

RELEVANCE & RIGOR:

Creating the Future of Education Research

ANNUAL PRINCIPAL INVESTIGATORS MEETING

January 9-10, 2018 • Arlington, VA

PROGRAM BOOK

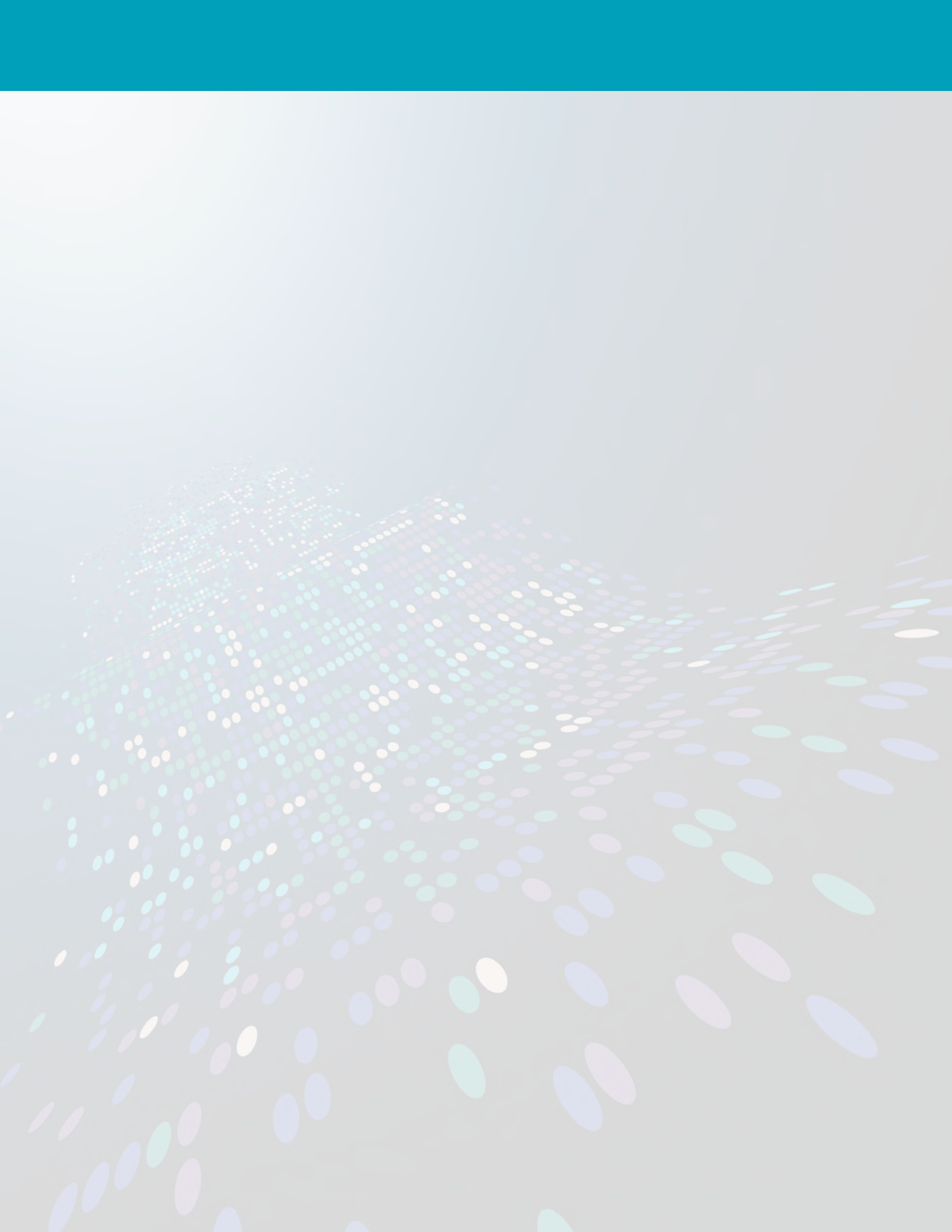


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UNITED STATES DEPARTMENT OF EDUCATION

Institute of Education Sciences

Welcome to the Institute of Education Sciences (IES) Annual Principal Investigators Meeting! This year's theme, *Relevance & Rigor: Creating the Future of Education Research*, was selected to underscore IES' commitment to supporting high-quality scientific research that will advance education practice and policy by sharing information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public. Our Co-Chairs for this year's PI meeting – Betsy Corcoran (EdSurge), Jodi Davenport (WestEd), and Nathan Jones (Boston University) – have provided invaluable, forward-thinking suggestions to help select the theme, plan sessions, and identify speakers for this meeting. We are grateful for their contributions.

Our goal for the PI meeting is to strengthen our collective work by fostering discussion and renewing or building connections among the nearly 800 PIs, Co-PIs, and training fellows currently supported by IES. Specific objectives include:

- Addressing emerging challenges and solutions in the field of education research and practice;
- Spotlighting new research findings and methodological approaches from IES-funded projects;
- Offering professional development on a range of substantive and methodological topics;
- Providing time for PIs to meet with their NCER and NCSEER program officers and other researchers working on similar problems or issues; and
- Fostering 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.

With continuous improvement in mind, we integrated feedback from last year's PI Meeting to help shape this year's agenda. We are providing more opportunities for attendees to connect with one another across traditional lines of academic discipline and institution. We will continue to provide opportunities for learning about research methodologies and dissemination strategies, and will spotlight the innovative work of our postdoctoral fellows and early career grantees in the poster session. Finally, we have adjusted the date of the PI Meeting so that it comes after the Winter holidays, which we hope will be a more convenient time and create fewer scheduling conflicts.

Thank you for your participation. We are looking forward to seeing you – and to a great meeting!

Thomas Brock, Commissioner, NCER
Delegated the Duties of IES Director

Joan McLaughlin, Commissioner, NCSEER

550 12th Street, SW, Washington, DC 20202

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

MEETING INFORMATION

MEETING INFORMATION

HOTEL INFORMATION

CRYSTAL GATEWAY MARRIOTT HOTEL

1700 Jefferson Davis Highway, Arlington, VA 22202
Phone: (703) 920-3230
Fax: (703) 271-5212

HOTEL CONCIERGE

A Concierge Desk is located on the Main Lobby Level of the hotel directly to the right of the main entrance. Hours of operation are 6:00 am – 11:00 pm.

PARKING

There is a parking garage located at the Crystal Gateway Marriott Hotel. Valet parking is \$22.00 daily up to 3 hours and \$40.00 for overnight. The daily self-parking rate is \$20.00 for the 1st hour, \$26.00 for 3 hours, and \$34.00 for the day.

AUTOMATIC TELLER MACHINE (ATM)

For your convenience, the hotel's ATM is located on the Lobby Level between the Hertz Desk and the Rosslyn Meeting Room and accessible to guests 24/7.

INTERNET ACCESS

Hotel complimentary wireless high-speed Internet access is available in the lobby, the lounge areas on the Lobby Level and the new restaurant 15th and Eads. In addition, complimentary wireless Internet access will be available for meeting participants in their guest rooms and meeting space. Please refer to information cards located throughout the meeting space or see any hotel or meeting staff for login information.

BUSINESS CENTER

The hotel's FedEx Business Center is located on the First Floor (next to the escalators). The business center is staffed with a clerk from 8:00 am – 6:00 pm during the week. Guests may enter the business center using a room key 24/7.

EMERGENCY EVACUATION PLAN AND SERVICES

The Crystal Gateway Marriott has two Security Officers on site always that are CPR and AED certified. In the event of an emergency, Fire, Police, and EMS will be on the grounds of the Crystal Gateway Marriott. In the case of a needed evacuation, all guests are asked to meet at 1600 South Eads Street directly across the street from the hotel's main entrance.

In the case of an **emergency dial 0** from any house phone*

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

**911 will be set up in tandem with the Hotel Security and will be made aware of the situation simultaneously with the 911 operator.*

LOST AND FOUND ITEMS

The Hotel's Loss Prevention team will maintain lost and found items. Guests are instructed to report lost items to an agent at the Front Desk. Loss Prevention will be contacted to confirm if they have found the item. Any items found will be stored with Loss Prevention for up to 30 days.

ANNUAL 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 filled 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, please attend your second choice.

REGISTRATION

All registrants of the Annual Principal Investigators Meeting must check-in at the registration desk located on the **First Floor (Grand Ballroom Foyer)** to pick up your meeting name badge and other conference materials. On-site registration will be available during registration hours.

REGISTRATION HOURS

Monday, January 8	5:30 pm – 6:30 pm
Tuesday, January 9	7:30 am – 6:00 pm
Wednesday, January 10	7:30 am – 2:45 pm

Your meeting 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.

MEETING INFORMATION

POSTER SESSION SET UP/TEAR DOWN

Poster presenters will be allowed to set up on January 9 from 8:00 am – 2:00 pm in **Salons IV-VI (Arlington Ballroom – First Floor)**. Presenters should check-in with the event staff during set up hours for poster assignment and location. Displays will be limited to one side of a 4-foot by 8-foot tack board. Velcro (easiest to use), pushpins, or thumbtacks will be provided to mount your poster. Presenters should 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 **Salons IV-VI (Arlington Ballroom – First Floor)** and be available at their assigned location.

Tear down must be completed immediately following the poster session on Tuesday, January 9, 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:	January 9	8:00 am – 2:00 pm
Display:	January 9	4:30 pm – 5:45 pm
Tear down:	January 9	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 on the **Grand Ballroom Foyer (First Floor)**. You will turn in the meal ticket during lunch each day at pickup stations in the **Arlington Ballroom Foyer area (First Floor)**.

If you did not pre-pay for your meals during registration, extra pre-made meals for purchase will be available during lunch each day at **Sky View and Grand Ballroom Foyer (First Floor)**. This is a limited quantity and available on a first come, first served basis.

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 Annual Principal Investigators Meeting maintains a **no smoking policy**. The Crystal Gateway Marriott does not permit smoking of any kind on site, including meeting space and guest rooms. Guests are permitted to exit the building and smoke outside. Guests who do smoke within their guest room will be charged a \$250.00 room cleaning fee.

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 First Floor.



NETWORKING LOUNGE

Visit the Networking Lounge located in **Sky View (First Floor)** 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.

LUNCHTIME MEET-UPS

TUESDAY - 12:15 PM - 1:00 PM

Inter-/Intra-Personal Competencies & Older Students

Track: **DP**
Salon I

Career and Technical Education: The Next Frontier

Track: **FF**
Salon II

The Value of Data Science for Education

Track: **MM**
Salon III

WEDNESDAY - 12:15 PM - 1:15 PM

Research & Education in Rural Settings

Track: **DP**
Salon I

Effective Teachers & Teaching

Track: **FF**
Salon II

Creating a Culture of Replication Research

Track: **MM**
Salon III

PLENARY SPEAKERS (in order of appearance)

TUESDAY, JANUARY 9, 2018

PLENARY SPEAKERS (in order of appearance)

Opening Plenary: IES Director's Welcome

Tuesday, January 9, 2018, 8:30 AM – 9:00 AM

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



Thomas Brock joined the Institute of Education Sciences (IES) in January 2013 as the Commissioner of the National Center for Education Research (NCER), and was delegated the duties of IES director in January 2017. In five years as NCER Commissioner, Dr. Brock has deepened IES' commitment to supporting rigorous, relevant research and providing training and learning opportunities to strengthen the education sciences field. He has overseen the expansion of partnerships between researchers and practitioners and policymakers to help ensure that education research is addressing the most pressing challenges in the field. This has included the awarding of low-cost short-duration

evaluation grants to states and school districts and funding to build and grow researcher-practitioner partnerships. He also worked with NCER staff to launch new research networks on the transition from preschool to elementary school, and on college completion. Prior to being named NCER commissioner, Dr. Brock spent 13 years with MDRC where he led the Young Adults and Postsecondary Education Division, overseeing projects focused on finding ways to increase academic achievement, persistence, and completion among low-income college students. Dr. Brock 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 Session: Commissioner's Welcome: NCSER

Tuesday, January 9, 2018, 9:15 AM – 10:00 AM

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



Joan McLaughlin joined the Institute of Education Sciences (IES) as Deputy Commissioner of the National Center for Special Education Research (NCSER) in 2009. In addition to her role as Deputy Commissioner, Dr. McLaughlin served as NCSER's program officer for the Early Intervention and Early Learning in Special Education grant program. In 2013, she was appointed Commissioner of NCSER. Prior to joining IES, she spent 16 years working in the Education and Family Services area of Abt Associates Inc., a research-consulting firm. While there, Dr. McLaughlin served as principal investigator or project director for numerous evaluations of federal education, food assistance, and early childhood programs. She also

served as a program officer in the Office of Analysis and Evaluation at the U.S. Department of Agriculture's Food and Nutrition Service, where she oversaw design, process, and implementation studies of programs and initiatives focused on maternal and child health and child nutrition issues. In addition, Dr. McLaughlin served as a program analyst in the Program Evaluation and Methodology Division of the U.S. Government Accountability Office. She earned her bachelor's degree in Psychology from the University of Notre Dame and her master's and doctoral degrees in developmental psychology from Cornell University.

