

# MAKING IT MATTER:

Rigorous Research from Design to Dissemination



2016 PRINCIPAL INVESTIGATORS MEETING

## PROGRAM

Washington, DC  
December 15-16, 2016



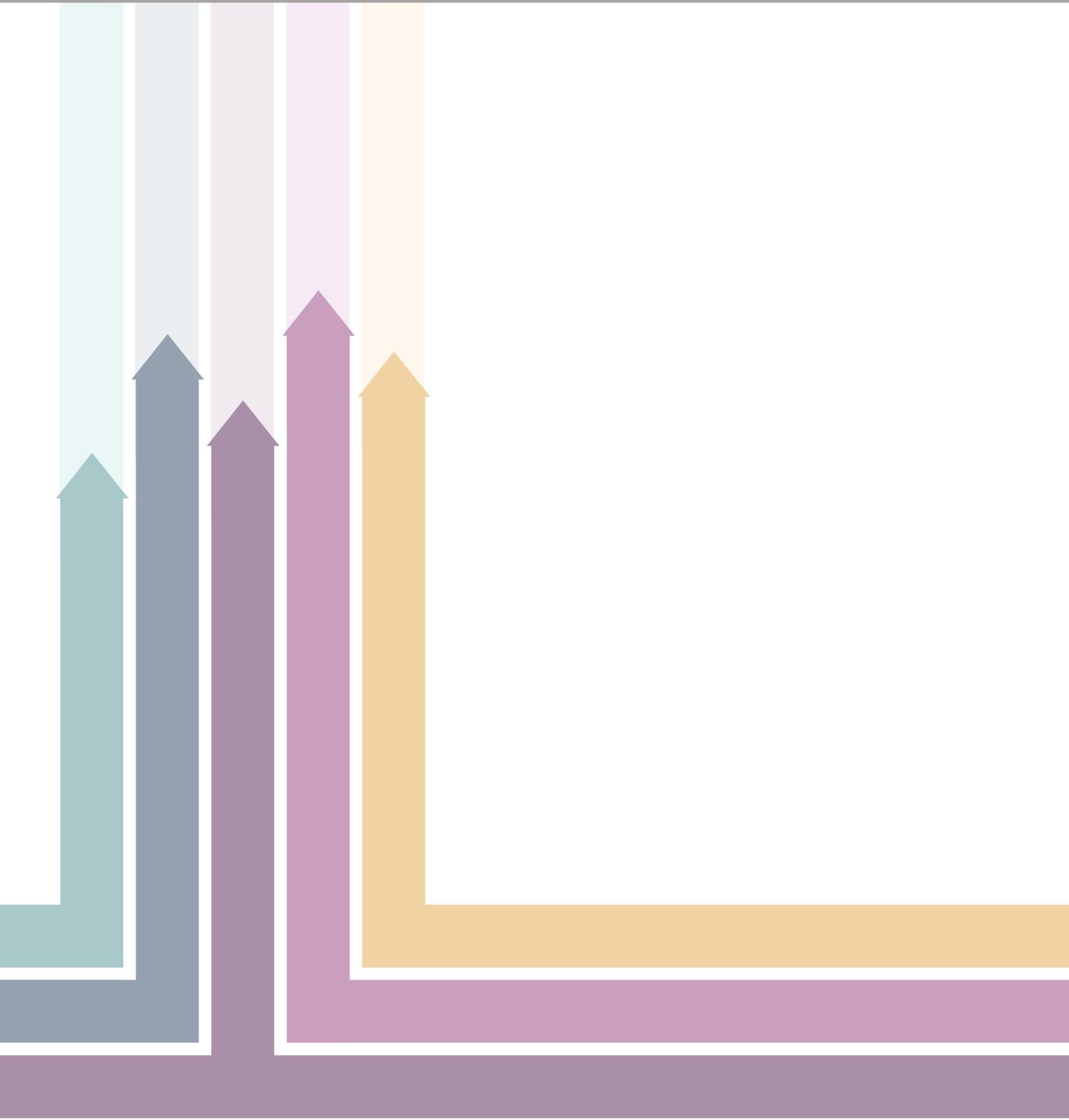


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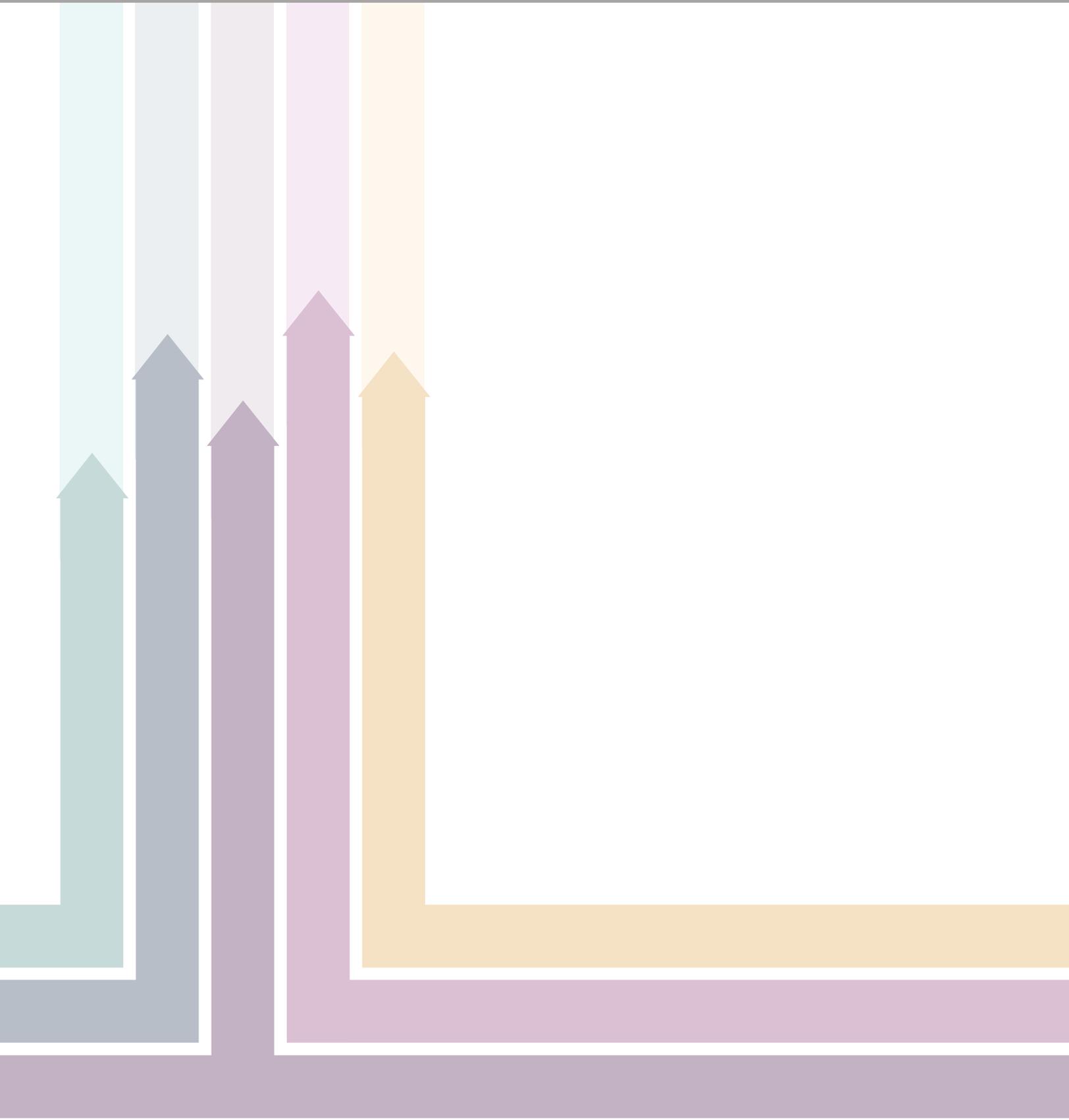
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## UNITED STATES DEPARTMENT OF EDUCATION

*Institute of Education Sciences*

Dear Colleagues,

Welcome to the 2016 Institute of Education Sciences (IES) Principal Investigators Meeting! This year's theme, *Making it Matter: Rigorous Research from Design to Dissemination*, underscores IES' commitment to funding high quality research projects that will lead to meaningful improvements in schools and student outcomes. Our Co-Chairs for the 2016 Principal Investigators (PI) Meeting – Roberta Golinkoff (University of Delaware), Kathleen Lane (University of Kansas), and Grace Wardhana (Kiko Labs) – have channeled their passion for research and dissemination to help select the theme, plan sessions, and identify speakers for this meeting. We are grateful for their contribution.

The overall purpose of this gathering 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 solicited feedback on last year's meeting to help us shape this year's agenda. Based on comments we received, we are allowing more time for informal meetings and networking, and have placed even greater emphasis on methodological training. In the interest of supporting dissemination efforts, we are also offering workshops and panels focusing on different forms of dissemination to a variety of audiences. Based on positive responses to last year's meeting format, we will also continue to hold 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.

Thank you for your participation. We are looking forward to a great meeting.

Thomas Brock, Commissioner, NCER

Joan McLaughlin, Commissioner, NCSER

550 12<sup>th</sup> Street, SW, Washington, DC 20202

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



## **IN MEMORIAM - WILLIAM R. SHADISH**

This past year, we lost a valuable member of our research community, William R. Shadish. Dr. Shadish, Distinguished Professor and a Founding Faculty member at the University of California, Merced, made substantial contributions across a number of fields, including behavioral science, education program evaluation, psychology, and research design and methodology. Among his many accomplishments in methodological research, he was an innovator in single-case design research (SCD), serving as the Principal Investigator for two Statistical and Research Methodology in Education grants to advance this method's capabilities, co-authoring an IES-commissioned paper on calculating effect sizes in SCD, co-teaching an IES summer institute on SCD, and facilitating a workshop on SCD at the 2015 PI Meeting. Not only was his work critical to the field, but his dissemination of knowledge to other researchers greatly advanced science. His work will be carried forward by his colleagues and students.

## MEETING INFORMATION

### 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. 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 \$51.00 daily. The fee for self-parking with in/out privileges is \$43.00.

#### AUTOMATIC TELLER MACHINE (ATM)

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

#### INTERNET ACCESS

Complimentary wireless high speed Internet access is available in the lobby and throughout the meeting space. In addition, complimentary wireless Internet access will be available for meeting participants in their guest rooms. 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.

#### 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 ITEMS

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.

# MEETING INFORMATION

## 2016 PI MEETING INFORMATION

### GENERAL

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

All sessions are on a first come, first served 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.

### REGISTRATION

All registrants of the 2016 Principal Investigators Meeting must check-in at the registration desk located in the **Terrace Foyer** to pick up your name badge and other conference materials. On-site registration will be available during registration hours.

#### Registration Hours

Wednesday, December 14	5:00 pm – 6:30 pm
Thursday, December 15	7:30 am – 3:00 pm
Friday, December 16	7:30 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.

### VIDEOTAPING

Please be advised that various sessions will be videotaped throughout the meeting. By entering the session, you are giving consent to Manhattan Strategy Group (MSG), and its client, to use your image in its publications, advertising or other media activities (including the Internet) without expectation of compensation or other remuneration, now or in the future.

### 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 December 15 from 8:00 am – 2:00 pm in the **Columbia Ballroom (Terrace 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 high by 8-foot wide 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 **Columbia Room (Terrace Level)** and be available at their assigned location.

Tear down must be completed immediately following the poster session on Thursday, December 15 and no later than 7:00 pm. Any posters remaining after 7:00 pm will be discarded by the Hotel.

### Poster Session Hours:

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

## PRE-PAID MEAL INFORMATION

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

If you did not pre-pay for your meals during registration, the Hotel will accept payment during the lunch period. Also, a limited quantity of extra pre-made meals will be available for purchase during lunch each day (at the Concession stand in the **International Ballroom East**) on a first come, first served basis, after pre-paid meals are received.

## 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 2016 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.

# NETWORK. ENGAGE. CONNECT.



## LIVE TWITTER FEED: #IESPIMTG

Tweet one, Tweet all! We encourage you to live tweet about presentations, interactions, or discussions, using **#IESPIMTg**. Read the live feeds on the mobile app, or view the screens located on the Concourse Level.



## VIDEOS

Watch short videos of IES-funded researchers on screens located on the Concourse Level. These videos highlight the important work IES researchers are doing, why it matters, and for whom.



## MEET-UPS

Check the PI Meeting Mobile App Guidebook for info about "meet-ups" with colleagues in the Networking Lounge. Meet-ups will be centered around specific topics or issues. Come prepared to network, engage, and connect!



## POST A PICTURE

Tell us (and the world) why your research matters. Copies of the *"My research matters because..."* sign will be available throughout the meeting space. Fill out the sign, snap a photo of yourself holding it, and share on Twitter using **#IESPIMTg**. Our roving photographer can also lend a hand.



## NETWORKING LOUNGE

Visit the Networking Lounge located in the **International Ballroom East (Concourse Level)** to catch up with colleagues or make new connections with other meeting attendees. This space is available for use for casual conversations or impromptu meetings. Charging stations are also available in the Lounge.

## MAKING IT MATTER:

Rigorous Research from Design to Dissemination



2016 PRINCIPAL INVESTIGATORS MEETING

### PLENARY SPEAKERS (IN ORDER OF APPEARANCE)

#### Welcome and Opening Plenary

Thursday, December 15, 2016, 8:30 AM - 9:30 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**



Ruth Curran Neild is the Deputy Director for Policy and Research, Delegated Duties of the Director, at the Institute of Education Sciences (IES). 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 has 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.

#### Plenary 1a: Commissioner's Welcome: NCER

Thursday, December 15, 2016, 9:45 AM - 10:45 AM

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



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, which focused primarily on finding ways to increase academic achievement, persistence, and degree 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—and in so doing led and directed 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.

## PLENARY SPEAKERS (in order of appearance)

THURSDAY, DECEMBER 15, 2016

### Plenary 1b: Commissioner's Welcome: NCSER

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



Joan McLaughlin became Commissioner of NCSER in 2013. From 2009 until 2013, Joan served as Deputy Commissioner, as well NCSER's Program Officer for the Early Intervention and Early Learning in Special Education grant program. Prior to joining IES, Joan spent 16 years working in the Education and Family Services area of Abt Associates Inc., a research consulting firm. While there, she served as principal investigator or project director for numerous evaluations of federal education, food assistance, and early childhood programs. Joan has 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. She also served as a Program Analyst in the Program Evaluation and Methodology Division of the U.S. Government Accountability Office. Joan received her bachelor's degree in Psychology from the University of Notre Dame and her master's and Ph.D. in Developmental Psychology from Cornell University.

