Thursday, April 16, 2015

2:15pm-3:45pm

Faculty Perceptions of What Makes a Student Successful in the Mathematical Sciences
Casey E. George-Jackson, University of Illinois at Urbana-Champaign; Lisa Skultety, University of Illinois at Urbana-Champaign

Interim Assessments’ Effects on Low-Achieving Students
Shazia R. Miller, Arie J. van der Ploeg, American Institutes for Research

Friday, April 17, 2015

8:15 am-9:45 am

How Teachers' Argumentative Epistemologies Shape Instructional Conversations About "Good" Writing
George E. Newell, The Ohio State University; Brent Goff, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Larkin Weyand, The Ohio State University

Analysis of Argumentative Writing in Three High School English Language Arts Classrooms: Variations in Contextualization, Entextualization, and Recontextualization
Allison S. Wynhoff Olsen, Montana State University; David M. Bloome, The Ohio State University; SangHee Ryu, The Ohio State University - Columbus; Min-Young Kim, The Ohio State University; Eileen Buescher, The Ohio State University

26.081 - Poster Session 3-13 - Repositioning Texts as Objects of Inquiry and Tools for Science Practice
Mon-Lin Ko, University of Illinois at Chicago; Katie James, University of Illinois at Chicago; Candice Burkett, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Cynthia L. Greenleaf, WestEd; Willard R. Brown, WestEd
10:35 am-12:05 pm

Classroom Discussions and Individual Student Participation in Literary Reasoning
*Teresa Sosa*, Indiana University - IUPUI; *Candice Burkett*, University of Illinois at Chicago; *Susan R. Goldman*, University of Illinois at Chicago

Measuring 21st-Century Reading Comprehension: How to Measure Higher-Level Skills While Providing Information Useful for Instruction
*Tenaha P. O'Reilly*, ETS; *John P. Sabatini*, ETS; *Laura Halderman*, Educational Testing Service; *Kelly M. Bruce*, ETS

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

Challenging Inequities Through Professional Development Focused on Engaging All Students in Advanced Literacies
*Cindy Litman*, *Stacy Marple*, and *Cynthia Greenleaf*, WestEd

12:25pm-1:55pm

Supporting English Learners Through Sheltered Instruction: Year 2 Results From a Cluster-Randomized Trial
*Theresa Deussen*, Education Northwest; *Angela Roccograndi*, Education Northwest; *Makoto Hanita*, Education Northwest; *Elizabeth Autio*, Education Northwest

1:00 pm - 5:00pm

Writing an Application for an Institute of Education Sciences Grant: A Workshop
*Allen Ruby*, Institute of Education Sciences and *Meredith J. Larson*, National Center for Education Research

2:15 pm-3:45 pm

Challenges of Adaptations in Randomized Controlled Trials of a Reading for Understanding Intervention
*Susan R. Goldman*, University of Illinois at Chicago; *Cynthia L. Greenleaf*, WestEd; *MariAnne George*, University of Illinois at Chicago; *Stacy A. Marple*, WestEd; *Julia Emig*, Chicago Public Schools; *Willard R. Brown*, WestEd; *Gayle Cribb*, WestEd

Implementation of a Text-Based Content Intervention in Secondary Social Studies Classes
*Jeanne Wanzek*, Florida State University; *Sharon R. Vaughn*, The University of Texas - Austin; *Elizabeth Ann Swanson*, The University of Texas - Austin; *Greg J. Roberts*, The University of Texas - Austin; *Shawn C Kent*, Florida State University
A School Randomized Trial of a Discussion-Based Vocabulary Intervention: Why Is Implementation More Successful in Some Settings Than Others?
Maria D. LaRusso, Harvard University; Stephanie Margaret Jones, Harvard University; Catherine E. Snow, Harvard University; Suzanne Donovan, SERP Institute

4:05 pm-5:35 pm

Multiple Representations in Science Learning and Assessment
Anne Britt, Northern Illinois University; Dylan Blaum, Northern Illinois University; Patricia Wallace, Northern Illinois University; Mon-Lin Ko, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago

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

Saturday, April 18, 2015

8:15 am-9:45 am

Supporting Literary Reasoning Through Text Choice, Task Structure, and Teacher Practices
Allison H. Hall, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago

10:35 am-12:05 pm

Opportunities for Federal Research Funding: Institute of Education Sciences, National Science Foundation, and National Institutes of Health
Allen Ruby, Institute of Education Sciences, James A. Griffin, National Institute of Child Health and Human Development, Margaret Hjalmarson, George Mason University
2:45 pm-4:15 pm

52.085 - Poster Session 10

English Learners and Responsive Teaching: Assessing Cognitive and Affective Mediation
Pedro R. Portes, University of Georgia; Jonathan Turk, University of Georgia; Manuel S. Gonzalez Canche, University of Georgia; Rob Stollberg, University of Georgia - Athens; Rebecca K. Gokee, University of Georgia

Sunday, April 19, 2015

8:15am-9:45 am

The Detection of Severity and Centrality in Raters Under Various Levels of Double Scoring
Rose Stafford, The University of Texas - Austin; Edward W. Wolfe, Pearson; Jodi M. Casabianca, The University of Texas - Austin; Tian Song, Pearson

10:35am to 12:05pm

Improving Teaching and Learning Through the Instructional Conversation Model
Manuel S. Gonzalez Canche, University of Georgia; Pedro R. Portes, University of Georgia; Paula Jean Mellom, University of Georgia; Jonathan Turk, University of Georgia; Rob Stollberg, University of Georgia - Athens; Rebecca K. Gokee, University of Georgia

Current Priorities and Opportunities at the Institute of Education Sciences (IES)
Thomas Brock, The National Center for Education Research (NCER)
Joan McLaughlin, IES

12:25 pm-1:55 pm

Examining Writing Constructs in U.S. State and National Assessments
Ya Mo, Michigan State University, Gary Troia, Michigan State University

Examining Students' Uptake of Everyday Cultural Resources to Support Literary Reasoning
Carol D. Lee, Northwestern University

Three-Dimensional Learning and Assessment in Middle School Science
Matt Silberglitt, Daniel Brenner, Jonathan Boxerman, Barbara Buckley, Kevin Jordan, Mark Loveland, Anita Moorjani, Jacklyn Powers, and Edys Quellmalz, WestEd

2:15 pm-3:45 pm

Understanding the Effectiveness of Open Learning Initiative Online Courses Among Community College Students: Findings and Challenges for Future Research
Investigating Chemistry Learning Using Virtual Lab Activities in Real Classrooms
Jodi Davenport, WestEd, Anne Rafferty, University of California-Berkley, Michael Karabinos and David Yaron, Carnegie Mellon University

Poster Session: Education Policy, Governance, and Finance
System Learning in an Urban School District: A Case Study of Interdistrict Learning from the National Center on Scaling Up Effective Schools
Chris Redding, Vanderbilt University; Jason Miller, Vanderbilt University; Marisa Cannata, Vanderbilt University

4:05 pm - 5:35pm

Evaluating the Fidelity of Implementation of Cognitive-Based Principles in the Classroom
Yvonne Kao, Jodi Davenport, Sarah Cremer, Shandy Hauk, Aleata Hubbard, and Steven Schneider, WestEd

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

- Teacher Characteristics and Student Learning: Toward a More Comprehensive Examination of the Association
  Mark Chin, Harvard University; Heather C. Hill, Harvard Graduate School of Education; Charalambos Y. Charalambous, University of Cyprus; Melanie Rucinski, Harvard University

- Relating Instruction to Student Outcomes
  Heather C. Hill, Harvard Graduate School of Education; Mark Chin, Harvard University; Erica Litke, Harvard University; Kathleen Lynch, Harvard University

- Teachers' Mathematical Knowledge for Teaching, Instructional Quality, and Their Students' Achievement: Evidence From Quantile Mediation
  Benjamin Kelcey, University of Cincinnati

- Teachers' Knowledge of Students: Defining a Domain and Its Relationship to Student Achievement
  David Blazar, Harvard University; Heather C. Hill, Harvard Graduate School of Education; Mark Chin, Harvard University; Daniel McGinn, Harvard University

66.026. Scaling Up Cognitive Learning Principles to Redesign a Mathematics Curriculum for Improved Learning
Chair: Steve Schneider, WestEd
• **Now You Don't: Visual Attention for Illustrations During Mathematical Lessons**
  *Mitchell J. Nathan, University of Wisconsin - Madison; Virginia E. Clinton, University of North Dakota; Jennifer L. Cooper, University of Wisconsin - Madison; Martha W. Alibali, University of Wisconsin - Madison*

