2006 RESEARCH CONFERENCE

June 15 - 16, 2006 • Washington D.C.
Conference organized by IES Office of the Deputy Director for Science

Questions and comments may be directed to:

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Email: sheryl.lazarus@ed.gov
Phone: (202) 208-2408

Conference contractor:

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Phone: (301) 306-1170
Email: conferences@optimalsolutionsgroup.com
2006 RESEARCH CONFERENCE

June 15 - 16, 2006 • Washington D.C.

Hyatt Regency Washington on Capitol Hill
400 New Jersey Avenue, N.W.

Institute of Education Sciences
U.S. Department of Education
555 New Jersey Ave. N.W.
Washington, D.C. 20208-5500
This conference highlights the work of invited speakers, independent researchers who have received grant funds from the Institute of Education Sciences, and trainees supported through predoctoral training grants and postdoctoral fellowships. The presentations are those of the authors and do not necessarily represent the views of the U.S. Department of Education or the Institute of Education Sciences.
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<td>Hyatt Regency Washington on Capitol Hill Floor Plan</td>
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<td>Zoomed Map that Includes All Three Hotels</td>
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It is my pleasure to welcome you to the Institute of Education Sciences’ 2006 Research Conference.

The Education Sciences Reform Act of 2002 established a new organization within the U.S. Department of Education, the Institute of Education Sciences. The Institute funds hundreds of research projects that aim to enhance academic achievement and gain fundamental understanding of learning and instruction, conducts large-scale evaluations of federal education programs, and reports a wide array of statistics on the condition of education.

After a necessary building period we are now beginning to see the fruits of our investments in research. The time is right to provide a forum for dialogue and exchange among the researchers we support through our first national research conference.

This event showcases the education research activities that are supported by the Institute. Here, you have an opportunity to meet and interact with fellow IES-supported researchers, and to hear from prominent practitioners and policymakers.

Building a community of education researchers committed to rigorous and relevant research has been at the core of the IES agenda. This conference recognizes and celebrates the emergence and productivity of that community.

Thank you for your work and your attendance. My colleagues and I at IES look forward to an exciting two days.

Grover J. (Russ) Whitehurst
Washington D.C., June 2006
IES INFORMATION TABLE

There is an IES information table located in the Regency Foyer near the Registration area. Staff from the four centers will be available to answer questions from 7:30 - 8:30 a.m. on Thursday, June 15 and during the concurrent panel and poster sessions throughout the conference. The schedule below indicates when each center will have staff available at the table.

Thursday, June 15

<table>
<thead>
<tr>
<th>Time</th>
<th>Centers</th>
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<tr>
<td>7:30 – 8:30 a.m.</td>
<td>National Center for Education Research (NCER)</td>
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<td>National Center for Education Evaluation and Regional Assistance (NCEE)</td>
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<td>National Center for Special Education Research (NCSER)</td>
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<td>10:00 a.m. – Noon</td>
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<td>National Center for Education Statistics (NCES)</td>
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<td>National Center for Education Evaluation and Regional Assistance (NCEE)</td>
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<td>2:00 – 3:45 p.m.:</td>
<td>National Center for Education Research (NCER)</td>
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<td>National Center for Education Evaluation and Regional Assistance (NCEE)</td>
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Friday, June 16

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<td>8:00 – 10:00 a.m.:</td>
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<td>National Center for Education Evaluation and Regional Assistance (NCEE)</td>
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### IES 2006 RESEARCH CONFERENCE AGENDA

**WEDNESDAY**  
**EVENING, JUNE 14th**

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<tr>
<th>TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
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<tr>
<td>6:00 p.m. – 8:00 p.m.</td>
<td>Pre-conference Registration</td>
<td>Regency Foyer</td>
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**THURSDAY**  
**MORNING, JUNE 15th**

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<tr>
<th>TIME</th>
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<tr>
<td>7:00 a.m. – 8:00 p.m.</td>
<td>Conference Registration</td>
<td>Regency Foyer</td>
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<tr>
<td>7:00 a.m. – 8:30 a.m.</td>
<td>Continental Breakfast</td>
<td>Regency Foyer</td>
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<tr>
<td>8:30 a.m. – 10:00 a.m.</td>
<td>First Plenary Session</td>
<td>Regency A</td>
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**First Plenary Session**  
**Welcome and Introductory Remarks**
- **Grover J. (Russ) Whitehurst**, Director, Institute of Education Sciences
- **Opportunities for Education Research to Build the Future**
  - **Chris Whittle**, Founder and Chief Executive Officer, Edison Schools
  - **Charles Miller**, Former Chair of the Regents of the University of Texas and Chair of the Secretary’s Commission on the Future of Higher Education

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<tr>
<th>TIME</th>
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<tr>
<td>10:15 a.m. – 12:00 p.m.</td>
<td>Concurrent Paper and Poster Sessions (Session 1)</td>
<td>Yorktown, Ticonderoga</td>
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**1.1: Lessons Learned About the Implementation of Large-Scale Evaluations**
- **Moderator**: **Tamara Haegerich**, NCER
- **David Myers**, Mathematica Policy Research
- **William E. Pelham, Jr.**, University at Buffalo, State University of New York
- **Douglas Clements**, University at Buffalo, State University of New York
- **Douglas Fuchs**, Vanderbilt University

**1.2: Translating Research for Practitioners: The What Works Clearinghouse**
- **Moderator**: **Susan Sanchez**, NCEE
- **Robert Boruch**, University of Pennsylvania
- **Rebecca Herman**, American Institutes for Research
- **David Osher**, American Institutes for Research
- **Russell Gersten**, Instructional Research Group and University of Oregon
- **Mark Dynarski**, Mathematica Policy Research
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<th>TIME</th>
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| **THURSDAY MORNING, JUNE 15th** | 10:15 a.m. – 12:00 p.m. | **1.3: Poster Presentations**  
| | | a. Reading and Teacher Quality  
| | | b. Mathematics, Reading, and Others  
| | | c. Reading  
| | | d. Research by Students in Predoctoral Interdisciplinary Research Training Programs | **Columbia Foyer**  
| | | Concord/Lexington/Bunker Hill  
| | | Hall of Battles  
| | | Valley Forge |
| **THURSDAY AFTERNOON, JUNE 15th** | 12:15 p.m. – 1:45 p.m. | **Second Plenary Session and Luncheon**  
| | | Introduction of Speakers  
| | | Grover J. (Russ) Whitehurst, Director, Institute of Education Sciences  
| | | Making Research Relevant to Practice  
| | | Michael Casserly, Executive Director, Council of the Great City Schools  
| | | Kati Haycock, Director, Education Trust | **Regency A** |
| | **2:00 p.m. – 3:45 p.m.** | **Concurrent Paper and Poster Sessions (Session 2)**  
| | | 2.1: Robustness of Value-Added Models  
| | | Moderator: David Sweet, NCER  
| | | Douglas Harris, Florida State University  
| | | Tim Sass, Florida State University  
| | | J.R. Lockwood, RAND Corporation  
| | | Robert Meyer, University of Wisconsin-Madison  
| | | Discussant: Henry Braun, Educational Testing Service (ETS) | **Yorktown** |
| | | 2.2: Developing and Sustaining School/Researcher Relationships  
| | | Moderator: Elizabeth Albro, NCER  
| | | Sharon Ramey, Georgetown University  
| | | Michael Cohen, Montgomery County (MD) Public Schools  
| | | Gary Gottfredson, University of Maryland  
| | | Lucia Martin, Anne Arundel County (MD) Public Schools  
| | | Anthony Bryk, Stanford University | **Ticonderoga** |
| | | 2.3: Poster Presentations  
| | | a. Predoctoral Interdisciplinary Research Training Programs  
| | | b. Policy, NAEP, Preschool Curriculum Evaluation Research (PCER), Science, and Others  
| | | c. Cognition and Student Learning  
| | | d. Policy, Science, Cognition and Student Learning, and Others | **Columbia Foyer**  
| | | Concord/Lexington/Bunker Hill  
| | | Hall of Battles  
| | | Valley Forge |
## Conference Agenda

### Thursday, June 15th

#### Afternoon

<table>
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<th>Time</th>
<th>Event</th>
<th>Location</th>
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| 4:00 p.m. - 5:00 p.m. | **Third Plenary Session**  
**How We Learn: Bringing Cognitive Science Into the Classroom**  
Moderator: Frederick Morrison, University of Michigan  
Hal Pashler, University of California-San Diego  
Janet Metcalfe, Columbia University  
Marcia C. Linn, University of California-Berkeley  
Mark McDaniel, Washington University in St. Louis | Regency A |
| 5:30 p.m. - 7:00 p.m. | **Networking Session** | Regency Foyer/Columbia Foyer |