TUESDAY, JANUARY 9, 2018

Plenary Session: The Past, Present, and Future of NCER: Comments from NCER Leadership

Tuesday, January 9, 2018, 9:15 AM – 10:00 AM

Elizabeth Albro, Associate Commissioner, Teaching and Learning, National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education



Elizabeth Albro joined the Institute of Education Sciences (IES) in 2002 as an AAAS/SRCD Policy Fellow and is the Associate Commissioner for the Teaching and Learning division within the National Center for Education Research (NCER). Prior to being named Associate Commissioner, Dr. Albro served in several roles including program officer and Acting Commissioner of Education Research. Dr. Albro oversees a research portfolio that includes cognitive science, early learning, language arts, math and science, social and behavioral skills, and English learners. She is interested in research and dissemination activities that bridge basic science and education practice. She has a background in psychology, cognition, and communication, and earlier in her career was on the faculties of Whittier College and Wheaton College. Dr. Albro earned a Ph.D. in psychology at the University of Chicago.

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

See biography on previous page.

Allen Ruby, Associate Commissioner, Policy and Systems, National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education



Allen Ruby joined the Institute of Education Sciences (IES) in 2007 and is the Associate Commissioner for the Policy and Systems division within the National Center for Education Research (NCER). He is also the Program Officer for the Evaluation of State and Local Education Programs and Policies topic and the Researcher-Practitioner Partnerships in Education topic. Before coming to IES, Dr. Ruby was at the Center for the Social Organization of Schools at Johns Hopkins University, where his research focused on school improvement and science education reform in low-performing middle schools. Dr. Ruby received his Ph.D. in policy analysis from the RAND Graduate School.

TUESDAY, JANUARY 9, 2018

Plenary Session: It's Up to Us: Transparency and the Public Value of Science

Tuesday, January 9, 2018, 1:15 PM – 2:30 PM

Arthur Lupia, Hal R. Varian Collegiate Professor of Political Science, University of Michigan



Arthur Lupia is the Hal R. Varian Collegiate Professor of Political Science at the University of Michigan. He examines how people make decisions when they lack information and how they manage complex information flows. His topics of expertise include information processing, persuasion, strategic communication, and civic competence. Dr. Lupia has held a range of scientific leadership positions including Principal Investigator (PI) of the American National Election Studies. He is also the lead PI of the Empirical Implications of Theoretical Models (EITM) Summer Institutes, which is funded by the National Science Foundation and trains graduate students and junior faculty in EITM. As a founder of

Time-Sharing Experiments in the Social Sciences (TESS), he has helped hundreds of scientists run innovative experiments on opinion formation and change using nationally representative subject pools. He currently serves as Chair of the National Academy of Science's Roundtable of the Application of Social and Behavioral Science Research, is an executive member of the Board of Directors of Climate Central and is on the Advisory Board of the National Academies' Division of Behavioral and Social Science and Education. He has also received multiple honors including the Ithiel de Sola Pool Award from the American Political Science Association, and the National Academy of Sciences' Award for Initiatives in Research. He is an elected member of the American Academy of Arts and Sciences, and a Fellow of the American Association for the Advancement of Science.

Plenary Session: Keynote Address

Wednesday, January 10, 2018, 8:30 AM – 9:45 AM

Joan Ferrini-Mundy, Chief Operating Officer, National Science Foundation (NSF)



Joan Ferrini-Mundy is the Chief Operating Officer of the National Science Foundation (NSF). Prior to this, she served for six years as the Assistant Director for Education and Human Resources (EHR), the part of NSF that funds the majority of research and development in science education, including preparation of mathematics and science teachers, development of curriculum materials and educational technologies, and research into the most effective strategies to promote science learning at all levels, inside and outside the classroom. Dr. Ferrini-Mundy also currently serves as co-chair of the White House National Science and Technology Council's Federal Coordination in Science, Technology, Engineering

and Mathematics Education Task Force. Concurrent to her work at NSF, Dr. Ferrini-Mundy was a member of the Mathematics Expert Group of the Programme for International Student Assessment (PISA) from 2009 to 2012; she also served as an ex officio member of the U.S. President's National Mathematics Advisory Panel from 2007 to 2008 and co-chaired its Instructional Practices Task Group. Prior to joining NSF, Dr. Ferrini-Mundy was a University Distinguished Professor of Mathematics Education at Michigan State University. She began her career as a high school mathematics teacher. Her research interests are in calculus teaching and learning, teachers' mathematics knowledge and K-12 science, technology, engineering and mathematics (STEM) education policy.

AGENDA AT-A-GLANCE

SESSION TRACK KEY



Diverse Populations



Methods and Measurement



Future of the Field



Relevance and Transparency

MONDAY, JANUARY 8, 2018 (PRE-MEETINGS)

TIME	ACTIVITY	LOCATION
8:30 am – 4:30 pm	Early Learning Network Meeting	Salon II
10:00 am – 8:00 pm	The ED Games Expo: An Annual Showcase for Education Learning Games and Technologies	The John F. Kennedy Center for the Performing Arts: 2700 F St NW, Washington, DC 20566
1:00 pm – 5:30 pm	IES Postdoctoral Fellows Meeting	Salons DE
4:00 pm – 6:00 pm	Social and Behavioral Measurement Meeting	Salon I
5:30 pm – 6:30 pm	Registration / Meeting Solutions Desk	Grand Ballroom Foyer

TUESDAY, JANUARY 9, 2018

TIME	ACTIVITY	LOCATION
7:30 am – 6:00 pm	Registration / Meeting Solutions Desk	Grand Ballroom Foyer
8:00 am – 2:00 pm	Set-up for Poster Session	Salons IV-VI
8:30 am – 9:00 am	FF Opening Plenary: IES Director's Welcome	Salons ABC/HJK
9:00 am – 9:15 am	Transition Time	
9:15 am – 10:00 am	FF Plenary Session: Commissioner's Welcome: NCSE	Salon III
	FF Plenary Session: The Past, Present, and Future of NCER: Comments from NCER Leadership	Salons ABC/HJK
10:00 am – 10:30 am	Morning Break	

TUESDAY, JANUARY 9, 2018

TIME	ACTIVITY	LOCATION
10:30 am – 11:45 am	<i>Concurrent Sessions</i>	
	RT Communicating Research to Policymakers	Salons ABC
	MM Developing Measures of Classroom Practice	Salon III
	DP Leveraging Technology to Support Individualized Learning in Classroom Settings	Salons HJK
	MM Moving Beyond <i>p</i> -values: Bayesian Inference in Education Research	Salons DE
	MM NCES EDGE Program: Exploring the Social and Spatial Context of Education	Salon II
	DP Taking the Next Step: How Students Transition Through Systems	Salons FG
	FF Training the Next Generation of Education Researchers	Salon I
11:45 am – 12:15 pm	Lunch Pick-up	Arlington Ballroom Foyer
12:15 pm – 1:00 pm	<i>Lunchtime Meet-ups</i>	
	FF Career and Technical Education: The Next Frontier	Salon II
	DP Inter-/Intra-Personal Competencies and Older Students	Salon I
	MM The Value of Data Science for Education	Salon III
1:00 pm – 1:15 pm	Transition Time	
1:15 pm – 2:30 pm	RT Plenary Session: It's Up to Us: Transparency and the Public Value of Science	Salons ABC/HJK
2:30 pm – 3:00 pm	Afternoon Break	

AGENDA AT-A-GLANCE

TUESDAY, JANUARY 9, 2018

TIME	ACTIVITY	LOCATION
3:00 pm – 4:30 pm	<i>Concurrent Sessions</i>	
	MM At the Cutting Edge: Demonstrations of Statistical Software Developed Through the Statistical and Research Methodology in Education Program	Salon III
	DP Changing Students' Beliefs to Improve Outcomes	Salon II
	DP Defining and Measuring Risk in Special Education and Early Intervention Research	Salons HJK
	FF Early Learning Program Meeting	Salons FG
	RT Making Data Publicly Available	Salons ABC
	RT Using Research at the Classroom, School, and State Levels: Results from the Knowledge Utilization R&D Centers	Salon I
	RT Working Together to Improve Student Learning and Engagement - Partnering with and Recruiting Schools and Districts	Salons DE
4:30 pm – 5:45 pm	Poster Session	Salons IV-VI

WEDNESDAY, JANUARY 10, 2018

TIME	ACTIVITY	LOCATION
7:30 am – 2:45 pm	Registration/Meeting Solutions Desk	Grand Ballroom Foyer
8:30 am – 9:45 am	FF Plenary Session: Keynote Address	Salons ABC/HJK
9:45 am – 10:15 am	Morning Break	
10:15 am – 11:45 am	<i>Concurrent Sessions</i>	
	RT Data Privacy Issues in Education Research: Advances and Barriers	Salon III
	MM Estimation and Impacts of Treatment Effect Heterogeneity	Salons DE
	MM Implementation Research through the IES Goal Structure: Exploring, Developing, Testing, and Measuring Practices to Support and Sustain Education Interventions	Salon II

WEDNESDAY, JANUARY 10, 2018

TIME	ACTIVITY	LOCATION
	FF Linking Social, Emotional, and Academic Development in K-12 Education: A Consensus Statement on How We Learn from the Aspen Institute's National Commission	Salons HJK
	MM Mediation Analysis	Salon I
	MM Single-Case Design: How You Can Use SCD to Enhance Your Research	Salons ABC
	DP Un-Siloing Populations of Students and Their Needs	Salons FG
11:45 am – 12:15 pm	Lunch Pick-up	Arlington Ballroom Foyer
12:15 pm – 1:15 pm	Lunchtime Meet-ups	
	MM Creating a Culture of Replication Research	Salon III
	FF Effective Teachers & Teaching	Salon II
	DP Research and Education in Rural Settings	Salon I
1:15 pm – 1:30 pm	Transition Time	
1:30 pm – 2:45 pm	Concurrent Sessions	
	DP Evidence-Based Approaches to Developmental Education Reform: Early Findings from the Center for the Analysis of Postsecondary Readiness (CAPR)	Salon II
	DP Gifted Identification Gap: When Just as Good is Not Good Enough	Salons DE
	MM How to be SMART about your Adaptive Intervention	Salon III
	RT Infusing Your Research into Commercially-Viable Products: Tips and Tricks of the Trade	Salons ABC
	FF Pathways to the Education Sciences Program Meeting	Salon I
	RT The IES Scientific Peer Review Process: Overview and Common Myths and Misconceptions	Salons HJK
	MM What is Required for a Partnership to Carry Out a Quick Evaluation?	Salons FG

AGENDA AT-A-GLANCE

WEDNESDAY, JANUARY 10, 2018

TIME	ACTIVITY	LOCATION
2:45 pm – 3:00 pm	Transition Time	
3:00 pm – 4:00 pm	<i>Program Officer Office Hours and Topic Meetings</i>	
	NCER Program Officers	
	Corinne Alfeld	Salon II
	James Benson	Salons DE
	Christina Chhin	Salon III
	Wai-Ying Chow	Salon V
	Emily Doolittle	Salons HJK
	Caroline Ebanks	Salons ABC
	Molly Faulkner-Bond	Salon I
	Phill Gagné	Salon II
	Erin Higgins	Salons FG
	Meredith Larson	Salons DE
	Rebecca McGill-Wilkinson	Salon VI
	Edward Metz	Salon III
	Allen Ruby	Salon I
	Katina Stapleton	Salon II
	NCSER Program Officers	
	Sarah Brasiel	Salon III
	Jacquelyn Buckley	Salons HJK
	Kimberley Sprague	Salon VI
	Amy Sussman	Salons ABC
	Katherine Taylor	Salon V

SESSION TRACK SCHEDULE

DIVERSE POPULATIONS (DP)

Tuesday, January 9, 2018

TIME	SESSION	LOCATION
10:30 am – 11:45 am	Leveraging Technology to Support Individualized Learning in Classroom Settings	Salons HJK
10:30 am – 11:45 am	Taking the Next Step: How Students Transition Through Systems	Salons FG
12:15 pm – 1:00 pm	Lunchtime Meet-up: Inter-/Intra-Personal Competencies and Older Students	Salon I
3:00 pm – 4:30 pm	Changing Students' Beliefs to Improve Outcomes	Salon II
3:00 pm – 4:30 pm	Defining and Measuring Risk in Special Education and Early Intervention Research	Salons HJK

