teaching and Teacher Education; Mentoring Session
 New Orleans Marriott, Second Level, La Galerie 5
 4:05 pm to 5:35 pm

Chairs:

Kimberly A. White-Smith, Chapman University
Jeremy N. Price, Montclair State University

Participants:

Rich Milner, Vanderbilt University
Dwayne Mack, Berea College
Amanda Rabidue Bozack, University of New Haven
Tyrone C. Howard, University of California - Los Angeles
Beverly E. Cross, The University of Memphis

66.041. Math Education and Teacher Development: Critical Practices and Important Insights. Division K - Teaching and Teacher Education; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 4
 4:05 pm to 6:05 pm

Chair:

Pamela Jean Theroux, University at Albany - SUNY

Participants:

Mathematical Well-Being (MWB): Developing a New Construct. *Philip C. Clarkson, Australian Catholic University; Wee Tiong Seah, Monash University*
 Mathematics Challenges and Opportunities: The Roles They Play in Changing Early Career Elementary Teachers' Beliefs About Mathematics. *Joan Gujarati, Manhattanville College*
 Mathematics Content Courses for Elementary Prospective Teachers: A Portrait of Two Distinct Lived Experiences. *Susan L. Swars, Georgia State University; Stephanie Z. Smith, Georgia State University; Marvin E. Smith, Kennesaw State University; Lynn C. Hart, Georgia State University; Jody Carothers, Georgia State University*
 Misconceptions of Probability Among Mathematics Teachers: The Need For Teacher Education. *Patricia Anne Jendraszek, Mercy College*
 Toward a Practice-Based Focus on the Teaching of Reasoning and Proof. *Kristen Bieda, Michigan State University; Mathew Felton, The University of Arizona*

Discussant:

Gregory P. Thomas, University of Alberta

66.042. New Times, Old Issues, and Still Toward Possibilities of Anti-Oppressive Teaching: When Diversity Looks Different. Division K - Teaching and Teacher Education; Working Group Roundtable
 New Orleans Marriott, Fourth Level, Balconies IJ
 4:05 pm to 5:35 pm

Chair:

Jeong-Eun Rhee, Long Island University - C.W. Post Campus

Participants:

Teaching the Taboo: Including Sexual Orientation in Teacher Preparation Courses. *Stephanie Daza, University of Texas - Arlington*
 The Challenges of Teaching Critical Global Perspectives. *Binaya Subedi, The Ohio State University*
 Understanding Diversity and Difference Through Predominantly Homogeneous Mainstream Students. *Sharon S. Subreenduth, Bowling Green State University*
 Affective Domains of Critical Teaching: Being an In/ Appropriate Teacher. *Jeong-Eun Rhee, Long Island University - C.W. Post Campus*
 History Matters: Troubling Foundations in Teacher Education. *Roland Sintos Coloma, OISE/University of Toronto*

66.043. Student-Focused Science Education: Diverse Foci-Connected Practices. Division K - Teaching and Teacher Education; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 3
 4:05 pm to 6:05 pm

Participants:

Instructional Activities and Discourse Features in Science Classrooms: Teachers Talking and Students Listening or...? *Marianne Odegaard, University of Oslo; Kirsti Klette, University of Oslo*
 Listening to Middle Grade Students: Thoughts on Improving Science Instruction. *Sara J. Olin Zimmerman, Appalachian State University; Kim Elliott, Transylvania County Schools*
 Making Room for Exploratory Talk: Science as a Context for Fostering Academic Discourse. *Gina Cervetti, University of Colorado - Boulder; Anne L. Dipardo, University of Colorado; Sara Jane Staley, University of Colorado - Boulder*

The Translation of Teachers' Understandings of Nature of Science Into Their Instructional Practice. *Nader A.K. Wahbeh, A.M. Qattan Foundation; Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign*

Understanding Learning in a New Zealand Urban Secondary Science Classroom. *Azra Moeed, Victoria University of Wellington, New Zealand; Joanna Higgins, Victoria University of Wellington - New Zealand; Matt Easterbrook, Wellington High School*

Discussant:

Jim Scheurich, Texas A&M University

66.044. What Can Be Learned From Teacher Education in Canada? Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 7
4:05 pm to 5:35 pm

Chair:

Jane S. Gaskell, OISE/University of Toronto

Participants:

Teacher Education in the Research University: International Contexts. *Kathy Broad, OISE/University of Toronto; Mira Gambhir, OISE/University of Toronto*

An Overview of Teacher Education in Canada. *Robert K. Crocker, Memorial University, Newfoundland*

The Place of Social Justice in Teacher Education Programs. *Deborah P. Berrill, Trent University; Serge G Demers, Laurentian University*

How Politics Shape Research on Teacher Education: An Ontario Case. *Monique Bernadette Herbert, OISE/University of Toronto; Jane S. Gaskell, OISE/University of Toronto*

Discussants:

David F. Labaree, Stanford University

Patricia A. Wasley, University of Washington

66.045. District Decision Making. Division L - Educational Policy and Politics; Invited Session
Sheraton, Fifth Level, Grand Couteau
4:05 pm to 5:35 pm

Participants:

Understanding School District Consolidation Decisions: Toward a Possible Model. *Christine Donis-Keller, University of Southern Maine*

Understanding the Union-Board Relationship and Its Relationship to Collective Bargaining. *Dara Zeehandelaar, University of Southern California; Katharine Omenn Strunk, University of Southern California*

The Challenges of Keeping Sexual Predators Out of the Classroom. *Billie-Jo Grant*

The Obama Administration, American Recovery and Reinvestment Act (ARRA), and Local School Board Politics. *Irina S. Okhremchouk, University of California - Davis; Oscar Jimenez-Castellanos, Arizona State University*

Closing Schools in a Shrinking District: Does Student Performance Depend on Which Schools Are Closed? *John Engberg, RAND Corporation; Dennis Epple, Carnegie Mellon University; Brian Gill, Mathematica Policy Research, Inc.; Holger Sieg, Carnegie Mellon University; Gema Zamorro, RAND Corporation; Ron Zimmer, Vanderbilt University*

Discussant:

Bob L. Johnson, Jr., University of Utah

SIG Sessions

66.046. Data, Accountability, and Collaboration: Action Research Meets Basic Educational Needs. SIG-Action Research; Paper Session
Doubletree, Second Level, Shadows
4:05 pm to 5:35 pm

Chair:

Madeline Milian, University of Northern Colorado

Participants:

Accounting for Educational Influences in Improving Practice for the Public Good. *Jack Whitehead, Liverpool Hope University; Joan Walton, Liverpool Hope University; Bart McGettrick, Liverpool Hope University*

How Leaders Conceptualize and Use Data in Collaborative Inquiry: What Counts? *Gimmy V. Lee, California State University - East Bay; Peg Winkelman, California State University - East Bay; Michelle P. Collay, California State University - East Bay*

Our Evolving Model for Action Research: A Living Theory of Reflective Practitioner Development. *Ron Tinsley, Richard Stockton College of New Jersey; Kim Lebak, Richard Stockton College of New Jersey*

The Commodification of Action Research in Schools: Data, Data Everywhere, But Not the Right to Think. *Gary L. Anderson, New York University; Kathryn G. Herr, Montclair State University; Elizabeth Saavedra, University of New Mexico*

Discussant:

Ellen H. Reames, Auburn University

66.047. Pursuit of Happiness: Identities, Communities, and Pedagogies Across Educational Landscapes. SIG-Caribbean and African Studies in Education; Paper Session
Sheraton, Fourth Level, Oak Alley
4:05 pm to 6:05 pm

Chair:

Bonnie B. Mullinix, Teaching Learning and Technology Group

Participants:

Africa's Desires or the Africa Desired? The 2011 International Year of Persons of African Origin and Emerging Socioeducational Perspectives. *Gina Thesee, University of Quebec, Montreal; Paul R. Carr, Lakehead University*

Citizenship and Postcoloniality in Jamaica: An Examination of Secondary Teachers' Perceptions. *Dierdre Williams, University of Maryland - College Park*

Navigating Culturally Responsive Pedagogy in Teacher Education. *Chimwe H. Ikeze, Saint John Fisher College*

Improving Teacher Education Practicum Programs Through Comparative and Collaborative Reflection: The Case of Trinidad and New York. *Deborah J. Conrad, State University of New York; Joyanne Beverly De Four-Babb, University of Trinidad and Tobago*

A Review of the Schooling Effect on Human Immunodeficiency Virus (HIV) Infection in Sub-Saharan African Countries: Is It a Social Vaccine or Not? *Juan Leon Jara Almonte, Pennsylvania State University; David P. Baker, Pennsylvania State University; Daniel Salinas, Pennsylvania State University; Adrienne Henck, Pennsylvania State University*

"Getting to That Stage": An Analysis of the Interplay Between Structure and Agency in West African Immigrants' Pursuit of the American Dream. *Lisa Naomi Edstrom, Teachers College; Rachel D. Kliegman, Teachers College, Columbia University; Michelle G. Knight-Diop, Teachers College, Columbia University; Ellie Cook, Teachers College, Columbia University*

Discussant:

Frank C. Worrell, University of California - Berkeley

66.048. Teachers' Use of Classroom Formative Assessments. SIG-Classroom Assessment; Paper Session
Sheraton, Second Level, Rhythms Ballroom III
4:05 pm to 5:35 pm

Chair:

Andrea D. Beesley, McREL

Participants:

Singapore Teachers' Classroom Assessment Practices Under the "Teach Less, Learn More" Education Innovation Movement. *Karen W. Lam, Boston College*

The Impact of Formative Assessment-Focused Professional Development on Student Learning. *E. Caroline Wylie, ETS; Christine Jennifer Lyon, ETS; Jonathan Steinberg, ETS*

Assessment Construction, Use, and Equity: A Framework to Support Preservice Teachers in Classroom Assessment. *Edward G. Lyon, University of California - Santa Cruz*

New Zealand and Louisiana Practicing Teachers' Conceptions of Feedback: Impact of Assessment of Learning Versus Assessment for Learning Policies? *Gavin T. Brown, The Hong Kong Institute of Education; Lois Ruth Harris, University of Auckland; Chrissie O'Quin, Southeastern Louisiana University; Kenneth E. Lane, California State University - San Bernardino*

Discussant:

Gregory J. Cizek, University of North Carolina - Chapel Hill

66.049. Supporting Constructivist Practice in Contemporary Learning Environments. SIG-Constructivist Theory, Research, and Practice; Paper Session
Sheraton, Fourth Level, Bayside B
4:05 pm to 5:35 pm

Chair:

Brian R. Lawler, California State University - San Marcos

Participants:

Seeking Construct Validity Grounded in Constructivist Epistemology: Development of the Survey of Contemporary Learning Environments. *Kathy L. Schuh, University of Iowa; Yi-Lung Kuo, University of Iowa; Chingmei Tseng, University of Iowa*

The Constructivist Learning Experience: Undergraduate Perspectives on Self-Direction and Constructivism in Communities of Practice. *Ronald W. Mears, Teachers College, Columbia University*

Cultural-Historical Activity Theory (CHAT) as a Framework for Designing the Teacher-as-Learner Experience. *Patrick M. Jenlink, Stephen F. Austin State University*

Discussant:

Pamela L. Whitehouse, West Virginia University

66.050. Inside and Outside the Subject(tivity) of Place: Traversing Social, Cultural, and Psychical Geographies in Educational Research. SIG-Critical Issues in Curriculum and Cultural Studies Cosponsored by Division B - Curriculum Studies; Symposium
Astor Crowne Plaza, Second Level Mezzanine, Bienville
4:05 pm to 6:05 pm

Chair:

Illana M. Lancaster, The George Washington University

Participants:

Place and the Materiality of Imagined Futures for Working Class Youth in Cape Town. *Nur Mohammed Azeem Badroodien, Stellenbosch University*

Autochthony in Curriculum Studies: Understanding the Emergence of the Self Through Metaphors of Place. *Brian Casemore, The George Washington University*

Schooling, Place, and Subjectivity Across the Post-Apartheid City. *Aslam Fataar, Stellenbosch University*

Place in Curriculum/Curriculum in Place. *Robert James Helfenbein, Indiana University/Purdue University at Indianapolis*

Melancholy and Euphoria: Plotting and Actualizing Present Subjectivities and Imagined Futures. *Illana M. Lancaster, The George Washington University*
Exile of Region: "Place" and Writing the Self in Autobiographical Curriculum Studies. *Reta Ugena Whitlock, Kennesaw State University*

Discussant:

William F. Pinar, The University of British Columbia

66.051. Teacher Beliefs and Practices in the Early Childhood Classroom. SIG-Early Education and Child Development; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 6
4:05 pm to 5:35 pm

Chair:

Ithel Jones, Florida State University

Participants:

Assessing Teacher Beliefs About Early Literacy Curriculum Implementation. *Susan McKenney, University of Twente; Barbara A. Bradley, The University of Kansas*

Evaluating Implementation of Evidence-Based Practices in Preschool: Psychometric Properties of the Teaching Pyramid Observation Tool. *Patricia A. Snyder, University of Florida; Crystal Dawn Crowe, University of Florida; M. David Miller, University of Florida; Mary Louise Hemmeter, Vanderbilt University*

Everyday Conversations in Preschool Matters: An Investigation of Teacher-Student Interactions in Preschool. *Liv Gjems, Vestfold University College*

How Teacher-Child Play Interactions Promote Intellectual Development: An Analysis and Empirical Test of Three Conceptual Models. *Jeffrey Trawick-Smith; Sudha Swaminathan, Eastern Connecticut State University; Xing Liu, Eastern Connecticut State University; Huihui Yu, Eastern Connecticut State University*

The Development of a Reflective Instrument to Examine Early Childhood Preservice Teachers' Beliefs Concerning a Culturally Responsive Environment. *Cindy M. Casebeer, University of Texas - Pan American; Mari Riojas-Cortez, University of Texas - San Antonio; Belinda Bustos Flores, University of Texas - San Antonio*

66.052. Issues in Factor Analysis and Structural Modeling. SIG-Educational Statisticians; Paper Session
Sheraton, Fourth Level, Oakley
4:05 pm to 5:35 pm

Chair:

Gibbs Kanyongo, Duquesne University

Participants:

An Empirical Evaluation of a Conceptual Flaw With Parallel Analysis and Its Correction. *Samuel B. Green, Arizona State University; Marilyn S. Thompson, Arizona State University; Roy Levy, Arizona State University; Dubravka Svetina, Arizona State University; Aaron Vaughn Crawford, Arizona State University; Lietta Marie Scott, Arizona State University; Wen-Juo Lo,*

University of Arkansas

Multi-Trait Multi-Method Analyses of Internalizing Emotional and Behavioral Problems. *Yanyun Yang, Florida State University; Ying Zhang, Florida State University*

Comparing Latent Means Using Reference Variable Strategy: A Monte Carlo Study. *Dandan Wang, University of Texas - Austin; Tiffany Ann Whittaker, University of Texas - Austin; Susan Natasha Beretvas, University of Texas - Austin*

The Impact of Noninvariant Intercepts in Multiple-Indicator Multiple-Cause (MIMIC) Models. *Tiffany Ann Whittaker, University of Texas - Austin*

Modeling Growth in Latent Variables Using a Piecewise Function. *Nidhi Kohli, University of Maryland - College Park; Jeffrey R. Harring, University of Maryland*

Discussant:

Wei Pan, University of Cincinnati

66.053. Assessing Schools for Generation R (Responsibility): Reimagining Legislation and School Policy for Environmental Science Education. SIG-Environmental Education; Symposium
JW Marriott, Third Level, Orleans
4:05 pm to 6:05 pm

Chairs:

Michael Mueller, University of Georgia

Deborah J. Tippins, University of Georgia

Participants:

Assessment Across Boundaries: How High-Quality Student Work Demonstrates Achievement, Shapes Practice, and Improves Communities. *Alison Rheingold, University of New Hampshire; Jayson Seaman, University of New Hampshire; Ron Berger, Expeditionary Learning Schools*

Civic Responsibility and Science Education. *Paul G. Theobald, Buffalo State College - SUNY; John Siskar, Buffalo State College - SUNY*

Free-Choice Environmental Learning. *Lynn D. Dierking, Institute For Learning Innovation*

The Importance of Cultural Studies for Education: For Teachers and Policy Makers in America. *Barbara J. Thayer-Bacon, University of Tennessee*

Broadening School Policy: Farm-to-School Programs, Strengthening Community, and a Holistic Educational Experience. *Bradley D. Rowe, The Ohio State University*

Discussant:

Maria Selenia Rivera Maulucci, Barnard College

66.054. Family, School, Community Partnerships: Examining the Intersection of Race and Class. SIG-Family, School, Community Partnerships; Paper Session
Sheraton, Fourth Level, Southdown
4:05 pm to 5:35 pm

Chair:

Hsiu-Zu Ho, University of California

Participants:

Does Class Matter? The Role of Social Class in Parent Advocacy Work. *Michael P. Evans, Miami University*

Forming an Engaged Parent Collective: Examining Black and Latino Parent Relations in One Urban Elementary School. *Rema Ella Reynolds, University of California - Riverside; Jenifer Anne Crawford, University of Southern California*

Other(ing) Families: Reconceptualizing the Relationship Among Families, Education, & School. *Jessica Sarah Powell, University of North Carolina - Chapel Hill*

Race and Family-School Relations: Examining Educators' Discussions of Families Through a Critical Race Lens. *Amy Hilgendorf, University of Wisconsin - Madison*

Discussant:

Mavis G. Sanders, Johns Hopkins University

66.055. Preservice Teacher Education: Curricula and Tactics. SIG-Instructional Technology; Paper Session
Astor Crowne Plaza, Second Level Mezzanine, Toulouse B
4:05 pm to 6:05 pm

Chair:

Susie Gronseth, Indiana University

Participants:

New Generation of Student Teachers "Are They Really Different?" A Study on Korean and Singapore Samples. *Hyo-Jeong So, Nanyang Technological University, Singapore; Hyungshin Choi, Chuncheon National University of*

Education; Wei-Ying Lim, National Institute of Education, Singapore; Yao Xiong, National Institute of Education, Singapore

Redesign of EME2040: Technology for Educators: Iteration One and Two. *Tina N. Hohlfeld, University of South Florida; Beth Jordan, University of South Florida; Shelley Stewart, University of South Florida; Oma Singh, University of South Florida; Cameron Spears, University of South Florida*

Design of Collaborative Concept Mapping Activities for Mathematics Preservice Teachers. *Young Hoan Cho, University of Missouri; Nan Ding, University of Missouri - Columbia; Oscar Chavez, University of Missouri; Andrew Tawfik, University of Missouri; Weichao Chen, University of Missouri*

Product Quality and Conditions of Anonymity in Formative Peer Assessment: Preservice Teachers' Asynchronous Computer-Mediated Communication. *Andrew Frederick Barrett, Indiana University; Craig D. Howard, Indiana University - Bloomington; Theodore Wayne Frick, Indiana University*

Investigating Preservice Teachers' Views and Intentions to Use Web 2.0 Tools Using Decomposed Theory of Planned Behavior. *Ayesha Sadaf, Purdue University; Tim Newby, Purdue University; Peggy A. Ertmer, Purdue University*

Discussant:

Thomas Brush, Indiana University

66.056. The Urgency of Paulo Freire for K-12 Education. SIG-Paulo Freire;

Paper Session

Astor Crowne Plaza, Second Level Mezzanine, Iberville

4:05 pm to 5:35 pm

Chair:

Ivan E. Watts, Auburn University

Participants:

Discourses of Racist Nativism in California Public Education: English Dominance as Racial Microaggressions. *Lindsay Perez Huber, University of California - Los Angeles*

La Escuela Freire: Academy for Culture, Leadership, and Civic Engagement. *Thomas C. Wilson, Chapman University*

Literacy as Beyond the Written Word: Freire and Other Perspectives on the Nature of Learning Disabilities. *David Isaac Hernandez-Saca, Arizona State University; Alfredo J. Artiles, Arizona State University*

Schooling in Times of Dystopia: Empowering Education for Juarez Youth. *Claudia G. Cervantes-Soon, University of Texas - Austin*

Suggestions for Teaching High School Physics in the United States Using Freirian Dialogical Methods and Investigative Themes. *Ziad Shaker, University of North Texas*

Discussant:

Marguerite Lukes, New York University

66.057. The Politics of Sustainable Change in Education. SIG-Politics of

Education; Paper Session

Sheraton, Fourth Level, Edgewood

4:05 pm to 6:05 pm

Chair:

Virginia Walker Snodgrass Rangel, University of Texas - Austin

Participants:

Centralization of Education Funding and Charter School Growth. *Lambrina Mileva, Stanford University; Amy DiBenedetto, Stanford University; Elizabeth Jansma, Stanford University; Tricia Maas, Stanford University*

Resource and Regime: A Conceptual Framework for Examining Urban District Partnerships. *Laurence B. Boggess, Miami University*

Response to Market Threats: How Michigan Public Schools React to a Growing Charter School Movement. *Tamara Wilder Linkow, University of Michigan*

Shifts and Trends in Education Reform During the Revolutionary, Postrevolutionary, and Current Governments in Nicaragua. *Anita Sanyal, University of Maryland*

The Politics of Wholesale School Finance Reform: Just How Close Did We Get to a National Sales Tax for Education? *Monoka Venters, Florida State University; Meghan Vaile Hauptli, Florida State University; Lora A. Cohen-Vogel, Florida State University*

Discussant:

William R. Doyle, Vanderbilt University

66.058. Imagining Postcolonial Futures: Implications for Education in a Global Context. SIG-Postcolonial Studies and Education; Symposium

JW Marriott, Third Level, Ile de France II

4:05 pm to 6:05 pm

Chair:

Nina Asher, Louisiana State University

Participants:

A Postcolonial Perspective on Education in the Context of Global

Interdependence. *Nina Asher, Louisiana State University*

Imagining Postcolonial Futures for Educational Economics: Strategies for Destabilizing the Neoclassical Model as Norm in U.S. Higher Education.

Aliya M. Rahman, Miami University

Imagining Difference in Education: Postcolonial Speculative Fiction as Alternate/Future Possibilities. *E. Sybil Durand, Louisiana State University - Baton Rouge*

Reimagined Communities: Nationalism in a Postcolonial United States. *Alicia D. Nance, Louisiana State University*

Considering Possible Futures of Postcolonial Counterdiscursive Life Writing in Education. *Bruce Parker, Louisiana State University - Baton Rouge; Sara Carrigan Wooten, Brandeis University*

Discussant:

Gregory James Dimitriadis, University at Buffalo - SUNY

66.059. Assessing Student Responses in Varied Problem-Based Learning Environments. SIG-Problem-Based Education; Paper Session

Astor Crowne Plaza, Second Level Mezzanine, St. Ann

4:05 pm to 6:05 pm

Chair:

Woei Hung, University of North Dakota

Participants:

A Longitudinal Study on the Effects of a Standardized Problem-Based Learning Methodology in Postsecondary Education on Students' Approaches to Learning. *Lyn Fung (Jeanette) Choy, Republic Polytechnic; Glen O'Grady, Republic Polytechnic*

Integrating Technology and Problem-Based Learning: A Mixed-Methods Study of Two Teacher Professional Development Approaches. *Andrew Walker, Utah State University; Mimi M. Recker, Utah State University; M Brooke Robertshaw, Utah State University; Jeffrey Olsen, Utah State University; Linda Sellers, Utah State University; Heather Leary, Utah State University; Yu-Chun Kuo, Arcadia University*

Effects of Problem-Based Economics on High School Economics Instruction. *Neal D. Finkelstein, WestEd; Chun-Wei (Kevin) Huang, WestEd; Jason Ravitz, Buck Institute for Education*

Engagement and Efficacy in Second-Grade Students After Two Mathematics Problem-Based Learning Units. *Rachel Boren, University of Virginia; Tonya R. Moon, University of Virginia; Catherine M. Brighton, University of Virginia; Christine Patricia Trinter, University of Virginia*

Silences and Identities: Exploring Silence in Spoken English Interactions in Problem-Based Learning (PBL) in Asia. *Jun Jin*

The Influence of Ego-Resiliency on Student Adaptation, Engagement, and Achievement. *Chin Pei Tan, Republic Polytechnic; Jerome I. Rotgans, National Institute of Education*

Discussant:

Xun Ge, University of Oklahoma

66.060. Diverse Methodologies for Exploring LGBTQ Issues in Education. SIG-

Queer Studies; Paper Session

Sheraton, Fourth Level, Bayside A

4:05 pm to 5:35 pm

Chair:

Elizabeth Jackson Meyer, Concordia University

Participants:

A Decade of Data: School Climate for Lesbian, Gay, Bisexual, and Transgender Youth From 1999 to 2009. *Joseph G. Kosciw, Gay, Lesbian and Straight Education Network; Emily Ann Greytak, Gay, Lesbian and Straight Education Network; Elizabeth M. Diaz, Gay, Lesbian and Straight Education Network; Mark Bartkiewicz, Gay, Lesbian and Straight Education Network*

Inescapably Othered? Methodological and Ethical Considerations When Researching People Who Are Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ). *Eric D. Teman, University of Northern Colorado; Maria K.E. Lahman, University of Northern Colorado; Veronica M. Richard, University of Northern Colorado*

A Psychometric Perspective on the Nature of Heterosexist Attitudes Among Educators. *Michael Weinberg, Teachers College, Columbia University*

School Reform for LGBT Youth: A Case Study of Gay-Straight Alliances (GSAs). *Tiffany Chenneville, University of South Florida - St. Petersburg; Sean Currie, University of South Florida; Maralee Mayberry, University of South Florida*

Discussant:

Kristen A. Remm, Michigan State University

66.061. Divergent Issues in Religion and Education. SIG-Religion and Education;

Paper Session

Astor Crowne Plaza, Second Level Mezzanine, St. Louis

4:05 pm to 6:05 pm

Chair:

Stephen J. Denig, Niagara University

Participants:

A Three-Dimensional Concept of Worldview. *Katherine G. Schultz, Indiana Wesleyan University; James A. Swezey, Regent University*A Meta-Analysis on Religious Factors and Other Variables That Reduce the Achievement Gap. *William H. Jeynes, California State University - Long Beach*Religious Change Through the Lens of Schools: An Ultra-Orthodox Jewish Case Study. *Moshe Krakowski, Yeshiva University*Principals and Their Moral Sense Making: Multiple Voices but Viable Ethics? *William C. Frick, University of Oklahoma; Julia Kathryn Daine, University of Oklahoma; Dorothy B. Nkhata, University of Oklahoma*

Discussants:

*Michael D. Waggoner, University of Northern Iowa**Joanne M. Marshall, Iowa State University***66.062. Curricular Effects on Mathematics Learning and Teaching.** SIG-

Research in Mathematics Education; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon A

4:05 pm to 5:35 pm

Chair:

Thomas E. Ricks, Louisiana State University

Participants:

Cognitive Demand and Opportunity to Learn Strategies for "Controlling the Work" in Examples in College Algebra Textbooks. *Heejoo Suh, University of Michigan; Vilma M. Mesa, University of Michigan; Tyler Blake, University of Michigan*Investigating the Effects of Curricula and Classroom Emphases on Algebra Learning: Cross-Sectional Analyses. *Jinfa Cai, University of Delaware; John Moyer, Marquette University; Jeffrey C. Shih, University of Nevada - Las Vegas; Ning Wang, Widener University*Equations and Equation Solving in Elementary Reform Mathematics Curriculum Materials in China and the United States. *Tingting Ma, Texas A&M University*Impact of Resources in Curriculum Materials on Teachers' Instructional Practices. *Jeffrey M. Choppin, University of Rochester*The Effects of Structured Approach for Enhancing Ability of Word Problems for All Students in Primary Grade Classrooms. *Zhonghe Wu, National University; Shuhua An, California State University - Long Beach***66.063. New Teacher Induction: Important Questions and Promising Practices Now and in the Future.** SIG-Research on Teacher Induction; Paper Session

Sheraton, Eighth Level, Salon 820

4:05 pm to 5:35 pm

Chair:

Theresa Y. Austin, University of Massachusetts - Amherst

Participants:

California Teaching Performance Assessment as Summative and Course Signature Assignments Formative Assessments. *Hiroshi Masunaga, California State University - Long Beach; Paul S. Boyd-Batstone, California State University - Long Beach*First-Year Teachers' Perspectives on Induction: What Enables or Constrains the Transition to Teaching? *Lexie Barbara Grudnoff, University of Auckland; Frances Langdon, Auckland University*Reflections on "Beginning Music Teacher Perceptions of District-Sponsored Induction Programs": Ten Years Later. *Colleen M. Conway, University of Michigan*Supervisors of Student Teachers: Pedagogical Theory, Pedagogical Practice, and Who Is Teaching Our Teachers. *Barbara Garii, SUNY - College at Oswego*

Discussant:

*Cynthia L. Carver, Oakland University***66.064. Advances and Innovations in Deaf Education Research: Multiple****Viewpoints.** SIG-Research on the Education of Deaf Persons; Paper Session

Sheraton, Fourth Level, Gallier

4:05 pm to 5:35 pm

Chairs:

*Beverly J. Trezek, DePaul University**Ye Wang, Missouri State University*

Participants:

The Use of Dynamic Assessment With Deaf Children. *Terezinha Nunes, University of Oxford; Peter Bryant, University of Oxford; Deborah Evans, University of Oxford; Rossana Barros, University of Oxford; Diana Burman, University of Oxford*Effect of Repeated Reading as an Intervention to Improve Fluency and Comprehension of Struggling Deaf Readers. *Barbara R. Schirmer, University of Detroit; Laura Schaffer, Michigan School for the Deaf; William J. Therrien, University of Iowa; Todd N. Schirmer, Napa State Hospital*Middle School Deaf or Hard-of-Hearing Students' Mathematics Problem-Solving Behaviors. *Chongmin Lee, The Ohio State University*Developing Foundational Mathematics Concepts in Young Deaf/Hard-of-Hearing Children: Outcomes From the Math Readiness: Parents-as-Partners Project. *Karen L. Kritzer, Kent State University; Claudia M. Pagliaro, Michigan State University*Interactions With Deaf and Hard-of-Hearing Students That Mediate Language and Literacy Learning. *Hannah Marie Dostal, University of Tennessee; Kimberly Wolbers; Lisa Delozier, University of Tennessee*A National Perspective of Teacher Efficacy in Deaf Education. *Carrie Lou Garberoglio, University of Texas; Mark Gobble, University of Texas - Austin***66.065. Teacher Evaluation as a National Reform Strategy for the "Highly Effective Teacher": What's Complicated in This Picture?** SIG-Supervision

and Instructional Leadership; Symposium

Sheraton, Second Level, Rhythms Ballroom II

4:05 pm to 6:05 pm

Chair:

Helen M. Hazi, West Virginia University

Participants:

*Charlotte F. Danielson, Outcomes Associates**Edward F. Pajak, Johns Hopkins University**Frances O. Rust, University of Pennsylvania**Helen M. Hazi, West Virginia University***66.066. Failing Kids: A Systemic Study of Educational Myths.** SIG-Systems

Thinking in Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 1

4:05 pm to 5:35 pm

Chair:

Blane Despres, The University of British Columbia

Participants:

The FoRSE Matrix: A Systems Tool for 21st-Century Research. *Blane Despres, The University of British Columbia*The Significance of Culture. *Karen Ragoonaden, The University of British Columbia*The Recurring Fad of School Reform: Band-Aid or Burden... or Both? *Sabre Cherkowski, The University of British Columbia*Failing Kids and Educational Myths: The Historical Background. *Catherine A. Broom, The University of British Columbia***66.067. Technology, Instruction, Cognition, and Learning 5: Developing, Managing, and Assessing Learning Environments.** SIG-Technology,

Instruction, Cognition & Learning; Paper Session

Sheraton, Third Level, Napoleon Ballroom C2

4:05 pm to 5:35 pm

Chair:

Amy B. Adcock, Old Dominion University

Participants:

Webscapes: A Theoretical Framework for the Collaborative Design and Development of Multimedia-Rich Online Learning Environments. *Sara G. Mcneil, University of Houston; Bernard R. Robin, University of Houston; Michael D. Rapp, University of Houston*A Study of Mentoring and Its Implications for the Management of Learning. *Andrew S. Gibbons, Brigham Young University; John Chapman, Brigham Young University; Michael Huefner, Brigham Young University*Assessment of Workplace Learning: Using Web-Based Virtual Workplaces. *Frank Achtenhagen, University of Goettingen; Esther Winther, University of Paderborn*Evidence-Centered Design (ECD) for Designing Accessible Technology-Literacy Assessments. *Eric G. Hansen, ETS; Cara Cahalan Laitusis, ETS; Diego Zapata-Rivera, ETS*Game-Based Embedded Assessment Measures Learning. *Debbie Denise Reese, Wheeling Jesuit University; Ralph J. Seward, Wheeling Jesuit University Center for Educational Technologies; Andrew Harrison, Wheeling Jesuit*

University Center for Educational Technologies; Lisa McFarland, Wheeling Jesuit University Center for Educational Technologies; Ben Hitt, Wheeling Jesuit University; Barbara G. Tabachnick, California State University - Northridge

Discussant:

Richard A. Wainess, University of California - Los Angeles

66.068. Detracking: A Strategy for Educational Excellence, Equity, and the

Public Good. SIG-Tracking and Detracking; Symposium

Doubletree, 16th Level, Crescent Ballroom

4:05 pm to 6:05 pm

Chair:

Hugh Mehan, University of California - San Diego

Participants:

The Preuss School: Detracking as a Strategy for Educational Excellence, Civic Responsibility, and Equity. *Scott Barton, University of California - San Diego*
Adapting Principles From the Preuss School to a Neighborhood School: Possibilities and Limitations of Detracking. *Vince Riveroll, Gompers Charter Middle School*

The Challenge of Retaining Teachers in Detracked Charter Schools. *Barbara Edwards, University of California - San Diego*

Bending the Bars of the Iron Cage: Charter Schools as Models for Successful School Reform. *Hugh Mehan, University of California - San Diego; Makeba Jones, University of California - San Diego; Larry McClure, University of California - San Diego*

Constructing Academic, Ethnic, and Class Identities in a Detracked School. *Rucheeta V. Kulkarni, Arizona State University*

Navigating the Transition to College: Negotiating Identities and Success in University Science and Math Courses. *Season Shelly Mussey, University of California - San Diego; Susan S. Yonezawa, University of California - San Diego*

Discussant:

Kevin G. Welner, University of Colorado - Boulder

Division and SIG Roundtables

66.069. Roundtable Session 48; Roundtable Session

66.069-1. Curriculum Interventions, Controversies, and Reforms. Division

F - History and Historiography Cosponsored by SIG-Critical Issues in Curriculum and Cultural Studies, Division B - Curriculum Studies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Sevan G. Terzian, University of Florida

Participants:

Uncovering the True Story: The Early History of Carter G. Woodson's Negro History Week. *Sarah D. Bair, Dickinson College*

A Tale of Two Controversies: History Textbooks and the Public Good in North America. *Frances Helyar, Lakehead University*

The Hope for American School Reform: The Cold War Pursuit of Inquiry in Social Studies. *Ronald W. Evans, San Diego State University*

Knowledge Production for the Classroom: Some Historical Reflections From New Zealand. *Gregory D. Lee, University of Canterbury; Deb J. Hill, University of Canterbury*

66.069-2. Education and the Development of Young People. Division F - History

and Historiography; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Christine A. Ogren, University of Iowa

Participants:

Nannie Burroughs, the Politics of Respectability, and the Curriculum of the National Training School for Women and Girls. *Shantina Shannell Jackson, University of California - Berkeley*

"Uplift This Downtrodden Multitude": Elizabeth Black Kander and the Purpose of the Milwaukee School of Trades for Girls. *Janna L. Wrench, Marquette University*

Emerging Generation(s): Collective Historical Memory, Educational Experiences, and the Post-Martial Law Taiwanese Generation. *Kuo-Min Chiu, University at Buffalo - SUNY*

Cosmopolitanism and Localism in Staten Island's Curtis High School, 1904-1930. *Kenneth M. Gold, College of Staten Island - CUNY*

66.069-3. Critical Perspectives on Young Children and Childhood. SIG-Critical

Perspectives on Early Childhood Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Beverly Boals-Gilbert, Arkansas State University

Participants:

Childhood's Dappled World: Untangling the Influence of "Unity of Science" Theory in Developmentalism. *Julia Mary Heimer Dadds, Indiana University*

Families at Work: A Critical Examination of Neighborhood-Based Programs for Families With Young Children. *Rosamund Kathryn Stooke, University of Western Ontario; Pamela J. McKenzie, The University of Western Ontario; Suzanne Kathleen Smythe, Simon Fraser University*

Que mas le va a decir? English Language Learner (ELL) Preschoolers Write a Letter With a Caregiver. *Martha J. Buell, University of Delaware; Susan Burns, George Mason University; Renee M. Casbergue, Louisiana State University - Baton Rouge; Angela Love, Auburn University*

Rethinking Critical Inquiry in the Early Childhood Years: A Tapestry of Theoretical Perspectives. *Candace Ross Kuby, University of Missouri - Columbia*

The Abbott Ruling in New Jersey: Did Anyone Ask the Teachers? *Timber Dove Washington, Teachers College, Columbia University*

66.069-4. Doctoral Education Across the Disciplines SIG Roundtable Session

III. SIG-Doctoral Education across the Disciplines; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Benita J. Barnes, University of Massachusetts - Amherst

Participants:

A Phenomenological Study of Part-Time Education Doctoral Student Socialization Through Peer Mentorship. *Lisa S. Bircher, Kent State University*

Commensuration and Classification in U.S. Doctoral Admissions: Advancing a Framework of Faculty Evaluation. *Julie Renee Posselt, University of Michigan*

Examining the Effects of Teaching Assistantships and Future Faculty Programs on Doctoral Students' Gains in Academic Competencies. *Mark R. Connolly, University of Wisconsin - Madison; Shihmei Barger, University of Wisconsin - Madison; J. Edward Connery, University of Wisconsin - Madison*

Staying the Course: Experiences of Black Doctoral Students in the Social

Sciences and Humanities. *Chera D. Reid, New York University*

Structured Critical Ethical Reflection in Doctoral Education. *Mary L. Brydon-Miller, University of Cincinnati*

66.069-5. Increasing Supports for Special Education Children and Youth. SIG-

Special Education Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Eve M. Puhalla, Consultant

Participants:

Family Adaptation and Its Relationship to Family Well-Being of Families of Children With Developmental Disabilities. *Mian Wang, University of California - Santa Barbara; Amber Bharoocha, University of California - Santa Barbara; Weimei Chen, University of California - Santa Barbara*

Improving the Effectiveness of Instructional Assistants in Inclusive Settings. *Kimberly Beth Weiner, University of California - Santa Barbara*

Motives to Respond Without Prejudice: Predictors of Inclusive Attitudes Among Preservice Teachers? *H. Michael Crowson, University of Oklahoma; Joyce A. Brandes, University of Oklahoma*

Parents of Black Males With Disabilities and the Roles They Play in Their Child's Individualized Education Plan (IEP). *Yvette Latunde, Azusa Pacific University*

Reframing the Conversation: A Critical Look at Self-Determination for Students With Intellectual Disabilities. *Danielle M. Cowley, Syracuse University; Jessica K. Bacon, Syracuse University*

66.069-6. The Urban Teacher and Unique Challenges. SIG-Urban Learning,

Teaching, and Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Tatiana Joseph, University of Wisconsin - Milwaukee

Participants:

- A Comparison of the Factors That Influence Urban Teachers to Remain. *Sueanne Elizabeth Mckimney, Old Dominion University; Jack E. Robinson, Old Dominion University; Alison Reddy, Old Dominion University*
- Alternatively Certified New Teachers' Perceptions of Student Learning and Effective Teaching Practices. *Cheryl A. Fields-Smith, University of Georgia; Emiel W. Owens, Texas Southern University*
- Exposing Colorblindness/Exploring Color Consciousness: Methods for Urban Teacher Educators. *Kerri A. Ullucci, Roger Williams University; Dan Battey, Rutgers University*

66.069-7. Fostering Engagement in Educational Psychology Courses. SIG-

Teaching Educational Psychology; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Ida Rose Florez, Arizona State University

Participants:

- The Impact of Educational Psychology Within Two Different Models of Teacher Education on Teaching Efficacy. *Lisa C. Duffin, Western Kentucky University*
- The Method Behind the Madness: Educational Psychology Students. *Alandra S. Weller-Clarke, Benedictine University*
- Using the Self Theory in Schooling and Positive Psychology to Engage and Motivate. *Henry G. Brzycki, The Brzycki Group*

66.069-8. Value-Added Models in Research on Educational Effectiveness. SIG-

School Effectiveness and School Improvement; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Ning Rui, Research for Better Schools

Participants:

- A Review of the Use of Value-Added Models to Determine Teacher and School Effectiveness. *Julie Anna Gloudemans, University of South Florida; Corina Marie Owens, University of South Florida; Bryce L. Pride, University of South Florida; Thomas R. Lang, University of South Florida; Robert F. Dedrick, University of South Florida; John M. Ferron, University of South Florida; Yi-Hsin Chen, University of South Florida; Thanh Pham, University of South Florida; Merlande Petit-Bois, University of South Florida*
- Mathematics in Grade Eight (A-Track): What Counts? *Kaat Van Dessel, University of Leuven; Sarah Gielen, Katholieke Universiteit Leuven, Belgium; Rianne C. Janssen, University of Leuven*
- The Enormous Impact of Education on Reading Skills: An Application of the Instrumental Variables Method. *Hans Luyten, University of Twente; Dinand Webbink, University of Amsterdam*

66.069-9. Miscellany of Rural Issues. SIG-Rural Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Diane B. Hirshberg, The University of Alaska - Anchorage

Participants:

- Island of Change: A history of Martha's Vineyard Regional High School. *Kristin L. Kew, New Mexico State University*
- The Role of Context in Preparing and Retaining Highly Effective Educators for High-Need Rural Schools. *Kalie R. Kossar, California University of Pennsylvania; Katherine J. Mitchem, California University of Pennsylvania; James Burton, California University of Pennsylvania*
- The Rural Superintendency and the Need for Critical Leadership of Place. *Janeil C. Rey, University at Buffalo - SUNY*
- One State's Effort to Support High-Need Rural Districts and Schools: A Question of Responsive Practice. *Kathleen M. Budge, Boise State University*

66.069-10. Research on the Education of Asian and Pacific Americans:

Roundtable Session 1. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Nga-Wing Anjela Wong, The University of Alaska - Fairbanks

Participants:

- (In)Visible Immigrants: Filipino American Youth and Identity Discourses. *Erica*

Chutuaque, The Graduate Center - CUNY

Evaluating the Effect of Heritage Language Learning on the Well-Being of Chinese-American Youth. *Rong Cheng, Teachers College, Columbia University*

Investigating Differences Among Asian American Youth Participating and Not Participating in After-School Programs. *Kim Boyer, Central Valley Afterschool Foundation; Susan M. Tracz, California State University - Fresno*

South Korean Immigrant Students' Participation in Science Classroom Discursive Practices. *Minjung Ryu, University of Maryland - College Park*

66.069-11. Professional Activity, Professional Education. Division I - Education in the Professions; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Arianne Teherani, University of California - San Francisco

Participants:

- Ethnographic Research on Professional Communities: Contributions to Theory and Practice. *Jan K. Armstrong, University of New Mexico*
- How Do Physicians Learn to Diagnose? A Study of Clinical Reasoning in Morning Report. *Julianne E. Kershen, Harvard University*
- The Era of Accountability in Business Education: A Theoretical Model to Explicate Professionalization of Business. *Nicole Christine Jackson, University of California - Berkeley*

66.069-12. Agency and Intentionality in the Literacy Practices of Adult Learners. SIG-Writing and Literacies; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Allan A.J. Luke, Queensland University of Technology

Participants:

- "Dinner Ladies" and the Fear Factor: A Case Study of Web 2.0 in an Adult Literacy Classroom. *Rachel Foot, Kent State University; William Kist, Kent State University*
- Validating Transnational Knowledge: Agency and Identity Processes in Web Design by Adult Immigrant Learners. *Silvia Cecilia Nogueron, Arizona State University*
- Sites of Recursive Memory: History and Agency in the Literacies of Black Female College Students. *Carmen Kynard, Saint John's University*
- Literacy and Education as Liberatory Promise and Coveted Possession: African American Literacy Practice in the Rural South. *Amy Suzanne Johnson Lachuk, University of South Carolina*

66.069-13. Racial Identity and Differences: Responding to Stories of Achievement. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Michele D. Smith, Alliant International University

Participants:

- A Multidimensional Examination of Black Identity Status as a Predictor of Motivation and Institutional Attitudes. *Kelly A. Rodgers, University of Texas - San Antonio*
- Defining Differences: Teachers' Stories of Race, Class, and Gender in Their Practice. *Sherry Lynn Deckman, Harvard University*
- Examining the "Academic Imagination" Between Black Male and Female Students: Contributing Factors to the Achievement Gap. *Perry Rainey, Walden University; Latasha Diane Jones, Albany State University*
- Responding to Racism and Racial Trauma in Doctoral Study: An Inventory for Coping and Mediating Relationships. *Kimberly A. Truong, Jobs for the Future; Samuel D. Museus, University of Massachusetts - Boston*

66.069-14. International Perspectives on Science Education. SIG-Science

Teaching and Learning; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A

4:05 pm to 5:35 pm

Chair:

Chong Ho Yu, Arizona State University

Participants:

- A Time-Lag Analysis of the Relationships Among Program for International Student Assessment Scores, Scientific Research Publication, and Economic Performance. *Chong Ho Yu, Arizona State University; Samuel Digangi,*

Arizona State University; Angel Kay Jannasch-Pennell, Arizona State University

Learning About Semiconductors For Teaching: A Case Study of Teaching a New Topic in South Africa. *Marissa S. Rollnick, Wits University*

Problem Solving Differences: A Comparative Analysis of Japanese English Language Learner (ELL) and Non-ELL Middle School Students in Science. *Clara Lee Brown, University of Tennessee - Knoxville; Mehmet Aydeniz, University of Tennessee; Andrea J. Stairs, University of Southern Maine*

The Role of Parents in Adolescents' Scientific Literacy in Hong Kong: Exploring the Transmission of General Value of Science Using the Program for International Student Assessment (PISA) 2006. *Hsien-Yuan Hsu, National Taiwan Normal University; Sandra T. Acosta, Texas A&M University*

Learning to Think and Practice Science From Childhood to Adulthood: Life Histories of Eight Chilean Graduate Students in Science. *Marta Silva, University of California - Santa Barbara*

66.070. Roundtable Session 49; Roundtable Session

66.070-1. Adolescents' Engagement With Social Media. SIG-Media, Culture, and Curriculum; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Pilar Lacasa, University of Alcalá

Participants:

Are You in or out? Teenagers Talk About Their Use of Facebook. *Natalia Sinitskaya Ronda, York University*

Mobile Media Learning: Emergent Use of Mobile Technologies in Youth. *Seann Mason Dikkers, University of Wisconsin - Madison*

Tagging in a Community of Media Creators: Practices That Make Programs Popular in Scratch Online. *William Quinn Burke, University of Pennsylvania; Andres Monroy-Hernandez, Microsoft Research/ Massachusetts Institute of Technology (MIT) Media Lab; Yasmin B. Kafai, University of Pennsylvania*

66.070-2. Decolonizing Qualitative Methodologies in Cross-Cultural Contexts. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Rosemary C. Reilly, Concordia University

Participants:

Enacting Decolonized Methodologies: The Doing of Research in Educational Communities. *Cassie Fay Quigley, Clemson University; Nicole Beeman-Cadwallader, Indiana University; Tarajean Yazzie-Mintz, Indiana University*

Voices on Voice: Decisions to Engage Cross-Cultural and Cross-Language Research. *Elsa M. Gonzalez Y Gonzalez, Texas A&M University; Yvonna S. Lincoln, Texas A&M University - College Station*

Inciting DiverCity Curriculums: Indigenous Research Methodology in an Urban Context. *Carolyn J. White, Rutgers University; Sandy Lizaire-Duff, Rutgers University; Molly V. Makris, Rutgers University - Newark*

66.070-3. Workplace Learning Roundtable 1. SIG-Workplace Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
4:05 pm to 5:35 pm

Chair:

Leonard George Cairns, Monash University

Participants:

A Framework for Global Business Leadership Competency Development in the 21st Century. *Jennie Walker, University of Denver*

Re-Visioning Workplace Learning Down Under: Recent Trends and Policy Developments for the Public Good. *Margaret E. Malloch, University of East London*

Train-the-Trainer as a Method of Professional Development. *Sandy Liang, Purdue University; Jennifer E. Dobbs-Oates, Purdue University*

Training the Multigenerational Workforce: What Does Age Have to Do With It? *Shahron Williams Van Rooij, George Mason University*

Workplace Learning for the Public Good: Implementation of a Standardized, Competency-Based Curriculum in Rural and Urban Texas Women, Infants, and Children Clinics. *Karissa D. Horton, University of Texas - Austin; Seth Kessler, University of Texas - Austin; Nell H. Gottlieb, University of Texas - Austin*

66.070-4. Applying Mixed Methods Research to Study Educational Contexts. SIG-Mixed Methods Research; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

4:05 pm to 5:35 pm

Chair:

Dorian Stoilescu, University of Toronto

Participants:

A Mixed Methods Study of Teaching Presence and Learning in Online Intensive Courses. *Elizabeth Laves, Western Kentucky University; Sheldon L. Stick, University of Nebraska - Lincoln; Nataliya V. Ivankova, The University of Alabama - Birmingham*

Doctoral Students' Reasons for Reading Empirical Research Articles: A Mixed Analysis. *Melissa Burgess, Sam Houston State University; Cindy Lee Bengel, Sam Houston State University; Marla H. Mallette, Southern Illinois University - Carbondale; Anthony J. Onwuegbuzie, Sam Houston State University*

Inciting the Social Imagination: An Exploratory Mixed Methods Design in Music Education. *Chad West, Ithaca College*

Reading for Fun: A Mixed Methods Study of Adolescent Reading Behavior and Goals. *Caitlin Scott, Education Northwest; Theresa Deussen, Education Northwest; Makoto Hanita, Education Northwest; Elizabeth Autio, Education Northwest; Kari Nelsestuen, Education Northwest*

Division and SIG Posters

66.071. Poster Session 17; Poster Session

66.071-1. Critical Educators for Social SIG Justice Poster Session. SIG-Critical Educators for Social Justice; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

1. Narrative Portraits of Who Is Teaching Teachers About Diversity and Multicultural Education. *Vera Stenhouse, Georgia State University*
2. Photography and Oral History as a Means of Chronicling the Homeless in Miami. *Eugene F. Provenzo, University of Miami; Alain Bengochea, University of Miami; Kristen Doorn; Ryan W. Pontier, University of Miami; Sabrina Francesca Sembiente, University of Miami*
3. Whiteness At Work: White Elementary Teachers in Predominantly White Contexts. *Kimberly A. Heuschkel, Rutgers University*
4. "Bury Guns Not People": A Case Study of the African American Achievers Youth Corps, Incorporated. *Chalmer Elaine Fredericka Thompson, Indiana University/Purdue University at Indianapolis; Mmoja Ajabu, African American Male Equity Project*

66.071-2. The Impact of Natural Resource Revenues on First Nations Community Educational Outcomes in Alberta, Canada. SIG-Indigenous Peoples of the Americas; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Poster:

5. The Impact of Natural Resource Revenues on First Nations Community Educational Outcomes in Alberta, Canada. *Kat Sonia Thomson, Teachers College, Columbia University*

66.071-3. Poster Session: Cognitive and Metacognitive Processes. Division C - Learning and Instruction; Poster Session
Sheraton, Fifth Level, Grand Ballroom C
4:05 pm to 5:35 pm

Posters:

6. A New Direction in Research on Learning Styles: The Relation Between Processing Strategies and Episodic and Semantic Memory. *Lydia Schaap, Erasmus University Rotterdam, Netherlands*
7. A Process Model for the Coconstruction of Knowledge During Explanations of Scientific Phenomena. *Nathaniel J.S. Brown, Indiana University - Bloomington*
8. Assessment as Learning: Testing (Sometimes) Influences Learning From Science Texts. *Scott R. Hinze, Northwestern University; James W. Pellegrino, University of Illinois - Chicago; Jennifer Wiley, University of Illinois - Chicago*
9. Challenging Muis' Consistency Hypothesis: The Role of Knowledge Representations. *Krista R. Muis, McGill University; Gina Franco, McGill University; John Ranellucci, McGill University; Lavanya Sampasivam, McGill University; Xihui Wang, McGill University*
10. Cognitive Processing of Expository Texts: Goals, Working Memory, and Text Structure. *Catherine M. Bohn-Gettler, Wichita State University;*

Panayiota Kendeou, Neapolis University Pafos

11. Cognitive Training for Children: Effects on Fluid Intelligence, Self-Concept, and Mathematics Achievement in an Australian School Setting. *Sophie Barkl, The University of Sydney; Amy Porter, The University of Sydney; Paul W. Ginns, The University of Sydney*
12. Context and Personal Epistemology: A Review of How Ideas About Knowledge Are Elicited in Research. *Jacqueline Wong, University of California - Los Angeles*
13. Exploring the Relation Between Reading Comprehension and Word Learning From Context Using a Case Study Approach. *Meghan Margaret Parkinson, University of Maryland*
14. Knowledge-Telling, Knowledge-Transformation: An Empirical Study of Implicit Writing Beliefs. *Michael S. Dempsey, University of Nebraska - Lincoln; Roger H. Bruning, University of Nebraska - Lincoln; Douglas F. Kauffman, University of Nebraska - Lincoln; Sharon Zumbunn, Virginia Commonwealth University*
15. Testing as a Learning Event: Pretesting and Problem Solving. *Liche Sean Kao, University of California - Irvine; Lindsey E. Richland, University of California - Irvine*
16. The Effect of Interest and Concreteness on Reading Time and Recall of Expository Text. *Gregory John Schraw, University of Nevada - Las Vegas; Ivan Ivanov, University of Nevada - Las Vegas; Kendall Hartley, University of Nevada - Las Vegas*
17. The Roles of Level of Processing and Testing Effect on Retaining Information. *Sau Hou Chang, Indiana University Southeast*
18. Training Executive Functions in School-Aged Children: A Meta-Analysis of Executive Function Training Programs and Interventions. *Julia Parkinson, University of Michigan; Robin Tepper Jacob, University of Michigan; Frederick J. Morrison, University of Michigan; Stephanie Margaret Jones, Harvard University; Suzanne Bouffard, Harvard University*
19. Using Executive Dysfunction and Metacognitive Awareness Measures to Predict College Grade Point Average. *Joanna Garner, The Pennsylvania State University - Berks; Marcy Tocker, Immaculata University*
20. The Effect of Stephen Pepper's Worldviews on Selective Recall From History and Physics Texts. *Benjamin Robert Forsyth, University of Northern Iowa*
21. What the Eyes and Hands Know About Numbers: Evidence for Embodied Number Representations. *Jeremy C. Williams, Dunwoody College of Technology; Sashank Varma, University of Minnesota; Stacy R. Karl, University of Minnesota; Daniel L. Schwartz, Stanford University*

