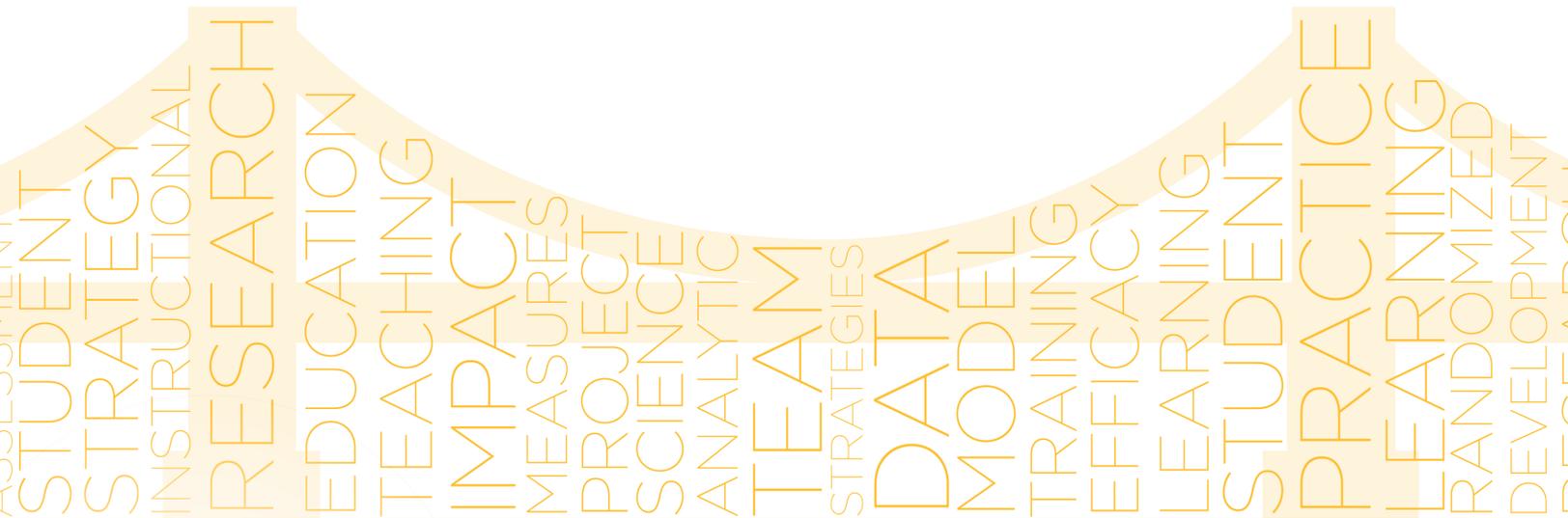


## 2015 PRINCIPAL INVESTIGATORS MEETING

# PROGRAM

## COLLABORATIONS TO BRIDGE HIGH-QUALITY EDUCATION RESEARCH AND PRACTICE



STUDENT  
STRATEGY  
INSTRUCTIONAL  
RESEARCH

EDUCATION  
TEACHING  
IMPACT  
MEASURES  
PROJECT  
SCIENCE  
ANALYTIC  
TEAM  
STRATEGIES

DATA  
MODEL  
TRAINING  
EFFICACY  
LEARNING  
STUDENT  
PRACTICE  
LEARNING  
RANDOMIZED  
DEVELOPMENT

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STUDENT  
STRATEGY  
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EDUCATION  
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IMPACT  
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STUDENT  
PRACTICE  
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RANDOMIZED  
DEVELOPMENT  
DEVELOPMENT



**UNITED STATES DEPARTMENT OF EDUCATION**  
*Institute of Education Sciences*

Dear Colleagues,

Welcome to the 2015 Institute of Education Sciences (IES) Principal Investigators Meeting! This year's theme, *Collaborations to Bridge High-Quality Education Research and Practice*, reflects the importance of bringing together people with diverse interests and perspectives to design and execute high-quality, scientific research that leads to improved student outcomes. Our Co-Chairs for the meeting – Jorge Gonzalez (University of Houston), Patricia Snyder (University of Florida), and Kara Carpenter (Teachley, LLC) – are Principal Investigators (PIs) on projects supported by the National Center for Education Research (NCER), the National Center for Special Education Research (NCSER), and the IES Small Business Innovation Research (SBIR) program, respectively. They have done an excellent job in helping to select the theme, plan sessions, and identify speakers.

The overall purpose of this meeting is to strengthen our collective work by fostering discussion and renewing or building connections among the nearly 800 PIs and training fellows currently supported by IES. The specific objectives of this meeting are to:

- Discuss IES and the U.S. Department of Education priorities and programs;
- Address challenges and solutions in the field of education research and practice;
- Spotlight new research findings and methodological approaches from IES-funded projects;
- Offer professional development on a range of substantive and methodological topics;
- Provide time for PIs to meet with their NCER and NCSER program officers and other researchers working on similar problems or issues; and
- Foster connections between IES fellows and others who may be seeking new research or career opportunities, and individuals who want to build new partnerships or fill open positions.

We have received feedback from a number of grantees on the PI Meeting over the last few years, which we have taken into consideration as we developed this year's agenda. Most important, the meeting will extend over two days to provide sufficient time for presentations, interaction, and discussion. There will be panel sessions focused on research findings, roundtables on critical education topics, IES technical assistance sessions, poster sessions, and time for program officer and networking meetings.

We are looking forward to a great meeting.

Best wishes,

Thomas Brock, Commissioner, NCER

Joan McLaughlin, Commissioner, NCSER

555 New Jersey Ave, NW, Washington, DC 20208

*Our Mission is to ensure equal access to education and to promote educational excellence throughout the Nation.*

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STRATEGY  
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DEVELOPMENT

# MEETING INFORMATION

## GENERAL

As a courtesy to other attendees, please switch off or turn to vibrate all cellular phones and Blackberries during all sessions. Please arrive on time for all sessions.

All sessions are on a first come, first serve basis. Please fill the seats in the front to make room for late arrivals. If the session is filled to capacity, please attend your second choice.

## HOTEL INFORMATION

### WASHINGTON HILTON HOTEL

1919 Connecticut Avenue, N.W.  
Washington, DC, 20009  
Phone: (202) 483-3000  
Fax: (202) 232-0438

### HOTEL CONCIERGE

A Concierge Desk is located on the Main Lobby Level of the hotel to the left of the entrance. Hours of operation are 7:00 am – 11:00 pm.

### PARKING

There is a parking garage located at the Washington Hilton Hotel. Valet parking fee is \$49.00 daily and \$41.00 daily self-parking with in/out privileges.

### AUTOMATIC TELLER MACHINE (ATM)

For your convenience, there is a 24-hour ATM located in the main lobby area.

### INTERNET ACCESS

Hotel complimentary wireless high speed Internet access is available in the lobby, TDL Bar and in The Coffee Bean and Tea Leaf (CBTL). In addition, complimentary wireless Internet access will be available for meeting participants in their guest rooms and meeting space on the **Concourse Level**. Please refer to information cards located throughout the meeting space or see any hotel or meeting staff for login information.

### BUSINESS CENTER

The business center is located on the Terrace level one floor below the main lobby. Hours are 7:00 am – 7:00 pm Monday – Sunday.

## 2015 PI MEETING INFORMATION

### REGISTRATION

All registrants of the 2015 Principal Investigators Meeting must check-in at the registration desk located in the **International Terrace Foyer** to pick up your name badge and other conference materials. Onsite registration will be available during registration hours.

### REGISTRATION HOURS

Wednesday, December 9	5:00 pm – 7:00 pm
Thursday, December 10	7:45 am – 3:00 pm
Friday, December 11	7:45 am – 1:00 pm

Your name badge is your admission to all sessions and must be worn at all times. If you misplace your badge, you will be required to show a photo ID at the registration desk to obtain a new badge. Please carry your photo ID with you at all times.

# MEETING INFORMATION

## MEETING SOLUTIONS DESK

The meeting **Solutions Desk** will be located at the registration desk and open during the regular registration hours. The staff at the solutions desk will be able to address any questions or concerns that you may have for the duration of the meeting.

## POSTER SESSION SET UP/TEAR DOWN

Poster presenters will be allowed to set up on Wednesday, December 9 from 5:00 pm – 7:00 pm and December 10 from 8:00 am – 2:00 pm in the **International Ballroom West (Concourse Level)**. Presenters should check-in with the event staff during set up hours for poster assignment and location. Displays will be limited to one side of a 4 foot by 8 foot tack board. Velcro (easiest to use), pushpins, or thumbtacks will be provided to mount your poster. Presenters should hand-carry their poster to the meeting, using tubular packaging or a portfolio case. *Event staff will not be responsible for any posters shipped to the Hotel.* Costs associated with creating and shipping the poster display will be the responsibility of the authors.

Authors should arrive at least 15 minutes prior to the Poster Session and Networking in the **International Ballroom West (Concourse Level)** and be available at their assigned location.

Tear down must be completed *immediately* following the poster session on Thursday, December 10 and no later than 7:00 pm. Any posters remaining after 7:00pm will be discarded by the Hotel.

### Poster Session Hours:

Set-up:	December 9	5:00 pm – 7:00 pm
	December 10	8:00 am – 2:00 pm
Display:	December 10	4:15 pm – 5:45 pm
Tear down:	December 10	6:00 pm – 7:00 pm

## NETWORKING LOUNGE

Come to the Networking Lounge located in the **International Ballroom East (Concourse Level)** to catch up with colleagues or make new connections with other researchers. This space is available for use throughout the PI Meeting for casual conversations or impromptu meetings with colleagues. Charging stations are also available in the Lounge for your mobile devices.

## PRE-RESERVED MEAL INFORMATION

**Breakfast Selection:** For attendees who pre-reserved a breakfast meal option, the Hotel has extended this special to all hotel guests therefore a meal ticket is not required. On the mornings of Thursday December 9 and Friday December 10, please proceed to Coffee Bean and Tea Leaf (CBTL) located on the main level to make and purchase your selection.

**Lunch Selection:** If you pre-reserved lunch meals, you will be provided a meal ticket at the meeting Registration Desk located at the **International Terrace Foyer**. You will turn in the meal ticket and pay for your lunch each day at the Concession stand in the **Concourse Foyer**. The Concession stand will be open only during the lunch break.

If you did not pre-reserve any meals during registration, the Hotel will have extra pre-made lunches for purchase during lunch each day at the Concession stand in the **Concourse Foyer**. This is a limited quantity *and available after pre-reserved meals* are purchased on a first come, first serve basis.

# MEETING INFORMATION

## **SPEAKER READY ROOM**

Meeting presenters are welcome to use the Speaker Ready Room located in **Conference Room #2 (Concourse Level)** to try out their presentation on the available A/V equipment and to make any necessary last minute edits to their presentation. A laptop, LCD projector, and screen are available for testing.

## **Speaker Ready Room Hours:**

Thursday, December 10 8:00 am - 3:00 pm  
Friday, December 11 8:00 am - 2:30 pm

## **LIVE TWITTER FEED: #IESPIMTG**

Tweet one, Tweet all! We encourage attendees to live tweet about presentations, interactions, or discussions at the PI Meeting - #IESPIMtg. You can see the live twitter feeds on the PI Meeting mobile app, or come view the screen located on the Concourse Level.

## **LACTATION ROOM**

To accommodate nursing mothers, a lactation room is available for use throughout the meeting. Please visit the Registration Desk for more information.

## **NO SMOKING POLICY**

The 2015 Principal Investigators Meeting maintains a **no smoking policy**. Smoking is not allowed in any part of the meeting including the public areas. Meeting attendees should comply with the Washington Hilton Hotel policies in other parts of the hotel.

## **EMERGENCY EVACUATION PLAN AND SERVICES**

All Washington Hilton Hotel staff are CPR and AED certified. In the event of an emergency, Fire, Police and EMS will be on the grounds of the Washington Hilton.

In the case of an **emergency dial 60** from any house phone\*

\*911 will be set up in tandem with our 60 system. Hotel Security will be made aware of the situation simultaneously with the 911 operator.

## **LOST AND FOUND ITEM**

The Hotel Safety Services department will maintain lost and found items. To find out if an item has been turned in dial **3577** from any house phone or **(202) 483-3000** from a landline/cellular phone.

**Note:** For your safety at the conference, please be familiar with the Hotel's Emergency and Evacuation Plan posted throughout the Hotel.

# PLENARY SPEAKERS (IN ORDER OF APPEARANCE)

## WELCOME AND OPENING PLENARY

THURSDAY, DECEMBER 10, 2015, 8:45 AM – 9:45 AM

**Ruth Curran Neild, Deputy Director for Policy and Research Delegated Duties of the Director, Institute of Education Sciences (IES), U.S. Department of Education**



**Biography:** Ruth Curran Neild is the Deputy Director for Policy and Research, Delegated Duties of the Director, at the Institute of Education Sciences (IES), within the U.S. Department of Education. Prior to taking this role in July 2015, she was the Commissioner of the National Center for Education Evaluation and Regional Assistance (NCEE). Neild's scholarly interests focus on the transition to ninth grade; high school graduation and dropout; high school reform; high school choice; and teacher quality. Much of her work involved analyses of longitudinal administrative data sets from school districts and data merged across agencies. Before joining IES in 2011, she was a Research Scientist at the Center for Social Organization of Schools at Johns Hopkins University and a member of the standing faculty at the University of Pennsylvania Graduate School of Education. She earned a Ph.D. in sociology from the University

of Pennsylvania.

**John B. King, Jr., Senior Advisor Delegated Duties of Deputy Secretary of Education, U.S. Department of Education**



**Biography:** John B. King, Jr. is the Senior Advisor Delegated Duties of Deputy Secretary of Education at the U.S. Department of Education, a position he assumed in January 2015. In this role, he oversees a broad range of management, policy, and program functions.

Prior to his arrival at the Department of Education, King served as the commissioner of education for the state of New York, having been appointed to that position by the New York State Board of Regents in May 2011. In this role, he served as Chief Executive Officer of the State Education Department and as President of the University of the State of New York (USNY). Before becoming commissioner, King served as Senior Deputy Commissioner for P-12 education at the New York State Education Department. In that role, King coordinated the

development of the state's successful Race to the Top application, which earned the second-highest point total of the winning states in Round 2 and secured \$696.6 million to support the P-12 education reform agenda of the Board of Regents.

King brings to his role extensive experience leading urban public schools that are closing the achievement gap and preparing students to enter, succeed in, and graduate from college. Prior to his appointment as Senior Deputy Commissioner, King served as a Managing Director with Uncommon Schools, a non-profit charter management organization that operates some of the highest-performing urban public schools in New York, New Jersey, and Massachusetts. Prior to joining Uncommon Schools, King was a Co-Founder and Co-Director for Curriculum and Instruction of Roxbury Preparatory Charter School. Under his leadership, Roxbury Prep's students attained the highest state exam scores of any urban middle school in Massachusetts, closed the racial achievement gap, and outperformed students from not only the Boston district schools but also the city's affluent suburbs. Prior to founding Roxbury Prep, King taught high school social studies in San Juan, Puerto Rico and Boston, Massachusetts.

King earned a Bachelor of Arts in Government from Harvard University, a Master of Arts in the teaching of social studies from Teachers College, Columbia University, a J.D. from Yale Law School, and a Doctor of Education in educational administrative practice from Teachers College. King was a 1995 Truman Scholar and received the James Madison Memorial Fellowship for secondary-level teaching of American history, American government, and social studies. In February 2011, King was appointed by U.S. Secretary of Education Arne Duncan to serve on the U.S. Department of Education's Equity and Excellence Commission. In addition, King served on the board of New Leaders for New Schools from 2005 to 2009, and is a 2008 Aspen Institute-New Schools Entrepreneurial Leaders for Public Education Fellow.