### Plenary 2: Luncheon - Universal Interventions: Fully Exploring Their Impacts and Potential to Create Population-Level Change

Thursday, December 15, 2016, 12:00 PM - 1:15 PM

**Mark Greenberg, Pennsylvania State University**



Mark Greenberg, Ph.D. holds the Bennett Endowed Chair in Prevention Research in Penn State's College of Health and Human Development, and he is the Founding Director of the Prevention Research Center for the Promotion of Human Development. He is one of the developers of The PATHS (Providing Alternative Thinking Strategies)<sup>®</sup> Curriculum, which is used in over 3000 schools worldwide. He is also the author of over 300 journal articles and book chapters on the development of well being, learning, and the effects of prevention efforts on children and families. He is a board member of the Collaborative for Academic, Social and Emotional Learning (CASEL). One of his current interests is how to nurture awareness and compassion in our society.

### **Plenary 3: Luncheon - Distilling Your Message: Putting Yourself Back into Your Science**

Friday, December 16, 2016, 11:30 AM - 1:00 PM

Christine O'Connell, Alan Alda Center for Communicating Science



Dr. Christine O'Connell is the Associate Director of the Alan Alda Center for Communicating Science, and a faculty member in the School of Journalism at Stony Brook University. She teaches and develops curriculum for graduate and undergraduate courses in science communication, and speaks at national and international workshops for the Alda Center. She has organized collaborations across academia, government, and the community, including a collaborative initiative between the humanities and sciences at Stony Brook called The Coastlines Initiative. Prior to her time at Stony Brook, Christine worked in the fields of environmental advocacy, community organizing, and public policy. Christine's scientific research seeks out connections between science and society, and she is experienced in scientific outreach, government relations, coalition building, campaign planning, social marketing, coaching, and facilitation. She also manages The Flame Challenge, an international contest that asks scientists to communicate complex science in ways that would interest and enlighten an 11-year-old.

### **Closing Plenary: Now They See It: Visual Communication of the Patterns in Your Data**

Friday, December 16, 2016, 2:30 PM - 4:00 PM

Steven Franconeri, Northwestern University



Steven Franconeri is a Professor of Psychology at Northwestern University, and Director of the Northwestern Cognitive Science Program. His research is on visual thinking, visual communication, and the psychology of data visualization. He directs the Visual Thinking Laboratory, where a team of researchers explore the power and limits of your visual system, and determine whether better design and pedagogy can help students and scientists understand and use visualizations across paper, screens, and visual imagination. His work on both Cognitive Science and Data Visualization has been funded by the National Science Foundation, the Department of Education, and the Department of Defense. He has received a National Science Foundation CAREER award, and a Psychonomic Society Early Career award, for his research on visual thinking.

# AGENDA AT-A-GLANCE

## SESSION TRACK KEY

<b>ASM</b>	Advances in Statistics and Methodology	<b>PM</b>	Program Meeting
<b>CDU</b>	Communication, Dissemination, and Use	<b>RPD</b>	Research Planning & Design
<b>EPP</b>	Education Policy and Priorities	<b>RR</b>	Results from IES Research

## WEDNESDAY, DECEMBER 14, 2016 (PRE-MEETINGS)

TIME	ACTIVITY	LOCATION
8:30 am – 4:30 pm	Supporting Early Learning from Preschool Through Early Elementary School Grades Network (Early Learning Network) Grantee Meeting	Kalorama
1:00 pm – 5:30 pm	Pre-Meeting for IES Postdoctoral Fellows	Holmead
5:00 pm – 6:30 pm	Registration	Terrace Foyer

## THURSDAY, DECEMBER 15, 2016

TIME	ACTIVITY	LOCATION
7:30 am – 3:00 pm	Registration	Terrace Foyer
8:00 am – 2:00 pm	Set-up for Poster Session	Columbia West
8:30 am – 9:30 am	<b>EPP</b> Welcome and Opening Plenary	International Ballroom Center
9:30 am – 9:45 am	Break	
9:45 am – 10:30 am	<b>EPP</b> Plenary Session: Commissioner's Welcome: NCER	International Ballroom Center
	<b>EPP</b> Plenary Session: Commissioner's Welcome: NCSER	International Ballroom West
<b>10:45 am–11:45 am</b>	<b>Concurrent Sessions</b>	
	<b>PM</b> Early Career Development & Mentoring Program Meeting	Georgetown West
	<b>CDU</b> Initial Findings from the Research & Development Centers on Knowledge Utilization	Lincoln West
	<b>RPD</b> Making the Jump: Stories of Successful Progression through the IES Goal Structure	Lincoln East

## THURSDAY, DECEMBER 15, 2016

TIME	ACTIVITY	LOCATION
	<b>ASM</b> Ongoing Comparison Studies for Continuous Improvement and Program Evaluation	Georgetown East
	<b>PM</b> Pathways to the Education Sciences Program Meeting	Monroe
	<b>PM</b> Statistical and Research Methodology in Education Program Meeting	Jefferson West
	<b>EPP</b> STEM 2026: A Vision of Innovation	Jefferson East
	<b>EPP</b> What Researchers Should Know about the Every Student Succeeds Act	International Ballroom West
11:45 am – 12:00 pm	Break (Pick up boxed lunch)	
12:00 pm – 1:15 pm	<b>RPD</b> Award Recognition and Luncheon Plenary: “Universal Interventions: Fully Exploring Their Impacts and Potential to Create Population-Level Change”	International Ballroom Center
1:15 pm – 1:30 pm	Break	
<b>1:30 pm–3:00 pm</b>	<b>Concurrent Sessions</b>	
	<b>ASM</b> Adaptive Intervention in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part I)	International Ballroom West
	<b>ASM</b> Advances in Regression Discontinuity Designs and Standards	Georgetown West
	<b>PM</b> Early Learning Programs and Policies Program Meeting	Jefferson East
	<b>PM</b> Mathematics and Science Education & Education Technology Program Meetings	Monroe
	<b>RR</b> New Directions for Promoting Equity in Student Outcomes through Culturally Responsive Intervention Development, Evaluation, and Dissemination	Lincoln West
	<b>RPD</b> The Risks of “Off-Label” Assessment Use: Considerations Regarding Proximal and Distal Assessments	Lincoln East
	<b>PM</b> Training Grants Program Meeting	Jefferson West
	<b>PM</b> Transition Outcomes for Secondary Students with Disabilities & Autism Spectrum Disorders Program Meetings (Part 1 and 2)	Georgetown East

# AGENDA AT-A-GLANCE

## THURSDAY, DECEMBER 15, 2016

TIME	ACTIVITY	LOCATION
3:00 pm – 3:15 pm	Break	
<b>3:15 pm – 4:15 pm</b>	<b>Concurrent Sessions</b>	
	<b>ASM</b> Adaptive Intervention in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part II)	International Ballroom West
	<b>RPD</b> Documenting Rigorous Research: Two Initiatives to Support Randomized Controlled Trial Accountability	Monroe
	<b>PM</b> Early Learning and Early Intervention in Special Education Program Meeting	Georgetown East
	<b>PM</b> English Learners Program Meeting	Georgetown West
	<b>EPP</b> IES Needs You: Meeting Public Access Requirements	Lincoln West
	<b>PM</b> Improving Education Systems, Evaluation of State and Local Education Programs and Policies, & Researcher-Practitioner Partnerships Program Meetings	Lincoln East
	<b>RPD</b> Strategies for Making Your Research Matter	Jefferson West
	<b>RPD</b> Tips for Success: Responsible Inquiry from Start to Finish	Jefferson East
4:15 pm – 5:45 pm	<b>RR</b> Poster Session and Networking	Columbia West

## FRIDAY, DECEMBER 16, 2016

TIME	ACTIVITY	LOCATION
7:30 am – 1:00 pm	Registration/Meeting Solutions Desk	Terrace Foyer
<b>8:00 am – 9:30 am</b>	<b>Concurrent Sessions</b>	
	<b>ASM</b> At the Cutting Edge: Demonstrations of Statistical Software Developed Through the Stats & Methods Program	Lincoln West
	<b>RR</b> Developing and Evaluating College Degree Completion Strategies	Jefferson East
	<b>CDU</b> Education Science in a Social Media World: How Do We Get Our Work Out There?	Monroe

## FRIDAY, DECEMBER 16, 2016

TIME	ACTIVITY	LOCATION
	<b>RR</b> Identifying Key Ingredients for Intensive Interventions	International Ballroom West
	<b>RR</b> Lessons Learned in Working to Improve Reading for Understanding	Georgetown East
	<b>RPD</b> Listening Session: Perspectives on the Future of STEM Graduate Education	Georgetown West
	<b>ASM</b> Methods Training in Cost-effectiveness and Benefit-Cost Analysis	Jefferson West
	<b>ASM</b> Research and Funding Opportunities with Data from the National Assessment of Educational Progress (NAEP)	Lincoln East
9:30 am – 9:45 am	Break	
<b>9:45 am – 11:15 am</b>	<b>Concurrent Sessions</b>	
	<b>ASM</b> Evidence-Centered Design for Research and Development	Georgetown East
	<b>RR</b> Flash Talks: Lightning Fast Demonstrations of Education Technology	Lincoln West
	<b>ASM</b> Go Back, Jack, Do It Again! Advancing Research through Replication	Monroe
	<b>RR</b> Initial 50 State Findings from the Center on Standards, Alignment, Instruction, and Learning (C-SAIL)	Jefferson East
	<b>ASM</b> Low-Cost Short Duration Evaluations	Georgetown West
	<b>PM</b> Reading, Writing, and Language Development Program Meeting	Jefferson West
	<b>ASM</b> Single-Case Design: How You Can Use SCD to Enhance your Research ( <i>*Session will begin at 10:00am following a brief memorial tribute to William Shadish</i> )	Lincoln East
	<b>PM</b> Social and Behavioral Outcomes to Support Learning Program Meeting	International Ballroom West
11:15 am – 11:30 am	Break (Pick up boxed lunch)	
11:30 am – 1:00 pm	<b>CDU</b> Luncheon Plenary: “Distilling Your Message: Putting Yourself Back into Your Science”	International Ballroom Center

# AGENDA AT-A-GLANCE

## FRIDAY, DECEMBER 16, 2016

TIME	ACTIVITY	LOCATION
1:00 pm – 1:15 pm	Break	
<b>1:15 pm – 2:15 pm</b>	<b>Concurrent Sessions</b>	
	<b>PM</b> Adult Struggling Learner Program Meeting	Georgetown East
	<b>PM</b> Cognition and Student Learning Program Meeting	Monroe
	<b>RPD</b> Developer-Researcher Collaborations: Developing and Educating Through Game-Based Learning Products and Interventions	Georgetown West
	<b>PM</b> Professional Development for Teachers and Related Services Providers & Effective Teachers and Effective Teaching Program Meetings	Jefferson West
	<b>RPD</b> Researcher-Practitioner Partnerships	Lincoln East
	<b>RR</b> The IGDIs Enterprise: Development and Use of Individual Growth and Development Indicators to Support Early Intervention and Early Learning of Infants, Toddlers, and Preschoolers	Lincoln West
	<b>EPP</b> The Many Faces of FERPA: How Data Privacy Laws Affect Your Research	Jefferson East
2:15 pm – 2:30 pm	Break	
2:30 pm – 4:00 pm	<b>CDU</b> Closing Plenary: “Now They See It: Visual Communication of the Patterns in Your Data”	International Ballroom Center

## SESSION TRACK SCHEDULE

## ADVANCES IN STATISTICS AND METHODOLOGY (ASM)

Thursday, December 15, 2016

TIME	SESSION	LOCATION
10:45 am – 11:45 am	Ongoing Comparison Studies for Continuous Improvement and Program Evaluation	Georgetown East
1:30 pm – 3:00 pm	Adaptive Intervention in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part I)	International Ballroom West
1:30 pm – 3:00 pm	Advances in Regression Discontinuity Designs and Standards	Georgetown West
3:15 pm – 4:15 pm	Adaptive Intervention in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part II)	International Ballroom West

Friday, December 16, 2016

TIME	SESSION	LOCATION
8:00 am – 9:30 am	At the Cutting Edge: Demonstrations of Statistical Software Developed Through the Stats & Methods Program	Lincoln West
8:00 am – 9:30 am	Methods Training in Cost-Effectiveness and Benefit-Cost Analysis	Jefferson West
8:00 am – 9:30 am	Research and Funding Opportunities with Data from the National Assessment of Educational Progress (NAEP)	Lincoln East
9:45 am – 11:15 am	Evidence-Centered Design for Research and Development	Georgetown East
9:45 am – 11:15 am	Go Back, Jack, Do It Again! Advancing Research through Replication	Monroe
9:45 am – 11:15 am	Low-Cost Short Duration Evaluations	Georgetown West
9:45 am – 11:15 am	Single-Case Design: How You Can Use SCD to Enhance Your Research	Lincoln East

# SESSION TRACK SCHEDULE

## COMMUNICATION, DISSEMINATION, AND USE (CDU)

### Thursday, December 15, 2016

TIME	SESSION	LOCATION
10:45 am – 11:45 am	Initial Findings from the Research & Development Centers on Knowledge Utilization	Lincoln West

### Friday, December 16, 2016

TIME	SESSION	LOCATION
8:00 am – 9:30 am	Education Science in a Social Media World: How Do We Get Our Work Out There?	Monroe
11:30 am – 1:00 pm	Luncheon Plenary: “Distilling Your Message: Putting Yourself Back into Science”	International Ballroom Center
2:30 pm – 4:00 pm	Closing Plenary: “Now They See It: Visual Communication of the Patterns In Your Data”	International Ballroom Center

## EDUCATION POLICY AND PRIORITIES (EPP)

### Thursday, December 15, 2016

TIME	SESSION	LOCATION
8:30 am – 9:30 am	Welcome and Opening Plenary	International Ballroom Center
9:45 am – 10:30 am	Commissioner’s Welcome: NCER	International Ballroom Center
9:45 am – 10:30 am	Commissioner’s Welcome: NCSER	International Ballroom West
10:45 am – 11:45 am	STEM 2026: A Vision of Innovation	Jefferson East
10:45 am – 11:45 am	What Researchers Should Know about the Every Student Succeeds Act	International Ballroom West
3:15 pm – 4:15 pm	IES Needs You: Meeting Public Access Requirements	Lincoln West