Monday, 5:30 pm

Governance Meetings and Events

- 67.001. Orientation Session for Newly Appointed Committee Chairs and Members.** AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Iberville
5:30 pm to 6:30 pm

Chairs:

*Felice J. Levine, American Educational Research Association
Kris D. Gutiérrez, University of Colorado - Boulder
Arneha F. Ball, Stanford University*

Monday, 6:15 pm

Governance Meetings and Events

- 68.001. AERA Committee on Scholars of Color in Education Mentoring Lecture and Reception: Invitation Only.** AERA Governance; Governance Session
New Orleans Marriott, Second Level, La Galerie 2
6:15 pm to 8:15 pm

Chair:

Tabbye Maria Chavous, University of Michigan

Division Sessions

- 68.010. Division D 2011 In-Progress Research Gala.** Division D - Measurement and Research Methodology; Invited Poster Session
Doubletree, 16th Level, International Ballroom
6:15 pm to 7:45 pm

SIG Sessions

- 68.011. Action Research SIG Business Meeting.** SIG-Action Research; Business Meeting
Doubletree, 16th Level, Crescent Ballroom
6:15 pm to 7:45 pm

- 68.012. Applied Research in Virtual Environments for Learning SIG Business Meeting.** SIG-Applied Research in Virtual Environments for Learning; Business Meeting
Sheraton, Third Level, Napoleon Ballroom C2
6:15 pm to 7:45 pm

Chair:

Jonathon J. Richter, University of Oregon

- 68.013. Arts Inquiry in the Visual and Performing Arts in Education SIG Business Meeting and Workshop.** SIG-Arts and Inquiry in the Visual and Performing Arts in Education; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom III
6:15 pm to 8:15 pm

- 68.014. Biographical and Documentary Research SIG Business Meeting, An Immodest Proposal: Promoting the Discussion of Pornography in Academe and Beyond Through Documentary and Research.** SIG-Biographical and Documentary Research; Business Meeting
JW Marriott, Third Level, Ile de France II
6:15 pm to 7:45 pm

Chair:

Pamela J. Konkol, Concordia University

Participants:

An Immodest Proposal on the Politics of Viewing Pornography in a Public University and Beyond. *Cheryl T. Desmond, Millersville University*
The Price of Pleasure: A Documentary on Pornography on College Campuses and Its Societal Impact. *Chyng Sun, New York University*
The Research on the Viewing of Pornography on College Campuses. *Jill Craven, Millersville University*
The Research on Gender Studies Classes on the Viewing of Pornography at a Public University. *Tracey Weis, Millersville University*

- 68.015. Business Education and Computer Information Systems Research SIG Business Meeting.** SIG-Business Education & Computer Information Systems Research; Business Meeting
Astor Crowne Plaza, Second Level Mezzanine, Bienville
6:15 pm to 7:45 pm

Chair:

Michelle Salmona, Central Michigan University

- 68.016. Caribbean and African Studies in Education SIG Business Meeting.** SIG-Caribbean and African Studies in Education; Business Meeting
Sheraton, Fifth Level, Grand Couteau
6:15 pm to 8:15 pm

- 68.017. Catholic Education SIG Business Meeting.** SIG-Catholic Education; Business Meeting
JW Marriott, Third Level, Conde
6:15 pm to 7:45 pm

- 68.018. Communication of Research SIG Business Meeting. The Future of Scholarly Publication in Education: An Informal Chat.** SIG-Communication of Research; Business Meeting
Hotel Monteleone, Mezzanine Level, Bienville
6:15 pm to 7:45 pm

Chair:

Gustavo E. Fischman, Arizona State University

Participants:

*Gary J. Natriello, Teachers College, Columbia University
Jorge Enrique Delgado, University of Pittsburgh
Todd Reitzel, American Educational Research Association*

- 68.019. Critical Issues in Curriculum and Cultural Studies SIG Business Meeting.** SIG-Critical Issues in Curriculum and Cultural Studies; Business Meeting
Astor Crowne Plaza, Second Level, Astor Ballroom II

6:15 pm to 7:45 pm

Chair:

Robert James Helfenbein, Indiana University/Purdue University at Indianapolis

Participants:

Jennifer Job, University of North Carolina - Chapel Hill

Brandon Sams, University of North Carolina

Kelly P Vaughan, University of Illinois - Chicago

Gabriel Huddleston, Indiana University

William H. Schubert, University of Illinois - Chicago

Patrick Slattery, Texas A&M University

68.020. Doctoral Education Across the Disciplines SIG Business Meeting. SIG-

Doctoral Education across the Disciplines; Business Meeting

JW Marriott, Third Level, Ile de France III

6:15 pm to 7:45 pm

68.021. Environmental Education SIG Business Meeting. SIG-Environmental

Education; Business Meeting

JW Marriott, Third Level, Frontenac

6:15 pm to 7:45 pm

68.022. Family and Consumer Sciences SIG Business Meeting. SIG-Family and

Consumer Sciences; Business Meeting

Sheraton, Fourth Level, Oakley

6:15 pm to 7:45 pm

68.023. Hierarchical Linear Modeling SIG Business Meeting and Distinguished

Speaker Presentation by David Rindskopf: Hierarchical Linear Modeling for Single-Case Designs: The Easy, the Difficult, and the Impossible. SIG-Hierarchical Linear Modeling; Business Meeting

JW Marriott, Third Level, Maurepas

6:15 pm to 7:45 pm

Chair:

Walter L. Leite, University of Florida

Participants:

David M. Rindskopf, The Graduate Center - CUNY

Gregory J. Palardy, University of California - Riverside

Bethany A. Bell, University of South Carolina

68.024. Indigenous Peoples of the Americas SIG Business Meeting: Indigenizing

the Academy. SIG-Indigenous Peoples of the Americas; Business Meeting

New Orleans Marriott, Second Level, La Galerie 5

6:15 pm to 8:15 pm

Participants:

Susan C. Faircloth, The Pennsylvania State University

Angela M. Jaime, University of Wyoming

Vangee Nez, University of New Mexico

Eddy A. Ruiz, University of California - Los Angeles

Eve Tuck, SUNY - College at New Paltz

Tiffany S. Lee, University of New Mexico

Nicole L. Thompson, Mississippi State University

68.025. Law and Education SIG Business Meeting and Presentation on the

Educational Rights of Children. SIG-Law and Education; Business Meeting

Sheraton, Fourth Level, Edgewood

6:15 pm to 7:45 pm

68.026. Media, Culture, and Curriculum SIG Business Meeting. SIG-Media,

Culture, and Curriculum; Business Meeting

Astor Crowne Plaza, Second Level, Astor Ballroom I

6:15 pm to 7:45 pm

68.027. Multicultural/Multiethnic Education: Theory, Research, and Practice

SIG Business Meeting. SIG-Multicultural/Multiethnic Education: Theory,

Research, and Practice; Business Meeting

New Orleans Marriott, Second Level, La Galerie 4

6:15 pm to 7:45 pm

68.028. Narrative Research SIG Business Meeting. SIG-Narrative Research;

Business Meeting

Doubletree, Second Level, Nottoway

6:15 pm to 7:45 pm

Chairs:

Stefinee E. Pinnegar, Brigham Young University

Shaun Murphy, University of Alberta

Mary Lynn Hamilton, The University of Kansas

D. Jean Clandinin, University of Alberta

Participants:

Cheryl J. Craig, University of Houston

Vicki Ross, Northern Arizona University

Cathy A. Coulter, The University of Alaska - Anchorage

Jeong-Hee Kim, Kansas State University

Elaine Chan, University of Nebraska - Lincoln

Candace M. Schlein, University of Missouri - Kansas City

Shaun Murphy, University of Alberta

Janice Huber, University of Regina

Dixie K. Keyes, Arkansas State University

Mary Lynn Hamilton, The University of Kansas

Stefinee E. Pinnegar, Brigham Young University

Mary F. Rice, Brigham Young University

68.029. Professors of Educational Research SIG Business Meeting. SIG-

Professors of Educational Research; Business Meeting

Astor Crowne Plaza, Second Level Mezzanine, Toulouse B

6:15 pm to 7:45 pm

68.030. Qualitative Research SIG Business Meeting and Egon Guba Invited

Lecture. SIG-Qualitative Research; Business Meeting

Astor Crowne Plaza, Second Level, Grand Ballroom A

6:15 pm to 8:15 pm

Chair:

Deborah A. Ceglowski, Ball State University

Participant:

Disrupting Methodological Boundaries: Chicana Feminist Perspectives in Educational Research. *Dolores Delgado Bernal, University of Utah*

Participant:

Gaile S. Camella, University of North Texas

68.031. Queer Studies SIG Business Meeting. SIG-Queer Studies; Business

Meeting

Sheraton, Fourth Level, Oak Alley

6:15 pm to 7:45 pm

Chairs:

Connie North, University of Maryland - College Park

Anna V. Wilson, Chapman University

68.032. Religion and Education SIG Business Meeting. SIG-Religion and

Education; Business Meeting

Astor Crowne Plaza, Second Level Mezzanine, St. Louis

6:15 pm to 8:15 pm

68.033. Research on the Education of Asian and Pacific Americans SIG

Business Meeting. SIG-Research on the Education of Asian and Pacific

Americans; Business Meeting

Sheraton, Second Level, Rhythms Ballroom III

6:15 pm to 7:45 pm

68.034. Research on the Education of Deaf Persons SIG Business Meeting. SIG-

Research on the Education of Deaf Persons; Business Meeting

Sheraton, Fourth Level, Southdown

6:15 pm to 7:45 pm

Chair:

Stephanie W. Cawthon, University of Texas - Austin

68.035. School Community, Climate, and Culture SIG Business Meeting. SIG-

School Community, Climate, and Culture; Business Meeting

Sheraton, Eighth Level, Salon 820

6:15 pm to 7:45 pm

68.036. School Indicators, Profiles, and Accountability SIG Business Meeting.

SIG-School Indicators, Profiles, and Accountability; Business Meeting

New Orleans Marriott, Third Level, Mardi Gras Salon B

6:15 pm to 7:45 pm

68.037. Science Teaching and Learning SIG Business Meeting. SIG-Science

Teaching and Learning; Business Meeting

New Orleans Marriott, Second Level, Preservation Hall Studio 9

6:15 pm to 7:45 pm

Chair:

Sherri L. Brown, University of Louisville

Participants:

Alberto J. Rodriguez, San Diego State University

Bernard P. Ricca, Saint John Fisher College

Gail Dickinson, Texas State University

Nate K. Mcvaugh, University of Texas - Austin

68.038. Semiotics in Education SIG Business Meeting. SIG-Semiotics in

Education; Business Meeting

New Orleans Marriott, Third Level, Mardi Gras Salon A

6:15 pm to 7:45 pm

68.039. Sociology of Education SIG Business Meeting and Reception. SIG-

Sociology of Education; Business Meeting

JW Marriott, Third Level, Ile de France I

6:15 pm to 8:15 pm

68.040. Supervision and Instructional Leadership SIG Business Meeting.

Racing to the Top: A Panel Discussion on the State of Supervisory

Practice in Public Schools. SIG-Supervision and Instructional Leadership;

Business Meeting

Sheraton, Second Level, Rhythms Ballroom II

6:15 pm to 7:45 pm

Chair:

Susan S. Sullivan, College of Staten Island - CUNY

Participants:

Daisy E. Arredondo Rucinski, The University of Alabama

Helen M. Hazi, West Virginia University

Zach Kelehear, University of South Carolina

68.041. Survey Research in Education SIG Business Meeting. SIG-Survey

Research in Education; Business Meeting

Doubletree, Second Level, Madewood B

6:15 pm to 7:45 pm

68.042. Teacher's Work/Teachers Unions SIG Business Meeting: Resisting the

Neo-Liberal Assault on Chile's Public Schools and Teacher Unions. SIG-

Teacher's Work/Teachers Unions; Business Meeting

Sheraton, Fifth Level, Grand Chenier

6:15 pm to 7:45 pm

Chair:

Alex Alexandrou, Freelance Academic

Participants:

Jill Andrea Pinkney Pastrana, University of Wisconsin

Carmen Gloria Nunez, Pontifical Catholic University of Valparaiso

Vicente Sisto, Pontificia Universidad Católica de Valparaiso

Jenny Assael, Colegio de Profesores

Alejandro Silva, Colegio do Profesores

68.043. Test Validity Research and Evaluation SIG and Professional Licensure and

Certification SIG Joint Business Meeting. SIG-Test Validity Research and

Evaluation Cosponsored by SIG-Professional Licensure and Certification; Business

Meeting

Doubletree, Second Level, Madewood A

6:15 pm to 7:45 pm

Participants:

Gregory J. Cizek, University of North Carolina - Chapel Hill

Jennifer L. Kobrin, The College Board

John W. Young, ETS

Timothy A. Sares, Researcher

Hao Song, American Board of Internal Medicine

Jason Rinaldo, American Board of Family Medicine

Barbara M. Foster, American Board of Obstetrics and Gynecology

68.044. Tracking and Detracking SIG Business Meeting. SIG-Tracking and

Detracking; Business Meeting

Doubletree, Second Level, Shadows

6:15 pm to 7:45 pm

Chair:

Beth C. Rubin, Rutgers University

Monday, 6:30 pm**AERA Related Activities****69.010. AERA Grants Program Governing Board Reception: Invitation Only.**

AERA Related Activities; Reception

New Orleans Marriott, Third Level, Mardi Gras Salon C

6:30 pm to 7:30 pm

Chair:

William H. Schmidt, Michigan State University and Chair, Governing Board

Honored Guest:

Larry E. Suter, National Science Foundation

Presidential Sessions**69.011. Innovative Approaches to Scholarship IV: Living Narratives and Cultural Identities: Creating a Digital Home to Protect and Preserve a Physical One.** Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom B3

6:30 pm to 8:00 pm

Chair:

JuliAnna Avila, University of North Carolina - Charlotte

Participants:

Nick Slie, Mondo Bizarro

JuliAnna Avila, University of North Carolina - Charlotte

Tuesday, 7:00 am**Governance Meetings and Events****70.001. AERA Executive Director and Division Vice Presidents: Closed**

Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Regent

7:00 am to 8:00 am

Tuesday, 7:30 am**Governance Meetings and Events****71.001. AERA Minority Fellowship Selection Committee: Closed Meeting.**

AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Bacchus

7:30 am to 12:00 pm

Chair:

Linda M. Perkins, Claremont Graduate University

Tuesday, 8:15 am**Governance Meetings and Events****72.001. AERA Open Business Meeting.** AERA Governance; Governance Session

Sheraton, Second Level, Rhythms Ballroom III

8:15 am to 9:45 am

Chairs:

Kris D. Gutiérrez, University of Colorado - Boulder

Felice J. Levine, American Educational Research Association

72.002. Review of Educational Research: Closed Editorial Board Meeting.

AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Balconies MN

8:15 am to 9:45 am

Chair:

Gaea Leinhardt, University of Pittsburgh

Presidential Sessions

72.010. A Research Agenda for the New K-12 Standards in Science/Engineering: Studying Innovations and Forms of Implementation That Advance the Goals of Equity and Diversity. Presidential Session Cosponsored by Division C - Learning and Instruction; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3

8:15 am to 10:15 am

Chairs:

Nancy W. Brickhouse, University of Delaware

James Earl Davis, Temple University

Participants:

Why Practices? *Jonathan F. Osborne, Stanford University*

Scientific Practices as a Bridge Across Science Learning Environments. *Jean Moon, The National Academies*

College Versus Career Standards for STEM Education. *David H. Monk, The Pennsylvania State University*

Teacher Professional Development. *Richard A. Duschl, The Pennsylvania State University*

Implementing the New Common Core: A Research Agenda. *William R. Peniel, SRI International*

Influencing the Policy Cycle: Highlighting a Concern with Equity and Diversity. *Gerald K. Letendre, The Pennsylvania State University*

Committee Sessions

72.011. Research on LGBTQ Issues: Perspectives From Diverse Communities.

Committee on Scholars of Color in Education; Invited Session

Sheraton, Third Level, Napoleon Ballroom C2

8:15 am to 9:45 am

Chair:

Kevin K. Kumashiro, University of Illinois - Chicago

Participants:

Cindy Cruz, University of California - Santa Cruz

Bethy Leonardi, Colorado University - Boulder

Lance Trevor McCready, OISE/University of Toronto

Karleen M. Pendleton Jimenez, Trent University

Lisa Weems, Miami University

Division Sessions

72.012. Reform, Restructuring, and School Improvement. Division A -

Administration Organization & Leadership; Paper Session

Sheraton, Second Level, Rhythms Ballroom II

8:15 am to 9:45 am

Chair:

Bob L. Johnson, Jr., University of Utah

Participants:

Access and Achievement: The Impact of New York City's Small School Movement on Latino Students. *Nelson Flores, The Graduate Center - CUNY; Andrew Haiwen Chu, The Graduate Center - CUNY*

Building Relational Trust Within Comprehensive School Reform Models:

Exploring the Relationship Between Trust and Instructional Improvement.

Timothy Ford, University of Louisiana - Monroe

Collaboration for School Improvement: A Quantitative Study. *Daniel R. Muijs, University of Southampton*

Restructuring for School Improvement: Does Size Matter? *Annie Woo, Education Northwest*

Discussant:

Bob L. Johnson, Jr., University of Utah

72.013. Research, Policy, and Practice for Leaders and Leadership. Division A -

Administration Organization & Leadership; Paper Session

Sheraton, Fourth Level, Edgewood

8:15 am to 9:45 am

Chair:

Cameron Carlson, Southern Illinois University - Carbondale

Participants:

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

Laura P. Wentworth, Ritu Khanna, San Francisco Unified School District

Principals as Change Agents: The Role of Campus Leaders in Strategic

Compensation Reform. *Peter James Witham, University of Wisconsin*

Restructuring High School: Creating and Implementing a Vision for School

Reform. *Joy C. Phillips, East Carolina University; Patricia E. Holland,*

University of Houston; Joseph A. Kotarba, University of Houston

Refining a Theory of Knowledge Diffusion Among District Administrators. *Julie*

R. Kochanek, Education Development Center; Matthew A. Clifford, Learning

Point Associates

72.014. School Leadership, Professional Communities, Performance, and Teacher Retention. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Third Level, Napoleon Ballroom D

8:15 am to 9:45 am

Chair:

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

Participants:

A New Method for Synthesizing Effect Sizes. *Jingping Sun, OISE/University of Toronto; Jingshun Zhang, OISE/University of Toronto*

Performance Pressure: Implications for Teachers' Motivational Approach and Teaching. *Limor Shibaz, Hebrew University of Jerusalem, Israel*

Teacher Retention: An Appreciative Approach to Secondary Teachers'

Workplace Conditions. *Jennifer Pesavento-Conway, University of California - San Diego*

The Relationship Between Professional Learning Community Behaviors and Teacher Efficacy. *Sheryl Y. Kennedy, Oakland University; Julia B. Smith,*

Oakland University

Discussant:

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

72.015. Prioritizing Student Voice: Integrating Youth Participatory Action Research Into Schools and Classrooms. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II

8:15 am to 9:45 am

Chair:

Shelley Zion, University of Colorado - Denver

Participants:

Youth Participatory Action Research (YPAR) in the Classroom: Meeting State Standards With Youth Civic Action Research. *Beth C. Rubin, Rutgers University; Mayida Zaal, Montclair State University; Jennifer Ayala, Saint*

Peter's College; Brian Ford, Montclair Public School District; Landon

Wagner, Montclair Public School District

Creating Engaging Academic Settings for and by Youth. *Susan S. Yonezawa, University of California - San Diego; Makeba Jones, University of California*

- San Diego

The Formation of a Professional Learning Community: Teachers and Researchers Co-construct Critical Civic Inquiry. *Ben R. Kirshner, University*

of Colorado - Boulder; Shelley Zion, University of Colorado - Denver; Carlos

Porfirio Hipolito-Delgado, University of Colorado - Denver; Rita Catherine

Tracy, University of Colorado - Boulder

Creating Spaces for Student Voice in School Reform: Conceptualizing Critical Civic Inquiry. *Shelley Zion, University of Colorado - Denver; Carlos Porfirio*

Hipolito-Delgado, University of Colorado - Denver; Elizabeth Mendoza,

University of Colorado - Boulder; Adam J. York, University of Colorado -

Boulder

Discussants:

Dana L. Mitra, The Pennsylvania State University

Ernest D. Morrell, University of California - Los Angeles

72.016. Racialization of Immigrants in Education. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom III

8:15 am to 10:15 am

Chairs:

Roberto Martinez, The Graduate Center - CUNY

Erica Chutuape, The Graduate Center - CUNY

Participants:

Racialization of Knowledge: Theorizing Race Understandings of Mexican Immigrants With African Americans in New York City. *Roberto Martinez,*

The Graduate Center - CUNY

Confronting Identities: A Theoretical Discussion of Filipino American Youth and Discourses of Identity. *Erica Chutuape, The Graduate Center - CUNY*

Immigrant Adolescents in the Global City. *Daniel R. Walsh, The Graduate Center - CUNY*

"Who Would They Talk About if We Weren't Here?" Nationalist Discourses and the Racialization of Muslim Immigrant Youth in a Danish Folkeskolen. *Reva Jaffe-Walter, The Graduate Center - CUNY*

Hierarchies of Languages: Long-Term English Language Learners, Language Policies, and Schooling Practices. *Nabin Chae, The Graduate Center - CUNY*

Navigating the Game Without a Rulebook: Immigrant Parents and the New York City High School Admissions Process. *Madeline Perez, Saint Joseph College*
Espacios Disputados/Contested Spaces: A Spatial History of Latinos in East Harlem Public Schools. *Edwin Mayorga, The Graduate Center - CUNY*

Discussant:

Jamie Lew, Rutgers University

72.017. Fusing Technology With Instruction: Finding Ways to Make

Technology Effective for Learning. Division C - Learning and Instruction; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 7
8:15 am to 9:45 am

Chair:

Charles K. Kinzer, Teachers College, Columbia University

Participants:

Format Matters: Narrative, Learning, and Motivation. *Charles K. Kinzer, Teachers College, Columbia University; Daniel L. Hoffman, Teachers College, Columbia University; Selen Turkay, Teachers College, Columbia University; Nilgun Gunbas, Teachers College, Columbia University; Caitlin Nagle, Columbia University*

The Role of Physical Activities With Sensory Experiences in Virtual Manipulatives. *Seungoh Paek, Teachers College, Columbia University*
Ontological Problems in Video Games. *Aaron Chia Yuan Hung, Teachers College, Columbia University*

Exploring the Learning Implications of Errors in Instruction Through Asynchronous Media. *Antonios Saravanos, Columbia University*

Using Written and Face-to-Face Conversational Techniques to Enhance Online Collaboration on Virtual Asynchronous Discussion Boards. *Katalin Judith Kabat, Teachers College, Columbia University*

Discussant:

Matthew X. Curinga, Adelphi University

72.018. Insights Into Response to Intervention.

Division C - Learning and Instruction; Paper Session

New Orleans Marriott, Second Level, La Galerie 1
8:15 am to 10:15 am

Chair:

Jeanne Wanzek, Florida State University

Participants:

Reading Practices at Home and School and General Knowledge Outcomes. *Rachel Schachter, University of Michigan; Rachel Rennie Klingelhofer, University of Michigan*

Developmental Trajectories and Their Heterogeneity in Reading Performance: An Investigation Using the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K). *Hyo Jin Lim, Korea University; Kook Hee Kim, University of California - Los Angeles*

The Relationship Between Tier 1 Instructional Behaviors, Student Engagement, and Student Reading Growth. *Kristen D. Beach, University of California - Riverside; Rollanda E. O'Connor, University of California - Riverside; Kathleen Bocian, University of California - Riverside*

Characteristics of General Education Reading Interventions Implemented in Elementary Schools for Students With Reading Difficulties. *Jeanne Wanzek, Florida State University; Christie L. Cavanaugh, University of Florida*

Implementation of a Tier 3 Reading Intervention for Students in Fifth Grade. *Kristen D. Ritchey, University of Delaware; Deborah L. Speece, University of Maryland; Rebecca Deffes Silverman, University of Maryland - College Park; Lisa P. Case, University of Maryland; Eleanor Grace Castillo, University of Maryland - College Park; Elizabeth Montanaro, University of Maryland*

72.019. Learning STEM: The Need for Instructional and Motivational

Scaffolding. Division C - Learning and Instruction Cosponsored by SIG-

Motivation in Education and SIG-Science Teaching and Learning, Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 5
8:15 am to 9:45 am

Chair:

Scott C. Marley, University of New Mexico

Participants:

Cognition and Motivation in Science, Technology, Engineering, and Math Retention. *Jennifer G. Cromley, Temple University; Erin McNamara Horvat, Temple University; Jacqueline Tanaka, Temple University; John Michel, Temple University; Anthony C. Perez, Temple University; Emily Tancredi-Brice Agbenyega, Temple University; Lillian Raja, Temple University; Patricia Vorndran, Temple University; Melanie Wills, Temple University; Theodore W. Wills, Temple University*

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

Exploring the Role of Teacher Support on Students' Academic Engagement, Success, and Anxiety in Science. *Anna D. Strati, Northern Illinois University*
Framing Science in a New Context: What Students Take Away From a Community of Practice. *Terri R. Patchen, California State University - Fullerton; Dennis William Smithenry, Elmhurst College*

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

Discussant:

Jenefer E. Husman, Arizona State University

72.020. Reading and Writing Together: A Cognitively Based Approach to

Literacy Assessment. Division C - Learning and Instruction; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8
8:15 am to 10:15 am

Chair:

John P. Sabatini, ETS

Participants:

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

Developing an Assessment System to Support Writing Instruction. *Mary E. Fowles, ETS*

Implications of an Integrated Approach to Reading and Writing Assessment. *Tenaha P. O'Reilly, ETS; John P. Sabatini, ETS*

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

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

Discussants:

Arthur C. Graesser, The University of Memphis

Steve Graham, Vanderbilt University

72.021. Analysis and Meta-Analysis of Single-Case Studies.

Division D - Measurement and Research Methodology; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH
8:15 am to 9:45 am

Chair:

John M. Ferron, University of South Florida

Participants:

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

2. R Functions to Facilitate the Visual Analysis of Single-Case Data. *Isis Bulte, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven*

3. The Use of Self-Report Data in Single-Case Designs. *Jennie L. Farmer, University of South Florida; David Allsopp, University of South Florida*

4. Estimation of Nonlinear Trajectories for Multiple Baseline Design Data. *Susan Natasha Beretvas, University of Texas - Austin*

5. Multilevel Models for Multiple-Baseline Data: Modeling Between-Case Variation in Autocorrelation. *John M. Ferron, University of South Florida; Eun Kyeng Baek, University of South Florida*

6. Addressing Effect-Size Estimation and Coding Issues for Meta-Analyses Involving Single-Case Designs. *Patricia L. Busk, University of San Francisco*

7. Synthesis of Count Data Outcome Trajectories in Single-Subjects' Experimental Design Studies. *Susan Natasha Beretvas, University of Texas - Austin; Dandan Wang, University of Texas - Austin*

8. A Monte Carlo Investigation of a Three-Level Meta-Analytic Single-Case

Model. *Corina Marie Owens, University of South Florida*

9. Multivariate Meta-Analysis of Regression Coefficients From Single-Subject Experimental Designs. *Wim Van den Noortgate, Katholieke Universiteit Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven*

10. Specifying Multiple-Baseline Models to Obtain Within- and Between-Case Estimates of Treatment Effects. *John M. Ferron, University of South Florida*

Discussant:

David M. Rindskopf, The Graduate Center - CUNY

72.022. Propensity Score Analysis: Current Issues and New Developments.

Division D - Measurement and Research Methodology; Symposium
Doubletree, Second Level, Madewood A
8:15 am to 10:15 am

Chair:

Wei Pan, University of Cincinnati

Participants:

Is Propensity Score Balance Essential to Effectively Reduce Bias in Quasi-Experiments? *Margaret Clark, University of Central Florida*

Current Issues on Propensity Score Matching: Matching With/Without Replacement, Common Support, and Sample Ratio. *Haiyan Bai, University of Central Florida*

A Random Bandwidth for Caliper Matching in Propensity Score Analysis. *Wei Pan, University of Cincinnati*

Weighting Within Strata: A New Method of Propensity Score Weighting. *Michael A. Posner, Villanova University*

Investigating the Use of Propensity Score Analysis With Complex Survey Data. *Debbie L. Hahs-Vaughn, University of Central Florida*

An Empirical Comparison of Genetic Matching and Propensity Score Matching for Covariate Adjustment. *Ning Rui, Research for Better Schools*

Discussant:

Anthony J. Onwuegbuzie, Sam Houston State University

72.023. Various Differential Item Functioning Angles. Division D - Measurement

and Research Methodology; Paper Session
Doubletree, Second Level, Shadows
8:15 am to 9:45 am

Chair:

Rochelle S. Michel, ETS

Participants:

Comparison of Rasch-Based and Mantel-Haenszel (MH) Procedures in Detecting Differential Item Functioning. *Huiqin Ann Hu, Data Recognition Corporation; Kyoungwon Lee Bishop, Data Recognition Corporation*

Detecting Differential Item Functioning in Polytomously Scored Items: A Multilevel Approach to the Generalized Mantel-Haenszel. *Jann W. MacInnes, University of Florida; M. David Miller, University of Florida*

Impact of Impact on Type I Error When Using Mantel-Haenszel (MH) and Logistic Regression (LR) to Detect Differential Item Functioning (DIF). *Yanju Li, Ohio University; Gordon P. Brooks, Ohio University; George A. Johanson, Ohio University*

Improvements for Differential Functioning of Items and Tests (DFIT):

Investigating the Addition of Reporting an Effect Size Measure, and Reporting Power. *Keith Darnell Wright, Georgia State University; T. C. Oshima, Georgia State University*

The Functional Equivalence of the Program for International Student Assessment (PISA) 2006 Science Assessment Between U.S. and Chinese Students. *Xiaoting Huang, China Institute for Educational Finance Research*

Discussant:

Bruno D. Zumbo, The University of British Columbia

72.024. Family Matters: Parental Influences on Development During Early Childhood. Division E - Counseling and Human Development; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom I
8:15 am to 9:45 am

Chair:

Travis S. Wright, The George Washington University

Participants:

Ethnicity, Conceptual Models of Family Influences, and School Readiness. *Kate Bono, California State University - Fullerton; Claire B. Kopp, Los Angeles*

It's a Boy! Father Involvement and Early Cognitive Development in Sons Versus Daughters. *Yen M. To, Texas Tech University; Tara Stevens, Texas Tech University; Hansel Burley, Texas Tech University; William Y. Lan, Texas Tech University; Lucy M. Barnard-Brak, Baylor University*

Predictors of Kindergartners' Academic Achievement: Importance of Parental

Well-Being and Involvement. *Sarita Yogesh Shukla, University of Kentucky*

Discussant:

Kathryn Nakagawa, Arizona State University

72.025. Reading and Writing in Social Contexts: From Beginner to Expert Inside and Outside of Schooling. Division G - Social Context of Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 4
8:15 am to 10:15 am

Chair:

Jenna Min Shim, University of Wyoming

Participants:

Examining the Existence of Reading Ability Groups Within the Kindergarten Classroom: A Mixed-Methods Study With Teachers' Voices. *Kelly McMahon, University of Michigan; Michaela O'Neill, University of Michigan*
Information Writing in the First-Grade Classroom. *Melissa I. Wilson, The Ohio State University*

"Best Day Ever!" Multimodal Literacies at a Reading Camp for "Struggling Students." *Kathleen Shannon, The Pennsylvania State University; Kathleen M. Collins, The Pennsylvania State University; Patrick Shannon, The Pennsylvania State University*

Successful Reading in a Low-Income Community: The Case of Buell County. *Sky Harmony Marietta, Harvard University*

Insiders and Outsiders: Students' Writing Practices in Higher Education. *Helen Beth Anderson, Manukau Institute of Technology*

72.026. Suburban Multiracial Transformation in a Policy Vacuum: Denial, Resegregation, or New Strategies? Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 6
8:15 am to 9:45 am

Chair:

Gary A. Orfield, University of California - Los Angeles

Participants:

Understanding Suburban School District Transformation: A Typology of Suburban Districts. *Erica Frankenberg, The Pennsylvania State University*
Suburban Change and the Power of Place: Demographic Change in a Suburban San Antonio District. *Jennifer Jellison Holme, University of Texas - Austin; Sarah Lauren Diem, University of Missouri; Anjale DeVawn Welton, University of Connecticut*

Suburban Diversification in Hillsborough County Public Schools, Florida: Resistance and Community Identity. *Barbara Shircliffe, University of South Florida; Jennifer Morley, University of South Florida*

High Civic Capacity, Low Demand for Integration: Rapid Demographic Transition in a Southern School System. *Elizabeth H. Debray-Pelot, University of Georgia; Ain Grooms, University of Georgia*

Discussants:

Gary A. Orfield, University of California - Los Angeles

John B. Diamond, Harvard University

72.027. Teachers in Diverse Learning Contexts: Experiences, Struggles, and Interactions. Division G - Social Context of Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 10

8:15 am to 10:15 am

Chair:

Samara D. Madrid, University of Wyoming

Participants:

Ethnic Identity Among Preservice Teachers: A School Success Factor for K-12 Learners. *Andre J. Branch, San Diego State University*

Black Jokes and Color-Blind Teachers: The Struggle of a Transitioning Rural High School to Deal With Race. *Shayla Reese Griffin, University of Michigan*
The Role of Student/Teacher Interactions in Both Student Dropout and Teacher Attrition. *Deborah A. Bieler, University of Delaware*

White Teachers Use Literature by White Authors to Address Multicultural Themes: A Critical Race Analysis of an Online Survey. *Carlin C. Borsheim, Michigan State University*

Coconstructing the Culturally Relevant Teacher and Researcher: Struggles to Define and Enact "It." *Ann Mogush Mason, University of Minnesota*

Discussant:

Beth A. Scarloss, Frostburg State University

72.028. Examining Teacher and Student Issues in Large-Scale Assessments.

Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Madewood B

8:15 am to 10:15 am

Chair:

Evelyn Belton-Kocher, Saint Paul Public Schools

Participants:

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

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

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

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

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

Discussant:

*Mary E. Yakimowski, University of Connecticut***72.029. Cognitive and Affective Domains in Professions Education.** Division I -

Education in the Professions; Paper Session

Sheraton, Third Level, Napoleon Ballroom C1

8:15 am to 10:15 am

Chair:

Majka B. Woods, University of Minnesota

Participants:

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

Teaching Difficult Engineering Concepts in the Language of Emergent Processes. *Dazhi Yang, Boise State University; Natalie Barrett, Purdue University; Alejandra de Jesus Magana de Leon, Purdue University; Ruth A. Streveler, Purdue University; Ronald L. Miller, Colorado School of Mines; Aida Ivette Santiago Romn, University of Puerto Rico - Mayagüez*

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

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

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

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

Discussant:

*Elliot P. Douglas, University of Florida***72.030. Education Pipeline Solutions.** Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Maurepas

8:15 am to 9:45 am

Chair:

John Michael Lee, Jr., The College Board

Participants:

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

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

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

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

Discussant:

*David Allen Tandberg, Florida State University***72.031. Evaluation and Ethical Leadership.** Division J - Postsecondary Education;

Paper Session

JW Marriott, Third Level, Conde

8:15 am to 9:45 am

Chair:

Stephen L. Benton, The IDEA Center

Participants:

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

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

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

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

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

Discussant:

*Sharon Brown-Welty, California State University - Fresno***72.032. The Outcomes of Student Participation in Undergraduate Research.**

Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Frontenac

8:15 am to 9:45 am

Chair:

Karen P. Macbeth, The Ohio State University

Participants:

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

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

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

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

Discussant:

*Kent Alan Divoll, University of Houston - Clear Lake***SIG Sessions****72.033. Virtual Spaces in Portable Digital Domes for Learning in Science and Cultural Heritage.** SIG-Applied Research in Virtual Environments for

Learning; Demonstration/Performance

Sheraton, Second Level, Rhythms Ballroom I

8:15 am to 9:45 am

Chair:

Lisa Dawley, Boise State University

Participant:

Virtual Spaces in Portable Digital Domes for Learning in Science and Cultural Heritage. *Jeffrey Jacobson, PublicVR*

Participant:

Jeffrey Jacobson, PublicVR

Discussant:

Jonathon J. Richter, University of Oregon

72.034. Select Issues in Catholic Education. SIG-Catholic Education; Paper

Session

JW Marriott, Third Level, Orleans

8:15 am to 9:45 am

Chair:

Ronald J. Nuzzi, University of Notre Dame

Participants:

Catholic Schools and the Achievement Gap: The Catholic School Effect in the Education Longitudinal Study of 2002. *Frank O'Linn, Vanderbilt University*

Implementing a Curriculum, Instruction, and Assessment Initiative in Catholic Schools. *Dan Wei, University of Notre Dame; Thomas Doyle, University of Notre Dame; Sarah Lamphier, University of Notre Dame*

Mental Health Services and Supports in Catholic Schools. *James Mario Frabutt, University of Notre Dame; Will Clark, University of Notre Dame; Gabrielle Speech, University of Notre Dame; Melissa Regan, University of Notre Dame*

Paulo Freire and Catholic American Students. *Caroline M. Eick, Mount Saint Mary's University*

Policy Implementation in a Catholic Network of an After-School Program. *Kari Anne Carr, Indiana University; Joshua S. Smith, Indiana University/Purdue University at Indianapolis*

"A" Is for Alumni: Reflections From Catholic Elementary School Alumni and Visions for Alumni Programming. *Sean M. MacCready, Saint Agnes of Bohemia Elementary School*

72.035. The Blame Game and the Deficit Paradox. SIG-Critical Educators for

Social Justice; Symposium

Sheraton, Fourth Level, Oakley

8:15 am to 9:45 am

Chair:

Paul Cameron Gorski, George Mason University

Participants:

The Historical Normalizing of Racist, Deficit Discourses and Problem-Posing Interventions. *Virginia M. Lea, University of Wisconsin - Stout*

A Discourse-Analytic Perspective on Deficits That Lead to School Failure. *Sarah Michaels, Clark University*

Responding to Deficit Ideologies in Assessment: Toward Critical Interpretation by Teachers of Second Language Learners. *Theresa Y. Austin, University of Massachusetts - Amherst*

Poverty, Class, and the Nature of Deficit Ideology in U.S. Schooling. *Paul Cameron Gorski, George Mason University*

The Making of Disability in the Free Market. *Curt Dudley-Marling, Boston College*

The Unmasking of Hurtful Dominant Ideologies: Preparing Language Teachers to Interrogate Deficit Views of English Language Learners. *Lilia I. Bartolome, University of Massachusetts - Boston*

72.036. The Chicana and Chicano Pipeline Revisited Ten Years Later: A**Critical Race Quantitative Analysis of Contemporary Intersections.**

SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 9

8:15 am to 9:45 am

Chair:

Tara J. Yosso, University of California - Santa Barbara

Participants:

Quantitative Intersectionality: A Critical Race Analysis of the Chicana/o Educational Pipeline. *Alejandro Covarrubias, University of California - Los Angeles*

The Military Educational Pipeline The U.S. Armed Forces as an Entry Point for Chicanas/os Into Higher Education. *Elvira Julia Rodriguez, University of California - Los Angeles*

The (Im)Migration Educational Pipeline: The Impact of Citizenship Status on Educational Attainment for People of Mexican Ancestry. *Argelia Lara, University of California - Los Angeles*

The Chicana/o Educational Pipeline "in Space": Using Geographic Information Systems to Explore the Socio-Spatial Dimensions of Chicana/o Educational Attainment. *Veronica Nelly Velez, University of California - Los Angeles; Selina Rodriguez, University of California - Los Angeles*

Discussant:

*Daniel Gilbert Solorzano, University of California - Los Angeles***72.037. Beyond the Developmental Constraints: Exploring Science Learning and Teaching in Early Childhood.** SIG-Early Education and Child

Development; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 5

8:15 am to 9:45 am

Chair:

X. Christine Wang, University at Buffalo, SUNY

Participants:

Learning to Be a Scientist in an Early Childhood Center: Dialogue and Disciplinary Practices. *Margaret A. Carr, University of Waikato; Bronwen Cowie, University of Waikato*

Exploring Young Children's Epistemic Reasoning in Science Inquiry. *X. Christine Wang, University at Buffalo, SUNY; Ming M. Chiu, University at Buffalo - SUNY*

Scaffolding the "Scaffolding" Metaphor: From Inspiration to a Practical Tool. *Haim Eshach, Ben-Gurion University of the Negev; Yael Arbel, Tel Aviv University; Yair ziderman, Ben-Gurion University of the Negev*

BeeSign: Designing to Support Mediated Group Inquiry of Complex Science by Early Elementary Students. *Joshua Adam Danish, Indiana University; Kylie A. Peppler, Indiana University - Bloomington; David Phelps, Indiana University*

Discussants:

*Daryl B. Greenfield, University of Miami**Cynthia Carter Ching, University of California - Davis***72.038. Gulf: Philosophical and Political Challenges to Environmental****Education as a Public Good.** SIG-Environmental Education; Paper Session

JW Marriott, Third Level, Ile de France III

8:15 am to 10:15 am

Chair:

Constance L. Russell, Lakehead University

Participants:

Researching Through an Animist Epistemology: Barriers to Environmental Education Research "in Connection" With Animate EARTH. *M.J. Barrett, University of Saskatchewan*

Geographical Imaginaries and the Public Good: Fossil Fuel as a Case for the Importance of "Space" in Environmental Education. *Marcia McKenzie, University of Saskatchewan; Hamish Ross, University of Edinburgh*

The Problem of Panacea. *James Czank, Lakehead University*

The United Nations Decade of Education for Sustainable Development: Deconstructing Its Limits and Possibilities. *Joseph A. Henderson, University of Rochester; David W. Hursh, University of Rochester*

How Can International Meetings on Environmental Education Be "for the Public Good"? Reflections From the Fifth World Environmental Education Congress Research Project. *Bob Jickling, Lakehead University; Blair Niblett, Lakehead University; Emily Root, Lakehead University*

72.039. Approaches to Success: Gendered Analysis of African Americans in**STEM.** SIG-Research Focus on Black Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 2

8:15 am to 10:15 am

Participants:

Preparing Underrepresented Girls to Be Engineers: The ADVANCE-ENG Girls to Women Faculty-Student Mentoring Summit. *Tuere Bowles, North Carolina State University; Christine Grant, North Carolina State University; Eric Carpenter, North Carolina State University; Pamela Martin, North Carolina State University*

Differential Gender Outcomes of Career Exploration Sessions for African American Undergraduates: An Examination of Computing Science Outreach Efforts at Predominantly White Institutions. *Jerlando F.L. Jackson, University of Wisconsin - Madison; LaVar Jovan Charleston, University of Wisconsin - Madison; Juan E. Gilbert, Clemson University*

Spirituality and Its Impact on Mathematically Successful African American Men. *Christopher Charlie Jett, Georgia State University*

Uniquely Situated in Computing Sciences Programs in Higher Education: Experiences of African American Women Who Still Find Success. *LaVar Jovan Charleston, University of Wisconsin - Madison; Phillis George, Jackson State University; Jerlando F.L. Jackson, University of Wisconsin - Madison*

Acting as Though Racism Doesn't Exist: A Critique of the Theoretical Shortcomings of Research on African American Underrepresentation in Science. *Jomo W. Mutegi, Indiana University/Purdue University at Indianapolis; Nicole Lewis, University of Kentucky*

Discussant:

Peter A. Sheppard, University of Louisiana - Lafayette

72.040. Science Content Versus Mathematical Structures in the Elementary

Grades. SIG-Research in Mathematics Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
8:15 am to 10:15 am

Chair:

David W. Carraher, TERC

Participants:

Understanding Sugar and Water Mixtures. *Analucia D. Schliemann, Tufts University; Paul Wagoner, TERC; Chunhua Liu, Tufts University*
The Granularity of Numbers, Lengths, and Weights. *David W. Carraher, TERC; Claudine Indigo Kavanagh, Tufts University; Carol L. Smith, University of Massachusetts - Boston*
Distinguishing Volume From Other Magnitudes. *David W. Carraher, TERC; Gabrielle Alexis Cayton-Hodges, Sesame Workshop*
Measurement and Proportionality in Understanding Weight, Size, Volume, and Density. *Analucia D. Schliemann, Tufts University; Chunhua Liu, Tufts University; Paul Wagoner, TERC; David W. Carraher, TERC*

Discussant:

Gerard Vergnaud, CNRS Paris, France

72.041. Educating Citizens: How High-Quality Discussions of Controversial Issues Affect Learning and Political Engagement. SIG-Research in Social Studies Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3
8:15 am to 9:45 am

Chair:

Lauren Gatti, University of Wisconsin - Madison

Participants:

How Do Students Experience and Learn From High-Quality Discussions of Political Issues? *Diana E. Hess, University of Wisconsin - Madison; Paula McAvoy, Illinois State University*
The Effect of High-Quality Discussions on Future Civic Participation. *Diana E. Hess, University of Wisconsin - Madison; Kei Kawashima-Ginsberg, Center for Information and Research on Civic Learning and Engagement; Paula McAvoy, Illinois State University*
The Implications of the Discussing Controversial Issues (DCI) Findings on the Field of Social Studies Education. *Joseph E. Kahne, Mills College*
The Implications of the Discussing Controversial Issues (DCI) Findings on Teacher Preparation. *Stephanie D. Van Hover, University of Virginia*

72.042. Perspectives of Asian American Parents Toward Education, Language, and Identity. SIG-Research on the Education of Asian and Pacific Americans; Paper Session

Sheraton, Third Level, Napoleon Ballroom B1
8:15 am to 9:45 am

Chair:

Yukari Takimoto Amos, Central Washington University

Participants:

Beliefs and Behavior Toward Heritage Language by Korean Parents. *Clara Lee Brown, University of Tennessee - Knoxville; Andrea J. Stairs, University of Southern Maine*
Beyond Kodomo No Tame Ni: Japanese Immigrant Mothers on the Education and Socialization of the New Second Generation of Japanese Americans. *Rachel Endo, Hamline University*
Family-School Interactions: A Case Study of Chinese Immigrant Families at a Head Start Center. *Tang T. Heng, Teachers College, Columbia University*
Perceiving Parents' Parenting Practices: Ethnicity, Gender, and Identity Construction. *Miao Li, University at Buffalo - SUNY*

Discussant:

Yukari Takimoto Amos, Central Washington University

72.043. Successful Academic Environments. SIG-School Community, Climate, and Culture; Paper Session

Sheraton, Fourth Level, Gallier
8:15 am to 9:45 am

Chair:

Carl Byron Keys, University of Virginia

Participants:

Caring Institutional Environments: The Impact of Institutional Caring on Urban High School Students of Color. *Robert Cooper, University of California - Los Angeles; Ryan Edward Santos, University of California - Los Angeles*
Personalizing the Ninth-Grade School Environment: Freshman Academies and the Transition to High School. *Cheryl Rose Ellerbrock, University of South Florida*

Success at What Cost?: Dilemmas of the Hero Teacher Image in Schools Affected by Poverty. *Darlene Ciuffetelli-Parker, Brock University*

72.044. Effectiveness of School Policies, Practices, and Programs. SIG-School

Effectiveness and School Improvement; Paper Session
Sheraton, Fourth Level, Southdown
8:15 am to 9:45 am

Chair:

Michelle LaPointe, LEAD, LLC

Participants:

Research-Based Common Practices in Data Use Across Three Areas of School Improvement. *Marlene J. Darwin, American Institutes for Research; Yael Kidron, American Institutes for Research; Rebecca Herman, American Institutes for Research*
The Contribution of Schooling to Secondary-School Students' Citizenship Outcomes Across Countries. *Maria Magdalena Isac, GION, University of Groningen; Ralf Maslowski, University of Groningen; Margaretha P.C. Van Der Werf, Institute for Educational Research*
Easing the Transition to High School: Effects of a Freshman Academy on Student Success. *Clara G. Muschkin, Duke University; Kara Bonneau, Duke University; Spencer Hawkins, University of North Carolina*
Searching for Direct and Indirect Effects of Leadership on Student Achievement. *Leonidas Kyriakides, University of Cyprus; Antouanetta Skordi, University of Cyprus*
Transforming the High School Experience: How New York City's New Small Schools Are Boosting Student Achievement. *Howard Bloom, Manpower Demonstration Research Corp.; Saskia Thompson, MDRC; Rebecca Unterman, MDRC*

72.045. Alternative Approaches to Assessment and Measurement of Social-Emotional Characteristics. SIG-Social and Emotional Learning; Symposium

Sheraton, Third Level, Napoleon Ballroom B2
8:15 am to 9:45 am

Chairs:

Anastasiya A. Lipnevich, Queens College - CUNY
Richard Dean Roberts, ETS

Participants:

Alternative Assessments in Program for International Student Assessment 2012. *Bobby Darius Naemi, ETS; Patrick Kyllonen, ETS*
A Day Reconstruction Method for Assessing Students. *Jeremy Burrus, ETS; Anthony Bettencourt, ETS; Steven L. Holtzman, ETS; Teresa Jackson, ETS; Richard Dean Roberts, ETS*
How Do Test Characteristics of Situational Judgment Tests Affect the Meaning of Test Scores? *Carolyn Elizabeth MacCann, ETS; Richard Dean Roberts, ETS*
Measuring Attitudes Toward Mathematics: A Theory of Planned Behavior-Based Approach. *Anastasiya A. Lipnevich, Queens College - CUNY; Carolyn Elizabeth MacCann, ETS; Stefan Krumm, University of Münster*
Self-Report Assessment of Emotional Intelligence in Children and Youth: Developmental Discontinuities and Psychometric Implications. *Kateryna Keefer, Queen's University; James B. Parker; Ronald Robert Holden, Queen's University*

Discussant:

Jeffrey K. Smith, University of Otago

Division and SIG Roundtables**72.046. Roundtable Session 50;** Roundtable Session**72.046-1. Equity in Special Education: Analysis of National and International**

Policies. Division L - Educational Policy and Politics Cosponsored by Division L - Educational Policy and Politics and Division L - Educational Policy and Politics, SIG-Law and Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Preston C. Green, The Pennsylvania State University

Participants:

An Examination of Section 504 in Practice: Educational Equity for All Students? *Ann Maydosz, Old Dominion University*
From Policy to Practice: School Entry Testing and Special Education in Central

and Southeastern Europe. *Julia M. White, University of Rochester*
Individualized Education Program (IEP) Controversy: An Examination of
Federal Legislation Regulating the Use of Seclusion and Restraint in Public
Schools. *Allison Fetter-Harrott, Indiana University - Bloomington; Michelle*
Gough, Indiana University - Bloomington; Janet Renee Decker, University of
Cincinnati

72.046-2. Meritocracy, Research, and the Public Good. Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Bridget E. Thomas, George Mason University

Participants:

Meritocracy and Equal Opportunity: How Have High-Achieving Learners
Performed and Grown in Different School Environments? *Yun Xiang,*
Northwest Evaluation Association; Martha S. McCall, Northwest Evaluation
Association; John F. Cronin, Northwest Evaluation Association

Personal, Political, and Professional Ramifications of Research for the Public
Good: A Real-World Experience. *Randy L. Hoover, Youngstown State*
University

When Science Really Counts: Examination of States Integrating Science
Achievement Into Accountability Programs. *Eugene Judson, Arizona State*
University; Sissy S. Wong, University of Houston

72.046-3. Multiple Dimensions of Educational Quality. Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Casey D. Cobb, University of Connecticut

Participants:

Measuring the Determinants of Educational Quality: A Conjoint Study Among
Students, Parents, Teachers, Employers, School Inspectors, and Policy
Makers. *Margriet van der Sluis, The Netherlands Inspectorate of Education*

Common Challenges in the Implementation of Group Randomized Trials
of Educational Interventions. *Jessaca K. Spybrook, Western Michigan*
University; Anne Cullen, Western Michigan University; Monica Lininger,
Western Michigan University

Testing to the Top: Accountability Policy for the Public Good? *Ronald J. Diétel,*
University of California - Los Angeles

Educational Policies and Educational Research: An Interactionist Approach.
Sofia Viseu, Instituto de Educação da Universidade de Lisboa

72.046-4. Policy Change in International Contexts. Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Kat Sonia Thomson, Teachers College, Columbia University

Participants:

Analyzing Complex Policy Change in Hong Kong: What Role for Critical
Discourse Analysis? *Annie Y.N. Cheng, The Hong Kong Institute of Education*

Innovation Outcomes Under Universal Decentralization: How Competition
Influences Schools to Innovate in New Zealand. *Kat Sonia Thomson,*
Teachers College, Columbia University

Pupil Segregation in English Secondary Schools: One Pattern or Several?
Stephen A. Gorard, University of Birmingham

**72.046-5. Results From Year 4 of a Comprehensive Evaluation of Denver's
"ProComp" Teacher Compensation Reform.** Division L - Educational
Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Ed Wiley, University of Colorado - Boulder

Participants:

Denver ProComp and Student Achievement. *Ed Wiley, University of Colorado*
- Boulder

Denver ProComp and Teacher and Principal Attitudes. *Ed Wiley, University of*
Colorado - Boulder; Eleanor S. Fulbeck, University of Colorado - Boulder;
Amy Nichole Subert, University of Colorado - Boulder

Denver ProComp and Teacher Retention in Hard-to-Serve Schools. *Eleanor S.*
Fulbeck, University of Colorado - Boulder

Exceeding Expectations? An Empirical Analysis of ProComp's Student
Achievement Incentive. *Amy Nichole Subert, University of Colorado -*
Boulder

**72.046-6. Scaling up an Ambitious Reform of Teaching and Learning: Evidence
From a Large-Scale Randomized Trial.** Division L - Educational Policy
and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

James P. Spillane, Northwestern University

Participants:

Tracing the Implementation of Inquiry-Based Instructional Practice in
Elementary Science Across Practice Settings. *Kimberle A. Kelly, University*
of Wisconsin - Madison; Sheree Schrage, University of Wisconsin - Madison;
Meghan Condon, University of Wisconsin - Madison

The Effects of Professional Development on Professional Learning
Communities. *Paul Hanselman, University of Wisconsin - Madison; Jeffrey A.*
Grigg, University of Wisconsin - Madison; Vansa Shewakramani, University
of Wisconsin - Madison; Eric J. Osthoff, Wisconsin Center for Education
Research; Sarah Bruch, University of Wisconsin - Madison

Effects of the Professional Development Intervention on Classroom Instruction.
Adam Gamoran, University of Wisconsin - Madison; Geoffrey D. Borman,
University of Wisconsin - Madison; Jeffrey A. Grigg, University of Wisconsin
- Madison

