

**National Center for Education Research
IES Funded Presentations**

**American Educational Research Association (AERA) 2016 Annual Meeting
April 8-12, Washington, DC**

Friday, April 8

12:00 pm to 1:30pm

Changing Dimensions of Literacies: Multiliteracies, Transliteracies, New Media Literacies, and Bilingualities

Transliteracies: A Theoretical Framework

Anna Smith (University of Illinois at Urbana-Champaign)

2:15 pm to 3:45pm

Toward an Integrated Taxonomy of Teacher Discourse Moves in Small-Group Text-Based Discussions

Liwei Wei (Pennsylvania State University - University Park), P. Karen Murphy (Pennsylvania State University), Carla Marie Firetto, (Pennsylvania State University)

Computer and Internet Application in Education

Team-Based Instructional Leadership for High-Quality Technology-Supported Math and Science Instruction

Sara L. Dexter (University of Virginia), Melissa Anderson Morgan (University of Virginia), Patrick Meyer (University of Virginia)

Bridging Research and Practice: Findings From the National Center on Cognition and Mathematics Instruction

Measuring the Efficacy of Research-Based Revisions to Middle School Mathematics Curricula

Jodi Davenport (WestEd), Yvonne Kao (WestEd), Bryan Matlen (WestEd), Perman Gochyyev (University of California-Berkeley), Steven Arnold Schneider (WestEd)

Mapping Skills and Knowledge in the Connected Mathematics Project 2 Curriculum

Deena Soffer Goldstein (University of Illinois-Chicago), Cristina Heffernan (Worcester Polytechnic Institute), Neil T. Heffernan (Worcester Polytechnic Institute), James W. Pellegrino (University of Illinois-Chicago), Susan R. Goldman (University of Illinois-Chicago), Timothy Matthew Stoelinga (University of Illinois-Chicago)

Improving Mathematical Learning Outcomes Through Applying Principles of Spaced Practice and Assessment with Feedback

Deena Soffer Goldstein (University of Illinois-Chicago), James W. Pellegrino (University of Illinois-Chicago), Susan R. Goldman (University of Illinois-Chicago), Timothy Matthew Stoelinga (University of Illinois-Chicago), Neil T. Heffernan (Worcester Polytechnic Institute), Cristina Heffernan (Worcester Polytechnic Institute)

Evaluating the Differences in Students' Performance and Retention for Mathematics Skills Given Various Forms of Feedback

Timothy Matthew Stoelinga (University of Illinois-Chicago), Deena Soffer Goldstein (University of Illinois-Chicago), Cristina Heffernan (Worcester Polytechnic Institute), James W. Pellegrino (University of Illinois-Chicago), Susan R. Goldman (University of Illinois-Chicago), Neil T. Heffernan (Worcester Polytechnic Institute)

Improving Student Learning in Math Through Web-Based Homework Review

Kim Kelly, Neil T. Heffernan (Worcester Polytechnic Institute), Cristina Heffernan (Worcester Polytechnic Institute), Susan R. Goldman (University of Illinois-Chicago), James W. Pellegrino (University of Illinois-Chicago), Deena Soffer Goldstein (University of Illinois-Chicago)

Strategically Determining Type of Example Presented to Student Based on Target Algebraic Misconception

Kelly McGinn (Temple University), Christina Barbieri (University of Delaware), Julie L. Booth (Temple University)

The Relationship Between Fraction Magnitude Knowledge and Pre-Algebra Learning

Christina Barbieri (University of Delaware), Julie L. Booth (Temple University)

Errors as Predictors of Algebra Learning

Christina Barbieri (University of Delaware), Kelly McGinn (Temple University), Julie L. Booth (Temple University)

Cognitive Principles for Effective Uses of Visual Information to Improve Mathematics Learning by Encouraging Deeper Processing

Joseph E. Michaelis (University of Wisconsin, Madison), Virginia E. Clinton (University of North Dakota), Jennifer L. Cooper (University of Wisconsin, Madison), Mitchell J. Nathan (University of Wisconsin, Madison), Martha W. Alibali (University of Wisconsin, Madison)

Poster Sessions:

Strategically Determining Type of Example Presented to Student Based on Target Algebraic Misconception

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The Relationship Between Fraction Magnitude Knowledge and Pre-Algebra Learning

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4:05 pm -5:45pm

Teaching Strategies GOLD: Associations With Performance-Based Literacy Measures and Impact of Teacher Experience and Training

Paul Strand (Washington State University - Tri-Cities), Chad M. Gotch (Washington State University), Brian F. French (Washington State University), Constance C. Beecher (Iowa State University) Kathleen Lenihan (Washington Educational Service District 105), Cynthia Juarez (Washington Educational Service District 105)

Saturday, April 9

8:15 am to 9:45am

How Schools and Neighborhoods Matter

Beyond Tracking and Detracking: The Dimensions of Organizational Differentiation in Schools

Thurston Domina (University of California – Irvine), Paul Hanselman (University of California – Irvine), Andrew McEachin (RAND Corporation), Priyanka Agarwal (University of California – Irvine), NaYoung Hwang (University of California – Irvine), Ryan Lewis (University of California – Irvine)

Disciplinary Literacy Across Teacher Education Contexts

Adaptive Expertise in the Teaching of Argumentative Writing in High School English Language Arts Classrooms

George E. Newell (The Ohio State University), Tzu-Jung Lin (The Ohio State University), Eileen Buescher (The Ohio State University), Brent Goff (The Ohio State University), Seung Yon Ha (The Ohio State University), Alan Hirvela (The Ohio State University), Larkin Weyand (The Ohio State University)