### Friday, December 16, 2016

TIME	SESSION	LOCATION
1:15 pm – 2:15 pm	The Many Faces of FERPA: How Data Privacy Laws Affect Your Research	Jefferson East

## PROGRAM MEETING (PM)

### Thursday, December 15, 2016

TIME	SESSION	LOCATION
10:45 am – 11:45 am	Early Career Development & Mentoring Program Meeting	Georgetown West
10:45 am – 11:45 am	Pathways to the Education Sciences Program Meeting	Monroe
10:45 am – 11:45 am	Statistical and Research Methodology in Education Program Meeting	Jefferson West
1:30 pm – 3:00 pm	Early Learning Programs and Policies Program Meeting	Jefferson East
1:30 pm – 3:00 pm	Mathematics and Science Education & Education Technology Program Meetings	Monroe
1:30 pm – 3:00 pm	Training Grants Program Meeting	Jefferson West
1:30 pm – 3:00 pm	Transition Outcomes for Secondary Students with Disabilities & Autism Spectrum Disorders Program Meetings (Part 1 and 2)	Georgetown East
3:15 pm – 4:15 pm	Early Learning and Early Intervention in Special Education Program Meeting	Georgetown East
3:15 pm – 4:15 pm	English Learners Program Meeting	Georgetown West
3:15 pm – 4:15 pm	Improving Education Systems, Evaluation of State and Local Education Programs and Policies, & Researcher-Practitioner Partnerships Program Meetings	Lincoln East

### Friday, December 16, 2016

TIME	SESSION	LOCATION
9:45 am – 11:15 am	Reading, Writing, and Language Development Program Meeting	Jefferson West
9:45 am – 11:15 am	Social and Behavioral Outcomes to Support Learning Program Meeting	International Ballroom West
1:15 pm – 2:15 pm	Adult Struggling Learner Program Meeting	Georgetown East
1:15 pm – 2:15 pm	Cognition and Student Learning Program	Monroe
1:15 pm – 2:15 pm	Professional Development for Teachers and Related Services Providers & Effective Teachers and Effective Teaching Program Meetings	Jefferson West

# SESSION TRACK SCHEDULE

## RESEARCH PLANNING & DESIGN (RPD)

### Thursday, December 15, 2016

TIME	SESSION	LOCATION
10:45 am – 11:45 am	Making the Jump: Stories of Successful Progression through the IES Goal Structure	Lincoln East
12:00 pm – 1:15 pm	Luncheon Plenary: “Universal Interventions: Fully Exploring Their Impacts and Potential to Create Population-Level Change”	International Ballroom Center
1:30 pm – 3:00 pm	The Risks of “Off-Label” Assessment Use	Lincoln East
3:15 pm – 4:15 pm	Documenting Rigorous Research: Two Initiatives to Support Randomized Controlled Trial Accountability	Monroe
3:15 pm – 4:15 pm	Strategies for Making Your Research Matter	Jefferson West
3:15 pm – 4:15 pm	Tips for Success: Responsible Inquiry from Start to Finish	Jefferson East

### Friday, December 16, 2016

TIME	SESSION	LOCATION
8:00 am – 9:30 am	Listening Session: Perspectives on the Future of STEM Graduate Education	Georgetown West
1:15 pm – 2:15 pm	Developer-Researcher Collaborations: Developing and Educating Game-Based Learning Products and Interventions	Georgetown West
1:15 pm – 2:15 pm	Researcher-Practitioner Partnerships	Lincoln East

## RESULTS FROM IES RESEARCH (RR)

### Thursday, December 15, 2016

TIME	SESSION	LOCATION
1:30 pm – 3:00 pm	New Directions for Promoting Equity in Student Outcomes Through Culturally Responsive Intervention Development, Evaluation, and Dissemination	Lincoln West
4:15 pm – 5:45 pm	Poster Session and Networking	Columbia West

### Friday, December 16, 2016

TIME	SESSION	LOCATION
8:00 am – 9:30 am	Developing and Evaluating College Degree Completion Strategies	Jefferson East
8:00 am – 9:30 am	Identifying Key Ingredients for Intensive Interventions	International Ballroom West
8:00 am – 9:30 am	Lessons Learned in Working to Improve Reading for Understanding	Georgetown East
9:45 am – 11:15 am	Flash Talks: Lightning Fast Demonstrations of Education Technology	Lincoln West
9:45 am – 11:15 am	Initial 50 State Findings from the Center on Standards, Alignment, Instruction, and Learning (C-SAIL)	Jefferson East
1:15 pm – 2:15 pm	The IGDIs Enterprise: Development and Use of Individual Growth and Development Indicators to Support Early Intervention and Early Learning of Infants, Toddlers, and Preschoolers	Lincoln West

# DETAILED MEETING AGENDA

WEDNESDAY, DECEMBER 14, 2016 (PRE-MEETINGS)

## DETAILED MEETING AGENDA

8:30 AM - 4:30 PM

### Supporting Early Learning from Preschool Through Early Elementary School Grades Network (Early Learning Network) Grantee Meeting

*Kalorama*

In FY 2016, the Institute initiated a new grant program, Research Networks Focused on Critical Problems of Policy and Practice, to focus resources and attention on education problems or issues that are high priority for the nation. The Early Learning Network (ELN) will focus on identifying malleable factors (such as state and local policies, instructional practices, parental support, and others) that are associated with early learning and achievement from preschool through the early elementary school grades. The ELN includes five Research Teams, an Assessment team, and a Network Lead.

**MODERATOR:**

**Caroline Ebanks**, National Center for Education Research (NCER)

1:00 PM - 5:30 PM

### Pre-Meeting for IES Postdoctoral Fellows

*Holmead*

This meeting will bring together postdoctoral fellows from NCER and NCSEF-funded Postdoctoral Training Programs. In this meeting, fellows will engage in professional development sessions on grant writing and plain language communication. They will, moreover, participate in a training program expo during which they will have an opportunity to share their work and network with other postdoctoral fellows. Fellows will also be able to meet and talk with their program officers and the NCER and NCSEF Commissioners.

**MODERATORS:**

**Corinne Alfeld**, National Center for Education Research (NCER)

**Meredith Larson**, National Center for Education Research (NCER)

**Katherine Taylor**, National Center for Special Education Research (NCSEF)

5:00 PM - 6:30 PM

### Registration

*Terrace Foyer*

## THURSDAY, DECEMBER 15, 2016

7:30 AM - 3:00 PM

### Registration

*Terrace Foyer*

8:00 AM - 2:00 PM

### Set-up for Poster Session

*Columbia West*

8:30 AM - 9:30 AM

### Welcome and Opening Plenary EPP

*International Ballroom Center*

Ruth will share her perspectives on the work IES has been doing to inform practice, improve communication, and disseminate IES-funded research and evaluation. She will also discuss the challenges that we need to address going forward.

**PRESENTER:**

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

**MODERATOR:**

**Joan McLaughlin**, National Center for Special Education Research (NCSER)

9:30 AM - 9:45 AM

### Break

9:45 AM - 10:30 AM

### Plenary Session: Commissioner's Welcome: NCER EPP

*International Ballroom Center*

NCER Commissioner Thomas Brock will provide an update on NCER's work, discuss plans for FY 2018, and take questions from grantees.

**PRESENTER:**

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

### Plenary Session: Commissioner's Welcome: NCSER EPP

*International Ballroom West*

NCSER Commissioner Joan McLaughlin will provide an update on NCSER's work, discuss plans for FY 2018, and take questions from grantees.

**PRESENTER:**

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

# DETAILED MEETING AGENDA

THURSDAY, DECEMBER 15, 2016

10:30 AM - 10:45 AM

Break

## CONCURRENT SESSIONS

10:45 AM - 11:45 AM

### Early Career Development & Mentoring Program Meeting PM *Georgetown West*

This session will bring together PIs of NCSER-funded Early Career Development and Mentoring grants. Participants will have an opportunity to network with other Early Career PIs and discuss research and training activities under this funding mechanism. Some possible topics to be addressed include making the most of an Early Career grant; transitioning from an Early Career grant to a Special Education Research grant; and managing an Early Career grant. In addition, PIs in the advanced stages of their projects will have a chance to share findings, lessons learned, and tips regarding useful training activities. This meeting is specifically for PIs of NCSER-funded Early Career grants.

**MODERATOR:**

**Katherine Taylor**, National Center for Special Education Research (NCSER)

### Initial Findings from the Research & Development Centers on Knowledge Utilization CDU *Lincoln West*

The two Research and Development Centers on Knowledge Utilization—the National Center for Research in Policy and Practice, and the Center for Research Use in Education—were funded to measure and explore the use of research by practitioners at the school and district levels. In this session, representatives will present their initial work on measuring and understanding how schools and districts use research in their decision-making. Presenters will discuss a variety of topics, including the development of measures of research use, results from field tests of the measures, the role of brokers in schools' research use, and research use by leaders in state education agencies.

**PRESENTERS:**

**Elizabeth Farley-Ripple**, University of Delaware

**Caitlin Farrell**, University of Colorado Boulder

**Henry May**, University of Delaware

**William Penuel**, University of Colorado Boulder

**MODERATOR:**

**Rebecca McGill-Wilkinson**, National Center for Education Research (NCER)

**Making the Jump: Stories of Successful Progression through the IES Goal Structure** RPD

*Lincoln East*

Interested in hearing about how researchers have used multiple goals within the IES goal structure to advance their research programs? This panel will consist of four IES-funded researchers who have successfully executed projects across multiple goals. Panelists will provide brief overviews of their projects and explain how they used multiple IES goals to move their research agendas forward. They will share tips and insights to consider when moving between goals. The session will also include time for audience Q&A.

**PRESENTERS:**

**Jeffrey Karpicke**, Purdue University  
**Jane Squires**, University of Oregon  
**W. Carl Sumi**, SRI International  
**Kausalai Wijekumar**, Texas A&M University

**MODERATOR:**

**Erin Higgins**, National Center for Education Research (NCER)

**Ongoing Comparison Studies for Continuous Improvement and Program Evaluation** ASM

*Georgetown East*

This session will focus on the ongoing comparison study as an analytical method that improvement scientists, districts, and states can use to assess the effectiveness of improvement strategies. One presentation will outline the comparative interrupted time series model that is the basis for most ongoing comparison studies, and discuss the process whereby researchers and district leaders co-design such a study. A second presentation will discuss options for embedding smaller quasi-experimental studies within comparison studies to assess relations between particular reform strategies and key outcomes. A third presentation will discuss creative solutions for identifying comparison groups of teachers when conducting pilot and comparison studies. This session should appeal to researchers as well as district and state leaders interested in testing the efficacy of reform strategies when an experimental design is not feasible.

**PRESENTERS:**

**Julian Betts**, University of California, San Diego  
**Trey Miller**, RAND Corporation  
**Jennifer Russell**, University of Pittsburgh

**MODERATOR:**

**James Benson**, National Center for Education Research (NCER)

# DETAILED MEETING AGENDA

## THURSDAY, DECEMBER 15, 2016

10:45 AM - 11:45 AM, CONCURRENT SESSIONS, CONTINUED

### Pathways to the Education Sciences Program Meeting PM

*Monroe*

During this session, PIs from the new Pathways to the Education Sciences Research Training Program will meet to discuss the launch of their training programs. Katina Stapleton (IES), Terese Schwartzman (University of Chicago), and Leslie Booren (University of Virginia) will provide tips on training grant management and fellow recruitment.

**PRESENTERS:**

**Leslie Booren**, University of Virginia

**Terese Schwartzman**, University of Chicago

**Katina Stapleton**, National Center for Education Research (NCER)

**MODERATOR:**

**Katina Stapleton**, National Center for Education Research (NCER)

### Statistical and Research Methodology in Education Program Meeting PM

*Jefferson West*

In this session, grantees funded through the Statistical and Research Methodology in Education grant program will discuss administrative aspects of grant work, and then talk with each other about their respective projects. This meeting is required for grantees funded under this program.

**MODERATOR:**

**Allen Ruby**, National Center for Education Research (NCER)

### STEM 2026: A Vision of Innovation EPP

*Jefferson East*

The U.S. Department of Education recently released a report that outlines an aspirational vision for STEM education that promotes lifelong learning among all youth and in all communities. Russell Shilling, Executive Director of STEM, will provide an overview. IES researchers will then discuss how their research may help address the STEM 2026 vision, along with potential challenges and solutions for achieving the STEM 2026 vision.

**PRESENTERS:**

**Carole Beal**, University of Florida

**Catherine Lewis**, Mills College

**Jeremy Roschelle**, SRI International

**Russell Shilling**, U.S. Department of Education

**MODERATOR:**

**Christina Chhin**, National Center for Education Research (NCER)

**What Researchers Should Know about the Every Student Succeeds Act** EPP

*International Ballroom West*

While the Every Student Succeeds Act (ESSA) was passed in December 2015, the majority of the law will not go into effect until the 2017-2018 school year. In the interim, the Department of Education is working to provide guidance, and States are gearing up for their enhanced role in developing plans that address standards, assessments, and school and district accountability. ESSA also includes an unprecedented emphasis on research and evidence in the design of state policies and programs. In this session, representatives of the Department of Education will provide an overview of ESSA, including how the law will affect students with disabilities. This will be followed by comments and discussion on the implications of the new law for research. The audience will have a chance to ask questions about ESSA and engage in a discussion about new research questions and priorities, including how the research community can support educators in gathering the high-quality evidence now required to choose or design programs.

**PRESENTERS:**

**Emily Anthony**, Office of Planning, Evaluation and Policy Development (OPEPD)  
**Thomas Kane**, Harvard University  
**Ruth Ryder**, Office of Special Education Programs (OSEP)

**MODERATORS:**

**Corinne Alfeld**, National Center for Education Research (NCER)  
**Joan McLaughlin**, National Center for Special Education Research (NCSEER)

11:45 PM - 12:00 PM

**Break (Pick up boxed lunch)**

12:00 PM - 1:15 PM

**Award Recognition and Luncheon Plenary Session: "Universal Interventions: Fully Exploring Their Impacts and Potential to Create Population-Level Change"** RPD

*International Ballroom*

Why are main effects so difficult to find in many universal intervention trials? This plenary presentation will highlight the value of universal interventions to improve the educational and social outcomes for students. It will draw on ideas from public health, epidemiology and prevention science to show new and different ways we can conceptualize and appropriately analyze such data.