## Plenary# 1: Meeting with NCER Grantees/Meeting with NCSEER Grantees

THURSDAY, DECEMBER 10, 2015, 10:00 AM – 10:45 AM

**Thomas Brock, Commissioner, National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education**



**Biography:** Thomas Brock joined the Institute of Education Sciences (IES) in 2013 as the Commissioner for the National Center for Education Research (NCER). Prior to joining IES, he served as Director of the Young Adults and Postsecondary Education Division at MDRC, leading MDRC’s higher education projects focused primarily on finding ways to increase academic achievement, persistence, and completion among low-income college students. Also, as part of the IES-funded National Center for Postsecondary Research, Brock oversaw evaluations of learning communities and summer enrichment programs for students in need of developmental education. He also served in various other capacities at MDRC—including research associate, management associate, special-assistant for operations and development, and senior research associate—leading and directing implementation research on welfare reform and anti-poverty

programs. Before joining MDRC, Brock served as an evaluation officer at the Wallace Foundation, where he managed a portfolio of research and evaluation grants in education, youth services, and the arts, in addition to developing survey instruments and research protocols. He holds a B.A. in Anthropology from Pitzer College, a Master’s degree in Public Administration from Columbia University, and a Ph.D. in Social Welfare from the University of California, Los Angeles.

**Joan McLaughlin, Commissioner, National Center for Special Education Research (NCSEER), Institute of Education Sciences (IES), U.S. Department of Education**



**Biography:** Joan McLaughlin joined the Institute of Education Sciences (IES) as Deputy Commissioner of the National Center for Special Education Research (NCSEER) in 2009. In addition to her role as Deputy Commissioner, McLaughlin served as NCSEER’s program officer for the Early Intervention and Early Learning in Special Education grant program. In 2013, she was appointed Commissioner of NCSEER. Prior to joining IES, she spent 16 years working in the Education and Family Services area of Abt Associates Inc., a research-consulting firm. While there, McLaughlin served as principal investigator or project director for numerous evaluations of federal education, food assistance, and early childhood programs. She also served as a program officer in the Office of Analysis and Evaluation at the U.S. Department of Agriculture’s Food and Nutrition Service, where she oversaw design, process, and implementation studies

of programs and initiatives focused on maternal and child health and child nutrition issues. In addition, McLaughlin served as a program analyst in the Program Evaluation and Methodology Division of the U.S. Government Accountability Office. She earned her Bachelor’s degree in Psychology from the University of Notre Dame and her Master’s and Doctoral degrees in Developmental Psychology from Cornell University.

## Plenary# 2: Luncheon - Data Visualization for Education Research

THURSDAY, DECEMBER 10, 2015, 12:15 PM - 1:30 PM

### Jonathan Schwabish, Senior Research Associate, The Urban Institute



**Biography:** Jonathan Schwabish is a Senior Research Associate in The Urban Institute's Income and Benefits Policy Center. He is also a member of the Institute's Communication team where he specializes in data visualization and presentation design. His research agenda includes such areas as earnings and income inequality, immigration, disability insurance, retirement security, data measurement, the Supplemental Nutrition Assistance Program (SNAP), and other aspects of public policy.

Schwabish is also considered a leader in the data visualization field and is a leading voice for clarity and accessibility in research. He has written on various aspects of how to best visualize data including technical aspects of creation, design best practices, and how to communicate social science research in more accessible ways. He was named a "visualization thought leader" by AllAnalytics in 2013 and speaks widely on the issues of data visualization, open data, and data use in organizations.

He also teaches data visualization and presentation skills at Georgetown University and the Maryland Institute College of Art, as well as in public workshops and for private clients through his consulting firm, PolicyViz. Schwabish also co-hosts the Rad Presenters Podcast that aims to improve people's presentation skills. Additionally, he hosts the PolicyViz podcast, which focuses on data, open data, and data visualization. He is currently writing a book on presentation skills and design with Columbia University Press. He is on Twitter @jschwabish.

## Plenary# 3: Luncheon - Communicating Education Research: A Discussion with Journalists

FRIDAY, DECEMBER 11, 2015, 11:30 AM - 12:45 PM

### Kavitha Cardoza, Special Correspondent, NPR, WAMU Radio



**Biography:** Kavitha Cardoza is a special correspondent for WAMU radio, a National Public Radio-affiliated station, where she covers area news, with a special focus on children, education, and poverty. Cardoza has won numerous awards for her work. In 2012 she received the regional Edward R. Murrow Award for Hard News. That same year, her five-part series on childhood obesity won first place in the Series category in the National Awards for Education Reporting. Prior to joining WAMU in 2008, she was the Springfield, Illinois bureau chief for WUIS, and served as an adjunct faculty member for the University of Illinois Springfield's Department of Communication.

### Emily Richmond, Public Editor, Education Writers Association



**Biography:** Emily Richmond is the public editor of the Education Writers Association (EWA). In that position she coordinates programming and training for EWA members, provides individualized writing support to journalists, and writes "The Educated Reporter" blog. Prior to joining EWA in 2011, she was an education reporter at the Las Vegas Sun, where she covered local, state, and national issues. Recognition of her work includes a first-place award for feature writing from the Associated Press News Executives Council of Nevada-California. She also received the distinction of Outstanding Journalist of the Year in 2007 by the Nevada State Press Association and was awarded the Knight-Wallace Fellowship at the University of Michigan in 2011.

## PLENARY SPEAKERS (IN ORDER OF APPEARANCE)

### Fredreka Schouten, Reporter, USA Today



**Biography:** Fredreka Schouten is a reporter for USA Today, where she covers money and politics. Schouten is a veteran journalist who has also covered Congress, national political conversations, and presidential politics. Previously, she was the national education correspondent for Gannett News Service. She is a former city editor of *Idaho Statesman* in Boise, Idaho and a reporter and bureau chief with the *Virgin Islands Daily News*.

### Sarah Sparks, Assistant Editor, Education Week



**Biography:** Sarah D. Sparks is an assistant editor and research reporter for *Education Week* and the writer for Inside School Research. She has covered education research and the science of learning for more than a decade, and has written two guidebooks for districts on educating homeless students and English-language learners. Sparks joined *Education Week* in 2010, and has published on education and other issues in *Education Daily*, the *Waterbury, Conn. Republican-American*, the *Wall Street Journal*, *National Geographic Traveler*, and others.

# AGENDA AT-A-GLANCE

## SESSION TRACK KEY

<b>CDS</b>	Communication and Dissemination Strategies	<b>PDMA</b>	Professional Development & Methodological Advancement
<b>EPP</b>	Education Policy and Priorities	<b>PM</b>	Program Meeting
<b>PC</b>	Partnerships & Collaborations	<b>RR</b>	Results from IES Research

## WEDNESDAY, DECEMBER 9, 2015

TIME	ACTIVITY	LOCATION
5:00 pm – 7:00 pm	Registration Set-up for Poster Session	International Terrace Foyer International Ballroom West

## THURSDAY, DECEMBER 10, 2015

TIME	ACTIVITY	LOCATION
7:45 am – 3:00 pm	Registration	International Terrace Foyer
8:45 am – 9:45 am	<b>Welcome and Opening Plenary</b> <b>EPP</b>	International Ballroom Center
9:45 am – 10:00 am	Break	
10:00 am – 10:45 am	Meeting with NCER Grantees <b>EPP</b>	International Ballroom Center
	Meeting with NCSER Grantees <b>EPP</b>	Lincoln East
10:45 am – 11:00 am	Break	
11:00 am – 12:00 pm	Concurrent Sessions <ul style="list-style-type: none"> <li>• At the Cutting Edge: Demonstrations of Statistical Software Developed through the Statistical and Research Methodology in Education Research Program <b>PDMA</b></li> <li>• Beyond Academia: Alternative Careers for Education Researchers <b>PDMA</b></li> <li>• Reading and Writing in the Content Areas <b>RR</b></li> <li>• Reauthorization of the Elementary and Secondary Education Act (ESEA) and the Education Sciences Reform Act (ESRA) <b>EPP</b></li> <li>• Researcher-Practitioner Partnerships from the Education Agency’s Perspective <b>PC</b></li> <li>• Secondary Education for Students with Autism Spectrum Disorders (ASD) <b>RR</b></li> <li>• Supporting Students in Early and Late Adolescence with Attention Deficit Hyperactivity Disorder: Developmental Challenges and Opportunities in Service Provision <b>RR</b></li> <li>• Unlocking the Potential of Translational Science and Effective Dissemination Strategies <b>CDS</b></li> </ul>	Cabinet Lincoln West Jefferson West International Ballroom Center Georgetown West Lincoln East Jefferson East Georgetown East
12:00 pm – 12:15 pm	Break (Pick up box lunch)	

# AGENDA AT-A-GLANCE

## THURSDAY, DECEMBER 10, 2015 continued

TIME	ACTIVITY	LOCATION
12:15 pm – 1:30 pm	Award Recognition/Luncheon Plenary: Data Visualization for Education Research <b>CDS</b>	International Ballroom Center
1:30 pm – 1:45 pm	Break	
1:45 pm – 3:00 pm	Concurrent Sessions <ul style="list-style-type: none"> <li>• Adaptive Interventions in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part 1)- Introduction to Adaptive Treatments <b>PDMA</b></li> <li>• Is There A Role for Cognitive Processes in Reading and Math Intervention? <b>RR</b></li> <li>• Mixed Methods in Education Research <b>PDMA</b></li> <li>• National Center for Education Statistics (NCES) Datasets and Research Opportunities <b>PDMA</b></li> <li>• On-Track to Graduate (Thanks to Early Warning Systems!) <b>RR</b></li> <li>• RELs as Dissemination Partners <b>CDS</b></li> <li>• Researcher-Practitioner Partnership Collaborations: Lessons Learned from Preschool to Kindergarten Transition Partnerships <b>PC</b></li> <li>• You Say ‘Puh-tey-to,’ I say ‘Puh-tah-to’: Lessons Learned from Cross-Disciplinary Collaboration <b>PC</b></li> </ul>	Jefferson West  Lincoln West  Lincoln East  International Ballroom Center  Georgetown West  Georgetown East  Cabinet  Jefferson East
3:00 pm – 3:15 pm	Break	
3:15 pm – 4:15 pm	Concurrent Sessions <ul style="list-style-type: none"> <li>• Adaptive Interventions in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part 2)- Introduction to SMART Studies for the Development of Adaptive Interventions in Education <b>PDMA</b></li> <li>• Building Generalizations: Tools for Increasing the Relevance of Your Results <b>PDMA</b></li> <li>• Developer-Researcher Collaborations: Developing and Evaluating Education Technology Learning Products <b>PC</b></li> <li>• Early Intervention and Early Learning in Special Education Program Meeting <b>PM</b></li> <li>• Reading and Writing Program Meeting <b>PM</b></li> <li>• School-Family Partnerships from PreK-12: Challenges and Opportunities in Developing School-Based Interventions <b>PC</b></li> <li>• The Disconnected, Dislocated, and Low-Skilled: Responding to New Federal Policies with Research on Youth and Adults <b>EPP</b></li> <li>• Two Sides of the Same Coin: Rigorously Measuring Teaching and Defining What We Mean by “Teaching” <b>PDMA</b></li> </ul>	Jefferson West  Lincoln West  International Ballroom Center  Jefferson East  Cabinet  Georgetown West  Georgetown East  Lincoln East

# AGENDA AT-A-GLANCE

## THURSDAY, DECEMBER 10, 2015 continued

TIME	ACTIVITY	LOCATION
4:15 pm - 5:45 pm	Poster Session and Networking <b>RR</b>	International Ballroom West

## FRIDAY, DECEMBER 11, 2015

TIME	ACTIVITY	LOCATION
7:45 am - 1:00 pm	Registration	International Terrace Foyer
8:30 am - 9:30 am	Concurrent Sessions <ul style="list-style-type: none"> <li>Beyond the Transition from Early Intervention to School Entry: Follow-up Efficacy Projects <b>RR</b></li> <li>Can Students Write? Strategies for Assessing Writing Skills and Quality <b>RR</b></li> <li>Cognitive Science and Math, Part I - Developing Effective Fractions Instruction for Children with Math Learning Difficulties: What Have We Learned? <b>RR</b></li> <li>Could Your Grant Help to Improve Education for ELs? Facilitating Attention to English Learners in Research Grants <b>PC</b></li> <li>Increasing Diversity in the Education Sciences <b>RR</b></li> <li>Postsecondary Program Meeting <b>PM</b></li> <li>State and Local Program Meeting <b>PM</b></li> <li>Teaching, Professional Development, and Related Service Providers Program Meeting <b>PM</b></li> </ul>	Georgetown West Georgetown East Lincoln East International Ballroom Center Jefferson West Cabinet Lincoln West Jefferson East
9:30 am - 9:45 am	Break	
9:45 am - 11:15 am	Concurrent Sessions <ul style="list-style-type: none"> <li>Can Analyses of Randomized Control Trials that Ignore Clustering be Corrected After the Fact? <b>PDMA</b></li> <li>Cognitive Science and Math, Part II - The Art of Applying the Science <b>RR</b></li> <li>English Learners Program Meeting <b>PM</b></li> <li>Is College Worth It, and for Whom? <b>RR</b></li> <li>NCSER Forum: Keeping the "Special" in Special Education Research <b>EPP</b></li> <li>Statistical and Research Methodology in Education Program Meeting <b>PM</b></li> <li>They Don't Know What?: Understanding and Addressing the Hidden Needs of Many Adults <b>RR</b></li> <li>Using the Curriculum Research Framework to Develop Research-Based Curricula and Address Student Achievement in the Early Grades <b>PDMA</b></li> </ul>	Georgetown West Lincoln East Lincoln West Cabinet International Ballroom Center Jefferson East Georgetown East Jefferson West
11:15 am - 11:30 am	Break (Pick up box lunch)	
11:30 am - 12:45 pm	Luncheon Plenary - Communicating Education Research: A Discussion with Journalists <b>CDS</b>	International Ballroom Center
12:45 pm - 1:00 pm	Break	

# AGENDA AT-A-GLANCE

## FRIDAY, DECEMBER 11, 2015

TIME	ACTIVITY	LOCATION
1:00 pm – 2:30 pm	Concurrent Sessions <ul style="list-style-type: none"> <li>• Cognition and Student Learning Program Meeting <b>PM</b></li> <li>• Communicating Education Science and Engaging the Public <b>CDS</b></li> <li>• Cost-Effectiveness and Cost-Benefit Analysis – Part 1 <b>PDMA</b></li> <li>• Integrating Research and Practice: Lessons from the National Center on Scaling Up Effective Schools <b>PC</b></li> <li>• Single Case Design <b>PDMA</b></li> <li>• Social and Behavioral Program Meeting <b>PM</b></li> <li>• The Multiphase Optimization Strategy (MOST) <b>PDMA</b></li> <li>• Training Grants Meeting <b>PM</b></li> </ul>	Jefferson East Georgetown East Cabinet Lincoln East Georgetown West International Ballroom Center Jefferson West Lincoln West
2:30 pm – 2:45 pm	Break	
2:45 pm – 4:15 pm	Concurrent Sessions <ul style="list-style-type: none"> <li>• Autism Spectrum Disorders (ASD) Program Meeting <b>PM</b> (Part II *Session will begin at 3:30pm)</li> <li>• Collaborating to Move STEM Education Research Forward <b>PM</b></li> <li>• Cost-Effectiveness and Cost-Benefit Analysis – Part 2 <b>PDMA</b></li> <li>• Early Learning Programs and Policies Program Meeting <b>PM</b></li> <li>• Estimating and Reporting Impacts Using the RCT-YES Software <b>PDMA</b></li> <li>• State Administrative Data As A Backbone: Development of Research and Partnerships - Center for the Analysis of Longitudinal Data in Education Research <b>PC</b></li> <li>• The National Center on Assessment and Accountability for Special Education (NCAASE): What Do We Know About Achievement Growth for Students with Disabilities? <b>RR</b></li> <li>• Transition Outcomes for Secondary Students with Disabilities Program Meeting (Part I) <b>PM</b></li> </ul>	Georgetown West Lincoln East Cabinet Georgetown East Jefferson East Jefferson West Lincoln West Georgetown West

# SESSION TRACK SCHEDULE

## Communication and Dissemination Strategies (CDS)

### Thursday, December 10, 2015

TIME	SESSION	ROOM LOCATION
11:00 am - 12:00 pm	Unlocking the Potential of Translational Science and Effective Dissemination Strategies	Georgetown East
12:15 pm - 1:30 pm	Data Visualization for Education Research	International Ballroom Center
1:45 pm - 3:00 pm	REs as Dissemination Partners	Georgetown East