The Impact of Professional Development on Student Achievement: An
Examination of the Complier Average Causal Effect. *Joshua M. Cowen,*
University of Kentucky; Jill Bowdon, University of Wisconsin - Madison

**72.046-7. School Choice and Innovation: What's Different About Charter
Schools?** Division L - Educational Policy and Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Marisa A. Cannata, Vanderbilt University

Participants:

Does Charter Status Determine Preferences? Comparing the Hiring Preferences
of Charter and Traditional Public School Principals. *Marisa A. Cannata,*
Vanderbilt University; Mimi Engel, Vanderbilt University

Much Ado About Nothing? Innovation in Charter Schools. *Courtney Preston,*
Vanderbilt University; Ellen B. Goldring, Vanderbilt University; Mark
Berends, University of Notre Dame; Marisa A. Cannata, Vanderbilt University

Choosing More School: Extended Time Policies and Student Achievement.
Marc L. Stein, Johns Hopkins University

Ability Grouping, Classroom Instruction, and Students' Mathematics Gains in
Charter and Traditional Public Schools. *Mark Berends, University of Notre*
Dame; Kristi Lynn Donaldson, University of Notre Dame

72.046-8. Teacher Effects. Division L - Educational Policy and Politics; Roundtable
Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Jane G. Coggs, Learning Point Associates

Participants:

Investigating the Influence of Teacher Merit Pay on Student Achievement: The
Case of Minnesota's Quality Compensation for Teachers (Q Comp) Program.
Christopher T. Moore, University of Minnesota

Performance-Based Pay for Teachers and Administrators: A Case Study of an
Alternative Compensation Program in Urban Ohio School Districts. *Belinda*
Gimbert, The Ohio State University; Keith MacAllum, Westat; Kimberley
Raue, Westat; John P. Wells, Westat; Holly H. Bozeman, Westat

Teacher Evaluation, Performance-Related Pay, and Student Achievement: A
Statewide Survey of Middle School Math Teachers in Missouri. *Guodong*
Liang, University of Missouri - Columbia; Motoko Akiba, University of
Missouri - Columbia

**72.046-9. The Implication of a Restrictive Language Policy on Teacher
Preparation and Classroom Practice.** Division L - Educational Policy and
Politics; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

M. Beatriz Arias, Arizona State University

Participants:

Policy in Practice: An Interpretive Policy Analysis of Arizona's Structured English Immersion (SEI). *Karen E. Lillie, Arizona State University; Terrence (Terry) G. Wiley, Arizona State University*

Language Policies and Implications for Teacher Preparation. *M. Beatriz Arias, Arizona State University; Amy M. Markos, Arizona State University*

How State Structured English Immersion (SEI) Policy is Impacting Promotion and Graduation Among English Language Learners in Arizona. *Alexandria Estrella, Arizona State University; Tracy R. Nguyen, Arizona State University*

Policy Implications of Technology Access in Structured English Immersion (SEI) Classrooms. *Anthony J. Trifiro, Arizona State University*

72.046-10. The Value of School Attendance: Research Findings and Policy Implications. Division L - Educational Policy and Politics; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Michael A. Gottfried, RAND Corporation

Participants:

The Detrimental Effects of Missing School: Evidence From Urban Siblings. *Michael A. Gottfried, RAND Corporation*

Gradual Disengagement: Addressing the Role of Chronic Absenteeism in High School Dropouts. *Martha Abele Abele Mac Iver, Johns Hopkins University*

Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure. *Douglas Ready, Teachers College, Columbia University*

Extending Learning Time During the Summer. *Jennifer Sloan McCombs, RAND Corporation*

Effects of Year-Round Schooling on Disadvantaged Students and the Distribution of Standardized Test Performance. *Jennifer Graves, University of Oklahoma*

72.046-11. Education in East Asia. SIG-International Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Brooks A. Rosenquist, Vanderbilt University

Participants:

"Children Dying Inside": An Analysis of South Korea's "Education Fever." *Josh M. Beach, University of Texas - San Antonio*

A Reexamination of Adolescent Self-Concept Among Han, Mongolian, and Korean Chinese. *Patrick Pieng, University of California - Santa Barbara, Ari Dzhidaryan, University of California - Santa Barbara, Donald K. Sharpes, Arizona State University; Yukari Okamoto, University of California - Santa Barbara*

Advanced Placement Courses and Asian Student Performance: An International Comparison. *George W. Moore, Sam Houston State University; Sheila Ann Joynes, Sam Houston State University; Cynthia Martinez-Garcia, Sam Houston State University; John R. Slate, Sam Houston State University*

Role of Basic Skills in Teaching and Learning Mathematics: A Comparison of China and the United States. *William H. Schmidt, Michigan State University; Qi Dong, Beijing Normal University; Yong Zhao, Michigan State University; Richard T. Houang, Michigan State University; Xin Tao, Beijing Normal University; Neelam Kher, Michigan State University; Yehui Wang, Beijing Normal University; Na Yu, Beijing Normal University*

72.046-12. SIG Instructional Technology: Technology Topics. SIG-Instructional Technology; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Sean Francis Early, Versant LLC

Participants:

Moving the Lab Into the Classroom: The Effects of Laptop-Supported Technology on Learning. *Dianna L. Newman, University at Albany - SUNY; Meghan L. Morris, University at Albany - SUNY; Kevin Murphy, University at Albany - SUNY; Christopher Valle, University at Albany - SUNY*

Research Trends in Human Performance Technology: Learning From Human Resource (HR) Fields. *Yonjoo Cho, Indiana University - Bloomington; Seung Won Yoon, Western Illinois University*

Cognitive Effects of Segmenting, Signaling, and Weeding on Learning From Educational Videos. *Mohamed Mostafa Ibrahim, Oklahoma State University; Pasha Antonenko, Oklahoma State University; Denna L. Wheeler, Oklahoma State University; Carmen Greenwood, Oklahoma State University*

72.046-13. Visual Representation in Qualitative Inquiry. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Martha A. Adler, University of Michigan - Dearborn

Participants:

(Re)Valuing Methodology: Reflections on the Development of Methodology. *Veronica M. Richard, University of Northern Colorado; Maria K.E. Lahman, University of Northern Colorado*

The Mothers on Mothering (M.O.M.) Project: Theatrical and Visual Staging of Narrative Research. *Jan W. Valle, The City College of New York - CUNY; David J. Connor, Hunter College - CUNY*

"That's Not Quite The Way We See It": The Epistemological Challenge of Visual Data. *Kate Wall, Newcastle University; Steven Edward Higgins, Durham University; Elaine Hall, Newcastle University; Pamela Woolner, Newcastle University*

72.046-14. Innovations in Methodology in the Learning Sciences. SIG-Learning Sciences; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
8:15 am to 9:45 am

Chair:

Nathaniel J.S. Brown, Indiana University - Bloomington

Participants:

Benefits of Taking Individuals as Unit of Analysis for Revealing Diverse Processes and Outcomes of Learning. *Hajime Shirouzu, Chukyo University*

Integrating and Analyzing Multiple Levels of Classroom Activity: A Design-Based Approach. *Tobin White, University of California - Davis; Scot McRobert Sutherland, University of California - Davis; Matt Wallace, University of California - Davis; Julie Carol Orosco, University of California - Davis*

Measuring the Complexity of Learning in Web-Based Learning Environments: Development of a Framework. *Tianyi Zhang, Michigan State University*

The Affective Elements of Science Learning (AESL) Questionnaire. *Kiesha Williams, Florida State University*

Understanding the "Why" and Uncovering the "How": Transfer of Conceptual Representations. *Suparna Sinha, Rutgers University; Cindy E. Hmelo-Silver, Rutgers University; Sameer Homwad, Rutgers University; Rebecca Jordan, Rutgers University; Catherine Eberbach, Rutgers University; Steven Gray, Rutgers University*

72.047. Roundtable Session 51; Roundtable Session

72.047-1. Inclusion and Teacher Education. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Gisela Ernst-Slavit, Washington State University

Participants:

Inclusive Ideology: The Intersection of Cultural Constructs and Neoliberal Ideology in Preservice Teachers. *Denise L. Lafrance, University of Massachusetts*

Preparing and Sustaining High-Quality Special Educators to Work With Students With Autism Spectrum Disorders (ASD): Voices From the Field. *Patricia Anne Korzekwa, Indiana University; Gretchen D. Butera, Indiana University*

The Influence of One Teacher Preparation Course on Preservice Teachers' Attitudes and Concerns Regarding Inclusion. *Jane McKay Stephenson, Indiana University - Indianapolis*

72.047-2. Language, the Arts, and Technology. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Tatiana Joseph, University of Wisconsin - Milwaukee

Participants:

Access to Learning: Examining Classroom Practices for English Language Learners. *Magaly Lavadenz, Loyola Marymount University; Elvira Garcia Armas, Loyola Marymount University*

An Investigation of English as a Second Language Instruction and Learning in an Urban District in Transition. *Anna Guerrero, University of Pittsburgh*

Challenging Urban High-Stakes School Reform Through a Pedagogy of

Multiliteracies With Elementary Bilingual Learners. *Dong-shin Shin, College at Brockport - SUNY; Ruth Harman, University of Georgia*

Connecting With Digital Natives: Creative Ways to Reduce Behavior Problems and Support Effective Learning. *Lea B. Accalougou, Empire State College - SUNY; Avonne Alzate, Empire State College - SUNY*

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

Chair:

Rachel Sutz Pienta, Valdosta State University

Participants:

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

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

Teachers' Perceptions of Humor as a Classroom Teaching, Interaction, and Management Tool. *Calli A. Holaway, The University of Alabama; Michael G. Lovorn, The University of Alabama*

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

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

72.047-4. Mentoring With Special Populations. Division K - Teaching and Teacher Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Cheng-Yao Lin, Southern Illinois University - Carbondale

Participants:

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

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

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

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

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

Chair:

Eran Tamir, Brandeis University

Participants:

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

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

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

Chair:

Sharon H. Ulanoff, California State University - Los Angeles

Participants:

Writing in the Digital Environment: Preservice Teachers' Perceptions of the Value of Digital Storytelling. *Martha Robison Green, Texas A&M University*

E-Book Readers: The Next Chapter in Differentiated Reading Instruction. *Marilyn Kaff, Kansas State University; Lotta Larson, Kansas State University*

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

72.047-7. Professional Development to Enhance Teacher and Student Learning. Division K - Teaching and Teacher Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
8:15 am to 9:45 am

Chair:

Susan D. Myers, Texas Tech University

Participants:

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

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

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

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

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

Chair:

Jessica Masters, Boston College

Participants:

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

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

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

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

Chair:

Barbara L. Bales, University of Wisconsin - Milwaukee

Participants:

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

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

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

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

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

Chair:

Stacy K. Keller, University of North Florida

Participants:

Teaching Middle School Engineering: Challenges Teachers Faced Teaching the Engineering Design Process. *Morgan Hynes, Tufts University*

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

Using an Observation Protocol to Improve Preservice Science Teacher Practice. *Patricia D. Morrell, University of Portland; Adele Schepige, Western Oregon*

University

Using Online Media for Teacher Self-Reflection: Implementing an Internet-Based Video Interface to Improve Teacher Professional Development in a Fifth-Grade Science Classroom. *Dino Sossi, Teachers College, Columbia University; Janell Nicole Catlin, Teachers College, Columbia University*
 What Are They Really Doing? Science Teachers' Instructional Practices and Verbal Interactions With Students. *Jennifer A. Schmidt, Northern Illinois University; Diana Janet Zaleski, Northern Illinois University; Lee Shumow, Northern Illinois University; Solanly Ochoa-Angrino, Northern Illinois University*

72.047-11. Teachers Engaging in Critical Reflection. Division K - Teaching and Teacher Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 8:15 am to 9:45 am

Chair:

Eric M. Camburn, University of Wisconsin

Participants:

From Preservice to Inservice: How Inquiry-Based Teacher Education Experiences Informed the Practice of an Early Career Teacher. *Lisa H. Bennett, University of California - Davis*
 Pedagogical Conversations as Reflective Practice. *Margaret E. Manson, York University*
 Reflection and Teacher Education: Too Much of a Good Thing? *Cheryl A. Torrez, University of New Mexico; Marjori M. Krebs, University of New Mexico*
 The Examination of Two Teachers' Visions and Their Attempt to Promote Student Agency. *Margaret Vaughn, University of North Carolina - Greensboro; Beverly S. Faircloth, University of North Carolina - Greensboro; Seth Parsons, George Mason University*

72.047-12. Teachers' Beliefs and Perceptions. Division K - Teaching and Teacher Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 8:15 am to 9:45 am

Chair:

Dana Mafalda Colarusso, OISE/University of Toronto

Participants:

Challenges in Developing a Critical Pedagogy in Teacher Education: Influences on Interns' Processes of Critical Self-Examination. *Jill Neumayer-DePiper, University of Maryland - College Park; Ann R. Edwards, University of Maryland*
 Innovations in Practice: Teachers' Perceptions of Change. *John E. Heming, Ohio University; Danielle E. Dani, Ohio University; Linda J. Rice, Ohio University; Ginger Weade, Ohio University; Timothy Scott McKeny, The Ohio State University*
 Confounding Factors Behind Differences in Teacher Beliefs About English Language Learners in Mainstream Classes. *Nihat Polat, Duquesne University*
 Secondary Teachers' Beliefs About Experiences Connecting the School Mathematics and Science Curriculum to the "Real World." *Kristin L. Gunckel, The University of Arizona; Marcy B. Wood, The University of Arizona; Erin Turner, The University of Arizona; Emily Marie Dykstra, The University of Arizona; Amanda Jaksha, The University of Arizona*
 Teachers' Knowledge, Beliefs, and Practices in Early Literacy: Response to the Demographic Shift. *Mary Clevenger-Bright, University of Washington*

72.047-13. Exploration and Issues in Science Education. Division K - Teaching and Teacher Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 8:15 am to 9:45 am

Chair:

Ryan Keith Clark, University of Notre Dame

Participants:

A Tool and a Lens: Drawing on Approximations of Practice to Design and Analyze Science Methods Course Activities. *Ashima Mathur, University of Michigan; Michele Nelson, University of Michigan*
 Situating Responsive Science Pedagogy With Preservice Teachers. *Jorge L. Solis, University of California - Santa Cruz; Marco A. Bravo, Santa Clara University; Eduardo Mosqueda, University of California - Santa Cruz; Jennifer Marie Collett, University of California - Berkeley; Maxine Ramona Mckinney De Royston, University of California - Berkeley*
 What Works in Science, Technology, Engineering, and Mathematics (STEM) Teacher Education: A Case Study of Success at an Historically Black University. *Karmen Kizzie Rouland, Howard University; Kimberley E.*

Freeman, Howard University; Cynthia Eileen Winston, Howard University
 A Case Study Exploration of the Nature and Scope of Environmental Education in Preservice Teacher Preparation Programs. *Emily Lin, University of Nevada - Las Vegas*
 Multidisciplinary Methods: Inquiry Into Science and Art With Preservice Elementary Teachers. *Michelle A. Fleming, University of Wisconsin - Oshkosh*

72.047-14. The Diversity of Literacy. Division K - Teaching and Teacher Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 8:15 am to 9:45 am

Chair:

Audrey F. Murphy, Saint John's University

Participants:

People, Resources, and Events Supporting Preservice Language Arts Teachers Training in Urban, Multiethnic Schools. *Laura B. Turchi, Arizona State University; Jessica Singer Early, Arizona State University*
 "Literacy Is Like Adding Spice to a Recipe": Secondary Teaching Candidates Explore Content Literacy. *Sandra M. Webb, Georgia College & State University*
 Teaching Highly Gifted and Precocious Adolescent Writers. *Kathryn A. Noel, University of Western Ontario; Alan L. Edmunds, University of Western Ontario*
 The Impact of Program Experiences on First-Year Preservice Teachers' Literacy Knowledge and Application of Content. *Charlotte Anne Mundy, The University of Alabama; Carol A. Donovan, The University of Alabama*
 Taking the Long View: An Analysis of Longitudinal Research in Literacy Teacher Education. *Katie Russell, University of Texas - Austin; Audra K. Roach, University of Texas - Austin*

72.047-15. Science Resource Analyses. SIG-Science Teaching and Learning; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 8:15 am to 9:45 am

Chair:

Morgan Brown Yarker, University of Iowa

Participants:

Analysis of Teaching Resources for Implementing an Interdisciplinary Approach in the K-12 Classroom. *Morgan Brown Yarker, University of Iowa; Soonhye Park, University of Iowa*
 Bringing "Real Science" Into School Science Texts: An Exploration of Firsthand Accounts of Scientific Discovery. *Diana J. Arya, University of California - Berkeley*
 Representations of Evolutionary Theory in High School Biology Textbooks Through the 20th Century. *Patrick Halbig, University of Illinois - Urbana-Champaign; Fouad S. Abd-El-Khalick, University of Illinois - Urbana-Champaign*
 The Effect of Writing Letters to Older Peers on Year 4 Students' Conceptual Understanding of Force and Motion. *Ying-Chih Chen, University of Iowa; Brian Hand, University of Iowa; Leah McDowell, Seneca valley School District*
 Transdisciplinary Teaching and Learning Through Implementation of a Project-Based Lunar Unit With Science, Technology, Engineering, and Mathematics Educators. *Jennifer A. Wilhelm, University of Kentucky*

Tuesday, 10:15 am

Governance Meetings and Events

73.001. AERA Orientation for New Council Members: Closed Meeting. AERA Governance; Governance Session
 New Orleans Marriott, Fourth Level, Balcony L
 10:15 am to 12:05 pm

Chair:

Armetha F. Ball, Stanford University

Tuesday, 10:35 am

Governance Meetings and Events

74.001. Educational Researcher: Closed Editorial Board Meeting. AERA Governance; Governance Session

New Orleans Marriott, Fourth Level, Regent
10:35 am to 12:05 pm

Chairs:

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

Committee Sessions

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

Chair:

Valerie Polakow, Eastern Michigan University

Participants:

After the Flooding of New Orleans: Women, Public Housing, Transportation, and Disasters. *Jane Henrici, Institute for Women's Policy Research*
A Reflective Examination of Education in New Orleans, Post-Katrina. *Karen Ann Johnson, University of Utah*
The Demand for a Rights-Based Recovery Among Marginalized Communities of the Gulf Coast. *Tracie Washington, Louisiana Justice Institute*
Organizing Parents to Advocate for Quality Public Education in New Orleans. *Karran Harper Royal, Pyramid Community Parent Resource Center*

Discussant:

Valerie Polakow, Eastern Michigan University

Division Sessions

74.011. Postracial America? Separate and Unequal Education for African Americans in a Suburban School System. Division A - Administration Organization & Leadership; Symposium
Sheraton, Second Level, Rhythms Ballroom II
10:35 am to 12:05 pm

Chair:

Lisa Denise Delpit, Florida International University

Participants:

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

Discussants:

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

74.012. Professional Development, Evaluation Systems, and Strategic Approaches in Leadership. Division A - Administration Organization & Leadership; Paper Session
Sheraton, Fourth Level, Edgewood
10:35 am to 12:05 pm

Chair:

Kimberly J. Hartman, The University of Mississippi

Participants:

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

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

Chair:

Jennifer Goldstein, Baruch College - CUNY

Participants:

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

Discussant:

Hanne B. Mawhinney, University of Maryland - College Park

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

Chair:

Ernest D. Morrell, University of California - Los Angeles

Participants:

Sentipensante (Sensing/Thinking Pedagogy): Educating for Wholeness, Social Justice, and Liberation. *Laura I. Rendon, Iowa State University*
Radical Healing and a Pedagogy of Love. *Shawn A. Ginwright, San Francisco State University*
Yearning for Critical Community Pedagogy: Intentional Praxes of Critical Hope. *Allyson Tintiangco-Cubales, San Francisco State University*
Growing and Thriving in the Concrete: How Urban Youth Create a Pedagogy of Agency. *Mark Bautista, University of California - Los Angeles*

Discussant:

Antonia Darder, University of Illinois

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

Chair:

Dolores Calderon, University of Utah

Participants:

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

Discussant:

Shirin Vossoughi, University of California - Los Angeles

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

Chair:

Hans Smits, University of Calgary

Participants:

Thinking About and Enacting Curriculum in "Frames of War". *Rahat Naqvi, University of Calgary; Hans Smits, University of Calgary*
Reviewing the War in Afghanistan: A Curriculum Journey of a "Good Canadian." *David Blades, University of Victoria*
Framing the War Picture Today: Deconstructing Obama's Nobel Speech and

the New Impossibilities of Orthodox Curricular Knowledge. *David Geoffery Smith, University of Alberta*

74.017. Effects of Text Characteristics, Strategy Use, and Motivation on Text

Processing. Division C - Learning and Instruction Cosponsored by SIG-Research in Reading and Literacy, SIG-Motivation in Education; Paper Session

New Orleans Marriott, Third Level, Mardi Gras Salon A
10:35 am to 12:05 pm

Chair:

Paige Shalter Bruening, Capital University

Participants:

A Case-Based Investigation Into High School Readers' Processing of Refutational Text. *Matthew T. McCrudden, Victoria University of Wellington, New Zealand; Panayiota Kendeou, Neapolis University Pafos*

Constructively Responsive Comprehension Strategies in Multiple-Text Reading: A Think-Aloud Study. *Oistein Anmarkrud, University of Oslo; Ivar Braten, University of Oslo*

Self-Regulated Learning From Texts: How Is It Affected by Headings and Immediate Versus Delayed Keywording? *Marie Lippmann, Technical University of Dresden; Susanne Narciss, Technical University of Dresden; Neil H. Schwartz, California State University - Chico; Robert William Danielson, California State University - Chico; David Sarmiento, California State University - Chico*

To Master or Perform? Exploring Relations Between Achievement Goals and Conceptual Change Learning. *John Ranellucci, McGill University; Krista R. Muis, McGill University; Melissa Duffy, McGill University; Xihui Wang, McGill University; Lavanya Sampasivam, McGill University; Gina Franco, McGill University*

Discussant:

Joanna Garner, The Pennsylvania State University - Berks

74.018. Environments to Support Mathematics Learning.

Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, La Galerie 5
10:35 am to 12:05 pm

Chair:

Florence R. Sullivan, University of Massachusetts - Amherst

Participants:

Evaluating Adaptive, Computer-Based Mathematics Tutoring Systems: A Math Improvement and Feasibility Study. *Angela L. Barrus, Arizona State University; Kent Sabo, Arizona State University; Stacey Joseph, Arizona State University; Ray S. Perez, Office of Naval Research; Robert K. Atkinson, Arizona State University*

Free, Open, Online, Mathematics Help Forums: Experiences of Newbie Helpers. *Carla van de Sande, Arizona State University*

Integrating Science and Mathematics Within an Engineering Context to Foster Science, Technology, Engineering, and Mathematics (STEM) Literacy Among Middle School Students. *Judy Reinhartz, University of Texas - El Paso; David John Carrejo, University of Texas - El Paso*

Resources for Learning Robots: Facilitating the Incorporation of Mathematical Models in Students' Engineering Design Strategies. *Eli M. Silk, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh*

74.019. Examining Student Engagement, Readiness, Accountability, Learning, and Collaboration With Classroom Response Systems.

Division C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 9
10:35 am to 12:05 pm

Chair:

Daniel H. Robinson, University of Texas

Participants:

Evaluation of MOCA, a Mobile Ongoing Course Assessment Tool. *Stephanie B. Corliss, University of Texas - Austin; Joel Heikes, Texas Center for Educational Research*

Student Accountability With Classroom Response Systems. *Jane Vogler, University of Texas - Austin; Sara Jolly Jones, University of Texas - Austin*

Using Dual-Task Methodology to Measure Student Attentiveness With Classroom Response Systems. *Jason Crandall, University of Texas - Austin*
Comparing Prelecture and Start-of-Lecture Questions' Effects on Student Readiness and Learning With Classroom Response Systems. *Sara Jolly Jones, University of Texas - Austin*

The Interaction of Paper Versus Electronic Classroom Response Systems (CRS) and Individual Versus Collaborative Feedback. *Camilo Guerrero, University*

of Texas - Austin

Discussant:

Richard E. Mayer, University of California - Santa Barbara

74.020. Learning With Spatial, Embedded, and Embodied Representations.

Division C - Learning and Instruction; Structured Poster Session
New Orleans Marriott, Third Level, Mardi Gras Salon FGH
10:35 am to 12:05 pm

Chair:

Jennifer Wiley, University of Illinois - Chicago

Participants:

1. Teachers' Visual Scaffolding and Student Learning: Effects of Connecting Representations via Gesture. *Martha W. Alibali, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison; Suyeon Kim; Chelsea Victoria Johnson, University of Wisconsin - Madison; Matthew Wolfgram, University of Wisconsin - Madison; R. Breckinridge Church, Northeastern Illinois University; Eric J. Knuth, University of Wisconsin*
2. Emotions Constrain Simulation: Implications for Science and Math Education. *David Havas, University of Wisconsin - Madison*
3. The Role of Alignment in Learning Geoscience Structures. *Benjamin Jee, College of the Holy Cross; David Henry Uttal, Northwestern University; Dedre Gentner, Northwestern University*
4. Learning With Multiple Representations to Promote Knowledge Generalization and Transfer Across Domains. *Sarah A. Manlove, Indiana University; Sam Day, Indiana University; Lisa Byrge, Indiana University; Robert Goldstone, Indiana University*
5. Gesture as Model Enactment (GAME): Evidence When Learning From Text. *Chelsea Victoria Johnson, University of Wisconsin - Madison; Mitchell J. Nathan, University of Wisconsin - Madison*
6. Using Video Games to Enhance Science Learning. *Christopher Sanchez, Arizona State University*
7. Grounding Students' Understandings of "Doing Science" in Actual Lab Experiences. *Megan Sauter, Northwestern University; David Rapp, Northwestern University; David Henry Uttal, Northwestern University; Kemi Jona, Northwestern University; Julia Skolnik, The Franklin Institute; Ricarose Roque, Northwestern University*
8. Mediating Sex Differences in Science Achievement With Analytical Heuristics. *Mike Stieff, University of Illinois - Chicago*
9. Chemistry Models: Facilitating Cognition Through External Manipulatives. *Andrew T. Stull, University of California - Santa Barbara; Mary Hegarty, University of California - Santa Barbara; Bonnie L. Dixon, University of Maryland - College Park; Mike Stieff, University of Illinois - Chicago*
10. Embedded Simulations Support Learning in Geoscience. *Allison J. Jaeger, University of Illinois - Chicago; Jennifer Wiley, University of Illinois - Chicago; Tom Moher, University of Illinois - Chicago; Brenda A. Lopez Silva, University of Illinois - Chicago; Francesco Novellis, University of Illinois - Chicago*

74.021. Online Interaction and Learning.

Division C - Learning and Instruction;
Paper Session
New Orleans Marriott, Second Level, La Galerie 6
10:35 am to 12:05 pm

Chair:

Wayne A. Nelson, Southern Illinois University - Edwardsville

Participants:

Web 2.0 Tools: Enhancing Social Presence and Social Interaction in a Graduate-Level Class. *Debbie Cinque Steinman, Northern Arizona University; J. Michael Blocher, Northern Arizona University*

Creating a Community of Inquiry in Online Environments: The Power of Protocols. *Janet Mannheim Zydney, University of Cincinnati; Kay Kyeongju Seo, University of Cincinnati; Aimee deNoyelles, University of Cincinnati*
Social Network Analysis of Students' Interaction in an Online Graduate Course on Moodle. *Meixun Zheng, North Carolina State University*

A Validity Study for the Asynchronous Discussion Communication Satisfaction Scale. *Min-Ling Hung, National Chiao Tung University; Chien Chou, National Chiao Tung University*

Discussant:

Thomas C. Reeves, University of Georgia

74.022. Modeling Strategies in a Complex Automated Performance Assessment Environment.

Division D - Measurement and Research Methodology;
Symposium
Doubletree, Second Level, Madewood A
10:35 am to 12:05 pm

Chair:

Robert J. Mislevy, ETS

Participants:

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

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

Using Bayesian Networks to Model Complex Assessments. *Daisy Wise Rutstein, University of Maryland - College Park; Youyoung Choi, University of Maryland; Kristina Chapple, Cisco Systems, Inc.*

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

Discussant:

Malcolm Ignatius Bauer, ETS

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

Chair:

Jeffrey E. Mirel, University of Michigan

Participants:

The New York African Free School Curriculum and the Development of Antebellum Black Elite. *James Scott Brown, Indiana University*

The Science and Art of Citizenship: School Civics, 1890-1940. *Tracy L. Steffes, University of Chicago*

The Participatory Citizen and the Social Experience of the Citizenship Classroom in 1920s Chicago. *Kathryn L. Wegner, University of Illinois - Chicago*

The Racial Etiquette of the Educated American Citizen. *Zoe Burkholder, Montclair State University*

Discussant:

Jeffrey E. Mirel, University of Michigan

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

Chair:

Janet R. Shefelbine, University of Texas - Brownsville

Participants:

Examining the Impact of Diversity Courses on Critical Thinking and Social Engagement Across Racial/Ethnic Groups. *Michelle Castellanos, University of Southern California; Sable Manson, University of Southern California; Ji Zhou, University of Southern California; Kevin J. Bolen, University of Southern California*

Examining the Linkages Between Diversity Engagement and Global Perspective-Taking. *Mark E. Engberg, Loyola University Chicago*

Exploring Perceptions of Diversity Among Students of Color at a Predominantly White Institution. *Vasti Torres, Indiana University; Cameron C. Beatty, Indiana University; Daniel Maxwell, Indiana University/Purdue University at Indianapolis; Brian Lamont McGowan, Indiana University; Mark Houlemaerde, Indiana University*

Exploring the Conditional Effects of Interracial Interactions on College Student Outcomes. *Nicholas A. Bowman, University of Notre Dame*

Discussant:

John Michael

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

Chair:

Brenda A. Martin, University of Arkansas - Pine Bluff

Participants:

Making Their Work Applicable: An Examination of the Factors Shaping How University Faculty Link Their Professional Responsibilities to External

Audiences. *Crystal Gail Lunsford, University of Michigan; Hilda Omae, Strathmore University*

The Negotiation of Faculty Roles and Identities: A Case Study of Merged Institutions. *Rick Wagoner, University of California - Los Angeles*
Comparing Full-Time and Part-Time Community College Faculty Perceptions of Institutional Effectiveness Activities. *Susan H. Locascio, Calhoun Community College; Sandra M. Harris, Walden University*
Social Rewards Perceived by Faculty in Their Relationships With Administrators. *Marietta Del Favero, The University of New Orleans; Franz Howard Reneau, The University of New Orleans; Dorian L. McCoy, Louisiana State University*

Discussant:

Nathaniel J. Bray, The University of Alabama

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

Chair:

Patricia M. McDonough, University of California - Los Angeles

Participants:

Confronting Stereotypes and Issues of Prestige: The College Choice Experience of Mexican American Students Within Their Community Context. *Melissa Ann Martinez, University of Texas - Austin*

Complexities of the Choice Phase for Latina/o Parents and Their Daughters. *Cynthia Lua Alvarez, University of California - Los Angeles*

Transitions Into Higher Education: The Counterstories and Social Capital of Asian American and Pacific Islander Youth. *Eligio Martinez, Jr., University of Washington; Jenee Myers Twitchell, University of Washington*

The Asian American Paradox: Immigrant Parental Involvement in College Access and Choice. *OiYan A. Poon, University of Massachusetts - Boston*

Discussant:

Victor Saenz, University of Texas - Austin

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

Chair:

Erica Misako Boas, University of California - Berkeley

Participants:

Pushing Forward the Culturally Relevant, Critical, and Sociocultural Pedagogy of Asian American Educators. *Benji Chang, University of California - Los Angeles*

Growing Our Own Hope: Narratives of Critical Filipina/o American Educators. *Roderick Daus-Magbual, University of San Francisco; Arlene Sudaria Daus-Magbual, San Francisco State University*

Ain't No Future in Yo Frontin': Reimagining Pedagogy and Practice for a Pilipino American Educator in Watts. *Laurence A. Tan, 122nd Street Elementary School, Los Angeles*

Asian American as Political and Racial Consciousness: Implications for Prospective Asian American Teachers of Urban Students of Color. *Thomas M. Philip, University of California - Los Angeles*

Discussant:

Jamie Lew, Rutgers University

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

Chair:

Christianna L. Alger, San Diego State University

Participants:

Technology as a Tool for Increasing Self-Efficacy Knowledge During the Field Experience. *Theodore J. Kopcha, University of Georgia; Keri Duncan Valentine, University of Georgia; Brandy Walker, University of Georgia*

The Impact on Mentoring Practices of Cooperating Teachers' Participating in the Effective Science Teachers for English Language Learners (ESTELL) Project. *Sara Elizabeth Tolbert, University of California - Santa Cruz*

Employing E-Supervision to Enhance Gradual Release of Responsibility for Student Teachers in Field Work Assignments. *Marva Cappello, San Diego State University*
Culturally, Linguistically Inclusive, and Responsible Mentoring: An

Innovative Approach to Preparing Effective Teachers for Diversity. *Cathy A. Zozakiewicz, San Diego State University*

Discussant:

Jennie A. Whitcomb, University of Colorado - Boulder

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

Chair:

Eugene E. Garcia, Arizona State University

Participants:

Challenging Ethnocentric Literacy Practices: (Re)Positioning Home Literacies in a Head Start Classroom. *Mariana Souto-Manning, Teachers College, Columbia University*

Transition Into First Grade: An Investigation of Kindergarten Teachers' Transition Practices in Taiwan. *Wei Gu, Grand Valley State University; Hsia-Yen Tseng, The Pennsylvania State University; Yi-Wen Tsai, Minghsin University of Science and Technology; Gina Duo, Cheng-Shiu University*

Reviewing the Evidence-Base for Embedded Instruction in Early Learning. *Tara McLaughlin, University of Florida; Kiersten Kinder, Vanderbilt University; Jessica Hardy, Vanderbilt University; Salih Rakap, University of Florida*

School Success: Connections Within and Without. *Susan McLean Bemer, University of Tennessee; Kandy Smith, University of Tennessee; Anne McGill-Franzen, University of Tennessee; Sherry Mee Bell, University of Tennessee*

Discussant:

Cynthia A. Tyson, The Ohio State University

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

Chair:

John H. Hodson, Brock University

Participants:

Reflecting on the Concept of Participation in Communities of Practice in Schools as a Framework for Including All Students More Effectively. *Janice Wearmouth, Victoria University of Wellington, New Zealand; Mere Berryman, University of Waikato*

Te Kotahitanga, a Research and Development Program Raising Minoritized Students' Achievement Considered Through a "Community of Practice" Framework. *Mere Berryman, University of Waikato*

Working Responsively With School Leaders in Te Kotahitanga Schools to Support the Reform. *Te Arani Barrett, University of Waikato*

A Look Inside the Pedagogy and Student Achievement of Some Effective, Culturally Responsive Teachers. *Mere Berryman, University of Waikato; Suzanne SooHoo, Chapman University*

Discussant:

Christine E. Sleeter, California State University - Monterey Bay

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

Chair:

Rich Milner, Vanderbilt University

Participants:

Connecting the Local and the Global: Third-Graders' Inquiry Into Afghanistan. *Mitzi A. Lewison, Indiana University; Lee Heffernan, Indiana University*

Helping Culturally and Linguistically Diverse Children's English Development Utilizing Their Home Languages and Cultures in a Pre-Kindergarten Classroom. *Hyunju Lee, University of Texas - Austin*

Teacher Knowledge and Student Diversity: A Rural Alaska Practicum Experience. *Anne Jones, The University of Alaska - Southeast*

Discussant:

Nathalie Diona Mizelle, East Carolina University

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

Chair:

Ann Lieberman, Stanford University

Participants:

The Teacher Education Curriculum at the University of Helsinki: Vision, Goals, and Structures. *Leena Krokfors, University of Helsinki*

Master's Thesis Research Promoting Professional Development in Initial Teacher Education. *Katriina Jemmi Johanna Maaranen, University of Helsinki*
Identity Work as a Tool for Promoting the Professional Development of Student Teachers. *Katariina Stenberg, University of Helsinki*

Class Teachers' Pedagogical Thinking and Action in Mathematics Education. *Sanna Patrikainen, University of Helsinki*

The Theory-Practice Relationship in Teaching Practicums. *Riitta Jyrhama, University of Helsinki*

What Can We Do Even Better? Research for Promoting Quality in Teacher Education in Finland. *Hamele M. Niemi, University of Helsinki*

Discussants:

Ann Lieberman, Stanford University

Anna E. Richert, Mills College

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

Chair:

Philip Edward Kovacs, The University of Alabama - Huntsville

Participants:

From Carnegie to Gates: The Gates Foundation and the Venture Philanthropy Agenda for Public Education. *Kenneth J. Saltman, DePaul University*

Governing Identity Through Neoliberal Education Initiatives: "Get[ting] Schooled" in the Marketplace. *Leslee Grey, Queens College - CUNY*

New Schools For a New Century: An Examination of Neoliberal Reform in New York City. *Jessica Shiller, Lehman College - CUNY*

Corporatism, Knowledge is Power Program (KIPP), and Cultural Eugenics. *Jim Horn, Cambridge College*

Dear Bill: "Grokking Education." *Patti A. Lather, The Ohio State University*

SIG Sessions

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

Chair:

Martha A. Adler, University of Michigan - Dearborn

Participants:

Investigating Motivation to Read With Two-Way Dual Language Students and Teachers. *Susana Elena Franco-Fuenmayor, Texas A&M University; Brooke E. Kandel-Cisco, Butler University; Yolanda N. Padron, Texas A&M University*

Bilingual Learners' Ability to Communicate Reading Comprehension Stifled by Policies of Strict Language Separation. *Sue Hopewell, University of Colorado - Boulder*

Enhancing Reading Comprehension With Bilingual Tools. *Christopher Keyes, Vanderbilt University; Robert T. Jimenez, Vanderbilt University; Victoria J. Risko, Vanderbilt University; Mikel Walker Cole, Vanderbilt University; Kelly Puzio, Vanderbilt University; Brian Rose, Vanderbilt University*

Classroom Discourse, Reading Comprehension in a Chinese Heritage Language Learners' Classroom: Application of Collaborative Reasoning. *Hsiao-Feng Tsai, The Ohio State University*

Discussant:

Kathy Escamilla, University of Colorado - Boulder

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

Chair:

Pamela J. Konkol, Concordia University

Participants:

A Biographical Subject's View of Childhood: Insights Through Triangulation. *Linda C. Morice, Southern Illinois University - Edwardsville*

The Development of Myles Horton's Educational Philosophy, 1924-1932. *Jon Hale, Muskingum University*

Documenting Fictions: The Use of Narrative Fiction as Representational Inquiry.

Jason Michael Lukasik, *University of Illinois at Chicago*
 Unreliable Narrators, Autoethnography, and the Li(f)e of the Self: Creating
 Social Texts From Autobiographical Reflections. *Jake Burdick, Arizona State*
University

Discussant:

Christina Madda, University of Illinois - Chicago

74.036. Understanding Children From Diverse Contexts. SIG-Early Education
 and Child Development; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 6
 10:35 am to 12:05 pm

Chair:

Ruth A. Piker, California State University - Long Beach

Participants:

Did We Overcome the Odds? The Long-Term Effects of Early Reading
 First Intervention on English Language Learners. *Myae Han, University*
of Delaware; Carol Vukelich, University of Delaware; Martha J. Buell,
University of Delaware; Sohyun Han, University of Delaware

Goddess: A Portrait of Risk and Resilience in Early Childhood. *Travis S. Wright,*
The George Washington University

Sociocultural Misalignments Faced by Preschool Chinese Emergent Bilinguals
 in Head Start: A Case Study. *Tang T. Heng, Teachers College, Columbia*
University

What Words Do Latino English-Learning Preschoolers Know? *Gabriela*
Simon-Cerejido, California State University - Los Angeles; Carollee Howes,
University of California - Los Angeles

74.037. The Role of Language and Culture in the Education of Indigenous
Children and Youth. SIG-Indigenous Peoples of the Americas Cosponsored
 by Division B - Curriculum Studies; Paper Session
 New Orleans Marriott, Second Level, La Galerie 4
 10:35 am to 12:05 pm

Chair:

Mary Eunice Romero-Little, Arizona State University

Participants:

Examining the Construct Comparability of a Canadian Academic Assessment
 Using Aboriginal and Non-Aboriginal Speakers. *Juliette Lyons-Thomas, The*
University of British Columbia

Reimagining Culturally Relational Education With an Indigenous Community.
Dwayne Donald, University of Lethbridge; Florence A. Glanfield, University
of Alberta; Gladys Sterenberg, University of Alberta

Saving Cherokee: Language Ideologies and Practices in Northeastern Oklahoma.
Lizette Peter, The University of Kansas

Discussants:

Teresa L. McCarty, Arizona State University

Tarajeane Yazzie-Mintz, Indiana University

74.038. Education and Social Cohesion. SIG-International Studies; Paper Session
 Sheraton, Fourth Level, Oakley
 10:35 am to 12:05 pm

Chair:

Stephen P. Heyneman, Vanderbilt University

Participants:

Building Peace Through Teacher Training? Empirical Findings From
 Postgenocide Rwanda. *Susanne Krogull, University of Erlangen - Nürnberg;*
Annette Scheunpflug, University of Erlangen - Nürnberg; Francois
Rwambonera, Protestant Council of Rwanda

Citizenship Education in China: Comparing Eighth-Grade Students' Civic
 Attitudes in Shanghai and Hong Kong. *Yongling Zhang, University of*
Minnesota

Conceptions of Civic Education: Some Lessons From Israel. *Aviv Cohen,*
Teachers College, Columbia University

Sharp Contrasts at the Boundaries: Violence and Educational Outcomes
 Internationally. *David Joseph Rutkowski, Indiana University; Leslie*
Rutkowski, Indiana University; Laura Christine Engel, The George
Washington University

Discussant:

Stephen P. Heyneman, Vanderbilt University

74.039. From the Courtroom to the Schoolhouse: Recent Advancements in
School Law and Implications for Leadership. SIG-Law and Education;
 Working Group Roundtable
 New Orleans Marriott, Fourth Level, Balconies MN
 10:35 am to 12:05 pm

Chair:

Mark A. Gooden, University of Texas - Austin

Participants:

No Child Left Behind (NCLB) Reconstitution: The Calm Before the Storm.
Laura McNeal, Michigan State University

Free Speech Collides With Facebook, MySpace, and Twitter: And the Winner
 Is? *Mark A. Gooden, University of Texas - Austin*

Expression and Association Rights of School Employees in Electronic
 Environments. *Justin M. Bathon, University of Kentucky*

High-Stakes Decisions: The Legal Landscape of Exit Exams and the
 Implications for Schools and Leaders. *Jennifer Jellison Holme, University of*
Texas - Austin; Julian Vasquez Heilig, University of Texas - Austin

Differentiated Jurisprudence? Examining Students' Fourth Amendment Court
 Decisions by National Region. *Mario Sergio Torres, Texas A&M University*

74.040. Conceptualizing Mixed Methods Research: Toward Further
Understanding of Its Theoretical and Methodological Issues. SIG-Mixed
 Methods Research; Paper Session
 Sheraton, Second Level, Rhythms Ballroom III
 10:35 am to 12:05 pm

Chair:

Fred Arthur Bonner, Texas A&M University - College Station

Participants:

Mixed Methods Research at the Review Level: Possibilities and Pitfalls. *Mieke*
Heyvaert, Katholieke Universiteit Leuven; Bea Maes, Katholieke Universiteit
Leuven; Patrick Mjl Onghena, Katholieke Universiteit Leuven

Emergent Understandings of Embeddedness: Mixing Methods Within a
 Randomized Clinical Trial (RCT). *Vicki L. Plano Clark, University of*
Nebraska - Lincoln; Karen Schumacher, University of Nebraska; Claudia M.
West, University of California - San Francisco; Janet Edrington, University of
California - San Francisco; Christine Miaskowski, University of California -
San Francisco

Securing a Place at the Table: Introducing Legitimation Criteria for the Conduct
 of Mixed Research. *Burke Johnson, University of South Alabama; Kathleen*
M.T. Collins, University of Arkansas; Anthony J. Onwuegbuzie, Sam Houston
State University

Conceptualizing the Mixed Methods Research: The Role of Metatheory,
 Methodological Theory, and Methodology. *Haiying Long, Indiana University;*
Claudius R. Rodgers, Indiana University

Transformative Mixed Methods and Action Research: Are They One
 Methodology? *Thomas W. Christ, University of Hawaii*

Discussant:

Carolyn S. Ridenour, University of Dayton

74.041. The Challenge of the Documentary in Democratic and Social Studies
Education. SIG-Research in Social Studies Education; Symposium
 New Orleans Marriott, Second Level, Preservation Hall Studio 10
 10:35 am to 12:05 pm

Chair:

Jeremy D. Stoddard, College of William and Mary

Participants:

Hilary: The Movie, the History Channel, and the Challenge of the Documentary
 for Democratic Education. *Jeremy D. Stoddard, College of William and Mary*

Teaching the 3 C's (Critical Evaluation of Credibility, Claims, and Contexts)
 With Online Documentary Video. *Mark C. Baildon, Centre for Research in*
Pedagogy and Practice; James S. Damico, Indiana University

Vietnam Now: Action Research on the Use of Digital Archives and
 Documentaries in Teaching Difficult Knowledge. *William Gaudelli, Teachers*
College, Columbia University; Margaret S. Crocco, Columbia University

Discussant:

Diana E. Hess, University of Wisconsin - Madison

74.042. Instrumentation and Identification in Gifted and Talented Education.
 SIG-Research on Giftedness and Talent; Paper Session
 Sheraton, Fourth Level, Oak Alley
 10:35 am to 12:05 pm

Chair:

Catherine A. Little, University of Connecticut

Participants:

Teacher Attitudes Toward Subject-Specific Acceleration. *Karen E. Rambo,*
University of Connecticut; D. Betsy McCoach, University of Connecticut

Peers, Expectations, and Labels: A Profile of Gifted Students in School. *Carol L.*
Tieso, College of William and Mary; Patti Wood, Sanford University

Examining the Measurement Invariance of My Class Activities and the

Perceptions of Socioeconomic Groups. *Rachelle Miller, Purdue University; Yang Yang, Purdue University; Marcia L. Gentry, Purdue University*
 Local Norms and Teacher Rating Scales: Implications for Underrepresentation. *Scott Joseph Peters, University of Wisconsin - Whitewater; Marcia L. Gentry, Purdue University*

74.043. Toward Culturally and Socially Relevant Science Education. SIG-Science Teaching and Learning; Paper Session
 New Orleans Marriott, Second Level, Preservation Hall Studio 2
 10:35 am to 12:05 pm

Chair:

Alexandra Olivia Santau, Duquesne University

Participants:

Is Science Happening? Examining Elementary Students' Perceptions of What Doing Science Looks Like. *Michael Edwards, Science East; Karen S. Sullenger, University of New Brunswick*
 Science: Missing Element for Deaf and Hard-of-Hearing Students: Results of a Time Allocation Study. *Rita Anne Hagevik, University of Tennessee; M. Lynn Woolsey, University of the Cumberland; Shannon C. Graham, University of Tennessee*
 Support in the Science Pipeline: Support Factors and Persistence of Women of Color in Science. *Robert Ceglie, Mercer University*
 Teaching Environmental Science for Social Justice: Navigating Tensions and Possibilities in Practice. *Alexandra Dimick, University of Wisconsin*
 The Road to Culturally Relevant Science: Exploring How Teachers Navigate Change in Pedagogy. *Carla C. Johnson, University of Cincinnati; Virginia Jennings-Bolshakova, Utah State University; Jessica Braine, University of Cincinnati*

Discussant:

Maria Selenia Rivera Maulucci, Barnard College

74.044. Toward a Better Understanding of High School Dropouts and Other Not-So-College-Bound Students. SIG-Sociology of Education; Paper Session
 JW Marriott, Third Level, Ile de France III
 10:35 am to 12:05 pm

Chair:

Sonja L. Lanehart, University of Texas - San Antonio

Participants:

Understanding High School Dropout in Context: A Typology of High School Dropouts. *Stacey S. Merola, ICF International; Allan W. Porowski, Caliber, an ICF Consulting Company; Kazuaki Uekawa, ICF International*
 Why 10th Graders Drop Out of High School: A Latent Class Analysis of Dropout Typologies. *Alex J. Bowers, University of Texas - San Antonio; Ryan Andrew Sprott, University of Texas - San Antonio*
 Reconsidering the Role of Vocational Education: Stratification and Student Pathways. *Stefanie A. Deluca, Johns Hopkins University; Caren Arbeit, University of Minnesota*
 Institutional Agents and Foster Youth: Theory and Practice. *Zoe Corwin, University of Southern California*
 Investigating the Causal Effects of Student Mobility on Academic Outcomes. *Kristina L. Zeiser, The Pennsylvania State University*

Discussant:

Carolyn J. Riehl, Teachers College, Columbia University

74.045. Special Education and English Language Learners. SIG-Special Education Research; Paper Session
 Sheraton, Third Level, Napoleon Ballroom D
 10:35 am to 12:05 pm

Chair:

Brooke Anne Prichard, University of Colorado - Boulder

Participants:

Exploring the Home Literacy Environment for Spanish-Speaking English Learners at Risk for Reading Disabilities. *Danielle Guzman-Orth, University of California - Santa Barbara; H. Lee Swanson, University of California - Riverside; Michael M. Gerber, University of California - Santa Barbara; Michael John Orosco, University of California - Riverside*
 Teachers' Referral Practices of Linguistically Diverse Students to Special Education. *Renee Autumn Greenfield, Boston College*
 Improving Preservice Training for Teachers of English Language Learners in Special Education (ELLSE). *Jennifer F. Samson, Hunter College- CUNY*
 The Effects of a Gradually Sequenced Instructional Approach on Multistep Word-Problem Solving of English Language Learners. *Sum A Kim, Queens College - CUNY*

Examining the Evidence We Generate: Are Special Education Research Experiments Culturally Responsive? *Audrey A. Trainor, University of Wisconsin - Madison; Aydin Bal, University of Wisconsin - Madison*

74.046. Test Validity for English Language Learners and Special Populations. SIG-Test Validity Research and Evaluation; Paper Session
 Doubletree, Second Level, Shadows
 10:35 am to 12:05 pm

Chair:

Steven Stemler, Wesleyan University

Participants:

Early Childhood Screening in Immigrant and Refugee Populations: Coordinating Sources of Validity Evidence. *Rebecca Jayne Gokiert, University of Alberta; Winnie Chow, University of Alberta; Evelyn Derus, University of Alberta; Betsabeh Parsa-Pajouh, University of Alberta; Nasreen Rajani, University of Alberta*
 Does Linguistic Complexity of Mathematics Assessments Matter for Former English Language Learners? *Maria Martiniello, ETS*
 Examining the Validity of Linguistically Modified Items for English Language Learners. *Teresa C. King, ETS; John W. Young, ETS*
 Score Comparability for Language Minority Students on the Content Assessments Used by Two States. *John W. Young, ETS; Steven L. Holtzman, ETS; Jonathan Steinberg, ETS*

Discussant:

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

Division and SIG Roundtables

74.047. Roundtable Session 52; Roundtable Session

74.047-1. What Next for Education for Social Justice? SIG-Critical Educators for Social Justice; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom A
 10:35 am to 12:05 pm

Chair:

Eric J. Demeulenaere, Clark University

Participants:

Against the Grain: Rethinking Pedagogy Through a Politics of Infiltration. *Joshua D. Diem, University of Miami; Abraham Paul DeLeon, University of Texas - San Antonio*
 Linking Internationalization and Social Justice Initiatives for the Local and Global Public Good. *David Schwarzer, Montclair State University; Mary E. Curran, Rutgers University*
 The Future of Diversity Work in Education. *Christine Clark, University of Nevada - Las Vegas; Mark Brimhall, University of Maryland - College Park; Kenneth James Fasching-Varner, Edgewood College*

74.047-2. Inciting the Social Imagination: Integrating African Indigenous Concepts in Education. SIG-Caribbean and African Studies in Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom A
 10:35 am to 12:05 pm

Chair:

Joan Osa Oviawe, Washington State University

Participants:

The African Concept of Ubuntu, Education, and Society: A South African Perspective. *Berte Van Wyk, Stellenbosch University*
 "Education Spoils the Native": Ewaen as a Pedagogical Method. *Joan Osa Oviawe, Washington State University*
 Omoluabi: The Way of Human Being, a Contributing Factor in School Success. *Dolapo Adeniji-Neill, Adelphi University*
 Education for the Public Good: Preserving Our Indigenous Values and Philosophies. *Justina Osato Osa, Virginia State University*

74.047-3. Language and Literacy Development in Diverse Settings. Division E - Counseling and Human Development; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom A
 10:35 am to 12:05 pm

Chair:

Kate Bono, California State University - Fullerton

Participants:

Associations of Spanish and English Competence and Well-Being in Latino

Children of Immigrants in Kindergarten. *Brian A. Collins, Hunter College - CUNY; Claudio O. Toppelberg, Harvard University; Carola Suarez-Orozco, New York University - Steinhart; Erin E. O'Connor, New York University; Alfonso Nieto-Castañon, Judge Baker Children's Center*
 Growth and Correlates of Literacy During the Middle Childhood of Children Living in Low-Income Neighborhoods. *Lily L. Dyson, University of Victoria*
 Parent Development Through Family Literacy. *Kathryn Nakagawa, Arizona State University*

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

Chair:

Jacqueline Bach, Louisiana State University

Participants:

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

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

Chair:

Brian R. Belland, Utah State University

Participants:

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

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

Chair:

Courtney M. Clayton, University of Mary Washington

Participants:

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

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

Chair:

Arthur B. Powell, Rutgers University

Participants:

Exploring One-On-One Teacher-Student Conversations During Mathematical Problem Solving. *Victoria R. Jacobs, San Diego State University; Rebecca Ambrose, University of California - Davis; Randolph A. Philipp, San Diego State University; Heather Martin, University of California - Davis*
 Generative Immersion and Immersive Generativity in Instructional Design. *Dragan Trninic, University of California - Berkeley; Jose Francisco Gutierrez, University of California - Berkeley; Rosa G. Lee, University of California - Santa Cruz; Dor Abrahamson, University of California - Berkeley*
 Impact of Teachers' Use of Standards-Based Instructional Materials on Students' Achievement in an Urban District: A Multilevel Analysis. *Karen D. King, New York University; Monica B. Mitchell, MERAssociates; Jessica Tybursky, New York University; Ognjen Simic, New York University; Bob Tobias, New*

York University; Candace Barreau Phaire, New York University; Mellie Torres, New York University