Early Math Trajectories: From Prekindergarten to Fifth Grade

Multiculturalism and Social Identities in K-12 Environments

Bethany Rittle-Johnson (Vanderbilt University), Emily Ruth Fyfe (University of Wisconsin-Madison), Kerry Guess Hofer (Vanderbilt University), Dale C. Farran (Vanderbilt University)

Systems Thinking Approaches to Learning and Assessment Design

A Systems Approach to Developing a Learning Progression and Associated Instructional Units and Assessments

Mark Wilson (University of California – Berkeley)

Poster Session: Research in Mathematics Education

When does feedback help? The Impact of Human- Versus Computer-Generated Feedback on Mathematics Problem Solving

Ruth Fyfe (University of Wisconsin-Madison)

Poster Session:

Elementary Students' Generalization and Representation of Functional Relationships: A Learning Progression Approach

Ana C. Stephens (University of Wisconsin-Madison), Nicole L. Fonger (University of Wisconsin-Madison), Maria Blanton (TERC), Eric J. Knuth (University of Wisconsin-Madison)

8:15 am to 10:15am

Multiculturalism and Social Identities in K–12 Environments

The Association Between Classroom Racial/Ethnic Diversity and Elementary Students' Academic, Social, and Emotional Outcomes

Christina Rucinski (Fordham University), Essie Sutton (Fordham University), Richmond Carlton (Fordham University), Joshua Brown (Fordham University), Jason Downer (University of Virginia)

Privacy and Ethics in Cyberspace: Co-Sponsored with the AERA Ethics Committee **Big Data Comes to School: Questions of Collection, Access, Privacy and Research Ethics**

William Cope (University of Illinois at Urbana-Champaign)

10:35 am-12:05 pm

Invited Speaker Session

Meet the Institute of Education Sciences Leadership

Chair: Michael J. Feuer, The George Washington University

Ruth Curran Neild (U.S. Department of Education)

Peggy G. Carr (National Center for Education Statistics/IES, U.S. Department of Education)

Joan McLaughlin (Institute of Education Sciences)

Thomas Brock (The National Center for Education Research - NCER)

Joy Lesnick (Institute of Education Sciences)

**Content Area Reading Comprehension and Writing in European and American Schools
Factors Contributing to Writing Skills of Fifth-Grade Learners**

Steve Graham (Arizona State University), Kausalai K. Wijekumar (Texas A&M University - College Station), Karen R. Harris (Arizona State University), Pui-Wa Lei (The Pennsylvania State University), Bonnie J. F. Meyer (The Pennsylvania State University)

**Using Lesson Study to Build Mathematical Problem Solving in Three National Contexts
Using Lesson Study to Build Japanese-Style Teaching Through Problem Solving in
U.S. Schools: Student Mathematical Impact**

Kevin Lai, Catherine C. Lewis (Mills College)

Systemic Reviews and Meta-Analyses in Theory and Practice

**Investigating Science Education Intervention Effect Sizes for A Priori Power
Analyses**

Joseph Taylor (Abt Associates Inc.), Susan M. Kowaski (Biological Sciences Curriculum Study), Joshua R. Polanin (Development Services Group), Molly A.M. Stuhlsatz (Biological Sciences Curriculum Study), Christopher D. Wilson (Biological Sciences Curriculum Study), Sandra Jo Wilson (Vanderbilt University)

Cognitive Models for Assessment

Extending the Additive Factors Model to Assess Student Learning Rates

Ran Liu (Carnegie Mellon University), Kenneth R. Koedinger (Carnegie Mellon University)

Poster Session

**The Roles of Transfer and Forgetting in the Persistence and Fadeout of Early
Childhood Mathematics Interventions**

Connie Yun Kang (University of California – Irvine), Greg Duncan (University of California – Irvine), Douglas H. Clements (University of Denver), Julie Sarama (University of Denver), Christopher B. Wolfe (University at Buffalo – SUNY), Mary Elaine Spitler (State University of New York), Drew Bailey (University of California – Irvine)

Poster Session

**Enhancing Students' Comprehension and Critical-Analytic Thinking Through
Quality Talk Discussions**

P. Karen Murphy (The Pennsylvania State University), Jeff A. Greene (University of North Carolina - Chapel Hill) Carla Marie Firetto (The Pennsylvania State University), Brendan Hendrick (University of North Carolina - Chapel Hill), Cristin Montalbano (University of North Carolina - Chapel Hill), Mengyi Li, (The Pennsylvania State University - University Park), Liwei Wei (The Pennsylvania State University - University Park)

12:25 pm to 1:55 pm

Identifying and Utilizing Effective Encoding and Retrieval Processes for Improving Student Learning

Chairs: Erin Higgins, Institute of Education Sciences; Rebecca Kang McGill-Wilkinson, Institute of Education Sciences

The Impact of Mathematics Practice on the Underlying Memory Models that Promote Learning and Transfer

Rebecca Boncoddò (Central Connecticut State University), Charles W. Kalish (University of Wisconsin, Madison), Martha Alibali (University of Wisconsin, Madison), Timothy T. Rogers (University of Wisconsin, Madison)

The Impact of Teachers' Instructional Style on Children's Strategic Understanding

Peter A. Ornstein (University of North Carolina, Chapel Hill), Kesha Nicole Hudson (University of North Carolina, Chapel Hill), Taylor E Thomas (University of North Carolina, Chapel Hill), Jennifer L Coffman (University of North Carolina, Chapel Hill)

Retrieval-Based Learning in Elementary School: Techniques for Scaffolding Retrieval Practice

Jeffrey D. Karpicke (Purdue University), Janell R. Blunt (Purdue University), Megan A. Smith (Rhode Island College), Stephanie S. Karpicke (Purdue University)

Explanatory Modeling in Science Through Text-Based Inquiry: Testing the Efficacy of the READI Intervention Approach

Conceptual Background, Development, and Design Research for the READI Science Intervention

