

Agenda for IES Principal Investigator Meetings

September 7th, 2011

The Fairmont Hotel, Washington, D.C.

12:00 – 2:00 PM ***Program Focused Meetings***

Please attend the meeting under which your research grant was awarded.

Program Topic	Meeting Room	IES Staff
NCER Mathematics and Science Education	Forum	Christina Chhin
NCER Cognition and Student Learning	Roosevelt	Carol O'Donnell
NCER SBIR	Culpeper	Ed Metz
NCER Teacher Quality – Math/Science	Sulgrave (3rd Floor)	Harold Himmelfarb
NCER Ed Technology	Longworth	Jonathan Levy
NCSER Special Education Math & Science Education	Latrobe	Rob Ochsendorf
NCER Predoctoral & Postdoctoral Training Directors	Dumbarton (3rd Floor)	Katina Stapleton & Meredith Larson
NCER Early Childhood Mathematics & Science Education	Decatur	Caroline Ebanks

2:00 – 2:20 PM **Break**

2:20 – 3:50 pm **Session 1. Opportunities for Focused Discussion on Topics of General Interest**

Session	Room	Panel
<p><i>Overview of the Common Core State Standards for Mathematics and the New Framework for K-12 Science Education</i></p> <p>This session will provide an overview of the Common Core State Standards for Mathematics and the New Framework for K-12 Science Education. Adopted by 44 states and 2 U.S. territories, the math Common Core State Standards define the mathematics knowledge and skills students should have within their K-12 education careers. The Framework for K-12 Science Education recently released by the National Research Council represents the first step in the process of creating science standards for grades K-12.</p>	<p>Forum</p>	<p>Christina Chhin (IES) Carrie Heath Phillips, Council of Chief State School Officers Heidi Schweingruber, National Research Council</p>
<p><i>Efficacy/Scale Up Projects: Challenges and Solutions</i></p> <p>Efficacy and scale-up projects often involve multiple research and school partners, and coordinating and supporting activities across these partners is critical to the success of each project. Researchers will share experiences and strategies for conducting efficacy and scale-up research projects and will discuss common methodological challenges and design considerations.</p>	<p>Roosevelt</p>	<p>Carol O'Donnell (IES) Nancy Clark-Chiarelli, EDC Michael Martinez, University of California - Irvine Joe Merlino, 21st Century Partnership Leontyne Minor IES John Pane, RAND</p>
<p><i>So You Want To Study X, But How Are You Going To Measure It?</i></p> <p>Researchers may propose the development and evaluation of interventions only to discover a lack of appropriate measures to assess student-, teacher-, or classroom-level outcomes in a particular domain. Researchers will discuss the development of measurement tools within Development and Innovation and Efficacy and Replication studies.</p>	<p>Longworth</p>	<p>Karen Douglas (IES) Daryl Greenfield, University of Miami Rebecca Perry, Mills College Jo Ellen Roseman, AAAS</p>
<p><i>Pathways from R&D to Marketplace Dissemination</i></p> <p>This session will showcase three case studies describing the road from the R&D of education products (e.g., technology solutions, curricular content) to their commercial viability. Presenters will discuss the products that were developed, the commercialization strategies used, the challenges faced, and what they see for the future in terms of moving from basic research to product development to marketplace sustainability.</p>	<p>Latrobe</p>	<p>Ed Metz (IES) Kwasi Asare, U.S. Department of Education Doug Clements, University of Buffalo Kevin Greaney, Children's Progress, Inc. Mike Russell, Boston College & Measured Progress</p>
<p><i>Communicating Education Research 101</i></p> <p>Across the federal government, agencies agree that communication is a key aspect of science, whether it involves submitting a paper to a scientific journal, explaining the results of a study to a reporter, or submitting a policy brief to local decision-makers. In this session, researchers will receive a primer on best practices and barriers in communicating education research to the public, policymakers, and the media.</p>	<p>Dumbarton (3rd Floor)</p>	<p>Katina Stapleton (IES) Marin Allen, National Institutes of Health Emily Richmond, Education Writers Association Vinita Chhabra IES</p>

3:50 – 4:10 PM **Break**

4:10 – 5:40 PM **Session 2. Opportunities for Focused Discussion on Topics of General Interest**

Session	Room	Panel
<p><i>Going from Development to Efficacy: What Do You Need to Know?</i></p> <p>IES encourages researchers to propose Efficacy and Replication studies to evaluate interventions produced under Development and Innovation goals. In this session, researchers who have been successful transitioning from Development to Efficacy will discuss their experiences.</p>	<p>Forum</p>	<p>Christina Chhin (IES) Judy Brown, Miami Museum of Science Scott Baker, University of Oregon Diane Bryant, University of Texas, Austin. Steve Schneider, WestEd</p>
<p><i>Helping Teachers ‘Walk-the-Walk’: Lessons Learned About Conducting Professional Development</i></p> <p>Teacher professional development is an essential aspect of most education interventions. Yet, within the realities of classrooms, it can be challenging to design and implement learning opportunities for teachers that build on teachers' existing expertise while deepening their understanding and transforming their practices. IES grantees will lead a conversation about the challenges of designing, conducting, and studying teacher professional development. They will share some of their own lessons learned and explore ways to strengthen professional development experiences and studies for teachers and researchers of mathematics and science.</p>	<p>Latrobe</p>	<p>Harold Himmelfarb (IES) Kirsten Daehler, WestED Catherine Lewis, Mills College</p>
<p><i>Reading and Writing in the Content Areas of Math and Science</i></p> <p>Researchers interested in improving student learning in math and science may be primarily focused on the concepts and processes of the disciplines. But reading and writing skills, both general and specific to each discipline, are necessary in order for students to learn math and science content. This session will explore how researchers account for reading and writing skills in studies focused on math or science and how they address student reading skills in the development of interventions.</p>	<p>Decatur</p>	<p>Rob Ochsendorf (IES) Walter Secada & Mary Avalos, University of Miami William Therrien, University of Iowa</p>
<p><i>Implementation: What to Consider At Different Stages in the Research Process</i></p> <p>Understanding how to support the implementation of education interventions is critical for research and evaluation work. Researchers with experience in developing, testing, and scaling up curricula will discuss how to approach systemic and organizational characteristics that can support or hinder implementation at each stage of research.</p>	<p>Roosevelt</p>	<p>Carol O’Donnell (IES) Geoffrey Borman, University of Wisconsin - Madison Amy Cassata, University of Chicago Chris Hulleman James Madison University Joe Taylor, BSCS</p>
<p><i>Does Every Student Need to Take Every Assessment in my Study?</i></p> <p>Finding time in the school day for administering assessments is an on-going challenge for many researchers. In some cases, research needs can be met by giving each student a subset of assessments or test items. This session will discuss options that optimize limited student assessment time (e.g., missing by design, matrix sampling) when such methods are appropriate.</p>	<p>Longworth</p>	<p>Karen Douglas & David Sweet (IES) Jim Bovaird, University of Nebraska at Lincoln Susan Embretson, Georgia Institute of Technology Jim Pellegrino, University of Illinois at Chicago</p>