

**National Center for Education Research  
(NCER) Research Grant Presentations**

**American Educational Research Association (AERA) 2015 Annual Meeting  
April 16-20, Chicago, IL**

**Thursday, April 16, 2015**

**2:15pm-3:45pm**

**Faculty Perceptions of What Makes a Student Successful in the Mathematical Sciences**

*Casey E. George-Jackson*, University of Illinois at Urbana-Champaign; *Lisa Skultety*, University of Illinois at Urbana-Champaign

**Interim Assessments' Effects on Low-Achieving Students**

*Shazia R. Miller*, *Arie J. van der Ploeg*, American Institutes for Research

**16.059 - Poster Session 2 - 30- Learning to Interpret: Constructing Written Arguments About Unreliable Narrators**

*Allison H. Hall*, University of Illinois at Chicago; *Candice Burkett*, University of Illinois at Chicago; *Teresa Sosa*, Indiana University - IUPUI; *Susan R. Goldman*, University of Illinois at Chicago

**Friday, April 17, 2015**

**8:15 am-9:45 am**

**How Teachers' Argumentative Epistemologies Shape Instructional Conversations About "Good" Writing**

*George E. Newell*, The Ohio State University; *Brent Goff*, The Ohio State University; *SangHee Ryu*, The Ohio State University - Columbus; *Larkin Weyand*, The Ohio State University

**Analysis of Argumentative Writing in Three High School English Language Arts Classrooms: Variations in Contextualization, Entextualization, and Recontextualization**

*Allison S. Wynhoff Olsen*, Montana State University; *David M. Bloome*, The Ohio State University; *SangHee Ryu*, The Ohio State University - Columbus; *Min-Young Kim*, The Ohio State University; *Eileen Buescher*, The Ohio State University

**26.081 - Poster Session 3- 13 - Repositioning Texts as Objects of Inquiry and Tools for Science Practice**

*Mon-Lin Ko*, University of Illinois at Chicago; *Katie James*, University of Illinois at Chicago; *Candice Burkett*, University of Illinois at Chicago; *Susan R. Goldman*, University of Illinois at Chicago; *Cynthia L. Greenleaf*, WestEd; *Willard R. Brown*, WestEd

**10:35 am-12:05 pm**

**Classroom Discussions and Individual Student Participation in Literary Reasoning**

*Teresa Sosa*, Indiana University - IUPUI; *Candice Burkett*, University of Illinois at Chicago; *Susan R. Goldman*, University of Illinois at Chicago

**Measuring 21st-Century Reading Comprehension: How to Measure Higher-Level Skills While Providing Information Useful for Instruction**

*Tenaha P. O'Reilly*, ETS; *John P. Sabatini*, ETS; *Laura Halderman*, Educational Testing Service; *Kelly M. Bruce*, ETS

**Data Use and Classroom Instruction: Have We Hit a Wall?** – *John Wachen*, University of North Carolina – Chapel Hill; *Christopher Harrison*, University of North Carolina – Chapel Hill; *Lora A. Cohen-Vogel*, University of North Carolina – Chapel Hill

**Challenging Inequities Through Professional Development Focused on Engaging All Students in Advanced Literacies**

*Cindy Litman*, *Stacy Marple*, and *Cynthia Greenleaf*, WestEd

**12:25pm-1:55pm**

**Supporting English Learners Through Sheltered Instruction: Year 2 Results From a Cluster-Randomized Trial**

*Theresa Deussen*, Education Northwest; *Angela Roccograndi*, Education Northwest; *Makoto Hanita*, Education Northwest; *Elizabeth Autio*, Education Northwest

**1:00 pm - 5:00pm**

**Writing an Application for an Institute of Education Sciences Grant: A Workshop**

*Allen Ruby*, Institute of Education Sciences and *Meredith J. Larson*, National Center for Education Research

**2:15 pm-3:45 pm**

**Challenges of Adaptations in Randomized Controlled Trials of a Reading for Understanding Intervention**

*Susan R. Goldman*, University of Illinois at Chicago; *Cynthia L. Greenleaf*, WestEd; *MariAnne George*, University of Illinois at Chicago; *Stacy A. Marple*, WestEd; *Julia Emig*, Chicago Public Schools; *Willard R. Brown*, WestEd; *Gayle Cribb*, WestEd