Susan R. Goldman (University of Illinois at Chicago), Cynthia L. Greenleaf (WestEd), Kimberly A. Lawless (University of Illinois at Chicago), James W. Pellegrino (University of Illinois at Chicago), MariAnne George (University of Illinois at Chicago)

Intervention and Assessment Design for Text-Based Investigations in Biology

Cynthia L. Greenleaf (WestEd), Willard R. Brown (WestEd), Mon-Lin Ko (University of Illinois at Chicago), Anne Britt (Northern Illinois University), Susan R. Goldman (University of Illinois at Chicago), Patricia Wallace (Northern Illinois University), Gayle Cribb (WestEd), Stacy A. Marple (WestEd)

Efficacy Study of Ninth-Grade READI Biology: Design, Assessment Strategy, and Findings

Susan R. Goldman (University of Illinois at Chicago), Kimberly A. Lawless (University of Illinois at Chicago), Mariya Yukhymenko (California State University – Fresno), Anne Britt (Northern Illinois University), Patricia Wallace (Northern Illinois University), MariAnne George (University of Illinois at Chicago), James W. Pellegrino (University of Illinois at Chicago), Cindy Litman (WestEd), Julia Emi (Chicago Public Schools), Angela Fortune (The University of Illinois at Chicago), Katie James (University of Illinois at Chicago), Candice Burkett (University of Illinois at Chicago)

**Teaching and Learning of Academic Language and Literacy for English Learners
Technology-Assisted Generation of Linguistically Relevant Instructional Activities
to Support English Learners in Content and Language Learning**

John P. Sabatini (ETS), Jill Burstein (ETS), Nitin Madnani (ETS), Kietha Biggers (ETS)

**Poster Session: Learning Process and Effects of Technology-Enhanced Learning
Lessons in AutoTutor to Help Adults with Reading Comprehension Problems**

Arthur C. Graesser (The University of Memphis), Zhiqiang Cai (The University of Memphis), Whitney Baer, Andrew Olney (The University of Memphis), Maureen W. Lovett (The Hospital for Sick Children), Daphne Greenberg (Georgia State University)

Poster Session:

**The Role of Computer-Based Writing Instruction in the Accuracy of Students'
Performance Monitoring**

Laura K. Allen (Arizona State University), Rod D. Roscoe (Arizona State University Polytechnic), Scott A. Crossley (Mississippi State University), Erica Linn Snow (SRI International), Matthew Jacovina (Arizona State University – Tempe), Danielle S. McNamara (Arizona State University)

Poster Session:

**Assessing Middle School Students' Use of a Metacognitive Monitoring Tool During
Learning With SimSelf**

Michelle Taub (North Carolina State University), Nicholas Vincent Mudrick (North Carolina State University), Roger Azevedo (North Carolina State University), Maria Markhelyuk (North Carolina State University), Gail S. Powell (East Cary Middle School)

2:15 pm -3:45 pm

**Academics in the Earliest Years of Formal Schooling: Building Evidence for Policy and
Practice**

**Effects of an Early Mathematics Intervention on Stable and Time-Varying
Components of Mathematics Achievement**

Tyler Watts (University of California – Irvine), Douglas H. Clements (University of Denver), Julie Sarama (University of Denver), Christopher B. Wolfe (University at Buffalo – SUNY), Mary Elaine Spitler (State University of New York), Drew Bailey (University of California – Irvine)

Public Scholarship ED-Talks: Relationships and Research Use in Policy Making

William Penuel ED-Talk (University of Colorado – Boulder)

4:05 pm to 5:35pm

**Emerging Methods for Studying Adolescent Writing Across Spaces and Over Time
Complex Mapping: Interactive Tracing Methods for Understanding Writing
Development**

Anna Smith (University of Illinois at Urbana-Champaign), Paul A. Prior (University of Illinois)

**Exploring Students' Perceptions of Values, Relevance, and Interest in STEM Contexts
Improving Undergraduate Biology Learning and Achievement With a Combined
Cognitive-Motivational Intervention**

Jennifer G. Cromley (University of Illinois at Urbana-Champaign), Avi Kaplan (Temple University), Tony Perez (Old Dominion University), Ting Dai (Temple University), Kyle Mara, Yonaton S. Davidson (Temple University), Michael Balsai, Erica Chew (Old Dominion University)

**The Multidimensionality of Perceived Relevance: Science Undergraduates'
Relevance Constructions of Evolution**

Yonaton S. Davidson (Temple University), Avi Kaplan (Temple University), Kyle Mara, Michael Balsai, Monica D'Antonio (Montgomery County Community College), Matthew Hartwell (Temple University, Jennifer G. Cromley (University of Illinois at Urbana-Champaign), Tony Perez (Old Dominion University), Ting Dai (Temple University), Erica Chew (Old Dominion University)

**Self-Regulated Learning Analytics: Aligning Data and Their Treatment to the
Assumptions of Theory**

**Beyond Tutor Logs: Exploring Multiple Streams of Data to Identify Self-Regulated
Learning**

John Stamper (Carnegie Mellon University), Ran Lui (Carnegie Mellon University), Jodi Davenport (WestEd), Bruce Sherin (Northwestern University), Danielle S. McNamara (Arizona State University)

Poster Session: Systematic Review and Meta-Analysis

A Review of Meta-Analysis Packages in R

Joshua R. Polanin (Development Services Group), Emily A. Hennessy (Vanderbilt Peabody College), Emily Tanner-Smith (Vanderbilt University)

Poster Session:

**Designing Literacy Routines for Knowledge Building in a High School Tier 2
Response to Intervention Course**

Margaret Sheehy (University at Albany – SUNY), Donna M. Scanlon (University at Albany- SUNY), Bridget Smith (University at Albany – SUNY)