### Friday, December 11, 2015

TIME	SESSION	ROOM LOCATION
11:30 am - 12:45 pm	Communicating Education Research: A Discussion with Journalists	International Ballroom Center
1:00 pm - 2:30 pm	Communicating Education Science and Engaging the Public	Georgetown East

## Education Policy and Priorities (EPP)

### Thursday, December 10, 2015

TIME	SESSION	ROOM LOCATION
8:45 am - 9:45 am	Welcome & Introduction / Opening Plenary	International Ballroom Center
10:00 am - 10:45 am	Meeting with NCER Grantees	International Ballroom Center
	Meeting with NCSEER Grantees	Lincoln East
11:00 am - 12:00 pm	Reauthorization of the Elementary and Secondary Education Act (ESEA) and the Education Sciences Reform Act (ESRA)	International Ballroom Center
3:15 pm - 4:15 pm	The Disconnected, Dislocated, and Low-Skilled: Responding to New Federal Policies with Research on Youth and Adults	Georgetown East

### Friday, December 11, 2015

TIME	SESSION	ROOM LOCATION
9:45 am - 11:15 am	NCSEER Forum: Keeping the "Special" in Special Education Research	International Ballroom Center

# SESSION TRACK SCHEDULE

## Partnerships & Collaborations (PC)

### Thursday, December 10, 2015

TIME	SESSION	ROOM LOCATION
11:00 am - 12:00 pm	Researcher-Practitioner Partnerships from the Education Agency's Perspective	Georgetown West
1:45 pm - 3:00 pm	Researcher-Practitioner Partnership Collaborations: Lessons Learned from Preschool to Kindergarten Transition Partnerships	Cabinet
1:45 pm - 3:00 pm	You Say 'Puh-tey-to', I say 'Puh-tah-to': Lessons Learned from Cross-Disciplinary Collaboration	Jefferson East
3:15 pm - 4:15 pm	Developer-Researcher Collaborations: Developing and Evaluating Education Technology Learning Products	International Ballroom Center
3:15 pm - 4:15 pm	School-Family Partnerships from PreK-12: Challenges and Opportunities in Developing School-Based Interventions	Georgetown West

### Friday, December 11, 2015

TIME	SESSION	ROOM LOCATION
8:30 am - 9:30 am	Could Your Grant Help to Improve Education for ELs? Facilitating Attention to English Learners in Research Grants	International Ballroom Center
1:00 pm - 2:30 pm	Integrating research and practice: Lessons from the National Center on Scaling Up Effective Schools	Lincoln East
2:45 pm - 4:15 pm	State Administrative Data As A Backbone: Development of Research and Partnerships - Center for the Analysis of Longitudinal Data in Education Research	Jefferson West

## Professional Development & Methodological Advancement (PDMA)

### Thursday, December 10, 2015

TIME	SESSION	ROOM LOCATION
11:00 am - 12:00 pm	At the Cutting Edge: Demonstrations of Statistical Software Developed through the Statistical and Research Methodology in Education Research Program	Cabinet
11:00 am - 12:00 pm	Beyond Academia: Alternative Careers for Education Researchers	Lincoln West
1:45 pm - 3:00 pm	Adaptive Interventions in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part 1)- Introduction to Adaptive Treatments	Jefferson West
1:45 pm - 3:00 pm	Mixed Methods in Education Research	Lincoln East
1:45 pm - 3:00 pm	National Center for Education Statistics (NCES) Datasets and Research Opportunities	International Ballroom Center

# SESSION TRACK SCHEDULE

## Professional Development & Methodological Advancement (PDMA)

### Thursday, December 10, 2015 continued

TIME	SESSION	ROOM LOCATION
3:15 pm - 4:15 pm	Adaptive Interventions in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part 2) - Introduction to SMART Studies for the Development of Adaptive Interventions in Education	Jefferson West
3:15 pm - 4:15 pm	Building Generalizations: Tools for Increasing the Relevance of Your Results	Lincoln West
3:15 pm - 4:15 pm	Two Sides of the Same Coin: Rigorously Measuring Teaching and Defining What We Mean by "Teaching"	Lincoln East

### Friday, December 11, 2015

TIME	SESSION	ROOM LOCATION
9:45 am - 11:15 am	Can Analyses of Randomized Control Trials that Ignore Clustering be Corrected After the Fact?	Georgetown West
9:45 am - 11:15 am	Using the Curriculum Research Framework to Develop Research-Based Curricula and Address Student Achievement in the Early Grades	Jefferson West
1:00 pm - 2:30 pm	Cost-Effectiveness and Cost-Benefit Analysis - Part 1	Cabinet
1:00 pm - 2:30 pm	Single Case Design	Georgetown West
1:00 pm - 2:30 pm	The Multiphase Optimization Strategy (MOST)	Jefferson West
2:45 pm - 4:15 pm	Cost-Effectiveness and Cost-Benefit Analysis - Part 2	Cabinet
2:45 pm - 4:15 pm	Estimating and Reporting Impacts Using the RCT-YES Software	Jefferson East

## Program Meeting (PM)

### Thursday, December 10, 2015

TIME	SESSION	ROOM LOCATION
3:15 pm - 4:15 pm	Early Intervention and Early Learning in Special Education Program Meeting	Jefferson East
3:15 pm - 4:15 pm	Reading and Writing Program Meeting	Cabinet

# SESSION TRACK SCHEDULE

## Program Meeting (PM)

### Thursday, December 10, 2015 continued

TIME	SESSION	ROOM LOCATION
8:30 am - 9:30 am	Postsecondary Program Meeting	Cabinet
8:30 am - 9:30 am	State and Local Program Meeting	Lincoln West
8:30 am - 9:30 am	Teaching, Professional Development, and Related Service Providers Program Meeting	Jefferson East
9:45 am - 11:15 am	English Learners Program Meeting	Lincoln West
9:45 am - 11:15 am	Statistical and Research Methodology in Education Program Meeting	Jefferson East
1:00 pm - 2:30 pm	Cognition and Student Learning Program Meeting	Jefferson East
1:00 pm - 2:30 pm	Social and Behavioral Program Meeting	International Ballroom Center
1:00 pm - 2:30 pm	Training Grants Meeting	Lincoln West
2:45 pm - 4:15 pm	Autism Spectrum Disorders (ASD) Program Meeting (Part II *Session will begin at 3:30 pm)	Georgetown West
2:45 pm - 4:15 pm	Collaborating to Move STEM Education Research Forward	Lincoln East
2:45 pm - 4:15 pm	Early Learning Programs and Policies Program Meeting	Georgetown East
2:45 pm - 4:15 pm	Transition Outcomes for Secondary Students with Disabilities Program Meeting (Part I)	Georgetown West

## Results from IES Research (RR)

### Thursday, December 10, 2015

TIME	SESSION	ROOM LOCATION
11:00 am - 12:00 pm	Reading and Writing in the Content Areas	Jefferson West
11:00 am - 12:00 pm	Secondary Education for Students with Autism Spectrum Disorders (ASD)	Lincoln East
11:00 am - 12:00 pm	Supporting Students in Early and Late Adolescence with Attention Deficit Hyperactivity Disorder: Developmental Challenges and Opportunities in Service Provision	Jefferson East
1:45 pm - 3:00 pm	Is There A Role for Cognitive Processes in Reading and Math Intervention?	Lincoln West
1:45 pm - 3:00 pm	On-Track to Graduate (Thanks to Early Warning Systems!)	Georgetown West
4:15 pm - 5:45 pm	Poster Session and Networking	International Ballroom West

# SESSION TRACK SCHEDULE

## Results from IES Research (RR)

### Friday, December 11, 2015

<b>TIME</b>	<b>SESSION</b>	<b>ROOM LOCATION</b>
8:30 am - 9:30 am	Beyond the Transition from Early Intervention to School Entry: Follow-up Efficacy Projects	Georgetown West
8:30 am - 9:30 am	Can Students Write? Strategies for Assessing Writing Skills and Quality	Georgetown East
8:30 am - 9:30 am	Cognitive Science and Math, Part I - Developing Effective Fractions Instruction for Children with Math Learning Difficulties: What Have We Learned?	Lincoln East
8:30 am - 9:30 am	Increasing Diversity in the Education Sciences	Jefferson West
9:45 am - 11:15 am	Cognitive Science and Math, Part II - The Art of Applying the Science	Lincoln East
9:45 am - 11:15 am	Is College Worth It, and for Whom?	Cabinet
9:45 am - 11:15 am	They Don't Know What?: Understanding and Addressing the Hidden Needs of Many Adults	Georgetown East
2:45 pm - 4:15 pm	The National Center on Assessment and Accountability for Special Education (NCAASE): What Do We Know About Achievement Growth for Students with Disabilities?	Lincoln West

# DETAILED MEETING AGENDA

## Wednesday, December 9, 2015

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5:00 pm – 7:00 pm

### REGISTRATION

>> International Terrace Foyer

### SET-UP FOR POSTER SESSION

>> International Ballroom West

## Thursday, December 10, 2015

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7:45 am – 3:00 pm

### REGISTRATION

>> International Terrace Foyer

8:45 am – 9:45 am

### WELCOME AND INTRODUCTION **EPP**

>> International Ballroom Center

#### PRESENTER:

**Ruth Curran Neild**, Deputy Director for Policy and Research Delegated Duties of the Director, Institute of Education Sciences

### OPENING PLENARY **EPP**

Based on his experiences as Senior Advisor in the U.S. Department of Education and as New York State Education Commissioner, John B. King, Jr. will discuss the use of evidence to improve policy and practice and the opportunities and challenges to bridging research and practice.

#### PRESENTER:

**John B. King, Jr.**, Senior Advisor, Delegated Duties of Deputy Secretary of Education, U.S. Department of Education

9:45 am – 10:00 am

>> Break

10:00 am – 10:45 am

### MEETING WITH NCER GRANTEEES **EPP**

>> International Ballroom Center

NCER Commissioner, Thomas Brock, will provide an update on NCER's work, discuss plans for FY 2017, and take questions from grantees.

#### PRESENTER:

**Thomas Brock**, Commissioner, NCER

10:00 am – 10:45 am

### MEETING WITH NCSER GRANTEEES **EPP**

>> Lincoln East

NCSER Commissioner, Joan McLaughlin, will provide an update on NCSER's work, discuss plans for FY 2017, and take questions from grantees.

#### PRESENTER:

**Joan McLaughlin**, Commissioner, NCSER

10:45 am – 11:00 am

>> Break

# DETAILED MEETING AGENDA

## CONCURRENT SESSIONS: 11:00 AM – 12:00 PM

### **AT THE CUTTING EDGE: DEMONSTRATIONS OF STATISTICAL SOFTWARE DEVELOPED THROUGH THE STATISTICAL AND RESEARCH METHODOLOGY IN EDUCATION RESEARCH PROGRAM** **PDMA**

>> Cabinet

Leading methodological researchers will showcase the cutting edge statistical software they are developing as part of their IES grant work. This session is an excellent opportunity for applied education researchers to see what statistical software will be available in the near future and to give feedback directly to the developers about the features and functionality of the software. This session also provides a forum for methodological researchers to discuss technical aspects of statistical software development with each other.

**MODERATOR: Phill Gagne, NCER**

### **BEYOND ACADEMIA: ALTERNATIVE CAREERS FOR EDUCATION RESEARCHERS** **PDMA**

>> Lincoln West

Education researchers bring valuable skills that are in-demand in many settings besides academia. State and local education agencies, research think tanks, research contractors, and the federal government all need people who are skilled in education data collection and analysis. This session will describe the career pathways and perspectives of a variety of education researchers who went the “non-academic route.” There will be plenty of time for audience Q&A.

#### **PRESENTERS:**

**Jill Burstein**, Educational Testing Service

**Kara Carpenter**, Teachley, LLC

**Kenann McKenzie-Thompson**, IES

**Donna Muncey**, Boston Public Schools

**Mike Weiss**, MDRC

**MODERATORS: Corinne Alfeld, NCER / Katina Stapleton, NCER**

### **READING AND WRITING IN THE CONTENT AREAS** **RR**

>> Jefferson West

Reading and writing in content areas such as science and history may serve a number of purposes including supporting students’ literacy skills, improving content knowledge, and increasing students’ motivation to learn by embedding literacy instruction in interesting topic material. Research on the best ways to teach reading and writing in the context of history and science content is producing some exciting information on practices and strategies. During this session, presenters will discuss their work developing and testing interventions focused on reading and writing in science, social studies, and history. Research highlighted will include a focus on students with disabilities and English language learners.

#### **PRESENTERS:**

**Alison Billman**, University of California, Berkeley

**Rollanda O’Connor**, University of California, Riverside

**Elizabeth Swanson**, University of Texas, Austin

**MODERATOR: Becky McGill-Wilkinson, NCER**

# DETAILED MEETING AGENDA

## REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) AND THE EDUCATION SCIENCES REFORM ACT (ESRA) **EPP**

>> International Ballroom Center

The Elementary and Secondary Education Act of 1965 (ESEA) was last re-authorized in 2001, as the No Child Left Behind Act (NCLB). The Education Sciences Reform Act - which created the Institute of Education Sciences - was enacted in 2002. Congress is currently considering both bills for reauthorization. Come hear two lead staff members working on reauthorization discuss the changes that are under consideration and the main areas of agreement and disagreement between the two parties. The session will include time for questions and answers and discussion of the implications of the bills for education researchers.

### PRESENTERS:

**Amanda Beaumont**, Senior Education Counsel, Senate HELP Committee, Ranking Member Patty Murray

**Lindsay Fryer**, Senior Education Policy Advisor, Senate HELP Committee, Chairman Lamar Alexander

**MODERATOR: Thomas Brock**, Commissioner, NCER

## RESEARCHER-PRACTITIONER PARTNERSHIPS FROM THE EDUCATION AGENCY'S PERSPECTIVE **PC**

>> Georgetown West

This session will focus on building strong, collaborative, and durable partnerships from the perspective of local and state education agencies. Presenters will address how their agency initially decided to form a partnership and early steps taken to build their partnership, the role that agencies play in shaping partnership research agendas, how partnership processes are integrated into overall functioning of an agency, and how agencies make use of and disseminate research findings. After agency presentations, the session will become an open forum to address how to best foster collaborative research to inform practice and policy. This session will be of interest to researchers and agency staff interested in forming partnerships.

### PRESENTERS:

**Marco Andrade**, Providence Schools

**Ron Rode**, San Diego Unified School District

**Nate Schwartz**, Tennessee Department of Education

**MODERATORS: James Benson**, NCER / **Allen Ruby**, NCER

## SECONDARY EDUCATION FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD)

**RR**

>> Lincoln East

The R&D Center on Secondary Education for Students with ASD (CSESA) is charged with developing and studying a comprehensive intervention model for high school students across the autism spectrum, as well as engaging the field around issues pertinent to this population. The CSESA model was developed, adapted, and refined through an iterative process across two years and included investigators with expertise across discipline from seven universities. The final model includes an emphasis on four domains, including peer and social competence, independence and behavior, transition and families, and academics, along with a focus on evidence-based practices, program quality, and building capacity across school-based teams. This panel will highlight the research base that was the foundation for this comprehensive intervention as it informed the development process, findings from the focus groups and pilot studies, CSESA's emphasis on implementation science throughout this process, and the status of the work as the final cohort of schools is launched during the RCT phase.

# DETAILED MEETING AGENDA

## PRESENTERS:

**Diane Browder**, University of North Carolina, Charlotte

**Laura Hall**, San Diego State University

**Kara Hume**, University of North Carolina, Chapel Hill

**Sam Odom**, University of North Carolina, Chapel Hill

**David Test**, University of North Carolina, Charlotte

**MODERATOR: Kim Sprague**, NCSER

## **SUPPORTING STUDENTS IN EARLY AND LATE ADOLESCENCE WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER: DEVELOPMENTAL CHALLENGES AND OPPORTUNITIES IN SERVICE PROVISION** **RR**

>> Jefferson East

Attention deficit hyperactivity disorder (ADHD) is one of the most commonly diagnosed childhood disorders and diagnosis rates are increasing. ADHD can persist into adolescence, with 5 to 10 percent of middle and high school students having ADHD symptoms that interfere with learning and achievement in school. This session will begin with a study that uses ECLS-K data to identify which students are being diagnosed with ADHD and the types of services that are being provided to them. The remaining presenters will share their research that develops and tests new and innovative ways to provide appropriate services to adolescents with ADHD to support their success in school.