### Friday, June 16th

#### Morning

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<tr>
<th>Time</th>
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<tr>
<td>7:00 a.m. - 2:00 p.m.</td>
<td><strong>Conference Registration</strong></td>
<td>Regency Foyer</td>
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<td>7:00 a.m. - 8:00 a.m.</td>
<td><strong>Continental Breakfast</strong></td>
<td>Regency Foyer</td>
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| 8:00 a.m. - 10:00 a.m. | **Concurrent Paper and Poster Sessions**  
(Session 3)  
3.1: Accessing and Using NCES Longitudinal Survey Data  
Moderator: Jeff Owings, NCES  
Chris Chapman, NCES  
Jennifer Park, NCES  
John Wirt, NCES  
Tracy Hunt-White, NCES | Capitol A  
Capitol B  
Columbia Foyer  
Concord/Lexington/Bunker Hill  
Hall of Battles |
| 3.2: Effect Sizes in Education Research: What They Are, What They Mean, and Why They're Important | Howard Bloom, MDRC  
Carolyn Hill, Georgetown University  
Alison Rebeck Black, MDRC  
Mark Lipsey, Vanderbilt University | Capitol B |
| 3.3: Poster Presentations | a. Research by Students in Predoctoral Interdisciplinary Research Training Programs  
b. Reading, Social and Character Development (SACD), and Others  
c. General Topics | Columbia Foyer  
Concord/Lexington/Bunker Hill  
Hall of Battles |
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<th>TIME</th>
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<tr>
<td>10:15 a.m. – 12:00 p.m.</td>
<td><strong>Concurrent Paper and Poster Sessions (Session 4)</strong></td>
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<td>4.1: AAA Curriculum Design and Delivery:</td>
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<td>Developing Interventions that Align, Advance,</td>
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<td></td>
<td>and Assimilate into the Contexts of Schools</td>
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<td></td>
<td>Deborah Simmons, Texas A&amp;M University</td>
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<td>Michael Coyne, University of Connecticut</td>
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<td>David Chard, University of Oregon</td>
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<td>Scott Baker, University of Oregon</td>
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<td>4.2: From the Reviewers’ Corner—Development, Efficacy, and</td>
<td>Capitol B</td>
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<td>Effectiveness Projects</td>
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<td>Moderator: Anne Ricciuti, IES</td>
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<td>David Cordray, Vanderbilt University</td>
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<td>Mark Lipsey, Vanderbilt University</td>
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<td>Larry Hedges, Northwestern University</td>
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<td>4.3: Poster Presentations</td>
<td>Columbia Foyer</td>
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<td>a. Research by Students in Predoctoral Interdisciplinary</td>
<td>Concord/Lexington/Bunker</td>
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<td>Research Training Programs</td>
<td>Hill</td>
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<td>b. Policy, Cognition and Student Learning, and Others</td>
<td>Hall of Battles</td>
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<td></td>
<td>c. Cognition and Student Learning and Science</td>
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<tr>
<td>12:00 p.m. – 2:00 p.m.</td>
<td><strong>Lunch</strong></td>
<td>On your own</td>
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<td>1:00 p.m. – 2:00 p.m.</td>
<td><strong>NCSER Meeting</strong></td>
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<td>2:00 p.m. – 3:15 p.m.</td>
<td><strong>Concurrent Paper and Poster Sessions (Session 5)</strong></td>
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<td>5.1: Reading First and Early Reading First</td>
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<td>Moderator: Tracy Rimdzius, NCEE</td>
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<td>Howard Bloom, MDRC</td>
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<td>Peter Schochet, Mathematica Policy Research</td>
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<td>5.2: Meta-Analysis of Single Subject Designs</td>
<td>Concord/Lexington/Bunker</td>
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<td>William Shadish, University of California-Merced</td>
<td>Hall of Battles</td>
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<td>Natasha Beretvas, University of Texas-Austin</td>
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<td>Eden Nagler, The City University of New York (CUNY)</td>
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<td>5.3: Poster Presentations</td>
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<td>a. Reading and Others</td>
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<td>b. Research by Students in Predoctoral Interdisciplinary</td>
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<td>Research Training Programs</td>
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| 3:30 p.m. – 4:30 p.m. | Closing Plenary Session  
Next Steps  
Grover J. (Russ) Whitehurst, Director, Institute of Education Sciences  
Phoebe Cottingham, Commissioner, National Center for Education Evaluation and Regional Assistance (NCEE)  
Edward Kame‘enui, Commissioner, National Center for Special Education Research (NCSER)  
Lynn Okagaki, Commissioner, National Center for Education Research (NCER)  
Mark Schneider, Commissioner, National Center for Education Statistics (NCES)  
Robert Granger, Chair, National Board for Education Sciences | Capitol A and B |
iSTART: An Interactive Reading Strategy Tutoring System that Helps Adolescent Readers Understand Challenging Text
Presenter(s): Danielle S. McNamara, University of Memphis
Irwin Levinstein, Old Dominion University
Exhibit Area: 1 Columbia Foyer

Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models
Presenter(s): Henry I. Braun, Educational Testing Service
Anthony D. Lutkus, Educational Testing Service
Exhibit Area: 2 Columbia Foyer

Testing the Reading Strategies Assessment Tool (R-SAT)
Presenter(s): Joseph Magliano, Northern Illinois University
Keith Mills, Northern Illinois University
Sara Gilliam, Northern Illinois University
Exhibit Area: 3 Columbia Foyer

Intelligent Tutoring of the Structure Strategy Improves Reading Comprehension of Fifth and Seventh Grade Students
Presenter(s): Bonnie J. F. Meyer, Pennsylvania State University
Kay Wijekumar, Pennsylvania State University
Wendy Middlemiss, Pennsylvania State University
Catherine Meier, Pennsylvania State University
Kelli Higley, Pennsylvania State University
James Spielvogel, Pennsylvania State University
Exhibit Area: 4 Columbia Foyer

Student Motivation and Engagement During Classroom Discussion
Presenter(s): Xiaoying Wu, University of Illinois at Urbana-Champaign
Richard C. Anderson, University of Illinois at Urbana-Champaign
Kim Nguyen-Jahiel, University of Illinois at Urbana-Champaign
Exhibit Area: 5 Columbia Foyer
“I Can't Wait to Write my Own!”: The Role of WebQuests in Improving the Instructional Reading Practices of Elementary and Middle School Teachers

Presenter(s): Misty Sailors, University of Texas at San Antonio  
Lucretia Fraga, University of Texas at San Antonio

Exhibit Area: 6 Columbia Foyer

“Mindless Reading” and its Effects on Comprehension

Presenter(s): Erik D. Reiche, University of Pittsburgh  
Francisco J. Morales, University of Pittsburgh  
Patryk A. Laurent, University of Pittsburgh  
David V. Halpern, University of Pittsburgh  
Jonathan W. Schooler, University of British Columbia

Exhibit Area: 7 Columbia Foyer

Exploring Effects of Different Instructional Approaches to Reading Comprehension

Presenter(s): Margaret McKeown, University of Pittsburgh  
Isabel Beck, University of Pittsburgh

Exhibit Area: 8 Columbia Foyer

Cognitive Strategy Instruction versus Responsive Engagement Instruction: Findings from a Quasi-Experiment (Year 2)

Presenter(s): Georgia Earnest Garcia, University of Illinois at Urbana-Champaign

Exhibit Area: 9 Columbia Foyer

Teacher Licensure Tests and Student Achievement

Presenter(s): Richard Buddin, RAND

Exhibit Area: 10 Columbia Foyer

The Florida State Teacher Quality Research Project

Presenter(s): Douglas N. Harris, Florida State University  
Tim R. Sass, Florida State University

Exhibit Area: 11 Columbia Foyer
The Early Development of Mathematical Cognition in Socioeconomic and Cultural Contexts
Presenter(s):  
Prentice Starkey, University of California-Berkeley  
Alice Klein, University of California-Berkeley  
Exhibit Area: 1 Concord/Lexington/Bunker Hill

Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies
Presenter(s):  
Douglas Clements, University at Buffalo, State University of New York  
Julie Sarama, University at Buffalo, State University of New York  
Jaekyung Lee, University at Buffalo, State University of New York  
Exhibit Area: Moved to Friday, 10:15 a.m. - Noon, 5 Hall of Battles

Embedded Multimedia for Students as Professional Development for Teachers Teaching Writing
Presenter(s):  
Nancy Madden, Success for All Foundation  
Robert E. Slavin, Johns Hopkins University  
Bette Chambers, Success for All Foundation  
Exhibit Area: 3 Concord/Lexington/Bunker Hill

Investigating the Efficacy of a Professional Development Program in Classroom Assessment for Middle School Reading and Mathematics
Presenter(s):  
Christina Schneider, South Carolina Department of Education  
Exhibit Area: 4 Concord/Lexington/Bunker Hill

The Impact of Using Diagnostic Questions on Teachers’ Assessment Practices
Presenter(s):  
Dylan Wiliam, Educational Testing Service  
Caroline Wylie, Educational Testing Service  
Exhibit Area: 5 Concord/Lexington/Bunker Hill

Classroom Connectivity in Promoting Mathematics and Science Achievement
Presenter(s):  
Stephen Pape, Ohio State University  
Douglas T. Owens, Ohio State University  
Karen Irving, Ohio State University  
Louis Abrahamson, Better Education Foundation  
Exhibit Area: 6 Concord/Lexington/Bunker Hill
Evaluation of the Computer and Team Assisted Mathematical Acceleration (CATAMA) Lab for Urban, High-Poverty, High-Minority Middle Grade Students

Presenter(s): Robert Balfanz, Johns Hopkins University
Allen Ruby, Johns Hopkins University

Exhibit Area: 7 Concord/Lexington/Bunker Hill

Algebraic Interventions for Measured Achievement (AIMA)

Presenter(s): Steve Schneider, WestEd
Kimberly Viviani, WestEd
Tom Hanson, WestEd

Exhibit Area: 8 Concord/Lexington/Bunker Hill

An Evaluation of “Writing Wings”: Writing Instruction for Disadvantaged Elementary School Children

Presenter(s): Michael Puma, Chesapeake Research Associates, LLC
Nancy Madden, Success for All Foundation
Denise Douce, Success for All Foundation

Exhibit Area: 9 Concord/Lexington/Bunker Hill

Preschoolers with Disabilities: Characteristics, Services, and Performance

Presenter(s): Elaine Carlson, Westat

Exhibit Area: 10 Concord/Lexington/Bunker Hill

Enhancing the Quality of Social Studies Instruction and Comprehension through Content- and Case-Situated Professional Development

Presenter(s): Deborah Simmons, Texas A&M University
Angie Hairrell, Texas A&M University
Bill Rupley, Texas A&M University
Sharon Vaughn, University of Texas
Meaghan Edmonds, University of Texas

Exhibit Area: 11 Concord/Lexington/Bunker Hill

National Research Center on Rural Education Support: National Survey on Distance Learning and Technology Use in Rural Education

Presenter(s): Wallace Hannum, University of North Carolina-Chapel Hill
James Barber, University of North Carolina-Chapel Hill
Jonathan Banks, University of North Carolina-Chapel Hill

Exhibit Area: 12 Concord/Lexington/Bunker Hill

Fostering and Assessing Pre-K Children’s Number Sense

Presenter(s): Arthur J. Baroody, University of Illinois at Urbana-Champaign
Bradley Thompson, University of Illinois at Urbana-Champaign
Amanda Johnson, University of Illinois at Urbana-Champaign
Michael Eiland, University of Illinois at Urbana-Champaign

Exhibit Area: 13 Concord/Lexington/Bunker Hill
Assessing and Building Teacher Knowledge: The Haskins’ Mastering Reading Instruction
Presenter(s):  
Margie Gillis, Haskins Laboratories  
Susan Brady, University of Rhode Island  
Exhibit Area: 14 Concord/Lexington/Bunker Hill

Evaluation of Preschool Curricula for Promoting Early Literacy Skills in Children At-Risk for Reading Difficulties
Presenter(s):  
Christopher J Lonigan, Florida State University  
Shauna Wilson, Florida State University  
Jessica McQueen, Florida State University  
David Purpura, Florida State University  
Exhibit Area: 16 Concord/Lexington/Bunker Hill