Wednesday, January 10, 2018

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Un-Siloing Populations of Students and Their Needs	Salons FG
12:15 pm – 1:15 pm	Lunchtime Meet-up: Research and Education in Rural Settings	Salon I
1:30 pm – 2:45 pm	Evidence-Based Approaches to Developmental Education Reform: Early Findings from the Center for the Analysis of Postsecondary Readiness (CAPR)	Salon II
1:30 pm – 2:45 pm	Gifted Identification Gap: When Just as Good is Not Good Enough	Salons DE

SESSION TRACK SCHEDULE

FUTURE OF THE FIELD (FF)

Tuesday, January 9, 2018

TIME	SESSION	LOCATION
8:30 am – 9:00 am	Opening Plenary: IES Director's Welcome	Salons ABC/HJK
9:15 am – 10:00 am	Plenary Session: Commissioner's Welcome: NCSE	Salon III
9:15 am – 10:00 am	Plenary Session: The Past, Present, and Future of NCER: Comments from NCER Leadership	Salons ABC/HJK
10:30 am – 11:45 am	Training the Next Generation of Education Researchers	Salon I
12:15 pm – 1:00 pm	Lunchtime Meet-up: Career and Technical Education: The Next Frontier	Salon II
3:00 pm – 4:30 pm	Early Learning Program Meeting	Salons FG

Wednesday, January 10, 2018

TIME	SESSION	LOCATION
8:30 am – 9:45 am	Keynote Address	Salons ABC/HJK
10:15 am – 11:45 am	Linking Social, Emotional, and Academic Development in K-12 Education: A Consensus Statement on How We Learn from the Aspen Institute's National Commission	Salons HJK
12:15 pm – 1:15 pm	Lunchtime Meet-up: Effective Teachers & Teaching	Salon II
1:30 pm – 2:45 pm	Pathways to the Education Sciences Program Meeting	Salon I

METHODS AND MEASUREMENT (MM)

Tuesday, January 9, 2018

TIME	SESSION	LOCATION
10:30 am – 11:45 am	Developing Measures of Classroom Practice	Salon III
10:30 am – 11:45 am	Moving Beyond p -values: Bayesian Inference in Education Research	Salons DE
10:30 am – 11:45 am	NCES EDGE Program: Exploring the Social and Spatial Context of Education	Salon II
12:15 pm – 1:00 pm	Lunchtime Meet up: The Value of Data Science for Education	Salon III
3:00 pm – 4:30 pm	At the Cutting Edge: Demonstrations of Statistical Software Developed Through the Statistical and Research Methodology in Education Program	Salon III

Wednesday, January 10, 2018

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Estimation and Impacts of Treatment Effect Heterogeneity	Salons DE
10:15 am – 11:45 am	Implementation Research through the IES Goal Structure: Exploring, Developing, Testing, and Measuring Practices to Support and Sustain Education Interventions	Salon II
10:15 am – 11:45 am	Mediation Analysis	Salon I
10:15 am – 11:45 am	Single-Case Design: How You Can Use SCD to Enhance Your Research	Salons ABC
12:15 pm – 1:15 pm	Lunchtime Meet-up: Creating a Culture of Replication Research	Salon III
1:30 pm – 2:45 pm	How to be SMART About Your Adaptive Intervention	Salon III
1:30 pm – 2:45 pm	What is Required for a Partnership to Carry Out a Quick Evaluation?	Salons FG

SESSION TRACK SCHEDULE

RELEVANCE AND TRANSPARENCY (RT)

Tuesday, January 9, 2018

TIME	SESSION	LOCATION
10:30 am – 11:45 am	Communicating Research to Policymakers	Salons ABC
1:15 pm – 2:30 pm	Plenary Session: It's Up to Us: Transparency and the Public Value of Science	Salons ABC/HJK
3:00 pm – 4:30 pm	Making Data Publicly Available	Salons ABC
3:00 pm – 4:30 pm	Using Research at the Classroom, School, and State Levels: Results from the Knowledge Utilization R&D Centers	Salon I
3:00 pm – 4:30 pm	Working Together to Improve Student Learning and Engagement - Partnering with and Recruiting Schools and Districts	Salons DE

Wednesday, January 10, 2018

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Data Privacy Issues in Education Research: Advances and Barriers	Salon III
1:30 pm – 2:45 pm	Infusing Your Research into Commercially-Viable Products: Tips and Tricks of the Trade	Salons ABC
1:30 pm – 2:45 pm	The IES Scientific Peer Review Process: Overview and Common Myths and Misconceptions	Salons HJK

MONDAY, JANUARY 8, 2018 (PRE-MEETINGS)

DETAILED MEETING AGENDA

8:30 AM - 4:30 PM

Early Learning Network Meeting*Salon II*

In FY2016, the Institute of Education Sciences (IES) initiated a new Research Networks grant program and funded the Supporting Early Learning from Preschool through Early Elementary School Grades Network (Early Learning Network). The Early Learning Network includes five Research Teams, an Assessment team, and a Network Lead. The Early Learning Network teams will meet with each other, their program officer, and other IES staff. Network members will present preliminary findings from their site-specific research projects, talk about current and future opportunities for collaboration, and share information about upcoming activities and events.

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

10:00 AM - 8:00 PM

The ED Games Expo: An Annual Showcase for Education Learning Games and Technologies*The John F. Kennedy Center for the Performing Arts: 2700 F St NW, Washington, DC 20566*

The 5th Annual ED Games Expo is a free showcase for the field of educational learning games, as well as for other innovative forms of learning and assistive technologies. Attendees will have the opportunity to demo more than 75 learning games and technologies, while meeting face-to-face with the developers. The learning games and technologies are for students ages 5 to 18, and cover a range of topics in education and special education across science, technology, engineering, and mathematics (STEM), reading and writing, social studies, and social and behavioral development. For more information:

<https://ies.ed.gov/sbir/EdGamesExpo.asp>*MODERATOR:***Edward Metz**, National Center for Education Research (NCER)

DETAILED MEETING AGENDA

MONDAY, JANUARY 8, 2018 (PRE-MEETINGS)

1:00 PM - 5:30 PM

IES Postdoctoral Fellows Meeting

Salons DE

Fellows sponsored through the IES Postdoctoral Training programs will gather to meet one another and their program officers, learn about IES and funding opportunities, receive some professional development, and have opportunities to present their research to one another and IES staff.

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 (NCSER)

4:00 PM - 6:00 PM

Social and Behavioral Measurement Meeting

Salon I

This meeting will provide an opportunity for IES grantees interested in assessment of social and behavioral competencies (i.e., inter- and intrapersonal competencies important for learning, civic engagement, and employment) to come together to strategize about ways to advance measurement work in this area.

MODERATORS:

Jacquelyn Buckley, National Center for Special Education Research (NCSER)

Emily Doolittle, National Center for Education Research (NCER)

5:30 PM - 6:30 PM

Registration

Grand Ballroom Foyer

7:30 AM – 6:00 PM

Registration*Grand Ballroom Foyer*

8:30 AM – 9:00 AM

Opening Plenary: IES Director's Welcome **FF***Salons ABC/HJK*

Dr. Brock will give a talk titled, "Research, Evaluation, and Statistics: The Vital Role of the IES in Retrospect and Prospect."

PRESENTER:

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

9:00 AM – 9:15 AM

Transition Time

PLENARY SESSIONS

9:15 AM – 10:00 AM

Plenary Session: Commissioner's Welcome: NCSER **FF***Salon III*

NCSER Commissioner Joan McLaughlin will provide an update on NCSER's work, discuss plans for future activities, 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

TUESDAY, JANUARY 9, 2018

9:15 AM - 10:00 AM — PLENARY SESSIONS, *continued*

Plenary Session: The Past, Present, and Future of NCER: Comments from NCER Leadership **FF**

Salons ABC/HJK

Join the NCER leadership for an opportunity to learn about contributions made by NCER-funded research and research training, hear updates on the work of the Center, ask questions, and provide input about the state of education research.

PRESENTERS:

Elizabeth Albro, Associate Commissioner, Teaching and Learning, National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education

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

Allen Ruby, Associate Commissioner, Policy and Systems, National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education

10:00 AM - 10:30 AM

Morning Break

CONCURRENT SESSIONS

10:30 AM - 11:45 AM

Communicating Research to Policymakers **RT**

Salons ABC

The need for effective communication of science-based evidence to policymakers is ever present. This 75-minute session will focus on strategies for communicating rigorous research results to policymakers, spotlighting the research syntheses and other strategies that the Campbell Collaboration is using in education and related fields. The Campbell Collaboration has provided systematic reviews and other syntheses for evidence-based policy and practice since 2000. Participants will leave the session with effective strategies for synthesizing and communicating their research to policymakers at local, state, and national levels.

MODERATOR:

Amanda Dettmer, APA/AAAS Fellow, Assigned to the Institute of Education Sciences (IES), National Center for Education Research (NCER)

PRESENTERS:

Therese Piggott, Loyola University Chicago

Howard White, Campbell Collaboration

10:30 AM - 11:45 AM — CONCURRENT SESSIONS, *continued***Developing Measures of Classroom Practice** **MM***Salon III*

Quality measurement is the cornerstone of rigorous education research and is often cited as an area where additional attention and training are needed. In this session, researchers and measurement experts will discuss the process for developing and validating various observational measures of classroom practice. Presenters will provide practical guidance on how to systematically develop measures, train raters, and determine reliability and validity. This session is meant for researchers who do not have training or experience in psychometric analysis, but who are curious about developing and/or evaluating measures in the context of an exploration, development, or efficacy study.

MODERATOR:

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

PRESENTERS:

Courtney Bell, Educational Testing Service

Carol Connor, University of California, Irvine

Jason Downer, University of Virginia

Bridget Hamre, University of Virginia

Nathan Jones, Boston University

Leveraging Technology to Support Individualized Learning in Classroom Settings **DP***Salons HJK*

Students come into school settings with unique experiences, prior knowledge, and abilities resulting in different learning needs. Technology may help teachers tailor instruction to individual learners in a variety of ways, e.g., identifying areas of difficulty or mastery, automatically adjusting practice opportunities, or providing just-in-time feedback to students and teachers. Panelists with expertise in educational technology, teaching, and assessment will share information about their work and their vision for the role of technology and teachers in supporting individualized learning. Panelists will address questions such as: How does work in learning and cognitive sciences inform the design of systems? What are the challenges and possible solutions associated with individualized learning? What open research questions remain?

MODERATOR:

Jodi Davenport, WestEd

PRESENTERS:

John Pane, the RAND Corporation

Jan Plass, New York University

Philip Poekert, University of Florida

Valerie Shute, Florida State University

DETAILED MEETING AGENDA

TUESDAY, JANUARY 9, 2018

10:30 AM - 11:45 AM — CONCURRENT SESSIONS, *continued*

Moving Beyond p -values: Bayesian Inference in Education Research **MM** *Salons DE*

In March 2016, the American Statistical Association issued a statement on statistical significance and p -values. The statement highlighted common misconceptions in how p -values are interpreted, used and reported, and proposed alternative approaches to analyzing and interpreting data that might avoid some of the pitfalls noted. Bayesian methods are one such alternative. In this session, three experts will speak to these issues in a series of connected talks. First, what's wrong with p -values? What do they mean, and what don't they mean? Second, what do Bayesian methods offer in an education research context that traditional statistical models do not? How can we choose credible 'priors' for high-stakes evaluations, and where might such priors come from in our field? Finally, what tools and resources are available for education researchers who want to use Bayesian methods in their work? An NCER grantee will share the results of a project to build out a piece of Bayesian software to make it useful and accessible for our field.

MODERATOR:

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

PRESENTERS:

John Deke, Mathematica Policy Research

Mariel Finucane, Mathematica Policy Research

Andrew Gelman, Columbia University

NCES EDGE Program: Exploring the Social and Spatial Context of Education **MM** *Salon II*

This session introduces three resources developed by the NCES Education Demographic and Geographic Estimates (EDGE) program to help researchers explore the social and spatial context of education: (1) school district-level social/economic data about school-age children and their parents developed from custom tabulations of the American Community Survey (ACS); (2) geographic data for school locations, school district boundaries, locale classifications, and other resources; and (3) a new experimental school neighborhood poverty indicator being developed for public schools. The discussion will offer background on each of the data sources, provide examples of how to access and use the data, and include opportunities for Q&A. Participants will gain information about data and tools that they can use to obtain more accurate district and school demographic data.