• **When and How Do Worked Examples Work? Use of Worked Examples in Textbook Homework Assignments**
  *Eliane Stampfer Wiese, Carnegie Mellon University; Elizabeth McLaughlin; Julie L. Booth, Temple University; Kenneth R. Koedinger, Carnegie Mellon University*

• **Applying Cognitive Principles of "Spacing" and "Testing" in the Context of a Curriculum**
  *Deena Soffer Goldstein, University of Illinois at Chicago; Cristina Heffernan, Worcester Polytechnic Institute; Neil T. Heffernan, Worcester Polytechnic Institute; James W. Pellegrino, University of Illinois at Chicago; Susan R. Goldman, University of Illinois at Chicago; Kim Kelly; Vinoadharen Nair Das, University of Illinois at Chicago*

• **Evaluating the Fidelity of Implementation of Cognitive-Based Principles in the Classroom**
  *Yvonne Kao, WestEd; Jodi Davenport, WestEd; Sarah Cremer, WestEd; Shandy Hauk, WestEd; Aleata Hubbard, WestEd; Steven Arnold Schneider, WestEd*

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**Can Principled Adaptation to School Context Increase the Likelihood of Scale-Up?**
*Chris Redding, Vanderbilt University; Thomas M. Smith, University of California - Riverside*

**Early Implementation of an Intervention for High School Improvement**
*Katherine Taylor Haynes, Vanderbilt University; Mollie Rubin, Vanderbilt University*

**How Teachers Make Sense of Reform: Does Self-Determination Matter?**
*Samantha Viano, Vanderbilt University; Chris Redding, Vanderbilt University*

**Implementing Educational Innovations at Scale: Lessons From Improvement Science**
*Lora A. Cohen-Vogel, University of North Carolina – Chapel Hill; Allison Rose Socol, University of North Carolina – Chapel Hill; Qi Xing, University of North Carolina – Chapel Hill; Christopher Harrison, University of North Carolina – Chapel Hill; Danielle Allen, University of North Carolina – Chapel Hill*

**With Scale in Mind: An Integrated Model of School-Based Design and Implementation**
*Chris Redding, Vanderbilt University; Katherine Taylor Haynes, Vanderbilt University; Marisa Cannata, Vanderbilt University*
Monday, April 20, 2015

8:15 am-9:45 am

Consensus Versus Concreteness: Tensions in Designing for Scale
Marisa A. Cannata, Vanderbilt University; Tuan Nguyen, Vanderbilt University

Translating Educational Research into Practice: A Cross-Institutional Telephone Game?
Christopher Harrison, University of North Carolina – Chapel Hill; Stephanie Brown, Florida State University; Stacey A. Rutledge, Florida State University; John Wachen, University of North Carolina – Chapel Hill

High School Accountability: Early Evidence from Florida’s Broward County Public Schools
Patrice Iatarola, Florida State University; Niu Gao, Public Policy Institute of California

10:35 am -12:05 pm

Statewide Standards Adoption and Teachers' Experiences With Implementation
Laura S. Hamilton, RAND Corporation; Julia Heath Kaufman, RAND Corporation; Scott Naftel, RAND Corporation

School Leaders' Perspectives on Implementing State Standards
Jennifer Sloan McCombs, RAND Corporation; Julia Heath Kaufman, RAND Corporation; Scott Naftel, RAND Corporation; V. Darleen Opfer, RAND Education

12:25 pm -1:55pm

How Do Text and Task Interact to Form Complexity?
John P. Sabatini, ETS; Tenaha P. O'Reilly, ETS; Laura Halderman, Educational Testing Service

Effects of an Early-Warning Indicator and Intervention System on Student Engagement
Marcia H. Davis, Johns Hopkins University; Martha Abele Mac Iver, Johns Hopkins University; Marc L. Stein, Johns Hopkins University

Improving Teaching and Learning in Middle School English Learner Classrooms: A Usability Case Study of Formative Assessment
Jane R. Shore, ETS and Mikyung Kim Wolf, ETS

The Consequences for Access to Core Curriculum of Continuing English Learner Status in Secondary School
Peggy Estrada, University of California-Santa Cruz and Haiwen Wang, SRE International
2:15 pm – 3:45 pm

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

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