Effectiveness of Comprehensive Professional Development for Teachers of At-Risk Preschoolers: Using Technology to Further Learning in Pre-K.
Presenter(s):  
Susan H. Landry, University of Texas Health Science Center-Houston  
Jason Anthony, University of Texas Health Science Center-Houston  
Paul R. Swank, University of Texas Health Science Center-Houston  
Michael Assel, University of Texas Health Science Center-Houston  
Exhibit Area: 17 Concord/Lexington/Bunker Hill

The Read-Write Cycle Project: Bridging the Literacy and Content Area Divide
Presenter(s):  
Robert C. Calfee, University of California-Riverside  
Roxanne Greitz Miller, Chapman University  
Exhibit Area: 19 Concord/Lexington/Bunker Hill

Early Findings from an Evaluation of the SOURCE (Student Outreach for College Enrollment) Program: An Intervention to Promote College Application and Enrollment Among Urban Youth
Presenter(s):  
Johannes Bos, Berkeley Policy Associates  
Exhibit Area: 20 Concord/Lexington/Bunker Hill

The National Research Center on Rural Education Support: The Rural Early Adolescent Learning Program
Presenter(s):  
Thomas W. Farmer, University of North Carolina-Chapel Hill  
Kimberly Dadisman, University of North Carolina-Chapel Hill  
Jill V. Hamm, University of North Carolina-Chapel Hill  
Exhibit Area: 21 Concord/Lexington/Bunker Hill
### Cumulative Content-Area Instruction in Grades 3-4-5: An Assessment of Immediate, Transfer, and Long-Term Impact on Reading Achievement

**Presenter(s):** Nancy R. Romance, Florida Atlantic University  
Michael R. Vitale, East Carolina University  

**Exhibit Area:** 22 Concord/Lexington/Bunker Hill

### Embedding Cause/Effect Text Structure Lessons into Social Studies: Content Instruction at the Elementary Level

**Presenter(s):** Joanna Williams, Teachers College, Columbia University  
Simonne Pollini, Teachers College, Columbia University  
Abigail Nubla-Kung, Teachers College, Columbia University  
Amaya Garcia, Teachers College, Columbia University  
Anne Snyder, Teachers College, Columbia University  

**Exhibit Area:** 23 Concord/Lexington/Bunker Hill

### Thursday, June 15, 2006  10:15 a.m. - Noon

**Location:** Hall of Battles  
**Subject:** Reading

### Developing Reading Comprehension Assessments Targeting Struggling Readers: An Overview and Some Findings So Far

**Presenter(s):** John Sabatini, Educational Testing Service  
Paul Deane, Educational Testing Service  
Matthew Ventura, Educational Testing Service  

**Exhibit Area:** 1 Hall of Battles

### Partnership for Accessible Reading Assessment: Improving Accessibility of Large-Scale Reading Assessments for Students with Disabilities

**Presenter(s):** Martha Thurlow, University of Minnesota  
Ross Moen, University of Minnesota  
Christopher Johnstone, University of Minnesota  
Kristi Liu, University of Minnesota  

**Exhibit Area:** 2 Hall of Battles

### A Descriptive Study of the Reading Component Skills of 350 Urban Adolescents

**Presenter(s):** Mick Hock, University of Kansas  
Irma Brasseur, University of Kansas  

**Exhibit Area:** 3 Hall of Battles
Establishing the Empirical Reliability and Construct Validity of a Developmental Rubric of Teacher Literacy Practice

Presenter(s):  
**David Kerbow**, University of Chicago  
**Anthony S. Bryk**, Stanford University

Exhibit Area:  4 Hall of Battles

Evaluating Levels of Reading Impairment in Middle and High School Students

Presenter(s):  
**Gloria Waters**, Boston College  
**David Caplan**, Harvard Medical School

Exhibit Area:  5 Hall of Battles

Thursday, June 15, 2006  10:15 a.m. - Noon

Location:  Valley Forge
Subject:  Research by Students in Predoctoral Interdisciplinary Research Training Programs

Investigation of a Brain-Based Intervention to Improve Performance on Multiple Attention Based Tasks

Presenter(s):  
**KatieAnn Skogsberg**, Northwestern University

Exhibit Area:  1 Valley Forge

The Effects of Diagrams and Diagramming Tools on the Analysis of Social Policy

Presenter(s):  
**Matthew Easterday**, Carnegie Mellon University

Exhibit Area:  2 Valley Forge

Your Brain on Geometry

Presenter(s):  
**Yvonne Kao**, Carnegie Mellon University

Exhibit Area:  3 Valley Forge

Toddlers’ Imitation of New Skills from Video and Live Instruction

Presenter(s):  
**G. A. Strouse**, Vanderbilt University  
**G. Troseth**, Vanderbilt University

Exhibit Area:  4 Valley Forge
Risk Factors Available in Birth Certificate Records for Mental and Motor Delay at 9-months
Presenter(s):  
Sara J. Vagi, University of Miami  
Virginia E. Vitiello, University of Miami  
Christine E.F. Delgado, University of Miami
Exhibit Area: 5 Valley Forge

Preschool Classroom Quality: Impacts on Reading Outcomes for Children With and Without Language Impairment
Presenter(s):  
Anita McGinty, University of Virginia  
Lori Skibbe, University of Virginia  
Laura Justice, University of Virginia
Exhibit Area: 6 Valley Forge

Immigrant Differences in Early Reading Achievement: Evidence from the ECLS-K
Presenter(s):  
Natalia Palacios, Northwestern University  
Katarina Guttmannova, Northwestern University  
Lindsay Chase-Lansdale, Northwestern University
Exhibit Area: 7 Valley Forge

Effective Intervention in School Settings Requires the Recognition of Individual Differences in Autism
Presenter(s):  
Camilla Hileman, University of Miami  
Courtney Burnette, University of North Carolina  
Steve Sutton, University of Miami  
Heather Henderson, University of Miami  
Peter Mundy, University of Miami
Exhibit Area: 8 Valley Forge

Temperament, Approaches to Learning, and Children’s School Readiness
Presenter(s):  
Pelin Munis, University of Miami
Exhibit Area: 9 Valley Forge

The Contribution of the Responsive Classroom Approach to Classroom Quality and Teacher Practices
Presenter(s):  
Lori E. Skibbe, University of Virginia  
Lauren E. Decker, University of Virginia  
Sara E. Rimm-Kaufman, University of Virginia
Exhibit Area: 10 Valley Forge
The Reading Trajectory of Children with Language Impairment from Preschool to Fifth Grade: A Prospective Study of the Forecast for School
Presenter(s):  
Lori E. Skibbe, University of Virginia  
Kevin J. Grimm, University of Virginia  
Tina L. Stanton-Chapman, University of Virginia  
Laura M. Justice, University of Virginia  
Khara L. Pence, University of Virginia  
Ryan P. Bowles, University of Virginia  
Exhibit Area:  11 Valley Forge

Adolescent Development: An Improved Replication Study
Presenter(s):  
Lori Delale-O'Connor, Northwestern University  
Exhibit Area:  12 Valley Forge

Determining the Concurrent and Predictive Validity of Two Emergent Literacy Screeners
Presenter(s):  
Shauna B. Wilson, Florida State University  
Christopher J Lonigan, Florida State University  
Exhibit Area:  13 Valley Forge

Re-entry into the Community: The Impact of School Enrollment on Future Recidivism
Presenter(s):  
Preeti Chauhan, University of Virginia  
N. Dickon Reppucci, University of Virginia  
Exhibit Area:  14 Valley Forge

Children’s Number Categories and Understanding of Numerical Magnitude
Presenter(s):  
Elida V. Laski, Carnegie Mellon University  
Exhibit Area:  15 Valley Forge

Do Fathers Matter? The Role of Father Involvement in Pre-adolescent Academic and Social Development
Presenter(s):  
Lydia Killos, University of Virginia  
Exhibit Area:  16 Valley Forge

The Trajectory of Student Interest and Its Implications for Learning and Achievement
Presenter(s):  
Chris Hulleman, University of Wisconsin-Madison  
Judith Harackiewicz, University of Wisconsin-Madison  
Bryan Hendricks, University of Wisconsin-Madison  
Exhibit Area:  17 Valley Forge
Thursday, June 15, 2006  2:00 - 3:45 p.m.

Location:  Columbia Foyer
Subject:  Predoctoral Interdisciplinary Research Training Programs

Carnegie Mellon Program in Interdisciplinary Educational Research (PIER)
Presenter(s):  Sharon M. Carver, Carnegie Melon University
Exhibit Area:  1 Columbia Foyer

The University of Virginia Predoctoral Interdisciplinary Research Training Program in the Education Sciences
Presenter(s):  Robert Pianta, University of Virginia
Exhibit Area:  2 Columbia Foyer

Northwestern University Multidisciplinary Program in Education Sciences
Presenter(s):  James Spillane, Northwestern University
Exhibit Area:  3 Columbia Foyer

The University of Chicago Predoctoral Interdisciplinary Research Training Program in the Education Sciences
Presenter(s):  Steve Raudenbush, University of Chicago
Exhibit Area:  4 Columbia Foyer

The Vanderbilt University Predoctoral Interdisciplinary Research Training Program in the Education Sciences
Presenter(s):  David Cordray, Vanderbilt University
Exhibit Area:  5 Columbia Foyer

University of Wisconsin-Madison Interdisciplinary Training Program for Predoctoral Research in Education Sciences
Presenter(s):  Adam Gamoran, University of Wisconsin-Madison
Exhibit Area:  6 Columbia Foyer

The Florida State University Predoctoral Interdisciplinary Research Training Program in the Education Sciences
Presenter(s):  Christopher J Lonigan, Florida State University
Shauna Wilson, Florida State University
Jessica McQueen, Florida State University
David Purpura, Florida State University
Exhibit Area:  7 Columbia Foyer
Minnesota’s Interdisciplinary Training in Education Research
Presenter(s):  *Mark Davison*, University of Minnesota
Exhibit Area:  8 Columbia Foyer

The University of Miami Predoctoral Interdisciplinary Research Training Program in the Education Sciences
Presenter(s):  *Daryl Greenfield*, University of Miami
Exhibit Area:  9 Columbia Foyer

The University of Pennsylvania Predoctoral Interdisciplinary Research Training Program in the Education Sciences
Presenter(s):  *Rebecca Maynard*, University of Pennsylvania
Exhibit Area:  11 Columbia Foyer

Thursday, June 15, 2006  2:00 - 3:45 p.m.