For more information: <https://nces.ed.gov/programs/edge/>

MODERATOR:

Corinne Alfeld, National Center for Education Research (NCER)

PRESENTER:

Douglas Geverdt, National Center for Education Statistics (NCES)

10:30 AM - 11:45 AM — CONCURRENT SESSIONS, *continued***Taking the Next Step: How Students Transition Through Systems****DP***Salons FG*

Transitioning through education systems and into work and community life includes many hurdles and obstacles. In this session, researchers from special education, adult education, and postsecondary education, including the 2016 recipient of the IES Outstanding Predoctoral Fellow award, will discuss research on how their populations fare transitions, what may lead to better outcomes, and what additional questions need to be answered.

*MODERATORS:***Meredith Larson**, National Center for Education Research (NCER)**Kimberley Sprague**, National Center for Special Education Research (NCSER)*PRESENTERS:***Judith Alamprese**, Abt Associates**Rachel Baker**, University of California, Irvine**Lauren Lindstrom**, University of California, Davis**Training the Next Generation of Education Researchers****FF***Salon I*

As the field of education expands to include newer tools, methodologies, and content areas, the training needs of the next generation of education researchers will also change. This roundtable session focuses on considerations for training incoming education and special education researchers, highlighting areas that will be critical for the future. Presenters include researchers with extensive experience training and mentoring graduate students, postdoctoral fellows, and early career researchers. Everyone interested in how to support the training of education researchers is invited to attend and share ideas.

*MODERATOR:***Katina Stapleton**, National Center for Education Research (NCER)*PRESENTERS:***Geoffrey Borman**, University of Wisconsin, Madison**Kristin Duppong Hurley**, University of Nebraska, Lincoln**Nancy Jordan**, University of Delaware**Sara Rimm-Kaufman**, University of Virginia**Layne Scherer**, The National Academies of Sciences, Engineering, and Medicine

DETAILED MEETING AGENDA

TUESDAY, JANUARY 9, 2018

11:45 AM - 12:15 PM

Lunch Pick-up

Arlington Ballroom Foyer

If you pre-ordered a boxed lunch during registration go to Arlington Ballroom Foyer to pick up your food. If you would like to purchase a boxed lunch now, go to Sky View and Grand Ballroom Foyer. Otherwise, there are several external options in the vicinity; refer to the conference mobile app for lunch spots nearby. Come back at 12:15 to attend one of the topical lunch meet-ups or network on your own. Space is available in Salons ABC/HJK for eating and informal networking.

LUNCHTIME MEET-UPS

12:15 PM - 1:00 PM

Lunchtime Meet-up: Career and Technical Education - The Next Frontier **FF**

Salon II

Career and technical education (CTE) has recently become a hot topic among policymakers and the public. IES has been encouraging rigorous research in CTE (e.g., through its CTE special topic) to help guide policy and program decisions. During this meet up, attendees will engage in informal discussions about research related to CTE, including approaches, measures, and critical areas for future research. All researchers with an interest in CTE are welcome to attend. Researchers with a current CTE-related project are especially encouraged to come and network with each other and the program officer.

HOST:

Corinne Alfeld, National Center for Education Research (NCER)

Lunchtime Meet-up: Inter-/Intra-Personal Competencies and Older Students **DP**

Salon I

A recent National Academies of Science report on 21st-century skills for postsecondary student success calls for more research on both intrapersonal competencies (e.g., metacognition, self-regulation, motivation, mindsets) and interpersonal competencies (e.g., communication, teamwork), and for improved measures of these areas. During this meet-up, we will discuss ongoing work with adult students (i.e., those over 16 years old, or those no longer in the K-12 system), possible work that would fit IES's research areas, and ways to help disseminate information to researchers in the primary fields (e.g., postsecondary and adult education, transitions for students with disabilities), related fields (e.g., K-12 social-behavioral, cognition, and student learning), and the public.

For more information: <https://www.nap.edu/catalog/24697/supporting-students-college-success-the-role-of-assessment-of-intrapersonal>

HOST:

Meredith Larson, National Center for Education Research (NCER)

TUESDAY, JANUARY 9, 2018

12:15 PM - 1:00 PM— LUNCHTIME MEET-UPS, *continued***Lunchtime Meet-up: The Value of Data Science for Education** **MM***Salon III*

During this meet-up, attendees will engage in informal discussions about the value of data science approaches for education research and will identify areas where data science methods can be used to support research and development efforts across IES's research topics and goals.

*HOSTS:***Kevyn Collins-Thompson**, University of Michigan**Erin Higgins**, National Center for Education Research (NCER)

1:00 PM - 1:15 PM

Transition Time

1:15 PM - 2:30 PM

Plenary Session: It's Up to Us: Transparency and the Public Value of Science **RT***Salons ABC/HJK*

Technological and societal changes are raising new questions about the value of scientific research. These questions include "Why should we pay for it?" and "Why should we trust it?" This presentation describes motivations behind these questions and constructive ways to address them. By committing to greater transparency, better communication, and more effective engagement, science can provide more value to more people.

*MODERATOR:***Joan McLaughlin**, National Center for Special Education Research (NCSE),
Institute of Education Sciences (IES), U.S. Department of Education*PRESENTER:***Arthur Lupia**, Hal R. Varian Collegiate Professor of Political Science, University of Michigan

2:30 PM - 3:00 PM

Afternoon Break

DETAILED MEETING AGENDA

TUESDAY, JANUARY 9, 2018

CONCURRENT SESSIONS

3:00 PM - 4:30 PM

At the Cutting Edge: Demonstrations of Statistical Software Developed Through the Statistical and Research Methodology in Education Program **MM**

Salon III

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

MODERATOR:

Phill Gagné, National Center for Education Research (NCER)

Changing Students' Beliefs to Improve Outcomes **DP**

Salon II

Students' beliefs can play powerful roles in their academic success. This session will highlight research that focuses on changing attitudes or beliefs as one way to improve student education outcomes. Each of the four projects featured in this session will highlight different intervention formats (e.g., technology or teacher training) and targets (i.e., future self, growth mindset, stress appraisals) that can be used to change students' beliefs as a way to improve academic achievement. Join our presenters for engaging presentations of their grants followed by questions/interactive discussion.

MODERATOR:

Vinita Chhabra, National Center for Education Research (NCER)

PRESENTERS:

Lisa Blackwell, Mindset Works

Sarah Gripshover, Stanford University

Jeremy Jamieson, University of Rochester

Daphna Oyserman, University of Southern California

3:00 PM - 4:30 PM — CONCURRENT SESSIONS, *continued*

Defining and Measuring Risk in Special Education and Early Intervention Research **DP**

Salons HJK

Much of the research funded by IES examines ways to intervene with children who are at risk for developing a disability or struggling in school. However, there are no standard ways of identifying at-risk children or establishing consensus on what risks should be measured. Even within a particular category of disability, researchers, schools, and early childhood programs may define risk differently, focus on different indicators of risk, or use different measures and criteria for evaluating risk. This session will involve an active discussion about risk identification methods, such as establishing efficient and consistent ways of determining risk and ensuring an appropriate match between criteria and assessment purpose (e.g., risk for disability for research or special education/early intervention services, risk for school difficulties that may require additional supports). The presenters will discuss children ranging in age from infancy through school age, across multiple domains of interest (i.e., academic, social, emotional, behavioral, physical, and developmental).

MODERATOR:

Amy Sussman, National Center for Special Education Research (NCSE)

PRESENTERS:

Sandra Chafouleas, University of Connecticut

Nathan Clemens, University of Texas at Austin

Dale Walker, University of Kansas

Early Learning Program Meeting **FF**

Salons FG

This session will bring together early childhood researchers from the Early Learning Programs and Policies research topic and the Early Learning Research Network program. The meeting will include a brief presentation followed by a group discussion. Participants will engage in discussion about current and future research directions in the field of early childhood education. Participants will also discuss policy and practice implications of early childhood research. Although this session targets grantees in the topics areas listed above, the session is open to all researchers with an interest in early childhood research.

MODERATOR:

Caroline Ebanks, National Center for Education Research (NCER)

DETAILED MEETING AGENDA

TUESDAY, JANUARY 9, 2018

3:00 PM - 4:30 PM — CONCURRENT SESSIONS, *continued*

Making Data Publicly Available **RT**

Salons ABC

With increasing requirements from both funders and journals to publicly provide the data that sit behind published findings, speakers in this symposium will discuss challenges and opportunities that arise. Perspectives from a researcher seeking to meet data access requirements, a journal editor seeking to establish data access requirements, a leader of a data repository, and a researcher who relies on available data to complete meta-analyses will be presented.

MODERATORS:

Elizabeth Albro, National Center for Education Research (NCER)

Nathan Jones, Boston University

PRESENTERS:

Dan Goldhaber, University of Washington Bothell / American Institutes for Research

Jason Grissom, Vanderbilt University

Margaret Levenstein, Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan

Elizabeth Tipton, Columbia University

Using Research at the Classroom, School, and State Levels: Results from the Knowledge Utilization R&D Centers **RT**

Salon I

IES has been funding rigorous education research since 2002, but little is known about how this research is used in classrooms, schools, and states. In this session, researchers from the two NCER-funded Knowledge Utilization R&D Centers will present their findings on research use at various levels of the education system. The National Center for Research in Policy and Practice and the Center for Research Use in Education will present findings from their work examining whether, how, and in what contexts education practitioners use research.

MODERATOR:

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

PRESENTERS:

Horatio Blackman, University of Delaware

Elizabeth Farley-Ripple, University of Delaware

Caitlin Farrell, University of Colorado Boulder

Henry May, University of Delaware

William Penuel, University of Colorado Boulder

3:00 PM - 4:30 PM — CONCURRENT SESSIONS, *continued*

Working Together to Improve Student Learning and Engagement - Partnering with and Recruiting Schools and Districts **RT**

Salons DE

Schools and districts play a critical role in influencing the success of a research study. Undoubtedly, behind every successful education research study is a strong partnership between the researcher and the participating schools or districts. Developing that partnership, however, continues to be a challenge for education researchers. In this interactive session, school practitioners will provide their thoughts and perspectives on how education researchers can recruit and develop strong and beneficial partnerships with schools and districts.

MODERATOR:**Elizabeth Corcoran**, EdSurge**PRESENTERS:****Lori Erickson**, Saint Paul Public Schools**Matthew Linick**, Cleveland Metropolitan School District**Christopher Moore**, Minneapolis Public Schools**Jennifer Piver-Renna**, Virginia Department of Education

4:30 PM - 5:45 PM

Poster Session

Salons IV-VI

The poster session is intended to provide an interactive forum for researchers to 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 opportunities for networking with other attendees.

DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 10, 2018

7:30 AM - 2:45 PM

Registration

Grand Ballroom Foyer

8:30 AM - 9:45 AM

Plenary Session: Keynote Address **FF**

Salons ABC/HJK

Joan Ferrini-Mundy, Chief Operating Officer of the National Science Foundation, will give a keynote address in this plenary session.

MODERATOR:

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

PRESENTER:

Joan Ferrini-Mundy, Chief Operating Officer, National Science Foundation

9:45 AM - 10:15 AM

Morning Break

CONCURRENT SESSIONS

10:15 AM - 11:45 AM

Data Privacy Issues in Education Research: Advances and Barriers **RT**

Salon III

This session will discuss data accessibility and data sharing agreements, new and forthcoming legislation on student data privacy, and recommendations from the recent publication of the Commission on Evidence-Based Policymaking.

MODERATOR:

Corinne Alfeld, National Center for Education Research (NCER)

PRESENTERS:

Sharon Boivin, National Center for Education Statistics (NCES)

Michael Hawes, Student Privacy Policy and Assistance Division, U.S. Department of Education

Amelia Vance, Future of Privacy Forum

WEDNESDAY, JANUARY 10, 2018

10:15 AM - 11:45 AM — CONCURRENT SESSIONS, *continued***Estimation and Impacts of Treatment Effect Heterogeneity** **MM***Salons DE*

Research on interventions in education typically quantify and statistically test a global average effect for the sample but ignore the important issue of the treatment effect potentially differing across classrooms/schools in the study. When the variation across clusters is examined, however, it is often extensive enough in the sample to render a statistical conclusion of treatment effect heterogeneity in the population. During this session, methodologists will present different techniques for estimating and accounting for treatment effect heterogeneity. Presenters will also discuss the implications of treatment effect heterogeneity for designing applied studies and interpreting their results.