4:05 pm - 6:05pm

Getting At-Risk Students Back on Track: Results From a Randomized Trial of Algebra Credit Recovery

Chair: Jessica Heppen (American Institutes for Research)

Impact of Online Versus F2F Algebra Credit Recovery

Jessica Heppen, American Institutes for Research; Nicholas Andrew Sorensen, American Institutes for Research

Excellence in Education Research: Early-Career Scholars and Their Work

The Effects of Character-Similarity on Identification and Learning from a Narrative

Rebecca Dore (University of Delaware)

Educators as “Equity Warriors”

Jane Rochmes (Stanford University)

Examples and Mathematics: How to Design Physics Materials for Learning and Transfer

Nicole Hallinen (Temple University)

6:15 pm to 7:45pm

Adult Literacy and Adult Education SIG Business Meeting

Update on the Center for the Study of Adult Literacy

Daphne Greenberg (Georgia State University)

Sunday, April 10

8:15 am to 9:45am

The Malleability of Relational Reasoning: Effects of Direct or Indirect Interventions on Learning Processes and Outcomes

Promoting Relational Reasoning in Elementary Students' Writing

P. Karen Murphy (Pennsylvania State University), Jeff A. Greene (University of North Carolina - Chapel Hill), Carla Marie Firetto (The Pennsylvania State University), Cristin Montalbano, (University of North Carolina - Chapel Hill), Mengyi Li (The Pennsylvania State University - University Park), Liwei Wei (The Pennsylvania State University - University Park), Rachel Miriam Vriend Croninger (The Pennsylvania State University)

**Math for All: Lessons Learned from Piloting an RCT in a Large Urban District
Lessons Learned about Recruiting Schools and the Implementation of the
Professional Development**

Babette Moeller (Education Development Center, Inc), Barbara Dubitsky (Bank Street College of Education)

Educators and Mentors as Connected Learners

**Participatory Design for Emergence: Connected Learning as Transformative
Professional Development in an Open Networked Collaboration**

Stephanie West-Puckett (East Caroline University), Anna Smith (University of Illinois at Urbana-Champaign), Christina Cantrill (National Writing Project), Mia Zamora (Kean University)

Roundtable: Interventions and Outreach to Improve College Access

**The Impact of Virtual College Advising on Disadvantaged Students' Access to
Information and Social Support**

Meredith Phillips (University of California – Los Angeles), Sarah Reber (University of California – Los Angeles)

8:15 am to 10:15am

Invited Presidential Session

**Increasing Educational Opportunities and Improving Outcomes for English
Learners: Partnerships Between Public Scholars and School Leaders**

Chair: Peggy Estrada (University of California – Santa Cruz)
Sean Reardon (Stanford University)

Research on Coaching Approaches and Teacher Education

**“There's a Lot of Power With Peer Interaction”: Teacher Learning in a Cross-Age
Reading Intervention**

Megan DeStefano (University of Maryland – College Park), Megan Madigan (University of Maryland – College Park), Stephanie Guthrie (University of Maryland – College Park), Melinda E. Martin-Beltran (University of Maryland – College Park), Rebecca Deffes Silverman (University of Maryland – College Park), Johanna M. Tigert (University of Maryland – College Park)

Lesson Learned About Increasing Mathematics Achievement Through Spatial Instruction

**Lessons Learned From a Program to Improve Spatial Skills in Early Elementary
School**

Martha Carr (University of Georgia), Jennifer Lynn Roth (University of Georgia), Yi Jung Lee (University of Georgia)

**Examining the Synergistic Relationship Between Motivational Variables and Self-
Regulated Learning**

Theories of Intelligence and Belonging in Math: Incremental Theories Increase Sense of Belonging and Achievement

Jordan Vossen (Washington State University), Joyce Ehrlinger (Washington State University), Kali Trzesniewski (University of California, Davis), Catherine Good (Barnard College), Julia Catherine Singleton (University of California, Davis), Mycah Harrold (Washington State University, Pullman), Bethany Spring (Arizona State University)

First-Year Results for the Multiple-Choice Online Causal Comprehension Assessment: Project MOCCA

Chair: Gina Biancarosa, University of Oregon

Multiple-Choice Online Causal Comprehension Assessment (MOCCA) Item Development

HyeonJin Yoon (University of Oregon - Center on Teaching and Learning), Gina Biancarosa (University of Oregon), Sarah Elizabeth Carlson (University of Oregon), Mark L. Davison, (University of Minnesota), Ben Seipel (California State University, Chico), Joan Grohman (California State University – Chico)

Multiple-Choice Online Causal Comprehension Assessment (MOCCA): Classical Test Theory Results

Gina Biancarosa (University of Oregon), Mark L. Davison (University of Minnesota), Bowen Liu (University of Minnesota - Twin Cities), Sarah Elizabeth Carlson (University of Oregon) Ben Seipel (California State University, Chico), HyeonJin Yoon (University of Oregon - Center on Teaching and Learning)

Multiple-Choice Online Causal Comprehension Assessment (MOCCA): Selecting an Item Response Theory

Mark L. Davison (University of Minnesota), Bowen Liu (University of Minnesota - Twin Cities), Ben Seipel (California State University, Chico), Sarah Elizabeth Carlson (University of Oregon), Gina Biancarosa (University of Oregon)

Text and Item Feature Analysis of the Multiple-Choice Online Causal Comprehension Assessment (MOCCA)

Ben Seipel (California State University, Chico), Gina Biancarosa (University of Oregon), Sarah Elizabeth Carlson, (University of Oregon), Mark L. Davison (University of Minnesota), HyeonJin Yoon (University of Oregon - Center on Teaching and Learning), Joan Grohman (California State University – Chico)