Impact of a Master's Degree Program in Middle School Mathematics Education in a Mathematics and Science Partnership (MSP) Context. *Mary C. Shafer, Northern Illinois University; Helen Khoury, Northern Illinois University*
 Developing Powerful Mathematics Educators in Preschools and the First Years of School. *Robert Perry, Charles Sturt University; Susan B. Dockett, Charles Sturt University*

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

Chair:

Gretchen L. Braun, Longwood University

Participants:

A More Critical Pedagogy: Could It Reduce "Dropout" Rates of Male Latino Students? Student Perspective. *Mark D. Halx, Halx Consulting Group*
 Doing Just Enough: Black Middle-Class Male Resistance and Accommodation to School. *Quaylan Allen, University of Northern Colorado*
 Keeping the "Faith": The Impact of Sociocultural Consciousness on the Literacy Instruction of African American Males. *Tiffany Renee Wheeler, Transylvania University*
 Messages Black Parents Send Their Black Sons: An Exploration of Critical Race Theory in the Examination of Educational Outcomes for Black Males. *Rema Ella Reynolds, University of California - Riverside*

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

Chair:

Chrystalla Mouza, University of Delaware

Participants:

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

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

Chair:

Audrey Lucas, Bowie State University

Participants:

Educating Our Children to Build a Better Society: Development of Social and Emotional Learning Program for Singapore Schools. *Marlene Ang, Ministry of Education, Singapore*
 Using Social, Emotional, and Character Development Principles to Facilitate Professional Learning Communities: An Exploratory Study. *Philip M. Brown, Rutgers University*
 Assessing the Implementation Quality of Social and Emotional Learning Programming Over Time: A Rasch Analysis. *Peter Ji, University of Illinois - Chicago*

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

Chair:

Sandra Stewart, Stephen F. Austin State University

Participants:

Caught in the Middle: Principals' Attempts to Achieve School Autonomy and Devolve Decision Making. *Casey D. Cobb, University of Connecticut; Morgaen L. Donaldson, University of Connecticut; Jason G. Irizarry, University of Connecticut; Anyisia P. Mayer, University of Connecticut; Larisa Warhol, Arizona State University*
 Changing Leadership in Schools: Comparing Results From Two National

Surveys on Principal Mobility. *Francis Howard Lim Huang, University of Virginia; Xiaolei Wang, American Institutes for Research*

Entrepreneurial Principals and Teachers: Boundary Crossing That Builds Systemic Capacity. *Kristina Astrid Hesbol, Illinois State University; Bridget A. Delaney, Illinois State University*

How Do School Districts Hire School Principals? A Description of Practice in 730 School Districts. *Matthew A. Clifford, Learning Point Associates; Melissa Brown-Sims, Learning Point Associates; Chris A. Condon, Learning Point Associates*

Principal Autonomy and Student Achievement. *Kimberly N. Harris, North Carolina State University; Tamara V. Young, North Carolina State University*

74.047-12. Experiences of Linguistically and Culturally Diverse Students in High School Learning Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Joanne Calore, St. Mary's College of California

Participants:

Mexican American Women and Intersection of Race and Gender in High School: A Critical Race Theory Analysis. *Kay Ann Taylor, Kansas State University; Sandra Luz Fernandez-Bergersen, Kansas State University*

Student Voices on High School and College Access: A Case Study. *Terry Kyle Flennaugh, University of California - Los Angeles; Mei Malone, University of California - Los Angeles; Tyrone C. Howard, University of California - Los Angeles*

Fast Break? A Case Study of Basketball Recruits to Boarding Schools. *Alexis Sturdy, Wesleyan University*

Latino Youth's Beliefs and Attitudes and Their Influence on After-School Activity Participation. *Julio C. Cabrera, University of Minnesota; Michael C. Rodriguez, University of Minnesota*

The Duality of Students and School Knowledge: A Social Structural Analysis of a Secondary School Curriculum. *Joseph J. Ferrare, University of Wisconsin - Madison*

74.047-13. Cultural Issues in Professional Education. Division I - Education in the Professions; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
10:35 am to 12:05 pm

Chair:

Anne McKee, Anglia Ruskin University

Participants:

Exploring Culture and Cross-Culture Competence Through the Opinions of Primary Care Faculty and Resident Physicians. *Madison L. Gates, University of Kentucky; Kelly D. Bradley, University of Kentucky*

From the Classroom to the Work Setting: The Development of Cultural Competence Among Community College Nurses in the New York Metropolitan Area. *Korto L. Scott, La Guardia Community College - CUNY; Stephanie L. Tatum, Dowling College*

The Role of Illness Scripts in Medical Diagnostic Expertise: Findings From Traditional Chinese Medicine. *Meilin Yao, Beijing Normal University; Wenfan Yan, University of Massachusetts - Boston*

74.048. Roundtable Session 53; Roundtable Session

74.048-1. Advancing English Language Learners in Science and Math: Realizing the Promise. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Okhee Lee, University of Miami

Participants:

English Language Learners and the National Science Foundation's Discovery Research K-12 Portfolio. *Hilary J. Rhodes, Abt Associates Inc.; Alina Martinez, Abt Associates Inc.*

Development of Illustrations as Image Supports for English Language Learners in Large-Scale Testing: A Report on the Procedure for Designing Vignette Illustrations. *Guillermo Solano-Flores, University of Colorado - Boulder*
Context, Culture, and Science, Technology, Engineering, and Mathematics Education in Rural Indigenous Communities. *Sharon Nelson-Barber, Pacific Resources for Education & Learning; Elise Trumbull, Independent Consultant; Ursula M. Sexton, WestEd; Zanette Johnson, Stanford University*

English Language Learners and Science Tests. *Ann Rosebery, TERC; Tracy E. Noble, TERC; Catherine Suarez, TERC*

Middle School Science for English Language and Literacy Acquisition (MSSELL): A Randomized Trial Longitudinal Discovery Research K-12 (DR-K12) Study. *Rafael Lara-Alecio, Texas A&M University; Beverly J. Irby, Sam Houston State University; Fuhui Tong, Texas A&M University - College Station*

74.048-2. Citizenship Education: Critical Learning Across Cultural Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Wangari P. Gichiru, University of Wisconsin - Madison

Participants:

Toward Cosmopolitan Citizenship: New Conceptualizations of African Immigrants' Civic Learning and Action. *Ashley M. Taylor, Teachers College, Columbia University; Vaughn W. M. Watson, Teachers College, Columbia University; Michelle G. Knight-Diop, Teachers College, Columbia University*
What Happens to the "Tired and the Poor"? Citizenship Education for Refugee Students in the United States. *Laura Jeanne Quaynor, Emory University*
"I Don't Really Factor in the Multicultural": Teaching Citizenship Education in Multicultural Classrooms. *Luz Alison Molina, University of Ottawa; Joel Westheimer, University of Ottawa*

74.048-3. Considerations and Innovations in Research Across Social Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Bradford Allison, California State University - Los Angeles

Participants:

Black Males Navigating Microaggressions in a Traditionally White Middle School: A Qualitative Study. *Malik S. Henfield, University of Iowa*
University-School Research Partnerships to Support Educational Access and Success in Melbourne's West. *Merryn Davies, Victoria University*
Why Educational Researchers Should Take School Food Seriously. *Marcus B. Weaver-Hightower, University of North Dakota*
"Building Boundaries" and "Blurring Boundaries" of School: An Ethnographic Case Study of Parent Participation in a Korean Elementary School. *Jeesuk Kim, University of Illinois - Urbana-Champaign*

74.048-4. Contextualizing Math and Science Instruction: Access and Opportunities. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Participants:

Awareness and Endorsement of Racial Stereotypes About Who Is Good at School and Math. *Nailah Suad Nasir, University of California - Berkeley; Sarah Wischnia, Stanford University; Kathleen Oconnor, Stanford University*
Mathematics as a Tool for Understanding Our Communities: Case Study of an Out-of-School Time Program. *Jennifer S. Goldberg, Fairfield University; Liesbet Higham, Fairfield University*
Using Informal Science Activities to Build Funds of Knowledge in Rural Latino Communities: A Synthesis of Evaluations Findings for Acceso a la ciencia. *Anne E. Campbell, Fairfield University; Michael S. Trevisan, Washington State University*
Pedagogical Contexts of Mathematics Classrooms and Opportunities to Learn for English Language Learners: An Ethnographic Study on Teacher-Student Interactions. *Miwa Takeuchi, OISE/University of Toronto*

74.048-5. Language (and) Learning in Educational Contexts. Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Kathleen King Thorius, Indiana University

Participants:

Immigrant and Nonimmigrant Teachers Working With Minority Students in Dual-Language Settings. *Maria Fernanda Montes Valencia, Saint Louis University*
Planning for a Pluralistic Society in the Bilingual Social Studies Classroom. *Alberto Lopez-Carrasquillo, Northeastern Illinois University*

Selecting Middle School English Language Learner (ELL) Textbooks: Issues of Ethnicity and Learning Strategies. *Jeffrey T. Labelle, Marquette University; Victoria Shaw, Marquette University*

The Effects of Racialization Experiences on English as a Second Language (ESL) Learning: The Case of Somali High School Students. *Yukari Takimoto Amos, Central Washington University*

An Exploration of Adult English Language Learners' (ELLs') Immigration Decisions: Connecting Their Cultural and Linguistic Images and Symbols to Their Educational and Professional Goals in the United States. *Gloria Park, Indiana University of Pennsylvania; Debra Suarez, College of Notre Dame - Maryland*

74.048-6. Listening and Learning From Educational Policy and Reform.

Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Marta P. Baltodano, Loyola Marymount University

Participants:

Color-Blind Racism and Multicultural Education: Implications for Policy. *Michelle Jane Drummond, University of Colorado - Boulder*

Governance, Mayoral Control, and Urban School Improvement: Lessons for Newark. *Alan R. Sadovnik, Rutgers University; Tara Beth Davidson, Rutgers University*

Stakeholders' Voices and School Reform: Exploring Connections Between Positions and Perspectives. *Kathy Schultz, Mills College; Kathryn Clare McGinn, University of Pennsylvania*

"How Green Was My Valley?" Rebuilding Communities Through Sustainable Education. *Catherine Eleanor Jones, University of Glamorgan; Norah Jones, University of Glamorgan*

74.048-7. Literacy in Multicultural Learning Contexts.

Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Luzelena Perez, University of California - San Diego

Participants:

Articulating and Contextualizing Multiple Literacies in an Urban Setting. *Rick J. Voithofer, The Ohio State University*

Critical Literacy for Xenophobia: A Wake-Up Call. *Lisa Patel Stevens, Boston College; David O. Stovall, University of Illinois - Chicago*

Doing My Thing, My Way, For My Purpose: Hip Hop and African American Student Engagement. *Arnett Carl Duncan, Kweli Educational Enterprises, Inc.*

Understanding the Role of Literacy in the Lives of Severely Mentally Ill Adults Preparing to Reenter the Community After Having Lived in a Long-Term Mental Health Care Facility. *Joanne Carol Smith, University of Missouri - Columbia*

74.048-8. Middle School Education Research: Examining Unique Grade Level Experiences.

Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Aram Ayalon, Central Connecticut State University

Participants:

(Counter)Narratives of Identity and Achievement: Students' Academic and Racial/Ethnic Identities in a Middle School English Classroom. *Limarys Caraballo, Teachers College, Columbia University*

Children as Everyday Documentarians: Two Fifth-Graders Testify to Their Lives and Relationships With School Across a School Year. *Kathleen Dutro, Thornton Elementary; Elizabeth M. Dutro, University of Colorado*

Finding Themselves Online: Marginalized Middle School Girls and the Internet. *Hadar Dubowsky Ma'ayan, University of New Mexico*

Rewriting the Score: Changing the Social Context of a Middle School Band Classroom Through Composition. *Adria R. Hoffman, University of Southern Mississippi; Bruce Allen Carter, University of Maryland - College Park*

"Schools Aren't Supposed to Let You Down": Deficit Discourses, Student Knowledge, and Urban School Reform. *Sari K. Biklen, Syracuse University; Heidi Katherine Pitzer, Syracuse University*

74.048-9. Promoting Student (Dis)Engagement: "We're Really Not That Bad."

Division G - Social Context of Education; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Nicholas Daniel Hartlep, University of Wisconsin - Milwaukee

Participants:

Personal Connection and Identity: Tools for Engaging Students in the High School Classroom. *Kristy S. Cooper, Harvard University*

"I'm Really Not That Bad": Alternative School Students, Stigma, and Identity Politics. *Donyell Lakishka Roseboro, University of North Carolina - Wilmington; Carol McNulty, University of North Carolina - Wilmington*

Monitoring, Maneuvering, and Making Decisions: How Students and Teachers Determine Classroom (In)Attention. *Noriko Milman, University of Massachusetts - Amherst*

Caring for a Pet in an American Indian Sixth-Grade Classroom Decreases Behavior Problems and Increases Prosocial Behaviors and Engagement in Learning Activities. *Layna Cole, Minnesota State University - Moorhead; Dawn Peterson, Red Lake Elementary*

Views of Teachers on Students' Classroom Behaviors in Schools Located in Migrant Communities. *Hanife Akar, Middle East Technical University; Aysegül Ozsoy, Middle East Technical University*

74.048-10. Reimagining Communities for Learning: Critical Literacies in Uncertain Spaces.

Division G - Social Context of Education Cosponsored by SIG-Paulo Freire; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Carolyn P. Panofsky, Rhode Island College

Participants:

Beginning Teachers Navigating the Constraints of Teaching Literacy in a Diverse Elementary School. *Katie Simon Kurumada, Georgia State University*

Curriculum Spaces: Nepantla and Conocimiento in the Bilingual Classroom. *Maria-Antonieta Avila, University of Texas - Austin; Maria E. Franquiz, University of Texas - Austin*

I Do Not Fit in School: Indonesian Street Children Negotiating Schooling and Working Through Narratives. *Sophie Dewayani, University of Illinois - Urbana-Champaign*

"Like Oprah's Book Club": Creating a Community of Readers in a Homeless Shelter for Mothers With Addiction. *Laurie MacGillivray, The University of Memphis; Margaret Saucedo Curwen, Chapman University; Amy L. Ardell, Chapman University*

74.048-11. School and Classroom Contexts With Diverse Learners.

Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Kip Austin Hinton, University of California - Los Angeles

Participants:

A Japanese Boy's Experiences With Schooling in the United States and Japan: Choice, Freedom, and Responsibility Across Three Elementary Educational Settings. *Amy Damrow, Michigan State University*

Coteaching Case Study: A Classroom Teacher, Reading Specialist, and English as a Second Language Teacher Collaborate in One Classroom. *Afra Ahmed Hersi, Loyola University Maryland; Allison Skerrett, University of Texas - Austin; Debby Deal, Loyola College*

When School Culture and Leadership Harmonize: The Instruction of English Language Learners in an Elementary School. *Alicia G. Olvera, Our Lady of the Lake University; Jerrie S. Jackson, Our Lady of the Lake University*

74.048-12. Schooling Experiences in International Settings: Examining Teaching and Learning Opportunities.

Division G - Social Context of Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
10:35 am to 12:05 pm

Chair:

Maria Alfredo Moreira, University of Minho

Participants:

Europeanization Set Forward: The Case of Cypriot Intercultural Education. *Christina Hajisoteriou, University of Nicosia; Panayiotis A. Angelides, University of Nicosia*

Maintaining Advantage: Perceptions of Meritocracy and Inequality Among Elite University Students in Britain. *Natasha Kumar Warikoo, Harvard University;*

Christina Fuhr, University of Oxford

Postgraduate Employment Transitions in an International Context: A Case Study of Chinese Students in the United Kingdom. *Zhen Li, University of Southampton; John Anthony Lowe, University of Bath*
 "Racism Under the Radar": Student Perceptions of School Experiences in a Multicultural Context. *Megan Kathleen Gordon, Brock University; Dawn Michelle Zinga, Brock University*

74.048-13. Situating Identity Making. Division G - Social Context of Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 10:35 am to 12:05 pm

Chair:

Minda M. Lopez, Texas State University - San Marcos

Participants:

Walking the "Nice" Tightrope: Negotiating Competence and Warmth for Success in the Academy. *Natalie G. Adams, The University of Alabama; Pamela Jean Bettis, Washington State University*
 "El Indio," a Child and a People on-the-Making: Complexities of Languages (Education) Policies and "Mayan" Families. *Ligia L. Lopez, University of Wisconsin - Madison*
 "It's Kind of Like a Web": Relational Ramifications of the "Failing" Label and the Impact on a Specific Native American Community and School Relationship. *Erin Anacortez Nolan, Arizona State University*
 "Taiwanese and/or Chinese?" Identification Complexity of Taiwanese Transmigrant Youth Studying in China. *Hsiang-ning Wang, Indiana University - Bloomington*

74.048-14. Youth Literacy Practices: Reimagining Learning Across Contexts.

Division G - Social Context of Education Cosponsored by SIG-Cultural Historical Research; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 10:35 am to 12:05 pm

Chair:

Jenna Min Shim, University of Wyoming

Participants:

Family and Cultural Literacies: Looking at Girls' Lives in Rural Pakistan. *Amna Latif, University of North Carolina - Greensboro*
 Urban Adolescents Navigating School Demands With Out-of-School Literacy Practices. *Jie Yie Park, Bard College*
 The Five Wise Men: African American Males Using Urban Critical Literacy to Navigate an Urban Pilot School in the United States. *Brian L. Wright, TERC, Inc.*
 "¿Cómo se Dice?" Children's Language Practices in a First-Grade Spanish Immersion Classroom. *Angela B. Layton, University of Missouri - St. Louis; Lisa M. Dornier, University of Missouri - St. Louis*
 Church as a Conduit of Academic Language in a Rural Community. *Sky Harmony Marietta, Harvard University*

74.048-15. Assessment and Evaluation in Teacher Professional Development.

Division K - Teaching and Teacher Education; Roundtable Session
 Sheraton, Fifth Level, Grand Ballroom D
 10:35 am to 12:05 pm

Chair:

Mary M. Harris, University of North Texas

Participants:

Building a Continuum of Professional Practice: Using a Standards-Based Observational Instrument to Assess Teacher Effectiveness. *Vicki L. Cohen, Fairleigh Dickinson University; Miriam Singer, Fairleigh Dickinson University*
 Building on the Intimate Knowledge of Teachers: Scaling up Teacher Learning in Three Intermediary Organizations. *Emily J. Klein, Montclair State University; Meg A. Riordan, Expeditionary Learning Schools Outward Bound; Reva Jaffe-Walter, The Graduate Center - CUNY*
 Experiences of Teacher Performance Appraisal (TPA) From Both Sides of the Classroom: Teachers and Principals. *Ruth G. Kane, University of Ottawa; Jennifer Jane Rottmann, University of Ottawa; Paul Anthony, Ontario Ministry of Education; Jinah Kim, Ontario Ministry of Education; Adrian Jones, University of Ottawa*
 The Relationship Between Teacher Efficacy and Teachers' Response to Data-Driven Instructional Reforms. *Shana Michele Shaw, Harvard Strategic Data Project; Jeff Wayman, University of Texas - Austin; Marilla D. Svinicki, University of Texas - Austin*

74.049. Roundtable Session 54; Roundtable Session

74.049-1. Advance Placement and Career Pathway Programs in Secondary Schools. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Jimmy K. Byrd, University of North Texas

Participants:

A Decade of Advanced Placement Expansion and Its Impact on Schools. *Jennifer L. Bausmith, The College Board; Mary E.M. McKillip, The College Board*
 Academic Proficiency and Educational Expectations: Do Advanced Placement Programs Make a Difference? *Dong Wook Jeong, Seoul National University*
 Career Academies: Exploring Florida High School Students' Access and Opportunity to Science, Technology, Engineering, and Mathematics. *Aimee J. Evan, Quill Research Associates, LLC*
 Ensuring Student Success: Education Research to Support Career Pathways. *Rosanne B. Brown, Peel District School Board; Paul Favaro, Peel District School Board; Elana Gray, Gray & Associates*

74.049-2. Assessing College Readiness, Innovation, and Student Growth.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Laurene L. Christensen, University of Minnesota

Participants:

Estimates of Curriculum-Based Measurement (CBM) Reading Growth for Student Groups and How They Predict State Test Scores. *Joseph F. Nese, University of Oregon; Elisa Jamgochian, University of Oregon; Julie Alonzo, University of Oregon; Gerald A. Tindal, University of Oregon*
 External Validity of the College-Readiness Performance Assessment System (C-PAS). *Michelle Baldwin, Educational Policy Improvement Center; Mary Seburn, Educational Policy Improvement Center; David T. Conley, Educational Policy Improvement Center*
 Synthesizing Diffusion of Innovation and Hypothesis Framing Theories to Investigate the Implementation of Formative Assessment Practices. *Mike Pickering, University of Colorado - Colorado Springs; John M. Weathers, University of Colorado - Colorado Springs*
 College-Readiness Rates: A Multiyear, Statewide Study of Ethnic Differences. *Wally Barnes, Sam Houston State University; John R. Slate, Sam Houston State University*
 Using a College and Career Readiness Criterion to Establish Expectations for Annual Student Growth. *Anne H. Davidson, Nevada Department of Education; Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.; Selcuk Ozdemir, University of Nevada - Reno*

74.049-3. Assessment Usage in an Era of Educator Accountability and Teacher Effectiveness. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Wayne E. Wright, University of Texas - San Antonio

Participants:

Development of a Measure of Teacher Effectiveness: Building Teacher Effectiveness Measure (TEM) 1.0. *Rorie Nicole Harris, Memphis City Schools, Tennessee; Tequilla Banks, Memphis City Schools, Tennessee*
 Primary Factors Affecting Ohio School District Performance NCLB-Mandated Achievement and Graduation Tests. *Randy L. Hoover, Youngstown State University*
 One Size Does Not Fit All: A New School Accountability Paradigm. *Shelley Jacques Jensen, University of Oregon*
 Toward More Comprehensive Approaches to Student Assessment: Classroom-Based Assessment as an Enhancement to Large-Scale Tests. *John M. Burger, Rocky View School Division; Anna Nadirova, Alberta Education; Murray Glen Besenski, Rocky View School Division*
 The Impact of North Dakota State Accountability System on Teaching: A Consequential Validity Study. *Xin Wang, McREL; Zoe A. Barley, McREL*

74.049-4. Bridging the Gap Between Theory and Educational Practice:

Evaluation Studies for School Districts. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Winona M. Burt, University of Houston - Clear Lake

Participants:

Closing the Gap Between Title I and Non-Title I Schools: Does Systemic Data Focus Make a Difference? *Tami Kopischke Smith, Goucher College; Elizabeth Molina Morgan, Washington County Public Schools*

Bridging Practice, Theory, and Context: Analyzing Three Education Reform Initiatives Through the Lens of Developmental Evaluation. *Keith W. Trahan, University of Pittsburgh; Cara Ciminillo, University of Pittsburgh; Cynthia A. Tananis, University of Pittsburgh*

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

Time-Indexed Effect Size Metric for K-12 Reading and Math Education Evaluation. *Jaekyung Lee, University at Buffalo - SUNY; Jeremy D. Fimm, University at Buffalo - SUNY; Xiaoyan Liu, University at Buffalo - SUNY*

74.049-5. Current Studies in Program Evaluation Using Quantitative and Mixed-Method Approaches. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

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

Chair:

Gibbs Kanyongo, Duquesne University

Participants:

Evaluating the Effectiveness of International Baccalaureate Programs in Texas Schools. *Jacqueline Stillisano, Texas A&M University - College Station; Hersh C. Waxman, Texas A&M University; Beverly Lynn Alford, Texas A&M University - College Station; Yuan-Hsuan Lee, Texas A&M University - College Station; Kayla Braziel Rollins, Texas A&M University*

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

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

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

Associated Factors to Educational Quality in Primary Schools: A Perspective From Northern Mexico. *Juan Manuel Fernández-Cárdenas, Tecnológico de Monterrey*

74.049-6. Early Warning Indicators: Predictors of High School Dropouts.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Scott L. Graves, Bowling Green State University

Participants:

Academic Analytics for K-12: Historical and Interim Measures for Signaling Proficiency. *Norman Alerta, Jeffco Public Schools; Heather MacGillivray, Jefferson County Public Schools*

Academic Pathways for Eighth Graders: A Multidistrict, Longitudinal Study in Rhode Island. *Kenneth K. Wong, Brown University; Megan Boben, Brown University*

Preventing School Dropout With Secondary Students. *Jade Wexler, University of Texas - Austin; Anna-Maria Fall, University of Texas - Austin; Nicole F. Pyle, University of Texas - Austin*

74.049-7. Evaluating Leadership, Alternative Teaching, and Social Innovative Programs. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

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

Chair:

Bianca Elizabeth Monrosse, Western Carolina University

Participants:

The Leadership Program's Violence Prevention Project: A Quasiexperimental Evaluation of an Urban Universal Prevention Program. *Amanda C. Thompkins, The Leadership Program; Lisa Chauveron, The Leadership Program*

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

Firing the Imagination of Young People to Serve the Public Good: An Independent Evaluation of "Young Social Innovators". *Diarmaid Ó Domabháin, University of Limerick; James P. Gleeson, University of Limerick*

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

74.049-8. Implementation Evaluation of Professional Development Programs in Mathematics and Science. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

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

Chair:

Joseph Leo Zawicki, Buffalo State College - SUNY

Participants:

Partnering to Improve Mathematics and Science Attainment by Improving Teacher Knowledge: A Case Study of the California Mathematics and Science Professional Development Partnership (CaMSP). *Andrew Thomas, University of Southern California - Los Angeles; Patricia O'Driscoll, PublicWorks, Inc.*

The Self-Selection Dynamics in Applying for Innovative Math Teaching Methods: Evidence From the M@t.label Teacher Professional Development Program in Italy. *Daniele Vidoni, INVALSI; Gianluca Argentin, INVALSI; Aline Pennisi, Ministry of Finance; Alberto Martini, Università Piemonte Orientale*

Implementation of a Standards-Based Mathematics Curriculum in Elementary Classrooms: A Program Evaluation Perspective. *Chuang Wang, University of North Carolina - Charlotte; Richard G. Lambert, University of North Carolina - Charlotte; Jennifer Richardson McGee, University of North Carolina - Charlotte; Andrew B. Polly, University of North Carolina - Charlotte*

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

74.049-9. Measuring the Effectiveness of Interventions on Mathematics and Science Achievement for K-12 Students. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

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

Chair:

Jeongmi Kim, University of Wisconsin - Madison

Participants:

Effects of a Hybrid Program for Algebra I on Grade 9 Students' Mathematics Achievement. *Linda Cavalluzzo, CNA Education; Deborah Lowther, The University of Memphis; Christine Mokher, CNA; Xitao Fan, University of Virginia*

Achievement Effects of Four Early Elementary Math Curricula: Findings for First and Second Graders. *Barbara D. Harris, Mathematica Policy Research, Inc; Roberto Agodini, Mathematica Policy Research, Inc*

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

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

74.049-10. Narrowing the Curriculum or Improving Instruction? Tying Accountability With Assessment Usage. Division H - Research, Evaluation

and Assessment in Schools; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Ildiko I. Laczko-Kerr, Scottsdale Unified School District - Arizona

Participants:

Some Methodological Enhancements for Assessing School Improvement Through Accountability. *Michael R. Vitale, East Carolina University; Nancy Romance, Florida Atlantic University; Theodore Stefan Kaniuka, Fayetteville State University*

The Impact of Mandated Testing Revealed in Coaching Discourse. *Sally Frances Heineke, Sam Houston State University; Carol A. Donovan, The University of Alabama*

How Children Differ in Writing Ability. *Jeffrey K. Smith, University of Otago; Esther Smail, University of Otago; Rox Allan, University of Otago*

Using Multiple Data Sources to Make Academic Decisions in a High-Poverty Urban School District. *Jennifer Coleman, Richland School District One; Debra Brathwaite, Richland School District One; Cerissa Fulmer, Richland School District One*

74.049-11. The Evolution of an Innovative Assessment Paradigm: From Classroom to an National Science Foundation-Funded Randomized Controlled Trial. Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

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

Chair:

Michael A. Posner, Villanova University

Participants:

Developing an Innovative Approach to Assessment From the Ground Up. *Margaret H. Small, University of Illinois - Chicago; Peggy Baker, EASL Institute*

Changing the Way We Grade. *Jacqueline Clymer, Quakertown Community School District*

Evaluating a Proficiency-Based System With Assignment Resubmission in College-Level Introductory Statistics. *Michael A. Posner, Villanova University*

The Plot Thickens: Asking Teachers to Change Their Instructional and Assessment Practices. *Nancy R. Lawrence, 21st Century Partnership for STEM Education*

74.049-12. Meaning-Making From Texts. SIG-Research in Reading and Literacy; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Estanislado S. Barrera, Texas A&M University - Corpus Christi

Participants:

Reevaluation of Meaning: Changes in Interpretations of Literary Texts.

Estanislado S. Barrera, Texas A&M University - Corpus Christi; Nancy J. Nelson, University of North Texas

Young Children's Meaning-Making Through Multimodal Forms of Literacy. *Soowon Lee, University of Wisconsin - Madison*

Reading Time in Middle School. *Catherine F. Compton-Lilly, University of Wisconsin - Madison*

74.049-13. Innovative Ideas and Approaches in Structural Equation Modeling. SIG-Structural Equation Modeling; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

James B. Schreiber, Duquesne University

Participants:

A Piecewise Regression Model for Latent Variables. *Jeffrey R. Harring, University of Maryland*

Multilevel Latent Class Analysis: A Parametric and Nonparametric Approach. *Karen L. Nylund-Gibson, University of California - Santa Barbara*

Examining Factor Scores Within the Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA) Frameworks. *Christine DiStefano, University of South Carolina; Diana Luminita Mindrila, University of South Carolina; Min Zhu, University of South Carolina*

Effects of Nonnormality and Missing Data Treatments on Structural Equation Modeling in MCAR (Missing Completely at Random) and MAR (Missing at Random) Situations. *Jian Li, The Ohio State University; Richard G. Lomax, The Ohio State University*

Comparison of Synthetic Cohort Design and Solomon Four-Group Design in Structural Equation Modeling Framework. *Qiu Wang, Purdue University; Richard T. Houang, Michigan State University; Kimberly S. Maier, Michigan State University*

74.049-14. Survey Development, Data Collection, and Measurement Errors in Survey Research. SIG-Survey Research in Education; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Jessica D. Cunningham, Western Carolina University

Participants:

Confidentiality and Data Security in Survey Research in Counseling and Clinical Psychology. *Kathy E. Green, University of Denver*

In Search of the Optimal Number of Response Categories. *Jihyun Lee, NIE; Insu Paek, Florida State University*

Item Order Effects on Attitude Measures. *Pei-Hua Chen, University of Denver; Kathy E. Green, University of Denver*

North Carolina Student Learning Conditions Survey (Phase 2): Testing for Measurement Invariance Using Item Response Theory. *Daniel S. Stanhope, North Carolina State University; Ruchi Patel, North Carolina State University; Jenifer Corn, North Carolina State University; LaTricia Townsend, North Carolina State University*

74.049-15. Action Research: Habits of Mind and Teacher Identity. SIG-Action Research; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Carrie Ann Barnes Rogers, Western Carolina University

Participants:

Exploring Understandings of Diversity Through Teacher Inquiry: A Case of Educational Poetics. *Emily F. Cole, University at Buffalo - SUNY*

Action Research: Extending Habits of Mind to Reinvent Teaching Landscapes. *Pamela C. Jewett, University of South Carolina*

Becoming Teacher Researchers: How Engaging in Practitioner Inquiry Influences the Identities and Practices of Prospective Teachers. *Sharon B. Hayes, West Virginia University; Jason Jude Smith, West Virginia University*

74.049-16. Mixture Models: Issues in Estimation, Longitudinal, and Multilevel Modeling. Division D - Measurement and Research Methodology; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Min Liu, University of Maryland

Participants:

Interaction Effects Between Crossed Factors in Cross-Classified Random Effects Models in Cross-Sectional and Longitudinal Data. *Yun Tang, University of Pittsburgh; Feifei Ye, University of Pittsburgh*

Multilevel Latent Class Analysis: Parametric and Nonparametric Models. *William Holmes Finch, Ball State University; Brian F. French, Washington State University*

The Impact of Preliminary Model Selection on Growth Mixture Model Parameter Estimates. *Hsiu-Fei Joyce Wang, University of Maryland; Gregory R. Hancock, University of Maryland*

74.049-17. Issues in Equating and Linking. Division D - Measurement and Research Methodology; Roundtable Session
 Doubletree, 16th Level, International Ballroom
 10:35 am to 12:05 pm

Chair:

Ye Tong, Pearson

Participants:

A Comparison of Kernel Equating to the Test Characteristic Curve Method. *Rebecca L. Norman Dvorak, HumRRO; R. J. De Ayala, University of Nebraska*

A Generalized Linear Equating and a Generalized Poststratification Equating, Both Based on Partial Error Anchor Scores and Their Relationship. *Haiwen Henry Chen, ETS*

A Simulation Study on Continuated Log-Linear Approach to Modified Frequency Estimation Equating Method Under Common-Item Non-Equivalent Groups (CINEG). *Jianlin Hou; Tianyou Wang, ACT, Inc.; Ying Chen, Wuhan University, Hubei, China*

Linking in Multidimensional Item Response Models Using the Bifactor Model.

H. Jane Rogers, University of Connecticut; Hariharan Swaminathan, University of Connecticut; Rohini Sen, University of Connecticut

74.049-18. Technical Issues in Assessment Development and Utilization.

Division H - Research, Evaluation and Assessment in Schools; Roundtable Session

Doubletree, 16th Level, International Ballroom

10:35 am to 12:05 pm

Chair:

Canda D. Mueller, Questar Assessment, Inc.

Participants:

A Comparison of Criteria for Determining Student Response Within a Research To Intervention Framework. *Cristy Coughlin, University of Oregon; Keith Zvoch, University of Oregon; Joseph J. Stevens, University of Oregon; Ching-I Chen, University of Oregon*

Evaluating Growth Norms Utility for Response To Intervention and School-wide Reform: Validity Evidence. *Joseph Betts, Renaissance Learning*

English Language Learners' Differential Performance on Inquiry-Based Science Assessment. *Sultan Turkan, ETS; Ou Lydia Liu, ETS*

Investigating Validity Evidence of Benchmark Assessments to Facilitate Score Interpretations and Improve Instruction. *Sandra Janet Sklarsh, Azusa Pacific University; Lana G. Fields, Azusa Pacific University; Ying Hong Jiang, Azusa Pacific University*

Tuesday, 12:25 pm

Presidential Sessions

75.010. Intersectionality as an Analytical Paradigm: Theory, Research, and Pedagogy. Presidential Session; Invited Session

Sheraton, Third Level, Napoleon Ballroom C3

12:25 pm to 1:55 pm

Chair:

Roland Sintos Coloma, OISE/University of Toronto

Participants:

Centering Intersectionality: Listening to Indigenous Scholars. *Donna L. Deyhle, University of Utah*

Feminist Intersectionality and Boys Education in North America. *Lance Trevor McCready, OISE/University of Toronto*

Latina/Chicana Feminist Perspectives on Intersectionality in Teacher Inquiry and School Change. *Sofia A. Villenas, Cornell University*

Becoming a Community Science Expert. *Angela Calabrese Barton, Michigan State University*

Three Lenses for Intersectional Analysis and Pedagogy. *Kevin K. Kumashiro, University of Illinois - Chicago*

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

Sheraton, Third Level, Napoleon Ballroom B3

12:25 pm to 1:55 pm

Chairs:

Terran Leon Brown, ETS

Emily J. Shaw, The College Board

Participants:

Aida Walqui, WestEd

Richard P. Duran, University of California - Santa Barbara

Jamal Abedi, University of California - Davis

Maria Martiniello, ETS

Charlene Rivera, The George Washington University

Discussant:

Eugene E. Garcia, Arizona State University

Committee Sessions

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

Sheraton, Fourth Level, Oak Alley

12:25 pm to 1:55 pm

Chair:

Annette M. Henry, The University of British Columbia

Participants:

Constructing Professional Identity: An International Perspective on the Impact of Early Years Leaders on Their Communities. *Coleen R. Jackson, Chichester University; Liz Hryniewicz, Canterbury Christ Church University*

Effective Schools in Arab Educational Systems: An Analysis of Teacher Level Variables Using Trends in International Mathematics and Science Study (TIMSS) 2007. *Oliver Neuschmidt, IEA Data Processing and Research Center; Juliane Hencke, IEA Data Processing and Research Center; David Joseph Rutkowski, Indiana University; Leslie Rutkowski, Indiana University*

Teacher Attitudes to Radicalization Processes Among Young Muslims. *Lotte Rahbek Schou, Aarhus University*

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

Sheraton, Third Level, Napoleon Ballroom C2

12:25 pm to 1:55 pm

Chair:

Damekia Morgan, Families and Friends of Louisiana's Incarcerated Children

Participants:

Raynard Sanders, Research on Reforms

Barbara W Ferguson, The University of New Orleans

Division Sessions

75.014. Constructing Frameworks for Inquiry on the Professional Development of School Leaders. Division A - Administration Organization & Leadership; Paper Session

Sheraton, Second Level, Rhythms Ballroom III

12:25 pm to 1:55 pm

Chair:

Nadeem Ahmad Khan, University of Nottingham

Participants:

Analyzing Principal Professional Development Practices Through the Lens of Adult Learning Theory. *Sally J. Zepeda, University of Georgia; Oksana Parylo, University of Georgia; Ed Bengtson, University of Arkansas*

Leader Preparation Through the Lens of Poetics: Examining the Epistemological, Pedagogical, and Methodological Value. *Patrick M. Jenlink, Stephen F. Austin State University*

Learning to Coach; Coaching to Learn: A Model of Professional Development for School Leaders. *Suzanne Schwarz McCotter, Montclair State University*

Principals' Understanding and Application of Professional Development Knowledge. *Pat A. Schroeder, Texas A&M University; Jean Madsen, Texas A&M University*

75.015. Reimagining Youth Agency Amidst Neoliberal and Hierarchical Educational Reform: International Case Studies. Division B - Curriculum Studies; Symposium

Astor Crowne Plaza, Second Level, Astor Ballroom II

12:25 pm to 1:55 pm

Chair:

Maureen Teresa Matarese, Borough of Manhattan Community College - CUNY

Participants:

Empowerment From Above? Rethinking Educational Reform in Jordanian Secondary Schools. *Roozbeh Shirazi, Teachers College, Columbia University*

Banning Talk in Schools During Violent Conflict: How Lebanese Youth Negotiated the Restriction of Political Dialogue in Uncertain Times. *Zeena Zakharia, Harvard University*

Reconceptualizing "Child Protection" in Indian Policy and Practice: Youth Agency and Activism in Focus. *Monisha Bajaj, Teachers College, Columbia University*

Pathways and Detours to Transformative Schooling: Youth Agency at a Critical Small High School in New York City. *Maria Hantzopoulos, Vassar College*

Discussant:

Maureen Teresa Matarese, Borough of Manhattan Community College - CUNY

75.016. **Sensing, Placing, and Imagining Our Eco-Selves in an Acquisitive Society: Curriculum Studies and/as Ecological Inquiry.** Division B - Curriculum Studies; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom I
12:25 pm to 1:55 pm

Chair:

Jennifer April Sandlin, Arizona State University

Participants:

Public Art/Urban Interventions: Sensational Pedagogies and the "Toposmia" of Field Work. *Stephanie Springgay, OISE/University of Toronto*

John Dewey, the Utopians, and the Acquisitive Society. *William H. Schubert, University of Illinois - Chicago*

Curriculum Inquiry and Global Consumption. *Julie Garlen Maudlin, Georgia Southern University; Jennifer April Sandlin, Arizona State University; Jonel Thaller, Arizona State University*

Inquiring Into Our World: Curriculum Studies and the Way We Come to Know (and Question) Place. *Jason Michael Lukasik, University of Illinois at Chicago*

Ash Is the New Green: Embracing Apocalypse in Ecopedagogies and Environmentalist Curricula. *Jake Burdick, Arizona State University*

Discussant:

Madhu Suri Prakash, The Pennsylvania State University

75.017. New Tools, New Times, New Learning: Using Digital Environments and Assessments to Promote Sustainable Learning. Division C - Learning and Instruction; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH
12:25 pm to 1:55 pm

Chair:

Douglas K. Hartman, Michigan State University

Participants:

1. Assessing Learning Through Choices in Digital Environments. *Dylan Andrew Arena, Stanford University; Daniel L. Schwartz, Stanford University*

2. Assessment Designs for 21st-Century Literacies. *Susan R. Goldman, University of Illinois - Chicago; Kimberly A. Lawless, University of Illinois - Chicago; Flori Manning, University of Illinois - Chicago; Kimberly A. Richards, University of Illinois - Chicago; Jason Lawrence Braasch, University of Illinois - Chicago*

3. Assessment in a Networked Learning Environment: The Hot Dish Networking App. *Christine M. Greenhow, University of Maryland - College Park*

4. Technologies to Monitor and Regulate Student Emotions During Learning. *Sidney K. D'Mello, The University of Memphis; Arthur C. Graesser, The University of Memphis*

5. Publishing as the Province of a Participatory Culture: Evaluating Online Information. *Greg McVerry, University of Connecticut; Ian O'Byrne, University of Connecticut*

6. Closing the Participation Gap: Using Participatory Assessment to Support Digital Literacy. *Jenna McWilliams, Indiana University; Daniel T. Hickey, Indiana University*

7. The Assessment of Problem Solving and Performance in Virtual Science Worlds. *Jennifer Myers, Texas A&M University*

8. Assessing Digital Media Production: Process and Product. *Erica Rosenfeld Halverson, University of Wisconsin - Madison*

Discussant:

Daniel T. Hickey, Indiana University

75.018. Principled Design of Simulation-Based Science Assessments. Division C - Learning and Instruction Cosponsored by Division H - Research, Evaluation and Assessment in Schools; Symposium

New Orleans Marriott, Second Level, La Galerie 5
12:25 pm to 1:55 pm

Chair:

Edys S. Quellmalz, WestEd

Participants:

Foundations of 21st-Century Science Assessments. *Jodi Davenport, WestEd; Edys S. Quellmalz, WestEd; Barbara C. Buckley, WestEd; Mike Timms, WestEd*

Science ASSISTments: Assessing and Scaffolding Students' Inquiry Skills in Real Time. *Janice D. Gobert, Worcester Polytechnic Institute; Michael A. Sao Pedro, Worcester Polytechnic Inst; Ermal Toto, Worcester Polytechnic Institute; Orlando Montalvo, Worcester Polytechnic Institute; Ryan S. Baker, Worcester Polytechnic Institute*

Designing Dynamic and Interactive Assessments for English Learners That Directly Measure Targeted Science Constructs. *Rebecca Kopriva, University of Wisconsin - Madison; David R. Gabel, Center for Applied Linguistics; Cathy Cameron, Center for Applied Linguistics*

Using Evidence-Centered Design to Develop Immersive Virtual Assessments. *Jody E. Clarke-Midura, Harvard University; Jillianne Code, Harvard University; Michael Charles Mayrath, Harvard University; Chris J. Dede, Harvard University*

Discussants:

Joan L. Herman, University of California - Los Angeles
James W. Pellegrino, University of Illinois - Chicago

75.019. Rethinking STEM Content, Access, and Agency for Broad

Participation: A Designer/Practitioner Dialogue. Division C - Learning and Instruction Cosponsored by SIG-Learning Sciences, SIG-Research in Mathematics Education; Symposium

New Orleans Marriott, Third Level, Mardi Gras Salon A
12:25 pm to 1:55 pm

Chairs:

Sneha Veeragoudar Harrell, TERC

Michelle Hoda Wilkerson-Jerde, Northwestern University

Participants:

Building on Teachers' Epistemological Resources as They Reason About Learning Mathematics and About Issues of Equity and Justice in Schools. *Thomas M. Philip, University of California - Los Angeles*

Computational Agency Development: Intertwining Knowledge Construction and Science, Technology, Engineering, and Mathematics (STEM) Identity Formation as a Necessary Aspect of STEM and Social Change. *Sneha Veeragoudar Harrell, TERC*

Designing for Multiple Access Points to Powerful Mathematics and Science. *Michelle Hoda Wilkerson-Jerde, Northwestern University; Uri J. Wilensky, Northwestern University*

Challenging Science, Technology, Engineering, and Mathematics Policy Rhetoric. *Andrew M. Brantlinger, University of Maryland*

Discussant:

Carol D. Lee, Northwestern University

75.020. Qualitative Methods and Democratic Practice in Education. Division D - Measurement and Research Methodology Cosponsored by SIG-Qualitative Research; Symposium

Doubletree, Second Level, Madewood A
12:25 pm to 1:55 pm

Chair:

Sari K. Biklen, Syracuse University

Participants:

The Contribution of Qualitative Methods to Democratic Practice. *Sari K. Biklen, Syracuse University*

What Kind of Science for What Kind of Politics? *Patti A. Lather, The Ohio State University*

Youth Research, Democracy, and Educational Transformation. *Ernest D. Morrell, University of California - Los Angeles*

What Is Involved in "Giving an Account of Oneself"? Team Research, Visual Methods, and "Democratic" Agendas With Young People. *Lyn Yates, University of Melbourne*

Methodology and Relevance: Governing Education Research in Neoliberal Times. *Kari Dehli, OISE/University of Toronto*

Discussant:

Cerri Annette Banks, Hobart and William Smith Colleges

75.021. Here I Am Again: Adolescent Resiliency Examined Through Multiple Lenses. Division E - Counseling and Human Development; Paper Session

Astor Crowne Plaza, Second Level, Astor Ballroom III
12:25 pm to 1:55 pm

Chair:

Frank C. Worrell, University of California - Berkeley

Participants:

Analyzing the Discourse of Dropouts and Resilient Students. *Anne P. Lessard, Sherbrooke University; Lynn Bulter-Kisber, McGill University; Diane Marcotte, University of Quebec, Montreal; Laurier Fortin, University of Sherbrooke*

Model Development for Measurement of Resilience in Adolescents. *Rachel Kirkpatrick, University of Missouri - Kansas City; Jacob M. Marszalek, University of Missouri - Kansas City*

Reducing Aggression and Increasing Resilience After Peer Conflicts During Adolescence: Results From Laboratory and Field Experiments. *David Scott Yeager, Stanford University*

Discussant:

David J. Atencio, University of New Mexico

75.022. Post-World War II Black Education Organizing. Division F - History and Historiography Cosponsored by SIG-Research Focus on Black Education; Symposium
JW Marriott, Third Level, Ile de France II
12:25 pm to 1:55 pm

Chair:

Elizabeth Todd-Breland, Northwestern University

Participants:

Educational Equality for the Public Good: A Historical Perspective on Black Student Activism From 1954-1972. *Vincent DeWayne Willis, Emory University*

Pulpits, Pews, and Picket Lines: From the Sermonic Moment to Social Advocacy for Education Reform. *Brandi Nicole Hinnant-Crawford, Emory University*

The Private (School) Is Political: African Americans and the Private Educational Sphere in Post-World War II Chicago. *Worth Kamili Hayes, Emory University*
Reform Within the System: The Woodlawn Experimental Schools Project and Community Control in Chicago. *Elizabeth Todd-Breland, Northwestern University*

Discussant:

V. P. Franklin, University of California - Riverside

75.023. Research for Social Justice: Youth, School, and Community

Collaboration. Division G - Social Context of Education; Symposium
New Orleans Marriott, Second Level, La Galerie 3
12:25 pm to 1:55 pm

Chair:

Patrick Camangian, University of San Francisco

Participants:

Community as a Cultural Asset: Engaging Youth, Schools, and Community Members in Discussions of Cultural and Academic Identities. *Noah Borrero, University of San Francisco; Christine Jean Yeh, University of San Francisco; Patsy Tito, Samoan Community Development Center*

Power and Authority in Collaborative Classroom-Based Social Action Research. *Celia J. Oyler, Teachers College, Columbia University*

Sequential Transformative Mixed-Methods Research for Social Justice. *Christine Jean Yeh, University of San Francisco; Noah Borrero, University of San Francisco; Winnie Ma, William Patterson University; Munyi Shea, California State University - Los Angeles; Jixiang Lin, JPMorgan Chase*

Creating a New Mind: Identity Development in Youth Through Collective Study and Social Action. *Shabnam Koirala-Azad, University of San Francisco*

Discussant:

David O. Stovall, University of Illinois - Chicago

75.024. Revisiting and Critiquing Deficit Thinking: Implications for Equitable Democratic Schooling for All Students and the Common Good. Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 6
12:25 pm to 1:55 pm

Chair:

Richard R. Valencia, University of Texas

Participants:

Unpacking the Construct of Deficit Thinking. *Richard R. Valencia, University of Texas*

Ruby Payne's Deficit Thinking and the Pathologization of the Poor: A Research-Based Critique. *Randy Bomer, University of Texas - Austin*

Deconstructing Deficit Thinking Among Preservice Teachers: An Intervention Program. *Sherry A. Marx, Utah State University*

Discussant:

Jim Scheurich, Texas A&M University

75.025. Tensions, Struggles, and Opportunities in Discourse, Identify, and

Learning. Division G - Social Context of Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 4
12:25 pm to 1:55 pm

Chair:

Beth C. Rubin, Rutgers University

Participants:

Playing With Literacy as Apprenticed Discourse and Performed Remix. *Marie Gernes, University of Iowa*

Hands Up, Mouths Shut: Silence and Speech in a Second-Grade Classroom of English Learners. *Sara Ann Rutherford Quach, Stanford University*

Positioning, Identity, and Participation: A Cross-Sectional Investigation of

Elementary English Learners' Academic Literacy Experiences. *Pamela J. Hickey, University of Maryland - College Park*

Reimagining Teaching: Occupational Identity and the Construction of Practice Among English-as-a-Second-Language (ESL) Teachers. *Jan K. Nespor, The Ohio State University; Mari Haneeda, The Ohio State University; Mariko Mizuno, The Ohio State University; Ying-Hsueh Cheng, The Ohio State University*

75.026. Exploring Strategies to Improve Mathematics Achievement Trajectories Using Growth Modeling. Division H - Research, Evaluation and Assessment in Schools; Paper Session

Doubletree, Second Level, Madewood B
12:25 pm to 1:55 pm

Chair:

Antionette D. Stroter, University of Iowa

Participants:

Collaborative Teacher Inquiry: Working Together to Improve Grade 9 Mathematics Achievement. *Douglas E. McDougall, University of Toronto; Limin Jao, OISE/University of Toronto*

Exploring Algebra II Students' Problem-Solving Strategies. *Jennifer Beimers, Pearson; Kelly S. Burling, Pearson Educational Measurement; Mary Veazey, Pearson*

Multiple Outcome Analysis of Spatial Temporal Mathematics in a Randomized Field Trial. *Teomara Rutherford, University of California - Irvine; Melissa Kibrick, University of California - Irvine; Lindsey E. Richland, University of California - Irvine; Margaret Burchinal, University of California - Irvine; AnneMarie M. Conley, University of California - Irvine; Stephanie H. Schneider, Orange County Department of Education; Lauren Duran, Orange County Department of Education; Natalie A. Tran, California State University - Fullerton; Keara Osborne, University of California - Irvine; David Shin Lee, University of California - Irvine; Jennifer Joan Long, University of California - Irvine; Andrew Coulson, MIND; Fran Antenore, MIND; Abby Daniels, MIND; Michael E. Martinez, University of California - Irvine*

Using Hierarchical Linear Modeling (HLM) to Model Math Growth Trajectory: An Application to the Early Childhood Longitudinal Study (ECLS) K-5 Data. *Yi Lu, University of Wisconsin*

Discussant:

Stacey S. Merola, ICF International

75.027. Teaching to Learn, Learning to Teach. Division I - Education in the Professions; Paper Session

Sheraton, Fourth Level, Oakley
12:25 pm to 1:55 pm

Chair:

Maria Alejandra Blanco, Tufts University

Participants:

Evaluating Outcomes of Professional Development Programs: A Review of Self-Report Methods. *Danette W. McKinley, Foundation for Advancement of International Medical Education and Research*

A Novel Program for First-Year Medical Students to Prepare for Clinical Training by Shadowing Residents. *Simon Turner, University of Alberta; Cheryl-Anne Nadine Poth, University of Alberta; Jonathan White, University of Alberta*

Literature Review of Residents as Teachers From an Adult Learning Perspective. *Rebecca D. Blanchard, Baystate Medical Center and Tufts University; Kevin T. Hinchey, Baystate Medical Center and Tufts University; Elisabeth E. Bennett, Baystate Medical Center and Tufts University*

The Experiences of Nursing Faculty Transitioning From Live to Online Teaching. *Denise Passmore, University of South Florida*

Discussant:

Steven J. Durning, Uniformed Services University of the Health Sciences

75.028. Exploring the Role of Race in Postsecondary Education Research.

Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
12:25 pm to 1:55 pm

Chair:

Ronald D. Flowers, Eastern Michigan University

Participants:

Inverting the Lens: An Exploration of White Student Experiences at Public Historically Black Colleges and Universities (HBCUs). *Noah Daniel Drezner, University of Maryland - College Park; Steve D. Mobley, University of Maryland; Rebecca C. Villarreal, University of Maryland*

The Use of Race in Higher Education Research. *Marc P. Johnston, University of*

California - Los Angeles

White Faculty Allies at a Predominantly White Institution: Pursuing Racial Justice Through Research, Teaching, and Service. *Jennifer Loftin, Louisiana State University*

Discussant:

Saran Donahoo, Southern Illinois University

75.029. Facilitating Academic Engagement and Learning in Higher Education:

Evidence From Four Large-Scale Endeavors. Division J - Postsecondary Education; Symposium
JW Marriott, Third Level, Ile de France I
12:25 pm to 1:55 pm

Chair:

Josipa Roksa, University of Virginia

Participants:

The Wabash National Study: The Impact of Teaching Practices and Institutional Conditions on Student Growth. *Charles Blaich, Wabash College; Kathleen Wise, Wabash College*

Using Self-Report Surveys to Examine Student Learning. *John H. Pryor, University of California - Los Angeles*

Unequal Learning on College Campuses. *Richard B. Arum, New York University; Josipa Roksa, University of Virginia*

The Social Sciences and Humanities in the Undergraduate Curriculum: Civilization Education and Its Discontents. *Steven G. Brint, University of California - Riverside; Allison M. Cantwell, University of California - Riverside; Preeta Saxena, University of California - Riverside*

Discussant:

Mitchell Stevens, Stanford University

75.030. Psychological Literacy and Global Citizenship: Why Should Psychology Educators Care? Division J - Postsecondary Education; Symposium

JW Marriott, Third Level, Maurepas
12:25 pm to 1:55 pm

Chair:

Jacquelyn Cramney, University of New South Wales

Participants:

Psychological Literacy and the Psychology Curriculum: New Global Directions. *Dana Dunn, Moravian University*

Psychological Literacy and Adaptive Cognition. *Jacquelyn Cramney, University of New South Wales; Sue Morris, University of New South Wales*