*MODERATOR:***Phill Gagné**, National Center for Education Research (NCER)*PRESENTERS:***Larry Hedges**, Northwestern University**Luke Miratrix**, Harvard University**Robert Olsen**, Rob Olsen LLC**Michael Weiss**, MDRC**Implementation Research through the IES Goal Structure:
Exploring, Developing, Testing, and Measuring Practices to Support
and Sustain Education Interventions** **MM***Salon II*

Researchers can use the IES research goal structure to examine implementation of education interventions. This panel will consist of four IES-funded researchers who are successfully conducting projects with a focus on implementation across multiple research goals. Presenters will provide brief overviews of their projects and explain how they are using the goal structure to identify, develop, evaluate, and assess characteristics of teachers, classrooms, schools, and the intervention delivery process that support implementation of evidence-based practices.

*MODERATOR:***Caroline Ebanks**, National Center for Education Research (NCER)*PRESENTERS:***Catherine Bradshaw**, University of Virginia**Clayton Cook**, University of Minnesota**Dimitra Kamboukos**, New York University School of Medicine**Aaron Lyon**, University of Washington

DETAILED MEETING AGENDA

10:15 AM - 11:45 AM — CONCURRENT SESSIONS, *continued*

Linking Social, Emotional, and Academic Development in K-12 Education: A Consensus Statement on How We Learn from the Aspen Institute's National Commission **FF**

Salons HJK

This fall, the Aspen Institute released *The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development*. This consensus statement from a 28-member panel of scholars calls for the full integration of social and emotional learning with academic instruction in schools. This session will include interactive discussion with the lead author of the report and an NCER program officer to explore what this consensus statement might mean for IES research in this area.

MODERATOR:

Emily Doolittle, National Center for Education Research (NCER)

PRESENTER:

Stephanie Jones, Harvard University

Mediation Analysis **MM**

Salon I

This session will provide an overview of the purpose of mediation analysis, methods for mediation analysis, and feasible strategies to conduct the analysis such as existing software programs and tools.

MODERATOR:

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

PRESENTER:

Kristopher Preacher, Vanderbilt University

10:15 AM - 11:45 AM — CONCURRENT SESSIONS, *continued***Single-Case Design: How You Can Use SCD to Enhance Your Research** **MM** *Salons ABC*

Single-case designs (SCD) are intended to demonstrate a causal or functional relationship between two variables using a small sample of students or classrooms. SCD studies have a history of application in research with low-incidence populations, including students with disabilities. However, SCD is not reserved exclusively for research on low-incidence populations and can be used to enhance research on a variety of populations. Recent efforts have been made to increase the rigor and promote the use of these designs to provide information needed regarding practice and student outcomes. This session will be a follow-up to last year's session and will focus on randomization testing. The presenters will review the key issues and current status of SCD, discuss an example of applying randomization tests, and put this work in perspective for the future.

MODERATOR:

Kimberley Sprague, National Center for Special Education Research (NCSE)

PRESENTERS:

Ann Kaiser, Vanderbilt University

Wendy Machalicek, University of Oregon

James Pustejovsky, University of Texas at Austin

Un-Siloing Populations of Students and Their Needs **DP***Salons FG*

Teachers often need to use a variety of teaching strategies to meet the needs of all students, including English learners, struggling readers, students with disabilities, and general education students. This session brings together researchers from diverse areas of study to discuss instructional practices that can reach all students and those that could benefit specific student populations. Participants will have an opportunity to network and engage in discussions around the key issues of this work and future directions, which might lead to feasible implementation in classrooms.

MODERATOR:

Wai-Ying Chow, National Center for Education Research (NCER)

PRESENTERS:

Mary Bratsch-Hines, University of North Carolina at Chapel Hill

Russell Gersten, Instructional Research Group

Devin Kearns, University of Connecticut

Kent McIntosh, University of Oregon

DETAILED MEETING AGENDA

11:45 AM - 12:15 PM

Lunch Pick-up

Arlington Ballroom Foyer

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LUNCHTIME MEET-UPS

12:15 PM - 1:15 PM

Lunchtime Meet-up: Creating a Culture of Replication Research **MM**

Salon III

Recent publications have highlighted the limited number of replication studies in the social sciences and in education, and have helped sound an alarm for more replication studies to inform education policy and practice. By creating a research culture that includes systematic replications as part of the research cycle, the education field can accumulate knowledge about the validity and generalizability of findings regarding intervention impacts. This meet-up will address how we can create a culture where replications are expected and valued in education research, including a discussion of the definition, methods, and analysis of replication research.

HOSTS:

Christina Chhin, National Center for Education Research (NCER)

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

Lunchtime Meet-up: Effective Teachers & Teaching **FF**

Salon II

Teaching has been identified as a key in-school influence on student outcomes. Much remains to be understood, however, about 1) the specific aspects of teachers and teaching that promote student learning and 2) the specific supports/training, policies, and interventions that promote those aspects of teachers and teaching. Investigating these links with scientific rigor in authentic education settings presents unique challenges. During this meet-up, attendees will engage in informal discussions about research related to teachers and teaching, including common challenges, lessons learned, and critical areas for future research. All researchers with an interest in the study of teachers and teaching are welcome to attend. Researchers with current teaching-related projects are especially encouraged to participate and network with one other.

HOSTS:

Wai-Ying Chow, National Center for Education Research (NCER)

Catherine Lewis, Mills College

WEDNESDAY, JANUARY 10, 2018

12:15 PM - 1:00 PM— LUNCHTIME MEET-UPS, *continued***Lunchtime Meet-up: Research and Education in Rural Settings** **DP***Salon I*

In this meet-up, attendees will discuss how IES-funded projects that include research on rural education (sometimes as the focus and sometimes as a subgroup) can inform one another given that they are funded under multiple grant competitions, topics, and Centers. Additional issues for discussion include how IES can best identify/describe “rural,” the key characteristics of or factors faced by rural education, and the key research issues for improving rural education.

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

1:15 PM - 1:30 PM

Transition Time**CONCURRENT SESSIONS**

1:30 PM - 2:45 PM

Evidence-Based Approaches to Developmental Education Reform: Early Findings from the Center for the Analysis of Postsecondary Readiness (CAPR) **DP***Salon II*

After an introduction to CAPR, this session will connect the evidence-based approaches examined through CAPR’s three major studies to other reform efforts designed to enhance student success. The first presentation will introduce findings from part of CAPR’s Descriptive Study, a nationally representative survey of more than 1,000 postsecondary institutions supplemented by in-depth qualitative interviews that looks at how colleges assess students’ developmental educational needs and the extent to which they are trying different practices to teach these students. The second presentation will share implementation and impact findings from CAPR’s Instruction Study, a randomized controlled trial study of the Dana Center Mathematics Pathways (DCMP) in four Texas colleges. The last presentation will discuss early findings and implementation information from CAPR’s Assessment Study, a five-year examination of an alternative placement system based on predictive analytics in collaboration with seven State University of New York community colleges.

*MODERATOR:***James Benson**, National Center for Education Research (NCER)*PRESENTERS:***Thomas Bailey**, Columbia University**Elisabeth Barnett**, Columbia University**Alexander Mayer**, MDRC**Elizabeth Zachry Rutschow**, MDRC

DETAILED MEETING AGENDA

1:30 PM - 2:45 PM — CONCURRENT SESSIONS, *continued*

Gifted Identification Gap: When Just as Good is Not Good Enough **DP**

Salons DE

Building on prior research suggesting inequity in access to gifted education, the National Center for Research on Gifted Education used data from 3 states to examine the effects of ethnicity, poverty, and English learner (EL) status on odds that a student is identified as gifted. This intensive research documented overall patterns, identified places where relatively less inequity exists, and explored possible reasons, resulting in a set of recommendations for practice. An upcoming study will focus on gifted education program delivery in one district with high levels of participation in gifted programs by traditionally underserved students.

MODERATOR:

Corinne Alfeld, National Center for Education Research (NCER)

PRESENTERS:

D. Betsy McCoach, University of Connecticut

Del Siegle, University of Connecticut

How to be SMART About Your Adaptive Intervention **MM**

Salon III

Thinking about using a Sequential Multiple Assignment Randomized Trial (SMART) to optimize your adaptive intervention? This talk is for you! This session provides a brief overview of adaptive interventions and SMARTs; discusses when and why you would want to conduct a SMART; and clarifies 10 common misconceptions or myths about the design of adaptive interventions and SMARTs. An adaptive intervention is a pre-specified set of decision rules that guide whether, how, or when—and based on which measures—to offer different intervention options initially and over time. Such interventions, which are adapted to the baseline or changing outcomes/needs of students (or educators), hold the promise of improving outcomes for greater numbers of students. Over the last decade, there have been significant advances in the development of experimental research designs, such as SMARTs, that allow for optimum adaptive interventions or evaluate its component effects. But not all research on adaptive interventions requires a SMART. On the other hand, researchers should not dismiss a SMART out of concern, for example, that they require prohibitively large sample sizes. This session will help you learn more about optimizing your adaptive intervention and whether a SMART is an appropriate method for your research questions.

MODERATOR:

Jacquelyn Buckley, National Center for Special Education Research (NCSER)

PRESENTER:

Daniel Almirall, University of Michigan

WEDNESDAY, JANUARY 10, 2018

1:30 PM - 2:45 PM — CONCURRENT SESSIONS, *continued*

Infusing Your Research into Commercially-Viable Products: Tips and Tricks of the Trade **RT**

Salons ABC

In this session, researchers will share their experiences working with curriculum developers, textbook publishers, and education technology developers to infuse evidence-based practices into commercially viable products (e.g. curricula, assessments, ed tech products). Panelists will address questions such as: 1) How do researchers build partnerships with industry leaders?; 2) What are the pros and cons of different models for developing commercially viable products (e.g., establishing your own company vs. working in collaboration with a well-known publisher)?; 3) How should researchers navigate issues that arise through developing and marketing commercially-viable products (e.g., conflicts of interest, intellectual property)?

MODERATOR:

Erin Higgins, National Center for Education Research (NCER)

PRESENTERS:

Jodi Davenport, WestEd

Hank Fien, University of Oregon

Roberta Golinkoff, University of Delaware

Trisha Zucker, University of Texas Health Science Center at Houston

Pathways to the Education Sciences Program Meeting **FF**

Salon I

During this session, PIs from the Pathways to the Education Sciences Research Training Program will meet to share the lessons learned from the launch of the first cohort of training programs. Katina Stapleton (IES) will facilitate.

MODERATOR:

Katina Stapleton, National Center for Education Research (NCER)

DETAILED MEETING AGENDA

1:30 PM - 2:45 PM — CONCURRENT SESSIONS, *continued*

The IES Scientific Peer Review Process: Overview and Common Myths and Misconceptions **RT**

Salons HJK

In this session, Dr. Anne Ricciuti, the IES Deputy Director for Science, will provide an overview of the IES scientific peer review process for research grants. Specifically, she will address what goes on between the time an application is submitted and peer review is completed, how reviewers are recruited and assigned, what guidance is provided to reviewers, how triage is conducted, what happens at panel review meetings, and the process after panel review meetings. She will also address some common myths and misconceptions about the IES peer review process. This session is geared towards new and experienced applicants.

MODERATOR:

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

PRESENTER:

Anne Ricciuti, Standards and Review Office (SRO), Institute of Education Sciences (IES)

What is Required for a Partnership to Carry out a Quick Evaluation? **MM**

Salons FG

NCSER and NCER grantees will discuss the requirements for partnerships to carry out a quick and rigorous evaluation of program effects. In this session, researchers and state and district partners will discuss how they partnered for this type of grant, obstacles in applying for this work and in conducting the study, as well as the successes experienced in the partnership to date. All who are interested in partnerships and quick-turnaround evaluations of effect are welcome to attend for an open discussion.

MODERATOR:

Allen Ruby, National Center for Education Research (NCER)

PRESENTERS:

Karla Casteen, North Carolina Department of Public Instruction

Naihobe Gonzalez, Mathematica Policy Research

Jon Jagemann, Milwaukee Public Schools

David Klingbeil, University of Wisconsin, Milwaukee

Karrie Shogren, University of Kansas

J. David Sienko, Rhode Island Department of Education

Trip Stallings, North Carolina State University

Jean Wing, Oakland Unified School District

WEDNESDAY, JANUARY 10, 2018

2:45 PM - 3:00 PM

Transition Time

3:00 PM - 4:00 PM

Meet Your Program Officer: Office Hours and Topic Meetings

During this time, the program officers will be available in the rooms below to touch base, answer questions, and provide monitoring assistance.