**Implementation of a Text-Based Content Intervention in Secondary Social Studies Classes**

*Jeanne Wanzek*, Florida State University; *Sharon R. Vaughn*, The University of Texas - Austin; *Elizabeth Ann Swanson*, The University of Texas - Austin; *Greg J. Roberts*, The University of Texas - Austin; *Shawn C Kent*, Florida State University

**A School Randomized Trial of a Discussion-Based Vocabulary Intervention: Why Is Implementation More Successful in Some Settings Than Others?**

*Maria D. LaRusso*, Harvard University; *Stephanie Margaret Jones*, Harvard University; *Catherine E. Snow*, Harvard University; *Suzanne Donovan*, SERP Institute

**4:05 pm-5:35 pm**

**Multiple Representations in Science Learning and Assessment**

*Anne Britt*, Northern Illinois University; *Dylan Blaum*, Northern Illinois University; *Patricia Wallace*, Northern Illinois University; *Mon-Lin Ko*, University of Illinois at Chicago; *Susan R. Goldman*, University of Illinois at Chicago

**35.042 - Exploring Student and Teacher Perception Surveys to Learn More About Teachers and Teaching**

- **Exploring the Relationships Between Student Characteristics and Students' Perceptions of Instructional Quality**  
*Kathleen Lynch*, Harvard University; *Mark Chin*, Harvard University
- **Self-Fulfilling Prophecy or Accurate Prediction? Exploring the Relationship Between Teacher Perceptions and Student Achievement**  
*Melanie Rucinski*, Harvard University
- **Explaining Changes in Reports of Teacher Self-Efficacy**  
*Melanie Rucinski*, Harvard University
- **The Extent and Nature of Alignment Between Student and Teacher Perceptions of the Classroom**  
*Cynthia Pollard*, Harvard University; *Mark Chin*, Harvard University; *Melanie Rucinski*, Harvard University; *Barbara J. Gilbert*, Harvard University

**Saturday, April 18, 2015**

**8:15am-9:45 am**

**Supporting Literary Reasoning Through Text Choice, Task Structure, and Teacher Practices**

*Allison H. Hall*, University of Illinois at Chicago; *Susan R. Goldman*, University of Illinois at Chicago

**10:35am-12:05pm**

**Opportunities for Federal Research Funding: Institute of Education Sciences, National Science Foundation, and National Institutes of Health**

*Allen Ruby*, Institute of Education Sciences; *James A. Griffin*, National Institute of Child Health and Human Development; *Margret A. Hjalmarson*, George Mason University

**2:45 pm-4:15 pm**

**52.085 - Poster Session 10**

**English Learners and Responsive Teaching: Assessing Cognitive and Affective Mediation**

*Pedro R. Portes*, University of Georgia; *Jonathan Turk*, University of Georgia; *Manuel S. Gonzalez Canche*, University of Georgia; *Rob Stollberg*, University of Georgia - Athens; *Rebecca K. Gokee*, University of Georgia

**Sunday, April 19, 2015**

**8:15am-9:45 am**

**The Detection of Severity and Centrality in Raters Under Various Levels of Double Scoring**

*Rose Stafford*, The University of Texas - Austin; *Edward W. Wolfe*, Pearson; *Jodi M. Casabianca*, The University of Texas - Austin; *Tian Song*, Pearson

**10:35am to 12:05pm**

**Improving Teaching and Learning Through the Instructional Conversation Model**

*Manuel S. Gonzalez Canche*, University of Georgia; *Pedro R. Portes*, University of Georgia; *Paula Jean Mellom*, University of Georgia; *Jonathan Turk*, University of Georgia; *Rob Stollberg*, University of Georgia - Athens; *Rebecca K. Gokee*, University of Georgia

**Current Priorities and Opportunities at the Institute of Education Sciences (IES)**

*Thomas Brock*, The National Center for Education Research (NCER)  
*Joan McLaughlin*, IES