Location:  Concord/Lexington/Bunker Hill
Subject:  Policy, NAEP, Preschool Curriculum Evaluation Research (PCER), Science, and Others

Technical and Design Issues In Running and Analyzing Small-Scale Randomized Controlled Trials for School District Decisions
Presenter(s):  *Denis Newman*, Empirical Education, Inc.
             *Andrew Jaciw*, Empirical Education, Inc.
Exhibit Area:  1 Concord/Lexington/Bunker Hill

Cost Accounting for Student-Level Resources
Presenter(s):  *William Hartman*, Pennsylvania State University
             *Gary Shaffer*, Pennsylvania State University
Exhibit Area:  2 Concord/Lexington/Bunker Hill

A Study of the Efficacy of Building Language for Literacy (BLL) and Classroom Coaching for Teachers in Montgomery County Public Schools (MCPS)
Presenter(s):  *Craig T. Ramey*, Georgetown Center on Health and Education
             *Sharon L. Ramey*, Georgetown Center on Health and Education
             *Lynda Lee*, Georgetown Center on Health and Education
             *Cara Farneti*, Georgetown Center on Health and Education
Exhibit Area:  3 Concord/Lexington/Bunker Hill
Use of Sampling Weights in Multilevel Models Fit to NAEP Data

Presenter(s):  
- Ian Harris, Southern Methodist University
- Lynne Stokes, Southern Methodist University

Exhibit Area: 4 Concord/Lexington/Bunker Hill

Multi-Scale Visualization of National and State NAEP Data through Interactive Graphics

Presenter(s):  
- Gary Wolgast, Wake Forest University
- Edward Ip, Wake Forest University

Exhibit Area: 5 Concord/Lexington/Bunker Hill

Manipulatives and the Development of Symbolic Thinking

Presenter(s):  
- David H. Uttal, Northwestern University
- Loren Marulis, Northwestern University
- Judy DeLoache, Northwestern University

Exhibit Area: 6 Concord/Lexington/Bunker Hill

Concrete Words with Perceptual Simulations: A Potential Combination for Abstract Scientific Transfer?

Presenter(s):  
- Ji Y. Son, Indiana University
- Robert L. Goldstone, Indiana University

Exhibit Area: 7 Concord/Lexington/Bunker Hill

Improving Numerical Estimation of Head Start Children

Presenter(s):  
- Geetha B. Ramani, Carnegie Mellon University
- Robert S. Siegler, Carnegie Mellon University

Exhibit Area: 8 Concord/Lexington/Bunker Hill

Boosting Academic Achievement by Teaching Children to Abstract Basic Relationships

Presenter(s):  
- Julie K. Kidd, George Mason University
- Robert Pasnak, George Mason University

Exhibit Area: 9 Concord/Lexington/Bunker Hill

Young Children’s Liking and Competence Beliefs in Science Class: Measure Development and Validation

Presenter(s):  
- P. Y. Mantzicopoulos, Purdue University
- H. Patrick, Purdue University
- A. Samarapungavan, Purdue University

Exhibit Area: 10 Concord/Lexington/Bunker Hill
An Eco-Behavioral Analysis of Children’s Engagement in Urban Public School Preschool Classrooms

Presenter(s): Douglas R. Powell, Purdue University
Margaret R. Burchinal, University of North Carolina-Chapel Hill
Nancy File, University of Wisconsin-Milwaukee
Susan Kontos, Purdue University

Exhibit Area: 11 Concord/Lexington/Bunker Hill

A Longitudinal Study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children’s Mathematical Knowledge

Presenter(s): Alice Klein, University of California-Berkeley
Prentice Starkey, University of California-Berkeley
Douglas Clements, University at Buffalo, State University of New York
Julie Sarama, University at Buffalo, State University of New York

Exhibit Area: 12 Concord/Lexington/Bunker Hill

Learning Science Through Inquiry in Kindergarten: Early Results from the Scientific Literacy Project

Presenter(s): Ala Samarapungavan, Purdue University
P. Y. Mantzicopoulos, Purdue University

Exhibit Area: 13 Concord/Lexington/Bunker Hill

Preschool-to-Kindergarten: A Longitudinal Study of the Effectiveness of the Early Literacy and Learning Model (ELLM)

Presenter(s): Stephanie Webry, University of North Florida
Madelaine Cosgrove, Florida Institute of Education at the University of North Florida

Exhibit Area: 14 Concord/Lexington/Bunker Hill

Bringing the Physical Sciences into the Preschool Classroom: Balancing Content Knowledge, Inquiry Skills, and Pedagogy

Presenter(s): Nancy Clark-Chiarelli, Education Development Center, Inc.
Jess Gropen, Education Development Center, Inc.

Exhibit Area: 15 Concord/Lexington/Bunker Hill

An Investigation of Prekindergarten Curricula: Influences on Classroom Characteristics and Child Engagement

Presenter(s): Christy Plummer, Vanderbilt University
Canan Aydogan, Vanderbilt University
Shin Ji Kang, Vanderbilt University
Dale Farran, Vanderbilt University
Mark Lipsey, Vanderbilt University
Carol Bilbrey, Vanderbilt University

Exhibit Area: 16 Concord/Lexington/Bunker Hill
The Effect of Creative Curriculum Training and Technical Assistance on Head Start Classroom Quality
Presenter(s): Megan O’Donnell
Exhibit Area: 17 Concord/Lexington/Bunker Hill

The Importance of Curriculum and Mentoring on Teacher Behaviors that Lead to Positive Child Outcomes
Presenter(s): Susan H. Landry, University of Texas Health Science Center-Houston
Paul R. Swank, University of Texas Health Science Center-Houston
Michael A. Assel, University of Texas Health Science Center-Houston
Jason Anthony, University of Texas Health Science Center-Houston
Exhibit Area: 18 Concord/Lexington/Bunker Hill

Understanding the Relationship Between Mathematics and Science Coursework Using National Data
Presenter(s): Xin Ma, University of Kentucky
Exhibit Area: 19 Concord/Lexington/Bunker Hill

The Impact of a Constructivist Training Program on Early Childhood Care and Education Teachers’ Views of Learning and Training
Presenter(s): Johnetta Wade Morrison, University of Missouri-Columbia
Exhibit Area: 20 Concord/Lexington/Bunker Hill

Preschool Teachers’ Fidelity in Implementing a Comprehensive Language-Focused Curriculum
Presenter(s): Khara L. Pence, University of Virginia
Laura M. Justice, University of Virginia
Tse-Hua Shih, University of Virginia
Alice K. Wiggins, University of Virginia
Exhibit Area: 22 Concord/Lexington/Bunker Hill

Promoting School Success in Children Attending Pre-K Programs in Poor, Urban Schools
Presenter(s): Laurie Miller Brotman, New York University
Sharon Kingston, New York University
Esther Calzada, New York University
Emily Gerber Amanda Rosenfelt Colleen O’Neal
Spring Dawson-McClure
Daniel Chesir-Teran
Keng-Yen Huang
Exhibit Area: 23 Concord/Lexington/Bunker Hill
Thursday, June 15, 2006    2:00 - 3:45 p.m.

Location:    Hall of Battles
Subject:    Cognition and Student Learning

Recommendations for Strengthening Mathematics Teachers’ Comparative Explanations
Presenter(s):    Lindsey Richland, University of California-Irvine
                 Keith Holyoak, University of California-Los Angeles
                 Osnat Zur, University of California-Los Angeles
                 Guido Schauer, University of California-Los Angeles
Exhibit Area:  1 Hall of Battles

Does Using Contrasting Cases Increase Problem Solving, Flexibility and Understanding? An Experimental Study on Early Algebra Learning
Presenter(s):    Bethany Rittle-Johnson, Vanderbilt University
                 Jon Star, Michigan State University
                 Howard Glasser, Michigan State University
                 Kosze Lee, Michigan State University
Exhibit Area:  2 Hall of Battles

Neural Markers of Effective Learning
Presenter(s):    John Anderson, Carnegie Mellon University
Exhibit Area:  3 Hall of Battles

Diagnosing Students’ Algebraic Misconceptions
Presenter(s):    Michael Russell, Boston College
                 Joan Lucariello, Boston College
Exhibit Area:  5 Hall of Battles
**Metacomprension and Learning from Science Text**
Presenter(s):  
Keith Thiede, University of Illinois-Chicago  
Jennifer Wiley, University of Illinois-Chicago  
Thomas Griffin, University of Illinois-Chicago
Exhibit Area: 1 Valley Forge

**Writing Intensive Reading Comprehension, Year 2: Developing Measures for Interpreting What the WIRC Data Tell Us About Reading-Writing Connections**
Presenter(s):  
Jim Collins, University at Buffalo  
Timothy Madigan, University at Buffalo  
Jeff Fox, University at Buffalo
Exhibit Area: 2 Valley Forge

**Universal Cognitive-Behavioral Intervention for Elementary Students to Reduce Disruptive/Aggressive Behavior: Preliminary Findings and Future Research**
Presenter(s):  
Stephen Smith, University of Florida  
Ann Daunic, University of Florida
Exhibit Area: 3 Valley Forge

**Inspiring Inquiry: Preparing Rural Teachers to Use Inquiry-based Instruction in Middle-level Science**
Presenter(s):  
Roger Bruning, University of Nebraska-Lincoln  
Ron Bonnstetter, University of Nebraska-Lincoln  
Beth Doll, University of Nebraska-Lincoln  
Christy Horn, University of Nebraska-Lincoln
Exhibit Area: 4 Valley Forge

**Using Implementation Models to Design Measures of Program Implementation and Instructional Practice in a Study of the Efficacy of Three Professional Development Approaches**
Presenter(s):  
William Penuel, Center for Technology and Learning, SRI International
Exhibit Area: 5 Valley Forge
Utah's Improving Teacher Quality Initiative—First Year of Reform Efforts
Presenter(s): Carla Johnson, University of Toledo
Sherry Marx, Utah State University
Exhibit Area: 6 Valley Forge

Why do Self-Theories of Intelligence Influence Learning Success Under Challenge? A Social-Cognitive-Neuroscience Model of Achievement Motivation
Presenter(s): J. A. Mangels, Columbia University
C. S. Dweck, Stanford University
C. D. Good, Barnard College
J. Lamb, Columbia University
Exhibit Area: 7 Valley Forge

Motivational Patterns of Middle-school African American Students in Low-SES Urban Schools
Presenter(s): Stephanie Siler, Carnegie Mellon University
Junlei Li, Carnegie Mellon University
David Klahr, Carnegie Mellon University
Exhibit Area: 8 Valley Forge