Identifying Subgroups of Struggling Comprehenders: Triangulation of Reading Comprehension Processing Methods

Sarah Elizabeth Carlson (University of Oregon), Gina Biancarosa (University of Oregon), Ben Seipel (California State University, Chico), HyeonJin Yoon (University of Oregon - Center on Teaching and Learning), Joan Grohman (California State University – Chico), Mark L. Davison, (University of Minnesota)

Educators and Mentors as Connected Learners

Participatory Design for Emergence: Connected Learning as Transformative Professional Development in an Open Networked Collaboration

Anna Smith, (University of Illinois at Urbana-Champaign)

Roundtable

The Impact of Virtual College Advising on Disadvantaged Students' Access to Information and Social Support

Meredith Phillips (University of California - Los Angeles), Sarah Reber (University of California - Los Angeles)

10:35am to 12:05pm

Workshop: Disseminating Education Research: Communication Strategies - National Centers for Education Research & Special Education Research

Chair: Elizabeth Albro (Institute of Education Sciences)

Dissemination and Communications Strategies at the National Center for Education Research/National Center for Special Education Research (Institute of Education Sciences Research)

Vinita Chhabra (Institute of Education Sciences)

Writing About Research in Everyday Language

Katina Stapleton (Institute of Education Sciences)

The National Center for Research in Policy and Practice: Documenting Research Use in Schools

Caitlin Farrell (University of Colorado – Boulder)

Oral and Written Argumentation

Using Quality Talk to Foster Transfer of Students' Critical-Analytic Discussions to Their Argumentative Writing

Carla Marie Firetto (Pennsylvania State University), P. Karen Murphy (Pennsylvania State University), Jeff A. Greene (University of North Carolina - Chapel Hill), Mengyi Li (Pennsylvania State University - University Park), Liwei Wei, (Pennsylvania State University - University Park), Cristin Montalbano (University of North Carolina - Chapel Hill), Brendan Hendrick (University of North Carolina – Chapel Hill), Rachel Miriam Vriend Croninger (Pennsylvania State University)

Modeling Relationships Among Writing Anxiety, Self-Efficacy, and Self-Regulation in Argumentative Writing: A Goal Theory Perspective

Narmada Paul (The Ohio State University), Tzu-Jung Lin (The Ohio State University), Seung Yon Ha (The Ohio State University), Jing Chen (The Ohio State University – Columbus), George Newell (The Ohio State University)

Translanguaging Practices and Vocabulary Development for Emergent Bilingual Learners

Exploring the Pedagogical Potential of Translanguaging Among Bilingual Peers Reading Together

Johanna M. Tigert (University of Maryland – College Park), James Groff (University of Maryland – College Park), Melinda E. Martin-Beltran (University of Maryland – College Park), Megan Madigan Percy (University of Maryland – College Park), Rebecca Deffes Silverman (University of Maryland – College Park)

Exploring Best Practices to Promote English Language Learner Achievement in the New South: The Instructional Conversation Pedagogy

Chair: Pedro Portes (University of Georgia)

The Instructional Conversation Model: Raising Latino Student Achievement From a Cultural-Historical Perspective

Pedro Portes (University of Georgia), Rolf Straubhaar (University of Georgia), Paula Jean Mellon (University of Georgia)

Using Classroom Video to Determine Teacher Instructional Conversation Competency

Rob Stollberg (University of Georgia), Pedro R. Portes (University of Georgia), Manuel S. Gonzalez Canche (University of Georgia), Albert Manuel Jiminez (Kennesaw State University), Rolf Straubhaar (University of Georgia)

The Utility of Teacher Logs in Assessing Teacher Implementation of the Instructional Conversation Pedagogy

Rolf Straubhaar (University of Georgia), Rebecca K. Gokee (University of Georgia), Pedro R. Portes (University of Georgia), Manuel S. Gonzalez Canche (University of Georgia)

Understanding the Impact of the Instructional Conversation on the Cognitive/Affective Domains of English Learners

Rebecca K. Gokee (University of Georgia), Albert Manuel Jiminez (Kennesaw State University), Pedro R. Portes (University of Georgia), Rolf Straubhaar (University of Georgia)

Teachers as Makers, Writers, and Players

Teacher as Remixer: Professional Learning in an Open Participatory Network

Anna Smith (University of Illinois at Urbana-Champaign), Stephanie West-Puckett (East Carolina University), Christina Cantrill (National Writing Project), Mia Zamora (Kean University)

2:45 pm to 4:15pm

**AERA Distinguished Contributions to Research in Education Award (2014) Address
The Changing Counterfactual in Schools and Classrooms: Implications for Educational Research**

Douglas Fuchs and Lynn Fuchs

Literacies in Circulation: Exploring a Transliteracies Framework for Understanding Diverse Learning Pathways

Temporalities and Pathways of Learning: A Transliteracies Perspective on Young Men's Writing Development

Anna Smith (University of Illinois at Urbana-Champaign)

Research and the Nature of the Collaborative Partnership: Insight on What Was Learned

Chair: Suzanne Donovan (SERP Institute)

Secondary Mathematics and Algebra: Design-Based Research Partnerships

Brooks A. Rosenquist (Vanderbilt University), Erin Craig Henrick (Vanderbilt University), Tom Smith (Vanderbilt University), Julie L. Booth (Temple University), Suzanne Donovan (SERP Institute)

Dealing With Hard Words: Measurement, Relations, and Instruction of Academic Vocabulary That Considers Word Properties

Chair: Amanda Goodwin, Vanderbilt University

Embracing Complexity: Assessing Morphological Knowledge for Middle School Students

Amanda P. Goodwin (Vanderbilt University), Yaacov Petscher (The Florida Center for Reading Research)