**12:25 pm-1:55 pm**

**Examining Writing Constructs in U.S. State and National Assessments**

*Ya Mo*, Michigan State University, *Gary Troia*, Michigan State University

**Examining Students' Uptake of Everyday Cultural Resources to Support Literary Reasoning**

*Carol D. Lee*, Northwestern University

**Three-Dimensional Learning and Assessment in Middle School Science**

*Matt Silberglitt*, *Daniel Brenner*, *Jonathan Boxerman*, *Barbara Buckley*, *Kevin Jordan*, *Mark Loveland*, *Anita Moorjani*, *Jacklyn Powers*, and *Edys Quellmalz*, WestEd

**2:15 pm-3:45 pm**

**Understanding the Effectiveness of Open Learning Initiative Online Courses Among Community College Students: Findings and Challenges for Future Research**

*Sarah M. Ryan*, Education Development Center, Inc.; *Julia Heath Kaufman*, RAND Corporation; *Joel Greenhouse*, Carnegie Mellon University; *Ruicong She*, Carnegie Mellon University; *Judy Shi*, Carnegie Mellon University

**Investigating Chemistry Learning Using Virtual Lab Activities in Real Classrooms**

*Jodi Davenport*, WestEd, *Anne Rafferty*, University of California-Berkley, *Michael Karabinos* and *David Yaron*, Carnegie Mellon University

**Poster Session:** *Education Policy, Governance, and Finance*

**System Learning in an Urban School District: A Case Study of Interdistrict Learning from the National Center on Scaling Up Effective Schools**

*Chris Redding*, Vanderbilt University; *Jason Miller*, Vanderbilt University; *Marisa Cannata*, Vanderbilt University

**4:05 pm - 5:35pm**

**Evaluating the Fidelity of Implementation of Cognitive-Based Principles in the Classroom**

*Yvonne Kao*, *Jodi Davenport*, *Sarah Cremer*, *Shandy Hauk*, *Aleata Hubbard*, and *Steven Schneider*, WestEd

**66.051 - Tracing the Production Function: Connecting Teacher Preparation, Knowledge, Beliefs, and Instruction to Student Achievement**

- **Teacher Characteristics and Student Learning: Toward a More Comprehensive Examination of the Association**  
*Mark Chin*, Harvard University; *Heather C. Hill*, Harvard Graduate School of Education; *Charalambos Y. Charalambous*, University of Cyprus; *Melanie Rucinski*, Harvard University
- **Relating Instruction to Student Outcomes**  
*Heather C. Hill*, Harvard Graduate School of Education; *Mark Chin*, Harvard University; *Erica Litke*, Harvard University; *Kathleen Lynch*, Harvard University
- **Teachers' Mathematical Knowledge for Teaching, Instructional Quality, and Their Students' Achievement: Evidence From Quantile Mediation**  
*Benjamin Kelcey*, University of Cincinnati
- **Teachers' Knowledge of Students: Defining a Domain and Its Relationship to Student Achievement**  
*David Blazar*, Harvard University; *Heather C. Hill*, Harvard Graduate School of Education; *Mark Chin*, Harvard University; *Daniel McGinn*, Harvard University

**66.026. Scaling Up Cognitive Learning Principles to Redesign a Mathematics Curriculum for Improved Learning**

Chair: *Steve Schneider*, WestEd

- Now You Don't: Visual Attention for Illustrations During Mathematical Lessons**  
*Mitchell J. Nathan*, University of Wisconsin - Madison; *Virginia E. Clinton*, University of North Dakota; *Jennifer L. Cooper*, University of Wisconsin - Madison; *Martha W. Alibali*, University of Wisconsin - Madison
- When and How Do Worked Examples Work? Use of Worked Examples in Textbook Homework Assignments**  
*Eliane Stampfer Wiese*, Carnegie Mellon University; *Elizabeth McLaughlin*; *Julie L. Booth*, Temple University; *Kenneth R. Koedinger*, Carnegie Mellon University
- Applying Cognitive Principles of "Spacing" and "Testing" in the Context of a Curriculum**  
*Deena Soffer Goldstein*, University of Illinois at Chicago; *Cristina Heffernan*, Worcester Polytechnic Institute; *Neil T. Heffernan*, Worcester Polytechnic Institute; *James W. Pellegrino*, University of Illinois at Chicago; *Susan R. Goldman*, University of Illinois at Chicago; *Kim Kelly*; *Vinoadharen Nair Das*, University of Illinois at Chicago
- Evaluating the Fidelity of Implementation of Cognitive-Based Principles in the Classroom**  
*Yvonne Kao*, WestEd; *Jodi Davenport*, WestEd; *Sarah Cremer*, WestEd; *Shandy Hauk*, WestEd; *Aleata Hubbard*, WestEd; *Steven Arnold Schneider*, WestEd