**PRESENTER:**

**Mark Greenberg**, Pennsylvania State University

**MODERATOR:**

**Thomas Brock**, National Center for Education Research (NCER)

1:15 PM - 1:30 PM

**Break**

# DETAILED MEETING AGENDA

THURSDAY, DECEMBER 15, 2016

## CONCURRENT SESSIONS

1:30 PM - 3:00 PM

### Adaptive Intervention in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part I) **ASM**

*International Ballroom West*

This two-part session provides an introduction to adaptive interventions and discusses the potential contribution of this concept to research in education. It also provides an introduction to SMARTs, including design considerations, and examples of SMARTs in education research.

**PRESENTERS:**

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

**MODERATOR:**

**Jacquelyn Buckley**, National Center for Special Education Research (NCSE)

### Advances in Regression Discontinuity Designs and Standards **ASM**

*Georgetown West*

Regression discontinuity designs (RDDs) are increasingly used in education research to quantify the causal impact of a school-, district-, or state-wide policy change. As with all causal methods, RDDs require meeting certain assumptions, some of which are technical enough to present a challenge for applied researchers. This session will provide an overview of the most basic RDD for researchers less familiar with it, while also giving researchers who have used RDDs information about recent advances in their design and implementation. The session will particularly emphasize recent design elaborations that help researchers meet RDDs' major assumptions more often, thus making causal inference more secure and general than in the most basic form of RDD.

**PRESENTER:**

**Thomas Cook**, Northwestern University

**MODERATOR:**

**Vinita Chhabra**, National Center for Education Research (NCER)

### Early Learning Programs and Policies Program Meeting **PM**

*Jefferson East*

This will be a meeting of NCER-funded early childhood researchers with grants funded under the Early Learning Programs and Policies (ELPP) research topic and the new Early Learning Research Network. Grantees will have an opportunity to discuss their current projects and talk about research and policy initiatives to support children's learning and development. The meeting will include one or two brief presentations of preliminary findings from current ELPP grants, followed by a group discussion. Researchers will have an opportunity to discuss the implications of the study findings for early childhood policy and practice and future research. Researchers who have early learning projects funded under other research topics and programs such as CASL, CIRE, EdTech, RPPR, and SBIR are welcome to attend.

**MODERATOR:**

**Caroline Ebanks**, National Center for Education Research (NCER)

**Mathematics and Science Education & Education Technology  
Program Meetings** PM

*Monroe*

This session will bring together researchers primarily from the Mathematics and Science Education, and Education Technology Topics in NCER and NCSE. Participants will engage in small group discussions around common challenges to conducting research within these topic areas. Participants will also discuss pressing issues in need of future research. Although this session targets grantees in the topic areas listed above, it is open to all researchers with an interest in mathematics, science, and education technology.

**MODERATORS:**

**Sarah Brasiel**, National Center for Special Education Research (NCSE)

**Christina Chhin**, National Center for Education Research (NCER)

**Edward Metz**, National Center for Education Research (NCER)

**New Directions for Promoting Equity in Student Outcomes through Culturally  
Responsive Intervention Development, Evaluation,  
and Dissemination** RR

*Lincoln West*

This session will feature three Development and Innovation projects that incorporate culture-based strengths and assets in their approach to intervention development and evaluation. Particular attention will be given to the role of researcher-community collaboration in intervention research, and strategies to implement and sustain interventions in culturally diverse contexts.

**PRESENTERS:**

**Steve Amendum**, University of Delaware

**Leslie Babinski**, Duke University

**Catherine Bradshaw**, University of Virginia

**Katrina Debnam**, Johns Hopkins Bloomberg School of Public Health

**Charles Martinez**, University of Oregon

**Marta Sanchez**, University of North Carolina at Wilmington

**MODERATOR:**

**Emily Doolittle**, National Center for Education Research (NCER)

# DETAILED MEETING AGENDA

THURSDAY, DECEMBER 15, 2016

1:30 PM - 3:00 PM, CONCURRENT SESSIONS, CONTINUED

## The Risks of “Off-Label” Assessment Use: Considerations Regarding Proximal and Distal Assessments RPD

*Lincoln East*

The purpose of this session is to provide curriculum developers, evaluators and researchers with a framework for how to think about the assessments they should use in their projects. To provide a background to the session, we will explore the concepts of distal and proximal measures, and place them in the context of validation of an assessment. We will survey the typical use of outcome assessments in IES research projects, focusing on the common use of distal tests (usually in the form of standardized tests), and discuss the consequences of such choices. We will discuss scientific and ethical grounds for choosing distal and proximal assessments, from both the developer and evaluator points of view, and describe a generalized approach to both developing and evaluating assessments will be described. We will use examples from R&D and evaluation studies funded by IES and other funding agencies.

### PRESENTER:

**William Penuel**, University of Colorado, Boulder

**Josh Sussman**, University of California, Berkeley

**Mark Wilson**, University of California, Berkeley

### MODERATOR:

**Wai Chow**, National Center for Education Research (NCER)

## Training Grants Program Meeting PM

*Jefferson West*

In this special, required session for the PIs of training grants (or their representatives), we will discuss topics relevant to the training of current and future education and special education researchers. Topics may include: creative ways to build capacity to conduct the type of work funded through the IES goal structure; strategies to support researcher-practitioner partnerships; preparing early career researchers to engage in all aspects of the research process (e.g., project management, partnerships, budgets); and lessons learned and tips for trainers.

### MODERATORS:

**Corinne Alfeld**, National Center for Education Research (NCER)

**Meredith Larson**, National Center for Education Research (NCER)

**Katina Stapleton**, National Center for Education Research (NCER)

**Katherine Taylor**, National Center for Special Education Research (NCSER)

THURSDAY, DECEMBER 15, 2016

## Transition Outcomes for Secondary Students with Disabilities & Autism Spectrum Disorders Program Meetings **PM**

*Georgetown East*

**Part 1 (1:30 - 2:15):** *This session will bring together researchers with NCSEER-funded projects in the Transition Outcomes for Secondary Students with Disabilities topic area.*

**Part 2 (2:15 - 3:00):** *This session will bring together researchers with NCSEER-funded projects in the Autism Spectrum Disorders (ASD) topic area.*

In each part of this meeting, participants will engage in discussions around common challenges to conducting research within this topic area (e.g., recruiting, obtaining/maintaining samples, 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 these topics may attend this meeting, and participants will have the opportunity to network with each other.

**MODERATOR:**

**Kimberly Sprague**, National Center for Special Education Research (NCSEER)

3:00 PM - 3:15 PM

Break

## CONCURRENT SESSIONS

3:15 PM - 4:15 PM

### Adaptive Intervention in Education and Sequential Multiple Assignment Randomized Trial (SMART) Designs (Part II) **ASM**

*International Ballroom West*

This two-part session provides an introduction to adaptive interventions and discusses the potential contribution of this concept to research in education. It also provides an introduction to SMARTs, including design considerations, and examples of SMARTs in education research.

**PRESENTERS:**

**Daniel Amirall**, University of Michigan

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

**MODERATOR:**

**Jacquelyn Buckley**, National Center for Special Education Research (NCSEER)

# DETAILED MEETING AGENDA

THURSDAY, DECEMBER 15, 2016

3:15 PM - 4:15 PM, CONCURRENT SESSIONS, CONTINUED

## Documenting Rigorous Research: Two Initiatives to Support Randomized Controlled Trial Accountability RPD

*Monroe*

This session will present two interrelated efforts to increase the transparency, rigor, and accountability surrounding efficacy trials in education research. First, a group of researchers associated with the Society for Research on Educational Effectiveness (SREE) will present their work to develop a registry for randomized control trials (RCTs) in education. When completed, the searchable registry will provide a tool for researchers to keep abreast of studies that are planned or in progress, find instruments used in other studies, and obtain ideas about study design and methodology. A second presentation will discuss complementary work by the What Works Clearinghouse to develop a searchable database of completed RCT studies and evaluations thereof.

### *PRESENTERS:*

**Rebecca Maynard**, University of Pennsylvania  
**Jessaca Spybrook**, Western Michigan University  
**Chris Weiss**, National Center for Education Evaluation (NCEE)

### *MODERATOR:*

**Thomas Brock**, National Center for Education Research (NCER)

## Early Learning and Early Intervention in Special Education Program Meeting PM

*Georgetown 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 about research in this topic area, including challenges and barriers to conducting research and critical issues for future research. This session is open to anyone interested in early intervention research.

### *MODERATOR:*

**Amy Sussman**, National Center for Special Education Research (NCSER)

## English Learners Program Meeting PM

*Georgetown West*

This session will bring together researchers funded through the NCER English Learners topic to discuss challenges and opportunities in their work studying ELs. Colleagues from the Office of English Language Acquisition will provide some policy-related commentary and field-generated recommendations, after which the EL PIs will have an opportunity to discuss their work with other investigators who are studying similar contexts or topics (e.g., high school ELs, writing, policy, etc.).

### *PRESENTERS:*

**Supreet Anand**, Office of English Language Acquisition  
**Libia Gill**, Office of English Language Acquisition

### *MODERATOR:*

**Molly Faulkner-Bond**, National Center for Education Research (NCER)

## THURSDAY, DECEMBER 15, 2016

### IES Needs You: Meeting Public Access Requirements EPP

*Lincoln West*

Learn about IES/ED public access requirements and the steps that you as a grantee need to take to comply with them. This session will provide a context for public access, highlight the successes and challenges that IES has encountered in implementing its policies, and identify ways grantees can streamline the requirements they need to meet.

**PRESENTERS:**

**Elizabeth Albro**, National Center for Education Research (NCER)  
**Kimberly Sprague**, National Center for Special Education Research (NCER)  
**Pamela Tripp-Melby**, National Library of Education / ERIC

**MODERATOR:**

**Elizabeth Albro**, National Center for Education Research (NCER)

### Improving Education Systems, Evaluation of State and Local Education Programs and Policies, & Researcher-Practitioner Partnerships Program Meetings PM

*Lincoln East*

This session will bring together researchers focused on policy and systems research (e.g., research focused on solving problems facing schools, districts, and/or states), including researcher-practitioner partnerships, to discuss the challenges of conducting research on complex systems in a changing policy environment.

**MODERATORS:**

**Corinne Alfeld**, National Center for Education Research (NCER)  
**Allen Ruby**, National Center for Education Research (NCER)

### Strategies for Making Your Research Matter RPD

*Jefferson West*

In this session, the joint recipients of the IES Outstanding Predoctoral Fellow award, Meghan McCormick and Eric Taylor, will discuss strategies for conducting education research that is responsive to policy and practice. Meghan completed her Ph.D. in Applied Psychology at New York University and wrote her dissertation on the efficacy of INSIGHTS, a social/behavioral learning intervention aimed at improving low-income urban students' academic achievement. Eric Taylor completed his Ph.D. in the Economics of Education at Stanford University and wrote his dissertation about how the quality and quantity of classroom instruction contributes to student learning. Scott Solberg will serve as discussant. Scott is the PI of an IES-funded training program that forges alliances between researchers and policymakers in the use and interpretation of data and evidence to guide decision-making and improve student outcomes.

**PRESENTERS:**

**Megan McCormick**, MDRC  
**Scott Solberg**, Boston University  
**Eric Taylor**, Harvard University

**MODERATOR:**

**Katina Stapleton**, National Center for Education Research (NCER)

# DETAILED MEETING AGENDA

THURSDAY, DECEMBER 15, 2016

3:15 PM - 4:15 PM, CONCURRENT SESSIONS, CONTINUED

## Tips for Success: Responsible Inquiry from Start to Finish RPD

*Jefferson East*

Strong project management skills and positive, productive relationships with all stakeholders are key components of successful projects. This session is designed to support Principal Investigators of Early Career awards as well as first-time grant recipients interested in learning more about respectful, responsible inquiry. Participants will learn about tips for success from investigators who have successfully received and executed IES grants. Topics to be addressed include: assembling strong research teams; project management activities; fostering positive relationships; fiscal integrity; communication with your program officer; and dissemination strategies.

### **PRESENTERS:**

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

**Cynthia Puranik**, Georgia State University

**Patricia Snyder**, University of Florida

**Katherine Taylor**, National Center for Special Education Research (NCSER)

### **MODERATOR:**

**Kathleen Lane**, University of Kansas

4:15 PM - 5:45 PM

## Poster Session and Networking

*Columbia West*

The poster session is intended to provide an interactive forum in which researchers can present and discuss work funded by the National Center for Education Research (NCER), the National Center for Special Education Research (NCSER), and the Small Business Innovation Research (SBIR) program. This year's poster session will also feature a limited number of interactive technology demonstrations, as well as quasi-structured opportunities for networking with other attendees.

## CONCURRENT SESSIONS

8:00 AM - 9:30 AM

### At the Cutting Edge: Demonstrations of Statistical Software Developed through the Stats & Methods Program ASM

*Lincoln West*

Leading methodological researchers will showcase the cutting-edge statistical software they are developing as part of their IES grant work. This session also provides a forum in which methodological researchers can discuss technical aspects of statistical software development with one another.

**MODERATOR:**

**Edward Metz**, National Center for Education Research (NCER)

### Developing and Evaluating College Degree Completion Strategies RR *Jefferson East*

This session will focus on research-in-progress aimed at developing and evaluating strategies for assisting students in completing college degrees. Two presenters will report on projects funded through the College Completion Network. One will focus on information, reminders, and assistance delivered via electronic messaging as a strategy for ensuring that students who have completed half of their required credits follow through and complete their degrees. The other presenter will focus on a bundle of supports contained within the University System of Georgia's African-American Male Initiative, an effort to boost degree completion among Black male undergraduates. A third presenter will report on the follow-up study of CUNY's Accelerated Study in Associate Programs (ASAP), which is evaluating the long-term impacts of this bundled program that aims to move CUNY students quickly to Associate degree completion. A fourth presenter will report on the relative contributions of information and assistance to college students' success.

This session will be of interest to all researchers interested in looking beyond college enrollment to college completion.

**PRESENTERS:**

**Eric Bettinger**, Stanford University  
**Benjamin Castleman**, University of Virginia  
**Lashawn Richburg-Hayes**, MDRC  
**Michael Weiss**, MDRC

**MODERATOR:**

**James Benson**, National Center for Education Research (NCER)

# DETAILED MEETING AGENDA

FRIDAY, DECEMBER 16, 2016

8:00 AM - 9:30 AM, CONCURRENT SESSIONS, CONTINUED

## Education Science in a Social Media World: How Do We Get Our Work Out There? CDU

Monroe

Many of us are interested in impacting the world of practice and parenting with our findings. This session is for those who don't know where to begin but want to learn how to get their message out. In this PD session, a social media expert and practicing education researchers will discuss the process of writing and communicating for the public in a way that retains the nuance and fundamental meaning of scientific research. The speakers will explain how to translate research findings into usable knowledge that will help teachers, parents, students, and others better understand and use the research. They will also address the challenge of transitioning from the laboratory and other controlled settings to the real world. Key topics may include: developing a social media strategy for dissemination, distilling research findings into key messages, providing an overview of social media tools and tips on how to get the most out of each social network, or offering platforms for sharing long form vs. short form content. This will be an interactive session where participants have the chance to see social media tools in action and ask questions.