The Measurement of School Leadership Practice and Competence
Presenter(s): Jonathan Supovitz, University of Pennsylvania
James Spillane, Northwestern University
Ellen Goldring, Vanderbilt University
Exhibit Area: 9 Valley Forge

First Year Results of a Randomized Trial of a New School Principal Performance Evaluation System
Presenter(s): Steven Kimball, University of Wisconsin-Madison
Anthony Milanowski, University of Wisconsin-Madison
Exhibit Area: 10 Valley Forge

Impact of Children’s Exposure to Violence on Achievement and IQ
Presenter(s): Virginia Delaney-Black, Wayne State University
Elizabeth Barton, Wayne State University
Lisa Chiodo, Wayne State University
Hilary Ratner, Wayne State University
Cheryl Somers, Wayne State University
Jina Yoon, Wayne State University
James Janisse, Wayne State University
Exhibit Area: 11 Valley Forge
Scientific Misconceptions and Learned Inattention: Blocking and Cue Salience
Presenter(s): Andrew F. Heckler, Ohio State University
Vladimir M. Sloutsky, Ohio State University
Exhibit Area: 12 Valley Forge

Dynamically Modifying the Learning Trajectories of Novices with Pedagogical Agents
 Presenter(s): Carole R. Beal, University of Southern California Information Sciences Institute
Ronald Stevens, University of California-Los Angeles
Exhibit Area: 15 Valley Forge

An Experimental Study of the Effectiveness of Instructional Consultation Teams
Presenter(s): Sylvia Rosenfield, University of Maryland-College Park
Gary D. Gottfredson, University of Maryland-College Park
Todd Gravois, University of Maryland-College Park
Exhibit Area: 16 Valley Forge

Developmentally-based Assessment of School Climate: An Alternative Conceptualization of Teacher Ratings
Presenter(s): Maria D. LaRusso, New York University
Joshua L. Brown, New York University
Stephanie M. Jones, Fordham University
J. Lawrence Aber, New York University
Exhibit Area: 17 Valley Forge

Friday, June 16, 2006     8:00-10:00 a.m.
Location: Columbia Foyer
Subject: Research by Students in Predoctoral Interdisciplinary Research Training Programs

Meta-analysis as a Basis from Which to Consider Impacts: The Case of Home Visiting
Presenter(s): M. C. Bradley, University of Pennsylvania
Exhibit Area: 1 Columbia Foyer

Experimental Validation of Instructional Materials on Usability-Supporting Architectural Patterns
Presenter(s): Elspeth Golden, Carnegie Mellon University
Exhibit Area: 2 Columbia Foyer
Profiles of Approaches to Learning in Head Start Preschoolers

Presenter(s):  
Virginia E. Vitiello, University of Miami  
Daryl B. Greenfield, University of Miami

Exhibit Area: 3 Columbia Foyer

Transitioning to School: Describing the Classroom Environment of Rural, Low-Income Children in Kindergarten and First Grade

Presenter(s):  Kerry G. Hofer, Vanderbilt University

Exhibit Area: 4 Columbia Foyer

Effects of Comparison on Learning New Principles

Presenter(s):  Julie Colboun, Northwestern University

Exhibit Area: 5 Columbia Foyer

Profiles of Observed Classroom Quality in State-Funded Pre-Kindergarten Programs and Associations with Teacher, Program and Classroom Characteristics

Presenter(s):  Jennifer LoCasale-Crouch, University of Virginia

Exhibit Area: 6 Columbia Foyer

Changes in Home-Initiated Communication from Preschool to Kindergarten

Presenter(s):  Lori Nathanson, University of Virginia  
Sara E. Rimm-Kaufman, University of Virginia  
Shannon M. Fuller, Texas Children's Hospital

Exhibit Area: 7 Columbia Foyer

Family and Child Attributes and the Transition to Kindergarten

Presenter(s):  Lori Nathanson, University of Virginia  
Sara E. Rimm-Kaufman, University of Virginia  
Laura L. Brock, University of Virginia

Exhibit Area: 8 Columbia Foyer

Theoretical Framework for Investigating the Relationship Between Creativity and Learning

Presenter(s):  Enrique C. Orlina, Northwestern University

Exhibit Area: 9 Columbia Foyer

Children’s Perceptions of the Classroom Environment and Social and Academic Performance: A Longitudinal Analysis of the Contribution of the Responsive Classroom Approach

Presenter(s):  Laura L. Brock, University of Virginia  
Tracy K. Nishida, University of Virginia  
Sara E. Rimm-Kaufman, University of Virginia  
Cynthia Chiong, University of Virginia

Exhibit Area: 10 Columbia Foyer
Identifying and Overcoming the Learning Gaps Created by Early Childhood Poverty

Presenter(s):  
James Benson, University of Wisconsin-Madison

Exhibit Area: 11 Columbia Foyer

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**Friday, June 16, 2006  8:00-10:00 a.m.**

**Location:** Concord/Lexington/Bunker Hill  
**Subject:** Reading, Social and Character Development (SACD), and Others

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Using Read Alouds to Promote Comprehension and Vocabulary in First Grade Classrooms: A Discussion of Finding and Trends from School-based Intervention

Presenter(s):  
Scott Baker, Pacific Institutes for Research  
David Chard, University of Oregon  
Lana Edwards Santoro, Pacific Institutes for Research

Exhibit Area: 1 Concord/Lexington/Bunker Hill

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Early Learning in Mathematic: A Prevention Approach

Presenter(s):  
David Chard, University of Oregon  
Scott Baker, Pacific Institutes for Research  
Ben Clarke, Pacific Institutes for Research

Exhibit Area: 2 Concord/Lexington/Bunker Hill

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The CLIMBERs Study: Preliminary Findings From a Randomized Cluster Design

Presenter(s):  
Beth Boulay, Abt Associates, Inc.  
Carolyn Layzer, Abt Associates, Inc.  
Richard R. Hurtig, University of Iowa  
Nancy Jackson, University of Iowa

Exhibit Area: 3 Concord/Lexington/Bunker Hill

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Observation Measures of Language and Literacy Instruction—The OMLIT Observation Battery

Presenter(s):  
Carolyn Layzer, Abt Associates, Inc.  
Beth Boulay, Abt Associates, Inc.  
Richard Hurtig, University of Iowa  
Nancy Jackson, University of Iowa

Exhibit Area: 4 Concord/Lexington/Bunker Hill
Developing the Literacy Instruction Knowledge Scale (LIKS) for Measuring Teacher Knowledge of Reading and Writing Instruction in Grades 1-3

Presenter(s): D. Ray Reutzel, Utah State University  
Janice A. Dole, University of Utah  
Exhibit Area: 5 Concord/Lexington/Bunker Hill

Evaluation of the Efficacy of CBC for Addressing Disruptive Behaviors of Children At-Risk for Academic Failure

Presenter(s): Susan Sheridan, University of Nebraska-Lincoln  
Todd Glover, University of Nebraska-Lincoln  
Exhibit Area: 6 Concord/Lexington/Bunker Hill

An Experimental Evaluation of Big Math for Little Kids’ Impact on Student Performance

Presenter(s): Ellen Mandinach, EDC Center for Children and Technology  
Ashley Lewis, EDC Center for Children and Technology  
Exhibit Area: 7 Concord/Lexington/Bunker Hill

Math Pathways & Pitfalls: Improving Mathematics Achievement for English Language Learners

Presenter(s): Carne Barnett Clarke, WestEd  
Thomas Hanson, WestEd  
Exhibit Area: 8 Concord/Lexington/Bunker Hill

AnimalWatch: An Intelligent Tutoring System for Grade 6 Mathematics

Presenter(s): Carole R. Beal, University of Southern California Information Sciences Institute  
Exhibit Area: 9 Concord/Lexington/Bunker Hill

The National Research Center on Rural Education Support: Rural Early Literacy Initiative (RELI)

Presenter(s): Lynne Vernon-Feagans, University of North Carolina-Chapel Hill  
Kirsten Kainz, University of North Carolina-Chapel Hill  
Kate Gallagher, University of North Carolina-Chapel Hill  
Exhibit Area: 10 Concord/Lexington/Bunker Hill

Leveling the Playing Field: Increasing the Quality of Language and Literacy Instruction in Preschool Classrooms

Presenter(s): Nancy Clark-Chiarelli, Education Development Center  
Joanne Brady, Education Development Center  
Exhibit Area: 11 Concord/Lexington/Bunker Hill

Professional Development Interventions to Improve Early Literacy and Language Outcomes

Presenter(s): Douglas R. Powell, Purdue University  
Karen E. Diamond, Purdue University  
Exhibit Area: 12 Concord/Lexington/Bunker Hill
Nuestros Niños Early Language and Literacy Study
Presenter(s):  Virginia Buysse, University of North Carolina-Chapel Hill  
               Dina Castro, University of North Carolina-Chapel Hill
Exhibit Area:  13 Concord/Lexington/Bunker Hill

Validating a Self-Report Measure of K-3 Reading Instruction Practices
Presenter(s):  Alysia D. Roehrig, Florida State University  
               Marry T. Brownell, University of Florida  
               Ciana B. Clarke, Florida State University
Exhibit Area:  14 Concord/Lexington/Bunker Hill

My Magic Story Car: Video-Based Games to Strengthen Emergent Literacy of Preschoolers from Low-SES Families
Presenter(s):  Harvey Bellin, The Media Group of Connecticut, Inc.
Exhibit Area:  15 Concord/Lexington/Bunker Hill

VALE to Improve Reading Comprehension in Bilingual Children – Pretest Data, Materials, Profiles of 10 Children, and Challenges
Presenter(s):  María Adelaida Restrepo, Arizona State University  
               Shelley Gray, Arizona State University
Exhibit Area:  16 Concord/Lexington/Bunker Hill

Project VITAL (Vocabulary Intervention Targeting At-risk Learners)
Presenter(s):  Michael D. Coyne, University of Connecticut  
               D. Betsy McCoach, University of Connecticut
Exhibit Area:  17 Concord/Lexington/Bunker Hill

Positive Action for Social and Character Development
Presenter(s):  Brian R. Flay, Oregon State University  
               Carol G. Allred, Positive Action, Inc.  
               David DuBois, University of Illinois at Chicago
Exhibit Area:  18 Concord/Lexington/Bunker Hill

The 4Rs Study: The Relationship between Student and Teacher Development and Classroom Climate
Presenter(s):  Joshua L. Brown, New York University  
               Stephanie M. Jones, Fordham University  
               J. Lawrence Aber, New York University
Exhibit Area:  19 Concord/Lexington/Bunker Hill
Rich Problems as a Lever for Change: An Experimental Study of the Effects of a Professional Development Program on Students’ Mathematics Learning