### **Can Principled Adaptation to School Context Increase the Likelihood of Scale-Up?**

*Chris Redding*, Vanderbilt University; *Thomas M. Smith*, University of California - Riverside

### **Early Implementation of an Intervention for High School Improvement**

*Katherine Taylor Haynes*, Vanderbilt University; *Mollie Rubin*, Vanderbilt University

### **How Teachers Make Sense of Reform: Does Self-Determination Matter?**

*Samantha Viano*, Vanderbilt University; *Chris Redding*, Vanderbilt University

### **Implementing Educational Innovations at Scale: Lessons From Improvement Science –**

*Lora A. Cohen-Vogel*, University of North Carolina – Chapel Hill; *Allison Rose Socol*, University of North Carolina – Chapel Hill; *Qi Xing*, University of North Carolina – Chapel Hill; *Christopher Harrison*, University of North Carolina – Chapel Hill; *Danielle Allen*, University of North Carolina – Chapel Hill

### **With Scale in Mind: An Integrated Model of School-Based Design and Implementation**

*Chris Redding*, Vanderbilt University; *Katherine Taylor Haynes*, Vanderbilt University; *Marisa Cannata*, Vanderbilt University

**Monday, April 20, 2015**

**8:15 am-9:45 am**

**Consensus Versus Concreteness: Tensions in Designing for Scale**

*Marisa A. Cannata*, Vanderbilt University; *Tuan Nguyen*, Vanderbilt University

**Translating Educational Research into Practice: A Cross-Institutional Telephone Game?**

*Christopher Harrison*, University of North Carolina – Chapel Hill; *Stephanie Brown*, Florida State University; *Stacey A. Rutledge*, Florida State University; *John Wachen*, University of North Carolina – Chapel Hill

**High School Accountability: Early Evidence from Florida’s Broward County Public Schools**

*Patrice Iatarola*, Florida State University; *Niu Gao*, Public Policy Institute of California

**10:35 am -12:05 pm**

**Statewide Standards Adoption and Teachers' Experiences With Implementation**

*Laura S. Hamilton*, RAND Corporation; *Julia Heath Kaufman*, RAND Corporation; *Scott Naftel*, RAND Corporation

**School Leaders' Perspectives on Implementing State Standards**

*Jennifer Sloan McCombs*, RAND Corporation; *Julia Heath Kaufman*, RAND Corporation; *Scott Naftel*, RAND Corporation; *V. Darleen Opfer*, RAND Education

**12:25 pm -1:55pm**

**How Do Text and Task Interact to Form Complexity?**

*John P. Sabatini*, ETS; *Tenaha P. O'Reilly*, ETS; *Laura Halderman*, Educational Testing Service

**Effects of an Early-Warning Indicator and Intervention System on Student Engagement**

*Marcia H. Davis*, Johns Hopkins University; *Martha Abele Mac Iver*, Johns Hopkins University; *Marc L. Stein*, Johns Hopkins University

**Improving Teaching and Learning in Middle School English Learner Classrooms: A Usability Case Study of Formative Assessment**

*Jane R. Shore*, ETS and *Mikyung Kim Wolf*, ETS

**The Consequences for Access to Core Curriculum of Continuing English Learner Status in Secondary School**

*Peggy Estrada*, University of California-Santa Cruz and *Haiwen Wang*, SRE International

**2:15 pm – 3:45 pm**

**Check & Connect: The Impact of a Dropout Prevention Program on Course Completion and Graduation**

*Jessica Heppen, American Institutes for Research, Nicholas Mills, Mindee M. O’Cummings, Lindsay Poland, Kristina Lillian Zeiser,*