### PRESENTERS:

**Susan Dynarski**, University of Michigan  
**Roberta Golinkoff**, University of Delaware  
**Dana Tofig**, Institute of Education Sciences (IES)

### MODERATOR:

**Meredith Larson**, National Center for Education Research (NCER)

## Identifying Key Ingredients for Intensive Interventions RR *International Ballroom West*

Multi-tiered systems of support (MTSS) are designed to meet a range of student needs through a framework of data-based problem solving and a continuum of evidence-based practices to support students' academic and behavioral needs. However, there are a number of students with severe and persistent learning or behavioral needs who may not respond positively to initial interventions. They need additional support to learn not only academic content, but the social and behavioral skills needed to succeed in school. How to increase the support or intensity of the intervention is at the heart of much of the research NCSER supports. In this session, researchers will discuss the progress the field has made toward developing and evaluating intensive interventions with which to improve student education outcomes; the role of intensive interventions in the context of a larger system of support; and the knowledge and skills teachers need to implement these interventions.

### PRESENTERS:

**Stephanie Al Otaiba**, Southern Methodist University  
**Theodore Christ**, University of Minnesota  
**Douglas Fuchs**, Vanderbilt University  
**Lynn Fuchs**, Vanderbilt University  
**Howard Goldstein**, University of South Florida  
**Robert Horner**, University of Oregon  
**Susan Sheridan**, University of Nebraska - Lincoln

### MODERATORS

**Kathleen Lane**, University of Kansas  
**Joan McLaughlin**, National Center for Special Education Research (NCSER)

### Lessons Learned in Working to Improve Reading for Understanding RR

*Georgetown East*

In 2010, IES made a major investment in building a network of researchers to study how to improve reading comprehension across the grade span. What worked, what didn't, and what are some promising paths forward in building new interventions and assessments? Researchers from four of the Reading for Understanding teams will present highlights from their intervention and assessment studies over the last six years. The session will conclude with time for discussion with attendees.

#### **PRESENTERS:**

**Carol Connor**, University of California, Irvine  
**Laura Justice**, Ohio State University  
**Tenaha O'Reilly**, Educational Testing Service  
**Sharon Vaughn**, The University of Texas at Austin

#### **MODERATORS:**

**Karen Douglas**, National Center for Education Research (NCER)  
**Rebecca McGill-Wilkinson**, National Center for Education Research (NCER)

### Listening Session: Perspectives on the Future of STEM Graduate Education RPD

*Georgetown West*

The National Academies of Sciences, Engineering, and Medicine welcome all attendees interested in discussing critical issues facing graduate education in science, technology, engineering, and mathematics (STEM). The National Academies seeks input to inform a consensus study that will examine ways in which a) students are prepared for careers both in and outside of academia; b) the extent to which students gain the range and depth of research experiences they need to thrive in both non-academic and academic careers; c) the extent to which the breadth of their graduate-level education prepares them to be adaptable, lifelong teachers and learners; and d) the extent to which they are able to apply their knowledge and skills to real-world scenarios through internships, traineeships, and other work-based learning opportunities. In addition to building an understanding of the current STEM graduate education context and issues, the National Academies invites individuals to share questions and thoughts that pertain to the future, and address how the nature of STEM graduate education and the workforce are changing both within and among disciplines.

#### **PRESENTERS:**

**Thomas Rudin**, Board on Higher Education and Workforce, National Academies of Sciences, Engineering, and Medicine  
**Layne Scherer**, Board on Higher Education and Workforce, National Academies of Sciences, Engineering, and Medicine

#### **MODERATOR:**

**Katina Stapleton**, National Center for Education Research (NCER)

# DETAILED MEETING AGENDA

FRIDAY, DECEMBER 16, 2016

8:00 AM - 9:30 AM, CONCURRENT SESSIONS, CONTINUED

## Methods Training in Cost-effectiveness and Benefit-Cost Analysis ASM *Jefferson West*

This session covers selected topics that are taught in the methods training course on cost-effectiveness and benefit-cost analysis. It will provide an overview of the “ingredients method,” and focus on examples of recent developments in economic evaluation for researchers to consider as they conduct their own work.

**PRESENTER:**

**Brooks Bowden**, North Carolina State University

**MODERATOR:**

**Wendy Wei**, National Center for Education Research (NCER), and National Center for Special Education Research (NCSER)

## Research and Funding Opportunities with Data from the National Assessment of Educational Progress (NAEP) ASM *Lincoln East*

This session will focus on research and funding opportunities for researchers interested in working with data from the National Assessment of Educational Progress (NAEP), known as the nation’s report card. Researchers from the National Center for Education Statistics will provide information about upcoming funding opportunities to use NAEP data, and discuss how NAEP data might be leveraged for research under IES funding competitions. The presentation will also include an NCER researcher who has successfully combined NAEP data with data from other sources in the past, with the intent of exploring substantive research questions about mathematics teaching and learning.

**PRESENTERS:**

**Lauren Harrell**, National Center for Education Statistics (NCES)  
**Sarah Lubienski**, University of Illinois Urbana-Champaign

**MODERATOR:**

**Molly Faulkner-Bond**, National Center for Education Research (NCER)

9:30 AM - 9:45 AM

Break

## CONCURRENT SESSIONS

9:45 AM - 11:15 AM

## Evidence-Centered Design for Research and Development ASM *Georgetown East*

Specifying a clear framework that connects the research questions, study design, data collection, and interpretation of findings enhances Education Research and Development. Evidence-Centered Design (ECD) is a family of representations and processes that has been used to create and justify assessments with respect to their intended purposes. ECD uses a set of connected models: a student model of the set

of competencies or learning goals; evidence models of the sets of observations used to make inferences about the competencies or goals; and task models of the sets of characteristics that activities need to elicit the human behaviors that enable the observations. Although ECD was developed for use in designing assessments, it also has utility in other research enterprises. In this workshop, the presenters will describe ECD and show how it can be applied more broadly to different use cases that are common within the IES goal system, for example, using ECD to inform 1) the selection of measures used to identify malleable factors in goal one studies; 2) the design of interventions to satisfy learning goals, and the selection and/or creation of instruments for use in pilot studies common to goal two; 3) the selection of the mix of instruments needed to provide needed evidence to support claims in efficacy and scaling studies for goals three and four; and 4) the creation of assessments for goal five. The workshop will include collaborative group work to give researchers a taste of how ECD works for different use cases.

**PRESENTERS:**

**Malcolm Bauer**, Educational Testing Service  
**Robert Mislevy**, Educational Testing Service

**MODERATOR:**

**Karen Douglas**, National Center for Education Research (NCER)

### Flash Talks: Lightning Fast Demonstrations of Education Technology RR *Lincoln West*

The purpose of this session will be to showcase and stimulate discussion about technology-based innovations in IES-funded research. In this format, presenters will provide brief demos (3-4 minutes) of technology-enhanced assessments, games, instructional tools, etc., that they have developed in their work. Following the demos and presentation, a facilitator will lead the presenters and audience in a rich dialogue about topics related to the use of technology in research. The audience will have an opportunity to ask questions about how such technology is developed and whether it affords advantages over other ways to do research.

**PRESENTERS:**

**Carolyn Brown**, Foundations in Learning  
**Kara Carpenter**, Teachley  
**Roberta Golinkoff**, University of Delaware  
**Ben Grimley**, Speak Agent  
**John Krajewski**, Strange Loop Games  
**Brooke Morrill**, Schell Games  
**Patti Smith**, Querium  
**Randy Weiner**, BrainQuake

**MODERATOR:**

**Roberta Golinkoff**, University of Delaware

# DETAILED MEETING AGENDA

FRIDAY, DECEMBER 16, 2016

9:45 AM - 11:15 AM, CONCURRENT SESSIONS, CONTINUED

## Go Back, Jack, Do It Again! Advancing Research through Replication ASM *Monroe*

The replication of research findings is critical for establishing and advancing scientific knowledge, as it can provide confirmation of, and build confidence in, research findings, and generate evidence for their generalizability to different contexts and populations. Recently, replication has received increased attention due in part to the seemingly limited number of replication studies and the difficulty of reproducing original findings. In this session, participants will hear from researchers who have conducted replication studies. Topics to be addressed include: variations in replication; design and implementation considerations for replications; challenges to conducting replications; leveraging replication research to better understand why an intervention works, and for whom and under what conditions; strategies for building replication opportunities into proposed or existing efficacy projects; and recommendations for replication research.

### **PRESENTERS:**

**Ben Clarke**, University of Oregon

**Michael Coyne**, University of Connecticut

**Christian Doabler**, University of Oregon

**Christopher Lemons**, Vanderbilt University

**John Pane**, RAND Corporation

### **MODERATOR:**

**Katherine Taylor**, National Center for Special Education Research (NCSER)

### Initial 50 State Findings from the Center on Standards, Alignment, Instruction and Learning (C-SAIL) RR

*Jefferson East*

In 2014, IES funded a Research and Development (R&D) Center to study the implementation and effectiveness of college- and career-ready standards. The Center on Standards, Alignment, Instruction and Learning (C-SAIL) will present early findings from its implementation, longitudinal outcomes, and measurement studies, including differences in results for English language learners and students with disabilities. The implementation study team will draw on data from state- and district-level interviews as well as district, principal, and teacher surveys, to portray the nature and quality of implementation for five partner states (California, Kentucky, Massachusetts, Ohio and Texas). The team will also present policy maps for all 50 states to display similarities and differences in states' approaches to implementing college- and career-ready standards within the context of ESSA replacing NCLB and emerging resistance to the Common Core State Standards. The longitudinal studies team will present estimates of state policy effects on student learning in English language arts and mathematics, as measured by NAEP scores. The measurement team will summarize its work revising the Surveys of Enacted Curriculum instruments, and discuss availability of the instruments to other researchers.

#### **PRESENTERS:**

**Laura Desimone**, University of Pennsylvania Graduate School of Education  
**Nelson Flores**, University of Pennsylvania Graduate School of Education  
**Lynn Fuchs**, Vanderbilt University  
**Katherine Pac**, University of Pennsylvania Graduate School of Education  
**Morgan Polikoff**, University of Southern California  
**Andrew Porter**, University of Pennsylvania Graduate School of Education  
**Mengli Song**, American Institutes for Research

#### **MODERATOR:**

**James Benson**, National Center for Education Research (NCER)

### Low-Cost Short Duration Evaluations ASM

*Georgetown West*

The Low-Cost, Short-Duration Evaluation of Education Interventions grant program is designed to support rigorous evaluations of education interventions that state or local education agencies expect to produce meaningful improvements in student education outcomes within a short period (for example, within a single semester or academic year). The purpose of this session is to: (1) introduce this competition and its purpose and focus; (2) discuss the methods for conducting this research; and, (3) encourage future applications from partnerships. Speakers include NCER and NCSER funded teams that are currently implementing these projects and they will provide their unique perspective on district and researcher partnerships to conduct this work.

#### **PRESENTERS:**

**Naihobe Gonzalez**, Mathematica Policy Research  
**Sam Quinney**, Office of the City Administrator, District of Columbia  
**Karrie Shogren**, University of Kansas  
**Michael Wehmeyer**, University of Kansas  
**Jean Wing**, Oakland Unified School District

#### **MODERATOR:**

**Kimberly Sprague**, National Center for Special Education Research (NCSER)

# DETAILED MEETING AGENDA

FRIDAY, DECEMBER 16, 2016

9:45 AM - 11:15 AM, CONCURRENT SESSIONS, CONTINUED

## Reading, Writing, and Language Development Program Meeting PM *Jefferson West*

This session will bring together researchers primarily from the Reading and Writing Topic in NCER and Reading, Writing, and Language Development Topic in NCSER. Participants will engage in small group discussions around common challenges to conducting research at different time points of a study. Participants may share strategies for recruitment, data management, dissemination, etc. The session is open to all researchers with funded projects related to reading, writing, and language development.

### **MODERATORS:**

**Sarah Brasiel**, National Center for Special Education Research (NCSER)

**Rebecca McGill-Wilkinson**, National Center for Education Research (NCER)

## Single-Case Design: How You Can Use SCD to Enhance Your Research ASM *Lincoln East*

*This session will begin with a brief 15-minute memorial tribute to William Shadish, who passed away in March 2016. Will made many contributions to the field of experimental and quasi-experimental research methodology, and was the Principal Investigator on two IES grants to advance single-case design methods. All attendees are welcome to attend the first portion of this session to hear remarks from colleagues Tom Cook and Rob Horner about Will's contributions to the field, and from Will's student James Pustejovsky about his mentorship.*

Single-case design (SCD) is not reserved exclusively for research on low-incidence populations. This experimental methodology can be used effectively to enhance projects within a variety of research goals on any population. This session will begin with a brief introduction to SCD for those who have never used it. The presenters will then describe ways in which this method can be used to enhance research by providing in-depth information that increases our understanding of effects and mechanisms. Examples of how SCD is being used in IES-funded research under a variety of goals will be discussed.

### **PRESENTERS:**

**Robert Horner**, University of Oregon

**Ann Kaiser**, Vanderbilt University

### **MODERATOR:**

**Amy Sussman**, National Center for Special Education Research (NCSER)

### Social and Behavioral Outcomes to Support Learning Program Meeting PM

*International Ballroom West*

This meeting will provide an opportunity for researchers funded under the Social and Behavioral Context for Academic Learning program in NCER and the Social and Behavioral Outcomes to Support Learning program in NCSER to share challenges and solutions associated with conducting social, emotional, and behavioral research in schools. Grantees will also share their thoughts on pressing issues in the field of social/behavioral research. All researchers interested in learning more about how to conduct research to support social behavioral skills and outcomes are welcome.