Psychological Literacy and Applied Psychology in Undergraduate Education. *Josephine Mary Milne-Home, University of Western Sydney*

Educational Psychology and Psychological Literacy in Higher Education: Developmental and Cultural Aspects of Racial Diversity. *Marsha M. Ing, University of California - Riverside; Nida Denson, University of Western Sydney*

Perspectives From the Social Psychology of Intergroup Harmony. *Fiona A. White, The University of Sydney*

75.031. The Economic Returns of Higher Education. Division J - Postsecondary Education; Paper Session

JW Marriott, Third Level, Frontenac
12:25 pm to 1:55 pm

Chair:

Mariam Orkodashvili, Vanderbilt University

Participants:

Labor Market Attainment and College Aid: Evidence From Recent Chinese College Students. *Po Yang, Peking University*

Quantifying the Public Good of Higher Education: Calculating Public Returns to Higher Education With State Longitudinal Data Systems (SLDS) Data. *Tom Schenk, Iowa Department of Education*

State Economic Performance, Degree Production, and Higher Education Appropriations. *Marvin A. Titus, University of Maryland*

The Changes in Private Return to Higher Education in Taiwan: Evidence From the Manpower Utilization Quasi-Longitudinal Survey (MUQLS) 1999-2007. *Young Yuan, Ling Tung University; Chien-Ern Huang, Ling Tung University*

Discussant:

William R. Doyle, Vanderbilt University

75.032. A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary English Language Learners. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 3
12:25 pm to 1:55 pm

Chair:

Carol B. Olson, University of California - Irvine

Participants:

A Cognitive Strategies Approach to Reading and Writing Instruction for Mainstreamed Secondary School English Language Learners. *Carol B. Olson, University of California - Irvine*

Academic Language Instruction for Mainstreamed Secondary School English Language Learners. *Robin Scarcella, University of California - Irvine; Tina Matuchniak, University of California - Irvine*

Cognitive Strategy Use: A Longitudinal Study. *Tina Matuchniak, University of California - Irvine; Monica Yoo, University of California - Berkeley*

Observing Teachers for Fidelity and Quality of Instruction: Challenges and Opportunities. *Matthew Pearson, DePaul University*

Discussant:

P. David Pearson, University of California - Berkeley

75.033. Building a Relational Learning Community in Professional Development. Division K - Teaching and Teacher Education; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 8
12:25 pm to 1:55 pm

Chair:

Miriam B. Raider-Roth, University of Cincinnati

Participants:

Destabilized Relationships: A Catalyst for Growth and Learning. *Vicki Stieha, Northern Kentucky University*

Sonya and Matt: Two Stories of Encounters With "Challenging" Text Study Practices. *Carrie Anne Turpin, University of Cincinnati*

Triggering Cultural Life Stories: The Intersection of Culture, Identity, and Text. *Mark Kohan, University of Cincinnati*

A Relational Learning Community in Action: Reintegration and Transformation. *Miriam B. Raider-Roth, University of Cincinnati*

Discussant:

Sharon Feiman-Nemser, Brandeis University

75.034. Reflection and Other Forms of Mentoring Support for New Teachers.

Division K - Teaching and Teacher Education; Paper Session
New Orleans Marriott, Second Level, La Galerie 1
12:25 pm to 1:55 pm

Chair:

Sheri Ann Dorn-Giarmoleo, Claremont Graduate University

Participants:

K-16 Professional Learning Communities: Further Evidence of the Impact on Teaching Practice and Student Learning. *Judith A. Monsaas, University of Georgia; Janet Nyakerario Mogusu, Jackson State University; Beryl Ann Bray, University of Georgia*

New York City Teaching Fellows: Navigating Gaps Between Vision and Practice in Special Education. *Eliza S. Engelberg, Teachers College*

Reflecting Processes: An Approach to Research and Discovering Learning Outcomes in a Peer-Mentoring Project. *Kristen Chorba, Kent State University; Anne B. Morrison, Kent State University*

Subjectivities at Stake in Professional Development: Teacher and Researcher Performative Repetitions in Interviews. *Sophia Sarigianides, Westfield State University*

The Interaction Between Group Processes and Personal Professional Trajectories in a Professional Development Community for Teacher Educators. *Linor Hadar, University of Haifa; David Brody, Efrata Teachers' College*

Discussant:

Rosalyn L. Lehman, University of Wisconsin - Milwaukee

75.035. Taking a Closer Look at the Performance Assessment of Preservice Teachers. Division K - Teaching and Teacher Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 4
12:25 pm to 1:55 pm

Chair:

Etta R. Hollins, University of Missouri - Kansas City

Participants:

Assessing Preservice Teachers Before Certification: Perspectives on the Performance Assessment for California Teachers (PACT). *Patrick Newell, University of California - Davis; Irina S. Okhremtchouk, University of California - Davis; Rebecca Rosa, University of California - Davis; Pauline V. Holmes, University of California - Davis*

Use of Standards in Assessment of Teacher Candidates: Purposes Fulfilled and Untapped Potentials. *Ruchi Bhatnagar, Georgia State University*

Discussant:

Jamy Stillman, University of Southern California

75.036. What Do You Mean “Teaching for Social Justice”? Different Conceptions in Social Justice Teacher Education. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, La Galerie 2
12:25 pm to 1:55 pm

Chair:

Kenneth Zeichner, University of Washington

Participants:

Enacting Compassionate, Critical, Justice-Oriented Teacher Education. *Hilary Gehlbach Conklin, DePaul University*

Playing Well With Others: Redistributing Knowledge, Roles, and Relationships in a Social Justice Teacher Education. *Mary Klehr, Madison Metro School District/University of Wisconsin*

“Mathematics as Unneutral”: Teaching as a Political Act. *Courtney Koestler, The University of Arizona*

Podcasting for Social Justice? *Connie North, University of Maryland - College Park*

Seeing With New Eyes: The Power of Equity Audits in Teachers’ Commitment to Social Justice. *Katy Swalwell, University of Wisconsin - Madison*

Discussant:

Kenneth Zeichner, University of Washington

75.037. Transforming Education Under Mayoral Control: The Case of New York City. Division L - Educational Policy and Politics; Symposium
Sheraton, Fourth Level, Edgewood
12:25 pm to 1:55 pm

Chair:

Jennifer A. O’Day, American Institutes for Research

Participants:

Leadership and Governance in New York City School Reform. *Paul Hill, University of Washington*

Parent and Community Engagement and the Sustainability Challenge. *Eva Gold, Research for Action; Jeffrey R. Henig, Teachers College, Columbia University; Marion Orr, Brown University; Megan Silander, Teachers College, Columbia University; Elaine Simon, University of Pennsylvania*

Financing K-12 Education in the Bloomberg Years: 2002-2008. *Leanna Stiefel, Wagner Graduate School of Public Service; Amy E. Schwartz, New York University*

Managing for Results at the New York City Department of Education. *Stacey Childress, Harvard University; Monica Higgins, Harvard University; Ann Ishimaru, Harvard University; Sola Takahashi, Harvard University*

New York City Education Reform Retrospective - Trends in Student Outcomes: 1999-2009. *James J. Kemple, New York University*

Discussant:

Charles M. Payne, University of Chicago

75.038. Using Value-Added to Improve Teaching and Learning: Promises and Pitfalls. Division L - Educational Policy and Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom I
12:25 pm to 1:55 pm

Chair:

Douglas N. Harris, University of Wisconsin - Madison

Participants:

Value-Added Measures of Educator Performance: Clearing Away the Smoke and Mirrors. *Douglas N. Harris, University of Wisconsin - Madison*

Using Value-Added in Charlotte-Mecklenburg. *Andrew D. Baxter, University of North Carolina - Charlotte*

Using Value-Added in Fort Worth. *Shana Michele Shaw, Harvard Strategic Data Project*

Using Value-Added in Milwaukee. *Deborah L. Lindsey, Milwaukee Public Schools, Wisconsin*

Discussant:

Susan M. Johnson, Harvard University

SIG Sessions

75.039. Shifts in Participation and Identities of Latino Students in Computer-Mediated Environments. SIG-Bilingual Education Research; Symposium
Sheraton, Third Level, Napoleon Ballroom B2
12:25 pm to 1:55 pm

Chair:

Carmen L. Medina, Indiana University - Bloomington

Participants:

Digital Literacies and Literature: Creating Hybrid Learning Contexts for Latino Students. *Carmen M. Martinez-Roldan, University of Texas - Austin*

“¿Te Acuerdas Como Te Enseñé?” Documenting Learning and Participation in La Clase Mágica. *Christian Ellen Zuniga, University of Texas - Austin*

Who Am I? Who Can I Become? *Eydie Lugo, University of Texas - Austin*

The Use of Mobile Learning for Middle School English Language Learners. *Jennifer Wivagg, University of Texas - Austin*

Discussant:

Olga A. Vasquez, University of California - San Diego

75.040. Marginalized Voices: Working Toward Resistance and Social Justice. SIG-Critical Educators for Social Justice; Paper Session
Sheraton, Third Level, Napoleon Ballroom B1
12:25 pm to 1:55 pm

Chair:

Rosemary A. Blanchard, California State University - Sacramento

Participants:

Blinded by the (White) Light: A Critical Examination of Whiteness in the Context of Urban Aboriginal Education. *Brooke Costello, Lakehead University; Marc Roderick Higgins, Lakehead University*

Ghetto Rules: The Culture of Poverty Reloaded. *Monique Rise Redeaux, University of Illinois - Chicago*

New Voices in the Old South: Latino Immigrant Students’ Experiences at One Georgia Middle School. *Lucy Bush, Mercer University*

The Fallacy of Repossessing the Dispossessed: Citizenship Education With Incarcerated Youth. *Debbie Sonu, Hunter College - CUNY*

Vice Provost Initiative for Pre-College (VIP) Scholars: A Program for Resistance Through Library Curriculum. *Neshamah Keetin, University of California - Los Angeles; Jonli Tunstall, University of California - Los Angeles*

75.041. Early Childhood Vocabulary Learning: From Child Development to Professional Development. SIG-Early Education and Child Development; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 6
12:25 pm to 1:55 pm

Chairs:

X. Christine Wang, University at Buffalo, SUNY

Tanya M. Christ, Oakland University

Participants:

A Case Study of an English Language Learner’s Vocabulary Development Through Peer Interactions in a Universal Pre-Kindergarten Class. *Ersay Erdemir, University at Buffalo - SUNY*

The Effect of Fiction and Nonfiction Read-Alouds and Extension Activities on the Vocabulary of Head Start Children. *Rebecca Deffes Silverman, University of Maryland - College Park; Jennifer DiBara Crandell, Salem State College*

Training Head Start Teachers to Promote Children’s Vocabulary Through Book Reading. *Annemarie H. Hindman, Temple University; Barbara Wasik, Temple University*

Fostering a Community of Practice to Support Head Start Teachers’ Vocabulary Instruction. *X. Christine Wang, University at Buffalo, SUNY; Tanya M. Christ, Oakland University*

Discussant:

Barbara Diane DeBaryshe, University of Hawaii

75.042. Les Enfants: Experiences of Environment and Community in and out of School. SIG-Environmental Education; Paper Session
JW Marriott, Third Level, Orleans
12:25 pm to 1:55 pm

Chair:

Carol B. Brandt, Virginia Polytechnic Institute and State University

Participants:

Having a Significant Other Place: Exploring Tensioned Sense of Place of Urban Youth. *Miyoun Lim, Georgia State University*

Unearthing an Educator’s Ecological Niche. *Cynthia Christina Coleman, University of the Pacific*

Student Perceptions of Outdoor Educational Experiences. *Cynthia Edlund, Walden University*

Youth Participation in Environmental Action Projects: Building Capacity for Community Leadership. *Robert B. Stevenson, James Cook University*

75.043. Understanding the Disenfranchisement of Latino Males: Contemporary Perspectives on Cultural and Structural Factors. SIG-Hispanic Research Issues; Symposium
Sheraton, Fourth Level, Southdown

12:25 pm to 1:55 pm

Chair:

Aida Hurtado, University of California - Santa Cruz

Participants:

The Economic, Educational, and Health Status of Latino Males. *Edward Fergus, New York University*Anchoring the Measurement of Machismo and Latino Male Identity in Contemporary Definition and Theory. *Maria Felix-Ortiz, University of the Incarnate Word*Creating Spaces for Holistic Resistance: Walking Social Justice With Chicano Youth. *Marcos Pizarro, San José State University*Undocumented Latino Youth Strategizing for Access to Higher Education. *Christina Gomez, Northeastern Illinois University*

Discussant:

*Pedro A. Noguera, New York University***75.044. Education and Economic Development.** SIG-International Studies; Paper Session

Sheraton, Third Level, Napoleon Ballroom D

12:25 pm to 1:55 pm

Chair:

*Stephen P. Heyneman, Vanderbilt University**Sharon Anne O'Connor-Petruso, Brooklyn College - CUNY*

Participants:

An Investment in Education in Vietnam: A Study of Return and Education Choice. *Haoyi Zhao, Kobe University*Educational Policies for Raising National Economic Competitiveness: Perceptions, Measurements, and Practice. *Pasi Sahlberg, CIMO; Jens Johansen, ETF*Quality of Education, Comparability, and Assessment Choice in Developing Countries. *Daniel A. Wagner, University of Pennsylvania*Is Indonesia's Rate of Return to Education Changing? *Victor James Sensenig, The Pennsylvania State University***75.045. Advancing the Educational Achievement of Black Males.** SIG-Research

Focus on Black Education; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 2

12:25 pm to 1:55 pm

Chair:

Scott L. Graves, Bowling Green State University

Participants:

Engaging African American Males for Educational Success. *Robin L. Hughes, Indiana University - Indianapolis; Mark Giles, Miami University; Demetrees Lee Hutchins, Indiana University; Timberly Louise Baker, Indiana University; Khaulha Murtadha, Indiana University/Purdue University at Indianapolis*Longitudinal Factors Related to High-Achieving African American Males in Special Education: A National Study. *Kenneth Alonzo Anderson, Howard University*New Visions of Collective Achievement: African American Males' Cross-Generational Schooling Experiences. *Darrell C. Hucks, Keene State College*The African American Male Advancement Via Individual Determination Initiative: A Study of Implementation and Impact on Student Aspirations and Performance. *Karen M. Watt, University of Texas - Pan American; Jeffery J. Huerta, University of Texas - Pan American; Patricia Reyes, University of Texas - Pan American; Cynthia Sanchez, University of Texas - Pan American; Ayssa Alahif, University of Texas - Pan American***75.046. Extending, Expanding, and Applying the Construct of Mathematical****Knowledge for Teaching.** SIG-Research in Mathematics Education;

Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 9

12:25 pm to 1:55 pm

Chair:

Joanne Lobato, San Diego State University

Participants:

Middle School Teachers' Knowledge of Proportional Reasoning for Teaching. *Joanne Lobato, San Diego State University; Erik D. Jacobson, University of Georgia; Bridget Druken, San Diego State University; Chandra H. Orrill, University of Massachusetts - Dartmouth*Tracing Professional Development to Practice: Understanding the Role of Mathematical Knowledge for Teaching (MKT) in One Teacher's Instructional Decisions. *Chandra H. Orrill, University of Massachusetts - Dartmouth; Julie Kittleson, University of Georgia*

Developing a Framework for Mathematical Proficiency in Teaching Secondary

Mathematics. *Rose M. Zbiek, The Pennsylvania State University*Using a Professional Development Environment to Examine Teacher Learning of the Equipartitioning Learning Trajectory. *Paola Setajin, North Carolina State University; Jere Confrey, North Carolina State University; Holt Wilson, North Carolina State University; Cyndi Edgington, North Carolina State University*

Discussant:

*Patrick W. Thompson, Arizona State University***75.047. Factors That Influence English as a Second Language Learners' Reading Development.** SIG-Research in Reading and Literacy; Paper Session

Doubletree, Second Level, Shadows

12:25 pm to 1:55 pm

Chair:

Jill Fitzgerald, University of North Carolina - Chapel Hill

Participants:

Is Oral-English Ability Related to Young Latinos' English-Reading Trajectory? *Sandra Garcia, University of North Carolina - Chapel Hill; Steven J. Amendum, North Carolina State University; E. Jackie Relyea-Kim, University of North Carolina - Chapel Hill; Jill Fitzgerald, University of North Carolina - Chapel Hill*Effects of Language-Enriched Phonological Awareness Instruction on Phonological Awareness, Oral Language Proficiency, and Word Reading of Chinese English-as-a-Second-Language Kindergarteners. *Susanna Siu Sze Yeung, The Hong Kong Institute of Education; Carol K. Chan, University of Hong Kong*Influences of English Language Learners' Reading Motivation and Home Literacy Activities on Reading Achievement. *Pei-Jung Cho, University of Missouri - Kansas City; Youfu Wei, University of Missouri*Immigration, Globalization, and Second Language Literacy Development. *Mary Esther Huerta, Texas State University - San Marcos; Bertha Perez***75.048. Classroom Climate, Student Connections, and Outcomes.** SIG-School

Community, Climate, and Culture; Paper Session

Sheraton, Fourth Level, Gallier

12:25 pm to 1:55 pm

Chair:

Amy E. Swain, University of North Carolina - Chapel Hill

Participants:

Family Worlds, High Schools, and Opportunity Structures: Voices of Academic Students. *Mandira Raksit, University of Toronto*Military Connected Schools: Community, Family, School, and Individual Factors That Impact Social and Academic Outcomes. *Kris M. De Pedro, University of Southern California; Ron Avi Astor, University of Southern California; Joey Nuñez Estrada, University of Southern California; Rami Benbenishty, Bar-Ilan University; Gabrielle R. Dejoie Smith, University of Southern California*The Relationship Between School Climate and Key Educational Outcomes for Urban Middle School Students. *Adam Voight, Vanderbilt University; Carol Nixon, Edvantia, Inc.; Maury Nation, Vanderbilt University***75.049. Effective Science Teaching for English Language Learners.** SIG-Science

Teaching and Learning; Symposium

New Orleans Marriott, Second Level, Preservation Hall Studio 1

12:25 pm to 1:55 pm

Chair:

Jerome M. Shaw, University of California - Santa Cruz

Participants:

Conceptual Framework for Effective Science Teaching for English Language Learners (ESTELL). *Trish Stoddart, University of California - Santa Cruz*Establishing a Science Methods Course With a Focus on English Language Learners in Three Different Universities. *Alberto J. Rodriguez, San Diego State University*Measuring Novice Teacher Knowledge, Beliefs, and Practices in Effective Science Teaching for English Learners. *Jorge L. Solis, University of California - Santa Cruz*Preservice Teacher Dispositions and Practices About Effective Science Instruction for English Learners. *Marco A. Bravo, Santa Clara University; Eduardo Mosqueda, University of California - Santa Cruz*

Discussants:

*Okhee Lee, University of Miami**Sharon J. Lynch, The George Washington University*

75.050. Quality Education as a Constitutional Right: Creating a Grassroots Movement to Transform Public Schools. SIG-Urban Learning, Teaching, and Research; Symposium
Sheraton, Second Level, Rhythms Ballroom II
12:25 pm to 1:55 pm

Chairs:

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

Participants:

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

Division and SIG Roundtables

75.051. Roundtable Session 55; Roundtable Session

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

Chair:

RoSusan D. Bartee, The University of Mississippi

Participants:

Bridging the Gap Between Theory and Practice: An Intra-Educational Analysis of Capital and Its Diverse Forms for Educational Opportunity and Attainment. *Susan S. McClelland, The University of Mississippi*
Mathematics Matters: Policies and Practices That Impact Access to and Outcome in the K-12 Pipeline. *Lecretia A. Buckley, Jackson State University*
Capital Gains and Losses: The Roles of Political, Social, and Cultural Capital in School Reform and School Access. *Sheneka M. Williams, University of Georgia; Robert W. Gaines, University of Georgia*
Legal Information as a Source of Social Capital: The Need for Broad and Sustained Engagement in School Policy Affairs. *Mario Sergio Torres, Texas A&M University*

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

Chair:

Liz Barber, North Carolina A&T State University

Participants:

Cognitive Load, Experiential Learning, and Principal's Work: Leadership and Cognition in the United States and Taiwan. *Yi-Hwa Liou, University of Wisconsin - Madison; Kent D. Peterson, University of Wisconsin - Madison*
The Global Spread of Education Policy: Leading Schools With Borrowed Practice? *Cathryn S. Magno, Southern Connecticut State University*
Using Cross-Cohort Analysis to Inform Program and Assessment Design in Educational Leadership. *Frederick Chaim Buskey, Western Carolina University; Meagan Karvonen, Western Carolina University; Eric M. Pitts, Western Carolina University*
"Not Prepared to Say": An Emerging Method for Bridging School Leader Preparation and Practice. *Benjamin H. Dotger, Syracuse University*

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

Chair:

Ellen W. Eckman, Marquette University

Participants:

A Leadership Learning Community: A Tri-Level Professional Development Approach to Creating a Community of Practice. *Mitzi P. Trahan, University*

of Louisiana - Lafayette; Dianne F. Olivier, University of Louisiana - Lafayette
Cognitive Dimensions of Leadership Development Expertise: A Mixed-Method Analysis. *Comfort O. Okpala, North Carolina A&T State University; Linda B. Hopson, North Carolina A&T State University; Bernadine Chapman, North Carolina A&T State University; Edward Fort, North Carolina A&T State University*

Evaluating Instruments for Assessing the Performance of School Leadership Candidates. *Ronald H. Heck, University of Hawaii - Manoa*

The Competence Profile School Management: Development and Evaluation (Psychometric Analysis and Social Validity) of an Online Self-Assessment Inventory for School Leaders. *Stephan Gerhard Huber, Institute for the Management & Economics of Education; Marius Schwander, University of Teacher Education Central Switzerland; Lea Kreienbühl, University of Teacher Education Central Switzerland; Esther Kaufmann, University of Teacher Education Central Switzerland*

75.051-4. Student Achievement, Characteristics, Participation, and Persistence.

Division A - Administration Organization & Leadership; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:25 pm to 1:55 pm

Chair:

Rema Ella Reynolds, University of California - Riverside

Participants:

Changed Learning Through Changed Space: When Can a Participatory Approach Challenge Preconceptions and Alter Practice? *Pamela Woolner, Newcastle University; Sheila Irene McCarter, Suffolk County Council; Elaine Hall, Newcastle University; Kate Wall, Newcastle University; Steven Edward Higgins, Durham University*

Hispanic Student Achievement and Elementary School Size: A Multiyear Statewide Analysis. *Pamela Zoda, Conroe Independent School District; John R. Slate, Sam Houston State University; Julie P. Combs, Sam Houston State University*

Impact of Participation in Dual Enrollment on Persistence and Academic Achievement at a Community College. *Florinda Correa, Victoria College; Kamiar Kouzekanani, Texas A&M University - Corpus Christi*

The Differential Likelihood and Impact of Arrest by School Characteristics. *Christopher C. Weiss, Columbia University; Elizabeth Christine Baker-Smith, Columbia University*

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

Chair:

Adriana Villavicencio, New York University

Participants:

Caring in Action: Meeting Individual Student Needs via a Teacher-Led Charitable Foundation. *Joanne M. Marshall, Iowa State University*
Examining Academic and Social Outcomes of a Community-Based Intervention for Homeless and Highly Mobile Families. *Peter Michael Miller, University of Wisconsin - Madison; Kerri Tobin, Vanderbilt University*

School and Business Collaboration for Educational Change: Moral Leadership and the Role of the Superintendent. *Jeffrey V. Bennett, The University of Arizona; Tiffany McKee, The University of Arizona*

The Principal's Role in Facilitating Inclusive School Environments. *Mike Parr, Nipissing University*

The Uncritical Embrace of Parental Involvement as a School Improvement Strategy: Lessons From Latino-Impacted Schools in a Midwestern State. *Daisy Denise Alfaro, University of Washington; Gerardo R. Lopez, Indiana University*

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

Chair:

Paula M. Short, Tennessee Board of Regents

Participants:

Preparing Effective Mentors in a Standards-Based School Leadership Development Program. *Stuart Ives Carrier, National-Louis University; Carol A. Burg, National-Louis University*

Teacher Instructional Leadership in Context, a Comparative Case Study. *Joanna Michelson, University of Washington*

Teachers Learn to Lead in the Classroom: An Action Research Model. *Leena S. Furtado, California State University - Dominguez Hills*

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

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

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

Chair:

Charol Shakeshaft, Virginia Commonwealth University

Participants:

Why Women Leave: The Stories of Women Superintendents Who Exit. *Kerry Kathleen Robinson, Virginia Commonwealth University*

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

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

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

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

Chair:

Jennifer F. Samson, Hunter College- CUNY

Participants:

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

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

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

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

75.051-9. Research on the Education of Asian and Pacific Americans: Roundtable Session 2. SIG-Research on the Education of Asian and Pacific Americans; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
12:25 pm to 1:55 pm

Chair:

Rachel Endo, Hamline University

Participants:

"I Don't Want to Be an Accountant, but Do I Have a Choice?" Asian Americans, Occupational Segregation, and Career Development. *OiYan A. Poon, University of Massachusetts - Boston*

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

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

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

Participants:

Methodological Issues in Field-Based Digital Ethnography: The Case of an After-

School Media Program. *Dino Sossi, Teachers College, Columbia University*

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

What's in a Place? Rural Media Literacy in Appalachia. *Damiana Gibbons, University of Wisconsin - Madison*

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

Chair:

Kun Huang, University of Oklahoma

Participants:

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

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

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

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

Chair:

Julius Davis, Bowie State University

Participants:

Compliment or Harassment? Male Students' Perceptions of Sexual Harassment in High School. *Regina E. Rahimi, Armstrong Atlantic State University; Delores D. Liston, Georgia Southern University*

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

Hip-Hop and Critical Engagement: Constructing Knowledge, Promoting Social Change. *Isaura Betzabe Pulido, Illinois State University; Jung E. Kim, Lewis University*

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

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

Chair:

Sandra J. Wolf, Lakehead University

Participants:

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

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

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

75.052. Roundtable Session 56; Roundtable Session

75.052-1. Emerging Methodologies and Epistemologies in Qualitative Research. SIG-Qualitative Research; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Sarah A. Robert, University at Buffalo - SUNY

Participants:

Shadowflexion: An Emergent Methodology. *Jeremy Orloff, Indiana University*

Answers in Research as Transitions and Openings. *Mirka E. Koro-Ljungberg, University of Florida; Timothy Michael Barko, University of Florida*

What Is Critical in Critical Qualitative Research in Education? *Mustafa Sever, Ankara University*

75.052-2. Strengthening the Pipeline of Highly Qualified Teachers of Black Students. SIG-Research Focus on Black Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Mary E. Dilworth, National Board for Professional Teaching Standards

Participants:

An Education Research Response to Obama's Call for Recruiting "an Army of New Teachers" for America: Pathway Stories of African American Secondary Science, Technology, Engineering, and Mathematics Teachers From Historically Black Colleges and Universities. *Kimberley E. Freeman, Howard University; Cynthia Eileen Winston, Howard University*

Black Males' Positive Perceptions of Educational Leaders: Case for Continuity and Congruence in Education Environments. *Kevin Anthony Dougherty, University of California - Los Angeles; John L. Taylor, The University of Arizona*

Not Just Anotha Brotha: Acquiring Cultural and Social Capital Through Relationships With Black Male Teachers. *Curtis Lavern Lewis, Michigan State University*

"I Want to Do the Right Thing but What Is It?" White Teachers' Experiences With African American Students. *Malik S. Henfield, University of Iowa*

75.052-3. A Roundtable Discussion: Insight Into Beginning Reading Instruction.

Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Kristina N. LaVenita, Florida State University

Participants:

Are Your Kids Good Readers? Since When? Importance of Early Mastery of Basic Reading Skills. *Erin Chaparro, University of Oregon; Kelli Cummings, University of Oregon; Yonghan Park, University of Oregon; Jorge Preciado, Seattle Pacific University*

Can Word-Families Flashcards Facilitate Acquisition of Word Recognition Skills in Kindergarteners? *Cheryl C. Durwin, Southern Connecticut State University; Dina L. Moore, Southern Connecticut State University*

Helping Students Succeed: A Tutoring Program to Help Struggling Students Improve Reading Comprehension and Motivation. *Amy W. Thornburg, Queen's University of Charlotte; Suzanne E. Horn, Queens University of Charlotte*

More Than Good Intentioned Help: Impacts of Volunteer Tutoring on Struggling Elementary Readers. *Eunjo Jung, Syracuse University; Victoria J. Molfese, University of Louisville; Ann E. Larson, University of Louisville*

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

Chair:

Phyllis Underwood, Florida State University

Participants:

Moving Picture Books: Moving Children's Incidental Learning Through E-Books. *Anne McGill-Franzen, University of Tennessee; Maria Cahill, Texas Woman's University*

Qualitative Findings From an Upper Elementary Grade Formative Experiment in Comprehension Vocabulary Instruction. *Patrick C. Manyak, University of Wyoming; Heather Peterson, University of Wyoming*

"Build With What They Have": Constructing New Spaces for Writing in a Fourth-Grade Classroom. *Melissa Mosley, University of Texas - Austin; Katie Peterson, University of Texas - Austin; Nathaniel Uriah Weber, University of Texas - Austin; Nicholas Solis, Hillcrest Elementary School*

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

Chair:

Aaron Doering, University of Minnesota

Participants:

Preliminary Evidence for the Effectiveness of an Agent-Based Creativity Support Tool. *Yoon Jeon Kim, Florida State University; Amy L. Baylor, Florida State University*

Children's Identity: Learning in the Virtual Worlds of Sims 2 and Harry Potter.

Sara Cortés, University of Alcalá; Rut Martínez Borda, University of Alcalá; Pilar Lacasa, University of Alcalá

The Role of Student Gender for Determining the Impact of a Pedagogical Agent. *Yanghee Kim, Utah State University; Jae Hoon Lim, University of North Carolina - Charlotte*

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

Chair:

Denise L. Lindstrom, Fairmont State University

Participants:

A Study on Faculty's Use of Social Media in Teaching and Learning. *Baiyun Chen, University of Central Florida; Thomas Bryer, University of Central Florida*

A Literature Review of Podcasts in Higher Education. *Bryce L. Walker, The George Washington University; Natalie B. Milman, The George Washington University*

Not Ready for School Time: High School Students' Experiences With an iPad E-Book Reader. *Ting Yuan, Teachers College, Columbia University; Hui Soo Chae, Teachers College, Columbia University; Gary J. Natriello, Teachers College, Columbia University*

Investigating a 21st-Century Learning Environment: Implementation, Impact, and Lessons Learned. *Harouna Ba, Educational Development Center, Inc.*

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

Chair:

Evrin Baran, Iowa State University

Participants:

Can a Video Game Teach Academic Vocabulary? *Raquel C. Sanchez, Berkeley Policy Associates; Kevin A. Gee, Brown University; Hans Bos, Berkeley Policy Associates; Castle Sinicrope, Berkeley Policy Associates*

Exploring Skills and Attitudes Toward Online Reading: Analyzing the Survey of Online Reading Dispositions. *S. Michael Putman, Ball State University*

STEPS to Literacy: Developing a Digital Writing Space for Emergent Bilingual Adolescents. *Charles K. Kinzer, Teachers College, Columbia University; Jo Anne Kleifgen, Teachers College, Columbia University; Briana Ronan, Columbia University; Kristin Gorski, Columbia University; Caitlin Nagle, Columbia University; Karen Velasquez, Columbia University*

Using Games to Support the Practice of Argumentative Discourse Skills on Ethical Issues. *Karen Lori Schrier, Columbia University; David Shaenfield, Teachers College, Columbia University*

A Comparison of Traditional Expository Narrative Documentary and Critical Ciné-Ethnography Products as Research Outcomes. *Jonathan Gratch, University of North Texas; Scott Joseph Warren, University of North Texas; Anjum Najmi, University of North Texas; Deborah Blackwell, University of North Texas; Leila Mills, University of North Texas; Shelly Zhu, University of North Texas; Amy Trombley, University of North Texas; Mary A. Fuller, University of North Texas; Jennifer Lee, University of North Texas*

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

Chair:

Robert J. Tierney, The University of Sydney

Participants:

The Effect of Segmentation on Immediate and Delayed Knowledge Transfer in a Multimedia Learning Environment. *Gina J. Mariano, Troy University*

The Impact of Computer Programming on Sequencing Ability in Early Childhood. *Elizabeth R. Kazakoff, Tufts University; Marina U. Bers, Tufts University*

Technology Use and Student Outcomes: An Empirical Examination of Research Approaches. *Jing Lei, Syracuse University*

Examining Evaluation Structures in Adaptive Web-Based Learning Environments. *Raymond Flores, Texas Tech University; Ismahan Arslan-Ari, Texas Tech University; Fatih Ari, Texas Tech University; Fethi A. Inan, Texas Tech University*

75.052-9. Studies of Teachers' Learning in Social Studies. Division C - Learning and Instruction; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
12:25 pm to 1:55 pm

Chair:

Janet E. Alleman, Michigan State University

Participants:

Lesson Study: Understanding Student Learning. *Natalie Bolton, University of Missouri - St. Louis*

Praxis and the Preservice Teacher: Breaking With Hegemony. *Caroline C. Sullivan, Georgia State University; Jane Marie Saunders, Texas State University - San Marcos*

Preservice Teachers' Perceptions of Initial Experiences in Teaching Democratic Citizenship Education to Elementary Students. *Janie Daniel Hubbard, The University of Alabama; Cynthia S. Sunal, The University of Alabama; Sharon Ross, The University of Alabama; Lynn A. Kelley, University of West Alabama*

75.052-10. Roundtable Session: Science Teachers, Curricula, and Teaching.

Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Alexandra Olivia Santau, Duquesne University

Participants:

Alignment of the Grade 12 Physical Sciences Examination and the Core Curriculum in South Africa. *Nazeem Edwards, Stellenbosch University*

Inquiry-Oriented Teaching Skills and Research Skills: Competing or Compatible Skills? *David F. Feldon, University of Virginia; Cindy K. Stiegelmeier, University of South Carolina*

The Development of Mathematics and Science Teacher Efficacy During an Alternative Middle Grades Certification Program. *Diane Jass Ketelhut, Temple University; Kristie Jones Newton, Temple University*

Why Are We Sharing Our Teachers? Urban Museum and University Preparing Urban Science Teachers. *Maritza B. Macdonald, American Museum of Natural History; Angela M. Kelly, Lehman College - CUNY; Adriana E. Aquino-Gerard, American Museum of Natural History; Gillian Ursula Bayne, Lehman College - CUNY*

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

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Felicia Moore Mensah, Teachers College, Columbia University

Participants:

Examination of Factors Contributing to Effective Knowledge Organization in Organic Chemistry. *Jennifer Kim, Stanford University; Kiruthiga Nandagopal, Stanford University; Enrique Lopez, Stanford University; Evan Szu, Stanford University; Richard J. Shavelson, Stanford University*

Helping Students Solve Physics Problems Conceptually: The Impact of Collaborative Tagging in a Smart Classroom Environment. *Michelle Lui, OISE/University of Toronto; Mike Tissenbaum, University of Toronto; James D. Slotta, University of Toronto*

The Development of Knowledge Organization in Undergraduate Organic Chemistry: An Investigation Examining Underrepresented Minorities. *Enrique Lopez, Stanford University*

What Secondary Science Classrooms Gained From Technological Design: A Meta-Analysis. *Barbara J. Pellegrini, Step Consulting; Kate Heroux, Loyola University Chicago*

75.052-12. Roundtables: Cognition, Epistemology, and Comprehension.

Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Fernand Gervais, Laval University

Participants:

Thinking Styles and Conceptions of Creativity of University Students. *Chang Zhu, Vrije Universiteit Brussel, Belgium; Li-Fang Zhang, University of Hong Kong*

Ways of Knowing Malleability Across Social Contexts. *Marlene A. Schommer-Aikins, Wichita State University; Marilyn K. Easter, San José State University*

The Effects of Mood on Moment-by-Moment Text Comprehension. *Catherine M. Bohn-Gettler, Wichita State University; David Rapp, Northwestern University*

Reading Comprehension Assessment: A Case of Misalignment. *Taslima Rahman, University of Maryland - College Park; Patricia A. Alexander, University of Maryland; Robert J. Mislevy, ETS; Emily W. Fox, University of Maryland*

Effects of Initial Mental Model Construction on Mental Model Development, Performance, Intrinsic Motivation, and Metacognition in a Task-Centered Learning Environment. *Aaron Kim, Florida State University; J. Michael Spector, University of Georgia; Valerie J. Shute, Florida State University*

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

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Joseph Leo Zawicki, Buffalo State College - SUNY

Participants:

Arranging Climate Maps for Comparative Purposes. *Michael Urban, Bemidji State University*

Environmental Actions Initiated by Grade 5 Students in Response to Learning About Climate Change. *Azza Sharkawy, Queen's University; Richard J. Reeve, Queen's University*

Peer Influence on Uncertainty Management in Collaborative Robotics Projects. *Michelle Jordan, Arizona State University*

Why Do Students Construct Unconventional Scales for Graphs? *Cesar Delgado, University of Texas - Austin; Margaret Marie Lucero, University of Texas - Austin*

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

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Kimberly Marie Sheridan, George Mason University

Participants:

Toward an Embodied Liberal Arts. *Jonathan W. Miller-Lane, Middlebury College*

An Emerging Alternative Teaching-Learning Framework for Arts Education in a School Setting, Drawing On "Connoisseurship and Criticism": The Creative Workshop as a Model for Class Work. *Naomi Katsura, Toyo University*

75.052-15. Roundtable Session: Fostering Engagement in Science Learning.

Division C - Learning and Instruction; Roundtable Session

Sheraton, Fifth Level, Grand Ballroom D

12:25 pm to 1:55 pm

Chair:

Mogege David Mosimege, Northwest University

Participants:

An Examination of Instructional Activities in Elementary Science Texts: Promoting Scientific Communication. *Julianne Maner Coleman, The University of Alabama; Marion J. Goldston, The University of Alabama; John A. Dantzer, The University of Alabama - Birmingham*

Connecting Young Learners With the World of Emerging Science: A Design-Oriented Case Study. *James G. Buell, University of Illinois*

Science Teaching and Learning Activities and Students' Engagement in Science. *Gillian M. Hampden-Thompson, University of York*

Socially Entrepreneurial Teachers: Creating Scientific Engagement Through Social Outreach. *Jeanne Koehler, Illinois Wesleyan University; Liora Bresler, University of Illinois*

The Activated Science Learner: A Theoretical Framework for Studying Science Learning Opportunities for Children. *Rena Dorph, University of California - Berkeley; Kevin Crowley, University of Pittsburgh; Christian D. Schunn, University of Pittsburgh; Kristin Nagy Catz, University of California - Berkeley; Vanessa Beth Lujan, University of California - Berkeley; Scott M. Randol, University of California - Berkeley; Juna Z. Snow, University of California - Berkeley; Maia Werner-Avidon, University of California - Berkeley; Meghan Bathgate, University of Pittsburgh; Lisa Brahms, University of Pittsburgh*

Tuesday, 12:30 pm

Governance Meetings and Events

76.001. AERA 2012 Annual Meeting Program Committee: Closed Meeting.

AERA Governance; Governance Session
New Orleans Marriott, Fourth Level, Balconies IJ
12:30 pm to 5:00 pm

Chairs:

Arnetha F. Ball, Stanford University
Cynthia A. Tyson, The Ohio State University

Tuesday, 1:00 pm

AERA Related Activities

77.010. AERA Grants Program Dissertation Grantee Capstone Conference

(Day 1 of 2). AERA Related Activities; Workshop
New Orleans Marriott, Fourth Level, Balconies MN
1:00 pm to 7:00 pm

Tuesday, 2:15 pm

Committee Sessions

78.010. Deconstructing Student Diversity for Schooling Equity: A Critical Discussion of Educational Research to Reinvent Language Policy.

Committee on Scholars of Color in Education; Symposium
Sheraton, Third Level, Napoleon Ballroom B3
2:15 pm to 3:45 pm

Chair:

Virginia M. Gonzalez, University of Cincinnati

Participants:

Access to High-Quality Teachers and Teaching for Diverse Students. *Liliana Minaya-Rowe, Johns Hopkins University*
Negotiating Inequities in School Practices for English Language Learners in the Wake of Federal, State, and Local Mandates: Listening to Teachers' Stories. *Sharon H. Ulanoff, California State University - Los Angeles*
Developing the Necessary Attributes for Becoming Culturally Efficacious Mathematics and Science Teachers. *Belinda Bustos Flores, University of Texas - San Antonio*

Discussant:

Carol D. Lee, Northwestern University

Division Sessions

78.011. Rethinking Schools, Rethinking Leadership. Division A - Administration

Organization & Leadership; Paper Session
Sheraton, Second Level, Rhythms Ballroom II
2:15 pm to 3:45 pm

Chair:

Sylvia Mae Roberts, City College of New York - CUNY

Participants:

New Schools and the Teacher Labor Market in New York City. *Matthew Kasman, Stanford University; Susanna Loeb, Stanford University*
Creating Technology-Enriched Learning Communities for Teacher and Student Learning. *Leslie Ann Williams, University of Oklahoma; Linda Atkinson, University of Oklahoma; Jean Cate, University of Oklahoma; Gregg A. Garn, University of Oklahoma*
Leveraging More Time for Whole-School Reform. *David A. Farberman, National Center on Time and Learning*
Predicting Chronically Underperforming Schools Nationally: Further Lessons From Chicago. *Justin Baer, National Education Association; Michaela Gulemetova; Rex Costanzo, National Education Association*
The Kalamazoo Promise and Perceived Changes in School Climate. *Allison J. Kelaher Young, Western Michigan University; Gary J. Miron, Western Michigan University; Jeffrey N. Jones, Western Michigan University*

Discussant:

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

78.012. Social Justice, School Equity, and Transformational Leadership for Administration. Division A - Administration Organization & Leadership;

Paper Session

Sheraton, Third Level, Napoleon Ballroom B1
2:15 pm to 3:45 pm

Chair:

RoSusan D. Bartee, The University of Mississippi

Participants:

Connecting Private Roads to Public Highways: Toward a Theory of School Leadership for Social Justice. *Sharon I. Radd, University of St. Thomas*
Leading Toward Social Justice: A Moral Quest of School Principals. *Fei Wang, OISE/University of Toronto*
Occupying the Principal Position: Examining Relationships Between Transformational Leadership, Social Network Position, and Schools' Innovative Climate. *Nienke M. Moolenaar, University of Twente; Alan J. Daly, University of California - San Diego; Peter Slegers, University of Twente*
The White Racial Frame in the Practice of School Leadership. *Judith Toure, Carlow University; Dana Thompson Dorsey, University of North Carolina - Chapel Hill*

78.013. Developing and Evaluating Three formats for Assessing Online Reading Comprehension. Division C - Learning and Instruction; Structured Poster Session

New Orleans Marriott, Third Level, Mardi Gras Salon FGH
2:15 pm to 3:45 pm

Chair:

Donald J. Leu, University of Connecticut

Participants:

1. Results From an Initial Practicality Survey Designed to Inform Development of Online Reading Comprehension Assessments. *Ian O'Byrne, University of Connecticut*
2. Using Cognitive Labs to Refine Item Design for Assessments of Online Reading Comprehension in Open Authentic Internet Environments. *Julie Coiro, University of Rhode Island; Lisa Zawilinski, University of Connecticut*
3. Creating Open and Closed Internet Environments for Assessing Online Reading Comprehension. *Michael Hillinger, Lexicon Systems LLC*
4. Item Design for Multiple Choice Assessments of Online Reading Comprehension Through Cognitive Lab Data. *Heidi Everett-Cacopardo, University of Connecticut; Greg McVerry, University of Connecticut*

Discussants:

John P. Sabatini, ETS
P. David Pearson, University of California - Berkeley

78.014. Enhancing Motivation, Executive Function, Social Skills, and Achievement: The Impact of Peer Mentoring and Peer Tutoring. Division

C - Learning and Instruction; Symposium
New Orleans Marriott, Second Level, La Galerie 5
2:15 pm to 3:45 pm

Chair:

Lynn Meltzer, Research Institute for Learning and Development

Participants:

The Success, Motivation, Awareness, Resilience, Talents and Strategies (SMARTS) Mentoring Program: Fostering Self-Concept, Motivation, and Executive Function Strategies in Students With Learning Difficulties. *Lynn Meltzer, Research Institute for Learning and Development; Ranjini Reddy, Research Institute for Learning and Development; Elizabeth Brach, Research Institute for Learning and Development; Surina Basho, Research Institute for Learning and Development; Katelyn E. Kurkul, Tufts University*
Peer Mediated Learning in Inclusive Secondary Social Studies Classrooms: Results of Two Field Trials. *Margo A. Mastropieri, George Mason University*
Enhancing Motivation and Executive Functioning in Writing: Combining Peer Support With Strategies Instruction Throughout the Writing Process. *Karen R. Harris, Vanderbilt University; Steve Graham, Vanderbilt University*
Peer Discussions During Collaborative Strategic Reading Group Work. *Janette K. Klingner, University of Colorado - Boulder; Alison Gould Boardman, University of Colorado - Boulder*

Discussant:

Thomas E. Scruggs, George Mason University

78.015. Examinations of Learning in Computer Gaming Environments.

Division C - Learning and Instruction; Paper Session
New Orleans Marriott, Second Level, Preservation Hall Studio 2
2:15 pm to 3:45 pm

Chair:

Richard A. Wainess, University of California - Los Angeles

Participants:

Is There an Advantage to Learning From Narrative Computer Games? *Richard E. Mayer, University of California - Santa Barbara; Andrew MacNamara, University of California - Santa Barbara; Deanne Marie Adams, University of California - Santa Barbara*

Student Engagement in Engineering Education via Video Game Versus Traditional Methods: A Quasi-Experimental Comparison. *David J. Shernoff, Northern Illinois University; Brianno D. Collier, Northern Illinois University; Anna D. Strati, Northern Illinois University*

Motivational and Educational Outcomes Associated With Solo, Competitive, and Collaborative Game Play. *Jan L. Plass, New York University; Paul A. O'Keefe, New York University; Bruce Douglas Homer, The Graduate Center - CUNY; Elizabeth Hayward, New York University; Murphy Stein, New York University; Ken Perlin, New York University*

AquaRoom: A Pilot Study of a Classroom-Based Investigation of Subterranean Water Flow. *Francesco Novellis, University of Illinois - Chicago; Tom Moher, University of Illinois - Chicago*

Discussant:

Scott McQuiggan, SAS Institute

78.016. Examining Analogical Reasoning in the Process of Learning Science.

Division C - Learning and Instruction Cosponsored by SIG-Science Teaching and Learning; Symposium

New Orleans Marriott, Third Level, Mardi Gras Salon A

2:15 pm to 3:45 pm

Chair:

Shulamit Kapon, University of California - Berkeley

Participants:

Analogy and Relational Language: Mutually Support Children's Learning of Relational Categories. *Dedre Gentner, Northwestern University; Florencia K. Anggoro, College of the Holy Cross*

Transfer of Runnability in Learning Via Analogy. *John J. Clement, University of Massachusetts - Amherst*

On the Role of Prior Knowledge in Analogical Reasoning. *Shulamit Kapon, University of California - Berkeley; Andrea A. diSessa, University of California - Berkeley*

Understanding and Supporting Learning With Computational Models of Analogical Processing. *Kenneth D. Forbus, Northwestern University*

Discussant:

David E. Brown, University of Illinois - Urbana-Champaign

78.017. Fostering Engagement With, and Interest and Motivation in, Primary and Middle School Science. Division C - Learning and Instruction; Paper Session

New Orleans Marriott, Second Level, Preservation Hall Studio 9

2:15 pm to 3:45 pm

Chair:

Nathaniel J.S. Brown, Indiana University - Bloomington

Participants:

Stemming the Dropping Tide: Looking at Decline in Student Interest in Science During Middle School. *Adam V. Maltese, Indiana University; Robert H. Tai, University of Virginia*

Effects of the Science Discovery Narrative (SDN) on the Understanding of and Interest for Middle School Science Texts. *Diana J. Arya, University of California - Berkeley; Andrew Maul, University of Oslo*

Kindergarten Students' Cognitive Engagement in Science Learning. *Meng-Fang Tsai, Purdue University; Ala Samarapungavan, Purdue University*

The Relationship Between Students' Perceptions of Teacher Interpersonal Behavior and Motivation in Middle School Science. *Julie Brockman Smart, Presbyterian College*

78.018. Rater Cognition and Its Importance for Score Validity: Global Perspectives and Findings. Division D - Measurement and Research Methodology; Symposium

Doubletree, Second Level, Madewood A

2:15 pm to 3:45 pm

Chair:

Brent Bridgeman, ETS

Participants:

A Review of the Literature Concerning Rater Cognition. *Isaac I. Bejar, ETS*

An Investigation of Rater Cognition in the Assessment of Projects. *Victoria Crisp, Cambridge Assessment*

A Critical Review of Research Methods Used to Explore Rater Cognition. *Irenka Suto, Cambridge Assessment*

An Application of the Mixed Rasch Model to the Analysis of Rater

Characteristics and Rater Effects. *Edward W. Wolfe, Pearson*

Discussant:

Carol M. Myford, University of Illinois - Chicago

78.019. Expanding Latino Students' Spaces for Learning: Mobilizing Knowledge Across Classroom Walls, Nations, and Digital Spaces.

Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 6

2:15 pm to 3:45 pm

Chair:

Carmen M. Martinez-Roldan, University of Texas - Austin

Participants:

Fostering Digital Literacy Across Borders: Transidiomatic Practices in a Community Center for Adult Spanish-Speaking Immigrants. *Silvia Cecilia Noguero, Arizona State University*

Digital Worlds as Spaces for Latino Youth to Construct Narrative Commentary on Local/Global Issues. *Theresa A. McGinnis, Hofstra University; Andrea Garcia, Hofstra University*

Collaborating Across Contexts: Forming a Model for Appropriating Youth and Digital Practices With Latino Students. *Lisa Hope Schwartz, The University of Arizona*

The Negotiation and Formation of Elementary School Children's Social Identities in Game Playing. *Cecilia Henriquez, University of California - Los Angeles*

Youth Knowledge for Teacher Consumption. *Danny Cortez Martinez, University of California - Los Angeles; Elexia Reyes McGovern, University of California - Los Angeles*

Discussant:

Norma E. Gonzalez, The University of Arizona

78.020. Teachers and Teacher Learning in the Social Context of School and Community. Division G - Social Context of Education; Paper Session

New Orleans Marriott, Second Level, La Galerie 4

2:15 pm to 3:45 pm

Chair:

Sandra Lucia Davila, University of Illinois - Urbana-Champaign

Participants:

A Conceptual Model of Teacher Social Capital. *Cheri Hoff Minckler, University of Louisiana - Lafayette; Mitzi P. Trahan, University of Louisiana - Lafayette; Dianne F. Olivier, University of Louisiana - Lafayette*

A Culturally Responsive Evaluation: Beneficiaries' Experiences of a New Professional Development School. *Soria Elizabeth Colomer, University of Georgia; Jori Negola Hall, University of Georgia; Melissa Freeman, University of Georgia; Tracie E. Costantino, University of Georgia; Isabelle Gettys Crowder, University of Georgia*

Bridging the Gap Between School and Community: AmeriCorps Members in Action. *Kim D. MacGregor, Louisiana State University; Betsy Irvine, Louisiana State University; Jimmei Liu, Louisiana State University - Baton Rouge*

Inquiring from the Heart: Let's Not Forget to Care. *Lenny Sanchez, University of Missouri*

Discussant:

Jason G. Irizarry, University of Connecticut

78.021. Young People, Education, and the Global Imaginary: History, Empire, and Identity in Transnational Borderlands. Division G - Social Context of Education; Symposium

New Orleans Marriott, Second Level, La Galerie 3

2:15 pm to 3:45 pm

Chair:

Jo-Anne Margaret Dillabough, The University of British Columbia

Participants:

The Shadow of Empire: The Educational Experiences and Strategies of the Black Middle Class. *David Gillborn, Institute of Education - London; Nicola Rollock, Institute of Education - London; Carol Vincent, Institute of Education - London; Stephen J. Ball, Institute of Education - London*

Queer, Proud, and Under Fire: Postapartheid Schooling Experiences of South African Township Youth. *Thabo Msibi, University of KwaZulu-Natal*

Local-National Policy Articulations of Indian Higher Education: Legacies of Empire and Caste. *Fazal A. Rizvi, University of Melbourne*

Old Empires and New Imperialisms in North and West Africa: In- and Out-of-School Migrant Youth Living at the Fringe of Global Change. *Jo-Anne Margaret Dillabough, The University of British Columbia*

Discussant:

Kevin K. Kumashiro, University of Illinois - Chicago

78.022. Using Assessment to Improve Student Outcomes. Division H - Research, Evaluation and Assessment in Schools; Paper Session
Doubletree, Second Level, Madewood B
2:15 pm to 3:45 pm

Chair:

Joni M. Lakin, ETS

Participants:

Using Benchmark Assessment Data to Improve Instruction and Student Achievement in Urban Schools. *Ann-Marie Faria, American Institutes for Research; Jessica Heppen, American Institutes for Research; Sharon Lewis, Council of the Great City Schools; Katherine Sawyer, American Institutes for Research*

Accuracy of Teacher Perceptions of Academic Achievement in Students Requiring Tertiary Mental Health Care. *Jeff St. Pierre, Child and Parent Resource Institute; Aaryn King, The University of Western Ontario*

Assessment for Learning in Chinese Schools: Failing Social Justice? *Shuang Zhang*

Ready for the Future: The Role of Performance Assessments in Shaping Graduates' Academic, Professional, and Personal Lives. *Laurie Gagnon, Center for Collaborative Education*

Discussant:

Ray Fenton, FentonResearch, Retired

78.023. Diversity in American Higher Education: Toward a More Comprehensive Approach. Division J - Postsecondary Education; Symposium
JW Marriott, Third Level, Ile de France II
2:15 pm to 3:45 pm

Chairs:

Lisa M. Stulberg, New York University

Sharon L. Weinberg, New York University

Participants:

The Diversity Rationale: From Bakke to Grutter. *Mitchell J. Chang, University of California - Los Angeles; Maria C. Ledesma, University of Utah*

Inside the K-12 "Pipeline" for Black and Latino Students. *Amanda E. Lewis, Emory University*

Testing, No Child Left Behind, and Educational Equity. *Linda Darling-Hammond, Stanford University*

The Diversity Imperative in College Admissions. *Mitchell Stevens, Stanford University; Josipa Roksa, University of Virginia*

Lesbian, Gay, Bisexual, and Transgender (LGBT) Students, Faculty, and Staff: Past, Present, and Future Directions. *Romi L. Sanlo, University of California - Los Angeles*

New Legal Perspectives: Implications for Diversity in the Post-Grutter Era. *Lia Epperson, American University Washington College of Law*

78.024. Faculty Negotiating Relationships and Identities. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Maurepas
2:15 pm to 3:45 pm

Chair:

Hugo Alberto Garcia, Claremont Graduate University

Participants:

The Voices of the "Othermothers": Reconsidering Black Male and Female Professors' Relationships With Black Students as a Form of Social Exchange. *Kimberly Griffin, The Pennsylvania State University*

The Role of Emotional Intelligence in Faculty-Doctoral Student Relationships. *Kerry Ann O'Meara, University of Maryland - College Park; Katrina Knudsen, University of Maryland; Jill Nicole Jones, University of Maryland*

The Changing Pedagogical Identities of Online Teachers and Learners. *Kim F. McShane-DeBacco, University of California - Santa Barbara*

Dueling Realities: The Bimodal Aspects of Transitions in Teaching. *Joyce Langenegger, Blinn College*

Discussant:

Michelle A. Maher, University of South Carolina

78.025. Promoting College Access. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Conde
2:15 pm to 3:45 pm

Chair:

Amy K. Swan, University of Virginia

Participants:

Financial Stratification Among Higher Education Institutions Between 1987

and 2007: Implications for Access and Equity. *Barrett Taylor, University of Georgia; Christopher C. Morphet, University of Iowa*

Promoting College Access Among Underrepresented and Underprepared Students Through Supportive Career-Technical Dual Enrollment Programs. *Katherine L. Hughes, Teachers College, Columbia University; Melinda Mechur Karp, Columbia University; Linsey N. Edwards, Community College Research Center; Clive Belfield, Teachers College, Columbia University; Olga Rodriguez, Teachers College, Columbia University*

Assessing a New Approach to Class-Based Affirmative Action. *Matthew Newman Gaertner, University of Colorado - Boulder*

An Analysis of the Effects of State Financial Aid Policy on the Timing of Postsecondary Enrollment: A Focus on Income and Race Differences. *Jiyun Kim, University of Michigan*

Discussant:

Laura W. Perna, University of Pennsylvania

78.026. Understanding Gender, Representation, and Organizational Context in Higher Education. Division J - Postsecondary Education; Paper Session
JW Marriott, Third Level, Frontenac
2:15 pm to 3:45 pm

Chair:

Rachel Sutz Pienta, Valdosta State University

Participants:

Are Colleges Socializing Future Scientists to Be Apathetic Toward Societal Progress? *Juan Carlos Garibay, University of California - Los Angeles*

Counting the Number of Women and Minorities in Science, Technology, Engineering, and Mathematics (STEM) Majors: Complications From Diverging Definitions of STEM. *Tom Schenk, Iowa Department of Education*

Organizational Culture in the Adoption of the Bologna Process: A Study of Academic Staff at a Ukrainian University. *Marta Aleksandra Shaw, University of Minnesota; Natasha Rumyantseva, University of Southampton; David Chapman, University of Minnesota*

The Symbolic Role of Women's Colleges and Universities in International Perspective. *Kristen A. Renn, Michigan State University*

Discussant:

Maike I. Philipsen, Virginia Commonwealth University

78.027. An Examination of Urban Teacher Education and the Public Good. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 3
2:15 pm to 3:45 pm

Chair:

Beverly E. Cross, The University of Memphis

Participants:

Preparing Teachers for Urban Schools: A Critical Race Theory (CRT) Examination of Teacher Education in the "Public" Good. *Celia Rousseau Anderson, The University of Memphis*

Preparing Teachers to Teach in Urban School Districts. *Celia J. O'Yler, Teachers College, Columbia University*

A Focus on Teacher Effectiveness: A Case Study of Reform in Memphis City Schools. *Kristin M. Walker, Memphis City Schools, Tennessee*

A Case of the Blues: "Urban" Teacher Education in Memphis. *Angeline Powell, The University of Memphis; Sally Blake, University of Texas - El Paso*

Discussant:

Barbara L. Bales, University of Wisconsin - Milwaukee

78.028. Beyond External Accountability: How Teachers of English Language Learners Internally Work to Imagine and Create New Possibilities for Their Students. Division K - Teaching and Teacher Education; Symposium
New Orleans Marriott, Second Level, Preservation Hall Studio 8
2:15 pm to 3:45 pm

Chair:

William R. Black, University of South Florida

Participants:

Exploring Efficacy: Relationships Among Teacher Preparation, Language Attitudes, and Efficacy Beliefs for Teaching English Language Learners. *Juliet Marie Ray, University of Texas - San Antonio*

We Don't Have a Voice: The Struggles of White Monolingual Teachers of Urban English Language Learners. *Debra B. Wisneski, University of Wisconsin - Milwaukee*

Linguistically Responsive Special Education: Responding to Disproportionality of Linguistically Diverse Learners in Colorado. *Barbara J. Dray, University of Colorado - Denver*

Metaphorical Representations of Latina Preservice Teachers' Bilingual Identities:

Infusing Culturally Relevant Practice Into University Classrooms. *Kimberley K. Cuero, University of Texas - San Antonio; Lori Ann Prior, University of Texas - San Antonio*

Discussant:

Kathy Escamilla, University of Colorado - Boulder

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

Chair:

Connie Anderson, Texas Tech University

Participants:

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

Discussant:

Susan D. Myers, Texas Tech University

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

Chair:

Ann L. Wood, California State University - Los Angeles

Participants:

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

78.031. Why Are Schools in Some African Countries More Effective? A Multimethods and Comparative Approach to Educational Policy Research. Division L - Educational Policy and Politics; Symposium
Sheraton, Second Level, Rhythms Ballroom I
2:15 pm to 3:45 pm

Chair:

Martin Carnoy, Stanford University

Participants:

The Policy Environment of Teacher Quality and Learning Outcomes in South Africa and Botswana. *Linda M. Chisholm, Human Sciences Research Council; Bagele Chilisa, University of Botswana*
A Comparative Analysis of Curriculum Policymaking in Botswana and South Africa. *Nii A. Addy, Stanford University*
Teaching Practices in Sixth-Grade Mathematics Classrooms in Botswana and South Africa. *Ingrid Sapire, University of Witwatersrand; Alejandra Sorto, Texas State University - San Marcos*
Do Teachers Make a Difference? Comparing Teacher Skills, Opportunity to Learn, and Student Mathematics Gains in Botswana and South Africa. *Martin Carnoy, Stanford University; Cheryl Reeves, University of Cape Town; Nii A. Addy, Stanford University; Fabian Arends, Human Sciences Research Council; Kolentino Mpeta, University of Botswana*
What Makes an Effective School? Estimating Why Some Schools Perform at the Top While Others Remain at the Bottom in Kenya. *Moses Oketch, African Population and Health Research Council*

SIG Sessions

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

Chair:

Robert Cooper, University of California - Los Angeles

Participants:

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

Discussant:

Nicole Mirra, University of California - Los Angeles

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

Chair:

Gayle V. Davidson-Shivers, University of South Alabama

Participants:

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

Discussant:

Charoula M. Angeli, University of Cyprus

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

Chair:

Jennifer Deboer, Vanderbilt University

Participants:

The Spread of Higher Education around the Globe: A Cross-Country Analysis of Gross Tertiary Education Enrollment. *Patricia Yu, University of Wisconsin - Madison; Jennifer A. Delaney, University of Illinois - Urbana-Champaign*
Corruption in Higher Education and Counterbalancing High Stakes Spheres: Why Do We Corrupt What We Value Most? *Mariam Orkodashvili, Vanderbilt University*
Expansion of Higher Education in Cambodia: Descriptive Analysis of 30 Years of University Data. *James H. Williams, The George Washington University; Yuto Kitamura, Sophia University*
Higher Education in Kurdistan: A Look Into the Past and a Direction for the Future. *Sara J. Olin Zimmerman, Appalachian State University; Melanie W. Greene, Appalachian State University*

Discussant:

Jennifer Deboer, Vanderbilt University

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

Chair:

Kathleen M.T. Collins, University of Arkansas

Participants:

Conceptualizing, Designing, and Implementing a Mixed Methods Study Funded by the Robert Wood Johnson Foundation. *Nataliya V. Ivankova, The*

University of Alabama - Birmingham

High-Achieving African American Students: A National Science Foundation Investigation of Historically Black Colleges and Universities (HBCUs). *Fred Arthur Bonner, Texas A&M University - College Station*
Be Careful What You Ask for: Lessons Learned From a National Science Foundation-Funded Mixed-Methods Study. *Michelle Howell Smith, University of Nebraska - Lincoln*

Lessons Learned: Mixed Methods Used With Institute of Education Sciences (IES) and Office of Special Education and Rehabilitative Services (OSERS) Education Grants. *Thomas W. Christ, University of Hawaii*

Discussant:

Vicki L. Plano Clark, University of Nebraska - Lincoln

78.036. From Music Student to Music Teacher and Beyond. SIG-Music

Education; Paper Session
JW Marriott, Third Level, Orleans
2:15 pm to 3:45 pm

Chair:

Peter Whiteman, Macquarie University

Participants:

To Teach or Not to Teach: Second-Year Results for a Precollegiate Music Teacher Recruitment Program. *James R. Austin, University of Colorado; Peter John Miksza, University of Colorado - Boulder*

Motivational Constructs Influencing Music Students' Choices to Become Classroom Music Teachers or Music Performers. *Kelly Parkes, Virginia Polytechnic Institute and State University; Brett D. Jones, Virginia Polytechnic Institute and State University*

To Become Myself as a Teacher: Stories of Music Teacher Role-Identity Development. *Wesley Brewer, Roosevelt University*

"I'm Not That Teacher Anymore": A First-Year Teacher's Narrative of "Then" and "Now." *Deborah V. Blair, Oakland University; Chelsea D. Otten, South Lyon Community Schools*

Amy's Leaving Story: A Narrative Inquiry of Music Teacher Attrition. *Tami J. Draves, The University of Arizona*

Discussant:

Margaret Schmidt, Arizona State University

78.037. Queer Positionalities of Teachers, Parents, Youth, and Texts. SIG-Queer

Studies; Symposium
Sheraton, Fourth Level, Edgewood
2:15 pm to 3:45 pm

Chair:

Anette Melvin, The Ohio State University

Participants:

Fluid Positionalities Among LGBTQ and Ally Youth in Queer-Themed Book Discussions. *Mollie V. Blackburn, The Ohio State University*

Choosing and Challenging Texts: Positioning Lesbian, Gay, Bisexual, and Transgender-Themed Literature in a Queer Youth Center. *Caroline T. Clark, The Ohio State University*

Queer Positionings of Young Children in (Gay) Homes and (Straight) Schools. *Caitlin Law Ryan, East Carolina University*

Queering Teacher Narratives: Co-Constructing Life Stories of Teachers Who Make Safe Spaces for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Students. *Jill Marie Smith, The Ohio State University*

Discussant:

Steven Z. Athanases, University of California - Davis

78.038. The Dynamics of Race and Social Class in the Culture and Context of Schooling. SIG-Sociology of Education; Paper Session

JW Marriott, Third Level, Ile de France I
2:15 pm to 3:45 pm

Chair:

Sheneka M. Williams, University of Georgia

Participants:

"Are We Doing Damage?" School Choice in the Era of the Anxious Parent. *Maia B. Cucchiara, Temple University; Erin McNamara Horvat, Temple University*

A Critical Race Theory Analysis of Racial Opportunity Cost in the Experiences of Academically Successful Students of Color. *Jennifer Mueller, Texas A&M University; Terah Talei Venzant Chambers, Texas A&M University; Kristin Shawn Huggins, Washington State University*

Reconstructing "the Urban": The Politics of Middle-Class Parent Engagement in Urban Public School Change. *Linn E. Posey, University of Wisconsin - Madison*

School Integration and Residential Choices: Are Students Who Attended Integrated Schools More Likely to Live in Integrated Neighborhoods Later in Life? *Kristie J.R. Phillips, Brigham Young University*

Understanding How Resegregation Affects Schools: The Teachers' Perspectives. *Erica Frankenberg, The Pennsylvania State University*

Discussant:

Jeanne M. Powers, Arizona State University

78.039. Supply and Demand in Special Education: Findings From the Special Education Faculty Needs Assessment Project. SIG-Special Education

Research; Symposium
Sheraton, Third Level, Napoleon Ballroom D
2:15 pm to 3:45 pm

Chair:

Deborah D. Smith, Claremont Graduate University

Participants:

Results From a National Survey of Special Education Doctoral Programs.

Deborah D. Smith, Claremont Graduate University; Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Claremont Graduate University

Voices From Special Education Doctoral Students. *Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Claremont Graduate University; Deborah D. Smith, Claremont Graduate University*

Ten Years of Special Education Doctoral Graduates: What's Up Doc? *Bianca Elizabeth Montrosse, Western Carolina University; Sue M. Robb, Claremont Graduate University; Deborah D. Smith, Claremont Graduate University; Naomi C. Tyler, Vanderbilt University*

A Snapshot of Special Education Teacher Training Programs in the United States. *Sue M. Robb, Claremont Graduate University; Roxanne Watson, Claremont Graduate University; Deborah D. Smith, Claremont Graduate University; Naomi C. Tyler, Vanderbilt University; Bianca Elizabeth Montrosse, Western Carolina University*

Discussant:

Bianca Elizabeth Montrosse, Western Carolina University

78.040. Science Education in the Urban Context. SIG-Urban Learning, Teaching, and Research; Paper Session

Sheraton, Third Level, Napoleon Ballroom B2
2:15 pm to 3:45 pm

Chair:

Luzelena Perez, University of California - San Diego

Participants:

Communication and Participation in Urban Science Education. *Christopher Emdin, Teachers College, Columbia University*

Emerging Understandings of the Social Justice Dispositions of Science Teachers in an Urban Context. *Imelda L. Nava, University of California - Los Angeles; Eduardo Lopez, University of California - Los Angeles*

Negotiating Culturally Relevant Science Education in an Urban Small High School. *Ashraf Anis Shady, Queens College - CUNY*

Preservice Teachers' Ideas About Teaching Secondary Science in High-Need Schools. *Juanita Jo Matkins, College of William and Mary; Jacqueline Theresa McDomough, Virginia Commonwealth University; Kevin Goff, College of William and Mary; Colleen Riesbeck, College of William and Mary; Kathryn Ottolini, College of William and Mary*

Science Teaching and Learning With English Language Learners in Urban Settings: Engaging Student Researchers in Transformative Practices. *Gillian Ursula Bayne, Lehman College - CUNY*

Discussant:

Lynda Susan Kennedy, New York Public Library

Division and SIG Roundtables

78.041. Roundtable Session 57; Roundtable Session

78.041-1. Historical Perspectives on Schools and Schooling. Division B - Curriculum Studies Cosponsored by Division F - History and Historiography; Roundtable Session

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

Chair:

Elizabeth C. Harris, University of Wisconsin - Madison

Participants:

The North Carolina School of Science and Mathematics at 30: Origins, Experience, Influence. *Jennifer L. Deets, Independent Scholar*
We Are the Gophers: An Examination of the Extra-Curriculum of Edwards High School, Gonzales, Texas: 1937-1967. *Deborah L. Morowski, Auburn University*

78.041-2. Imagining the Landscape of Curriculum for Diasporas, Ethnic Minorities, Transmigrants, and Immigrants. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Chris Liska Carger, Northern Illinois University

Participants:

A Case Study of a Hui Girl and Her Han Chinese Mother in Eastern People's Republic of China. *Yuxiang Wang, Purdue University; Joann I. Phillion, Purdue University*

Collaborations Building Curriculum for Quality Early Care and Education for Children of Migrant Farm Workers. *Elizabeth P. Quintero, California State University - Channel Islands*

Diasporic Aspirations and the Myth of National Uniformity in Post-Soviet Ukraine. *Karen A. Krasny, York University, Canada*

New Times: Globalization, Curriculum Studies, and Strategies of Subjectification. *Bernadette M. Baker, University of Wisconsin*

78.041-3. Indigenizing Curriculum, Transforming Knowledge, and Empowering Communities. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Duff Caron Galda, The University of Arizona

Participants:

"In Our Culture We Just Have to Protect Our People": A Decolonizing Project of Cultural Resistance and Renewal Among Diné Youth. *Valerie J. Shirley, Purdue University*

"Somos Shuar Para Siempre!/We Will Always Be Shuar! " Indigenous Bilingual-Intercultural Student Teachers in the Ecuadorian Amazon. *Susan R. Katz, University of San Francisco*

Prioritizing Mathematics/Prioritizing Indigenous Aspirations. *Pania Denise Te Maro, Victoria University of Wellington, New Zealand*

Reimagining Indigenous Curriculum: Centering Native Ontology and Epistemology to Affirm Diné Language, Culture, and Identity. *Duff Caron Galda, The University of Arizona; Gilbert Brown, The University of Arizona*

"Our Word in Our Languages": A Transformative Process of Language Revitalization in Oaxacan Indigenous Communities. *Lois M. Meyer, University of New Mexico*

78.041-4. Inciting the Imagination in a Postfoundational Educational Thought. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chairs:

Noah W. Sobe, Loyola University Chicago

Daniel Friedrich, Teachers College, Columbia University

Participants:

A Postfoundational Approach to Difference and Democracy in Teacher Education. *Bryn Jaastad, University of Wisconsin - Madison*

Resisting Resistance. *Daniel Friedrich, Teachers College, Columbia University*

Acceptably Different Childhood: Conditions and Repetition. *Devorah I. Kennedy, University of New Mexico*

Potentiality of Man: Figuring Life Through the Thing of Math. *Jennifer Diaz, University of Wisconsin - Madison*

Post-Foundational Views of Dis/Ability. *Bethsaida Nieves, University of Wisconsin - Madison*

78.041-5. Issues of Identity and Authority in Teacher Education. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Elinor A. Scheirer, University of North Florida

Participants:

Holding on to Disciplinarity: Teachers' and Teacher Educators' Views Regarding Interdisciplinary Curriculum. *Bracha R. Alpert, Beit Berl Academic College;*

Rachel Arnon, Beit Berl Academic College; Aviva Plaut, Beit Berl Academic College
Immigrant Identity in Teacher Preparation: A Curriculum Analysis. *Candice C. Carter, University of North Florida*
Institutional, Interpersonal, and Intellectual Authority Within Classrooms. *Susan Jean Mayer, Brandeis University*

78.041-6. Methodological Innovations in Classroom Research. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Jeong-Hee Kim, Kansas State University

Participants:

Classroom Interaction in Changing Contexts: Positions and Practices Performed in Recordings From the 1960s to the 2000s. *Sverker Lindblad, University of Gothenburg; Michael Hansen, University of Gothenburg; Martin Harling, University of Gothenburg; Olof Reichenberg, University of Gothenburg*

Revisiting Traditional Qualitative Case Study Through Longitudinal Research: Capturing the Dynamic Complexity of Classroom Life. *Yiola Cleovoulou, OISE/University of Toronto*

God ["God" is Capitalized]: Using the Lost Art of Letter Writing in Teaching Qualitative Research. *Anastasia P. Samaras, George Mason University*

Using Photovoice Methodology to Explore Latinos' Access to Literacy. *Tammy Oberg De La Garza, Roosevelt University*

78.041-7. Participatory Action and Arts-Based Research and Practice. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Kristen L. Davidson, University of Colorado - Boulder

Participants:

Algorithms Versus the "N-Word": The Advantages and Disadvantages of Writing High School Curricula That Engage Youth Participatory Action Research Under Corporate Funding. *Jean J. Ryoo, University of California - Los Angeles*

Pushing Boundaries in Teacher Education: Involving Youth and Teacher Candidates in Participatory Action Research. *Carmine Stewart-Burkette, Cleveland State University; Anne M. Galletta, Cleveland State University*

Transformative Arts-Based Practices in Schools? Lessons Learned From Drama Research With Youth in Prison. *Diane H. Conrad, University of Alberta*

78.041-8. Place-ing Research and Activism in Local/Global Contexts. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Dawn M. Shinew, Washington State University

Participants:

Street Graffiti in Oaxaca and Bethlehem: The Role of Place in Education for Collective Global Change. *Richard D. Sawyer, Washington State University - Vancouver*

LGBTQ Family and Medical Leave-Taking Practices: Examining the College and University Workplace to Promote a Transformative Social Agenda. *Sean W. Agriss, Washington State University*

Rez Life: Negotiating the Meaning of School, Dropping Out, and the Reservation Among Native American Youth Through Participatory Action Research. *Paula Groves Price, Washington State University; Pamela Jean Bettis, Washington State University*

Positioning Geographic and Social Place as a Participant in Research on Community-University Partnerships: Transgressions for New Visions of Engagement. *Tami L. Moore, Oklahoma State University; Dawn M. Shinew, Washington State University*

78.041-9. Reading Multicultural Texts in Culturally Responsive Classrooms. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Horace R. Hall, DePaul University

Participants:

Cultural Vibrancy: Exploring the Preferences of African American Children Toward Culturally Relevant and Nonculturally Relevant Lessons. *Darlene Sampson, Denver Public Schools; Dorothy Faye Garrison-Wade, University*

of Colorado - Denver

Disrupting Entrenched Images and Building Coalitions Using Aboriginal Literature as Pedagogy. *Dolores van der Wey, Simon Fraser University*
The "21st-Century Skills" Pedagogy in Adult English as a Second Language (ESL) Classrooms: Implications for Curriculum and Its Implementation. *Maliheh M. Vafai, University of California - Berkeley*
From Indigenous Imagining to Alternative Action. *Rosina Maria Taniwha, Te Whare Wānanga o Awanuiārangi*

78.041-10. Research in and With Youth: Filmmaking, Artmaking, and Photovoice. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Doimita Ariton, Damubius University of Galati

Participants:

Critical Media Literacy in Action: Youth Filmmaking and Civic Engagement in Urban School Reform. *Katie Johnston-Goodstar, University of Minnesota; Joanna Krebs, University of Minnesota*
Prevention and Youth Action Research Leaders: Teens Creating Positive Change in Their Communities Through Photovoice. *Monica Monique Sanchez, University of California - Los Angeles; Kristen M. Law, Youth Leadership Institute*
Thriving in the Contaminated Valley: Media Education for Chicana/o Farmworker Students. *Kip Austin Hinton, University of California - Los Angeles*

78.041-11. Revisiting Curricular Programs and Materials. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Rosa Hong Chen, Simon Fraser University

Participants:

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

78.041-12. S(he)'s on Top (?): Public Pedagogies of Gender and Sexuality. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Edward Brockenbrough, University of Rochester

Participants:

Birth as a Public Pedagogy for Patriarchy. *Karin H. deGravelles, Louisiana State University*
Power, Culture, and Dress Codes: Schooling and the Regulation of the Black Male Body. *Adrian (Adisa) J. Price, Miami University*
She's the Man: Deconstructing the Gender and Sexuality Curriculum at "Hollywood High." *Elizabeth Jackson Meyer, Concordia University*
Where Are You Trying to Get, and Are You Getting There? *Melissa King, Nipissing University*

78.041-13. Teacher Theorizing on Curriculum, Part 2. Division B - Curriculum Studies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Jason Michael Lukasik, University of Illinois at Chicago

Participants:

Reconceptualizing "Special Education" Curriculum in a Bachelor of Education Program: Teacher Candidate Discourses and Teacher Educator Practices. *Luigi Iamacci, Trent University; Bente Graham, Trent University*
What's a Hip-Hop Feminist Curriculum Theorist Doing in Teacher Education? *Nichole A. Guillory, Kennesaw State University*
"Chemistry Is Chemistry!" Women's Differing Standpoints at a Specialized STEM School. *Tang Wee Teo, University of Illinois - Urbana-Champaign*
"Ganas": The Power and Potential in Developing Latina, English Language Learner Preservice Teachers for Racial Uplift. *Amanda Morales, Kansas State*

University; Margaret Gail Shroyer, Kansas State University; Sally Yahnke, Kansas State University

78.041-14. Ascribed Characteristics of Race, Ethnicity, Class: Examining Politics and Policy Paradigms for Student Experiences. SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Deneese L. Jones, Longwood University

Participants:

Beyond the Statistics: My Story as a First-Generation Student. *Anita Bright, George Mason University*
Class and Black Student Experiences in Higher Education. *Erica Marie Morales, University of California - Los Angeles*
Sidney, Earl, and Me: Race and Literacy as Mechanisms for Alternative School Identification. *Dorothy Elizabeth Hines, Michigan State University*
When the Borderland Comes to Campus: A LatCrit Analysis of Recent Race-Unconscious Policies in Utah and Latina/o Undergraduates. *Brenda Valles, University of Utah; Jeremy D. Franklin, University of Utah; Luciano Marzulli, University of Utah*

78.041-15. Teacher Education and the Social Studies. SIG-Research in Social Studies Education; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom A
2:15 pm to 3:45 pm

Chair:

Jonathan W. Miller-Lane, Middlebury College

Participants:

Teledeliberative Democratic Discourse: A Case Study of High School Students' Use of Web 2.0. *Scott Wylie, Teachers College, Columbia University; Anand R. Marri, Teachers College, Columbia University*
Civic Education in the Era of Digital Media: A Case Study. *Ching-Fu Lan, Teachers College, Columbia University*
Using the Social Sciences to Explore the Geosciences' Cultural Relevance. *Grant R. Miller, Southern Illinois University*

78.042. Roundtable Session 58; Roundtable Session

78.042-1. Writing and the Development of Teachers as Learners. SIG-Writing and Literacies; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Melanie Sperling, University of California - Riverside

Participants:

Exploring Teachers' and Students' Writing Experiences in Urban Middle Grades. *Diane Santori, West Chester University; Heather Ruetschlin Schugar, West Chester University*
Professional Development in Writing Across the Curriculum in Science and Mathematics. *Amy Alexandra Wilson, University of Georgia*
Patterns of Shift in Practice of High Adopters as a Result of Professional Development in Writing. *Rebecca A. Kaminski, Clemson University; Sarah Hunt-Barron, Clemson University*
Transparency and Face in Writing Curricula: Affordances for Novice Teacher Learning. *Heather Tiffany Hebard, University of Washington*

78.042-2. Social and Emotional Learning Program Outcome Studies. SIG-Social and Emotional Learning; Roundtable Session
Sheraton, Fifth Level, Grand Ballroom D
2:15 pm to 3:45 pm

Chair:

Joshua L. Brown, Fordham University

Participants:

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

Reichl, The University of British Columbia; Amishi P. Jha, University of Pennsylvania; Rona Wilensky, Independent; Margaret Cullen, Impact Foundation; Robert William Roeser, Portland State University

Evaluation of the Maximizing Adolescent Academic Excellence (MAAX)
Program: Academic Development Through Socio-Emotional Learning. *Nadia Ward, Yale School of Medicine; Tamika Gilreath, University of Southern California; Derrick Gordon, Yale University; Cindy Crusto, Yale University; Lance Hartmut Linke, Yale University; Michael Strambler, Yale University*

Wednesday, 8:00 am

AERA Related Activities

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

Wednesday, 9:00 am

AERA Related Activities

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

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- Attribution:** 23.058-13, 23.061-6, 63.074-4, 72.047-3
- Autobiography/Life History:** 20.044-1, 23.017, 34.083-9, 34.085-5, 38.038, 38.051, 47.051, 47.069-8, 48.074-3, 49.024, 50.079-10, 50.080-2, 50.081-9, 65.062, 65.070-6, 74.015, 74.035, 74.048-5, 78.041-12, 78.041-13, 78.041-14
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- Continuing Education:** 32.081-3, 36.084-1
- Cooperative Learning:** 20.032, 22.066-8, 23.061-6, 32.085-7, 32.085-9, 34.080, 36.081-13, 36.082-4, 47.041, 48.024, 48.067, 48.075-2, 50.082-8, 60.033, 60.054, 60.068-2, 60.068-11, 63.051, 63.074-4, 65.067-2, 66.055, 66.069-6, 75.052-14
- Counseling:** 20.029, 22.041, 22.063-14, 22.064-9, 33.030, 34.085-1, 38.082-3, 62.079-4, 66.028
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- Cross-Cultural Studies:** 20.041-4, 20.042-5, 22.064-12, 22.065-2, 23.024, 23.028, 32.028, 32.062, 32.082-6, 33.017, 33.076-2, 33.076-5, 34.052, 34.085-4, 36.051, 36.082-3, 36.082-7, 36.083-9, 47.073-1, 48.076-5, 48.078-6, 49.063, 49.086-1, 50.079-2, 60.014, 60.048, 62.069, 62.077-12, 62.078-1, 63.072-14, 65.045, 65.068-9, 66.023, 66.030, 66.048, 66.069-14, 66.070-2, 72.038, 72.046-11, 74.012, 74.016, 74.046, 74.048-12, 75.040, 78.041-9
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- Decision Making:** 22.016, 23.059-3, 23.060-6, 32.061, 32.081-7, 32.081-8, 33.074-11, 36.022, 36.036, 36.043, 36.083-7, 38.060, 47.072-2, 47.073-1, 47.073-4, 48.023, 48.075-2, 49.039, 49.077, 50.021, 50.077, 60.019, 63.054, 63.063, 64.013, 65.020, 65.053, 72.019, 74.045, 74.049-4
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- Educational Indicators:** 23.059-1, 23.061-1, 34.074, 38.080-3, 48.054, 50.080-3, 60.019, 60.037, 65.060, 66.018, 72.046-3, 74.049-1
- Educational Policy:** 20.018, 20.020, 20.028, 20.033, 20.041-9, 20.043-3, 20.043-4, 20.045-1, 22.029, 22.036, 22.063-6, 22.065-3, 22.065-6, 22.065-13, 22.066-3, 22.066-9, 23.031, 23.040, 23.058-1, 23.058-4, 23.058-9, 23.058-10, 23.059-10, 23.061-1, 23.061-5, 32.022, 32.030, 32.031, 32.046, 32.064, 32.073, 32.081-2, 32.084-3, 32.085-6, 33.020, 33.050, 33.062, 33.074-6, 33.074-15, 34.039, 34.048, 34.083-6, 34.084-1, 34.084-6, 36.058, 36.064, 36.083-11, 36.083-14, 36.084-5, 36.085-1, 38.035, 38.041, 38.049, 38.053, 38.059, 38.063, 38.080-1, 38.080-2, 38.080-5, 47.016, 47.017, 47.034, 47.059, 47.071-1, 48.020, 48.045, 48.050, 48.054, 48.074-7, 48.074-8, 48.074-10, 48.074-14, 48.076-12, 48.077-1, 49.059, 49.084-5, 50.021, 50.052, 50.070, 50.081-10, 60.047, 60.053, 60.068-5, 60.068-8, 60.068-9, 60.069-5, 60.069-7, 60.069-8, 60.069-9, 62.045, 62.046, 62.049, 62.051, 62.052, 62.075, 62.077-4, 62.078-4, 62.079-5, 63.035, 63.043, 63.045, 34.085-5, 36.027, 36.035, 36.049, 36.058, 36.063, 36.071, 36.075, 36.083-3, 36.085-7, 38.080-2, 38.080-6, 38.080-10, 38.080-12, 38.080-14, 38.080-16, 38.080-17, 38.080-18, 38.080-19, 38.080-20, 38.080-21, 38.080-22, 38.080-23, 38.080-24, 38.080-25, 38.080-26, 38.080-27, 38.080-28, 38.080-29, 38.080-30, 38.080-31, 38.080-32, 38.080-33, 38.080-34, 38.080-35, 38.080-36, 38.080-37, 38.080-38, 38.080-39, 38.080-40, 38.080-41, 38.080-42, 38.080-43, 38.080-44, 38.080-45, 38.080-46, 38.080-47, 38.080-48, 38.080-49, 38.080-50, 38.080-51, 38.080-52, 38.080-53, 38.080-54, 38.080-55, 38.080-56, 38.080-57, 38.080-58, 38.080-59, 38.080-60, 38.080-61, 38.080-62, 38.080-63, 38.080-64, 38.080-65, 38.080-66, 38.080-67, 38.080-68, 38.080-69, 38.080-70, 38.080-71, 38.080-72, 38.080-73, 38.080-74, 38.080-75, 38.080-76, 38.080-77, 38.080-78, 38.080-79, 38.080-80, 38.080-81, 38.080-82, 38.080-83, 38.080-84, 38.080-85, 38.080-86, 38.080-87, 38.080-88, 38.080-89, 38.080-90, 38.080-91, 38.080-92, 38.080-93, 38.080-94, 38.080-95, 38.080-96, 38.080-97, 38.080-98, 38.080-99, 38.080-100

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- Educational Reform:** 20.017, 20.018, 20.039, 20.041-5, 20.041-8, 22.036, 22.064-8, 22.065-12, 23.031, 23.037, 23.042, 23.058-1, 23.058-4, 23.058-7, 32.041, 32.075, 32.081-3, 32.081-8, 32.081-10, 33.018, 33.032, 33.050, 33.057, 33.076-3, 33.076-7, 34.035, 34.050, 34.066, 34.083-6, 34.083-7, 34.084-1, 36.014, 36.048, 36.049, 36.058, 36.064, 36.067, 36.082-7, 38.060, 38.073, 38.080-5, 47.017, 47.060, 47.069-11, 47.072-5, 47.073-6, 48.050, 48.074-8, 48.074-9, 48.076-12, 48.078-6, 49.084-10, 49.085-1, 49.085-4, 50.052, 50.059, 50.081-11, 60.019, 60.039, 60.047, 60.052, 60.053, 60.069-8, 62.035, 62.062, 62.075, 62.077-4, 63.023, 63.035, 63.054, 63.072-10, 63.072-11, 65.035, 65.067-4, 65.067-9, 65.070-4, 66.045, 66.048, 66.057, 66.066, 66.069-9, 72.012, 72.030, 72.044, 72.046-4, 74.013, 74.047-2, 74.047-8, 75.015, 75.037, 75.044, 75.045, 75.048, 78.012, 78.040, 78.041-6, 78.041-11
- Effect Size:** 22.022, 36.059, 38.080-5, 47.042, 48.063, 50.081-2, 65.070-5, 66.069-8, 72.014, 72.023, 74.049-4, 75.052-11
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- Emotion/Emotional Regulation:** 23.041, 23.060-10, 23.061-6, 32.065, 32.081-3, 32.081-5, 32.085-3, 32.085-5, 33.076-6, 34.024, 36.057, 36.084-1, 38.078, 38.082-5, 48.025, 48.057, 48.075-3, 48.076-8, 49.080, 50.046, 50.082-8, 50.082-9, 60.025, 60.069-1, 62.073, 63.040, 65.069-2, 75.052-12, 78.024, 78.042-2
- Engagement:** 20.016, 22.056, 22.063-4, 22.063-11, 22.063-13, 22.064-3, 22.064-8, 23.041, 23.061-1, 23.061-3, 23.061-5, 23.061-6, 32.056, 32.063, 32.065, 32.084-2, 32.085-4, 33.037, 33.072, 33.074-2, 33.076-1, 34.026, 34.035, 34.085-6, 36.057, 36.065, 36.081-1, 36.082-2, 36.082-5, 36.083-13, 36.084-4, 36.085-7, 38.027, 38.082-4, 38.082-5, 47.058, 47.070-2, 47.070-4, 47.072-3, 47.073-1, 47.073-6, 48.036, 48.039, 48.059, 48.060, 48.067, 48.078-8, 49.057, 49.073, 49.086-5, 49.087-2, 49.087-8, 50.082-6, 60.028, 60.056, 60.057, 60.061, 60.069-4, 60.069-13, 62.060, 62.068, 63.051, 63.073-2, 63.073-4, 65.070-1, 66.019, 66.020, 66.059, 66.069-7, 72.018, 72.019, 72.033, 74.048-6, 74.048-9, 74.049-6, 75.052-15, 78.015, 78.017
- English Learner:** 20.019, 20.026, 20.027, 20.043-7, 20.043-13, 20.044-1, 22.026, 22.027, 22.037, 22.055, 22.065-4, 22.065-6, 23.026, 23.059-4, 23.061-1, 32.039, 32.054, 32.078, 32.081-5, 32.084-5, 32.085-2, 32.085-7, 33.018, 33.068, 33.074-12, 33.076-2, 34.059, 34.075, 34.081, 36.049, 36.081-4, 36.082-1, 36.085-3, 36.085-4, 38.028, 38.035, 38.080-5, 47.026, 47.039, 47.071-2, 47.071-5, 47.071-6, 48.030, 48.053, 48.058, 48.068, 48.074-6, 48.076-5, 48.078-3, 48.078-6, 49.026, 49.034, 49.052, 49.079, 49.084-9, 49.087-3, 50.018, 50.079-10, 62.036, 62.044, 62.077-7, 62.079-2, 63.072-9, 63.074-3, 65.014, 65.024, 65.027, 65.050, 65.067-1, 65.067-6, 65.068-6, 65.068-12, 66.056, 66.062, 66.069-14, 72.046-9, 72.047-2, 72.047-12, 74.031, 74.036, 74.045, 74.046, 74.048-1, 74.048-4, 74.048-5, 74.048-11, 74.049-18, 75.025, 75.032, 75.047, 75.049, 75.052-4, 75.052-7, 78.028, 78.041-13
- Environmental Education:** 23.059-8, 32.058, 32.081-16, 32.085-6, 33.020, 33.074-1, 34.085-6, 38.061, 47.069-7, 47.069-9, 47.072-2, 47.072-4, 48.074-2, 48.078-7, 50.079-3, 62.077-6, 72.038, 72.047-13, 75.042, 75.052-13
- Epidemiology:** 34.057
- Equity:** 20.013, 20.042-3, 20.043-3, 20.045-3, 22.027, 22.033, 22.059, 22.066-8, 23.028, 23.032, 23.033, 23.047, 23.058-6, 23.060-10, 23.061-1, 32.037, 32.074, 32.083-13, 32.084-2, 32.085-6, 33.014, 33.032, 33.064, 33.066, 33.072, 33.074-9, 33.074-10, 33.076-7, 34.016, 34.031, 34.032, 34.039, 34.083-9, 34.084-1, 36.022, 36.028, 36.048, 36.067, 36.081-2, 36.081-4, 36.085-3, 36.085-6, 38.021, 38.037, 38.049, 38.074, 38.080-3, 47.069-11, 47.071-6, 48.046, 48.074-9, 48.076-8, 48.077-1, 49.036, 49.037, 49.076, 49.084-4, 50.022, 50.023, 50.039, 50.079-11, 50.081-3, 50.081-9, 60.019, 60.022, 60.027, 60.032, 60.034, 60.053, 60.069-1, 60.069-5, 60.071-3, 60.071-8, 62.078-3, 63.030, 65.020, 65.023, 65.038, 65.062, 65.068-12, 65.070-4, 66.028, 66.068, 72.046-2, 74.044, 74.047-12, 74.048-8, 75.040, 75.052-5, 78.010, 78.023, 78.025, 78.040, 78.041-10
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- Ethnography:** 20.031, 22.066-2, 22.066-4, 23.058-7, 32.050, 32.053, 32.054, 32.081-11, 32.083-13, 33.076-4, 34.030, 34.063, 36.050, 36.082-3, 38.080-2, 38.080-11, 38.081-3, 47.052, 47.073-4, 47.073-6, 48.076-10, 50.027, 50.079-14, 50.081-3, 60.068-10, 62.077-4, 63.040, 63.047, 63.061, 63.072-1, 65.034, 65.047, 65.067-9, 66.033, 66.038, 66.056, 66.069-2, 66.069-11, 72.027, 74.047-4, 74.048-10, 75.025, 75.052-1, 75.052-5, 75.052-7, 78.040
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- Experiential Education:** 20.041-1, 22.063-11, 32.077, 36.085-7, 47.037, 47.064, 47.069-7, 48.076-4, 49.071, 50.082-4, 60.026, 60.068-2, 65.067-11
- Experimental Design:** 20.045-2, 22.065-5, 22.065-13, 23.061-3, 23.061-5, 32.034, 33.055, 36.051, 36.082-5, 36.083-2, 36.083-14, 47.059, 47.069-12, 47.073-3, 47.073-6, 48.039, 48.051, 49.086-5, 50.081-11, 60.017, 60.057, 62.079-2, 63.074-5, 65.029, 65.043, 66.059, 72.038, 72.046-3, 72.047-8, 74.040, 74.049-8, 74.049-9, 74.049-13, 78.029
- Expertise:** 23.039, 32.080, 33.075-1, 33.076-7, 36.025, 36.027, 36.047, 36.079, 38.082-4, 48.021, 48.022, 49.070, 50.082-8, 60.068-3, 62.079-7, 65.068-2, 66.069-11, 74.047-13
- Factor Analysis:** 22.066-7, 23.060-1, 32.024, 32.063, 33.025, 33.076-6, 34.083-4, 36.085-1, 47.065, 49.074, 49.077, 60.035, 62.056, 62.069, 63.058, 63.074-2, 66.052, 74.037, 74.042, 74.047-5, 74.049-13
- Faculty Careers:** 22.063-7, 34.036, 35.011, 36.081-2, 36.081-7, 38.041, 48.076-11, 49.085-5, 50.046, 60.071-2, 62.078-2, 74.025
- Faculty Development:** 4.017, 22.054, 22.063-1, 22.063-4, 23.045, 23.061-1, 32.085-10, 33.029, 33.067, 33.076-7, 35.011, 36.083-8, 47.043, 48.076-14, 48.078-1, 49.040, 49.065, 50.045, 50.057, 50.063, 59.012, 60.070-1, 60.071-1, 60.071-2, 62.037, 62.078-2, 65.039, 65.053, 65.068-8, 65.068-14, 66.071-1, 72.031, 75.027
- Faculty Issues:** 22.046, 22.054, 22.063-4, 22.063-7, 32.085-10, 33.014, 33.038, 34.053, 34.083-9, 36.081-2, 36.081-13, 38.041, 38.080-8, 47.071-5, 48.046, 48.076-14, 49.087-7, 50.046, 60.036, 60.071-2, 66.069-4, 74.025, 74.047-1, 75.028, 78.024
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- Gay/Lesbian Studies:** 20.028, 22.063-9, 34.055, 34.085-4, 36.071, 36.085-2, 38.021, 47.052, 48.037, 49.024, 49.025, 50.079-13, 62.077-13, 62.079-4, 66.026, 66.060, 78.037, 78.041-12
- Gender Studies:** 20.018, 20.041-9, 20.043-7, 20.043-12, 20.043-14, 22.033, 22.051, 22.064-6, 22.065-10, 22.066-3, 22.066-4, 22.066-9, 23.058-13, 23.059-3, 23.060-10, 23.061-4, 32.019, 32.029, 32.038, 32.077, 32.081-8, 32.085-10, 33.031, 33.066, 33.074-9, 34.016, 34.038, 34.083-12, 34.083-13, 34.085-4, 36.034, 36.050, 36.081-2, 36.083-3, 36.083-12, 38.021, 38.037, 38.046, 38.082-6, 38.082-7, 47.013, 47.041, 47.050, 47.072-5, 48.039, 48.049, 48.053, 49.084-13, 49.086-3, 49.086-5, 49.087-9, 50.066, 50.079-4, 50.080-4, 50.081-9, 50.081-11, 60.027, 60.068-2, 60.068-9, 60.068-10, 60.069-6, 60.069-7, 60.071-8, 62.022, 62.030, 62.069, 62.079-4, 63.018, 65.027, 65.030, 65.058, 66.017, 66.021, 72.024, 72.047-10, 74.047-8, 74.048-8, 74.048-13, 75.051-7, 75.051-12, 78.026, 78.042-2
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- Governance:** 22.036, 22.063-1, 23.031, 23.058-1, 32.056, 32.081-2, 32.081-10, 48.032, 48.074-7, 49.077, 49.087-4, 50.050, 60.047, 62.077-7, 65.067-7, 72.031, 74.033, 74.047-11, 75.037
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- Health Professional Education:** 20.022, 22.031, 22.064-10, 33.076-7, 48.049, 49.040, 50.081-10, 60.033, 62.037, 66.069-11, 75.027
- Hierarchical Modeling:** 4.010, 20.022, 20.045-3, 22.016, 22.025, 22.051, 22.065-3, 22.065-5, 23.058-7, 23.059-1, 23.060-3, 23.060-5, 32.048, 32.066, 32.078, 32.079, 32.082-3, 32.084-1, 32.085-6, 33.062, 34.039, 36.058, 36.081-12, 36.082-7, 36.085-1, 38.049, 38.082-5, 48.036, 48.039, 48.051, 48.063, 48.077-3, 50.038, 50.053, 50.070, 50.074, 50.081-6, 50.082-8, 60.030, 60.033, 60.068-9, 62.047, 62.056, 63.072-4, 63.072-14, 65.014, 65.027, 65.029, 72.044, 72.046-8, 72.047-8, 74.049-1, 74.049-2, 74.049-13, 74.049-16
- High Schools:** 20.021, 20.039, 20.043-15, 20.045-4, 22.064-8, 22.064-9, 22.065-2, 22.065-9, 23.048, 23.050, 23.058-5, 23.059-10, 23.061-5, 31.011, 32.026, 32.053, 32.074, 32.081-5, 32.081-9, 33.018, 33.032, 33.075-5, 33.076-1, 33.076-5, 34.035, 34.036, 34.085-6, 36.046, 36.050, 36.083-7, 36.084-5, 36.085-4, 38.082-4, 38.082-5, 47.035, 47.063, 47.072-5, 48.027, 48.072, 48.074-9, 48.074-10, 48.078-7, 49.057, 49.086-2, 49.087-2, 49.087-8, 50.021, 50.038, 50.082-4, 60.057, 60.065, 60.068-5, 60.069-1, 60.069-3, 60.070-3, 62.020, 62.021, 62.047, 62.079-2, 62.079-6, 63.018, 63.072-3, 63.073-6, 64.010, 65.042, 65.057, 65.068-8, 65.068-11, 65.068-12, 66.019, 66.034, 66.035, 66.056, 66.069-2, 66.069-10, 72.012, 72.013, 72.019, 72.028, 72.044, 72.047-14, 74.044, 74.047-12, 74.048-9, 74.049-1, 74.049-5, 74.049-6, 75.026, 75.045, 75.051-12
- High Stakes Testing:** 20.045-3, 22.065-6, 22.065-14, 23.059-4, 23.060-6, 33.076-2, 34.048, 36.067, 47.024, 48.072, 48.076-5, 48.077-1, 49.087-8, 60.046, 60.071-6, 62.078-5, 62.079-1, 63.043, 63.062, 65.014, 65.031, 66.020, 72.023, 72.028, 72.046-2, 74.049-2, 74.049-10, 78.030, 78.034
- Higher Education:** 20.025, 20.041-7, 20.045-1, 22.028, 22.029, 22.046, 22.054, 22.056, 22.062, 22.063-1, 22.063-2, 22.063-3, 22.063-5, 22.063-6, 22.063-7, 22.063-10, 22.063-12, 22.064-2, 22.064-5, 22.064-9, 22.065-11, 22.066-4, 23.028, 23.029, 23.031, 23.039, 23.045, 23.059-6, 23.059-11, 23.060-2, 23.060-9, 23.060-11, 23.061-1, 23.061-4, 32.036, 32.037, 32.038, 32.046, 32.057, 32.063, 32.067, 32.071, 32.073, 32.083-2, 32.083-14, 32.084-2, 32.084-5, 32.085-8, 32.085-9, 32.085-10, 33.037, 33.038, 33.052, 33.064, 33.074-3, 33.074-4, 33.074-15, 33.075-4, 33.076-6, 34.018, 34.022, 34.036, 34.037, 34.038, 34.049, 34.068, 34.083-8, 34.083-12, 36.031, 36.057, 36.065, 36.069, 36.081-1, 36.081-3, 36.081-5, 36.081-7, 36.081-8, 36.081-9, 36.081-10, 36.081-12, 36.081-13, 36.083-4, 36.083-5, 36.083-8, 36.084-1, 36.084-4, 38.041, 38.042, 38.080-8, 38.082-7, 38.082-8, 47.013, 47.036, 47.040, 47.042, 47.043, 47.050, 47.069-11, 47.073-1, 47.073-2, 48.029, 48.035, 48.037, 48.046, 48.049, 48.054, 48.061, 48.063, 48.064, 48.074-1, 48.074-7, 49.041, 49.044, 49.046, 49.048, 49.079, 49.084-8, 49.087-2, 49.087-8, 50.035, 50.045, 50.046, 50.054, 50.057, 50.062, 50.063, 50.081-9, 50.082-8, 50.082-9, 60.014, 60.035, 60.036, 60.053, 60.068-2, 60.068-3, 60.068-6, 60.068-7, 60.068-8, 60.068-9, 60.068-10, 60.069-5, 60.071-2, 60.071-3, 62.072, 62.074, 62.077-2, 62.077-5, 62.077-9, 62.077-11, 62.077-12, 62.079-7, 63.034, 63.035, 63.036, 63.049, 63.074-5, 65.032, 65.038, 65.039, 65.045, 65.053, 65.062, 65.067-3, 65.068-14, 65.070-1, 65.070-2, 66.021, 66.037, 66.038, 66.039, 66.070-4, 72.019, 72.025, 72.031, 72.032, 72.039, 74.021, 74.024, 74.026, 74.043, 74.047-1, 74.048-12, 74.049-5, 75.028, 75.029, 75.031, 75.052-13, 78.023, 78.024, 78.025, 78.034, 78.039, 78.041-11, 78.041-14
- Hispanic:** 20.016, 22.015, 22.065-10, 32.085-6, 34.083-9, 36.049, 36.081-10, 36.085-4, 38.042, 38.080-3, 47.073-1, 49.041, 49.087-8, 50.081-9, 60.068-4, 60.069-4, 62.049, 62.077-10, 63.034, 63.036, 66.039, 74.036, 75.051-4
- Hispanic Education:** 20.025, 20.031, 20.043-5, 22.063-8, 22.064-2, 22.066-1, 23.024, 23.044, 23.058-13, 23.061-6, 32.084-5, 33.074-2, 34.039, 34.060, 34.085-4, 36.071, 36.081-9, 47.032, 48.074-6, 49.036, 60.032, 60.068-11, 60.068-12, 60.069-1, 62.030, 62.049, 62.055, 62.077-10, 63.029, 63.034, 65.017, 65.053, 65.067-6, 66.039, 72.036, 74.047-12, 75.040, 78.019
- History:** 20.013, 20.017, 20.031, 20.041-4, 20.041-5, 20.043-12, 22.019, 22.028, 22.039, 22.064-5, 22.066-6, 23.024, 23.058-5, 23.059-1, 32.027, 32.076, 32.083-1, 32.083-3, 33.031, 33.038, 33.071, 34.021, 34.022, 34.083-5, 36.031, 36.083-6, 38.026, 38.030, 47.035, 47.046, 47.069-3, 47.069-6, 48.028, 49.046, 49.085-1, 50.024, 50.025, 50.033, 50.066, 50.075, 60.032, 60.060, 62.077-1, 62.077-2, 62.077-3, 62.078-4, 63.028, 65.031, 66.026, 66.057, 66.069-1, 66.069-2, 72.047-15, 74.023, 74.035, 74.049-5, 75.022, 78.041-1
- Holistic Education:** 20.032, 20.041-11, 32.056, 33.074-2, 34.085-4, 36.061, 47.053, 48.076-4, 49.084-2, 49.087-1, 50.054, 60.069-13, 62.053
- Human Development:** 20.016, 23.023, 32.046, 32.073, 34.085-4, 36.085-1, 38.082-3, 48.071, 48.076-11, 49.084-2, 50.079-5, 62.029, 65.047, 72.032
- Identity:** 20.043-5, 20.043-12, 22.035, 22.045, 22.063-9, 22.064-4, 22.066-1, 22.066-4, 22.066-6, 23.032, 23.053, 23.059-9, 23.060-7, 32.036, 32.073, 32.076, 32.077, 32.083-3, 32.083-4, 32.083-11, 32.083-14, 32.085-4, 32.085-9, 33.083-9, 33.085-9, 33.086-9, 34.025, 34.026, 34.038, 34.046, 34.062, 34.067, 34.083-8, 34.083-9, 34.085-5, 36.043, 36.046, 36.080, 36.081-5, 36.081-14, 36.082-6, 36.083-6, 38.037, 38.068, 38.074, 38.080-12, 38.082-5, 47.038, 47.052, 47.053, 47.062, 47.069-12, 47.070-3, 47.070-4, 47.071-11, 47.072-5, 47.072-6, 48.038, 48.074-2, 48.074-3, 48.076-11, 48.078-8, 49.024, 49.046, 49.059, 49.076, 49.087-8, 50.019, 50.025, 50.054, 50.069, 50.071, 50.079-13, 50.080-4, 50.081-9, 60.027, 60.042, 60.058, 60.061, 60.068-1, 60.068-11, 60.069-1, 60.069-4, 60.070-6, 60.071-6, 60.071-8, 62.037, 62.077-7, 62.078-1, 63.023, 63.032, 63.034, 63.065, 65.059, 65.067-10, 65.068-12, 65.070-1, 66.038, 66.059, 66.061, 66.069-12, 66.069-13, 66.071-1, 72.027, 72.042, 72.046-14, 72.047-3, 74.048-2, 74.048-4, 74.048-8, 74.048-9, 74.048-13, 75.052-5, 78.024, 78.036, 78.041-3
- Immigrants:** 20.043-5, 20.043-7, 20.043-8, 20.043-9, 22.047, 22.066-1, 23.061-1, 32.068, 32.083-4, 32.084-5, 32.085-7, 33.074-12, 34.060, 36.034, 36.081-10, 36.083-11, 38.074, 38.080-13, 47.069-4, 48.030, 48.074-2, 48.074-4, 48.076-2, 48.076-11, 48.076-14, 49.061, 49.067, 49.076, 50.079-10, 50.080-4, 60.062, 60.069-2, 60.069-4, 62.020, 62.055, 62.077-10, 63.032, 66.038, 72.016, 72.042, 72.047-5, 74.047-3, 74.048-2, 74.048-5, 78.041-10
- Immigration/Immigrants:** 20.018, 20.041-1, 20.043-7, 20.043-9, 20.043-13, 20.045-1, 22.064-2, 22.064-7, 32.030, 32.076, 32.081-5, 33.062, 33.068, 33.074-7, 33.074-12, 34.033, 34.083-8, 34.085-4, 36.034, 36.081-5, 36.085-4, 38.080-13, 48.064, 48.076-13, 49.036, 49.084-7, 50.082-7, 60.068-11, 60.069-4, 60.069-6, 60.069-9, 60.070-1, 62.078-1, 63.055, 65.070-6, 66.033, 66.038, 66.047, 66.069-10, 66.069-12, 74.048-2, 74.048-9
- Indigenous Education:** 22.020, 22.036, 23.024, 23.060-9, 32.059, 32.060, 36.085-8, 38.028, 38.080-5, 48.035, 48.059, 48.077-2, 50.033, 62.078-1, 66.071-2, 74.037, 74.048-9, 75.051-13, 78.041-3
- Indigenous Peoples:** 20.031, 20.032, 20.043-2, 20.043-8, 20.045-4, 22.020, 23.024, 23.060-9, 32.059, 32.060, 32.082-5, 32.082-6, 34.037, 36.046, 38.064, 40.031, 47.064, 47.069-10, 47.070-3, 47.071-8, 48.045, 48.052, 48.069, 48.076-14, 49.068, 49.084-7, 49.085-2, 50.033, 50.080-6, 60.069-11, 62.078-1, 63.034, 63.059, 65.051, 65.067-14, 66.070-2, 66.071-2, 74.037,