Enhancing Teachers' Learning Through Discourse and Dialogue

Enhancing Teachers' Discourse Practices: Professional Development in Dialogic Teaching to Promote Students' Argument Literacy

Ian A. G. Wilkinson (Ohio State University), Alina Reznitskaya (Montclair State University), Kristin Bourdage Reninger (Otterbein College), Joe Oyler (Montclair State University), Monica B. Glina (Montclair State University), Kathryn Scott Nelson (The Ohio State University – Columbus), Robert S. Drewry (The Ohio State University – Marion), Min-Young Kim (The Ohio State University)

Extending the Expectancy-Value Model: Definitions and Functions of Cost in Students' Choice, Engagement, and Performance

The Combined Effects of Competence Beliefs and Opportunity Cost on Achievement of Undergraduate Biology Students

Tony Perez (Old Dominion University), Erica Chew (Old Dominion University), Jennifer G. Cromley (University of Illinois at Urbana-Champaign), Ting Dai (Temple University), Yonaton S. Davidson (Temple University), Kyle Mara, Michael Balsai

Exploring Processes of Implementation and Influence of Mindfulness Programs in Education

Learning to Just Breathe: How Teachers Come to Understand Their Roles and Teacher Identities When Facilitating Mindfulness-Based Health Classes

Joseph Levitan (Pennsylvania State University), Julia Mahfouz (Pennsylvania State University), Deborah L. Schussler (Pennsylvania State University - University Park), Nikolaus Barkauskas (Pennsylvania State University), Mark T. Greenberg (Pennsylvania State University)

Experience of First-Year College Students With Mindfulness as a Stress Reduction–Based Intervention

Julia Mahfouz (Pennsylvania State University), Joseph Levitan (The Pennsylvania State University), Deborah L. Schussler (Pennsylvania State University - University Park), Nikolaus Barkauskas (Pennsylvania State University), Mark T. Greenberg (Pennsylvania State University)

Research in Secondary Mathematics Contexts

The Effects of Promoting Error Reflection on Algebra Learning

Christina Barbieri (University of Delaware), Julie L. Booth (Temple University)

4:05 pm to 5:35pm

Teachers, Teaching, and Classroom Assessment

The Alignment Between Teachers' and Students' Perceptions of Daily Learning Goals

Heidi Kroog, (University of Colorado, Denver), Maria Araceli Ruiz-Primo (University of Colorado, Denver), Jennifer Silverstein (University of Colorado, Boulder)

Poster Session:

Content Analysis of Practice Problems in Seventh-Grade Mathematics Textbooks: Interleaved Versus Blocked Practice

Robert F. Dedrick (University of South Florida), Doug Rohrer (University of South Florida), Sandra Stershic (University of South Florida), Kelli Taylor Zarate (University of South Florida)

6:30 pm to 8:00pm

Business Meeting

Cognition and Assessment SIG Business Meeting

Panelists:

Lisa Bridges (Institute of Education Sciences)

Erin Higgins (Institute of Education Sciences)

Business Meeting

Special Education Research SIG Business Meeting

Distinguished Researcher Award presentation

Asha Jitendra (University of Minnesota)

Monday, April 11

7:45am to 9:15am

Pathways Through Math Across Levels of Schooling

Schools, Maintained Inequalities, and Algebra for All

Paul Hanselman (University of California – Irvine), Thurston Domina (University of California – Irvine), NaYoung Hwang (University of California – Irvine)

New Developments in Learning Technologies

Modeling Off-Task Behaviors in a Meaning-Generation Task

SungJin Nam (University of Michigan, Ann Arbor), Kevyn Collins-Thompson (University of Michigan, Ann Arbor), Gwen A. Frishkoff (Georgia State University), Adeetee Bhide (University of Pittsburgh), Kimberly Banes Muth (University of Pittsburgh), Charles Perfetti (University of Pittsburgh)

Poster Session

Measuring the Next Generation Science Standards in the Classroom: Embedded Assessment in the ChemVlab+

Michael Timms (Australian Council for Educational Research), Jodi Davenport (WestEd), Cheryl J. Schwab (University of California – Berkeley), Anna Rafferty (University of California – Berkeley), David Yaron (Carnegie Mellon University)

8:00am – 12:00pm

Writing an Application for an IES Grant

Allen Ruby (National Center for Education Research)

Meredith J. Larson (National Center for Education Research)

9:45 am to 11:45 am

Research Funding Opportunities—Meet Your Program Officers

Institute of Education Sciences, National Center for Education Research

Overview – Elizabeth Albro

Mathematics and Science Education Research - Christina Chhin

Postsecondary and Adult Education - James Benson

English Learners, Reading and Writing, and Projects to Design/validate Assessments

Across Topic Areas - Karen Douglas

10:00 am to 11:30 am

DISTINGUISHED LECTURE

**AERA Distinguished Contributions to Research in Education Award (2015) Address
Standards-Based Reforms: Its Implementation and Effects**

Andrew C. Porter (University of Pennsylvania)

Public Scholarship ED-Talks: Broadening Conceptions of Learning

Micheline T.H. Chi ED-Talk (Arizona State University)

Young-Suk Kim ED-Talk (Florida State University)

**Using the Teaching of Argumentation to Explore Issues of Race, Gender, and Sexuality
Arguing and Learning About Dominance in Hemingway's "Indian Camp"**

George E. Newell (The Ohio State University), Seung Yon Ha (The Ohio State University)

Measurement of Classroom Assessment Practices

**Development, Evolution, and Adaptation of Measures of Formative Assessment
Practices: Lessons From the Field**

Maria Araceli Ruiz-Primo (University of Colorado, Denver), Heidi Kroog (University of Colorado, Denver), Nancy Richey (Harris Park Elementary School), Louise Lynn Iverson (Gold Trail School), Ashley M. Chrzanowski (University of Colorado, Boulder), Chelsey Shade (University of Colorado, Boulder), Jennifer Silverstein (University of Colorado, Boulder), Xueyu Zhao (University of Colorado, Boulder), Deanna J. Sands (Seattle University)