**MODERATORS:**

**Jacquelyn Buckley**, National Center for Special Education Research (NCSER)  
**Emily Doolittle**, National Center for Education Research (NCER)

11:15 AM - 11:30 AM

### Break (Pick up boxed lunch)

11:30 AM - 1:00 PM

### Luncheon Plenary: "Distilling Your Message: Putting Yourself Back into Your Science" CDU

*International Ballroom*

Effective science communication is necessary in fostering ongoing conversations between scientists, policy makers, and the general public, as well as promoting science literacy. The ability to communicate directly and vividly can help with securing funding, collaborating across disciplines, and strengthening research. The challenge is for scientists to be clear and engaging without oversimplifying the science. This interactive presentation suggests tools and examples to help scientists communicate in ways that resonate with people outside of their field about what they do and why it matters. We will cover general principles in how to craft sort, clear, conversational statements, and avoid jargon. Participants will be actively engaged in explaining scientific material to lay people to develop and practice clarity in speaking to non-scientists about their work.

**PRESENTER:**

**Christine O'Connell**, Alan Alda Center for Communicating Science

**MODERATOR:**

**Joan McLaughlin**, National Center for Special Education Research (NCSER)

1:00 PM - 1:15 PM

### Break

# DETAILED MEETING AGENDA

FRIDAY, DECEMBER 16, 2016

## CONCURRENT SESSIONS

1:15 PM - 2:15 PM

### Adult Struggling Learner Program Meeting PM

*Georgetown East*

Researchers who focus on adult learners with low skills and those interested in research for this important population are invited to join this informal session that brings together currently funded researchers. The session will include updates on research projects and a discussion about possible trends for research needs and about how to build this research field.

**MODERATOR:**

**Meredith Larson**, National Center for Education Research (NCER)

### Cognition and Student Learning Program Meeting PM

*Monroe*

This session will bring together researchers with projects funded through the Cognition and Student Learning program. Participants will engage in small group discussions around common challenges to conducting research in this topic area. Participants will also discuss pressing issues in need of future research in this area. All researchers interested in the Cognition and Student Learning program are welcome to attend.

**MODERATOR:**

**Erin Higgins**, National Center for Education Research (NCER)

### Developer-Researcher Collaborations: Developing and Educating Game-Based Learning Products and Interventions RPD

*Georgetown West*

This session will focus on the research and development of game-based learning interventions, offering perspectives from both researchers and developers. The discussion will center on the benefits and challenges of game developer-researcher collaborations. Panelists will talk about their role and perspective in the partnership and development process, including what kind of partnership they established (e.g., educational research agencies vs. university partnerships), what kind of expertise each party brings to the table, and the challenges and opportunities one encounters in working with people from different fields. In addition, the panelists will share tips and strategies for forging a successful developer-researcher collaboration, based on their experiences.

**PRESENTERS:**

**Joseph Connor**, Learning Ovations

**Keith Devlin**, BrainQuake

**Hank Fien**, University of Oregon Center for Teaching and Learning

**MODERATOR:**

**Grace Wardhana**, Kiko Labs

### Professional Development for Teachers and Related Services Providers & Effective Teachers and Effective Teaching Program Meetings PM

*Jefferson West*

This session will bring together researchers with NCSER-funded projects in the Professional Development for Teachers and Related Services Providers topic, and researchers with NCER-funded projects in the Effective Teachers and Effective Teaching topic. Participants will have an opportunity to network and discuss common themes and challenges to conducting research in these areas, including: transitioning from a Goal 2 Development study to a Goal 3 Efficacy study; defining and measuring the knowledge, skills, and practices of teachers, related services providers, and other instructional personnel; examining the active ingredients of interventions for these instructional personnel and the relation between these active ingredients and outcomes for teachers and students; individualizing these interventions; and conducting research in educational settings. All researchers with an interest in studying teachers, related services providers, and/or other instructional personnel are invited to participate in this meeting.

#### **MODERATORS:**

**Wai Chow**, National Center for Education Research (NCER)

**Katherine Taylor**, National Center for Special Education Research (NCSER)

### Researcher-Practitioner Partnerships RPD

*Lincoln East*

Under the Researcher-Practitioner in Education Research grant program, partnerships between research institutions and state and local education agencies carry out research and plan for future research on an issue of high priority to the agency. In this session, researchers and agency personnel will discuss how their partnerships carried out their research, the findings from that research, and how the partners jointly planned future research to continue after the grant ended.

#### **PRESENTERS:**

**Erin Haynes**, American Institutes for Research

**Alex Kister**, American Institutes for Research

**Kathleen Lane**, University of Kansas

**Stephanie Marek**, Boston Public Schools

**Martha Martinez**, Oregon Department of Education

**Leah Wisdom**, Lawrence Public Schools

**Karen Thompson**, Oregon State University

#### **MODERATOR:**

**Allen Ruby**, National Center for Education Research (NCER)

# DETAILED MEETING AGENDA

## FRIDAY, DECEMBER 16, 2016

1:15 PM - 2:15 PM, CONCURRENT SESSIONS, CONTINUED

### The IGDIs Enterprise: Development and Use of Individual Growth and Development Indicators to Support Early Intervention and Early Learning of Infants, Toddlers, and Preschoolers **RR**

*Lincoln West*

Across the two Research Centers, the Institute has funded nine projects related to the development, validation, and use of technology with the Individual Growth and Development Indicators assessment system. The Institute has supported research to develop and validate IGDIs for infants, toddlers, and preschoolers both English- and Spanish-speaking through a Research and Development Center, five Measurement grants, one Efficacy study, one Development grant, and an SBIR project. The presenters will provide an overview of IES-funded IGDIs projects, describe their research, and discuss the development, validation, and dissemination of measurement tools to assess and support young children's learning and development.

#### **PRESENTERS:**

**Jay Buzhardt**, University of Kansas  
**Judith Carta**, University of Kansas  
**Charles Greenwood**, University of Kansas  
**Scott McConnell**, University of Minnesota  
**Alisha Wackerle-Hollman**, University of Minnesota  
**Dale Walker**, University of Kansas

#### **MODERATORS:**

**Caroline Ebanks**, National Center for Education Research (NCER)  
**Amy Sussman**, National Center for Special Education Research (NCSER)

### The Many Faces of FERPA: How Data Privacy Laws Affect Your Research **EPP**

*Jefferson East*

We have all had experience with FERPA (the Family Educational Rights and Privacy Act), IRBs (Institutional Review Boards) and state, district, and/or school data access and privacy policies. Just when we think we know how to navigate these to obtain the data we need for our research, the endeavor is becoming more challenging. State legislatures in 2016 considered 185 bills on student privacy, many with significant new language and protections for students. The reauthorization of the Education Science Reform Act (ESRA), to be called Strengthening Education through Research (SETRA) Act, is currently held up in Congress due to concerns over updating FERPA. Researchers need to know what the laws are, how to comply with them and still gain access to the data we need and, most importantly, how to clearly communicate the purpose of our research to educators and parents to make our case for the importance of data use to improve education for students.

#### **PRESENTERS:**

**Elizabeth Albro**, National Center for Education Research (NCER)  
**Rachel Anderson**, Data Quality Campaign  
**Shane Morrissey**, Privacy Technical Assistance Center, U.S. Department of Education  
**Amelia Vance**, Policy Counsel for Education at the Future of Privacy Forum

#### **MODERATOR:**

**Corinne Alfeld**, National Center for Education Research (NCER)

2:15 PM - 2:30 PM

**Break**

2:30 PM - 4:00 PM

**Closing Plenary: "Now They See It: Visual Communication of the Patterns in Your Data"** CDU*International Ballroom*

Within a well-designed graph or data visualization, the eyes can be a powerful tool for understanding patterns in data. But within a poorly-designed depiction of the same data, these same tasks can be inefficient or even overwhelming. This plenary workshop will combine an overview of data visualization techniques with hands-on exercises that illustrate how to present your data clearly to both your research colleagues and non-technical audiences.

**PRESENTER:****Steven Franconeri**, Northwestern University**MODERATOR:****Thomas Brock**, National Center for Education Research (NCER)

# POSTER PRESENTATION LIST

## POSTER PRESENTATIONS

### Technology Demonstrations (alphabetized by last name)

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Baker, Doris	Southern Methodist University	Feasibility and Usability of an Intelligent Tutoring System to Teach Vocabulary to Hispanic English Learners (Project: ELVA)	Reading, Writing, and Language Development	R305A140471	TD-05
Gerde, Hope	Michigan State University	Feasibility Study of Innovative Online Teacher Professional Development for Writing	Early Childhood and Early Intervention	R305A150210	TD-01
Harbourne, Regina	Duquesne University, Rangos School of Health Sciences	Intervention fidelity in the randomized controlled trial "Efficacy of the START-Play Program for Infants with Neuromotor Disorders"	Early Childhood and Early Intervention	R324A150103	TD-02
Katz, Sandra	Learning Research and Development Center, University of Pittsburgh	When is it Helpful to Restate Student Responses within a Tutorial Dialogue System?	Cognition and Student Learning	R305A130441	TD-07
Magliano, Joseph	Northern Illinois University	Assessing the factor structure of the Model of the Proficient Academic Reader (OnPAR)	Reading, Writing, and Language Development	R305A150193	TD-06
Martin, James	University of Oklahoma	The TAGG Project: Developing and Validating the Results of a New Secondary Transition Assessment	Transition from High School and Postsecondary Education	R324A100246	TD-11
Massey, Christine	University of California, Los Angeles	Efficacy Study of Perceptual Learning Technology in Mathematics	Cognition and Student Learning	R305A120288	TD-08
McKown, Clark	Rush University Medical Center	SELweb: A Scalable System for Assessing Social-Emotional Learning Skills in the Early Elementary Grades	Social and Behavioral Outcomes	R305A110143	TD-04

# POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Nathan, Mitchell	University of Wisconsin-Madison	Dynamic Gestures and Directed Actions Contribute to Mathematical Proof Practices	Cognition and Student Learning	R305A160020	TD-09
Roschelle, Jeremy	SRI Education	Online Mathematics Homework Increases Middle School Student Achievement: Findings from An Efficacy Study	Math and Science	R305A120125	TD-10
Wardhana, Grace	Kiko Labs	Kiko's Thinking Time: A Game-Based Intervention to Promote Executive Function and Reasoning in Early Learning	Early Childhood and Early Intervention	EDIES15C0022	TD-03

# POSTER PRESENTATION LIST

## Alphabetized by Last Name

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Abrams, Lisa	Virginia Commonwealth University	Collaborative Research Efforts to Examine the Nature and Context of Data Use Practice to Develop Capacity-Building Interventions	Effective Teachers/ Teaching and Professional Development	R305H150088	48
Allor, Jill	Southern Methodist University	Further Evidence of the Effectiveness of a Comprehensive Text-Centered Literacy Curriculum for Students with Intellectual Disability	Reading, Writing, and Language Development	R324A130102	16
Anderson, Daniel	University of Oregon	Visualizing Achievement Gaps Across the Full Distribution	Math and Science	R305B110012	30
Anggoro, Florencia	College of the Holy Cross	Relational Scaffolding Enhances Children's Space Science Learning	Cognition and Student Learning	R305A150228	23
Baker, Doris	Southern Methodist University	Feasibility and Usability of an Intelligent Tutoring System to Teach Vocabulary to Hispanic English Learners (Project: ELVA)	Reading, Writing, and Language Development	R305A140471	TD-05
Barbieri, Christina	University of Delaware	The Effects of Incorrect Worked Examples on Students' Misconceptions and Learning of Mathematical Content	Effective Teachers/ Teaching and Professional Development	R305B130012	49
Begolli, Kreshnik	Temple University	Learning about Probability: Contributions of Proportional Reasoning Skill and Example-Based Practice	Math and Science	R305B150014	31
Biancarosa, Gina	University of Oregon	The Multiple-choice Online Causal Coherence Assessment (MOCCA): Identifying Good Reading Comprehenders and Types of Poor Comprehenders	Reading, Writing, and Language Development	R305A140185	17
Blackman, Horatio	Center for Research in Education and Social Policy	Understanding Knowledge Utilization in Education: Conceptualizing and Measuring the Research-Practice Gap	Systems, Policy, and Leadership	R305C150017	54

## POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Blanton, Maria	TERC	The Impact of a Teacher-Led Early Algebra Intervention on Children's Algebra-Readiness for Middle School: Grade 3 Results	Math and Science	R305A140092	32
Boncoddo, Rebecca	Central Connecticut State University	The Role of Arithmetic Fluency in Mathematics Learning and Transfer	Cognition and Student Learning	R305A130082	24
Braithwaite, David	Carnegie Mellon University	Conceptual Understanding of Fraction Addition	Math and Science	R305A150262	33
Brown, Joshua	Fordham University	Baseline Analyses from Cohort 1 of the School Randomized Controlled Trial of the 4Rs+MTP Program	Social and Behavioral Outcomes	R305A140559	11
Brown, Scott	University of Connecticut	Increasing Students' scientific writing skills and socio-scientific knowledge through a technology based PBL simulation: The GlobalEd 2 Project	Math and Science	R305A130195	34
Cannata, Marisa	Vanderbilt University	The National Center on Scaling Up Effective Schools: Major Findings on Effective High Schools, Continuous Improvement, and Implementation and Scale	Systems, Policy, and Leadership	R305C100023	55
Clements, Douglas	University of Denver	Evaluating the Efficacy of Learning Trajectories in Early Mathematics, Experiment 1: Mixed-methods, Hypo-deductive Test of a Trajectory in Geometric Composition	Early Childhood and Early Intervention	R305A150243	1
Cook, Susan	University of Iowa	Learning from Specific Gestures provided by an Animated Pedagogical Agent during Math Instruction	Effective Teachers/ Teaching and Professional Development	R305A130016	50
Costa, Lara	University of North Carolina at Chapel Hill	4 years of Evidence of the Efficacy of SRSD Writing Intervention: Middle School Randomized Control Trial	Reading, Writing, and Language Development	R305A120145	18

# POSTER PRESENTATION LIST

## Alphabetized by Last Name

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Cromley, Jennifer	University of Illinois at Urbana-Champaign	Large Gains in Undergraduate Biology Student Achievement from a Combined Cognitive-Motivational Intervention	Math and Science	R305A140602	35
Davenport, Jodi	WestEd	Improving Children's Understanding of Mathematical Equivalence: An Efficacy Study	Cognition and Student Learning	R305A150088	25
de Villiers, Jill	Smith College	Language Comprehension Offers a Route for the Screening of Young Children's Language Development: An Automatically Administered and Scored Touchscreen Instrument	Early Childhood and Early Intervention	R324A160241	2
Dore, Rebecca	University of Delaware	Children's Comprehension of E-Books: Parents Trump Digital Narration	Reading, Writing, and Language Development	R305B130012	19
DuPaul, George	Lehigh University	Face-to-Face vs. Online Behavioral Parent Training for Young Children with ADHD: Treatment Engagement and Child Outcomes	Early Childhood and Early Intervention	R324A120284	3
Edmunds, Julie	SERVE Center at University of North Carolina at Greensboro	Impact of Early College on Postsecondary Enrollment and Attainment	Transition from High School and Postsecondary Education	R305A140361	44
Esposito, Alena	Emory University	Building a Knowledge Base across Languages: Self-generating New Factual Knowledge in a Dual-language Classroom	Cognition and Student Learning	R305A160240	26
Farrell, Caitlin	National Center for Research in Policy and Practice	Building Foundations for Collaboration: An Interim Report of the IES Research-Practitioner Partnership Program	Systems, Policy, and Leadership	R305C140008	56

## POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Fonger, Nicole	University of Wisconsin-Madison	An Early Algebra Learning Progression for Characterizing and Supporting Students' Generalization and Representation of Functions: A Longitudinal Approach to Integrating Curriculum, Instruction, Assessment, and Student Learning	Math and Science	R305B130007	36
Foster, Matthew	University of Texas Health Science Center at Houston	Cognitive and Linguistic Predictors of Kindergarten Mathematics Outcomes for Hispanic Language Minority Students from Title 1 Schools	Cognition and Student Learning	R305A080196	27
Gadge, Uma	University of Miami	The Early Year-1 Effects of Cognitively Guided Instruction (CGI) on Arithmetic Content Coverage in First and Second Grade Classrooms	Effective Teachers/ Teaching and Professional Development	R305A120781	51
Garbacz, Andy	University of Wisconsin-Madison	Testing the Efficacy of the Family Check-Up on Children's Emotional and Behavior Problems in Early Elementary School	Social and Behavioral Outcomes	R305A140189	12
Gerde, Hope	Michigan State University	Feasibility Study of Innovative Online Teacher Professional Development for Writing	Early Childhood and Early Intervention	R305A150210	TD-01
Ginsburg, Golda	University of Connecticut Health Center	Enhancing the Capacity of School Nurses to Reduce Anxiety in Children: An Open Trial	Social and Behavioral Outcomes	R305A140694	13
Gutiérrez, José	University of Wisconsin-Madison	A Micro-Analysis of Interactional Power Dynamics and Mathematics Learning in an Educational Psychology Experiment	Math and Science	R305B130007	37
Hallinen, Nicole	Temple University	Does Solving for X Help You Solve in Context?: Investigating Component Skills that Contribute to Word-Problem Solving Performance in Algebra	Math and Science	R305B150014	38

# POSTER PRESENTATION LIST

## Alphabetized by Last Name

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Harbourne, Regina	Duquesne University, Rangos School of Health Sciences	Intervention fidelity in the randomized controlled trial "Efficacy of the START-Play Program for Infants with Neuromotor Disorders"	Early Childhood and Early Intervention	R324A150103	TD-02
Hayden, Angela	University of Kentucky	A Narrative Comprehension Intervention for Third-Graders At-Risk for ADHD: Evaluating Evidence of Promise and Moderators	Cognition and Student Learning	R305A120171	28
Hume, Kara	Frank Porter Graham Child Development Institute	Quality of High School Programs for Students with ASD in the United States	Transition from High School and Postsecondary Education	R324C120006	45
Jacovina, Matthew	Arizona State University	Timing the Implementation of Game-based Practice in a Reading Strategy Tutor	Reading, Writing, and Language Development	R305A130124	20
Jitendra, Asha	University of Minnesota	Learning of Ratio and Proportion Problem-Solving Using Schema-Based Instruction: Efficacy and Sustainability – A Replication Study	Math and Science	R305A110358	39
Katz, Sandra	Learning Research and Development Center, University of Pittsburgh	When is it Helpful to Restate Student Responses within a Tutorial Dialogue System?	Cognition and Student Learning	R305A130441	TD-07
Knoche, Lisa	Nebraska Center for Research on Children, Youth, Families and Schools	Parent Engagement and Early Learning for Children with Developmental Concerns: Effects of the Getting Ready Intervention	Early Childhood and Early Intervention	R324A120153	4
Latham, Scott	Stanford University	The Effects of Accountability Incentives in Early Childhood Education	Systems, Policy, and Leadership	R305B130017	57
Leve, Leslie	University of Oregon	Paths 2 the Future: Self regulation, Autonomy, and Career Development for High School Girls with Disabilities	Transition from High School and Postsecondary Education	R324A150046	46

## POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Magliano, Joseph	Northern Illinois University	Assessing the factor structure of the Model of the Proficient Academic Reader (OnPAR)	Reading, Writing, and Language Development	R305A150193	TD-06
Martin, James	University of Oklahoma	The TAGG Project: Developing and Validating the Results of a New Secondary Transition Assessment	Transition from High School and Postsecondary Education	R324A100246	TD-11
Massey, Christine	University of California, Los Angeles	Efficacy Study of Perceptual Learning Technology in Mathematics	Cognition and Student Learning	R305A120288	TD-08
McCoach, D. Betsy	University of Connecticut	The Identification Gap: When Just as Good Isn't Enough	Systems, Policy, and Leadership	R305C140018	58
McKown, Clark	Rush University Medical Center	SELweb: A Scalable System for Assessing Social-Emotional Learning Skills in the Early Elementary Grades	Social and Behavioral Outcomes	R305A110143	TD-04
McMaster, Kristen	University of Minnesota	Supporting Teachers' Use of Data-Based Instruction to Improve Students' Early Writing Outcomes	Effective Teachers/ Teaching and Professional Development	R324A130144	52
Mickey, Kevin	Stanford University	Fostering Reliance on the Unit Circle as a Grounded Conceptual Structure in Pre-Calculus Trigonometry	Math and Science	R305A150453	40
Morgan, Paul	The Pennsylvania State University	Persistently Low Science Achievement in U.S. Schools: Multiyear Longitudinal Trajectories and Early Risk Factors	Math and Science	R324A150126	41
Murphy, P. Karen	The Pennsylvania State University	The Effects of Homogeneous- and Heterogeneous-Ability Grouping on Student Discourse and Comprehension	Reading, Writing, and Language Development	R305A130031	21
Nathan, Mitchell	University of Wisconsin-Madison	Dynamic Gestures and Directed Actions Contribute to Mathematical Proof Practices	Cognition and Student Learning	R305A160020	TD-09
Neuman, Susan	New York University	Educational Media Supports for Low-income Preschoolers Vocabulary Development	Early Childhood and Early Intervention	R305A150143	5

# POSTER PRESENTATION LIST

## Alphabetized by Last Name

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Papay, John	Brown University	Encouraging Compliance without Mandates: The Challenge of Take-Up in a Voluntary State-Sponsored Teacher Collaboration Initiative	Systems, Policy, and Leadership	R305E150005	59
Petre, Melinda	University of California, Irvine	Community College Student Decision Making in the Wake of the Great Recession	Transition from High School and Postsecondary Education	R305B120013	47
Pfiffner, Linda	University of California, San Francisco	Maintenance of Treatment Gains from a Collaborative School-Home Intervention for Attention Deficit Hyperactivity Disorder	Social and Behavioral Outcomes	R324A120358	14
Powell, Sarah	University of Texas at Austin	Developing Connections Between Word Problems and Mathematical Equations to Promote Word-Problem Performance Among Students With Mathematics Difficulty	Math and Science	R324A150078	42
Reszka, Stephanie	University of North Carolina at Chapel Hill	Effects of the ASAP Intervention on Preschoolers with ASD	Early Childhood and Early Intervention	R324A110256	6
Rittle-Johnson, Bethany	Vanderbilt University	Predicting the Future: Identifying Early Math Skills that Predict Middle-School Math Achievement Among Low-Income Children	Math and Science	R305A140126	43
Roschelle, Jeremy	SRI Education	Online Mathematics Homework Increases Middle School Student Achievement: Findings from An Efficacy Study	Math and Science	R305A120125	TD-10
Schnitz, Alana	University of Kansas/ Juniper Gardens Children's Project	The Effects of Practice Based Coaching on Infant/ Toddler Caregiver's Use of Pyramid Model Practices in an Early Head Start Classroom	Early Childhood and Early Intervention	R324B120004	7
Shearer, Rebecca Bulotsky	University of Miami	Initial Findings from Miami-Dade Partnership for School Readiness and Early School Success	Early Childhood and Early Intervention	R305H140140	8

## POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Smith, Stephen	University of Florida	Pilot Study of I Control: A Self-Regulatory Intensive Intervention for Middle School Students with Emotional and Behavioral Disorders	Social and Behavioral Outcomes	R324A110182	15
Stahmer, Aubyn	University of California, Davis	Examining Part C Early Intervention Services for Families with Children at Risk- or with Autism Spectrum Disorder	Early Childhood and Early Intervention	R324A150211	9
Tolan, Patrick	Youth-Nex, University of Virginia	Focusing on New Teachers: Effects of a MultiComponent Classroom Management Approach	Effective Teachers/ Teaching and Professional Development	R305A130107	53
Upshur, Carole	Deptment of Family Medicine and Community Health, University of Massachusetts Medical School	Effectiveness Trial of the Second Step Early Learning (SSEL) Curriculum: Preliminary Outcomes	Early Childhood and Early Intervention	R305A130336	10
Wanzek, Jeanne	Vanderbilt University	Effects of a Year Long Supplemental Reading Intervention for Students with Reading Difficulties in Fourth Grade	Reading, Writing, and Language Development	R324A150269	22
Wardhana, Grace	Kiko Labs	Kiko's Thinking Time: A Game-Based Intervention to Promote Executive Function and Reasoning in Early Learning	Early Childhood and Early Intervention	EDIES15C0022	TD-03
Wasik, Barbara	Temple University	Story Talk: Preliminary Evidence of Effectiveness for Preschool Teachers' Practices and Children's Vocabulary Outcomes	Cognition and Student Learning	R305A140034	29

# POSTER PRESENTATION LIST

## Listed by Poster Number and Category

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
1	Clements, Douglas	University of Denver	Evaluating the Efficacy of Learning Trajectories in Early Mathematics, Experiment 1: Mixed-methods, Hypo-deductive Test of a Trajectory in Geometric Composition	Early Childhood and Early Intervention	R305A150243
2	de Villiers, Jill	Smith College	Language Comprehension Offers a Route for the Screening of Young Children's Language Development: An Automatically Administered and Scored Touchscreen Instrument	Early Childhood and Early Intervention	R324A160241
3	DuPaul, George	Lehigh University	Face-to-Face vs. Online Behavioral Parent Training for Young Children with ADHD: Treatment Engagement and Child Outcomes	Early Childhood and Early Intervention	R324A120284
4	Knoche, Lisa	Nebraska Center for Research on Children, Youth, Families and Schools	Parent Engagement and Early Learning for Children with Developmental Concerns: Effects of the Getting Ready Intervention	Early Childhood and Early Intervention	R324A120153
5	Neuman, Susan	New York University	Educational Media Supports for Low-income Preschoolers Vocabulary Development	Early Childhood and Early Intervention	R305A150143
6	Reszka, Stephanie	University of North Carolina at Chapel Hill	Effects of the ASAP Intervention on Preschoolers with ASD	Early Childhood and Early Intervention	R324A110256
7	Schnitz, Alana	University of Kansas/ Juniper Gardens Children's Project	The Effects of Practice Based Coaching on Infant/ Toddler Caregiver's Use of Pyramid Model Practices in an Early Head Start Classroom	Early Childhood and Early Intervention	R324B120004
8	Shearer, Rebecca Bulotsky	University of Miami	Initial Findings from Miami-Dade Partnership for School Readiness and Early School Success	Early Childhood and Early Intervention	R305H140140

# POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
9	Stahmer, Aubyn	University of California, Davis	Examining Part C Early Intervention Services for Families with Children at Risk- or with Autism Spectrum Disorder	Early Childhood and Early Intervention	R324A150211
10	Upshur, Carole	Deptment of Family Medicine and Community Health, University of Massachusetts Medical School	Effectiveness Trial of the Second Step Early Learning (SSEL) Curriculum: Preliminary Outcomes	Early Childhood and Early Intervention	R305A130336
11	Brown, Joshua	Fordham University	Baseline Analyses from Cohort 1 of the School Randomized Controlled Trial of the 4Rs+MTP Program	Social and Behavioral Outcomes	R305A140559
12	Garbacz, Andy	University of Wisconsin-Madison	Testing the Efficacy of the Family Check-Up on Children's Emotional and Behavior Problems in Early Elementary School	Social and Behavioral Outcomes	R305A140189
13	Ginsburg, Golda	University of Connecticut Health Center	Enhancing the Capacity of School Nurses to Reduce Anxiety in Children: An Open Trial	Social and Behavioral Outcomes	R305A140694
14	Pfiffner, Linda	University of California, San Francisco	Maintenance of Treatment Gains from a Collaborative School-Home Intervention for Attention Deficit Hyperactivity Disorder	Social and Behavioral Outcomes	R324A120358
15	Smith, Stephen	University of Florida	Pilot Study of I Control: A Self-Regulatory Intensive Intervention for Middle School Students with Emotional and Behavioral Disorders	Social and Behavioral Outcomes	R324A110182
16	Allor, Jill	Southern Methodist University	Further Evidence of the Effectiveness of a Comprehensive Text-Centered Literacy Curriculum for Students with Intellectual Disability	Reading, Writing, and Language Development	R324A130102
17	Biancarosa, Gina	University of Oregon	The Multiple-choice Online Causal Coherence Assessment (MOCCA): Identifying Good Reading Comprehenders and Types of Poor Comprehenders	Reading, Writing, and Language Development	R305A140185