## PRESENTERS:

**Steven Evans**, Ohio University

**Joshua Langberg**, Virginia Commonwealth University

**Paul Morgan**, Pennsylvania State University

**Margaret Sibley**, Florida International University

**MODERATORS: Jackie Buckley**, NCSER / **Emily Doolittle**, NCER

## **UNLOCKING THE POTENTIAL OF TRANSLATIONAL SCIENCE AND EFFECTIVE DISSEMINATION STRATEGIES** **CDS**

>> Georgetown East

Practitioners, policymakers, and the general public can benefit from knowing about the research findings from education sciences. However, maintaining public awareness and ensuring that consumers have a comprehensive understanding of our research findings is not an easy task. During this session, the speakers will discuss how to 'translate' research findings into usable knowledge that will help teachers, parents, and students. The speakers will address the challenge of going from the laboratory and other controlled settings to the real world. In addition, they will discuss effective ways of disseminating research findings to the public.

## PRESENTERS:

**Roberta Golinkoff**, University of Delaware

**Kathryn Hirsh-Pasek**, Temple University

**MODERATOR: Erin Higgins**, NCER

# DETAILED MEETING AGENDA

12:00 pm – 12:15 pm

>> Break (Pick up box lunch)

12:15 pm – 1:30 pm

## AWARD RECOGNITION

>> International Ballroom Center

**PRESENTER:**

**Thomas Brock**, NCER

## LUNCHEON PLENARY: DATA VISUALIZATION FOR EDUCATION RESEARCH **CDS**

>> International Ballroom Center

Jonathan Schwabish is an economist, writer, teacher, and creator of policy-relevant data visualizations. He is considered a leading voice for clarity and accessibility related to the ways in which researchers communicate their findings. His presentation will focus on techniques and tips that education researchers can use to present their quantitative research findings more clearly and persuasively to a variety of audiences, including education policymakers and practitioners.

**PRESENTER:**

**Jonathan Schwabish**, Urban Institute

1:30 pm – 1:45 pm

>> Break/Transition

## CONCURRENT SESSIONS: 1:45 PM – 3:00 PM

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### ADAPTIVE INTERVENTIONS IN EDUCATION AND SEQUENTIAL MULTIPLE ASSIGNMENT RANDOMIZED TRIAL (SMART) DESIGNS (PART 1)- INTRODUCTION TO ADAPTIVE TREATMENTS **PDMA**

>> Jefferson West

Many behavioral and social science fields have been shifting away from the traditional fixed-intervention approach towards *adaptive interventions*, which allow greater individualization and adaptation of intervention options (i.e., intervention type and/or dosage) over time. Adaptive interventions specify how intervention options should be adapted to an individual's characteristics and changing needs, with the general aim of optimizing the effectiveness of the intervention. In education, adaptive interventions have the potential to improve outcomes for students at risk of academic failure and/or at risk for disability and for students already receiving individualized education programs through special education. This session provides an introduction to adaptive interventions and discusses the potential contribution of this concept to research in education.

**PRESENTERS:**

**Daniel Almirall**, University of Michigan

**Inbal Nahum-Shani**, University of Michigan

**MODERATOR: Jackie Buckley**, NCSER

# DETAILED MEETING AGENDA

## IS THERE A ROLE FOR COGNITIVE PROCESSES IN READING AND MATH INTERVENTION?

**RR**

>> Lincoln West

This session will present results from the research and development of Next Generation Intensive Interventions in reading and math for children with significant learning problems in grades 3-5. The reading study to be presented, which focuses on comprehension of informational texts, reports on the effects of embedding working memory training within the intervention. The math intervention study, which focuses on competence with fractions, examines whether and, if so, how students' pre-intervention cognitive processes moderate the effects of intervention. Implications for designing and conducting intensive academic intervention are discussed.

### PRESENTERS:

**Doug Fuchs**, Vanderbilt University

**Lynn Fuchs**, Vanderbilt University

### DISCUSSANT:

**Marcia Barnes**, University of Texas, Austin

**MODERATOR: Robert Ochsendorf**, NCSE

## MIXED METHODS IN EDUCATION RESEARCH **PDMA**

>> Lincoln East

Mixed methods are valuable for investigating many research questions more comprehensively and in greater depth. This session will explore how and to what extent mixed methods are used in education research, as well as the factors and circumstances that facilitate and constrain their application. We will also discuss opportunities and approaches for more fully integrating mixed methods throughout the research process, from research design to dissemination. A key objective is for attendees to leave the session with new ideas and a better grasp of some of the tools for more effectively applying mixed methods in education research.

### PRESENTER:

**Carolyn Heinrich**, Vanderbilt University

**MODERATOR: Elizabeth Albro**, NCER

## NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) DATASETS AND RESEARCH OPPORTUNITIES **PDMA**

>> International Ballroom Center

This session will focus on the opportunities available to researchers to answer research questions of relevance to the field using secondary datasets available from the National Center for Education Statistics (NCES). Presentations will start with a discussion about how to use NCES's self-directed online data set training system (Distance Learning Dataset Training System or DLDT). This will be followed by presentations on how to use three of NCES's online data analysis tools to generate analyses. The tools that will be discussed are the NAEP Data Explorer (NDE), the International Data Explorer (IDE), and the DataLab. In addition, datasets with opportunities for NCSE researchers to explore subgroups of students with disabilities will be discussed including the Middle Grades Longitudinal Study (MGLS), the Early Childhood Longitudinal Study (ECLS), and the National Longitudinal Transition Study (NLTS2). NCES team members will be on hand to answer questions from researchers interested in using the datasets.

# DETAILED MEETING AGENDA

## PRESENTERS:

**Lydia Malley**, NCES

**Emmanuel Sikali**, NCES

**Ted Socha**, NCES

**Andy White**, NCES

**MODERATORS:** **Edward Metz**, NCER / **Kim Sprague**, NCSER

## ON-TRACK TO GRADUATE (THANKS TO EARLY WARNING SYSTEMS!) **RR**

>> Georgetown West

Although on-time (4-year) high school graduation rates are now at an all-time high of 80 percent, the rates for certain subgroups and in certain regions are much lower. For example, in school year 2011-12, American Indian/Alaska Native, Black, and Hispanic students had a 4-year high school graduation rate below the national average at 67, 69, and 73 percent, respectively. For students with disabilities and served by IDEA, high school graduation rates are even lower, with approximately 40 percent graduating with a regular high school diploma. Early warning systems (EWS) systematically use data to identify students who are at risk for not graduating on time and then match identified students with appropriate interventions to get them on track for graduation. This session will showcase four state- and district-wide EWS projects that are using different models (including the well-known "Check & Connect," which is now also being assessed for effectiveness with students with disabilities, and a new model that incorporates socio-emotional learning).

## PRESENTERS:

**Robert Balfanz**, Johns Hopkins University

**Julian Betts**, University of California, San Diego

**Marcia Davis**, Johns Hopkins University

**Jessica Heppen**, American Institutes for Research

**Carl Sumi**, SRI International

**MODERATOR:** **Corinne Alfeld**, NCER

## RELS AS DISSEMINATION PARTNERS **CDS**

>> Georgetown East

The IES-funded Regional Educational Laboratories (RELS) work in partnership with school districts, state departments of education, and others to use data and research to improve academic outcomes for students. The goal of the REL Program is to help states and districts systematically use data and analysis to answer important issues of policy and practice to improve student outcomes. The 10 RELs work toward this goal by (1) conducting applied research, (2) providing technical assistance about research and data use, and (3) broadly disseminating findings from high quality research. Joy Lesnick, Acting NCEE Commissioner, will engage participants in a roundtable discussion of the purpose and work of the RELS and how the RELs and their nearly 80 research alliances work in partnership with researchers -- and could work with you -- to disseminate findings to practitioners.

## PRESENTER:

**Joy Lesnick**, NCEE

**MODERATOR:** **Christina Chhin**, NCER

# DETAILED MEETING AGENDA

## RESEARCHER-PRACTITIONER PARTNERSHIP COLLABORATIONS: LESSONS LEARNED FROM PRESCHOOL TO KINDERGARTEN TRANSITION PARTNERSHIPS **PC**

>> Cabinet

Fostering successful transitions from preschool to early elementary school contexts is an important priority for early childhood educators and elementary school leaders and teachers. A primary objective of preschool programs is to ensure that children acquire the school readiness skills they will need to do well in school. School leaders and teachers want to have information about the preschool experiences of entering kindergarteners to support their learning and achievement in the elementary school grades. In 2014, IES awarded three Researcher-Practitioner Partnership grants focused on building data systems and encouraging collaboration and coordination between early childhood programs and elementary school staff to support children's successful transition from prekindergarten programs to kindergarten classrooms. This session will highlight challenges, successes, and lessons learned from the first year of each partnership.

### PRESENTERS:

**Katherine Pears**, Oregon Social Learning Center

**Rebecca Shearer**, University of Miami

**Michael Strambler**, Yale University

**MODERATOR: Caroline Ebanks**, NCER

## YOU SAY 'PUH-TEY-TO,' I SAY 'PUH-TAH-TO': LESSONS LEARNED FROM CROSS-DISCIPLINARY COLLABORATION **PC**

>> Jefferson East

Educational research draws on a variety of disciplines, each of which has its own vocabulary, methodology, and dissemination vehicles. Current efforts to accelerate research and develop potent and useable educational interventions increasingly call for collaboration among researchers who represent a number of academic disciplines. The Reading for Understanding Initiative created six teams of interdisciplinary researchers in 2010 to address the pressing need to improve reading comprehension for all U.S. students. Each of these teams includes researchers from a number of disciplines -- including cognitive psychology, developmental psychology, communication sciences, reading research, teacher education, learning sciences, math and science education -- as well as methodologists and assessment specialists. Members from each of the teams will share challenges encountered in such work, how they overcame them, and the unique benefits that resulted from cross-disciplinary collaboration.

### PRESENTERS:

**Carol Connor**, Arizona State University

**Suzanne Donovan**, Strategic Education Research Partnership

**Barbara Foorman**, Florida Center for Reading Research

**David Francis**, University of Houston

**Susan Goldman**, University of Illinois at Chicago

**Tenaha O'Reilly**, Educational Testing Service

**Shayne Piasta**, Ohio State University

**John Sabatini**, Educational Testing Service

**MODERATOR: Karen Douglas**, NCER

# DETAILED MEETING AGENDA

3:00 pm – 3:15 pm

>> Break

## CONCURRENT SESSIONS: 3:15 PM – 4:15 PM

### **ADAPTIVE INTERVENTIONS IN EDUCATION AND SEQUENTIAL MULTIPLE ASSIGNMENT RANDOMIZED TRIAL (SMART) DESIGNS (PART 2)- INTRODUCTION TO SMART STUDIES FOR THE DEVELOPMENT OF ADAPTIVE INTERVENTIONS IN EDUCATION **PDMA****

>> Jefferson West

The Sequential Multiple Assignment Randomized Trial (SMART)—a type of research design—was developed explicitly for the purpose of building optimal adaptive interventions. Despite increasing popularity, SMARTs remain relatively new to intervention scientists, particularly education researchers. This session provides an introduction to SMARTs, including design considerations, and provides examples of SMARTs in education research.

#### **PRESENTERS:**

**Daniel Almirall**, University of Michigan

**Inbal Nahum-Shani**, University of Michigan

**MODERATOR: Jackie Buckley**, NCSER

### **BUILDING GENERALIZATIONS: TOOLS FOR INCREASING THE RELEVANCE OF YOUR RESULTS **PDMA****

>> Lincoln West

This session will present two tools that can be used to increase the generalizability of results of large-scale evaluations. The first tool is intended for the design stage of the study, helping researchers define an appropriate inference population and develop a recruitment plan for site selection. The second tool can be used post-hoc to provide researchers and policy makers with information on where the results might be generalized.

#### **PRESENTER:**

**Elizabeth Tipton**, Teachers College, Columbia University

**MODERATORS: Erin Higgins**, NCER / **Robert Ochsendorf**, NCSER

### **DEVELOPER-RESEARCHER COLLABORATIONS: DEVELOPING AND EVALUATING EDUCATION TECHNOLOGY LEARNING PRODUCTS **PC****

>> International Ballroom Center

During this session, three education game developers funded by the ED/IES Small Business Innovation Research (ED/IES SBIR) program to create commercially viable learning games will discuss why and how they have partnered with outside education researchers to build capacity for their project. The session will feature short video demonstrations of the education technology games that are being developed and brief presentations on the iterative research that are being conducted to inform refinements to the technology and the pilot studies that are being performed to evaluate the promise of the games to increase student learning. The discussion will center on the benefits and challenges related to game developer-researcher collaborations.

# DETAILED MEETING AGENDA

## PRESENTERS:

**David Langendoen**, Electric Funstuff  
**Pamela Mims**, Eastern Tennessee State University  
**Brook Morrill**, Schell Games  
**Steve Schneider**, WestED  
**Carol Stanger**, Attainment Company  
**William Tally**, Education Development Center  
**Chris Walsh**, Zaption  
**Grace Wardhana**, Kiko Labs

**MODERATOR: Kara Carpenter**, Teachley

**ORGANIZER: Edward Metz**, NCER

## EARLY INTERVENTION AND EARLY LEARNING IN SPECIAL EDUCATION PROGRAM MEETING **PM**

>> Jefferson East

This session will bring together researchers funded through the NCSER Early Intervention and Early Learning in Special Education program. Participants will engage in discussions around common challenges to conducting research within this topic area (e.g., recruiting participating providers and families, working within early intervention systems, disseminating findings to different audiences). Participants will discuss critical issues for future research in this area and provide general feedback on the Early Intervention topic (e.g., things that have worked well, ways to improve).

**MODERATOR: Amy Sussman**, NCSER

## READING AND WRITING PROGRAM MEETING **PM**

>> Cabinet

This session will bring together researchers with NCSER- or NCER-funded projects in the Reading and Writing topic areas. Participants will engage in discussions around common challenges to conducting research within this topic area (e.g., recruiting schools and students, maintaining samples, disseminating findings to different audiences). Participants will also discuss critical issues for future research in this area and provide general feedback on this topic and recommendations. All researchers with an interest in reading, writing, and language development may attend this meeting, and participants will have the opportunity to network with each other.

**MODERATORS: Becky McGill-Wilkinson**, NCER / **Kim Sprague**, NCSER

## SCHOOL-FAMILY PARTNERSHIPS FROM PREK-12: CHALLENGES AND OPPORTUNITIES IN DEVELOPING SCHOOL-BASED INTERVENTIONS **PC**

>> Georgetown West

This session roundtable discussion will highlight development projects that include a school-family component. The session will feature brief presentations by Kevin Sutherland & Maureen Conroy (pre-K to early elementary school), Greg Fabiano (upper elementary school to middle school), and Shannon Suldo and Elizabeth Shaunessy-Dedrick

# DETAILED MEETING AGENDA

(high school) on their 2015 Development projects. The discussion will center on challenges and issues related to school-family partnerships (e.g., recruiting parents and families, lessons learned from parents, benefits of involving families), with the intention of supporting researchers in addressing barriers as they develop and pilot test school-based interventions in grades preK-12.

## PRESENTERS:

**Maureen Conroy**, University of Florida

**Greg Fabiano**, State University of New York, Buffalo

**Elizabeth Shaunessy-Dedrick**, University of South Florida

**Shannon Suldo**, University of South Florida

**Kevin Sutherland**, Virginia Commonwealth University

MODERATORS: **Emily Doolittle**, NCER / **Katie Taylor**, NCSER

## THE DISCONNECTED, DISLOCATED, AND LOW-SKILLED: RESPONDING TO NEW FEDERAL POLICIES WITH RESEARCH ON YOUTH AND ADULTS **EPP**

>> Georgetown East

Recent changes in legislation are affecting the way states coordinate education and training services for youths and adults with low-skills or disabilities and the unemployed. Under this legislation (the Workforce Innovation and Opportunity Act or WIOA), each state is developing and implementing a plan that integrates services from multiple agencies including Labor, Education, and Health and Human Services. Staff from the U.S. Departments of Labor and Education and an IES-funded researcher will talk about how WIOA is changing the landscape and creating new opportunities (and need) for education research. They will discuss the roll out of the law, whom it affects, and examples of how this is affecting research, focusing on examples from research on career pathway programs. Attendees are invited to ask questions and discuss implications for their research programs.