Presenter(s):  
R. Santagata, Lesson Lab Research Institute  
J. Stigler, Lesson Lab Research Institute  
K. Givvin, Lesson Lab Research Institute  
N. Kersting, Lesson Lab Research Institute

Exhibit Area: 20 Concord/Lexington/Bunker Hill

The Character Education Inquiry

Presenter(s):  
Gary Gottfredson, University of Maryland-College Park  
Amy Silverman, University of Maryland-College Park  
Joseph Nese, University of Maryland-College Park

Exhibit Area: 21 Concord/Lexington/Bunker Hill

Urban/Suburban Differences in Children’s Social-Cognitive Processes

Presenter(s):  
Hugh F. Crean, Children’s Institute  
Emma Forbes-Jones, Children’s Institute  
Deborah Johnson, Children’s Institute

Exhibit Area: 22 Concord/Lexington/Bunker Hill

The School-Wide Academic and Behavioral Competencies Program

Presenter(s):  
William E. Pelham, Jr., University at Buffalo, State University of New York  
Greta M. Massetti, University at Buffalo, State University of New York  
Daniel A. Waschbusch, University at Buffalo, State University of New York

Exhibit Area: 23 Concord/Lexington/Bunker Hill

Curriculum Research: Toward a Framework for “Research-based Curricula”

Presenter(s):  
Douglas H. Clements, University at Buffalo, State University of New York

Exhibit Area: 2 Hall of Battles

Words of Oral Reading and Language Development: Project WORLD

Presenter(s):  
Jorge E. Gonzalez, Texas A&M University  
Debora C. Simmons, Texas A&M University  
Sharolyn Pollard-Durodola, Texas A&M University

Exhibit Area: 3 Hall of Battles
Scaling Up the Implementation of a Pre-Kindergarten Mathematics Curriculum: Teaching for Understanding with Trajectories and Technologies

Presenter(s): Julie Sarama, University at Buffalo, State University of New York
Douglas H. Clements, University at Buffalo, State University of New York
Prentice Starkey, University of California-Berkeley
Alice Klein, University of California-Berkeley
Ann Wakeley, University of California-Berkeley

Exhibit Area: 4 Hall of Battles

Algebra Connections—Making and Retaining the Knowledge Transfer: University to Teacher to Student

Presenter(s): Barbara Radner, DePaul University
Vince Cyboran, Roosevelt University
Steve Ponisciak, Consortium on Chicago School Research

Exhibit Area: 5 Hall of Battles

Friday, June 16, 2006 10:15 a.m. - Noon

Location: Columbia Foyer
Subject: Research by Students in Predoctoral Interdisciplinary Research Training Programs

The Help Tutor: Improving Students’ Help-seeking Behavior While Working with Intelligent Tutoring Systems

Presenter(s): Ido Roll, Carnegie Mellon University
Vincent Aleven, Carnegie Mellon University
Bruce M. McLaren, Carnegie Mellon University
Eunjeong Ryu, Carnegie Mellon University
Kenneth R. Koedinger, Carnegie Mellon University

Exhibit Area: 1 Columbia Foyer

Temperament and Language Skills as Predictors of Teacher-Child Relationship Quality in Preschool

Presenter(s): Kathleen Moritz Rudasill, University of Virginia
Sara E. Rimm-Kaufman, University of Virginia
Laura M. Justice, University of Virginia
Khara Pence, University of Virginia

Exhibit Area: 2 Columbia Foyer
Adult-Youth Relationships in After-school Programs: Supporting the Developmental Needs of Adolescence

Presenter(s): Jeffrey N. Jones, University of Virginia
Nancy L. Deutsch, University of Virginia

Exhibit Area: 3 Columbia Foyer

Uniform Admissions Policies and Effects of Elite Schools

Presenter(s): Benjamin Passty, Northwestern University

Exhibit Area: 4 Columbia Foyer

Interactive Effect of Parenting and Teaching Styles on Academic Achievement

Presenter(s): Victoria Rankin Marks, University of Virginia

Exhibit Area: 5 Columbia Foyer

Language and Space: Asymmetries and Interactions

Presenter(s): Heather Norbury, Northwestern University

Exhibit Area: 6 Columbia Foyer

Personality Characteristics and Teacher Beliefs among Pre-service Teachers

Presenter(s): Lauren E. Decker, University of Virginia
Sara E. Rimm-Kaufman, University of Virginia

Exhibit Area: 7 Columbia Foyer

What Should Vary When Students Compare Pairs of Problems?

Presenter(s): Norma M. Chang, Carnegie Mellon University
Kenneth R. Koedinger, Carnegie Mellon University
Marsha C. Lovett, Carnegie Mellon University

Exhibit Area: 8 Columbia Foyer

Priming: Language Intervention for Children Prenatally Exposed to Cocaine

Presenter(s): Katherine Bono, University of Miami
Olga Bazhenova, University of Illinois-Chicago
Ann-Marie Faria, University of Miami
Elgiz Bal, University of Illinois-Chicago
Stefanie Footer, University of Miami
Christine Hughes, University of Miami
Marygrace Yale Kaiser, University of Miami

Exhibit Area: 9 Columbia Foyer
Information and Access: Modeling the Impact of Information on a Student’s Probability of Attending College
Presenter(s): Tim Zeidner, Vanderbilt University
Exhibit Area: 10 Columbia Foyer

The Effect of Abortion Legalization on the Black-White Achievement Gap
Presenter(s): Jonathan Gemus, Northwestern University
Exhibit Area: 11 Columbia Foyer

Public School Choice and Student Outcomes: Choices, Preferences and Heterogeneous Treatment Effects in a School Choice Lottery
Presenter(s): Thomas Kane, Harvard University and National Bureau of Economic Research (NBER)
Exhibit Area: 1 Concord/Lexington/Bunker Hill

National Center on School Choice
Presenter(s): Mark Berends, Vanderbilt University
Dale Ballou, Vanderbilt University
Exhibit Area: 2 Concord/Lexington/Bunker Hill

Merging Classroom and Laboratory Research Traditions: Knowledge Integration and Desirable Difficulties
Presenter(s): Marcia C. Linn, University of California-Berkeley
Nate Kornell, University of California-Los Angeles
Exhibit Area: 3 Concord/Lexington/Bunker Hill

Guided Cognition of Unsupervised Learning: A New Approach to Designing Homework
Presenter(s): William B. Whitten II, Fordham University
Mitchell Rabinowitz, Fordham University
Exhibit Area: 4 Concord/Lexington/Bunker Hill
Improving the Teaching and Learning of Science through the CREDE Five Standards for Effective Pedagogy
Presenter(s):  
- Trish Stoddart, University of California-Berkeley
- Roland Tharp, University of California-Berkeley
Exhibit Area: 5 Concord/Lexington/Bunker Hill

Efficacy and Outcomes of the Teaching SMART® Programming Elementary Science Classrooms: Preliminary Findings in Year 1
Presenter(s):  
- Kathryn M. Borman, University of South Florida
- Reginald Lee, University of South Florida
Exhibit Area: 6 Concord/Lexington/Bunker Hill

Performance Features of Students’ Problem-Solving Strategies In Multimedia-Based Math Assessments
Presenter(s):  
- Brian Bottge, University of Wisconsin-Madison
- Enrique Rueda, University of Wisconsin-Madison
Exhibit Area: 7 Concord/Lexington/Bunker Hill

Child-Instruction Interactions in Early Reading: Examining Causal Effects of Individualized Instruction
Presenter(s):  
- Carol McDonald Connor, Florida State University
- Frederick J. Morrison, University of Michigan
Exhibit Area: 8 Concord/Lexington/Bunker Hill

Increasing Academic Achievement Among Gifted Underachievers
Presenter(s):  
- Del Siegle, University of Connecticut
- Sally M. Reis, University of Connecticut
- D. Betsy McCoach, University of Connecticut
Exhibit Area: 9 Concord/Lexington/Bunker Hill

Efficacy of Reading Apprenticeship Professional Development for High School History and Science Teaching and Learning
Presenter(s):  
- Steve Schneider, WestEd
- Thomas Hanson, WestEd
Exhibit Area: 10 Concord/Lexington/Bunker Hill

A Randomized Trial of Two Promising Interventions for Students with Attention Problems
Presenter(s):  
- Desiree W. Murray, Duke University
- David Rabiner, Duke University
Exhibit Area: 11 Concord/Lexington/Bunker Hill
“Being Told” Conveys an Advantage Over “Exploring” When It Comes to Learning
Experimental Design
Presenter(s): Mari Strand Cary, Carnegie Mellon University
David Klahr, Carnegie Mellon University
Exhibit Area: 12 Concord/Lexington/Bunker Hill

Molecules and Minds: Optimizing Cognitive Load in Simulations for Science Education
Presenter(s): Jan Plass, New York University
Bruce Homer, New York University
Catherine Milne, New York University
Trace Jordan, New York University
Slava Kalyuga, New York University
Exhibit Area: 13 Concord/Lexington/Bunker Hill

Integrated Software for Artificial Intelligence Tutoring and Assessment in Science
Presenter(s): Benny G. Johnson, Quantum Simulations, Inc.
Dale A. Holder, Quantum Simulations, Inc.
Exhibit Area: 14 Concord/Lexington/Bunker Hill

Coping with the “Mile-Wide, Mile-Deep” Science Curricula–A Two-Pronged Strategy to
Promote Depth of Inquiry and Breadth of Knowledge in Urban Science Education
Presenter(s): Junlei Li, Carnegie Mellon University
David Klahr, Carnegie Mellon University
Stephanie Siler, Carnegie Mellon University
Exhibit Area: 15 Concord/Lexington/Bunker Hill

How Should We Organize Primary Schooling? Grade Span and Student Academic
Performance
Presenter(s): Leanna Stiefel, New York University
Amy Ellen Schwartz, New York University
Ross Rubenstein, Syracuse University
Jeffrey Zabel, Tufts University
Exhibit Area: 15 Concord/Lexington/Bunker Hill

Charter Schools and Student Outcomes: Econometric Techniques for Valid Causal Inference
Presenter(s): Sally Sadoff, University of Chicago
Rachel Garrett, University of Chicago
Devon Haskell, University of Chicago
Ginger Stoker, University of Chicago
Exhibit Area: 16 Concord/Lexington/Bunker Hill