# POSTER PRESENTATION LIST

## Listed by Poster Number and Category

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
18	Costa, Lara	University of North Carolina at Chapel Hill	4 years of Evidence of the Efficacy of SRSD Writing Intervention: Middle School Randomized Control Trial	Reading, Writing, and Language Development	R305A120145
19	Dore, Rebecca	University of Delaware	Children's Comprehension of E-Books: Parents Trump Digital Narration	Reading, Writing, and Language Development	R305B130012
20	Jacovina, Matthew	Arizona State University	Timing the Implementation of Game-based Practice in a Reading Strategy Tutor	Reading, Writing, and Language Development	R305A130124
21	Murphy, P. Karen	The Pennsylvania State University	The Effects of Homogeneous- and Heterogeneous-Ability Grouping on Student Discourse and Comprehension	Reading, Writing, and Language Development	R305A130031
22	Wanzek, Jeanne	Vanderbilt University	Effects of a Year Long Supplemental Reading Intervention for Students with Reading Difficulties in Fourth Grade	Reading, Writing, and Language Development	R324A150269
23	Anggoro, Florencia	College of the Holy Cross	Relational Scaffolding Enhances Children's Space Science Learning	Cognition and Student Learning	R305A150228
24	Boncoddo, Rebecca	Central Connecticut State University	The Role of Arithmetic Fluency in Mathematics Learning and Transfer	Cognition and Student Learning	R305A130082
25	Davenport, Jodi	WestEd	Improving Children's Understanding of Mathematical Equivalence: An Efficacy Study	Cognition and Student Learning	R305A150088
26	Esposito, Alena	Emory University	Building a Knowledge Base across Languages: Self-generating New Factual Knowledge in a Dual-language Classroom	Cognition and Student Learning	R305A160240
27	Foster, Matthew	University of Texas Health Science Center at Houston	Cognitive and Linguistic Predictors of Kindergarten Mathematics Outcomes for Hispanic Language Minority Students from Title 1 Schools	Cognition and Student Learning	R305A080196

## POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
28	Hayden, Angela	University of Kentucky	A Narrative Comprehension Intervention for Third-Graders At-Risk for ADHD: Evaluating Evidence of Promise and Moderators	Cognition and Student Learning	R305A120171
29	Wasik, Barbara	Temple University	Story Talk: Preliminary Evidence of Effectiveness for Preschool Teachers' Practices and Children's Vocabulary Outcomes	Cognition and Student Learning	R305A140034
30	Anderson, Daniel	University of Oregon	Visualizing Achievement Gaps Across the Full Distribution	Math and Science	R305B110012
31	Begolli, Kreshnik	Temple University	Learning about Probability: Contributions of Proportional Reasoning Skill and Example-Based Practice	Math and Science	R305B150014
32	Blanton, Maria	TERC	The Impact of a Teacher-Led Early Algebra Intervention on Children's Algebra-Readiness for Middle School: Grade 3 Results	Math and Science	R305A140092
33	Braithwaite, David	Carnegie Mellon University	Conceptual Understanding of Fraction Addition	Math and Science	R305A150262
34	Brown, Scott	University of Connecticut	Increasing Students' scientific writing skills and socio-scientific knowledge through a technology based PBL simulation: The GlobalEd 2 Project	Math and Science	R305A130195
35	Cromley, Jennifer	University of Illinois at Urbana-Champaign	Large Gains in Undergraduate Biology Student Achievement from a Combined Cognitive-Motivational Intervention	Math and Science	R305A140602
36	Fonger, Nicole	University of Wisconsin-Madison	An Early Algebra Learning Progression for Characterizing and Supporting Students' Generalization and Representation of Functions: A Longitudinal Approach to Integrating Curriculum, Instruction, Assessment, and Student Learning	Math and Science	R305B130007

# POSTER PRESENTATION LIST

## Listed by Poster Number and Category

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
37	Gutiérrez, José	University of Wisconsin-Madison	A Micro-Analysis of Interactional Power Dynamics and Mathematics Learning in an Educational Psychology Experiment	Math and Science	R305B130007
38	Hallinen, Nicole	Temple University	Does Solving for X Help You Solve in Context?: Investigating Component Skills that Contribute to Word-Problem Solving Performance in Algebra	Math and Science	R305B150014
39	Jitendra, Asha	University of Minnesota	Learning of Ratio and Proportion Problem-Solving Using Schema-Based Instruction: Efficacy and Sustainability – A Replication Study	Math and Science	R305A110358
40	Mickey, Kevin	Stanford University	Fostering Reliance on the Unit Circle as a Grounded Conceptual Structure in Pre-Calculus Trigonometry	Math and Science	R305A150453
41	Morgan, Paul	The Pennsylvania State University	Persistently Low Science Achievement in U.S. Schools: Multiyear Longitudinal Trajectories and Early Risk Factors	Math and Science	R324A150126
42	Powell, Sarah	University of Texas at Austin	Developing Connections Between Word Problems and Mathematical Equations to Promote Word-Problem Performance Among Students With Mathematics Difficulty	Math and Science	R324A150078
43	Rittle-Johnson, Bethany	Vanderbilt University	Predicting the Future: Identifying Early Math Skills that Predict Middle-School Math Achievement Among Low-Income Children	Math and Science	R305A140126
44	Edmunds, Julie	SERVE Center at University of North Carolina at Greensboro	Impact of Early College on Postsecondary Enrollment and Attainment	Transition from High School and Postsecondary Education	R305A140361

# POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
45	Hume, Kara	Frank Porter Graham Child Development Institute	Quality of High School Programs for Students with ASD in the United States	Transition from High School and Postsecondary Education	R324C120006
46	Leve, Leslie	University of Oregon	Paths 2 the Future: Self regulation, Autonomy, and Career Development for High School Girls with Disabilities	Transition from High School and Postsecondary Education	R324A150046
47	Petre, Melinda	University of California, Irvine	Community College Student Decision Making in the Wake of the Great Recession	Transition from High School and Postsecondary Education	R305B120013
48	Abrams, Lisa	Virginia Commonwealth University	Collaborative Research Efforts to Examine the Nature and Context of Data Use Practice to Develop Capacity-Building Interventions	Effective Teachers/ Teaching and Professional Development	R305H150088
49	Barbieri, Christina	University of Delaware	The Effects of Incorrect Worked Examples on Students' Misconceptions and Learning of Mathematical Content	Effective Teachers/ Teaching and Professional Development	R305B130012
50	Cook, Susan	University of Iowa	Learning from Specific Gestures provided by an Animated Pedagogical Agent during Math Instruction	Effective Teachers/ Teaching and Professional Development	R305A130016
51	Gadge, Uma	University of Miami	The Early Year-1 Effects of Cognitively Guided Instruction (CGI) on Arithmetic Content Coverage in First and Second Grade Classrooms	Effective Teachers/ Teaching and Professional Development	R305A120781
52	McMaster, Kristen	University of Minnesota	Supporting Teachers' Use of Data-Based Instruction to Improve Students' Early Writing Outcomes	Effective Teachers/ Teaching and Professional Development	R324A130144
53	Tolan, Patrick	Youth-Nex, University of Virginia	Focusing on New Teachers: Effects of a MultiComponent Classroom Management Approach	Effective Teachers/ Teaching and Professional Development	R305A130107

# POSTER PRESENTATION LIST

## Listed by Poster Number and Category

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
54	Blackman, Horatio	Center for Research in Education and Social Policy	Understanding Knowledge Utilization in Education: Conceptualizing and Measuring the Research-Practice Gap	Systems, Policy, and Leadership	R305C150017
55	Cannata, Marisa	Vanderbilt University	The National Center on Scaling Up Effective Schools: Major Findings on Effective High Schools, Continuous Improvement, and Implementation and Scale	Systems, Policy, and Leadership	R305C100023
56	Farrell, Caitlin	National Center for Research in Policy and Practice	Building Foundations for Collaboration: An Interim Report of the IES Research-Practitioner Partnership Program	Systems, Policy, and Leadership	R305C140008
57	Latham, Scott	Stanford University	The Effects of Accountability Incentives in Early Childhood Education	Systems, Policy, and Leadership	R305B130017
58	McCoach, D. Betsy	University of Connecticut	The Identification Gap: When Just as Good Isn't Enough	Systems, Policy, and Leadership	R305C140018
59	Papay, John	Brown University	Encouraging Compliance without Mandates: The Challenge of Take-Up in a Voluntary State-Sponsored Teacher Collaboration Initiative	Systems, Policy, and Leadership	R305E150005
TD-01	Gerde, Hope	Michigan State University	Feasibility Study of Innovative Online Teacher Professional Development for Writing	Early Childhood and Early Intervention	R305A150210
TD-02	Harbourne, Regina	Duquesne University, Rangos School of Health Sciences	Intervention fidelity in the randomized controlled trial "Efficacy of the START-Play Program for Infants with Neuromotor Disorders"	Early Childhood and Early Intervention	R324A150103
TD-03	Wardhana, Grace	Kiko Labs	Kiko's Thinking Time: A Game-Based Intervention to Promote Executive Function and Reasoning in Early Learning	Early Childhood and Early Intervention	EDIES15C0022

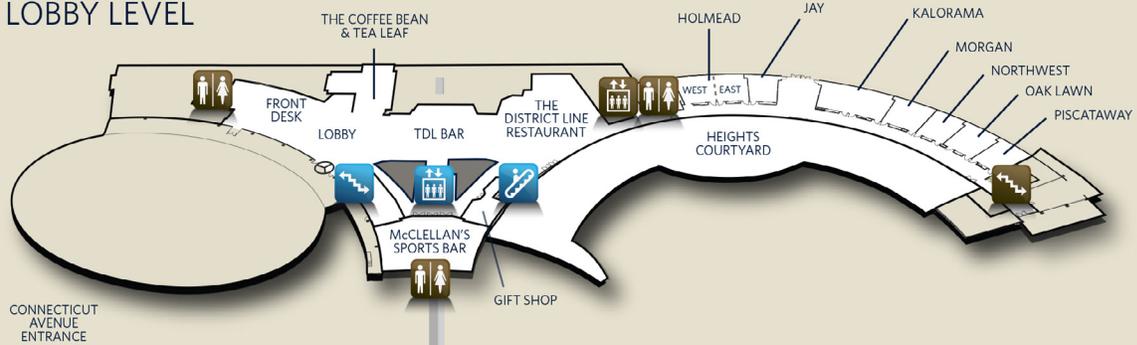
## POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
TD-04	McKown, Clark	Rush University Medical Center	SELweb: A Scalable System for Assessing Social-Emotional Learning Skills in the Early Elementary Grades	Social and Behavioral Outcomes	R305A110143
TD-05	Baker, Doris	Southern Methodist University	Feasibility and Usability of an Intelligent Tutoring System to Teach Vocabulary to Hispanic English Learners (Project: ELVA)	Reading, Writing, and Language Development	R305A140471
TD-06	Magliano, Joseph	Northern Illinois University	Assessing the factor structure of the Model of the Proficient Academic Reader (OnPAR)	Reading, Writing, and Language Development	R305A150193
TD-07	Katz, Sandra	Learning Research and Development Center, University of Pittsburgh	When is it Helpful to Restate Student Responses within a Tutorial Dialogue System?	Cognition and Student Learning	R305A130441
TD-08	Massey, Christine	University of California, Los Angeles	Efficacy Study of Perceptual Learning Technology in Mathematics	Cognition and Student Learning	R305A120288
TD-09	Nathan, Mitchell	University of Wisconsin-Madison	Dynamic Gestures and Directed Actions Contribute to Mathematical Proof Practices	Cognition and Student Learning	R305A160020
TD-10	Roschelle, Jeremy	SRI Education	Online Mathematics Homework Increases Middle School Student Achievement: Findings from An Efficacy Study	Math and Science	R305A120125
TD-11	Martin, James	University of Oklahoma	The TAGG Project: Developing and Validating the Results of a New Secondary Transition Assessment	Transition from High School and Postsecondary Education	R324A100246

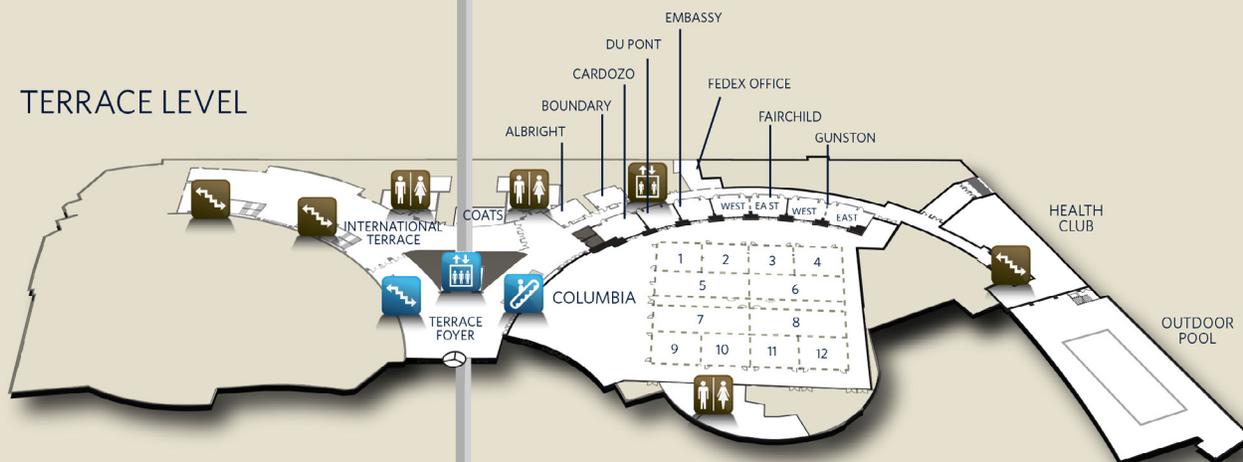
# HOTEL FLOOR PLANS

## WASHINGTON HILTON FLOOR PLANS

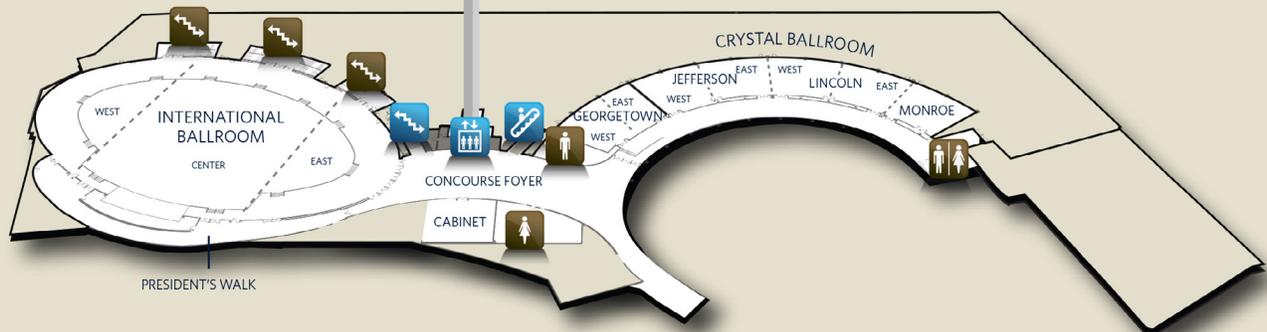
### LOBBY LEVEL



### TERRACE LEVEL



### CONCOURSE LEVEL



CONCOURSE LEVEL  
WASHINGTON HILTON