## PRESENTERS:

**Judy Alamprese**, Abt Associates

**Suzanne Mitchell**, U.S. Department of Education, OSERS/RSA

**Charlotte “Sande” Schifferes**, U.S. Department of Labor, ETA

**Heidi Silver-Pacuilla**, U.S. Department of Education, OCTAE

**Marlene Simon-Burroughs**, U.S. Department of Education, OSERS/OSEP

MODERATOR: **Meredith Larson**, NCER

## TWO SIDES OF THE SAME COIN: RIGOROUSLY MEASURING TEACHING AND DEFINING WHAT WE MEAN BY “TEACHING” **PDMA**

>> Lincoln East

Measurement of teaching is inextricably tied to defining the target-teaching construct, whether the intended use of that measure is for research, practice improvement, or high-stakes decision-making. Thus, developing psychometrically strong measurement tools goes hand-in-hand with furthering our understanding of the specific facets of teaching, the relations between teaching and student outcomes, and the factors necessary for supporting effective teaching. In this session, presenters will provide examples to facilitate participant discussion by highlighting innovative approaches to capturing specific teaching constructs. Session participants will engage in a discussion around the challenges of psychometrically strong measurement of teaching, especially if these measures might be ultimately used for more than one purpose. Participants will share strategies for addressing these challenges

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and suggest next steps for building a critical mass of psychometrically strong measurement tools for key facets of teaching for use in research, practice improvement, or high-stakes decision-making.

## PRESENTERS:

**Carol Connor**, Arizona State University

**George Newell**, Ohio State University

**Alina Reznitskaya**, Montclair State University

**Ian Wilkinson**, Ohio State University

**MODERATOR: Wai Chow**, NCER

4:15 pm - 5:45 pm

## POSTER SESSION AND NETWORKING **RR**

>> International Ballroom West

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Friday, December 11, 2015

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7:45 am - 1:00 pm

## REGISTRATION

>> International Terrace Foyer

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## CONCURRENT SESSIONS: 8:30 AM - 9:30 AM

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### BEYOND THE TRANSITION FROM EARLY INTERVENTION TO SCHOOL ENTRY: FOLLOW-UP EFFICACY PROJECTS **RR**

>> Georgetown West

Many studies examine the efficacy of preschool interventions on outcomes at the time of, or just after, kindergarten entry. However, following up on the outcomes of an intervention well into elementary school or beyond is important for determining whether children's early gains are maintained or possibly lead to additional positive outcomes. In this session, two IES PIs will present ongoing research projects that began as early intervention efficacy studies, leading to additional efficacy follow-up studies to examine outcomes in elementary school. Katherine Pears will discuss her ongoing evaluation of the Kids in Transition to School (KITS) program, aimed at enhancing the school readiness of young children with co-occurring developmental disabilities and behavioral problems. Eric Pakulak will discuss the longitudinal evaluation by the Brain Development Lab, with PI Helen Neville, of Parents and Children Making Connections-Attention (PCMC-A), an attention-based, two-generation intervention aimed at improving cognition and reducing stress among preschool children at risk for school failure.

## PRESENTERS:

**Eric Pakulak**, University of Oregon

**Katherine Pears**, Oregon Social Learning Center

**MODERATOR: Amy Sussman**, NCSER

### CAN STUDENTS WRITE? STRATEGIES FOR ASSESSING WRITING SKILLS AND QUALITY **RR**

>> Georgetown East

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Writing is an important skill for developing ideas, communication, and demonstrating topic knowledge – all necessary for college and career success. Yet students (and adults) in the U.S. are often lacking in writing abilities and skills. While research on writing achievement has received increasing attention in recent years, one potential challenge for teachers is determining the best ways to reliably and validly assess student writing in order to provide feedback and individualized instruction. This session will feature presentations by researchers on their work on various methods for assessing writing, including curriculum-based measures, teacher-developed formative assessments, and automated essay scoring.

## PRESENTERS:

**Erica Lembke**, University of Missouri

**Danielle McNamara**, Arizona State University

**George Newell**, Ohio State University

**MODERATOR: Becky McGill-Wilkinson**, NCER

## COGNITIVE SCIENCE AND MATH, PART I - DEVELOPING EFFECTIVE FRACTIONS INSTRUCTION FOR CHILDREN WITH MATH LEARNING DIFFICULTIES: WHAT HAVE WE LEARNED? **RR**

>> Lincoln East

During this session, researchers will share results from a 5-year National Research and Development Center grant focused on improving fractions instruction for students with math learning difficulties. Researchers will present results from small-scale experimental studies, longitudinal studies, and development and efficacy testing of a new fractions intervention for 4th grade students.

## PRESENTERS:

**Lynn Fuchs**, Vanderbilt University

**Russell Gersten**, Instructional Research Group

**Nancy Jordan**, University of Delaware

**Robert Siegler**, Carnegie Mellon University

**DISCUSSANT: Nora Newcombe**, Temple University

**MODERATOR: Robert Ochsendorf**, NCER

## COULD YOUR GRANT HELP TO IMPROVE EDUCATION FOR ELS? FACILITATING ATTENTION TO ENGLISH LEARNERS IN RESEARCH GRANTS **PC**

>> International Ballroom Center

In 2012, almost 1 in 10 U.S. students in elementary and secondary schools were designated as an English Learner (EL), and many more students had previously received services as an EL. The percentage of ELs varies greatly by school, with some schools serving almost no ELs and others where most students are ELs. Students identified as EL are diverse with respect to language background, time in the U.S., and surrounding community context. Using data that is already routinely collected by school districts, many research studies (whether specifically focused on ELs or not) could address students who are ELs in their design and analysis. This session will include a panel discussion with researchers and school personnel who are currently collaborating in research-practitioner partnership grants to use existing administrative data to describe the ELs in the state or district in more depth and answer research questions that will provide new insights into how to improve educational opportunities for ELs.

# DETAILED MEETING AGENDA

## PRESENTERS:

**Marco Andrade**, Providence Public Schools District  
**David Bautista**, Oregon Department of Education  
**Eileen Gilligan**, Clark County School District  
**Savitha Moorthy**, SRI International  
**Julie Riordan**, Education Development Center, Inc.  
**Mariagrazia Sheffield**, Fort Worth Independent School District  
**Michael Sorum**, Fort Worth Independent School District  
**Karen Thompson**, University of Oregon  
**Aida Walqui**, WestEd

**MODERATOR: Sean Reardon**, Stanford University

**ORGANIZER: Karen Douglas**, NCER

## INCREASING DIVERSITY IN THE EDUCATION SCIENCES **RR**

>> Jefferson West

Over the past 10 years, IES has made a major commitment to supporting the professional development of education scientists. In this session, we highlight the Institute's efforts to increase diversity within the field of education science through our training programs and our Research and Development Centers' national leadership activities. The session introduces the new Pathways to the Education Sciences research training program and features the University of Virginia summer research program for undergraduate research, the University of Chicago's new pre-doctoral research training program, the Michigan State/Northwestern Universities' Research Design Workshop for Faculty from Minority Serving Institutions, and the National Center for Research on Early Childhood Education Research Mentoring Program for Minority Scholars.

## PRESENTERS

**Jason Downer**, University of Virginia  
**Larry Hedges**, Northwestern University  
**Stephen Raudenbush**, University of Chicago  
**Jim Wyckoff**, University of Virginia

**MODERATOR: Katina Stapleton**, NCER

## POSTSECONDARY PROGRAM MEETING **PM**

>> Cabinet

The focus of this session will be on interventions and research strategies aimed at moving students beyond college enrollment so that they progress through postsecondary pathways and complete degrees (including sub-Baccalaureate degrees and certificates). The moderator will begin with a short presentation on the types of postsecondary research projects that NCER has supported over the last 10 years. Participants will be encouraged to discuss critical issues for future research aimed at supporting degree completion and provide feedback on the suitability of IES grant programs for supporting this research. All researchers with an interest in conducting research on postsecondary education are invited to attend this meeting.

**MODERATOR: James Benson**, NCER

# DETAILED MEETING AGENDA

## STATE AND LOCAL PROGRAM MEETING **PM**

>> Lincoln West

This session will bring together researchers with NCER-funded projects under the Evaluation of State and Local Education Programs and Policies grant program. Participants will update one another on the status of their evaluations and identify common issues that arise when researchers and state/local agencies partner on research. Participants will help identify gaps in this type of evaluation research including key state/local policies that should be evaluated, evaluation methods to be improved, and ways to improve the partnership aspects of the work.

**MODERATOR:** Allen Ruby, NCER

## TEACHING, PROFESSIONAL DEVELOPMENT, AND RELATED SERVICE PROVIDERS PROGRAM MEETING **PM**

>> Jefferson East

This session will bring together researchers with NCSER-funded projects in the Professional Development for Teachers and Related Services Providers program and researchers with NCER-funded projects in the Effective Teachers and Effective Teaching program. Participants will have an opportunity to network and engage in a discussion around common themes and challenges to conducting research within this topic area (e.g., school recruitment, web-based interventions, and teacher training). Participants will also discuss important gaps in current research and critical issues for future research in the area of teaching, professional development, and related service providers. All researchers with an interest in studying teachers or related service providers are invited to participate in this meeting.

**MODERATOR:** Wai Chow, NCER / Katie Taylor, NCSER

9:30 am – 9:45 am

>> Break

## CONCURRENT SESSIONS: 9:45 AM - 11:15 AM

### CAN ANALYSES OF RANDOMIZED CONTROL TRIALS THAT IGNORE CLUSTERING BE CORRECTED AFTER THE FACT? **PDMA**

>> Georgetown West

In this special session, Jonathan Jacobson, Senior Research Scientist and Statistical and Technical Analysis Lead for the What Works Clearinghouse (WWC), and statistician Nathan VanHoudnos discuss a common analytic error made by education researchers: ignoring the clustered nature of the data when analyzing experiments where entire schools were randomized to treatment and control conditions. First, Jacobson will provide an overview of the WWC's review procedures for evaluating the study design of cluster-randomized control trials and its procedures for correcting for misspecifications. Then VanHoudnos, the 2014 IES Outstanding Pre-doctoral fellow, will present his research on adjusting the analysis of studies that have ignored clustered data. The session will conclude with practical advice from VanHoudnos and Jacobson on how to avoid this misspecification error and how to manage the consequences

#### PRESENTERS:

**Jonathan Jacobson**, NCEE

**Nathan VanHoudnos**, Northwestern University

**MODERATOR:** Thomas Brock, Commissioner, NCER

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## COGNITIVE SCIENCE AND MATH, PART II - THE ART OF APPLYING THE SCIENCE **RR**

>> Lincoln East

Applied research on cognition and education aims to identify principles that can improve student learning outcomes in authentic educational settings. However the translation from the lab to the classroom requires much more specificity about how to apply general principles to specific domains, instructional materials, and school contexts. The IES-funded National Center on Cognition and Mathematics Instruction was charged with revising an existing middle school math curriculum using research-based design principles and testing the efficacy of the revised materials over the course of two school years. The interactive session will address challenges and solutions for bringing research to practice and address questions such as:

- What decisions need to be made when applying research principles to practice?
- What types of implementation supports are critical for ensuring principles are enacted appropriately?
- How should practice inform research?

### PRESENTERS:

**Martha Alibali**, University of Wisconsin, Madison

**Julie Booth**, Temple University

**Jodi Davenport**, WestEd

**Neil Heffernan**, Worcester Polytechnic Institute

**James Pellegrino**, University of Illinois, Chicago

**Steve Schneider**, WestEd

**MODERATOR: Elizabeth Albro**, NCER

## ENGLISH LEARNERS PROGRAM MEETING **PM**

>> Lincoln West

This meeting will provide an opportunity for researchers funded under the English Learner topic to share challenges and solutions associated with conducting research on ELs. Grantees will also share their thoughts on pressing issues in the field of EL research and how to encourage more researchers to consider the needs of ELs in their studies. All researchers interested in learning more about how to conduct research to help ELs are welcome.

**MODERATOR: Karen Douglas**, NCER

## IS COLLEGE WORTH IT, AND FOR WHOM? **RR**

>> Cabinet

This presentation will review the work of the National R&D Center for Analysis of Postsecondary Education and Employment (CAPSEE). The focus of the review is a synthesis of evidence from across the CAPSEE research studies oriented around the question “Is College Worth It And For Whom?” CAPSEE researchers will describe the design of the synthesis, including its sampling design, which draws on evidence from large-scale student-level datasets across eight states, and its methodological review, which will compare results obtained using different analytical strategies. The researchers will present evidence on the labor market returns to award completion (diplomas, certificates, and degrees), to subject, to sector, and to pathways through college.

### PRESENTERS:

**Thomas Bailey**, Teachers College, Columbia University

**Clive Belfield**, CCRC and Queens College, CUNY

**MODERATOR: James Benson**, NCER

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## **NCSER FORUM: KEEPING THE “SPECIAL” IN SPECIAL EDUCATION RESEARCH EPP**

>> International Ballroom Center

This year marks the 40th Anniversary of IDEA and the 10th Anniversary of NCSER. As we are close to leaving 2015 behind us, we want to take time to reflect on IDEA and the progress made over the years educating students with disabilities and improving their educational outcomes. Please join colleagues in this session to discuss accomplishments and next steps for special education research, the challenges that still must be addressed and promising strategies for overcoming them, the pressing issues facing our field, and thoughts on ways to foster collaborations to move the field forward. To kick-off the discussion, six presenters will provide their thoughts on investments in the following areas of research:

- *Autism Spectrum Disorders* – **Aubyn Stahmer**, University of California, Davis
- *Early Intervention and Early Childhood* – **Ann Kaiser**, Vanderbilt University
- *Mathematics* – **Nancy Jordan**, University of Delaware
- *Reading* – **Jeanne Wanzek**, Vanderbilt University
- *Social and Behavioral Supports for Learning* – **Robert Horner**, University of Oregon
- *Transition Outcomes for Secondary Students* – **David Test**, University of North Carolina at Charlotte

### **PRESENTERS:**

**Robert Horner**, University of Oregon

**Nancy Jordan**, University of Delaware

**Ann Kaiser**, Vanderbilt University

**Aubyn Stahmer**, University of California, Davis

**David Test**, University of North Carolina at Charlotte

**Jeanne Wanzek**, Vanderbilt University

### **FACILITATORS:**

**Sandra Chafouleas**, University of Connecticut / **Patricia Snyder**, University of Florida

**MODERATOR: Joan McLaughlin**, Commissioner, NCSER

## **STATISTICAL AND RESEARCH METHODOLOGY IN EDUCATION PROGRAM MEETING PM**

>> Jefferson East

This is a required meeting for grantees in the Statistical and Research Methodology in Education grant program. We will discuss administrative aspects of grant work, and then there will be time for PIs to talk with each other about their projects.

**MODERATOR: Phill Gagne**, NCER

## **THEY DON'T KNOW WHAT?: UNDERSTANDING AND ADDRESSING THE HIDDEN NEEDS OF MANY ADULTS RR**

>> Georgetown East

Nearly 52 percent of U.S. adults scored below the international average in literacy, and these adults are typically employed citizens with at least high school diplomas (PIAAC, 2012). This means that many of your research participants, parents of the children in your studies, and possibly teachers and providers you train may be struggling

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with reading. As a consequence, your results may be impacted in ways that you may not have considered. During this session, investigators from NCER's Center for the Study of Adult Literacy (CSAL) will discuss their research with adults with low literacy and the reading intervention they are developing (a blended, teacher-led curriculum with an intelligent computer-based component). CSAL's approach demonstrates the value of interdisciplinary collaboration as it integrates research stemming from decades of work in

- Special education,
- Technology,
- Psychology,
- Measurement, and
- Literacy research.