An Experimental Design Evaluation of Full-Day Kindergarten
Presenter(s): Jonathan Plucker, Indiana University
Patricia Muller, Indiana University
Exhibit Area: 17 Concord/Lexington/Bunker Hill
Optimizing Resistance to Forgetting
Presenter(s):  Hal Pashler, University of California-San Diego
Exhibit Area:  18 Concord/Lexington/Bunker Hill

Do Repeated Practice Tests Promote Student Learning of Text Material?
Presenter(s):  Katherine Rawson, Kent State University
                John Dunlosky, Kent State University
                Mary Pyc, Kent State University
Exhibit Area:  19 Concord/Lexington/Bunker Hill

A Randomized Experiment of Magnet Schools and Student Achievement
Presenter(s):  Dale Ballou, Vanderbilt University
                Ellen Goldring, Vanderbilt University
Exhibit Area:  20 Concord/Lexington/Bunker Hill

Repeated Retrieval During Learning is the Key to Enhancing Later Retention
Presenter(s):  Jeffrey Karpicke, Washington University at St. Louis
                Henry Roediger, III, Washington University at St. Louis
Exhibit Area:  22 Concord/Lexington/Bunker Hill

Understanding Students’ Mathematical Competencies: An Exploration of the Impact of Contextualizing Math Problems
Presenter(s):  Linda Jarvin, Yale University
                Nicole M. McNeil, Yale University
                Robert J. Sternberg, Yale University
Exhibit Area:  23 Concord/Lexington/Bunker Hill

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Friday, June 16, 2006  10:15 - Noon

Location:  Hall of Battles
Subject:  Cognition and Student Learning and Science

Experimental Field Study in Cognitive Tutor Geometry Curriculum
Presenter(s):  John F. Pane, RAND Corporation
                Laura S. Hamilton, RAND Corporation
Exhibit Area:  1 Hall of Battles
Web-based Tutorials in Supporting the Development of Argumentative Skills
Presenter(s):  
  Anne Britt, Northern Illinois University  
  Christopher A. Kurby, Northern Illinois University  
  Jodie A. Butler, Northern Illinois University  
  Christopher R. Wolfe, Miami University of Ohio

Exhibit Area: 2 Hall of Battles

iDRIVE: Instruction with Deep-level Reasoning Questions in Vicarious Environments: An Overview of our First Year
Presenter(s):  
  Scotty D. Craig, University of Pittsburgh  
  Amy Witherspoon, University of Memphis  
  Barry Gholson, University of Memphis

Exhibit Area: 3 Hall of Battles

Supporting Science Teachers in Pedagogical Content Knowledge Development by Interdisciplinary Collaborations Among Experts
Presenter(s):  
  Eva Erdosne Toth, Allegheny Singer Research Institute

Exhibit Area: 4 Hall of Battles

Effectiveness of Supplemental Fluency Instruction: Evaluation of the Quick Reads Program Implemented by Paraeducator Tutors
Presenter(s):  
  Patricia Vadasy, Washington Research Institute  
  Elizabeth Sanders, Washington Research Institute  
  Sueanne Sluis, Washington Research Institute

Exhibit Area: 1 Concord/Lexington/Bunker Hill

A Two-Year Longitudinal Study of the Development of Reading Comprehension
Presenter(s):  
  Richard K. Wagner, Florida State University  
  Carol A. Rashotte, Florida State University

Exhibit Area: 2 Concord/Lexington/Bunker Hill
Repeated Reading Versus Continuous Reading: Influences on Reading Rate and Comprehension

Presenter(s): Rollanda E. O’Connor, University of California-Riverside
H. Lee Swanson, University of California-Riverside

Exhibit Area: 3 Concord/Lexington/Bunker Hill

Orthography and Decisions About When to Move the Eyes During Reading

Presenter(s): Erik D. Reichle, University of Pittsburgh
Jessica R. Nelson, University of Pittsburgh
Charles A. Perfetti, University of Pittsburgh

Exhibit Area: 4 Concord/Lexington/Bunker Hill

Progress with Speech Recognition and Correlations in ICARE, An Independent Reading Evaluation System

Presenter(s): Barbara Wise, University of Colorado
Andreas Hagen, University of Colorado
Bryan Pellom, University of Colorado
Luanh Sessions, University of Colorado
Tammy Tomczyk, University of Colorado
Jariya Tuantranont, University of Colorado
Lynn Snyder, University of Colorado
Tim Weston, University of Colorado
Nattawut Ngampatipatpong, University of Colorado
Sarel Van Vuuren, University of Colorado
Ron Cole, University of Colorado

Exhibit Area: 5 Concord/Lexington/Bunker Hill

The Coh-Metrix Project: An Automated Tool to Measure Text Cohesion and Investigations of Cohesion Effects on Comprehension

Presenter(s): Danielle S. McNamara, University of Memphis
Art Graesser, University of Memphis
Max Louwerse, University of Memphis

Exhibit Area: 6 Concord/Lexington/Bunker Hill

Improving Comprehension Online (ICON): Preparing a Digital Reading Intervention Through Vocabulary-based Research

Presenter(s): Patrick Proctor, Center for Applied Special Technology (CAST, Inc.)
Bridget Dalton, Center for Applied Special Technology (CAST, Inc.)
Elaine Mo, Center for Applied Special Technology (CAST, Inc.)

Exhibit Area: 7 Concord/Lexington/Bunker Hill
Connecting Cognitive Science and Educational Practice to Improve Reading Comprehension

Presenter(s):  Paul van den Broek, University of Minnesota
                 Kristen McMaster, University of Minnesota
                 David Rapp, University of Minnesota
                 Panayiota Kendeou, University of Minnesota
                 Christine Espin, University of Minnesota
                 Stan Deno, University of Minnesota

Exhibit Area:  8 Concord/Lexington/Bunker Hill

Progress in Providing Reader-Specific Lexical Practice for Improved Reading Comprehension

Presenter(s):  Jamie Callan, Carnegie Mellon University
                 Maxine Eskenazi, Carnegie Mellon University
                 Charles Perfetti, University of Pittsburgh

Exhibit Area:  9 Concord/Lexington/Bunker Hill

Conceptualizing and Measuring Pedagogical Content Knowledge in Reading

Presenter(s):  Geoffrey Phelps, University of Michigan
                 Joanne Carlisle, University of Michigan
                 Brian Rowan, University of Michigan

Exhibit Area:  10 Concord/Lexington/Bunker Hill

Enhancing the Reading Comprehension of Small Groups Using a Manipulation Strategy

Presenter(s):  Megan Brown, University of Wisconsin-Madison

Exhibit Area:  11 Concord/Lexington/Bunker Hill

Scaling Up Assessment-driven Intervention Using the Internet and Handheld Computers: The Effect of Study Condition on Student Outcome

Presenter(s):  Kristi L. Santi, The University of Texas at Houston
                 David J. Francis, The University of Houston
                 Mary York, The University of Houston
                 Barbara R. Foorman, The University of Texas at Houston

Exhibit Area:  13 Concord/Lexington/Bunker Hill

Technology Infusion in Beginning Reading Instruction: Three Randomized Experiments

Presenter(s):  Bette Chambers, Success for All Foundation
                 Nancy Madden, Success for All Foundation
                 Robert E. Slavin, Johns Hopkins University
                 Philip Abrami, Concordia University

Exhibit Area:  14 Concord/Lexington/Bunker Hill

Do Some Colleges Improve Students’ Chances of Completing Degrees?

Presenter(s):  Jennifer L. Stephan, Northwestern University
                 James E. Rosenbaum, Northwestern University

Exhibit Area:  17 Concord/Lexington/Bunker Hill
Scaling-up Peer-assisted Learning Strategies: A Longitudinal, Multi-site Randomized Control Trial to Determine Necessary On-site Technical Assistance to Teacher Implementers

Presenter(s): **Doug Fuchs**, Vanderbilt University  
**Mark Berends**, Vanderbilt University  
**Loulee Yen**, Vanderbilt University  
**Kristen McMaster**, University of Minnesota  
**Laura Saenz**, University of Texas-Pan American  
Exhibit Area: 20 Concord/Lexington/Bunker Hill

Friday, June 16, 2006  2:00 - 3:15 p.m.

Location: Hall of Battles  
Subject: Research by Students in Predoctoral Interdisciplinary Research Training Programs

School Factors as Mediators of the Relation between Child Maltreatment and Adult Crime: An Examination of a Long-Term Developmental Model

Presenter(s): **James Dimitri Topitzes**, University of Wisconsin-Madison  
Exhibit Area: 1 Hall of Battles

Effective Accountability: Success of State Departments of Education at Promoting and Implementing State Standards and Test-based Accountability, 1981–2001

Presenter(s): **A. F. Shober**, University of Wisconsin–Madison  
Exhibit Area: 2 Hall of Battles

Estimating Statewide Achievement Gap Effects Using Hierarchical Linear Models

Presenter(s): **Peter Tuerk**, University of Virginia  
Exhibit Area: 3 Hall of Battles

A System for Teaching Interculture Competence: Classroom Evaluation and Analysis

Presenter(s): **Amy Ogan**, Carnegie Mellon University  
Exhibit Area: 4 Hall of Battles

Design for A Cluster Randomized Trial of 'The Reading Edge' in Middle Schools in Pennsylvania

Presenter(s): **Irma Perez-Johnson**, University of Pennsylvania  
Exhibit Area: 5 Hall of Battles
Michael Casserly

Michael Casserly has served as Executive Director of the Council of the Great City Schools since January 1992. Dr. Casserly also served as the organization’s Director of Legislation and Research for 15 years before assuming his current position. As head of the urban school group, Dr. Casserly unified big city schools nationwide around a vision of reform and improvement; launched an aggressive research program on trends in urban education; convened the first Education Summit of Big City Mayors and Superintendents; led the nation’s largest urban school districts to volunteer for the National Assessment of Educational Progress (NAEP); led the first national study of common practices among the nation’s fastest improving urban school districts; and launched national task forces on achievement gaps, leadership and governance, finance, professional development, and bilingual education. He is currently spearheading efforts to boost academic performance in the nation’s big city schools, strengthen management and operations, challenge inequitable state financing systems, and improve the public’s image of urban education. He received his Ph.D. from the University of Maryland and his B.A. from Villanova University.