- 74.047-2, 74.048-12, 74.048-13, 75.051-13, 78.041-3, 78.041-9
- Individual Differences:** 20.032, 20.042-7, 23.056, 36.082-5, 38.024, 38.051, 47.056, 47.073-1, 49.029, 49.087-6, 49.087-9, 50.063, 50.082-7, 62.026, 65.057, 65.067-2, 65.068-14, 75.052-8
- Information Processing:** 23.061-4, 23.061-6, 33.035, 34.084-3, 36.069, 36.082-4, 38.024, 47.073-1, 48.022, 48.078-8, 63.074-4, 66.071-3
- Instructional Design/Development:** 20.042-3, 22.056, 22.066-8, 23.039, 23.058-15, 23.061-3, 23.061-4, 32.061, 32.082-3, 32.085-6, 33.026, 33.060, 33.071, 33.075-6, 33.076-6, 34.041, 34.057, 34.084-3, 34.084-4, 34.085-6, 36.024, 36.041, 36.047, 36.075, 36.081-14, 36.082-1, 36.084-1, 36.085-5, 36.085-8, 38.027, 38.056, 38.081-1, 38.082-4, 47.029, 47.071-12, 48.022, 48.071, 48.078-4, 48.078-7, 49.061, 49.084-13, 49.087-3, 49.087-5, 50.073, 50.077, 50.080-3, 60.028, 60.029, 60.057, 60.065, 60.070-6, 62.079-6, 62.079-7, 63.073-4, 63.074-5, 64.013, 65.039, 65.066, 65.070-5, 66.024, 66.055, 66.067, 66.070-3, 72.029, 72.047-8, 74.018, 74.047-5, 74.047-7, 75.051-11, 75.052-8, 78.033
- Instructional Interventions:** 20.045-4, 20.045-5, 22.066-6, 22.066-7, 23.059-2, 32.034, 32.085-7, 33.018, 33.075-6, 36.027, 36.029, 36.065, 36.073, 36.082-2, 36.082-6, 36.083-7, 36.085-6, 38.082-7, 47.049, 48.022, 48.024, 48.068, 48.071, 49.034, 49.081, 60.028, 60.029, 60.070-4, 62.019, 62.028, 62.057, 62.079-7, 63.072-4, 63.072-12, 65.066, 66.064, 66.071-3, 72.012, 72.018, 72.019, 72.029, 75.047, 75.051-11, 75.052-3, 75.052-12, 78.033
- Instructional Practices:** 20.038, 20.040, 20.041-3, 20.041-16, 22.063-2, 22.064-8, 22.064-12, 22.065-2, 23.037, 23.054, 23.058-8, 23.059-12, 23.061-2, 32.081-15, 32.082-1, 32.084-4, 32.085-6, 32.085-7, 32.085-10, 33.026, 33.038, 33.051, 33.076-1, 33.076-6, 34.063, 34.075, 34.081, 36.027, 36.032, 36.075, 36.081-7, 36.082-6, 36.083-7, 36.083-8, 36.084-2, 36.085-6, 38.058, 38.065, 38.069, 38.081-1, 38.082-5, 38.082-7, 47.018, 47.054, 47.056, 47.063, 48.022, 48.023, 48.060, 48.078-6, 49.031, 49.034, 49.048, 49.084-13, 50.073, 50.074, 50.078, 50.082-8, 60.056, 60.057, 60.068-14, 60.071-2, 62.042, 62.045, 62.079-5, 62.079-6, 62.079-7, 63.044, 63.050, 63.051, 63.072-8, 64.013, 65.021, 65.039, 65.048, 65.066, 65.067-6, 65.067-13, 65.068-4, 65.068-8, 66.027, 66.043, 72.018, 72.047-4, 72.047-8, 72.047-10, 72.047-15, 74.013, 74.029, 74.047-9, 74.048-15, 74.049-12, 75.014, 75.034, 78.033
- Instructional Technology:** 20.041-10, 20.042-5, 20.043-11, 20.045-2, 20.045-4, 22.039, 22.063-13, 23.039, 23.058-15, 23.061-3, 23.061-4, 23.061-6, 32.049, 32.061, 32.078, 32.082-3, 32.085-1, 33.025, 33.026, 33.072, 33.075-1, 33.075-2, 33.076-2, 34.057, 34.068, 34.083-10, 34.084-3, 34.085-6, 36.024, 36.028, 36.032, 36.057, 36.062, 36.078, 36.080, 36.082-3, 36.084-1, 36.085-5, 38.027, 38.029, 38.056, 38.072, 38.079, 38.082-4, 47.019, 47.067, 47.072-5, 47.073-6, 48.053, 48.068, 49.040, 49.084-13, 49.086-5, 49.087-3, 49.087-5, 50.080-1, 50.081-11, 50.082-9, 60.024, 60.028, 60.049, 60.051, 60.054, 60.070-5, 60.070-6, 62.057, 62.062, 62.074, 62.079-6, 62.079-7, 63.069, 63.073-1, 63.073-2, 63.074-5, 65.025, 65.053, 65.066, 65.067-13, 65.068-13, 65.068-14, 65.070-5, 66.024, 66.055, 66.067, 72.017, 72.046-12, 72.047-6, 74.047-5, 75.051-11, 75.052-5, 75.052-6, 75.052-8, 78.015, 78.033
- Intelligence:** 20.022, 38.069, 48.041, 62.079-6, 66.071-3
- Inter-Cultural Education:** 20.041-1, 22.063-6, 22.063-9, 34.038, 38.051, 60.068-6, 62.077-12, 74.048-9, 78.041-3
- International Education/Studies:** 20.041-1, 22.050, 22.064-6, 22.066-9, 23.028, 23.040, 23.058-1, 23.058-4, 23.058-6, 23.058-7, 23.059-1, 32.046, 32.055, 32.062, 32.081-8, 33.020, 33.069, 33.074-9, 34.022, 34.035, 34.038, 34.045, 34.060, 34.084-5, 36.057, 36.081-5, 36.082-7, 36.083-1, 36.083-4, 36.083-13, 36.085-4, 38.032, 38.041, 38.049, 38.063, 47.017, 47.034, 47.041, 47.048, 47.070-6, 47.071-8, 47.071-11, 48.045, 48.054, 48.074-7, 48.077-1, 48.078-6, 48.078-7, 50.018, 50.022, 50.059, 50.066, 50.079-3, 50.079-7, 50.080-2, 60.014, 60.068-6, 60.069-5, 62.037, 62.058, 62.069, 62.077-12, 62.079-3, 63.019, 63.022, 63.056, 63.057, 65.017, 65.023, 65.053, 65.067-4, 65.068-2, 65.068-10, 66.019, 66.020, 66.028, 66.030, 66.047, 66.069-14, 72.023, 72.046-1, 72.046-11, 74.038, 75.012, 75.015, 75.031, 75.044, 78.026, 78.034, 78.041-2
- Internet and Education:** 23.061-3, 32.082-3, 34.041, 34.068, 34.080, 34.085-6, 36.028, 36.032, 36.082-3, 36.084-2, 36.085-6, 38.056, 38.081-3, 47.070-2, 47.073-6, 48.078-8, 49.061, 50.062, 50.082-8, 50.082-9, 60.023, 62.025, 62.079-6, 63.073-4, 63.074-5, 65.025, 65.052, 72.046-14, 74.018, 74.021, 75.052-8
- Item Response Theory (IRT):** 22.022, 22.025, 22.050, 22.065-15, 22.065-16, 23.058-14, 23.060-3, 23.060-4, 23.060-6, 23.060-13, 32.024, 33.076-2, 36.072, 38.032, 46.010, 47.024, 48.059, 48.065, 48.076-5, 48.078-2, 49.086-6, 50.081-1, 50.081-5, 60.030, 74.049-14, 78.018
- Juvenile Justice:** 22.018, 22.029, 34.084-2, 36.085-4, 36.085-6, 47.063, 49.087-1, 50.053, 75.040, 75.051-4
- Language Comprehension/Development:** 20.019, 20.023, 20.041-13, 20.043-6, 32.054, 32.060, 32.085-7, 34.083-1, 36.085-1, 47.026, 47.071-2, 48.077-2, 50.079-10, 50.081-10, 62.078-1, 62.079-2, 66.051, 66.064, 74.034, 74.036, 74.048-14
- Language Processes:** 20.031, 32.078, 32.085-7, 33.034, 33.074-15, 34.061, 34.083-7, 38.067, 38.082-7, 47.071-8, 48.030, 48.069, 62.068, 63.073-7, 65.061, 74.037, 74.048-13
- Latino/a, or see Hispanic:** 20.031, 20.043-2, 20.043-3, 20.043-5, 22.049, 22.063-8, 22.064-9, 23.038, 32.074, 32.083-6, 32.084-5, 33.033, 33.034, 34.059, 36.021, 36.085-4, 36.085-5, 47.032, 47.052, 47.071-9, 48.035, 48.074-6, 49.041, 49.059, 49.073, 50.055, 60.068-12, 60.069-6, 62.033, 62.055, 63.036, 63.072-5, 65.032, 65.034, 65.038, 66.038, 66.054, 66.056, 72.012, 74.026, 74.047-12, 74.048-4, 74.048-5, 75.039, 75.043, 75.051-5, 75.052-7, 78.041-6, 78.041-13, 78.041-14
- Law/Legal:** 22.037, 22.063-15, 35.012, 48.037, 48.074-14, 49.084-8, 50.064, 60.032, 62.051, 62.077-11, 65.041, 65.055, 65.067-11, 66.045, 72.046-1, 74.039
- Leadership:** 20.032, 20.033, 20.045-3, 22.013, 22.016, 22.052, 22.054, 22.063-1, 22.064-8, 22.065-9, 23.014, 23.015, 23.047, 23.060-10, 23.060-12, 23.061-2, 32.038, 32.081-2, 32.081-3, 32.081-4, 32.081-8, 32.081-9, 33.018, 33.051, 33.074-2, 33.074-8, 33.074-9, 34.036, 34.050, 36.020, 36.021, 36.064, 36.081-6, 36.082-4, 36.083-9, 36.085-8, 38.021, 38.022, 38.080-8, 47.042, 47.073-2, 48.074-12, 48.076-1, 48.076-6, 48.078-1, 49.024, 49.025, 49.026, 49.069, 49.077, 49.084-5, 49.085-4, 49.086-4, 50.019, 50.020, 50.021, 50.023, 50.054, 50.060, 50.073, 50.079-4, 60.014, 60.018, 60.019, 60.036, 60.056, 60.070-1, 60.071-3, 62.019, 62.021, 62.077-3, 62.077-8, 62.077-12, 62.079-5, 63.034, 63.035, 63.070, 63.072-1, 63.072-2, 63.072-4, 63.072-5, 63.072-7, 63.072-11, 65.021, 65.056, 65.067-7, 65.067-10, 66.019, 66.069-9, 72.013, 72.014, 72.031, 72.044, 74.012, 74.025, 74.039, 74.047-11, 75.051-1, 75.051-2, 75.051-3, 75.051-5, 75.051-6, 75.051-7, 75.052-2, 75.052-6, 78.012
- Leadership Development:** 20.045-3, 22.016, 22.052, 22.063-1, 22.065-11, 23.047, 23.060-10, 32.038, 32.081-3, 32.081-6, 33.053, 33.074-8, 34.041, 34.080, 34.083-14, 36.021, 36.050, 36.057, 36.064, 36.082-7, 36.084-4, 38.021, 38.080-8, 38.082-8, 47.015, 47.016, 48.042, 48.076-6, 48.078-1, 49.026, 49.039, 49.067, 49.069, 49.074, 50.019, 50.021, 50.060, 50.073, 50.080-7, 60.017, 62.021, 63.040, 63.072-2, 63.072-3, 63.072-8, 63.072-9, 63.072-11, 65.022, 65.056, 65.067-7, 65.067-14, 65.070-1, 66.018, 66.046, 66.070-3, 74.012, 74.047-11, 75.012, 75.014, 75.051-2, 75.051-3, 75.051-6, 75.051-12
- Learning Environments:** 20.023, 20.042-5, 22.013, 22.015, 22.017, 22.038, 22.056, 22.064-6, 22.065-11, 22.066-7, 22.066-8, 23.039, 23.045, 23.048, 23.051, 23.058-15, 23.059-8, 23.061-4, 23.061-6, 32.023, 32.061, 32.072, 32.073, 32.080, 32.082-3, 32.083-8, 33.037, 33.044, 33.060, 33.072, 33.074-13, 33.074-14, 33.076-5, 33.076-6, 34.035, 34.041, 34.084-7, 34.085-6, 36.026, 36.028, 36.036, 36.047, 36.065, 36.082-1, 36.084-3, 36.085-7, 36.085-8, 38.065, 38.082-4, 38.082-7, 47.023, 47.070-2, 47.073-4, 47.073-5, 47.073-6, 47.073-8, 48.028, 48.047, 48.067, 48.078-7, 50.020, 50.041, 50.045, 50.080-5, 50.080-7, 50.082-8, 60.026, 60.057, 60.058, 60.062, 60.071-8, 62.025, 62.057, 62.060, 62.079-6, 63.072-4, 63.072-6, 63.072-7, 63.074-2, 63.074-5, 65.052, 65.057, 65.068-13, 65.070-5, 66.028, 66.049, 66.055, 66.067, 72.046-14, 74.018, 74.021, 74.029, 74.047-9, 74.048-4, 75.017, 75.051-4, 75.052-2, 75.052-15, 78.015, 78.020, 78.041-15
- Learning Processes/Strategies:** 22.056, 23.055, 23.061-4, 32.082-6, 32.083-1, 32.085-3, 33.024, 33.025, 33.060, 33.074-11, 33.076-5, 33.076-6, 34.049, 34.084-3, 36.027, 36.082-6, 36.085-6, 38.027, 38.065, 38.072, 38.082-4, 38.082-7, 47.064, 47.071-11, 47.073-1, 48.021, 48.022, 48.075-2, 48.078-4, 48.078-6, 48.078-7, 48.078-8, 49.087-8, 50.030, 50.031, 50.065, 50.077, 50.082-1, 50.082-9, 60.023, 60.025, 60.028, 60.069-13, 62.026, 62.059, 63.073-1, 63.074-5, 65.045, 65.064, 65.066, 65.067-12, 66.070-1, 66.071-3, 72.019, 72.046-14, 74.017, 74.047-7, 75.014, 75.051-9, 75.052-12, 75.052-15, 78.016, 78.033
- Learning from Experience:** 22.062, 32.071, 32.080, 33.047, 33.075-2, 36.045, 36.057, 36.078, 38.072, 38.081-4, 38.082-3, 47.064, 47.070-4, 48.078-5, 48.078-7, 49.046, 50.079-15, 50.082-8, 63.074-3, 66.046, 72.032
- Literacy:** 20.038, 20.041-2, 20.043-6, 20.043-8, 20.043-15, 20.045-2, 20.045-5, 22.030, 22.055, 22.065-1, 22.065-3, 22.065-4, 22.065-5, 22.065-8, 22.066-4, 22.066-7, 23.016, 23.026, 23.035, 23.058-13, 23.060-8, 23.061-5, 32.028, 32.034, 32.042, 32.044, 32.048, 32.054, 32.078, 32.083-12, 32.083-15, 32.085-4, 32.085-5, 32.085-6,

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- Literature:** 22.065-10, 22.066-1, 23.035, 32.083-11, 33.027, 33.054, 36.066, 36.085-6, 47.069-8, 47.069-9, 47.070-1, 48.039, 49.084-3, 49.087-4, 50.079-4, 60.058, 60.070-6, 62.077-12, 62.078-4, 63.023, 66.026, 72.027, 78.041-9
- Longitudinal Studies:** 20.015, 20.028, 20.040, 20.041-16, 20.043-3, 22.038, 22.051, 22.063-13, 22.065-3, 23.026, 23.058-12, 23.059-6, 32.085-7, 33.062, 33.070, 34.026, 34.036, 34.083-2, 34.084-7, 34.085-4, 34.085-5, 38.031, 38.082-5, 47.036, 47.044, 47.073-7, 48.021, 48.077-3, 48.078-3, 48.078-8, 49.087-8, 50.081-6, 60.027, 60.030, 60.031, 60.065, 60.069-9, 62.020, 62.036, 62.047, 62.056, 62.074, 62.077-14, 63.068, 63.072-7, 63.072-11, 63.074-1, 65.052, 65.066, 65.068-12, 65.070-5, 66.052, 72.018, 72.034, 72.047-14, 74.044, 74.047-3, 74.049-12, 74.049-16, 78.017
- Mainstreaming:** 38.080-2, 60.068-13, 63.072-5, 72.047-4
- Mathematics Education:** 4.014, 20.013, 20.023, 20.029, 20.037, 20.041-4, 20.041-16, 20.042-3, 20.042-5, 20.042-6, 20.042-7, 20.045-3, 22.021, 22.033, 22.039, 22.049, 22.059, 22.062, 22.063-12, 22.063-13, 22.064-12, 22.066-1, 23.021, 23.032, 23.054, 23.058-14, 23.059-9, 23.061-2, 23.061-4, 32.019, 32.047, 32.074, 32.082-1, 32.082-2, 32.085-9, 33.024, 33.062, 33.074-5, 33.074-14, 33.076-2, 34.021, 34.025, 34.030, 34.049, 34.077, 34.079, 34.083-2, 34.084-6, 34.085-6, 36.027, 36.032, 36.040, 36.051, 36.065, 36.075, 36.082-1, 36.082-7, 36.083-1, 36.083-3, 36.083-9, 36.084-1, 36.085-3, 38.032, 38.037, 38.052, 38.058, 38.074, 38.079, 38.080-5, 38.082-3, 38.082-7, 47.013, 47.022, 47.026, 47.035, 47.037, 47.056, 47.069-2, 47.070-3, 47.070-5, 47.070-6, 47.071-3, 47.071-5, 47.071-10, 47.071-12, 47.071-13, 47.073-1, 48.023, 48.034, 48.045, 48.075-4, 48.076-11, 48.078-6, 48.078-8, 49.039, 49.048, 49.049, 49.057, 49.064, 49.076, 49.081, 49.087-5, 49.087-6, 49.087-9, 50.029, 50.065, 50.072, 50.081-10, 50.082-1, 50.082-7, 60.021, 60.065, 60.069-11, 60.070-3, 60.070-4, 62.043, 62.058, 62.060, 62.066, 62.067, 62.079-6, 63.029, 63.051, 63.072-8, 63.073-6, 63.074-2, 63.074-4, 65.042, 65.067-8, 65.067-12, 65.068-9, 65.068-12, 65.070-3, 66.018, 66.028, 66.041, 66.062, 66.064, 66.069-8, 66.071-3, 72.039, 72.040, 72.046-14, 72.047-8, 72.047-10, 72.047-13, 72.047-15, 74.020, 74.045, 74.047-7, 74.048-1, 74.048-4, 74.049-8, 74.049-9, 74.049-11, 75.019, 75.026, 75.046, 75.051-6, 78.041-3
- Measurement:** 4.011, 20.015, 20.022, 22.022, 22.023, 22.025, 22.026, 22.027, 22.051, 22.065-4, 22.065-14, 22.065-15, 22.065-16, 22.066-5, 23.050, 23.060-3, 23.060-4, 23.060-6, 23.060-13, 23.061-4, 32.024, 32.033, 32.063, 33.017, 33.027, 33.029, 33.048, 33.076-2, 36.025, 36.052, 36.069, 36.072, 38.033, 38.082-2, 38.082-5, 46.010, 47.024, 47.065, 48.054, 48.065, 48.072, 48.076-3, 48.076-5, 49.034, 49.064, 49.085-3, 50.032, 50.074, 50.081-5, 50.081-6, 60.028, 60.031, 62.047, 62.068, 62.074, 62.079-1, 63.044, 63.062, 63.068, 65.041, 65.064, 65.067-12, 66.051, 66.052, 72.023, 72.045, 74.021, 74.049-17, 75.052-10
- Media:** 22.053, 32.051, 32.058, 33.053, 33.074-13, 33.075-3, 34.038, 34.050, 34.063, 34.080, 34.083-7, 34.085-6, 36.084-4, 36.085-5, 38.073, 38.080-2, 38.081-3, 47.019, 47.038, 47.042, 47.069-14, 47.070-2, 47.072-1, 49.060, 50.082-1, 60.047, 60.060, 60.069-12, 60.070-5, 62.060, 63.073-5, 65.068-13, 66.024, 66.070-1, 74.041, 74.047-4, 75.051-10, 75.052-7, 78.041-10, 78.041-12, 78.041-15
- Medical Education:** 4.012, 20.022, 20.045-1, 22.031, 22.066-8, 32.035, 33.076-7, 34.036, 38.040, 48.037, 49.040, 50.041, 60.033, 65.067-11, 65.070-1, 72.029, 74.047-13, 75.027, 75.051-11
- Memory:** 33.024, 34.084-3, 38.051, 49.087-6, 62.068, 66.071-3
- Mentoring:** 22.046, 22.054, 23.058-10, 23.059-6, 32.084-3, 33.041, 33.063, 34.083-9, 34.083-14, 47.042, 47.053, 47.071-6, 47.072-3, 48.078-8, 49.071, 49.074, 49.085-5, 49.086-5, 49.087-3, 50.079-8, 50.082-2, 50.082-9, 53.049, 60.068-2, 60.071-2, 60.071-6, 62.021, 62.040, 62.077-5, 65.067-14, 65.068-2, 66.063, 66.069-4, 72.032, 72.047-7, 72.047-9, 75.027, 75.034, 75.051-6, 78.014, 78.024, 78.029
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- Metacognition:** 20.041-14, 23.058-14, 23.061-4, 33.023, 34.075, 34.085-6, 36.027, 36.082-6, 49.029, 50.082-9, 62.026, 65.025, 65.028, 65.064, 66.071-3, 74.017, 75.052-12, 78.014
- Middle Schools:** 20.042-7, 22.064-6, 23.061-5, 23.061-6, 32.034, 32.085-4, 33.029, 33.074-13, 34.018, 34.025, 34.083-2, 36.027, 36.029, 38.028, 38.037, 38.082-3, 47.072-6, 48.027, 48.067, 48.076-1, 48.076-7, 48.078-7, 49.072, 49.081, 49.084-3, 49.084-11, 49.086-4, 49.087-1, 49.087-8, 50.069, 50.082-9, 60.024, 60.056, 62.067, 62.079-5, 63.067, 63.072-4, 63.072-12, 63.074-2, 65.027, 65.035, 65.063, 65.068-2, 66.020, 66.034, 66.070-4, 74.047-7, 74.048-8, 74.048-14, 74.049-1, 78.017, 78.042-1, 78.042-2
- Minorities:** 20.045-5, 22.063-14, 22.066-1, 23.061-1, 32.082-4, 33.068, 33.076-4, 34.035, 34.036, 34.083-12, 36.046, 36.081-8, 36.085-3, 47.073-5, 48.072, 48.074-7, 49.046, 49.050, 50.033, 50.046, 50.081-7, 60.027, 60.068-4, 62.079-6, 63.032, 63.036, 63.072-1, 63.072-5, 65.038, 65.068-14, 66.061, 72.043, 74.043, 75.024, 75.052-9, 75.052-11, 78.026
- Missing Data:** 22.051, 33.055, 50.081-5, 74.049-13
- Mixed Methods:** 4.015, 18.010, 20.043-14, 20.045-5, 22.026, 22.063-9, 22.063-10, 22.063-11, 22.064-9, 22.064-10, 22.065-2, 23.027, 23.055, 23.060-2, 32.023, 32.038, 32.064, 33.046, 33.074-1, 33.074-8, 33.076-7, 34.072, 34.084-1, 36.044, 36.048, 36.085-7, 38.049, 38.075, 38.080-12, 38.081-1, 47.070-2, 47.073-3, 47.073-8, 48.037, 48.067, 48.077-2, 49.084-5, 49.084-13, 50.019, 50.060, 50.066, 50.081-3, 50.081-10, 50.082-3, 60.017, 60.059, 62.029, 62.037, 62.040, 62.077-12, 62.079-1, 63.072-2, 65.064, 65.067-8, 65.069-2, 65.070-5, 66.035, 66.070-4, 72.025, 72.046-13, 72.047-2, 74.040, 74.049-5, 78.017, 78.035
- Moral Education/Development:** 20.041-5, 20.041-12, 22.066-6, 23.023, 23.038, 32.080, 33.074-3, 36.069, 38.080-2, 48.041, 48.057, 49.084-3, 50.079-1, 62.047, 62.054, 63.072-14, 66.061, 74.047-4
- Motivation:** 20.016, 20.022, 20.043-5, 20.045-3, 20.045-5, 22.055, 22.063-4, 22.063-10, 22.063-13, 22.064-6, 22.064-9, 22.064-12, 22.065-2, 22.066-1, 22.066-6, 23.022, 23.048, 23.049, 23.055, 23.059-8, 23.061-1, 23.061-4, 23.061-6, 32.019, 32.065, 32.081-16, 32.085-3, 33.051, 33.075-6, 33.075-7, 33.076-6, 34.024, 34.026, 34.065, 34.085-4, 36.025, 36.046, 36.082-5, 36.085-3, 36.085-6, 38.080-13, 38.082-5, 47.038, 47.049, 47.060, 47.062, 47.066, 47.073-1, 47.073-6, 48.021, 48.025, 48.057, 48.058, 48.059, 48.060, 48.076-8, 48.078-6, 48.078-7, 49.057, 49.087-6, 49.087-8, 50.030, 50.044, 50.046, 50.079-3, 50.081-1, 50.082-2, 50.082-9, 60.025, 60.057, 60.071-1, 62.026, 62.055, 62.061, 62.077-8, 63.051, 63.058, 63.060, 63.073-2, 65.057, 65.068-12, 65.070-1, 66.023, 66.028, 66.039, 66.070-4, 66.071-3, 72.014, 72.019, 72.029, 74.017, 74.034, 74.047-5, 75.047, 75.052-3, 75.052-12, 78.015, 78.017, 78.036
- Multicultural Education:** 20.034, 20.041-9, 20.041-10, 20.043-5, 20.045-4, 20.045-5, 20.045-6, 22.032, 22.033, 22.035, 22.043, 22.055, 22.064-2, 22.064-7, 22.065-12, 22.066-1, 32.044, 32.082-6, 32.083-3, 32.083-6, 32.083-9, 34.031, 34.067, 34.085-5, 36.046, 36.048, 38.080-13, 47.053, 47.069-6, 47.071-5, 47.071-8, 48.029, 48.070, 48.075-1, 48.078-5, 49.073, 50.025, 50.054, 60.049, 60.066, 62.034, 62.079-4, 63.042, 63.059, 65.067-13, 65.068-7, 65.070-6, 66.037, 66.071-1, 72.027, 72.039, 74.029, 74.031, 74.047-13, 74.048-2, 74.048-5, 74.048-6, 74.048-12, 75.052-2, 78.041-2, 78.041-15
- Multiculturalism:** 20.043-2, 22.065-10, 22.066-1, 23.060-7, 32.039, 32.050, 33.014, 34.038, 34.053, 36.055, 36.066, 36.083-6, 38.074, 38.080-11, 48.075-1, 49.073, 49.084-7, 50.079-4, 62.053, 62.079-4, 63.073-4, 66.069-6, 72.027, 72.042, 74.048-12
- Museum Education:** 32.083-2, 33.058, 50.052, 75.052-10
- Music Education:** 20.034, 20.044-1, 23.041, 23.059-11, 33.074-4, 34.066, 36.071, 47.073-8, 49.084-4, 50.061, 50.082-7, 62.077-9, 63.060, 78.036
- NAEP:** 4.016, 23.050, 35.013, 38.080-3, 47.054, 48.059, 63.073-7, 64.010
- Narrative:** 20.041-9, 20.042-1, 20.043-12, 20.044-1, 22.064-1, 23.041, 23.055, 23.060-7, 23.061-2, 23.061-4, 32.081-11, 32.083-2, 32.083-4, 33.064, 34.025, 34.067,

- 36.028, 38.068, 38.070, 38.080-12, 38.081-4, 47.038, 47.072-6, 48.074-3, 49.085-5, 49.086-1, 50.025, 50.068, 50.081-7, 60.058, 60.070-1, 63.023, 63.036, 63.061, 65.067-10, 65.068-9, 65.068-12, 72.046-13, 78.036
- Neighborhoods:** 32.081-8, 50.035, 63.072-14, 65.041, 66.069-3, 78.041-10
- Networking:** 22.036, 23.061-3, 33.044, 33.076-7, 34.083-6, 34.085-5, 36.081-8, 38.081-3, 49.024, 49.078, 60.047, 66.018, 66.070-1, 74.021
- No Child Left Behind:** 23.058-9, 36.085-1, 38.033, 38.080-3, 49.085-4, 60.046, 60.047, 63.043, 63.072-15, 63.074-2, 65.014, 65.068-1, 72.028, 72.047-1, 74.049-3, 78.011
- Organization Theory/Change:** 20.014, 20.028, 20.041-8, 20.045-3, 22.063-1, 22.063-4, 22.064-10, 23.045, 32.038, 32.073, 33.018, 33.038, 36.022, 36.064, 36.081-6, 47.060, 48.078-1, 49.078, 49.084-5, 49.084-10, 50.068, 60.019, 60.036, 60.071-3, 63.034, 63.035, 63.054, 63.072-12, 65.065, 66.020, 66.057, 66.070-3, 74.013, 78.024, 78.026
- Organizational Theory:** 20.043-4, 23.016, 32.058, 32.081-2, 32.081-10, 36.081-6, 38.080-1, 47.060, 47.071-11, 49.063, 49.077, 49.084-5, 49.085-5, 50.021, 50.079-12, 60.036, 60.069-8, 62.063, 63.072-2, 65.069-1, 65.070-2, 66.018, 72.014, 72.031
- Out-of-School Learning:** 22.026, 22.030, 23.043, 23.045, 23.051, 32.067, 32.083-6, 33.070, 33.075-5, 33.076-6, 34.085-4, 36.029, 36.083-11, 36.085-7, 38.081-3, 47.070-2, 47.072-3, 47.073-5, 48.020, 48.046, 48.060, 49.084-1, 50.027, 50.038, 50.080-7, 50.082-4, 50.082-6, 50.082-7, 60.069-2, 60.071-8, 62.079-6, 63.036, 63.073-5, 65.025, 66.069-10, 72.034, 74.042, 74.048-4, 75.052-15, 78.019
- Parental Involvement:** 20.016, 20.018, 20.043-9, 20.045-4, 22.013, 22.049, 22.064-3, 22.066-1, 23.061-5, 32.054, 32.081-5, 32.081-8, 32.081-9, 33.054, 33.074-12, 33.076-4, 34.058, 34.083-2, 34.085-4, 36.085-7, 38.080-10, 47.045, 47.069-1, 47.069-4, 47.073-8, 48.048, 48.074-6, 49.025, 49.036, 49.073, 50.070, 50.082-7, 60.069-6, 60.069-8, 60.069-9, 62.020, 62.047, 62.055, 62.077-14, 63.072-5, 65.034, 65.060, 65.067-7, 65.067-9, 65.068-3, 66.054, 72.018, 72.024, 72.042, 74.047-3, 74.047-8, 74.048-3, 78.038
- Parents and Families:** 20.018, 20.028, 20.043-9, 20.043-14, 22.047, 22.064-3, 22.065-9, 23.059-2, 23.059-3, 23.061-6, 33.056, 33.074-12, 34.058, 34.085-4, 36.081-8, 48.067, 48.076-2, 48.076-13, 48.078-3, 49.025, 49.036, 49.087-2, 50.079-9, 60.069-9, 62.079-4, 63.032, 65.046, 65.063, 65.068-1, 66.054, 66.064, 66.069-3, 66.069-5, 66.069-14, 72.042, 72.046-13, 74.047-3, 75.051-5
- Peace Education:** 20.013, 20.034, 22.064-7, 32.083-1, 34.070, 38.080-11, 40.041, 47.069-9, 48.061, 74.038
- Peer Interaction/Friendship:** 22.056, 33.070, 34.025, 34.085-4, 36.081-1, 36.081-5, 47.013, 48.027, 49.085-5, 50.069, 50.079-6, 60.033, 60.068-14, 60.071-3, 62.079-5, 63.051, 65.067-1, 65.070-1, 66.069-4
- Performance Assessment:** 20.015, 20.022, 22.063-11, 32.061, 34.036, 36.052, 36.082-6, 36.083-7, 47.071-1, 48.022, 48.068, 49.040, 49.054, 49.056, 50.040, 50.057, 50.081-5, 60.031, 60.033, 60.071-1, 63.074-3, 72.013, 74.022, 74.049-1, 74.049-2, 78.022
- Philanthropy:** 32.085-8, 34.016, 38.059, 48.050, 49.085-1, 50.082-3, 75.051-5
- Philosophy:** 20.035, 20.036, 20.037, 20.041-4, 20.041-11, 20.042-1, 22.064-1, 22.064-11, 23.019, 32.056, 32.069, 32.085-10, 33.066, 33.074-2, 33.074-5, 34.021, 34.049, 34.066, 34.071, 34.084-2, 38.054, 38.058, 38.071, 47.042, 47.046, 47.069-3, 47.069-8, 47.069-12, 47.072-1, 49.084-2, 49.084-6, 50.079-5, 60.055, 60.059, 60.069-4, 62.064, 62.077-10, 62.078-4, 63.061, 63.067, 74.040, 75.051-11, 78.041-2
- Physical Education:** 20.042-4, 20.045-3, 22.064-3, 23.055, 23.061-4, 32.081-11, 33.075-6, 38.075, 38.080-7, 38.080-13, 38.082-5, 47.072-5, 50.073, 63.074-2
- Policy:** 4.013, 20.024, 20.027, 20.039, 20.040, 20.041-2, 20.043-1, 20.043-4, 20.045-1, 22.044, 22.064-13, 22.065-6, 23.031, 23.036, 23.040, 23.058-1, 23.058-2, 23.058-3, 23.058-6, 23.058-7, 23.058-8, 23.058-9, 23.059-7, 32.046, 32.047, 32.058, 32.070, 32.081-14, 32.083-13, 32.084-3, 33.053, 33.074-15, 34.039, 34.048, 34.083-7, 36.048, 36.081-3, 36.081-10, 36.083-1, 38.062, 38.080-6, 38.082-1, 47.016, 47.027, 47.032, 47.034, 47.053, 47.058, 47.059, 48.030, 48.054, 48.062, 48.074-6, 48.074-7, 48.074-11, 48.074-12, 48.074-13, 48.074-14, 48.076-10, 49.044, 49.084-8, 49.087-4, 50.044, 50.049, 50.050, 50.053, 50.069, 50.082-7, 60.046, 60.047, 60.068-10, 60.069-5, 60.069-7, 62.045, 62.046, 62.049, 62.063, 62.067, 62.077-7, 62.077-11, 62.079-5, 63.037, 63.043, 63.045, 63.054, 63.063, 65.041, 65.048, 66.035, 66.057, 66.062, 72.026, 72.030, 72.034, 72.046-1, 72.046-3, 72.046-10, 74.039, 74.047-1, 74.048-3, 74.048-6, 74.048-13, 75.020, 78.010, 78.034, 78.041-14
- Politics:** 20.028, 20.043-1, 20.043-4, 20.045-3, 22.036, 22.063-7, 22.064-13, 23.031, 23.058-1, 23.059-7, 32.046, 32.070, 33.074-5, 34.083-7, 36.067, 38.059, 38.062, 38.064, 40.031, 47.034, 47.072-1, 48.062, 48.077-1, 60.032, 60.069-4, 60.069-8, 62.045, 62.077-4, 63.022, 63.054, 66.045, 66.057, 72.046-2, 74.048-3, 75.022
- Popular Culture:** 20.043-1, 20.045-4, 22.032, 22.053, 23.035, 32.042, 33.053, 36.053, 38.080-12, 47.042, 47.069-9, 48.028, 49.060, 49.083, 50.026, 62.076, 63.073-3, 63.073-5, 74.047-4, 75.051-12
- Post Colonial Theory:** 20.031, 20.041-9, 22.018, 22.019, 22.043, 22.066-9, 32.076, 32.083-4, 33.032, 33.074-10, 36.083-4, 47.057, 48.046, 48.064, 49.060, 49.084-7, 62.052, 62.077-6, 63.072-1, 66.047, 66.058, 78.021
- Postmodernism:** 20.018, 20.032, 20.036, 22.057, 22.066-3, 23.019, 32.083-7, 33.053, 34.083-12, 34.085-2, 38.054, 38.057, 38.063, 47.046, 48.077-2, 50.079-14, 50.080-5, 60.021, 60.036, 63.073-5, 74.035, 74.047-6
- Postsecondary Education:** 20.024, 20.025, 20.042-7, 20.043-8, 20.045-1, 22.038, 22.063-2, 22.063-3, 22.063-7, 22.063-9, 22.063-11, 22.063-12, 22.063-13, 22.063-14, 22.064-2, 22.064-9, 22.065-15, 23.028, 23.029, 23.059-7, 23.061-1, 23.061-6, 32.036, 32.038, 32.084-2, 32.085-3, 32.085-6, 33.037, 33.062, 33.074-7, 33.076-7, 34.039, 36.025, 36.052, 36.057, 36.081-1, 36.081-2, 36.081-3, 36.081-4, 36.081-5, 36.081-6, 36.081-10, 36.081-11, 36.081-14, 36.083-5, 38.042, 38.080-4, 38.080-7, 38.080-12, 47.032, 47.052, 47.069-10, 47.072-4, 47.073-1, 48.035, 48.036, 48.037, 48.074-1, 49.043, 49.046, 49.048, 50.044, 50.045, 50.046, 50.057, 50.074, 60.031, 60.034, 60.035, 60.049, 60.065, 60.068-1, 60.068-3, 60.068-6, 60.068-8, 60.068-9, 60.071-2, 62.020, 62.079-4, 63.032, 63.034, 63.074-5, 65.039, 65.062, 65.070-1, 66.037, 66.038, 66.039, 66.062, 72.030, 72.031, 72.032, 74.024, 74.044, 75.028, 75.044, 75.051-9, 75.052-6, 78.011, 78.034
- Poverty:** 23.058-13, 32.083-8, 38.042, 47.045, 47.058, 48.058, 48.077-3, 49.073, 60.068-11, 65.062, 65.070-6, 66.056, 66.071-1, 72.043, 72.046-2, 74.042, 74.047-3, 74.048-6, 74.048-8, 74.048-10, 75.040, 75.051-5
- Power:** 22.016, 22.022, 22.063-2, 23.060-2, 33.032, 33.074-13, 33.076-3, 34.085-3, 36.059, 38.063, 47.034, 47.046, 50.079-14, 60.066, 60.069-7, 63.053, 78.041-12
- Preschool:** 20.041-13, 23.037, 23.041, 32.083-12, 32.085-7, 36.058, 38.080-6, 47.041, 48.067, 48.076-13, 50.079-1, 50.081-9, 50.082-7, 60.068-11, 62.077-4, 65.048, 65.067-1, 66.051, 72.046-4
- Principals:** 20.039, 20.045-3, 22.014, 22.016, 23.047, 23.060-10, 32.081-3, 32.081-8, 33.074-4, 38.021, 38.080-8, 47.016, 47.069-1, 48.076-1, 48.076-6, 48.078-1, 49.026, 50.021, 50.060, 50.073, 50.082-3, 60.018, 60.042, 60.056, 62.021, 63.072-7, 63.072-11, 63.074-3, 65.020, 65.021, 65.022, 65.031, 65.056, 66.018, 66.061, 72.013, 74.012, 74.013, 74.047-11, 75.014, 75.051-3, 78.012
- Private Schools:** 34.084-1, 36.050, 62.077-8, 66.061, 72.034, 72.046-11
- Problem-based Learning:** 20.029, 20.042-3, 22.066-8, 23.039, 23.052, 34.084-4, 34.085-6, 38.082-4, 48.023, 48.075-4, 48.078-8, 49.031, 49.039, 49.067, 49.087-3, 49.087-5, 50.041, 60.028, 62.025, 62.057, 63.074-4, 66.046, 66.055, 66.059, 66.062, 74.018
- Professional Community:** 20.043-11, 20.045-3, 23.016, 23.059-8, 32.081-1, 32.081-5, 32.081-9, 32.085-6, 33.017, 33.018, 33.029, 33.067, 33.076-3, 36.081-14, 38.076, 47.071-7, 47.071-12, 48.076-9, 49.031, 50.053, 60.019, 60.071-6, 63.066, 63.072-8, 63.074-4, 65.056, 66.018, 66.069-11, 72.014, 74.025, 74.047-10, 74.048-15, 75.034, 78.011, 78.029
- Professional Development:** 20.029, 20.041-3, 20.041-13, 20.041-15, 20.042-3, 20.042-4, 20.043-15, 20.045-2, 20.045-3, 22.032, 22.034, 22.062, 22.063-11, 22.065-1, 22.065-11, 22.065-12, 23.028, 23.032, 23.041, 23.058-9, 23.058-10, 23.060-8, 32.035, 32.058, 32.080, 32.081-1, 32.081-3, 32.082-3, 32.083-15, 32.084-3, 32.085-1, 32.085-2, 33.029, 33.041, 33.067, 33.074-2, 33.074-7, 33.074-11, 33.076-7, 34.030, 34.048, 34.083-1, 34.083-11, 34.083-14, 34.084-5, 34.084-7, 35.010, 35.011, 36.021, 36.040, 36.043, 36.051, 36.079, 36.081-14, 36.083-13, 36.084-1, 36.085-3, 38.022, 38.044, 38.071, 38.074, 38.075, 38.076, 38.080-5, 38.082-7, 46.012, 47.022, 47.036, 47.069-1, 47.069-2, 47.069-14, 47.070-1, 47.070-5, 47.071-10, 47.071-11, 48.039, 48.066, 48.074-11, 48.076-1, 48.076-9, 48.078-4, 48.078-6, 49.026, 49.031, 49.038, 49.039, 49.048, 49.051, 49.053, 49.064, 49.071, 49.072, 49.074, 49.076, 49.078, 49.084-11, 49.085-4, 49.086-3, 49.087-2, 49.087-3, 50.019, 50.052, 50.061, 50.081-10, 50.082-3, 50.082-7, 59.012, 60.019, 60.039, 60.056, 60.068-13, 60.071-6, 62.021, 62.036, 62.050, 62.077-3, 62.077-10, 62.077-13, 62.078-2, 62.079-5, 63.063, 63.065, 63.070, 63.072-11, 63.074-1, 63.074-2, 63.074-5, 65.017, 65.039, 65.048, 65.067-12, 65.068-2, 65.068-4, 65.068-7, 65.070-3, 66.018, 66.043, 66.046, 66.048, 66.049, 66.059, 66.063, 66.069-4, 66.069-5, 72.034,

- 72.046-6, 72.047-4, 72.047-7, 72.047-8, 72.047-9, 72.047-10, 72.047-12, 74.012, 74.043, 74.048-15, 74.049-5, 74.049-8, 74.049-10, 75.014, 75.033, 75.034, 75.051-3, 75.051-6, 75.051-8, 75.052-9, 78.011, 78.029, 78.042-1
- Professional Knowledge:** 20.042-1, 22.059, 23.039, 23.061-2, 32.067, 32.081-15, 33.076-7, 36.083-3, 38.081-1, 38.082-8, 47.070-6, 47.071-11, 48.074-4, 48.075-4, 48.078-4, 49.087-3, 50.077, 60.059, 60.071-4, 62.079-5, 63.042, 65.067-1, 65.068-1, 65.068-4, 74.048-15
- Professions:** 22.064-10, 23.061-1, 32.073, 38.082-5, 48.049, 48.076-4, 49.040, 50.041, 50.077, 62.037, 63.049, 66.069-11, 72.029, 74.047-11
- Program Evaluation:** 20.045-2, 22.031, 22.064-10, 22.065-7, 22.065-11, 22.066-2, 23.027, 23.059-5, 23.059-12, 23.061-5, 32.025, 32.047, 33.046, 33.055, 33.074-14, 33.075-5, 34.084-7, 36.036, 36.040, 36.048, 36.081-12, 38.080-2, 38.082-3, 47.059, 47.071-2, 48.051, 49.087-1, 50.038, 50.080-7, 50.082-1, 62.079-2, 63.074-4, 65.014, 65.028, 65.035, 65.042, 66.035, 72.034, 72.046-8, 74.047-10, 74.049-1, 74.049-3, 74.049-4, 74.049-5, 74.049-7, 74.049-8, 74.049-9, 74.049-13, 75.027, 75.051-2, 78.011
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- Psychometrics:** 4.011, 20.015, 20.016, 22.022, 22.025, 22.027, 22.065-1, 22.065-13, 22.065-14, 22.065-15, 22.065-16, 23.060-1, 23.060-3, 23.060-4, 23.060-6, 23.060-13, 32.024, 33.027, 33.029, 33.076-2, 34.085-1, 36.052, 36.072, 38.032, 38.052, 47.024, 47.065, 48.076-5, 49.085-3, 49.086-6, 50.081-1, 63.062, 66.060, 72.023, 74.049-14, 74.049-17, 75.051-3
- Qualitative Research:** 20.023, 20.025, 20.029, 20.036, 20.041-7, 20.043-8, 20.043-10, 20.043-15, 20.045-3, 22.017, 22.026, 22.040, 22.047, 22.054, 22.057, 22.063-3, 22.063-5, 22.063-6, 23.014, 23.017, 23.027, 23.038, 23.048, 23.053, 23.054, 23.059-5, 23.060-2, 32.023, 32.050, 32.054, 32.057, 32.073, 32.077, 32.081-14, 32.083-2, 32.083-9, 32.085-6, 33.064, 34.039, 34.071, 34.073, 34.083-9, 34.083-11, 34.084-2, 34.084-4, 34.085-2, 34.085-5, 36.021, 36.071, 36.081-14, 36.083-6, 36.083-11, 38.035, 38.041, 38.068, 38.072, 38.080-11, 38.081-1, 38.081-2, 38.081-4, 38.082-3, 47.017, 47.043, 47.051, 47.058, 47.069-7, 47.069-8, 47.070-4, 47.071-10, 47.073-1, 47.073-8, 48.020, 48.050, 48.064, 48.074-1, 48.074-4, 48.074-7, 48.078-5, 49.032, 49.071, 49.075, 49.077, 49.078, 49.084-4, 49.085-5, 49.086-1, 50.063, 50.068, 50.071, 50.079-14, 50.081-3, 50.081-9, 60.058, 60.068-14, 60.070-1, 60.071-4, 62.048, 62.066, 62.077-5, 62.077-6, 62.077-9, 62.077-10, 62.079-1, 62.079-3, 62.079-5, 63.023, 63.034, 63.037, 63.040, 63.049, 63.073-1, 64.012, 65.039, 65.045, 65.067-8, 65.070-3, 66.035, 66.046, 66.060, 66.061, 66.069-4, 66.070-2, 66.071-1, 72.046-13, 72.046-14, 72.047-9, 74.035, 74.040, 74.046, 74.047-6, 74.048-5, 75.015, 75.020, 75.051-8, 75.052-1, 75.052-7, 78.030, 78.041-6, 78.041-8
- Queer Theory:** 34.016, 36.085-2, 47.052, 47.069-10, 50.079-13, 62.022, 62.031, 62.077-13, 66.029, 66.060, 78.037, 78.041-12
- RASCH Models:** 20.041-16, 22.025, 22.066-2, 23.026, 23.059-4, 23.060-3, 23.060-13, 23.061-4, 23.061-5, 32.024, 33.066, 33.076-2, 36.072, 38.032, 38.082-2, 47.073-1, 48.065, 48.076-5, 48.077-3, 50.074, 50.081-5, 62.074, 63.062, 74.047-10
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- Reading:** 20.023, 22.026, 22.034, 22.051, 22.065-2, 22.065-3, 22.065-8, 22.065-10, 22.065-14, 22.066-7, 23.026, 23.058-14, 23.059-2, 23.060-8, 23.061-4, 23.061-5, 32.034, 32.048, 32.078, 32.081-16, 32.085-5, 32.085-7, 33.025, 33.070, 34.048, 34.055, 34.081, 36.029, 36.043, 36.058, 36.066, 36.082-2, 36.085-6, 38.024, 38.032, 38.080-6, 47.044, 47.056, 47.063, 47.070-4, 47.070-5, 47.072-6, 48.058, 48.067, 48.076-7, 48.078-2, 49.028, 49.034, 49.087-1, 49.087-6, 49.087-8, 50.052, 50.080-3, 50.081-8, 50.082-9, 60.021, 60.068-2, 60.068-13, 62.028, 62.068, 62.077-1, 62.079-2, 63.024, 63.056, 63.073-2, 63.073-7, 63.074-1, 65.068-9, 65.068-12, 66.023, 66.025, 66.064, 66.069-8, 66.070-4, 66.071-3, 72.018, 72.020, 74.017, 74.034, 74.045, 74.048-10, 74.048-11, 74.049-10, 75.047, 75.052-3, 75.052-6, 75.052-12, 78.013, 78.017
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- Research Methodology:** 4.015, 18.010, 20.037, 20.043-2, 22.017, 22.022, 22.026, 22.040, 22.064-1, 22.064-2, 22.065-1, 22.065-13, 23.021, 23.038, 23.060-1, 23.060-2, 23.060-5, 31.010, 31.012, 32.023, 32.024, 32.025, 32.054, 32.066, 32.083-2, 32.083-4, 33.029, 33.055, 33.072, 33.075-4, 34.025, 34.030, 34.035, 34.061, 34.071, 34.072, 34.083-11, 34.085-2, 36.052, 36.059, 36.078, 36.083-2, 36.085-6, 38.025, 38.054, 38.065, 38.081-1, 47.026, 47.065, 47.069-8, 47.072-4, 47.073-7, 48.020, 48.051, 48.052, 48.063, 48.064, 48.078-2, 48.078-8, 49.029, 49.032, 49.046, 49.075, 49.084-13, 49.085-1, 49.085-3, 50.038, 50.039, 50.056, 50.058, 50.079-2, 50.079-6, 50.079-12, 50.079-14, 50.080-6, 50.081-2, 50.081-3, 50.081-6, 50.081-11, 50.082-8, 60.030, 60.031, 60.032, 60.069-1, 60.069-12, 62.021, 62.048, 62.056, 62.066, 62.077-6, 62.077-7, 62.079-1, 63.023, 63.047, 63.063, 63.068, 63.072-2, 63.073-1, 64.011, 64.012, 65.029, 65.042, 65.067-12, 65.068-13, 66.044, 66.066, 66.070-2, 66.071-3, 72.014, 72.022, 72.027, 72.046-13, 74.015, 74.022, 74.040, 74.045, 74.047-4, 74.047-6, 74.048-3, 74.049-6, 74.049-13, 74.049-15, 75.012, 75.023, 75.027, 75.051-10, 75.052-1, 75.052-8, 78.029, 78.031, 78.041-6, 78.041-7, 78.041-10
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- School Districts:** 20.043-4, 22.029, 32.032, 32.081-5, 32.081-10, 33.068, 33.076-3, 36.022, 38.078, 38.082-1, 48.049, 48.062, 60.047, 60.053, 62.063, 63.054, 65.022, 65.067-10, 66.045, 72.046-8, 74.011, 74.049-4, 78.011
- School Organization:** 20.045-3, 22.018, 22.064-6, 32.081-2, 32.081-8, 33.074-7, 34.048, 34.083-2, 36.022, 36.067, 38.021, 38.082-1, 47.030, 48.076-1, 48.076-12, 49.024, 60.018, 60.068-13, 60.071-6, 62.063, 63.072-1, 63.072-7, 63.072-12, 65.065, 66.018, 66.020, 72.012, 72.014, 72.034, 72.043, 75.051-4
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- Self-Concept:** 20.040, 23.029, 23.045, 23.059-1, 23.061-6, 25.019, 32.019, 32.083-2, 32.085-4, 34.025, 34.085-4, 36.032, 36.046, 36.081-5, 36.084-4, 38.082-3, 38.082-5, 47.069-9, 48.021, 48.035, 48.075-3, 49.084-3, 50.082-9, 62.077-7, 62.079-1, 62.079-4, 66.038, 72.046-11
- Self-directed Learning:** 22.039, 22.063-13, 32.085-3, 32.085-6, 32.085-7, 33.076-6, 36.085-3, 38.069, 47.066, 48.076-4, 48.078-3, 49.040, 50.030, 50.082-9, 62.026, 63.072-4, 63.073-4, 65.025, 65.052, 65.053, 65.057, 65.064, 66.049, 66.071-3, 72.029, 74.047-5
- Service Learning:** 20.043-11, 22.063-13, 23.059-11, 23.061-1, 32.055, 33.074-3, 33.074-10, 33.075-4, 33.076-3, 34.069, 36.050, 38.077, 47.042, 47.072-3, 48.060, 48.074-2, 49.079, 49.084-1, 50.082-4, 60.021, 60.068-2, 60.069-6, 60.070-2, 62.054, 62.072, 63.038, 65.020, 72.047-3, 74.047-5, 74.047-9
- Situated Learning:** 22.054, 22.066-8, 23.058-15, 32.049, 32.081-3, 34.041, 34.049, 34.085-5, 36.050, 36.085-8, 47.069-8, 48.078-6, 49.031, 49.070, 50.052, 50.062, 50.077, 60.027, 60.070-4, 62.059, 62.077-6, 63.072-12, 65.025, 66.071-3, 72.032, 74.047-9, 75.052-13
- Social Capital:** 20.043-8, 22.063-8, 32.081-1, 32.083-5, 33.014, 33.053, 33.076-4, 34.053, 34.083-5, 36.050, 36.081-8, 38.028, 38.042, 38.080-13, 47.032, 49.087-4, 50.079-6, 50.079-9, 60.071-6, 63.034, 63.036, 63.061, 63.074-6, 65.023, 65.038, 65.067-9, 66.038, 66.054, 72.012, 74.047-11, 74.047-12, 75.052-2, 78.012, 78.020
- Social Change:** 20.013, 20.042-1, 22.062, 23.039, 32.055, 32.083-5, 33.037, 33.058, 33.066, 34.030, 34.053, 36.080, 36.083-2, 36.083-11, 47.072-2, 48.035, 48.037, 48.076-4, 50.024, 50.079-8, 50.081-7, 60.069-9, 60.071-3, 62.048, 62.078-4, 63.035, 63.037, 63.046, 63.072-5, 65.070-1, 72.038, 74.035, 74.047-10, 74.049-7, 75.052-15, 78.026, 78.041-5, 78.041-7, 78.041-8
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- Sociolinguistics:** 22.066-7, 33.074-12, 33.074-15, 47.069-8, 60.065, 63.072-2, 65.068-7, 66.071-3, 75.025
- Sociology:** 20.043-12, 22.015, 32.056, 32.083-8, 33.062, 33.074-6, 34.083-5, 36.081-8, 47.059, 48.076-1, 49.036, 49.084-8, 50.079-6, 60.065, 65.062, 66.061, 74.044, 74.047-12, 74.048-7, 74.048-9, 74.048-12, 78.038
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- Spirituality:** 20.032, 20.045-4, 23.060-7, 32.056, 33.065, 34.078, 36.050, 36.061, 38.082-3, 47.064, 49.084-3, 50.080-4, 62.077-8, 72.039
- Sport:** 32.073
- Standard Setting:** 20.022, 22.050, 32.083-2, 38.033, 47.021, 47.035, 47.070-3, 48.032, 48.074-14, 60.068-14, 62.079-1
- State Level:** 23.050, 33.062, 35.012, 50.053, 60.068-5, 75.031
- Statistics:** 22.063-10, 22.065-13, 22.065-16, 23.029, 23.058-14, 23.060-1, 23.060-5, 31.010, 32.024, 32.025, 32.066, 33.055, 33.076-7, 36.059, 38.081-1, 38.082-2, 47.073-7, 48.051, 48.063, 48.078-6, 49.035, 49.085-3, 50.081-2, 50.081-4, 60.030, 60.031, 60.068-7, 62.056, 62.074, 63.068, 64.011, 65.014, 66.052, 72.021, 72.022, 72.023, 74.049-1, 74.049-13, 74.049-16, 74.049-17
- Stress/Coping:** 20.041-13, 20.042-4, 20.043-7, 22.041, 23.056, 23.059-10, 34.084-5, 38.073, 47.064, 47.073-8, 48.074-5, 48.078-6, 49.057, 49.084-2, 49.087-7, 62.079-4
- Structural Modeling:** 20.016, 22.013, 22.016, 22.066-8, 23.059-8, 23.060-1, 23.061-1, 23.061-4, 23.061-6, 32.025, 32.085-7, 36.059, 36.082-5, 38.051, 47.065, 47.072-6, 47.073-7, 48.035, 48.076-5, 48.078-8, 49.035, 50.082-9, 60.030, 60.031, 62.026, 62.040, 62.056, 62.079-4, 63.068, 65.021, 65.070-1, 66.052, 66.069-14, 72.024, 74.049-13, 74.049-16, 75.021, 78.022
- Student Behavior/Attitude:** 22.051, 23.016, 23.029, 23.037, 23.047, 23.059-10, 23.061-6, 32.083-9, 32.084-5, 33.037, 33.074-6, 33.075-6, 33.076-6, 34.026, 34.083-4, 34.084-2, 36.081-3, 36.083-13, 38.055, 38.080-1, 38.080-2, 38.080-13, 47.042, 47.059, 47.073-1, 48.027, 48.037, 48.074-6, 48.075-3, 49.041, 49.073, 49.087-2, 49.087-8, 50.063, 50.069, 50.079-1, 50.079-3, 50.079-6, 50.082-9, 60.025, 60.061, 60.068-8, 62.061, 62.073, 63.032, 63.065, 63.067,