This will be an interactive session where attendees will be invited to ask questions, and brainstorm ideas. Newcomers to adult literacy are encouraged to attend.

## PRESENTERS:

**Lee Branum-Martin**, Georgia State University

**Jan Frijters**, Brock University

**Art Graesser**, University of Memphis

**Daphne Greenberg**, Georgia State University;

**Maureen Lovett**, University of Toronto and The Hospital For Sick Children

**MODERATOR: Meredith Larson**, NCER

## USING THE CURRICULUM RESEARCH FRAMEWORK TO DEVELOP RESEARCH-BASED CURRICULA AND ADDRESS STUDENT ACHIEVEMENT IN THE EARLY GRADES **PDMA**

>> Jefferson West

Over the past 13 years, IES has supported research to improve student achievement from preschool to postsecondary education by developing, implementing and evaluating evidence-based curricula and interventions. In a 2007 paper, Douglas Clements proposed the Curriculum Research Framework, a model that can be used to develop research-based curricula that address the learning needs of students, pedagogy and instruction for educators, and support student learning and achievement. In this session, Clements will present the framework and describe how it was used to guide development of a math intervention. Jorge Gonzalez will discuss implications for current and future efforts to develop and evaluate curricula, and the benefits of using a framework to guide research and practice that supports teaching, learning, and student achievement.

## PRESENTER:

**Douglas Clements**, University of Denver

**DISCUSSANT: Jorge Gonzalez**, University of Houston

**MODERATOR: Caroline Ebanks**, NCER

11:15 am - 11:30 am

>> Break (Pick up box lunch)

11:30 am - 12:45 pm

## LUNCHEON PLENARY - COMMUNICATING EDUCATION RESEARCH: A DISCUSSION WITH JOURNALISTS **CDS**

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>> International Ballroom Center

Is your research project ready for prime time? Communicating the results of scientific research to a variety of audiences is essential for research to have an impact on society. This is especially true for investigators funded by NCER and NCSER, as their projects are designed to address some of the most pressing issues in education. However, communicating this work to a general audience—including policymakers, teachers, and parents – can be quite challenging, as the results of this work may be nuanced and the take-home message difficult to convey. In this session, a panel of journalists will share their thoughts and advice for communicating scientific results, both orally and in print, to convey messages that will be more easily understood and likely to be picked up by media representatives. Fredreka Schouten from USA Today will moderate the discussion, which will include Q and A from the audience.

## PANELISTS:

**Kavitha Cardoza**, Special Correspondent, WAMU Radio

**Emily Richmond**, Public Editor, Education Writers Association

**Sarah Sparks**, Education Week Contributor

**MODERATOR: Fredreka Schouten**, USA Today

12:45 pm – 1:00 pm

>> Break

## CONCURRENT SESSIONS: 1:00 PM – 2:30 PM

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### COGNITION AND STUDENT LEARNING PROGRAM MEETING **PM**

>> Jefferson East

This session will bring together researchers with NCSER- or NCER-funded projects in the Cognition and Student Learning programs. Participants will have the opportunity to network with other researchers and engage in small group discussions around common challenges to conducting research within this topic area (e.g., recruiting schools, bringing research to authentic educational settings, and disseminating findings to different audiences). Next, participants will discuss critical issues for future research in this area and provide general feedback on the Cognition and Student Learning topic (e.g., things that have worked well, ways to improve). This session is also open to all researchers with an interest in cognition and student learning.

**MODERATORS: Erin Higgins**, NCER / **Katie Taylor**, NCSER

### COMMUNICATING EDUCATION SCIENCE AND ENGAGING THE PUBLIC **CDS**

>> Georgetown East

Dissemination of research findings is crucial to promoting education science and advancement in the field. In this session, Jeanne Braha, Public Engagement Manager at the American Association for the Advancement of Science (AAAS) will discuss the importance of researcher involvement in communicating research findings to the public. The presenter will share tips and resources for communicating education science, including engaging through social media, and discusses how to find outreach opportunities.

## PRESENTER:

**Jeanne Braha**, American Association for the Advancement of Science (AAAS)

**MODERATOR: Vinita Chhabra**, NCER

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## **COST-EFFECTIVENESS AND COST-BENEFIT ANALYSIS – PART 1** **PDMA**

>> Cabinet

This is the first of a two-part session intended to introduce key aspects of cost-effectiveness analysis and cost-benefit analysis (CEA/CBA) to applied education researchers. The information will help researchers plan their studies and communicate with stakeholders (funding agencies and policymakers) about the fiscal issues associated with conducting the research and implementing interventions in schools.

Part I focuses on communication and description: What information should be included when conducting a CEA/CBA? This part will also address conditions under which CEA/CBA is necessary and what such analysis might be expected to cost.

The session will include presentations and open discussion, along with examples of current practice and checklist materials for education researchers. Examples will be drawn from the trainers' experiences conducting CEA/CBA, reviewing/submitted IES proposals, and work as a former program officer at IES.

### **PRESENTERS:**

**Clive Belfield**, Teachers College, Columbia University

**Brooks Bowden**, Teachers College, Columbia University

**Hank Levin**, Teachers College, Columbia University

**MODERATOR: Wai Chow**, NCER

## **INTEGRATING RESEARCH AND PRACTICE: LESSONS FROM THE NATIONAL CENTER ON SCALING UP EFFECTIVE SCHOOLS** **PC**

>> Lincoln East

The National Center on Scaling Up Effective Schools uses collaborative partnerships and continuous improvement research to build district capacity to scale effective practices. This session will share lessons learned about how working in partnership requires shifts in the roles, activities, and products from traditional research. The session will actively engage participants in thinking about how to shift their own practices to better connect research to practice.

### **PRESENTERS:**

**Marisa Ann Canata**, Vanderbilt University

**Mollie Rubin**, Vanderbilt University

**MODERATOR: Allen Ruby**, NCER

## **SINGLE CASE DESIGN** **PDMA**

>> Georgetown West

Evidence from studies that use single-case designs (SCDs) is typically of high quality but is less typically featured in evidence-based practice reviews about effective education practice. SCD researchers historically have emphasized visual analysis to assess and report the effects of treatments. SCD researchers have also found that statistical analyses that could be applied often do not capture the nuances of SCD data. There remains a compelling rationale for using visual analysis, however, by not also reporting statistical analyses, SCDs will continue to be excluded from evidence-based practice reviews because many researchers value conventional forms and representations of evidence using statistics to integrate findings across multiple studies. In this session, the authors of an NCER-commissioned paper on effect sizes for SCDs will present approaches for computing effect size estimates which

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can be used to compare findings across multiple studies, along with the supporting logic for and the potential implications of incorporating effect size estimates into SCD research.

**PRESENTER:**

**William Shadish**, University of California, Merced

**MODERATOR: Phill Gagne**, NCER

## **SOCIAL AND BEHAVIORAL PROGRAM MEETING** **PM**

>> International Ballroom Center

This session will bring together researchers primarily from the Social and Behavioral Context for Academic Learning program in NCER and the Social and Behavioral Outcomes to Support Learning program in NCER. Participants will have the opportunity to network with other researchers and engage in discussions regarding challenges in conducting social-behavioral research. Participants will be invited to provide feedback on the two programs and to share ideas for future research directions in the social-behavioral domain. Although this session targets grantees in the topics areas listed above, the session is open to all researchers with an interest in social-behavioral research.

**MODERATORS: Jackie Buckley**, NCER / **Emily Doolittle**, NCER

## **THE MULTIPHASE OPTIMIZATION STRATEGY (MOST)** **PDMA**

>> Jefferson West

The Multiphase Optimization Strategy (MOST) is a comprehensive strategy for developing, optimizing, and evaluating behavioral, bio-behavioral, and educational interventions. Inspired by engineering, MOST includes a randomized controlled trial (RCT) for intervention evaluation, but also includes additional earlier phases aimed at optimizing the intervention to meet criteria selected by the researcher. This presentation will provide a conceptual overview of MOST, including the principles behind the strategy and examples of MOST in practice.

**PRESENTER:**

**Linda Collins**, The Pennsylvania State University

**MODERATOR: Amy Sussman**, NCER

## **TRAINING GRANTS MEETING** **PM**

>> Lincoln West

In this special session for the PIs of training grants (pre-doctoral, postdoctoral, statistics/methods, use & practice), we will discuss topics relevant to improving the education research pipeline, from recruiting and mentoring to creating coordinated plans for career-long training. Representation from each training program is required.

**MODERATORS: Corinne Alfeld**, NCER / **Meredith Larson**, NCER / **Robert Ochsendorf**, NCER / **Katina Stapleton**, NCER

# DETAILED MEETING AGENDA

2:30 pm – 2:45 pm

>> Break

## CONCURRENT SESSIONS: 2:45 PM – 4:15 PM

### **AUTISM SPECTRUM DISORDERS (ASD) PROGRAM MEETING (PART II \*SESSION WILL BEGIN AT 3:30 PM) PM**

>> Georgetown West

This session will bring together researchers with NCSEF-funded projects in the Autism Spectrum Disorders (ASD) topic area. Participants will engage in discussions around common challenges to conducting research within this topic area (e.g., recruiting schools, teachers, and students/families, obtaining/maintaining sample, disseminating findings). Participants will discuss critical issues for future research in this area and provide general feedback on this topic and recommendations (e.g., things that have worked well, ways to improve). All PIs with an interest in ASD may attend this meeting, and participants will have the opportunity to network with each other.

**MODERATOR: Kim Sprague, NCSEF**

### **COLLABORATING TO MOVE STEM EDUCATION RESEARCH FORWARD PM**

>> Lincoln East

Improving science, technology, engineering, and mathematics (STEM) education is a national priority, but how can we do it efficiently and effectively? Improving STEM education can take many forms, ranging from improving domain specific instructional practices and pedagogy to integrating all four components of STEM as part of instruction. All IES researchers focusing on improving STEM education are invited to discuss current challenges and how to best move STEM education research forward.

**MODERATORS: Christina Chhin, NCER / Edward Metz, NCER / Robert Ochsendorf, NCSEF**

### **COST-EFFECTIVENESS AND COST-BENEFIT ANALYSIS – PART 2 PDMA**

>> Cabinet

This is the second of a two-part session intended to introduce key aspects of cost-effectiveness analysis and cost-benefit analysis (CEA/CBA) to applied education researchers. The information will help researchers plan their studies and communicate with stakeholders (funding agencies and policymakers) about the fiscal issues associated with conducting the research and implementing interventions in schools.

Part II focuses on quality and rigor: What principles, methods and standards should grantees follow when conducting CEA/CBA? This part will also highlight practices that will help build a strong evidence base and draw attention to problems researchers typically encounter when they conduct CEA/CBA. The session will conclude with discussion of CEA/CBA in practice. Follow-up training may be performed by webinar.

The session will include presentations and open discussion, along with examples of current practice and checklist materials for education researchers. Examples will be drawn from the trainers' experiences conducting CEA/CBA, reviewing/submitted IES proposals, and work as a former program officer at IES.

#### **PRESENTERS:**

**Clive Belfield**, Teachers College, Columbia University

**Brooks Bowden**, Teachers College, Columbia University

**Hank Levin**, Teachers College, Columbia University

**MODERATOR: Wai Chow, NCER**

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## **EARLY LEARNING PROGRAMS AND POLICIES PROGRAM MEETING PM**

>> Georgetown East

This will be a meeting of Early Learning grantees to discuss their current Early Learning projects and talk about research and policy initiatives to support transitions across the prekindergarten to third grade continuum, including strategies for maintaining impacts of preschool interventions in the early elementary grades. The meeting will include a brief presentation by Dr. Dale Farran, describing recent findings from the IES-funded evaluation of the TN Voluntary Pre-K program, followed by a group discussion. Researchers will have an opportunity to discuss current and future research efforts to address children's school readiness and learning and achievement across the transition from preschool to the early elementary grades.

### **PRESENTER:**

**Dale Farran**, Vanderbilt University

**MODERATOR: Caroline Ebanks**, NCER

## **ESTIMATING AND REPORTING IMPACTS USING THE RCT-YES SOFTWARE PDMA**

>> Jefferson East

There is increasing interest in how to conduct low-cost opportunistic experiments to test promising interventions and policies in their service areas using administrative or other data sources. This session will demonstrate a new software tool called RCT-YES, funded by IES, to help promote such research efforts in states and districts. RCT-YES estimates and reports impacts for randomized controlled trials (RCTs) and quasi-experimental designs (QEDs) for a wide range of designs used in education research. The software estimates impacts using a new design-based theory that aligns with the building blocks of experimental designs. RCT-YES is free and can be run using R (which is also free) or Stata, with no programming required. The software was built for a broad audience and requires minimal program inputs.

### **PRESENTER:**

**Peter Schochet**, Mathematica Policy Research

**MODERATOR: Elizabeth Albro**, NCER

## **STATE ADMINISTRATIVE DATA AS A BACKBONE: DEVELOPMENT OF RESEARCH AND PARTNERSHIPS - CENTER FOR THE ANALYSIS OF LONGITUDINAL DATA IN EDUCATION RESEARCH PC**

>> Jefferson West

In this presentation, Washington state will be examined as a case study on how the use of and familiarity with state administrative data can lead to research collaborations, new research questions, innovative data connections, and a better ability to address both short-run and long-run policy issues. Specifically, the discussion will include how Washington's main longitudinal K-12 administrative dataset, the S275, has formed the backbone for data linkages that permit research into timely policy issues like teacher hiring, mobility, layoffs, and retirement. Discussion will also include how these data linkages have led to researcher-practitioner partnerships that enable more nuanced research and help to inform policy decisions.

### **PRESENTER:**

**Dan Goldhaber**, American Institutes for Research

**MODERATOR: Allen Ruby**, NCER

# DETAILED MEETING AGENDA

## THE NATIONAL CENTER ON ASSESSMENT AND ACCOUNTABILITY FOR SPECIAL EDUCATION (NCAASE): WHAT DO WE KNOW ABOUT ACHIEVEMENT GROWTH FOR STUDENTS WITH DISABILITIES? **RR**

>> Lincoln West

The purpose of the NCAASE is to develop and test various approaches for measuring the achievement growth of students with and without disabilities. The Center's focused program of research on reading and mathematics achievement growth is based on existing sets of longitudinal achievement data for students with and without disabilities from North Carolina, Arizona, Oregon, and Pennsylvania. This presentation will provide an overview of the center's work, including the documented natural developmental progress of students with disabilities and the effects of using various analytical models to document progress.

### PRESENTERS:

**Steve Elliott**, Arizona State University

**Ann Schulte**, Arizona State University

**Joe Stevens**, University of Oregon

**Jerry Tindal**, University of Oregon

**MODERATOR: Jackie Buckley**, NCSER

## TRANSITION OUTCOMES FOR SECONDARY STUDENTS WITH DISABILITIES PROGRAM MEETING (PART I) **PM**

>> Georgetown West

This session will bring together researchers with NCSER-funded projects in the Transition Outcomes for Secondary Students with Disabilities topic area. The session will begin with a brief presentation: "*CIRCLES: Results from a Cluster Randomized Controlled Trial of a Multi-Level Model of Interagency Collaboration on Self-Determination for Students with Disabilities.*" This study examined the efficacy of a multi-tier interagency collaborative model for improving transition-planning service delivery for students with disabilities. Results will be presented for the four-year study outcomes. Following the presentation, participants will engage in discussions around common challenges to conducting research within this topic area (e.g., recruiting, obtaining/maintaining sample, disseminating findings). Participants will discuss critical issues for future research in this area and provide general feedback on this topic and recommendations (e.g., things that have worked well, ways to improve). All researchers with an interest in Transition may attend this meeting, and participants will have the opportunity to network with each other.