**Young Students as a Potential Source of Information About Their Teachers'
Formative Assessment Practices**

Heidi Kroog (University of Colorado, Denver), Maria Araceli Ruiz-Primo (University of Colorado, Denver), Chao Wang (University of Colorado), Ashley M. Chrzanowski (University of Colorado, Boulder)

11:45 am to 1:15pm

Sylvia Scribner Award (2015) Address

Daniel L. Schwartz (Stanford University)

**Toward a More Dialogic Pedagogy: Improving Student Learning in Science, Mathematics,
and Language Arts Education**

**Using the Argumentation Rating Tool to Support Teacher Facilitation of Inquiry
Dialogue in Elementary Language Arts Classrooms.**

Alina Reztiskaya (Montclair State University), Ian A. G. Wilkinson (Ohio State University), Joe Oyler (Montclair State University), Kristin Bourdage Reninger (Otterbein College)

Poster Session

Comparing Passage Length and Human Versus Speech Recognition Scoring of Oral Reading Fluency

Joseph F.T. Nese (University of Oregon), Akihito Kamata (Southern Methodist University), Julie Alonzo (University of Oregon)

2:45 pm – 4:15 pm

The Impact of State Programs to Improve High School Course-Taking and Decrease Postsecondary Remedial Course-Taking

Chair: Allen Ruby, Institute of Education Sciences

Ready or Not? California's Early Assessment Program and the Transition to College

Michal Kurlaender (University of California – Davis)

Impact of the Florida College and Career Readiness Initiative on First-Year College Course-Taking

Christine Mokher (CAN), Julie Christine Harris (CNA Corporation)

The Impact of the Michigan Merit Curriculum on High School Math Course-Taking

Soobin Kim (Michigan State University), Gregory Wallsworth (Michigan State University), Ran Xu (Michigan State University), Barbara Schneider (Michigan State University), Kenneth A. Frank (Michigan State University)

Poster Session

Evidence of Implementation: Conceptualizing and Measuring Fidelity in a Large-Scale Middle School Mathematics Efficacy Study

Aleata Hubbard (WestEd), Yvonne Kao (WestEd), Sarah Warner (WestEd), Jodi Davenport (WestEd)

4:30 pm to 6:00 pm

Examining Sources of Influence in Teacher Hiring: Race, Student Teaching and Teacher Involvement – Does the Match Matter?

Exploring Whether Student Teaching Experiences Affect Teacher Career Paths and Effectiveness

Dan Goldhaber (American Institutes for Research), John Kried (Western Washington University), Roddy Theobald (American Institutes for Research)

Poster Session

Mathematical Word Problem-Solving Interventions for Students With or at Risk for Mathematics Learning Disabilities: A Meta-Analysis

Amy Lein (University of Minnesota), Asha K. Jitendra (University of Minnesota)

Improving Middle School Students' Knowledge of Ratios and Proportional Relationships: A Replication

Asha K. Jitendra (University of Minnesota), Michael R. Harwell, (University of Minnesota), Stacy R. Karl, (University of Minnesota), Susan Slater (University of Minnesota), Gregory Simonson (University of Minnesota), Gena Nelson (University of Minnesota - Twin Cities)

Poster Session: Motivational Processes

Inside the Black Box of Self-Affirmation: Explaining the Effects on Achievement

Alex Schmidt (University of Wisconsin-Madison), Chris Rozek (University of Chicago), Paul Hanselman (University of California – Irvine), Rachel Feldman (University of Wisconsin – Madison), Erin Quast (University of Wisconsin – Madison), Evan Crawford (University of Wisconsin – Madison), Geoffrey D. Borman (University of Wisconsin – Madison)

4:30 pm to 6:30pm

Integrating Research, Practice, and Design: A 10-Year Collaborative Effort to Improve Middle-Grades Reading Comprehension

Chair: Suzanne Donovan

Overview of Changes in Educational Research During the Last 10 Years

Suzanne Donovan (SERP Institute)

Tuesday, April 12

8:15 am -9:45am

Understanding Reading: Methods for Assessing Underlying Processes and Problems

Chair: Rebecca Kang McGill-Wilkinson, Institute of Education Sciences

Eye Movements in Oral and Silent Reading and Reading Proficiency for Beginning Readers

Young-Suk Kim (Florida State University), Yaacov Petscher (The Florida Center for Reading Research), Christian Vorstius (University of Wuppertal)

Using a New Reading Comprehension Assessment to Distinguish Among Diverse Subgroups of Intermediate-Grade Readers

Gina Biancarosa (University of Oregon), Sarah Elizabeth Carlson (University of Oregon), Ben Seipel (California State University, Chico), Mark L. Davison (University of Minnesota)

Covert Measures of Reading Comprehension and Mind-Wandering While Reading

Jonathan W Schooler (University of California - Santa Barbara), James Broadway (University of New Mexico), Claire M Zedelius (University of California - Santa Barbara)

Roundtable Session

Validity of Teacher-Child Interactions in Primary Grades: Testing Alternative Classroom Assessment Scoring System (CLASS) K–3 Models

Lia Elaine Sandilos (University of Virginia), Sarah Wollersheim Shervey (University of South Dakota), James C. Diperna (Pennsylvania State University), Weiyi Cheng (Pennsylvania State University), Pui-Wa Lei (Pennsylvania State University)

10:35am to 12:05pm

Different Routes to the Similar Outcomes: Improving Students' Well-Being in Addition to Achievement in School