Phoebe H. Cottingham

Phoebe Cottingham is Commissioner of Education Evaluation and Regional Assistance at the Institute of Education Sciences and, as such, leads the National Center for Education Evaluation and Regional Assistance (NCEE) within the Institute. Prior to her IES appointment, Dr. Cottingham worked in philanthropy as Senior Program Officer for Domestic Public Policy at the Smith Richardson Foundation in Westport, CT, and Associate Director of the Equal Opportunity Program at the Rockefeller Foundation in New York City. Her work has concerned school reform and early childhood education; initiatives for systematic reviews of evidence; experimental testing of job preparation programs; and research grant programs on employment program effectiveness, immigration trends and policies, and social change in American society. Dr. Cottingham has held teaching and research positions in a number of academic institutions, including the University of California-Los Angeles, the University of California-Berkeley, the University of Pennsylvania, Vanderbilt University, and Barnard College. She received her Ph.D. from the University of California-Berkeley, her M.S. from the University of Pennsylvania, and her B.A. from the Pennsylvania State University.
Robert C. Granger

Robert Granger is Chair of the National Board for Education Sciences. He is President of the William T. Grant Foundation. Since joining the Foundation in 2000 as Senior Vice President for Programs, Dr. Granger has led the focusing of its grant-making on improving the quality of organizations, programs, and other settings that influence youth; and the implementation of a communication strategy targeting networks of key scholars, policymakers, and practitioners. He is an expert on the content and evaluation of programs and policies for low-income children and youth. Previous positions include Senior Vice President of the Manpower Demonstration Research Corporation (MDRC), Executive Vice President at Bank Street College of Education, and Executive Director of the Child Development Associate National Credentialing Program. He received his Ed.D. from the University of Massachusetts.

Kati Haycock

Kati Haycock is Director of the Education Trust. Established in 1992, the Trust seeks to speak up for what’s right for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to educators who want to work together to improve student achievement, pre-kindergarten through college. Prior to coming to the Education Trust, Ms. Haycock served as Executive Vice President of the Children’s Defense Fund, the nation’s largest child advocacy organization. A native Californian, Ms. Haycock founded and served as President of The Achievement Council, a statewide organization that provides assistance to teachers and principals in predominately minority schools in improving student achievement. Before that, she served as Director of the Outreach and Student Affirmative Action programs for the nine-campus University of California system.

Edward J. Kame‘enui

Edward Kame‘enui is Commissioner of Special Education Research at the Institute of Education Sciences and, as such, leads the National Center for Special Education Research (NCSER) within the Institute. He also served in the Office of Special Education and Rehabilitative Services of the U.S. Department of Education as a Research Specialist and Project Officer. Dr. Kame‘enui came to IES from the University of Oregon, where he had been a faculty member for 17 years and held the Dean Knight Professorship of Special Education. His areas of research expertise and interest include early literacy, vocabulary development, learning disabilities, school-wide models of reading improvement, and the design of high-quality educational materials. Dr. Kame‘enui also served on the faculty at the University of Montana and Purdue University. During his academic career, he published over 90 journal articles, 30 book chapters, and 14 textbooks. A native Hawaiian, Dr. Kame‘enui is a graduate of the Kamehameha Schools. He received his Ph.D. and M.A. from the University of Oregon and his B.A. from Pacific University.
Marcia C. Linn

Marcia C. Linn is a Professor of Development and Cognition specializing in mathematics, science, and technology education in the Graduate School of Education at the University of California-Berkeley. She investigates science teaching and learning, gender equity, and design of learning environments. Her leadership positions include: member of the board of the American Association for the Advancement of Science, member of the Graduate Record Examination Board of the Educational Testing Service, and member of the McDonnell Foundation Cognitive Studies in Education Practice Board. Dr. Linn has received the Outstanding Paper Award from the Journal of Research in Science Teaching (twice), the Willystine Goodsell Award and the Women Educator’s Research Award from the American Educational Research Association, the Award for Lifelong Distinguished Contributions to Science Education of the National Association for Research in Science Teaching, and the first award in educational research from the Council of Scientific Society Presidents. Dr. Linn is a Fellow of the American Association for the Advancement of Science. She received a B.A. in Psychology and Statistics and a Ph.D. in Educational Psychology from Stanford University.

Mark McDaniel

Mark McDaniel is a Professor of Psychology in Arts and Sciences at Washington University in St. Louis. Dr. McDaniel is a co-author of Memory Fitness: A Guide for Successful Aging. Dr. McDaniel’s research explores prospective memory, encoding processes in enhancing memory retrieval processes, and mnemonic effects in retrieval. His research on memory function often focuses on factors and processes that lead to memory and learning failures. He has applied this research to examinations of how learning takes place in the classroom. He received his Ph.D. from the University of Colorado.

Janet Metcalfe

Janet Metcalfe is a Professor in the Department of Psychology at Columbia University. Dr. Metcalfe’s general area of research is metacognition, evolution of self-reflective consciousness, study time allocation, and judgments of learning. Her current research centers on how people know what they know; that is, their metacognitive abilities, and whether they use this evolutionarily unique ability efficaciously--for effective self-control. Dr. Metcalfe has been studying people’s abilities to make judgments of their own learning and investigating what it is that people choose to study. Part of that research is directed at enhancing the study skills of at-risk middle school children. She conducts a cognitively and metacognitively guided study enhancement program at an at-risk school in the Bronx.
Charles Miller

Charles Miller is Chair of the Secretary of Education’s Commission on the Future of Higher Education. Mr. Miller has been actively and successfully involved in education issues for two decades. As Chairman of the Education Policy Center of Texas, he took the lead in designing the first statewide public school accountability system, which later served as the model for No Child Left Behind federal legislation. As Chairman of the Board of Regents of The University of Texas System, Mr. Miller took the lead toward developing better higher education accountability systems, to be matched with deregulation and institutional autonomy. He also fostered strategies to generate significant increases in research funding, enrollment, patient care, private contributions, and tuition revenues, while increasing financial aid. He has also held advisory positions at Rice University, St. John’s College, Texas Southern University, and the University of Houston. Now retired, Mr. Miller was a highly successful portfolio manager for three decades, as well as an entrepreneur in the investment management industry. He was an innovator and a pioneer in the era of professional investment management of institutional assets.

Frederick J. Morrison

Frederick Morrison is a Professor in the School of Education and the Department of Psychology (and Developmental Area Chair) at the University of Michigan, Ann Arbor. Dr. Morrison’s research focuses on the nature and sources of literacy acquisition in children during the transition to school, and he has uncovered surprisingly large individual differences among children in important cognitive, language and social skills even before they begin school. His current work examines the impact of child, family and schooling factors in shaping children’s growth and in contributing to early problems in school. In one series of studies, Dr. Morrison is examining the impact of schooling by using a “natural experiment” (school cutoff) in which children who just make versus miss the cutoff for school entry are compared on growth of a variety of skills considered important for school success. In another project, he is a co-investigator on the NICHD Study of Early Child Care and Youth Development. This national study has been following over 1,000 children since birth in 10 different sites around the nation, focusing on the relationship between different contexts (family, childcare, school) and children’s psychological growth. He received his Ph.D. from Harvard University.

Lynn Okagaki

Lynn Okagaki is the Commissioner of Education Research in the Institute of Education Sciences and, as such, leads the National Center for Education Research (NCER) within the Institute. Prior to her current appointment, she served as the Institute’s first Deputy Director for Science. In that role, she established the scientific peer review procedures for grant application reviews and created the peer review process for Institute reports. Dr. Okagaki was Associate Dean of the School of Consumer and Family Science and professor of Child
Development and Family Studies at Purdue University. She has held appointments at Yale University, Cornell University, and the University of Houston. Her research has focused on academic achievement as affected by culture and family values, including minority students’ achievement and parenting and school achievement. She received her Ph.D. from Cornell University and her B.S. from University of California, Davis.

**Hal Pashler**

Hal Pashler is a Professor in the Department of Psychology at the University of California-San Diego. Dr. Pashler’s research interests are in basic cognitive processes and mechanisms (especially as revealed in patterns of dual-task interference), selective attention and visual perception, and human learning and practice effects. He is a Fellow of the Society of Experimental Psychologists and the American Psychological Society. Dr. Pashler has received the University of California-San Diego Chancellor’s Associates Faculty Award for Excellence in Research, and the Troland Research Award, National Academy of Sciences. He received his Ph.D. from the University of Pennsylvania, his Sc.B. from Brown University, and his A.B. from Brown University.

**Mark Schneider**

Mark Schneider is the Commissioner of Education Statistics in the Institute of Education Sciences and, as such, leads the National Center for Education Statistics (NCES) within the Institute. Dr. Schneider came to the Institute from the State University of New York at Stony Brook, where he is Distinguished Professor of Political Science. He has written widely in the areas of urban politics and public policy. Schneider has done extensive research connecting school facilities to educational outcomes. His positions of leadership include Vice President of the American Political Science Association, President of the American Political Science Association Public Policy Section, and member of the executive councils of the Midwest Political Science Association and the APSA Urban Section. His book, *Choosing Schools: Consumer Choice and the Quality of American Schools*, won the Aaron Wildavsky best book prize from the Policy Studies Organization. His book, *The Competitive City*, won special recognition by the American Political Science Association's Urban Politics Section. He was also the recipient of a Fulbright-Hays Senior Fellowship. He received his Ph.D. from the University of North Carolina and his B.A. from City University of New York.

**Grover J. (Russ) Whitehurst**

Grover J. (Russ) Whitehurst was appointed in 2002 to a six-year term as the first Director of the Institute of Education Sciences—the research, evaluation, and statistics arm of the U.S. Department of Education. The Institute includes the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, the
National Center for Education Research, and the National Center for Special Education Research. Dr. Whitehurst previously served as U.S. Assistant Secretary for Educational Research and Improvement. Prior to beginning federal service, he was Leading Professor of Psychology and Pediatrics and Chairman of the Department of Psychology at the State University of New York at Stony Brook. During his academic career, Dr. Whitehurst published five books, and more than 100 research papers on language and reading readiness in children. He developed programs for enhancing children's language development that are widely used in preschool programs in the U.S. and other countries. He received a Ph.D. in experimental child psychology from the University of Illinois, Urbana-Champaign, in 1970.

Chris Whittle

Chris Whittle is an entrepreneur with more than 25 years of leadership experience in the fields of education and publishing. He conceived and founded Edison Schools in 1992, which serves more than 270,000 students in 20 states and two countries. He was founder and Chairman of Whittle Communications. In 1989, Mr. Whittle converted its print businesses to electronic ones, launching Channel One, the first national electronic news system for schools, which today serves 12,000 middle and high schools throughout the United States, providing 8 million students with domestic and international news each morning. Channel One's programming has received a host of awards, including the Peabody Award, one of television journalism's highest accolades. The company was sold to K-III Communications in 1994. Whittle is also former Chairman and Publisher of Esquire magazine.
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