### PRESENTER:

**David Test**, University of North Carolina, Charlotte

**MODERATOR: Kim Sprague**, NCSER

# POSTER PRESENTATION LIST

Listed by Last Name (in alphabetical order)

Presenter	Institution	Title	Poster Category	Grant/Contract Number	Poster Number
Aleven, Vincent	Carnegie Mellon University	Elementary School Students Learning Collaboratively and Individually Through the Use of an Intelligent Tutoring System	Math and Science	R305A120734	31
Alibali, Martha	University of Wisconsin - Madison	Do Linking Gestures Promote Mathematics Learning? Lessons from a Teacher Avatar	Math and Science	R305A130016	32
Allor, Jill	Southern Methodist University	The Effects a Text-Centered Supplemental Literacy Curriculum for Students with Intellectual Disabilities	Reading, Writing, and Language Development	R324A130102	2
Babinski, Leslie	Duke University	Promoting Academic Success for Latino English Learners	Effective Teachers and Effective Teaching	R305A120290	38
Bengochea, Alain	The Ohio State University	Print Knowledge in Yucatec Maya-Spanish Bilingual Children: An Initial Inquiry	Early Learning	R305B120008	11
Boyd, Brian	University of North Carolina at Chapel Hill	Effects of the ASAP Intervention on the Engagement and Challenging Behavior of Preschoolers with ASD	Special Education	R324A110256	46
Braithwaite, David	Carnegie Mellon University	A Cognitive Model of Fraction Arithmetic	Math and Science	R305B100001	35
Brown, Carolyn	Foundations in Learning	Assessing Automaticity of Word Level Reading Skills in Struggling Middle School Readers	Reading, Writing, and Language Development	ED-IES-15-C-0023	3
Buzhardt, Jay	University of Kansas	Home Visitors' Implementation Fidelity of the Making Online Decisions System: Effect on Infant and Toddler Expressive Communication	Special Education	R324A120365	47
Cannata, Marisa	Vanderbilt University	The National Center on Scaling Up Effective Schools: Using Continuous Improvement to Integrate Design, Implementation, and Scale	Education Systems and Postsecondary Education	R305C100023	60

# POSTER PRESENTATION LIST

Presenter	Institution	Title	Poster Category	Grant/Contract Number	Poster Number
Childress, Debra	3C Institute	Stakeholder Perspectives on the Utility of a Web-based Resilience Skills Building Program for Supporting Students with High Functioning Autism in the Successful Transition to Postsecondary Education	Special Education	ED-IES-13-C-0026	48
Clemens, Nathan	Texas A&M University	A Comparison of Computer-Adaptive and Paper-Based Measures for Monitoring the Reading Growth of At-Risk Kindergarten Students	Reading, Writing, and Language Development	R324A130214	10
Conroy, Maureen	University of Florida	Teacher and Child Outcomes of the BEST in CLASS Efficacy Trial	Early Learning	R324A110173	16
Costa, Lara-Jeane	UNC Chapel Hill	Efficacy of SRSD Writing Intervention: Middle School Randomized Control Trial	Reading, Writing, and Language Development	R305A120145	4
D'Mello, Sidney	University of Notre Dame	Automating the Measurement and Assessment of Classroom Discourse	Effective Teachers and Effective Teaching	R305A130030	39
Estrada, Peggy	Univ. of Calif. Santa Cruz	Secondary English Learner and Reclassified Students' Opportunity to Learn: Access to Core Content, the Full Curriculum, and Higher-Performing Non-EL Peers	Education Systems and Postsecondary Education	R305A110512	59
Flory, Kate	University of South Carolina	Do Language-Based Thinking, Reasoning, and Problem Solving Abilities Explain the Relation between Childhood ADHD Symptoms and Social Impairment?	Social and Behavioral Outcomes	R324A120003	20
Foster, Matthew	University of Texas Health Science Center at Houston	A Randomized Control Trial Evaluating the Effectiveness of Computer Assisted Instruction in Numeracy on Math Outcomes for English Learners in Kindergarten: Implications for Measurement of Student Academic Outcomes	Math and Science	R324B110007 & R305A080196	30
Garbacz, Andy	University of Oregon	Promoting Positive Family Support in Middle Schools: Student and Parent Outcomes and Implementation Challenges and Solutions	Social and Behavioral Outcomes	R324A090111	23

# POSTER PRESENTATION LIST

Presenter	Institution	Title	Poster Category	Grant/Contract Number	Poster Number
Graziano, Paulo	Florida International University	Beyond Behavioral Modification: Benefits of Socio-emotional/ Self-regulation Training for Preschoolers with Behavior Problems	Early Learning	R324A120136	18
Jacovina, Matthew	Arizona State University	Instructional Videos versus Texts in a Writing Strategy Tutor	Reading, Writing, and Language Development	R305A120707	5
Jennings, Patricia	University of Virginia, Curry School of Education	Promoting Teachers' Social and Emotional Competence, Well-Being and Classroom Quality: A Randomized Controlled Trial of the CARE for Teachers Professional Development Program	Effective Teachers and Effective Teaching	R305A120180	44
Landa, Rebecca	Kennedy Krieger Institute	Early Achievements Autism Pre-K Intervention Pilot RCT: Effects on Child Development and Teacher Integrity of Implementation	Special Education	R324A120330	49
Landry, Susan	University of Texas Health Science Center - Children's Learning Institute	Support for Young English Language Learners through Small Group Instruction	Effective Teachers and Effective Teaching	R324A110079	40
Lembke, Erica	University of Missouri	Supporting Teachers' Implementation of Data-Based Instruction in Early writing: A Feasibility Study	Effective Teachers and Effective Teaching	R324A130144	41
Lorch, Elizabeth	University of Kentucky	Development and Evaluation of a Narrative Comprehension Intervention for Elementary School Children At-Risk for ADHD	Reading, Writing, and Language Development	R305A120171	6
Mariano, Louis	RAND Corporation	The Causal Effects of Grade Retention on Behavioral Outcomes	Education Systems and Postsecondary Education	R305E120006	58

# POSTER PRESENTATION LIST

Presenter	Institution	Title	Poster Category	Grant/Contract Number	Poster Number
Marquez, Brion	Iris Educational Media	Development and pilot outcomes for We Have Choices, a student self-management multimedia curriculum for reducing problem behavior in upper elementary classrooms by transferring externally applied teacher controls to internally applied student controls	Social and Behavioral Outcomes	R324A110074	22
Massey, Christine	University of Pennsylvania	Perceptual Learning Technology in Mathematics Education	Math and Science	R305A120288	33
McClelland, Megan	Oregon State University	The Head-Toes-Knees-Shoulders Task as a Measure of School Readiness	Early Learning	R305A100566	14
McIntosh, Kent	University of Oregon	Factors Predicting Sustained Implementation of a Social Behavior Intervention in Schools	Education Systems and Postsecondary Education	R324A120278	56
Miller, Emily	University of Illinois at Urbana-Champaign	Impactful Factors for the Success of Female Mathematics Doctoral Students: Working Toward the Formulation of a Set of Best Practices	Education Systems and Postsecondary Education	R305B100017	57
Morrill, Brooke	Schell Games	Happy Atoms: A Chemistry Modeling Set and Interactive Digital App for Teaching Molecular Bonding in the 21st Century	Math and Science	ED-IES-15-C-0025	36
Murphy, P. Karen	The Pennsylvania State University	Quasi-Experimental Evidence of the Efficacy of Quality Talk's Effects Upon Fifth-Grade Students' Oral and Written Argumentation Skills	Reading, Writing, and Language Development	R305A130031	7
Nugent, Gwen	Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln	Effectiveness of Technology-Delivered Science Coaching in Rural Middle and High Schools	Effective Teachers and Effective Teaching	R305C090022	42
Pareja, Amber	University of Chicago Consortium on Chicago School Research	Mechanisms through which School Leadership Influences Instruction and Student Learning: A Longitudinal Analysis of Leadership in Chicago Public Schools	Education Systems and Postsecondary Education	R305A120706	55

# POSTER PRESENTATION LIST

Presenter	Institution	Title	Poster Category	Grant/Contract Number	Poster Number
Pfiffner, Linda	University of California San Francisco	Efficacy of the Collaborative Life Skills Program for ADHD	Social and Behavioral Outcomes	R324A120358	24
Reinke, Wendy	University of Missouri	The Incredible Year Teacher Classroom Management Program: Findings from a Group Randomized Control Trial	Social and Behavioral Outcomes	R305A100342	21
Rohrer, Doug	University of South Florida	Interleaved Practice Improves Mathematics Learning	Math and Science	R305A110517	37
Roschelle, Jeremy	SRI International	Preliminary Findings from An Efficacy Study of Online Mathematics Homework	Math and Science	R305A120125	34
Rosinger, Kelly Ochs	University of Virginia	How Does Information About Financial Aid Awards Affect College Enrollment and Borrowing? Evidence from a Randomized Controlled Trial	Education Systems and Postsecondary Education	R305B130013	54
Sandilos, Lia	University of Virginia	Relations between teachers' feelings of stress and efficacy on teacher-child interactions in pre-kindergarten classrooms	Effective Teachers and Effective Teaching	R305B130013	43
Schoen, Robert	Florida State University	Measuring Early Elementary Teachers' Knowledge and Beliefs about Mathematics Teaching and Learning	Math and Science	R305A120781	27
Sheridan, Susan	Nebraska Center for Research on CYFS; University of Nebraska-Lincoln	A Randomized Trial Examining the Effects of Conjoint Behavioral Consultation in Rural Schools: Student and Teacher Outcomes and the Mediating Role of the Parent-Teacher Relationship	Social and Behavioral Outcomes	R324A100115	25
Shin, Yongyun	Virginia Commonwealth University	Causal Analysis of Random Coefficients Given Noncompliance and Data MAR in Multisite Trials	Social and Behavioral Outcomes	R305D130033	19
Shriner, James	University of Illinois	Effects of a Web-based Tutorial for Standards-based Individualized Education Programs	Education Systems and Postsecondary Education	R324A120081	52

# POSTER PRESENTATION LIST

Presenter	Institution	Title	Poster Category	Grant/Contract Number	Poster Number
Starkey, Prentice	WestEd	A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students	Math and Science	R305A120262	29
Steele, Jennifer	American University	Effects of Dual-Language Immersion on Student Achievement: Evidence from Lottery Data	Education Systems and Postsecondary Education	R305E120003	53
Sumi, Carl	SRI International	Students Exposed to Trauma: An Efficacy Study of the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Program	Social and Behavioral Outcomes	R324A110027	26
Tominey, Shauna	Yale Center for Emotional Intelligence	Promoting Social and Emotional Skill Development in Early Childhood with Preschool RULER	Early Learning	R305A120172	15
Upshur, Carole	University of Massachusetts Medical School	Preliminary Findings of Kidsteps II: Promoting School Readiness through Social Emotional Skill Building in Preschool	Early Learning	R305A130336	17
Vernon-Feagans, Lynne	University of North Carolina at Chapel Hill	Providing Early Elementary Classroom Teachers with Weekly Webcam Coaching so These Teachers Can Provide Individualized Reading Instruction to Struggling Readers: The Targeted Reading Intervention	Reading, Writing, and Language Development	R305A100654	9
Wackerle-Hollman, Alisha	University of Minnesota	Establishing a Comparative Score Rubric for Supporting High Quality English and Spanish Early Literacy Instruction and Intervention	Early Learning	R305A120449	13
Wanzek, Jeanne	Vanderbilt University	Effects of Tier 2 Intervention for Upper Elementary Students	Reading, Writing, and Language Development	R324A130262	8
Ward, Wayne	Boulder Language Technologies	My Science Tutor Efficacy Study: Improving Science Learning Through Tutorial Dialogs	Math and Science	R305A130206	28
Watson, Linda	University of North Carolina at Chapel Hill	Efficacy of a Parent-Mediated Intervention for One-Year-Olds at-Risk for Autism	Special Education	R324A100305	50

# POSTER PRESENTATION LIST

Presenter	Institution	Title	Poster Category	Grant/Contract Number	Poster Number
Wijekumar, Kausalai (Kay)	Texas A&M University - Center for Technology and Urban Schools	Promoting Comprehension in the Content Areas for 4th and 5th Grade Spanish Speaking English Language Learners with Web-Based Text Structure Instruction - Results from a Randomized Controlled Study	Reading, Writing, and Language Development	R305A130704	1
Wilcox, M. Jeanne	Arizona State University	Efficacy Testing of the TELL Curriculum to Promote Early Literacy and Language Skills for Preschool Children with Developmental Speech and/or Language Impairment	Early Learning	R324A110048	12
Woods, Juliann	Florida State University	Embedded Practices and Intervention with Caregivers: Findings from a Feasibility Study	Special Education	R324A130121	45
Yu, Jennifer	SRI International	What Secondary School Interventions Improve College Enrollment Rates among Students with Autism Spectrum Disorders?	Special Education	R324A120012	51

# POSTER PRESENTATION LIST

## Listed by Poster Number and Category

Poster Number	Presenter	Institution	Title	Poster Category	Grant/Contract Number
1	Wijekumar, Kausalai (Kay)	Texas A&M University - Center for Technology and Urban Schools	Promoting Comprehension in the Content Areas for 4th and 5th Grade Spanish Speaking English Language Learners with Web-Based Text Structure Instruction - Results from a Randomized Controlled Study	Reading, Writing, and Language Development	R305A130704
2	Allor, Jill	Southern Methodist University	The Effects a Text-Centered Supplemental Literacy Curriculum for Students with Intellectual Disabilities	Reading, Writing, and Language Development	R324A130102
3	Brown, Carolyn	Foundations in Learning	Assessing Automaticity of Word Level Reading Skills in Struggling Middle School Readers	Reading, Writing, and Language Development	ED-IES-15-C-0023
4	Costa, Lara-Jeane	University of North Carolina at Chapel Hill	Efficacy of SRSD Writing Intervention: Middle School Randomized Control Trial	Reading, Writing, and Language Development	R305A120145
5	Jacovina, Matthew	Arizona State University	Instructional Videos versus Texts in a Writing Strategy Tutor	Reading, Writing, and Language Development	R305A120707
6	Lorch, Elizabeth	University of Kentucky	Development and Evaluation of a Narrative Comprehension Intervention for Elementary School Children At-Risk for ADHD	Reading, Writing, and Language Development	R305A120171
7	Murphy, P. Karen	The Pennsylvania State University	Quasi-Experimental Evidence of the Efficacy of Quality Talk's Effects Upon Fifth-Grade Students' Oral and Written Argumentation Skills	Reading, Writing, and Language Development	R305A130031
8	Wanzek, Jeanne	Vanderbilt University	Effects of Tier 2 Intervention for Upper Elementary Students	Reading, Writing, and Language Development	R324A130262

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Poster Number	Presenter	Institution	Title	Poster Category	Grant/Contract Number
9	Vernon-Feagans, Lynne	University of North Carolina at Chapel Hill	Providing Early Elementary Classroom Teachers With Weekly Webcam Coaching So These Teachers Can Provide Individualized Reading Instruction To Struggling Readers: The Targeted Reading Intervention	Reading, Writing, and Language Development	R305A100654
10	Clemens, Nathan	Texas A&M University	A Comparison of Computer-Adaptive and Paper-Based Measures for Monitoring the Reading Growth of At-Risk Kindergarten Students	Reading, Writing, and Language Development	R324A130214
11	Bengochea, Alain	The Ohio State University	Print Knowledge in Yucatec Maya-Spanish Bilingual Children: An Initial Inquiry	Early Learning	R305B120008
12	Wilcox, M. Jeanne	Arizona State University	Efficacy Testing of the TELL Curriculum to Promote Early Literacy and Language Skills for Preschool Children with Developmental Speech and/or Language Impairment	Early Learning	R324A110048
13	Wackerle-Hollman, Alisha	University of Minnesota	Establishing a Comparative Score Rubric for Supporting High Quality English and Spanish Early Literacy Instruction and Intervention	Early Learning	R305A120449
14	McClelland, Megan	Oregon State University	The Head-Toes-Knees-Shoulders Task as a Measure of School Readiness	Early Learning	R305A100566
15	Susan Rivers/Tominey, Shauna	Yale Center for Emotional Intelligence	Promoting Social and Emotional Skill Development in Early Childhood with Preschool RULER	Early Learning	R305A120172
16	Conroy, Maureen	University of Florida	Teacher and Child Outcomes of the BEST in CLASS Efficacy Trial	Early Learning	R324A110173
17	Upshur, Carole	University of Massachusetts Medical School	Preliminary Findings of Kidsteps II: Promoting School Readiness through Social Emotional Skill Building in Preschool	Early Learning	R305A130336