Reappraising Adversity Improves Students' Academic Achievement, Behavior, and Well-Being

Geoffrey D. Borman (University of Wisconsin – Madison), Chris Rozek (University of Chicago), Jaymes Ray Pyne (University of Wisconsin – Madison), Paul Hanselman (University of California – Irvine), Rachel Feldman (University of Wisconsin – Madison)

Changing a Simple Belief Alters Adolescents' Cardiovascular and Neuroendocrine Responses to Social Stress

Jeremy Jamieson (University of Rochester), David Scott Yeager (Stanford University), Haekyung Lee (The University of Texas – Austin)

Collaboration to Improve Educational Opportunities for English Learners in the United States

Chair: Karen Douglas, U.S. Department of Education

High-Payoff Opportunities for Reclassifying English Learners: Partnering to Make a Difference

Peggy Estrada (University of California - Santa Cruz), Katherine G. Hayes (Los Angeles Unified School District), Hilda Maldonado (Los Angeles Unified School District)

Analysis of English Learners' Science Achievement as a Boundary Practice in a Research-Practice Partnership

Savitha Moorthy (SRI International), Andrew E. Krumm (SRI International), Ying Zheng (SRI International), Kevin David Biesinger (Clark County School District), Eileen Gilligan (Clark County School District), David Miller (Clark County School District), P. Gail Welch (Clark County School District)

Addressing the Linguistic Challenges of Assessing English Learners: A State and Research Organization Partnership

Tracy E. Noble (TERC), Catherine Bowler (Massachusetts Department of Education), Rachel R. Kachchaf (Smarter Balanced), Ann Rosebery (TERC)

English Learners Who Waive Services in a Northeastern District: Profile and Outcomes - Julie Riordan (Education Development Center, Inc), Marco S. Andrade (Providence Schools), Katherine Shields (Education Development Center, Inc), Caroline E. Parker (Education Development Center, Inc.)

Toward a Typology of Questions Explored by Researcher-Practitioner Partnerships
Karen D. Thompson (Oregon State University), David Bautista (Oregon Department of Education), Guadalupe Diaz (Oregon State University), Chelsea Clinton (Oregon Department of Education), Martha Irene Martinez (Oregon Department of Education)

Understanding the Trajectories and Longitudinal Outcomes of Adolescent Newcomer English Language Learners in a Texas District
Aida Walqui (WestEd), Mariagrazia Sheffield (Fort Worth Independent School District), Suann Claunch (Fort Worth Independent School District)

Reconceptualizing Individual Differences in Reading
Race as a Lens for Understanding Individual Differences in Displays of Competence in Reading Comprehension
Carol Lee (Northwestern University)

Revisiting Literacies and Identities: Agency, Intertextuality, and Positioning in Learning Spaces
"I Imagine Their Bodies Writing All That I Am" Developing Writing and Identities Across Contexts
Anna Smith (University of Illinois at Urbana-Champaign)

12:25 pm – 1: 55 pm

Moving From the "Boutique" to the "Broad": Scaling up Early College Efforts in Different Settings
Chair: Julie Edmunds (University of North Carolina – Greensboro)

The Impact of the Small Stand-Alone Early College Model
Julie A. Edmunds (University of North Carolina – Greensboro), Fatih Unlu (Abt Associates Inc), Elizabeth J. Glennie (RTI International), Larry Bernstein (Northeastern University), Jane Furey

Writing and Literacies Across Disciplinary Contexts: Implications for Students Learning English as an Additional Language
Teaching and Learning Argumentative Writing in "Sheltered" ESL High English Language Arts Classrooms
George Newell (Ohio State University), Hyun Joo (Ohio State University – Columbus), Alan Hirvela (Ohio State University)

Validity Issues in Assessing English Learners

Targeted Linguistic Modifications of Science Items for English Learners

Tracy E. Noble (TERC), Stephen G. Sireci (University of Massachusetts – Amherst), Craig S. Wells (University of Massachusetts – Amherst), Rachel R. Kachchaf (Smarter Balanced), Ann Rosebery (TERC)

English Learners' Difficulties in Solving Mathematics Items Aligned With the Common Core: Implications for Assessment Accessibility

Mikyung Kim Wolf (ETS), Danielle Guzman-Orth (Educational Testing Service), Jennifer Wain (Educational Testing Service), Jamal Abedi (University of California – Davis), Florencia Tolentino (ETS)

Opportunities for Identity Work in the Face of Risk and Resilience Through Literature Emergent Understandings and Identity Wrestling Through Literature

Carol D. Lee (Northwestern University)

Reconceptualizing Teacher Identity and Belief About Students' Agency Through Approaching Literature as Inquiry

Rick Coppola (Chicago Public Schools), MariAnne George (University of Illinois at Chicago), Susan R. Goldman (University of Illinois at Chicago)

Building on Students' Experiences and Knowledge of the World to Interpret Literary Texts

Angela Fortune (The University of Illinois at Chicago), Allison H. Hall (University of Illinois at Chicago), Susan R. Goldman (University of Illinois at Chicago)

Investigating the Role of Literature in the Academic Socialization of Youth Ex-Offenders

Yolanda J. Majors (The University of Minnesota)

2:15 pm -3:45pm

Research-Practitioner Partnership to Evaluate a Developmental Assessment Framework

Constance C. Beecher (Iowa State University), Brian F. French (Washington State University), Paul Strand (Washington State University - Tri-Cities), Chad M. Gotch (Washington State University), Cynthia Juarez (Washington Educational Service District 105), Kathleen Lenihan (Washington Educational Service District 105)

In Addition:

[National Center for Scaling Up Effective Schools Presentations at AERA 2016](#)

Researchers from the National Center for Scaling Up Effective Schools will present nine papers at the American Educational Research Association Conference on April 8-12, 2016