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- Student Cognition:** 22.066-6, 32.082-2, 33.023, 33.060, 33.071, 33.074-1, 36.025, 36.052, 36.082-6, 38.026, 38.037, 47.067, 50.065, 50.075, 63.074-1, 65.064, 66.071-3, 72.046-12, 72.046-14, 74.018, 75.052-8, 75.052-12, 75.052-13
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- Teacher Demographics:** 47.071-10, 50.079-15, 62.077-14
- Teacher Education - In-Service/ Professional Development:** 20.026, 20.030, 20.032, 20.035, 20.036, 20.040, 20.041-5, 20.041-15, 20.042-4, 20.042-6, 20.043-2, 20.044-1, 20.045-4, 22.033, 22.034, 22.055, 22.065-11, 22.066-1, 22.066-7, 23.032, 23.036, 23.058-11, 23.059-2, 23.060-8, 23.060-11, 25.027, 32.039, 32.043, 32.044, 32.052, 32.058, 32.072, 32.080, 32.081-9, 32.081-12, 32.082-3, 32.082-6, 32.084-3, 32.085-2, 33.041, 33.042, 33.043, 33.044, 33.051, 33.061, 33.067, 33.076-6, 33.076-7, 34.030, 34.041, 34.044, 34.045, 34.048, 34.084-7, 36.040, 36.041, 36.042, 36.078, 36.083-4, 36.085-4, 38.045, 38.048, 38.055, 38.056, 38.058, 38.068, 38.075, 38.082-6, 47.056, 47.062, 47.069-11, 47.070-4, 47.070-6, 47.071-2, 47.071-6, 47.071-11, 48.023, 48.042, 48.070, 48.076-12, 48.076-13, 48.077-2, 48.077-4, 48.078-4, 48.078-5, 48.078-6, 49.050, 49.051, 49.071, 49.074, 49.078, 49.084-4, 49.084-9, 49.084-11, 49.085-4, 49.087-3, 49.087-5, 50.079-1, 50.079-15, 50.080-3, 50.081-8, 60.069-6, 60.070-5, 60.071-4, 60.071-6, 62.043, 62.044, 62.053, 62.066, 62.077-3, 62.078-5, 62.079-5, 63.025, 63.029, 63.040, 63.041, 63.063, 63.065, 63.070, 63.072-8, 63.072-12, 63.073-1, 65.048, 65.067-3, 65.068-1, 65.068-2, 65.068-4, 65.068-7, 65.068-9, 65.068-11, 65.068-12, 65.069-2, 65.070-5, 66.041, 66.043, 66.063, 66.069-13, 72.029, 72.043, 72.047-4, 72.047-7, 72.047-9, 72.047-10, 72.047-11, 72.047-12, 74.030, 74.047-7, 74.048-15, 74.049-2, 74.049-8, 74.049-15, 75.032, 75.034, 75.036, 78.028, 78.029, 78.036, 78.042-1, 78.042-2
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- Teacher Education - Pre-Service:** 20.041-2, 20.041-12, 20.042-1, 20.044-1, 20.045-5, 20.045-6, 22.026, 22.032, 22.035, 22.055, 22.059, 22.060, 22.066-1, 22.066-2, 22.066-4, 23.032, 23.041, 23.058-11, 23.058-12, 23.059-5, 23.060-11, 23.061-2, 32.039, 32.040, 32.043, 32.044, 32.045, 32.053, 32.060, 32.072, 32.074, 32.076, 32.081-12, 32.081-15, 32.082-6, 32.083-2, 32.083-4, 32.083-11, 32.085-1, 32.085-6, 33.041, 33.044, 33.053, 33.061, 33.063, 33.067, 33.069, 33.074-1, 33.074-4, 33.074-10, 33.075-2, 33.075-4, 33.075-7, 33.076-2, 33.076-3, 33.076-6, 34.041, 34.042, 34.044, 34.049, 34.053, 34.067, 34.080, 34.081, 34.083-6, 34.083-9, 34.083-13, 34.084-7, 34.085-5, 34.085-6, 36.024, 36.036, 36.041, 36.042, 36.044, 36.056, 36.058, 36.078, 36.079, 36.082-7, 36.083-8, 36.083-10, 36.083-13, 36.083-14, 36.084-2, 38.044, 38.045, 38.055, 38.058, 38.068, 38.070, 38.072, 38.075, 38.077, 38.080-7, 40.019, 47.034, 47.036, 47.069-6, 47.069-14, 47.070-4, 47.070-5, 47.071-1, 47.071-3, 47.071-4, 47.071-6, 47.071-7, 47.071-9, 47.071-10, 47.071-12, 47.072-5, 47.073-4, 47.073-8, 48.038, 48.040, 48.041, 48.070, 48.071, 48.075-1, 48.076-9, 48.076-12, 48.077-2, 48.077-4, 48.078-2, 48.078-4, 48.078-5, 48.078-6, 49.050, 49.051, 49.052, 49.059, 49.074, 49.079, 49.084-6, 50.052, 50.054, 50.062, 50.066, 50.071, 50.073, 50.079-8, 50.079-9, 50.079-13, 50.080-2, 50.082-1, 50.082-4, 60.038, 60.040, 60.044, 60.052, 60.057, 60.058, 60.066, 60.069-6, 60.069-13, 60.070-4, 60.070-5, 60.070-6, 62.039, 62.040, 62.041, 62.043, 62.044, 62.048, 62.057, 62.066, 62.067, 62.071, 62.072, 62.077-4, 62.077-9, 62.077-15, 62.078-4, 63.040, 63.052, 63.064, 63.066, 63.067, 63.069, 63.071, 63.074-3, 63.074-4, 63.074-5, 65.067-3, 65.067-7, 65.068-2, 65.068-3, 65.068-6, 65.068-8, 65.068-9, 65.068-10, 65.068-12, 65.069-2, 66.026, 66.041, 66.042, 66.044, 66.048, 66.051, 66.055, 66.063, 66.069-6, 66.069-7, 66.070-4, 72.047-1, 72.047-3, 72.047-6, 72.047-10, 72.047-11, 72.047-12, 72.047-13, 72.047-14, 74.028, 74.031, 74.032, 74.045, 74.047-1, 74.047-4, 74.047-9, 74.049-7, 74.049-15, 75.034, 75.035, 75.036, 75.049, 75.051-13, 75.052-9, 78.027, 78.030, 78.036, 78.039, 78.040, 78.041-5
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- Teacher as Researcher:** 20.041-13, 20.042-1, 20.044-1, 22.060, 23.035, 23.038, 23.059-11, 23.060-11, 23.061-2, 32.050, 32.082-2, 32.083-15, 33.044, 33.064, 33.070, 34.079, 36.045, 36.077, 36.083-8, 36.083-12, 38.080-7, 38.080-14, 47.036, 47.069-3, 47.071-4, 47.071-7, 47.071-9, 48.041, 48.070, 48.078-8, 49.063, 49.084-10, 49.084-13, 49.087-3, 50.071, 50.079-11, 60.021, 60.048, 60.063, 60.071-6, 62.054, 62.077-11, 63.065, 63.074-4, 65.070-4, 66.046, 74.031, 74.047-6, 74.048-3, 74.048-9, 74.049-15, 75.042
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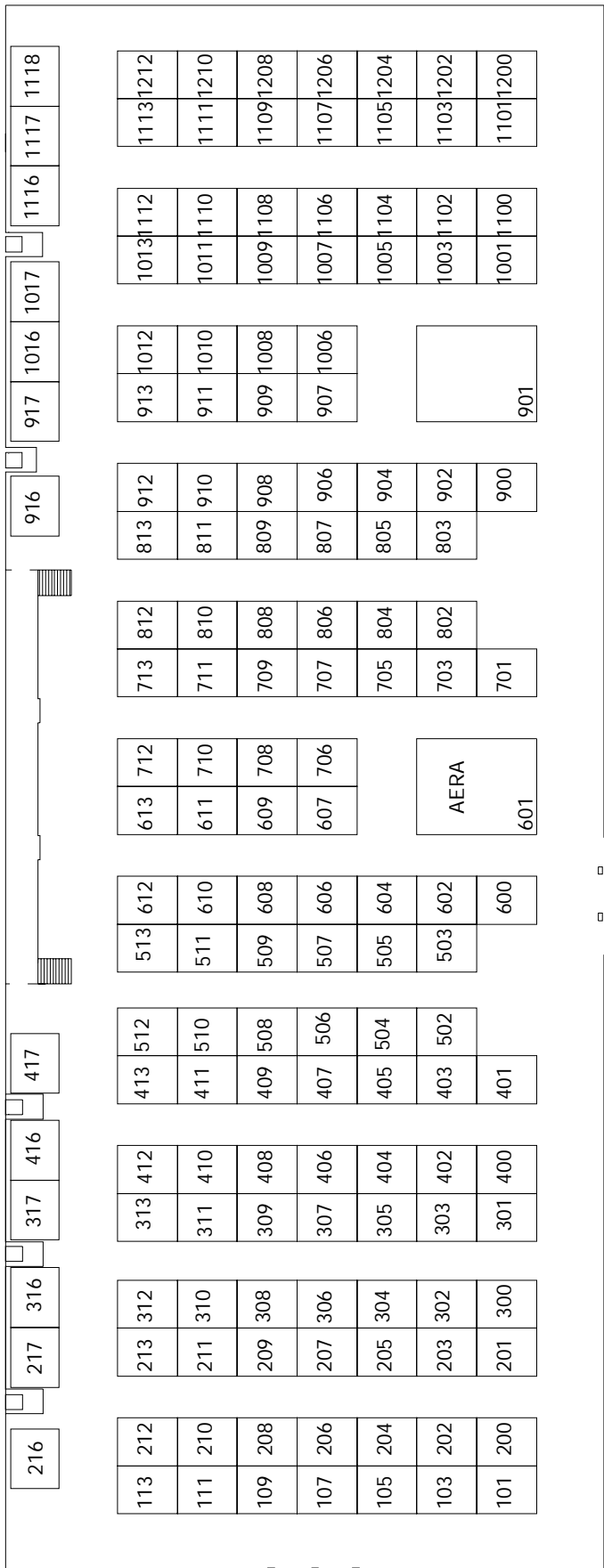
E X H I B I T O R S

AERA invites meeting registrants to visit the 2011 AERA Annual Meeting Exhibit Hall. Located in the New Orleans Marriott, Grand Ballroom, Third Level, the Exhibit Hall is an invaluable opportunity for all to learn about new products and services from many of the top names in educational publishing, testing, and research firms. The Exhibit Hall is open from 9:00 am to 6:00 pm on Saturday, 9:00 am to 4:00 pm on Sunday, and 9:00 am to 5:00 pm on Monday. *AERA extends sincere appreciation to all the 2011 exhibitors for partnering with the Association to make this year's Exhibit Hall a success.*

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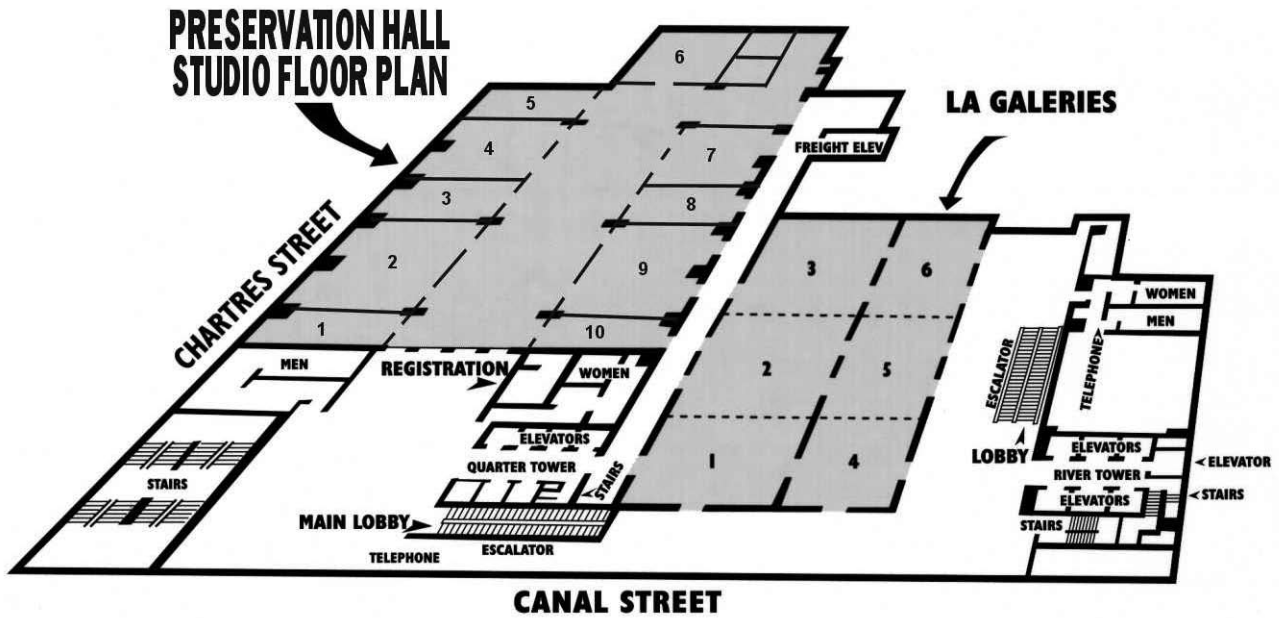
AERA EXHIBIT HALL

New Orleans Marriott, Grand Ballroom, Third Level

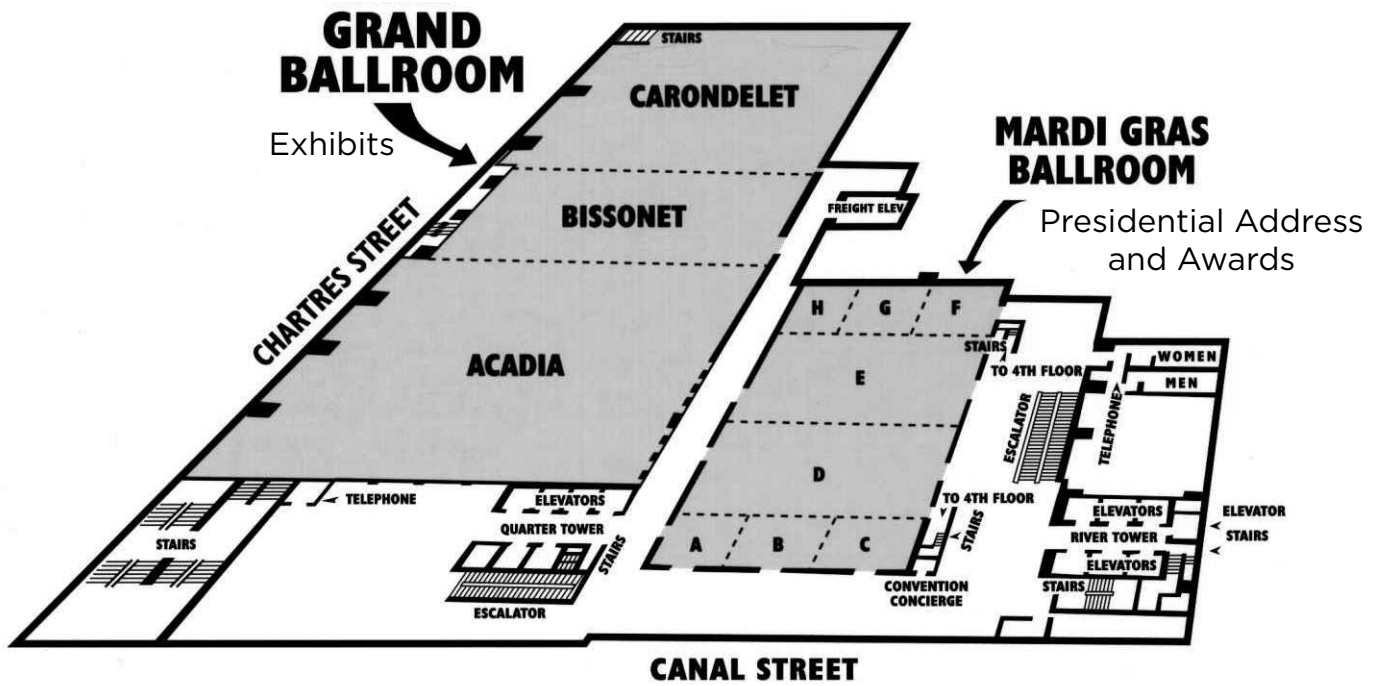


NEW ORLEANS MARRIOTT

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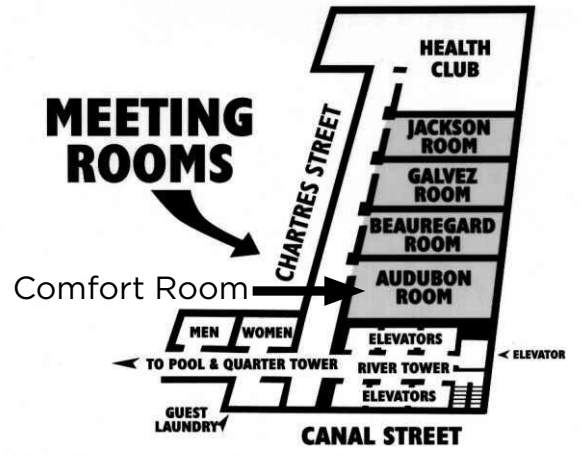
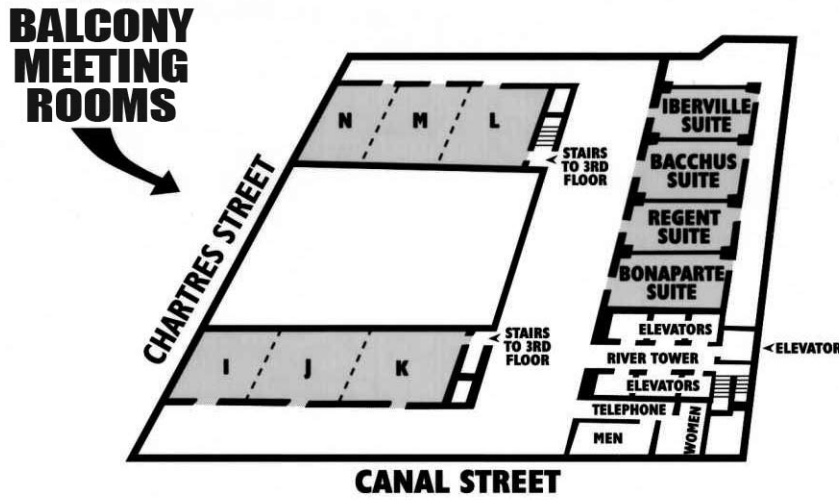
Third Level



NEW ORLEANS MARRIOTT

Fourth Level

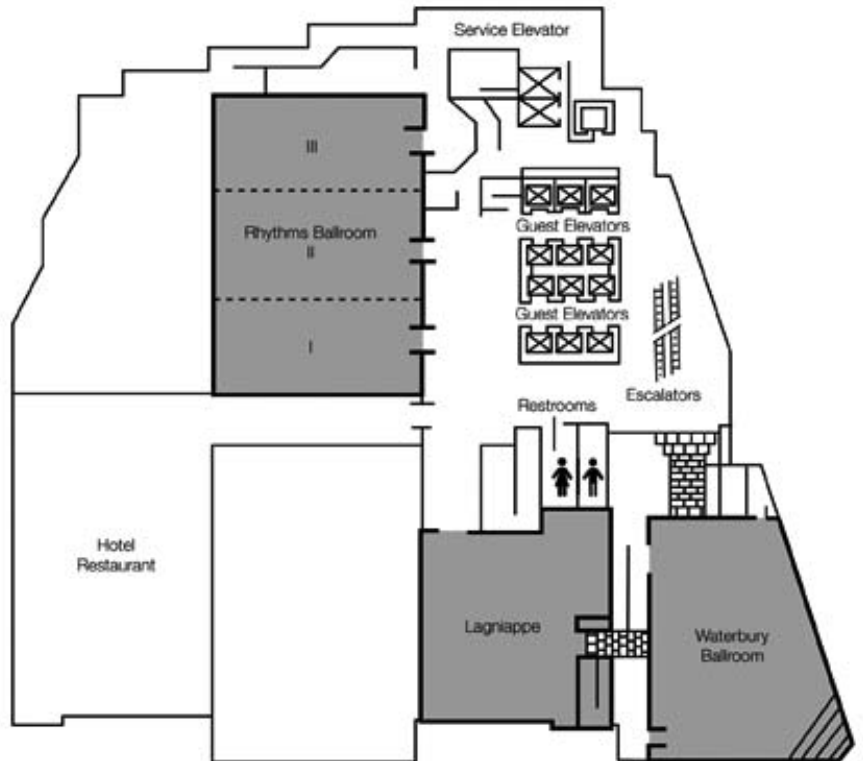
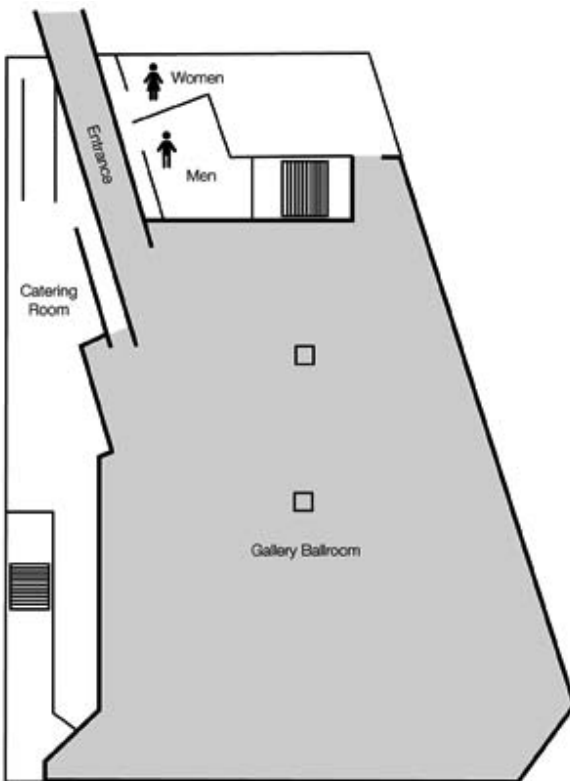
Fifth Level



SHERATON

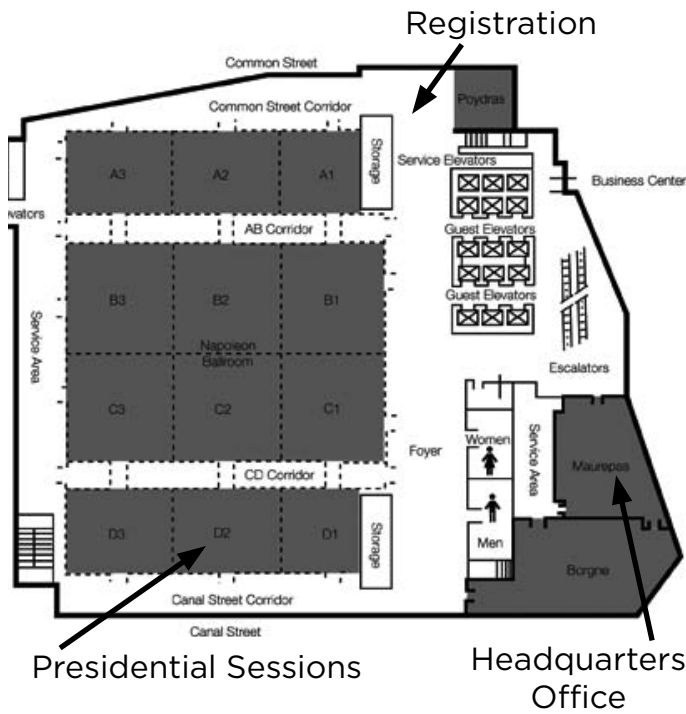
First Level

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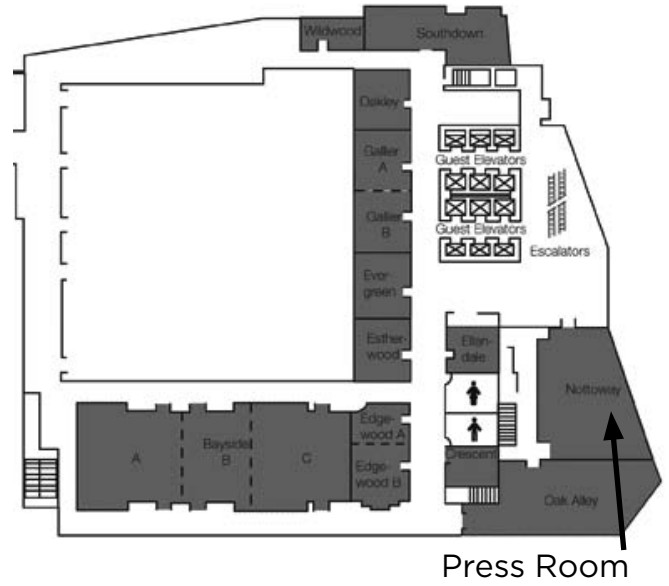


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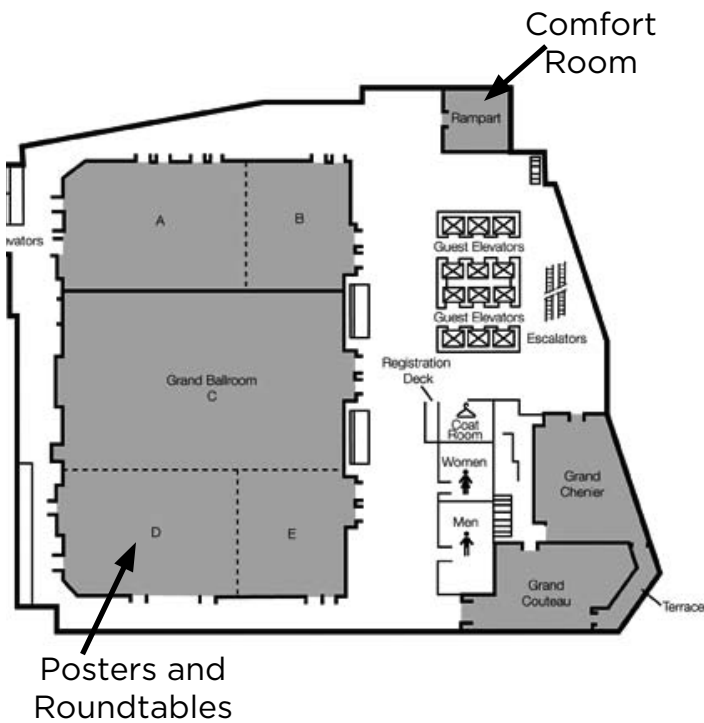
Third Level



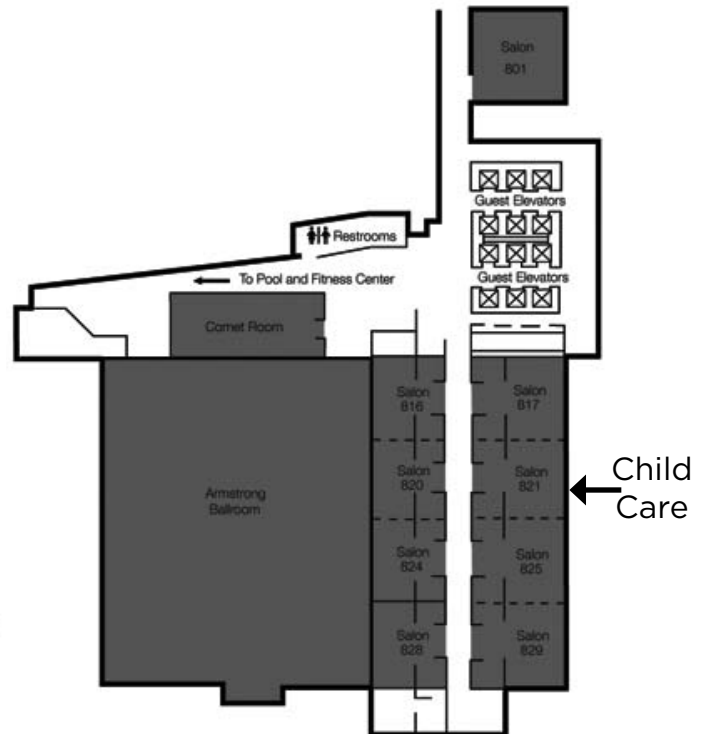
Fourth Level



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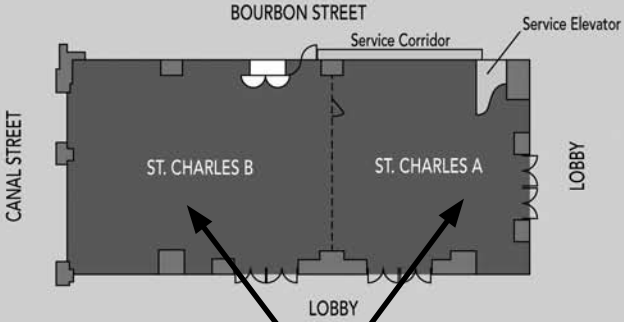


Eighth Level



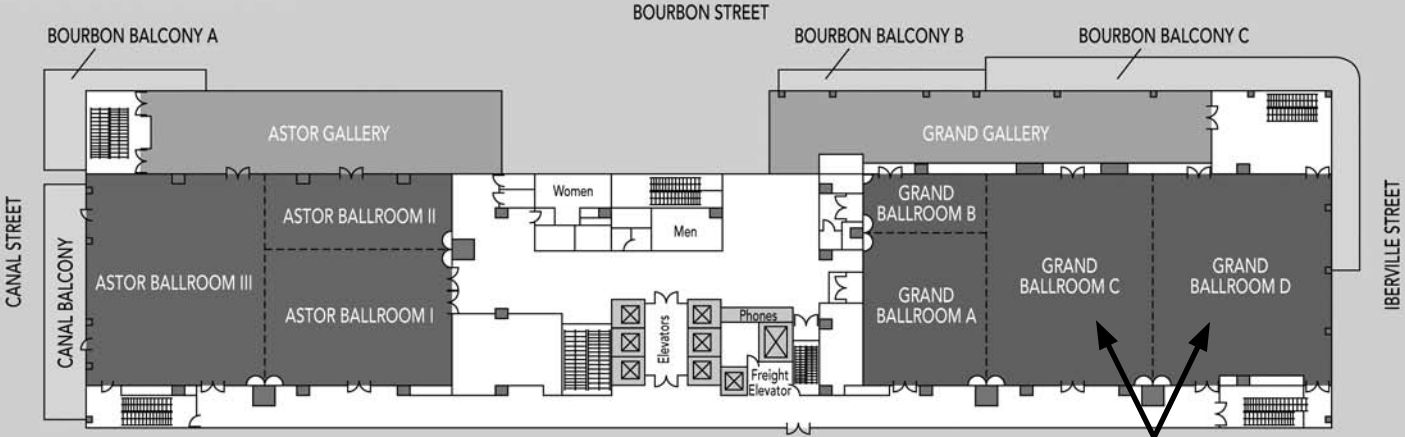
ASTOR CROWNE PLAZA

First Level/Lobby



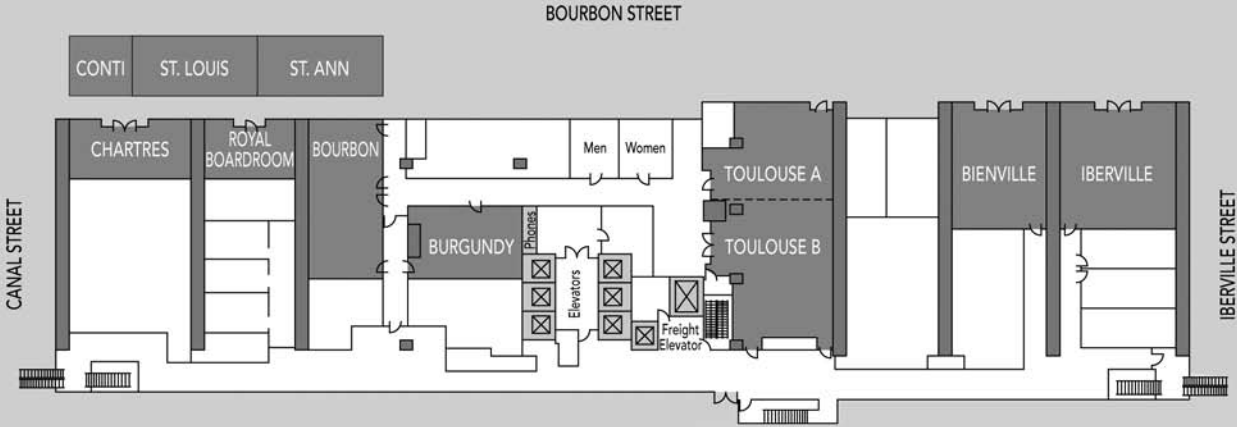
Graduate Student Resource Center

Second Level



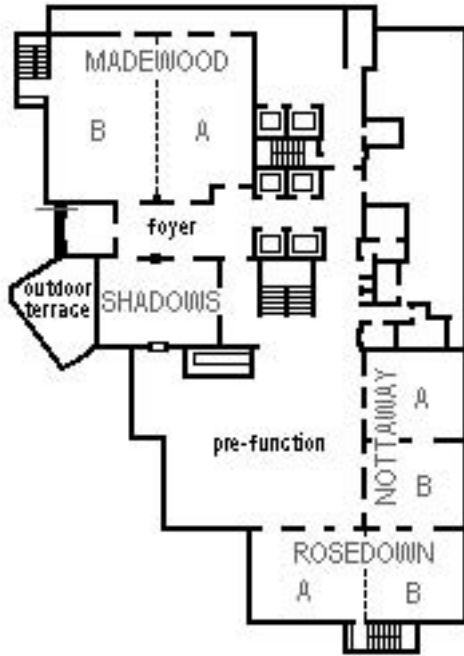
Career Center

Second Level Mezzanine

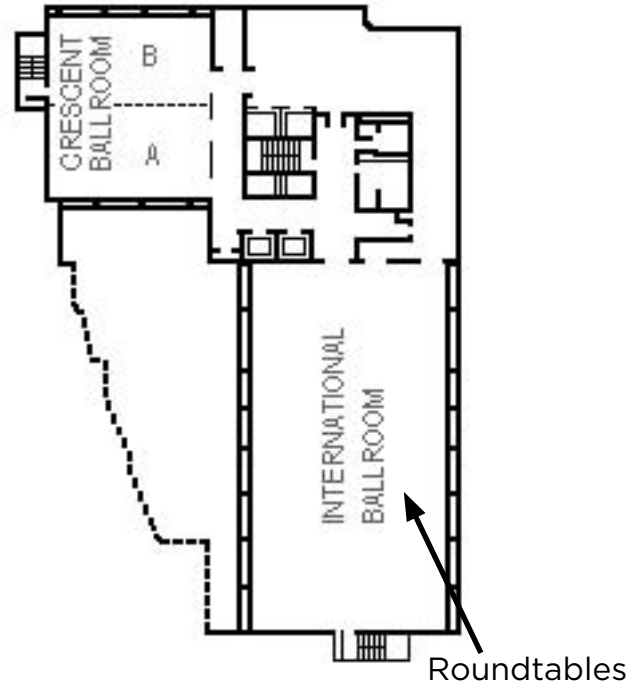


DOUBLE TREE

Second Level

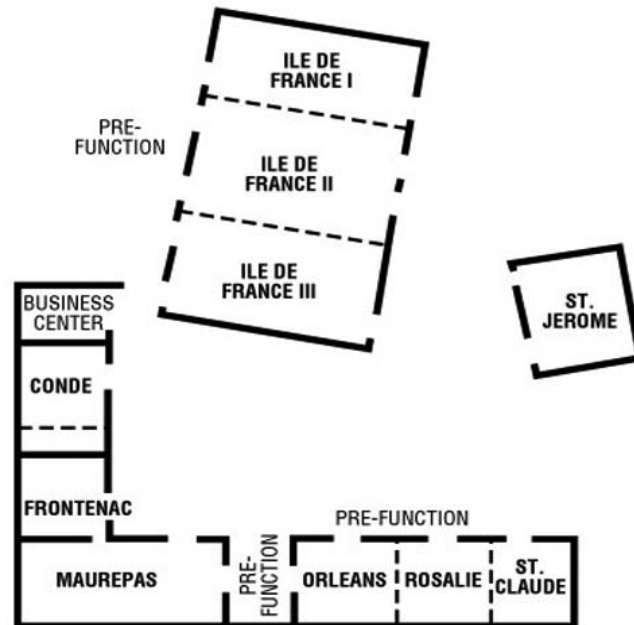


Sixteenth Level



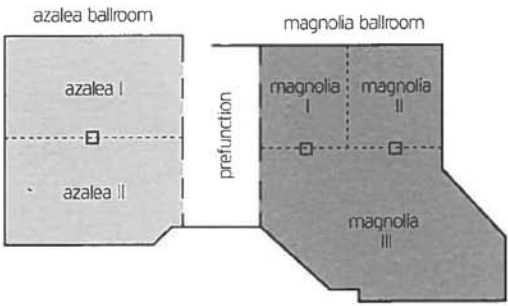
JW MARRIOTT

Third Floor

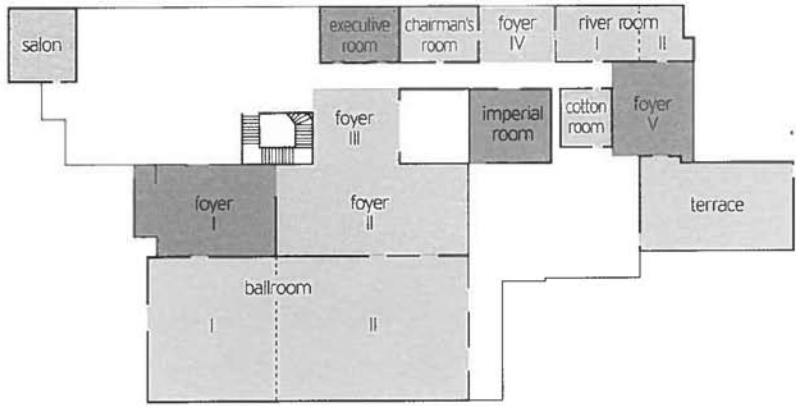


WESTIN

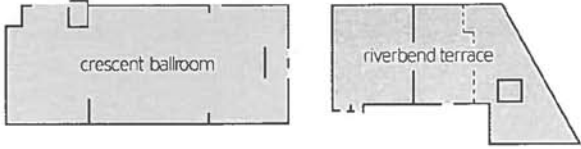
Third Level



Twelfth Level

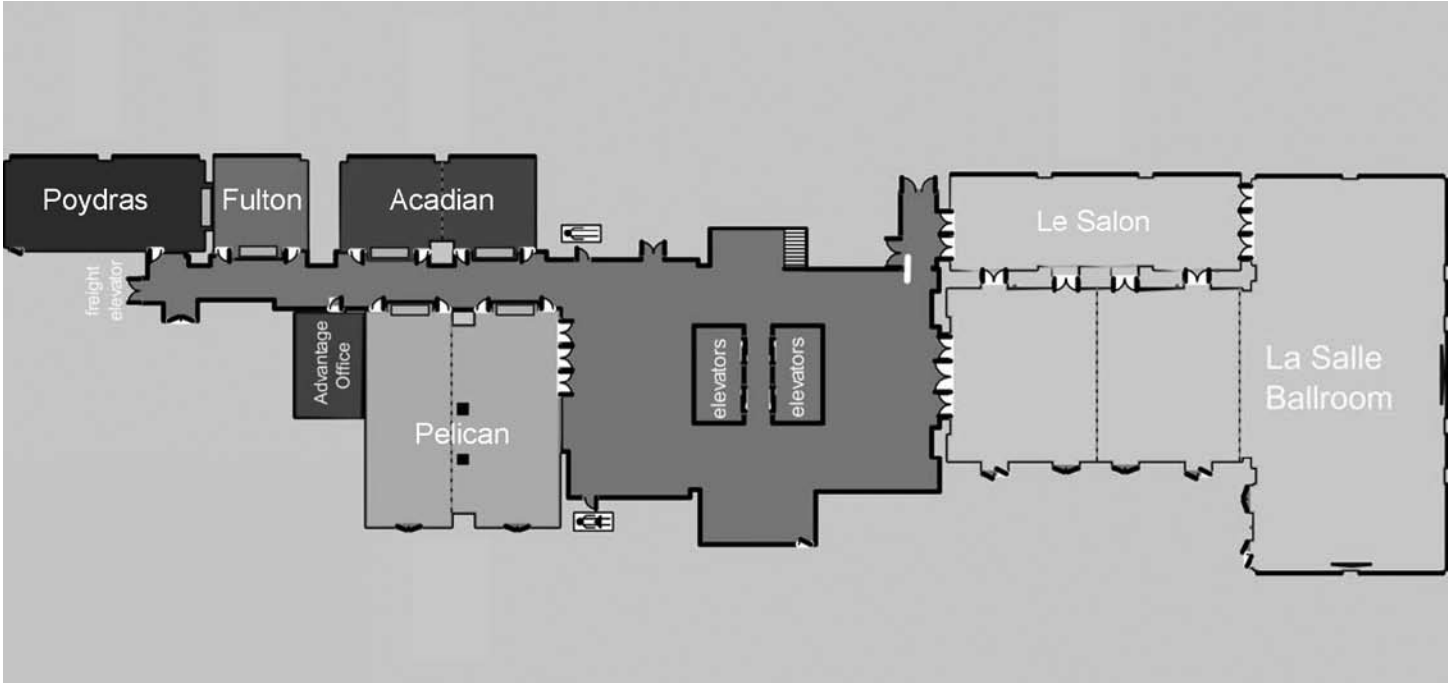


Eleventh Level



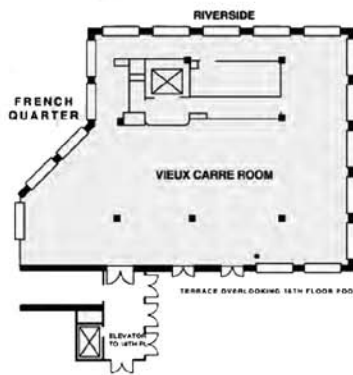
INTERCONTINENTAL

Third Level

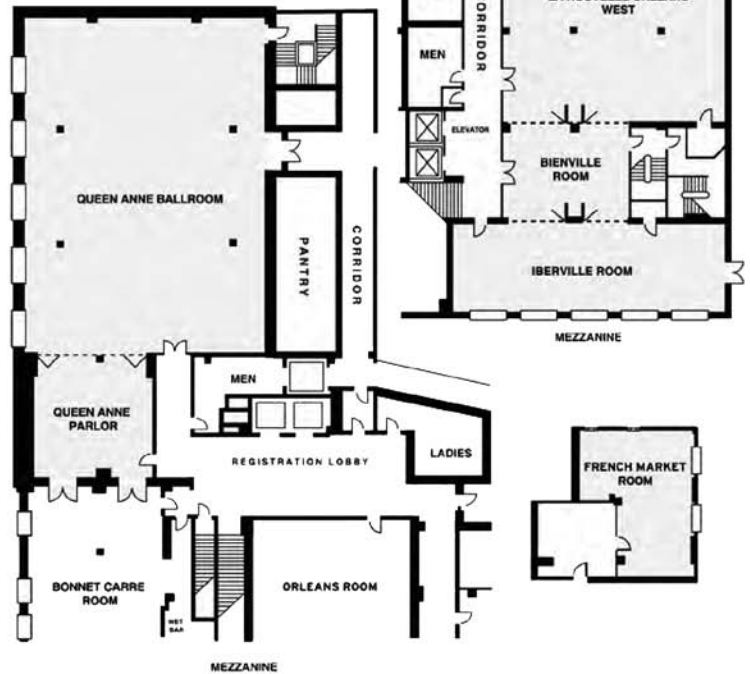


HOTEL MONTELEONE

Rooftop - Sixteenth Level



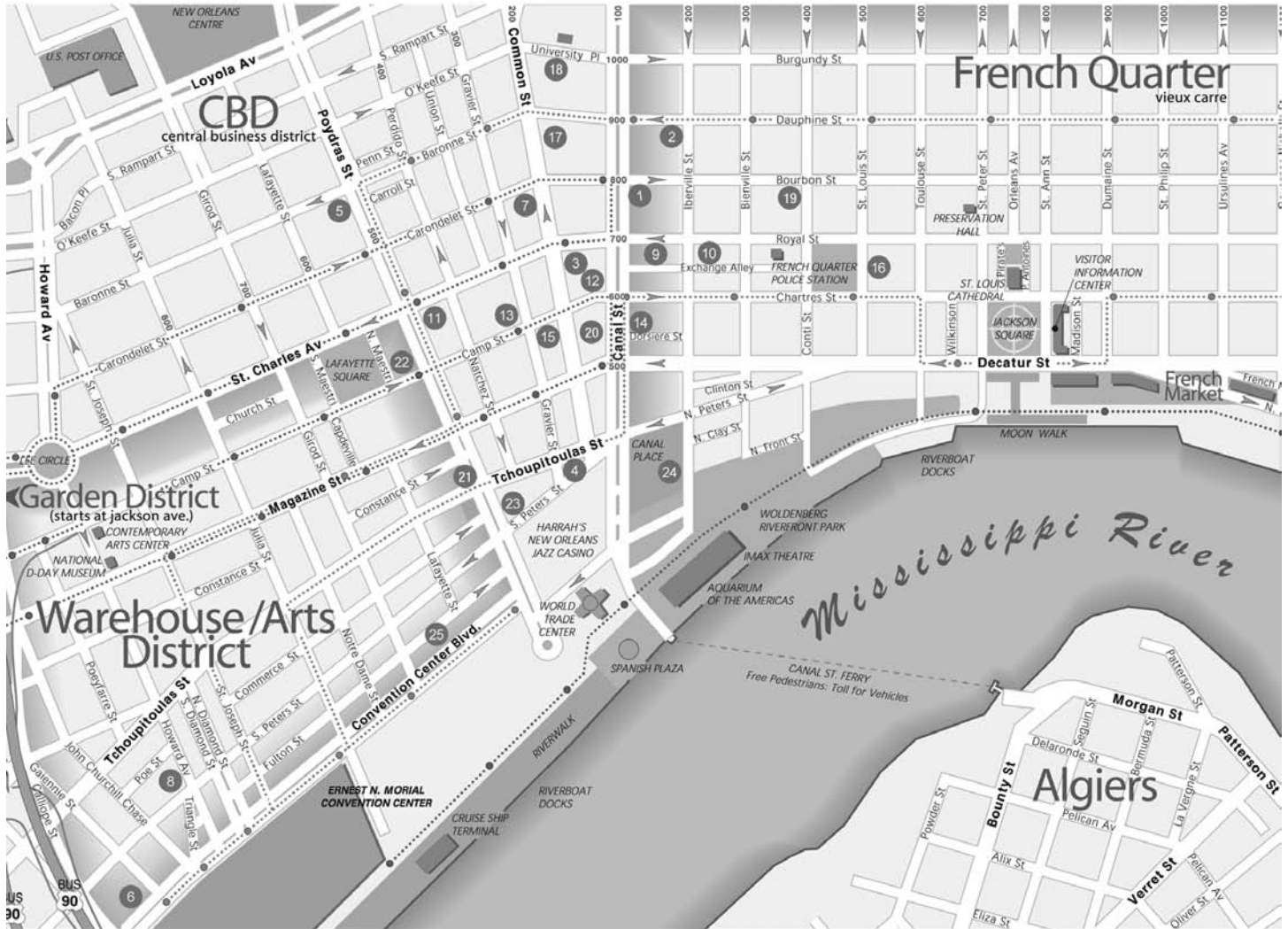
Mezzanine Level



Ground Level



NEW ORLEANS HOTELS



#	Hotel	Single Rate	Dist. from Sheraton	#	Hotel	Single Rate	Dist. from Sheraton
1	Astor Crowne Plaza*	\$195	3 blks	14	New Orleans Marriott Hotel (Co-Headquarter)*	\$204	<1 blk
2	Chateau Bourbon A Wyndham Historic Hotel	\$150	3.5 blks	15	Omni Royal Crescent	\$179	1 blk
3	Courtyard by Marriott New Orleans Downtown	\$197	1.5 blks	16	Omni Royal Orleans	\$209	5 blks
4	Doubletree Hotel New Orleans*	\$185	2.5 blks	17	Renaissance Pere Marquette Hotel	\$203	4 blks
5	Drury Inn and Suites New Orleans	\$154	1 mile	18	Roosevelt, Waldorf Astoria - New Orleans	\$217	4.5 blks
6	Hampton Inn and Suites Convention Center	\$155	1.3 miles	19	Royal Sonesta Hotel	\$189	5 blks
7	Hampton Inn Downtown/ French Quarter	\$139	3.5 blks	20	Sheraton New Orleans Hotel (Co-Headquarter)*	\$209	0
8	Hilton Garden Inn Convention Center	\$169	1.2 miles	21	Staybridge Suites	\$159	4.5 blks
9	Holiday Inn French Quarter	\$150	2 blks	22	The Whitney Wyndham	\$163	4 blks
10	Hotel Monteione*	\$219	3.5 blks	23	W New Orleans	\$219	3 blks
11	InterContinental New Orleans	\$174	4.5 blks	24	Westin New Orleans Canal Place	\$185	2 blks
12	JW Marriott Hotel*	\$212	1 blk	25	Wyndham Riverfront New Orleans	\$175	5.5 blks
13	La Quinta Downtown	\$155	2 blks				

* - Sessions held here

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Congratulations to the AERA 2011 Fellows

AERA extends its congratulations to the 2011 class of AERA Fellows. These Fellows will be inducted into the AERA Fellows Program on Saturday, April 9, 8:15 am – 10:15 am, at the AERA Fellows Invitation Only Breakfast. The AERA Fellows Program was established by AERA Council in 2007 to honor education researchers with substantial research accomplishments, to convey the Association's commitment to excellence in research, and to enable the next generation of emerging scholars to appreciate the value of sustained achievements in research and the breadth of scholarship worthy of recognition. The Program is intended to recognize excellence in research and be inclusive of the scholarship that constitutes and enriches education research as an interdisciplinary field.

Michael Apple, *University of Wisconsin - Madison*

W. Steven Barnett, *Rutgers University*

Muriel Bebeau, *University of Minnesota*

Estela Bensimon, *University of Southern California*

David Bloome, *The Ohio State University*

Dominic Brewer, *University of Southern California*

Cheryl Craig, *University of Houston*

Christopher Dede, *Harvard University*

Mary Futrell, *The George Washington University*

Patricia Gandara, *University of California - Los Angeles*

David Hansen, *Teachers College, Columbia University*

Elfrieda Hiebert, *University of California - Berkeley*

Sylvia Hurtado, *University of California - Los Angeles*

Jonathan Jansen, *University of the Free State*

Mary Kennedy, *Michigan State University*

Carol Lee, *Northwestern University*

Henry Levin, *Teachers College, Columbia University*

Barbara Means, *SRI International*

Anna Neumann, *Teachers College, Columbia University*

Sonia Nieto, *University of Massachusetts - Amherst*

Michael Olivas, *University of Houston*

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Robert Pianta, *University of Virginia*

Viviane Robinson, *University of Auckland*

Karen Seashore Louis, *University of Minnesota*

Walter Secada, *University of Miami*

William Tate, *Washington University in St. Louis*

John Tippeconnic, *Arizona State University*

Theo Wubbels, *Utrecht University*

Steven Yussen, *University of Minnesota - Twin Cities*

Bruno Zumbo, *University of British Columbia*