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Poster Number	Presenter	Institution	Title	Poster Category	Grant/Contract Number
18	Graziano, Paulo	Florida International University	Beyond Behavioral Modification: Benefits of Socio-emotional/Self-regulation Training for Preschoolers with Behavior Problems	Early Learning	R324A120136
19	Shin, Yongyun	Virginia Commonwealth University	Causal Analysis of Random Coefficients Given Noncompliance and Data MAR in Multisite Trials	Social and Behavioral Outcomes	R305D130033
20	Flory, Kate	University of South Carolina	Do Language-Based Thinking, Reasoning, and Problem Solving Abilities Explain the Relation between Childhood ADHD Symptoms and Social Impairment?	Social and Behavioral Outcomes	R324A120003
21	Reinke, Wendy	University of Missouri	The Incredible Year Teacher Classroom Management Program: Findings from a Group Randomized Control Trial	Social and Behavioral Outcomes	R305A100342
22	Marquez, Brion	Iris Educational Media	Development And Pilot Outcomes For We Have Choices, A Student Self-Management Multimedia Curriculum For Reducing Problem Behavior In Upper Elementary Classrooms By Transferring Externally Applied Teacher Controls To Internally Applied Student Controls	Social and Behavioral Outcomes	R324A110074
23	Garbacz, Andy	University of Oregon	Promoting Positive Family Support in Middle Schools: Student and Parent Outcomes and Implementation Challenges and Solutions	Social and Behavioral Outcomes	R324A090111
24	Pfiffner, Linda	University of California, San Francisco	Efficacy of the Collaborative Life Skills Program for ADHD	Social and Behavioral Outcomes	R324A120358
25	Sheridan, Susan	Nebraska Center for Research on CYFS; University of Nebraska-Lincoln	A Randomized Trial Examining the Effects of Conjoint Behavioral Consultation in Rural Schools: Student and Teacher	Social and Behavioral Outcomes	R324A100115

# POSTER PRESENTATION LIST

Poster Number	Presenter	Institution	Title	Poster Category	Grant/Contract Number
26	Sumi, Carl	SRI International	Students Exposed to Trauma: An Efficacy Study of the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Program	Social and Behavioral Outcomes	R324A110027
27	Schoen, Robert	Florida State University	Measuring Early Elementary Teachers' Knowledge and Beliefs about Mathematics Teaching and Learning	Math and Science	R305A120781
28	Ward, Wayne	Boulder Language Technologies	My Science Tutor Efficacy Study: Improving Science Learning Through Tutorial Dialogs	Math and Science	R305A130206
29	Starkey, Prentice	WestEd	A Randomized Study of the Efficacy of a Two-Year Mathematics Intervention for At-Risk Pre-Kindergarten and Kindergarten Students	Math and Science	R305A120262
30	Foster, Matthew	University of Texas Health Science Center at Houston	A Randomized Control Trial Evaluating the Effectiveness of Computer Assisted Instruction in Numeracy on Math Outcomes for English Learners in Kindergarten: Implications for Measurement of Student Academic Outcomes	Math and Science	R324B110007 & R305A080196
31	Aleven, Vincent	Carnegie Mellon University	Elementary School Students Learning Collaboratively and Individually Through the Use of an Intelligent Tutoring System	Math and Science	R305A120734
32	Alibali, Martha	University of Wisconsin - Madison	Do Linking Gestures Promote Mathematics Learning? Lessons from a Teacher Avatar	Math and Science	R305A130016
33	Massey, Christine	University of Pennsylvania	Perceptual Learning Technology in Mathematics Education	Math and Science	R305A120288
34	Roschelle, Jeremy	SRI International	Preliminary Findings from An Efficacy Study of Online Mathematics Homework	Math and Science	R305A120125

# POSTER PRESENTATION LIST

Poster Number	Presenter	Institution	Title	Poster Category	Grant/Contract Number
35	Braithwaite, David	Carnegie Mellon University	A Cognitive Model of Fraction Arithmetic	Math and Science	R305B100001
36	Morrill, Brooke	Schell Games	Happy Atoms: A Chemistry Modeling Set and Interactive Digital App for Teaching Molecular Bonding in the 21st Century	Math and Science	ED-IES-15-C-0025
37	Rohrer, Doug	University of South Florida	Interleaved Practice Improves Mathematics Learning	Math and Science	R305A110517
38	Babinski, Leslie	Duke University	Promoting Academic Success for Latino English Learners	Effective Teachers and Effective Teaching	R305A120290
39	D'Mello, Sidney	University of Notre Dame	Automating the Measurement and Assessment of Classroom Discourse	Effective Teachers and Effective Teaching	R305A130030
40	Landry, Susan	University of Texas Health Science Center - Children's Learning Institute	Support for Young English Language Learners through Small Group Instruction	Effective Teachers and Effective Teaching	R324A110079
41	Lembke, Erica	University of Missouri	Supporting Teachers' Implementation of Data-Based Instruction in Early Writing: A Feasibility Study	Effective Teachers and Effective Teaching	R324A130144
42	Nugent, Gwen	Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln	Effectiveness of Technology-Delivered Science Coaching in Rural Middle and High Schools	Effective Teachers and Effective Teaching	R305C090022
43	Sandilos, Lia	University of Virginia	Relations Between Teachers' Feelings of Stress and Efficacy on Teacher-Child Interactions in Pre-Kindergarten Classrooms	Effective Teachers and Effective Teaching	R305B130013
44	Jennings, Patricia	University of Virginia, Curry School of Education	Promoting Teachers' Social and Emotional Competence, Well-Being and Classroom Quality: A Randomized Controlled Trial of the CARE for Teachers Professional Development Program	Effective Teachers and Effective Teaching	R305A120180

# POSTER PRESENTATION LIST

Poster Number	Presenter	Institution	Title	Poster Category	Grant/Contract Number
45	Woods, Juliann	Florida State University	Embedded Practices and Intervention with Caregivers: Findings from a Feasibility Study	Special Education	R324A130121
46	Boyd, Brian	University of North Carolina at Chapel Hill	Effects of the ASAP Intervention on the Engagement and Challenging Behavior of Preschoolers with ASD	Special Education	R324A110256
47	Buzhardt, Jay	University of Kansas	Home Visitors' Implementation Fidelity of the Making Online Decisions System: Effect on Infant and Toddler Expressive Communication	Special Education	R324A120365
48	Childress, Debra	3C Institute	Stakeholder Perspectives on the Utility of a Web-based Resilience Skills Building Program for Supporting Students with High Functioning Autism in the Successful Transition to Postsecondary Education	Special Education	ED-IES-13-C-0026
49	Landa, Rebecca	Kennedy Krieger Institute	Early Achievements Autism Pre-K Intervention Pilot RCT: Effects on Child Development and Teacher Integrity of Implementation	Special Education	R324A120330
50	Watson, Linda	University of North Carolina at Chapel Hill	Efficacy of a Parent-Mediated Intervention for One-Year-Olds at-Risk for Autism	Special Education	R324A100305
51	Yu, Jennifer	SRI International	What Secondary School Interventions Improve College Enrollment Rates among Students with Autism Spectrum Disorders?	Special Education	R324A120012
52	Shriner, James	University of Illinois	Effects of a Web-based Tutorial for Standards-based Individualized Education Programs	Education Systems and Postsecondary Education	R324A120081
53	Steele, Jennifer	American University	Effects of Dual-Language Immersion on Student Achievement: Evidence from Lottery Data	Education Systems and Postsecondary Education	R305E120003

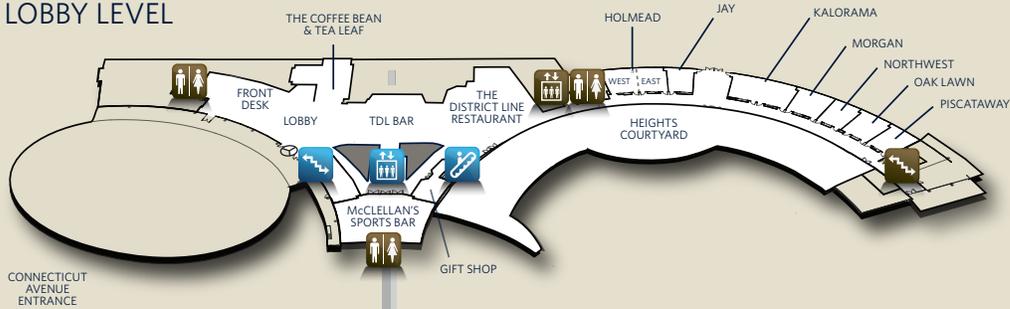
# POSTER PRESENTATION LIST

Poster Number	Presenter	Institution	Title	Poster Category	Grant/Contract Number
54	Rosinger, Kelly Ochs	University of Virginia	How Does Information About Financial Aid Awards Affect College Enrollment and Borrowing? Evidence from a Randomized Controlled Trial	Education Systems and Postsecondary Education	R305B130013
55	Pareja, Amber	University of Chicago Consortium on Chicago School Research	Mechanisms through which School Leadership Influences Instruction and Student Learning: A Longitudinal Analysis of Leadership in Chicago Public Schools	Education Systems and Postsecondary Education	R305A120706
56	McIntosh, Kent	University of Oregon	Factors Predicting Sustained Implementation of a Social Behavior Intervention in Schools	Education Systems and Postsecondary Education	R324A120278
57	Miller, Emily	University of Illinois at Urbana-Champaign	Impactful Factors for the Success of Female Mathematics Doctoral Students: Working Toward the Formulation of a Set of Best Practices	Education Systems and Postsecondary Education	R305B100017
58	Mariano, Louis	RAND Corporation	The Causal Effects of Grade Retention on Behavioral Outcomes	Education Systems and Postsecondary Education	R305E120006
59	Estrada, Peggy	University of California, Santa Cruz	Secondary English Learner and Reclassified Students' Opportunity to Learn: Access to Core Content, the Full Curriculum, and Higher-Performing Non-EL Peers	Education Systems and Postsecondary Education	R305A110512
60	Cannata, Marisa	Vanderbilt University	The National Center on Scaling Up Effective Schools: Using Continuous Improvement to Integrate Design, Implementation, and Scale	Education Systems and Postsecondary Education	R305C100023

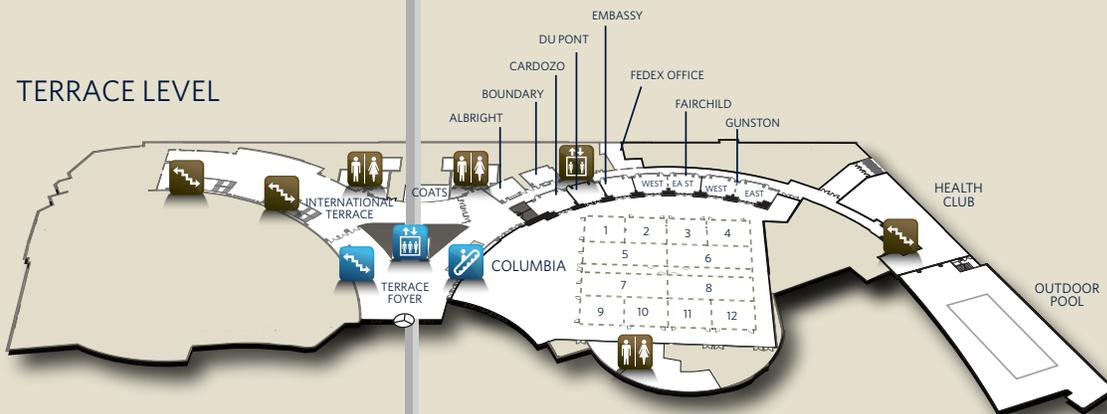
# HOTEL FLOOR PLANS

## WASHINGTON HILTON FLOOR PLANS

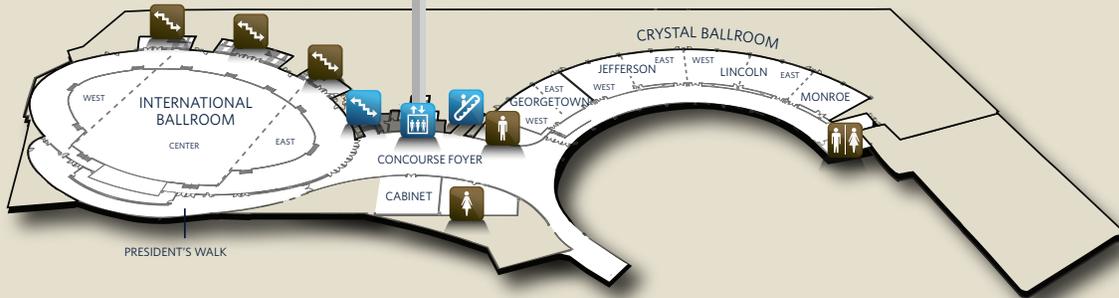
### LOBBY LEVEL



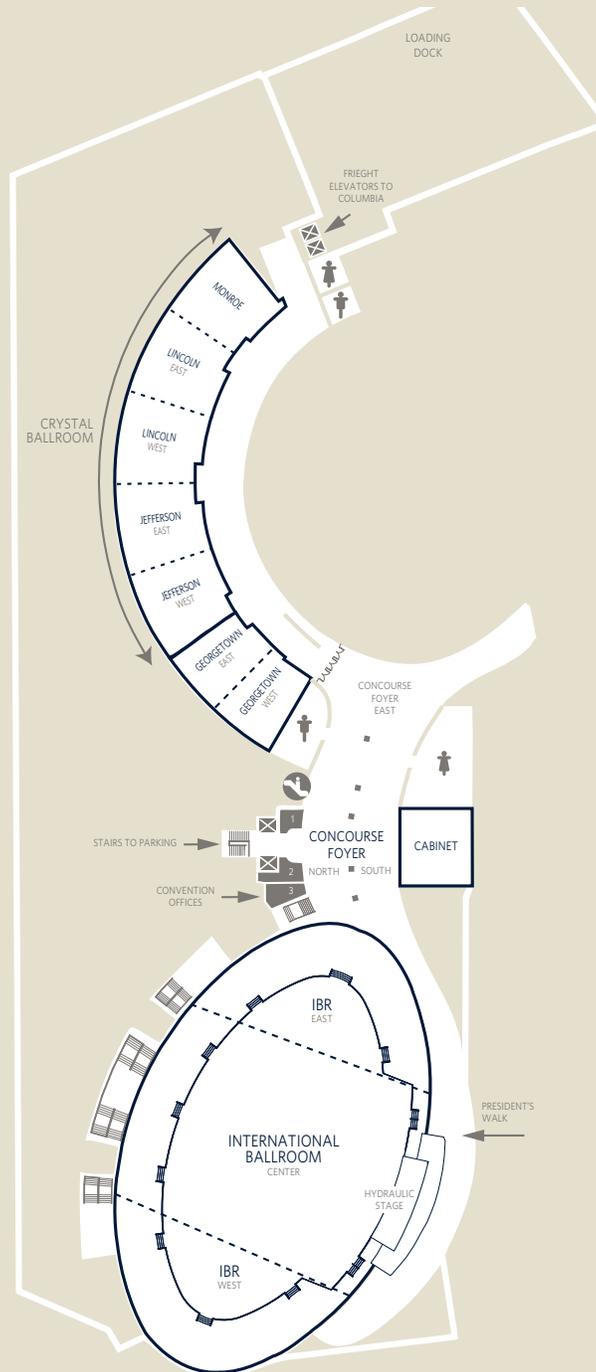
### TERRACE LEVEL



### CONCOURSE LEVEL



## CONCOURSE LEVEL WASHINGTON HILTON



STUDENT  
STRATEGY  
INSTRUCTIONAL  
RESEARCH  
EDUCATION  
TEACHING  
IMPACT  
MEASURES  
PROJECT  
SCIENCE  
ANALYTIC  
TEAM  
STRATEGIES  
DATA  
MODEL  
TRAINING  
EFFICACY  
LEARNING  
STUDENT  
PRACTICE  
LEARNING  
RANDOMIZED  
DEVELOPMENT  
DECEMBER