<i>NCER PROGRAM OFFICERS</i>	<i>ROOM</i>
Corinne Alfeld	<i>Salon II</i>
James Benson	<i>Salons DE</i>
Christina Chhin	<i>Salon III</i>
Wai-Ying Chow	<i>Salon V</i>
Emily Doolittle	<i>Salons HJK</i>
Caroline Ebanks	<i>Salons ABC</i>
Molly Faulkner-Bond	<i>Salon I</i>
Phill Gagné	<i>Salon II</i>
Erin Higgins	<i>Salons FG</i>
Meredith Larson	<i>Salons DE</i>
Rebecca McGill-Wilkinson	<i>Salon VI</i>
Edward Metz	<i>Salon III</i>
Allen Ruby	<i>Salon I</i>
Katina Stapleton	<i>Salon II</i>

<i>NCSE PROGRAM OFFICERS</i>	<i>ROOM</i>
Sarah Brasiel	<i>Salon III</i>
Jacquelyn Buckley	<i>Salons HJK</i>
Kimberley Sprague	<i>Salon VI</i>
Amy Sussman	<i>Salons ABC</i>
Katherine Taylor	<i>Salon V</i>

POSTER PRESENTATION LIST

POSTER PRESENTATIONS

Technology Demonstrations (alphabetized by last name)

* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Bernstein, Jared	Analytic Measures Inc.	Oral Reading Fluency: Evaluation of a Fully Automated Assessment	Early Childhood and Early Intervention	EDIES17C0030	30-TD
Braithwaite, David*	Carnegie Mellon University	Improving Understanding of Fraction Addition	Cognition and Student Learning	R305A150262	69-TD
Huscroft-D'Angelo, Jacqueline*	University of Nebraska-Lincoln	Developing a Web-Based Health Literacy Curriculum for Students with High Incidence Disabilities: Stakeholder Perspectives	Transition, Postsecondary, and Adult Education Outcomes	R324A160170	1-TD
Katz, Sandra	Learning Research and Development Center, University of Pittsburgh	Adapting Step Granularity in Tutorial Dialogue Based on Pretest Scores	Cognition and Student Learning	R305A130441	72-TD
Krishnan, Jenell	University of California, Irvine	Digital Scaffolding for English Language Arts	Cognition and Student Learning	R305A150429	67-TD
Lippert, Anne*	University of Memphis	Development and Refinement of AutoTutor for Training Comprehension Skills in Adults with Low Literacy: Accommodating the Data and Feedback from Many Stakeholders	Transition, Postsecondary, and Adult Education Outcomes	R305C120001	6-TD
Russo-Ponsaran, Nicole	Rush NeuroBehavioral Center, Rush University Medical Center	Reliability and Validity of VESIP, a Social Information Processing Assessment Tool for Upper Elementary and Middle School Children	Social and Behavioral Outcomes	R305A150189	25-TD
Sam, Ann	University of North Carolina, FPG Child Development Institute	Combining Online Modules with Coaching to Increase Teachers' Use of Evidence-Based Practices for Students with ASD	Effective Teachers/ Teaching and Professional Development	R324A150047	45-TD

POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Sao Pedro, Michael*	Apprendis	An Alerting Dashboard that Enables Teachers to Help Their Students Learn NGSS Practices in Real-Time with Virtual Labs	Cognition and Student Learning	EDIES16C0014	70-TD
Whitmer, Christopher	Parametric Studio Inc.	The Development and Pilot Testing of DESCARTES an Engineering Instruction, Project, and Curricula Platform for STEM Instruction in Grades 3-6	Science, Technology, Engineering, and Mathematics (STEM)	EDIES17C0034	49-TD

POSTER PRESENTATION LIST

Alphabetized by Last Name

* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Adlof, Suzanne	University of South Carolina	Effects of DictionarySquared on High School Vocabulary and Reading Comprehension	Reading, Writing, and Language Development	R305A130467	36
Babinski, Leslie	Duke University	Improving Young English Learners' Language and Literacy Skills	Effective Teachers/ Teaching and Professional Development	R305A120290	48
Benner, Gregory	School of Education, University of Washington Tacoma	Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders	Effective Teachers/ Teaching and Professional Development	R324A150059	55
Bernstein, Jared	Analytic Measures Inc.	Oral Reading Fluency: Evaluation of a Fully Automated Assessment	Early Childhood and Early Intervention	EDIES17C0030	30-TD
Blanton, Maria	TERC	The Longitudinal Impact of an Early Algebra Intervention on Children's Algebraic Thinking: Grades 3-4 Results	Science, Technology, Engineering, and Mathematics (STEM)	R305A140092	57
Braithwaite, David*	Carnegie Mellon University	Improving Understanding of Fraction Addition	Cognition and Student Learning	R305A150262	69-TD
Brock, Matthew*	Ohio State University	Developing and Testing a Multi-Tier Model for Training Paraprofessionals in Systematic Instruction for Students with Severe Disabilities	Effective Teachers/ Teaching and Professional Development	R324B160009	46
Bustamante, Andres*	Temple University	A Pilot Study of Parkopolis: The Life-Size Playful Learning Board Game	Cognition and Student Learning	R305B150014	68
Calvert, Hannah*	Boise State University	Predictors of Implementation of Classroom-Based Physical Activity in Elementary Schools	Systems, Policy, and Leadership	R305A150277	13

POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Clemens, Nathan	University of Texas at Austin	Growth Trajectories of Kindergarten Students At-Risk for Reading Disability and Outcomes through Second Grade	Reading, Writing, and Language Development	R324A130214	43
Costa, Lara-Jeane*	UNC Chapel Hill	Efficacy of SRSD Writing Intervention: 4 years of Evidence	Reading, Writing, and Language Development	R305A120145	37
Daunic, Ann	University of Florida	Merging Social-Emotional Learning and Literacy: First Year Findings from a Goal 3 Cluster Randomized Efficacy Study to Evaluate Effects of the Social-Emotional Learning Foundations (SELF) Curriculum for Kindergarten and First Grade Students at Risk for Emotional and Behavioral Disorders in Schools Randomized to the SELF Condition versus Business as Usual	Social and Behavioral Outcomes	R324A160136	28
Debnam, Katrina*	University of Virginia	Promoting Cultural Responsivity and Student Engagement through Double Check Coaching of Classroom Teachers: An Efficacy Study	Social and Behavioral Outcomes	R305A150221	24
Dong, Nianbo	University of Missouri-Columbia	Using Propensity Score Analysis of Survey Data to Estimate Population Average Treatment Effects	Statistics and Methodology	R305D150001	19
Dore, Rebecca*	University of Delaware	Games for Learning: Preschoolers' Vocabulary Learning from a Tablet-Based Game	Early Childhood and Early Intervention	R305B130012	31
Dougherty, Shaun*	University of Connecticut	The Causal Impact of Attending a Career Technical High School on Student Achievement, High-School Graduation and College Enrollment	Transition, Postsecondary, and Adult Education Outcomes	R305A160195	4
Dyson, Nancy*	University of Delaware	Developing a Fraction Sense Intervention for Middle School Students with or At Risk for Mathematics Difficulties	Science, Technology, Engineering, and Mathematics (STEM)	R324A160127	61

POSTER PRESENTATION LIST

Alphabetized by Last Name

* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Edmunds, Julie	SERVE Center at UNCG	The Costs and Benefits of the Early College Model	Transition, Postsecondary, and Adult Education Outcomes	R305A140361	3
Ennis, Robin Parks*	University of Alabama at Birmingham	Empowering Teachers with Low Intensity Strategies to Support Instruction: Increasing Engagement in 3rd Grade Classrooms Using Instructional Choice	Effective Teachers/ Teaching and Professional Development	R324B150028	53
Farrell, Caitlin*	National Center for Research in Policy and Practice	What Counts as Research Evidence? How Educational Leaders' Reports of the Research They Use Compare to ESSA Guidelines	Systems, Policy, and Leadership	R305C140008	11
Fechter, Tia	ACT	Think-Alouds Provide Supporting Validity Evidence that Expected Cognitive Processes are Measured	Cognition and Student Learning	R305A160335	66
Feil, Edward	Oregon Research Institute	Preliminary Significant Results from the Preschool First Step Replication Study in Both Prosocial and Problem Behavior Domains	Social and Behavioral Outcomes	R324A150221	27
Feng, Mingyu	SRI International	Efficacy and Implementation of an Integrated Core Digital Curriculum for Elementary School Mathematics	Science, Technology, Engineering, and Mathematics (STEM)	R305A130400	56
Garbacz, Andy	University of Wisconsin-Madison	A Randomized Controlled Trial Examining the Efficacy of the Family Check-Up in Early Elementary School: Child Outcomes and the Moderating Role of Elevated Baseline Needs	Social and Behavioral Outcomes	R305A140189	21
Gwynne, Julia	University of Chicago Consortium on School Research	Changes in Mathematics Instruction Since the Implementation of Common Core State Standards in the Chicago Public Schools	Systems, Policy, and Leadership	R305A160162	14

POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Harbatkin, Erica	Vanderbilt University	Measuring Fidelity of Implementation of a Statewide School Turnaround Intervention: The Development of a Valid and Reliable Measure	Systems, Policy, and Leadership	R305E150017	12
Hauk, Shandy	WestEd	Mixed Methods Study of a Web-Based Activity and Testing System in Community College Algebra	Transition, Postsecondary, and Adult Education Outcomes	R305A140340	2
Herrmann Abell, Cari	AAAS Project 2061	Comparability of Computer-Based and Paper-Based Science Assessments	Science, Technology, Engineering, and Mathematics (STEM)	R305A120138	60
Hirano, Kara*	University of Oregon	Paths 2 the Future: Addressing Barriers to Education and Career Opportunities for Girls with Disabilities	Transition, Postsecondary, and Adult Education Outcomes	R324A150046	7
Hunt, Pam	San Francisco State University	A Randomized Controlled Trial Investigating the Effectiveness of an Emergent Literacy Curriculum for Students with Intellectual Disabilities and Autism When It Is Implemented in General Education Classrooms with Peers Participating in the Lessons as "Reading Buddies"	Early Childhood and Early Intervention	R324A150021	33
Huscroft-D'Angelo, Jacqueline*	University of Nebraska-Lincoln	Developing a Web-Based Health Literacy Curriculum for Students with High Incidence Disabilities: Stakeholder Perspectives	Transition, Postsecondary, and Adult Education Outcomes	R324A160170	1-TD
Jennings, Patricia	University of Virginia	Results of a Large-Scale Cluster Randomized Control Trial of CARE for Teachers, a Mindfulness-Based Intervention	Effective Teachers/ Teaching and Professional Development	R305A120180	47
Jones, Nathan	Boston University	Observing Special Education Teachers in High-Stakes Teacher Evaluation Systems	Effective Teachers/ Teaching and Professional Development	R324A150231	52

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Alphabetized by Last Name

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Katz, Benjamin*	Virginia Tech	Improving Attention in ADHD Children with Computerized Lure-Adaptive Working Memory Training	Cognition and Student Learning	R324A150023	71
Katz, Sandra	Learning Research and Development Center, University of Pittsburgh	Adapting Step Granularity in Tutorial Dialogue Based on Pretest Scores	Cognition and Student Learning	R305A130441	72-TD
Kendeou, Panayiota	University of Minnesota	Reliability and Validity of VESIP, a Social Information Processing Assessment Tool for Upper Elementary and Middle School Children	Social and Behavioral Outcomes	R305A150189	23
Krishnan, Jenell	University of California, Irvine	Digital Scaffolding for English Language Arts	Cognition and Student Learning	R305A150429	67-TD
Li, Hongli	Georgia State University	Comparison of Psychometric Properties of the Test of Silent Word Reading Fluency Between Children and Adults	Transition, Postsecondary, and Adult Education Outcomes	R305C120001	5
Lippert, Anne*	University of Memphis	Development and Refinement of AutoTutor for Training Comprehension Skills in Adults with Low Literacy: Accommodating the Data and Feedback from Many Stakeholders	Transition, Postsecondary, and Adult Education Outcomes	R305C120001	6-TD
Lloyd, Blair*	Vanderbilt University	Intensifying Functional Behavior Assessment: Practitioner Perspectives on Hypothesis Testing Strategies	Effective Teachers/ Teaching and Professional Development	R324B160010	54
Martinez, Leticia	The University of Texas at Austin	A Two Year Reading Intervention for High School English Learners with Reading Difficulties: Findings from a Randomized Control Trial	Reading, Writing, and Language Development	R305A150058	40

POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
McCaffrey, Daniel	Educational Testing Service	Linking Writing Analytics and Broader Cognitive and Intrapersonal Outcomes	Transition, Postsecondary, and Adult Education Outcomes	R305A160115	10
Mickey, Kevin*	Stanford University	Grounding Rules in a Coherent Conceptual System Facilitates Transfer in Trigonometry	Cognition and Student Learning	R305A150453	63
Moeller, Babette	Education Development Center	Math for All: Assessing the Efficacy of a Professional Development Program for Elementary School Teachers	Effective Teachers/ Teaching and Professional Development	R305A140488	50
Muggeo, Michela*	UConn Health	School-Nurse Anxiety Reduction Interventions: Impact on School Functioning	Social and Behavioral Outcomes	R305A140694	22
Neuman, Susan	New York University	Quick, Incidental Word Learning in Educational Media: All Contexts are Not Equal for Low-Income Children	Reading, Writing, and Language Development	R305A150143	41
Olsen, Robert	George Washington University	Using the Results from Rigorous National Evaluations to Inform Local Education Policy Decisions	Statistics and Methodology	R305D150003	20
O'Reilly, Tenaha	Educational Testing Service	Relation Between Background Knowledge and Reading Comprehension: A Test of the Knowledge Threshold Hypothesis	Reading, Writing, and Language Development	R305A150176	42
Papay, John	Brown University	Promoting Teacher Improvement Through Instructional Partnerships: Evidence on Statewide Scale-up from a Research-Practice Partnership	Effective Teachers/ Teaching and Professional Development	R305E150005	51
Pas, Elise	Johns Hopkins University, Bloomberg School of Public Health	A State-wide Quasi-Experimental Effectiveness Study of the Scale-up of School-Wide Positive Behavioral Interventions and Supports	Social and Behavioral Outcomes	R305H150027	26

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Proctor, Patrick	Boston College	Effects of a Supplemental Intervention for Comprehension, Linguistic Awareness, and Vocabulary in English for Spanish Speakers	Reading, Writing, and Language Development	R305A140114	39
Pustejovsky, James*	University of Texas at Austin	Modeling Gradual Effects of Treatment Introduction and Removal in Single-Case Designs, with Application to Log-Response Ratio Effect Size Estimation	Statistics and Methodology	R305D160002	16
Roberts, Sylvia	Mindset Works	PERC Task: Assessing Behavioral Correlates of Children's Mindsets of Intelligence	Cognition and Student Learning	R305A150142	62
Russo-Ponsaran, Nicole	Rush NeuroBehavioral Center, Rush University Medical Center	Reliability and Validity of VESIP, a Social Information Processing Assessment Tool for Upper Elementary and Middle School Children	Social and Behavioral Outcomes	R305A150189	25-TD
Sam, Ann	University of North Carolina, FPG Child Development Institute	Combining Online Modules with Coaching to Increase Teachers' Use of Evidence-Based Practices for Students with ASD	Effective Teachers/ Teaching and Professional Development	R324A150047	45-TD
Sao Pedro, Michael*	Apprendis	An Alerting Dashboard that Enables Teachers to Help Their Students Learn NGSS Practices in Real-Time with Virtual Labs	Cognition and Student Learning	EDIES16C0014	70-TD
Sheridan, Susan	Nebraska Center for Research on Children, Youth, Families and Schools; UNL	Getting Ready for Children Starting Behind: Effects of a Relationship-Based Intervention	Early Childhood and Early Intervention	R324A120153	32
Shi, Ying*	Stanford University	Initial Classroom Conditions and the Formation of Teacher Biases	Systems, Policy, and Leadership	R305B130017	15

POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Simpson Baird, Ashley*	American Institutes for Research	Project MELD (Mathematics and English Language Development) for English Learners (ELs)	Science, Technology, Engineering, and Mathematics (STEM)	R305A140199	58
Sinharay, Sandip	Educational Testing Service	How to Detect Fraudulent Erasures at an Aggregate Level?	Statistics and Methodology	R305D170026	18
Spencer, Trina	University of South Florida	A Multi-tiered Spanish and English Narrative Curriculum Improves the Language Skills of Dual Language Learners	Reading, Writing, and Language Development	R305A140093	38
Stahmer, Aubyn	University of California, Davis	Examining Effectiveness of Classroom Pivotal Response Teaching in Public Schools	Effective Teachers/ Teaching and Professional Development	R324A140004	44
Stites, Lauren*	Temple University	The Power of Technology: Developing a Language Screener for 2-Year-Olds	Early Childhood and Early Intervention	R324A160241	34
Theobald, Roddy*	American Institutes for Research	Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students with Disabilities	Transition, Postsecondary, and Adult Education Outcomes	R324A150137	9
Trout, Alexandra	Academy for Child and Family Well-Being, University of Nebraska - Lincoln	On the Way Home: Transition Support for Youths with or At-Risk of Disabilities Following Placements in Out-of-Home Care	Transition, Postsecondary, and Adult Education Outcomes	R324A120260	8
Walters, Kirk	American Institutes for Research	Does Readiness for Eighth-Grade Algebra Matter?: A Quasi-Experimental, Multi-Site Analysis of Short- and Longer-Term Outcomes	Science, Technology, Engineering, and Mathematics (STEM)	R305A150403	59
Wang, Chun	University of Minnesota	Methods for Resolving Measurement Error Challenges in Longitudinal Educational Studies Using a Two-Stage Approach	Statistics and Methodology	R305D160010	17
Wasik, Barbara	Temple University	Story Talk: Results from a RCT Showing Increases in Vocabulary in Preschoolers	Reading, Writing, and Language Development	R305A140034	35

POSTER PRESENTATION LIST

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Whitmer, Christopher	Parametric Studio Inc.	The Development and Pilot Testing of DESCARTES an Engineering Instruction, Project, and Curricula Platform for STEM Instruction in Grades 3-6	Science, Technology, Engineering, and Mathematics (STEM)	EDIES17C0034	49-TD
Wiley, Jennifer	University of Illinois at Chicago	Exploring Metacomprehension Accuracy in First-Semester College Students	Cognition and Student Learning	R305A160008	64
Zinsser, Katherine*	University of Illinois at Chicago	Can Observers Reliably Rate Teachers' Behaviors that Promote Children's Emotional Development?	Early Childhood and Early Intervention	R305A160010	29
Zippert, Erica*	Vanderbilt University	More Than Just Numbers: Examining How Pattern and Spatial Skills Predict Preschoolers' Math Knowledge	Cognition and Student Learning	R305A160132	65

Listed by Poster Number

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
1-TD	Huscroft-D'Angelo, Jacqueline*	University of Nebraska-Lincoln	Developing a Web-Based Health Literacy Curriculum for Students with High Incidence Disabilities: Stakeholder Perspectives	Transition, Postsecondary, and Adult Education Outcomes	R324A160170
2	Hauk, Shandy	WestEd	Mixed Methods Study of a Web-Based Activity and Testing System in Community College Algebra	Transition, Postsecondary, and Adult Education Outcomes	R305A140340
3	Edmunds, Julie	SERVE Center at UNCG	The Costs and Benefits of the Early College Model	Transition, Postsecondary, and Adult Education Outcomes	R305A140361
4	Dougherty, Shaun*	University of Connecticut	The Causal Impact of Attending a Career Technical High School on Student Achievement, High-School Graduation and College Enrollment	Transition, Postsecondary, and Adult Education Outcomes	R305A160195
5	Li, Hongli	Georgia State University	Comparison of Psychometric Properties of the Test of Silent Word Reading Fluency Between Children and Adults	Transition, Postsecondary, and Adult Education Outcomes	R305C120001
6-TD	Lippert, Anne*	University of Memphis	Development and Refinement of AutoTutor for Training Comprehension Skills in Adults with Low Literacy: Accommodating the Data and Feedback from Many Stakeholders	Transition, Postsecondary, and Adult Education Outcomes	R305C120001
7	Hirano, Kara*	University of Oregon	Paths 2 the Future: Addressing Barriers to Education and Career Opportunities for Girls with Disabilities	Transition, Postsecondary, and Adult Education Outcomes	R324A150046

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
8	Trout, Alexandra	Academy for Child and Family Well-Being, University of Nebraska - Lincoln	On the Way Home: Transition Support for Youths with or At-Risk of Disabilities Following Placements in Out-of-Home Care	Transition, Postsecondary, and Adult Education Outcomes	R324A120260
9	Theobald, Roddy*	American Institutes for Research	Career and Technical Education, Inclusion, and Postsecondary Outcomes for Students with Disabilities	Transition, Postsecondary, and Adult Education Outcomes	R324A150137
10	McCaffrey, Daniel	Educational Testing Service	Linking Writing Analytics and Broader Cognitive and Intrapersonal Outcomes	Transition, Postsecondary, and Adult Education Outcomes	R305A160115
11	Farrell, Caitlin*	National Center for Research in Policy and Practice	What Counts as Research Evidence? How Educational Leaders' Reports of the Research They Use Compare to ESSA Guidelines	Systems, Policy, and Leadership	R305C140008
12	Harbatkin, Erica	Vanderbilt University	Measuring Fidelity of Implementation of a Statewide School Turnaround Intervention: The Development of a Valid and Reliable Measure	Systems, Policy, and Leadership	R305E150017
13	Calvert, Hannah*	Boise State University	Predictors of Implementation of Classroom-Based Physical Activity in Elementary Schools	Systems, Policy, and Leadership	R305A150277
14	Gwynne, Julia	University of Chicago Consortium on School Research	Changes in Mathematics Instruction Since the Implementation of Common Core State Standards in the Chicago Public Schools	Systems, Policy, and Leadership	R305A160162
15	Shi, Ying*	Stanford University	Initial Classroom Conditions and the Formation of Teacher Biases	Systems, Policy, and Leadership	R305B130017

POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
16	Pustejovsky, James*	University of Texas at Austin	Modeling Gradual Effects of Treatment Introduction and Removal in Single-Case Designs, with Application to Log-Response Ratio Effect Size Estimation	Statistics and Methodology	R305D160002
17	Wang, Chun	University of Minnesota	Methods for Resolving Measurement Error Challenges in Longitudinal Educational Studies Using a Two-Stage Approach	Statistics and Methodology	R305D160010
18	Sinharay, Sandip	Educational Testing Service	How to Detect Fraudulent Erasures at an Aggregate Level?	Statistics and Methodology	R305D170026
19	Dong, Nianbo	University of Missouri-Columbia	Using Propensity Score Analysis of Survey Data to Estimate Population Average Treatment Effects	Statistics and Methodology	R305D150001
20	Olsen, Robert	George Washington University	Using the Results from Rigorous National Evaluations to Inform Local Education Policy Decisions	Statistics and Methodology	R305D150003
21	Garbacz, Andy	University of Wisconsin-Madison	A Randomized Controlled Trial Examining the Efficacy of the Family Check-Up in Early Elementary School: Child Outcomes and the Moderating Role of Elevated Baseline Needs	Social and Behavioral Outcomes	R305A140189
22	Muggeo, Michela*	UConn Health	School-Nurse Anxiety Reduction Interventions: Impact on School Functioning	Social and Behavioral Outcomes	R305A140694
23	Kendeou, Panayiota	University of Minnesota	Reliability and Validity of VESIP, a Social Information Processing Assessment Tool for Upper Elementary and Middle School Children	Social and Behavioral Outcomes	R305A150189
24	Debnam, Katrina*	University of Virginia	Promoting Cultural Responsivity and Student Engagement through Double Check Coaching of Classroom Teachers: An Efficacy Study	Social and Behavioral Outcomes	R305A150221

POSTER PRESENTATION LIST

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
25-TD	Russo-Ponsaran, Nicole	Rush NeuroBehavioral Center, Rush University Medical Center	Reliability and Validity of VESIP, a Social Information Processing Assessment Tool for Upper Elementary and Middle School Children	Social and Behavioral Outcomes	R305A150189
26	Pas, Elise	Johns Hopkins University, Bloomberg School of Public Health	A State-wide Quasi-Experimental Effectiveness Study of the Scale-up of School-Wide Positive Behavioral Interventions and Supports	Social and Behavioral Outcomes	R305H150027
27	Feil, Edward	Oregon Research Institute	Preliminary Significant Results from the Preschool First Step Replication Study in Both Prosocial and Problem Behavior Domains	Social and Behavioral Outcomes	R324A150221
28	Daunic, Ann	University of Florida	Merging Social-Emotional Learning and Literacy: First Year Findings from a Goal 3 Cluster Randomized Efficacy Study to Evaluate Effects of the Social-Emotional Learning Foundations (SELF) Curriculum for Kindergarten and First Grade Students at Risk for Emotional and Behavioral Disorders in Schools Randomized to the SELF Condition versus Business as Usual	Social and Behavioral Outcomes	R324A160136
29	Zinsser, Katherine*	University of Illinois at Chicago	Can Observers Reliably Rate Teachers' Behaviors that Promote Children's Emotional Development?	Early Childhood and Early Intervention	R305A160010
30-TD	Bernstein, Jared	Analytic Measures Inc.	Oral Reading Fluency: Evaluation of a Fully Automated Assessment	Early Childhood and Early Intervention	EDIES17C0030
31	Dore, Rebecca*	University of Delaware	Games for Learning: Preschoolers' Vocabulary Learning from a Tablet-Based Game	Early Childhood and Early Intervention	R305B130012

POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
32	Sheridan, Susan	Nebraska Center for Research on Children, Youth, Families and Schools; UNL	Getting Ready for Children Starting Behind: Effects of a Relationship-Based Intervention	Early Childhood and Early Intervention	R324A120153
33	Hunt, Pam	San Francisco State University	A Randomized Controlled Trial Investigating the Effectiveness of an Emergent Literacy Curriculum for Students with Intellectual Disabilities and Autism When It Is Implemented in General Education Classrooms with Peers Participating in the Lessons as "Reading Buddies"	Early Childhood and Early Intervention	R324A150021
34	Stites, Lauren*	Temple University	The Power of Technology: Developing a Language Screener for 2-Year-Olds	Early Childhood and Early Intervention	R324A160241
35	Wasik, Barbara	Temple University	Story Talk: Results from a RCT Showing Increases in Vocabulary in Preschoolers	Reading, Writing, and Language Development	R305A140034
36	Adlof, Suzanne	University of South Carolina	Effects of DictionarySquared on High School Vocabulary and Reading Comprehension	Reading, Writing, and Language Development	R305A130467
37	Costa, Lara-Jeane*	UNC Chapel Hill	Efficacy of SRSD Writing Intervention: 4 years of Evidence	Reading, Writing, and Language Development	R305A120145
38	Spencer, Trina	University of South Florida	A Multi-tiered Spanish and English Narrative Curriculum Improves the Language Skills of Dual Language Learners	Reading, Writing, and Language Development	R305A140093
39	Proctor, Patrick	Boston College	Effects of a Supplemental Intervention for Comprehension, Linguistic Awareness, and Vocabulary in English for Spanish Speakers	Reading, Writing, and Language Development	R305A140114
40	Martinez, Leticia	The University of Texas at Austin	A Two Year Reading Intervention for High School English Learners with Reading Difficulties: Findings from a Randomized Control Trial	Reading, Writing, and Language Development	R305A150058

POSTER PRESENTATION LIST

Listed by Poster Number

* - denotes IES Postdoctoral Fellows and early career researchers

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
41	Neuman, Susan	New York University	Quick, Incidental Word Learning in Educational Media: All Contexts are Not Equal for Low-Income Children	Reading, Writing, and Language Development	R305A150143
42	O'Reilly, Tenaha	Educational Testing Service	Relation Between Background Knowledge and Reading Comprehension: A Test of the Knowledge Threshold Hypothesis	Reading, Writing, and Language Development	R305A150176
43	Clemens, Nathan	University of Texas at Austin	Growth Trajectories of Kindergarten Students At-Risk for Reading Disability and Outcomes through Second Grade	Reading, Writing, and Language Development	R324A130214
44	Stahmer, Aubyn	University of California, Davis	Examining Effectiveness of Classroom Pivotal Response Teaching in Public Schools	Effective Teachers/ Teaching and Professional Development	R324A140004
45-TD	Sam, Ann	University of North Carolina, FPG Child Development Institute	Combining Online Modules with Coaching to Increase Teachers' Use of Evidence-Based Practices for Students with ASD	Effective Teachers/ Teaching and Professional Development	R324A150047
46	Brock, Matthew*	Ohio State University	Developing and Testing a Multi-Tier Model for Training Paraprofessionals in Systematic Instruction for Students with Severe Disabilities	Effective Teachers/ Teaching and Professional Development	R324B160009
47	Jennings, Patricia	University of Virginia	Results of a Large-Scale Cluster Randomized Control Trial of CARE for Teachers, a Mindfulness-Based Intervention	Effective Teachers/ Teaching and Professional Development	R305A120180
48	Babinski, Leslie	Duke University	Improving Young English Learners' Language and Literacy Skills	Effective Teachers/ Teaching and Professional Development	R305A120290

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
49-TD	Whitmer, Christopher	Parametric Studio Inc.	The Development and Pilot Testing of DESCARTES an Engineering Instruction, Project, and Curricula Platform for STEM Instruction in Grades 3-6	Science, Technology, Engineering, and Mathematics (STEM)	EDIES17C0034
50	Moeller, Babette	Education Development Center	Math for All: Assessing the Efficacy of a Professional Development Program for Elementary School Teachers	Effective Teachers/ Teaching and Professional Development	R305A140488
51	Papay, John	Brown University	Promoting Teacher Improvement Through Instructional Partnerships: Evidence on Statewide Scale-up from a Research-Practice Partnership	Effective Teachers/ Teaching and Professional Development	R305E150005
52	Jones, Nathan	Boston University	Observing Special Education Teachers in High-Stakes Teacher Evaluation Systems	Effective Teachers/ Teaching and Professional Development	R324A150231
53	Ennis, Robin Parks*	University of Alabama at Birmingham	Empowering Teachers with Low Intensity Strategies to Support Instruction: Increasing Engagement in 3rd Grade Classrooms Using Instructional Choice	Effective Teachers/ Teaching and Professional Development	R324B150028
54	Lloyd, Blair*	Vanderbilt University	Intensifying Functional Behavior Assessment: Practitioner Perspectives on Hypothesis Testing Strategies	Effective Teachers/ Teaching and Professional Development	R324B160010
55	Benner, Gregory	School of Education, University of Washington Tacoma	Literacy Study Group for Teachers of Students with Emotional and Behavioral Disorders	Effective Teachers/ Teaching and Professional Development	R324A150059
56	Feng, Mingyu	SRI International	Efficacy and Implementation of an Integrated Core Digital Curriculum for Elementary School Mathematics	Science, Technology, Engineering, and Mathematics (STEM)	R305A130400

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
57	Blanton, Maria	TERC	The Longitudinal Impact of an Early Algebra Intervention on Children's Algebraic Thinking: Grades 3-4 Results	Science, Technology, Engineering, and Mathematics (STEM)	R305A140092
58	Simpson Baird, Ashley	American Institutes for Research	Project MELD (Mathematics and English Language Development) for English Learners (ELs)	Science, Technology, Engineering, and Mathematics (STEM)	R305A140199
59	Walters, Kirk	American Institutes for Research	Does Readiness for Eighth-Grade Algebra Matter?: A Quasi-Experimental, Multi-Site Analysis of Short- and Longer-Term Outcomes	Science, Technology, Engineering, and Mathematics (STEM)	R305A150403
60	Herrmann Abell, Cari	AAAS Project 2061	Comparability of Computer-Based and Paper-Based Science Assessments	Science, Technology, Engineering, and Mathematics (STEM)	R305A120138
61	Dyson, Nancy*	University of Delaware	Developing a Fraction Sense Intervention for Middle School Students with or At Risk for Mathematics Difficulties	Science, Technology, Engineering, and Mathematics (STEM)	R324A160127
62	Roberts, Sylvia	Mindset Works	PERC Task: Assessing Behavioral Correlates of Children's Mindsets of Intelligence	Cognition and Student Learning	R305A150142
63	Mickey, Kevin*	Stanford University	Grounding Rules in a Coherent Conceptual System Facilitates Transfer in Trigonometry	Cognition and Student Learning	R305A150453
64	Wiley, Jennifer	University of Illinois at Chicago	Exploring Metacomprehension Accuracy in First-Semester College Students	Cognition and Student Learning	R305A160008

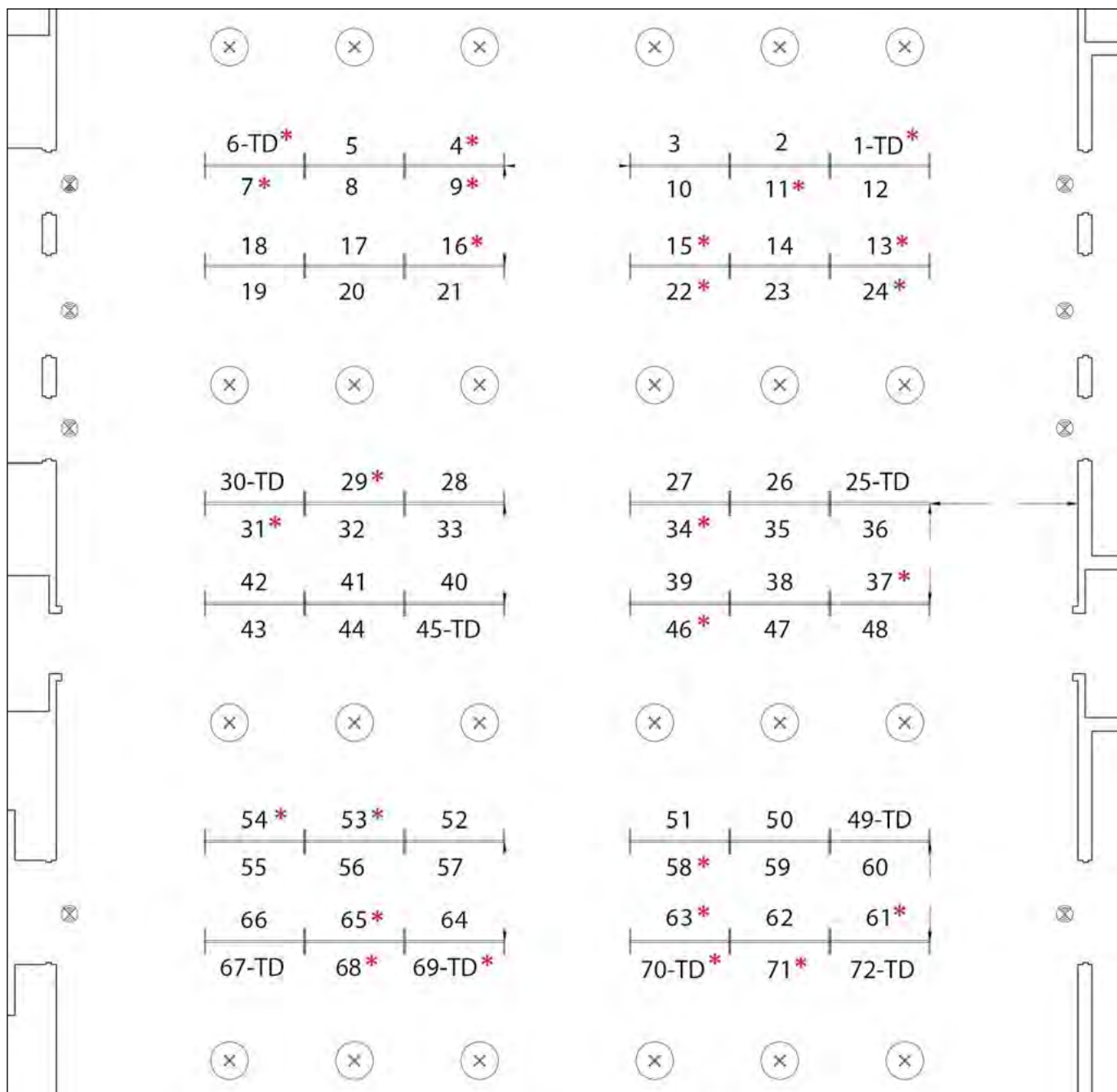
POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
65	Zippert, Erica*	Vanderbilt University	More Than Just Numbers: Examining How Pattern and Spatial Skills Predict Preschoolers' Math Knowledge	Cognition and Student Learning	R305A160132
66	Fechter, Tia	ACT	Think-Alouds Provide Supporting Validity Evidence that Expected Cognitive Processes are Measured	Cognition and Student Learning	R305A160335
67-TD	Krishnan, Jenell	University of California, Irvine	Digital Scaffolding for English Language Arts	Cognition and Student Learning	R305A150429
68	Bustamante, Andres*	Temple University	A Pilot Study of Parkopolis: The Life-Size Playful Learning Board Game	Cognition and Student Learning	R305B150014
69-TD	Braithwaite, David*	Carnegie Mellon University	Improving Understanding of Fraction Addition	Cognition and Student Learning	R305A150262
70-TD	Sao Pedro, Michael*	Apprendis	An Alerting Dashboard that Enables Teachers to Help Their Students Learn NGSS Practices in Real-Time with Virtual Labs	Cognition and Student Learning	EDIES16C0014
71	Katz, Benjamin*	Virginia Tech	Improving Attention in ADHD Children with Computerized Lure-Adaptive Working Memory Training	Cognition and Student Learning	R324A150023
72-TD	Katz, Sandra	Learning Research and Development Center, University of Pittsburgh	Adapting Step Granularity in Tutorial Dialogue Based on Pretest Scores	Cognition and Student Learning	R305A130441

HOTEL FLOOR PLANS

POSTER SESSION FLOOR PLAN

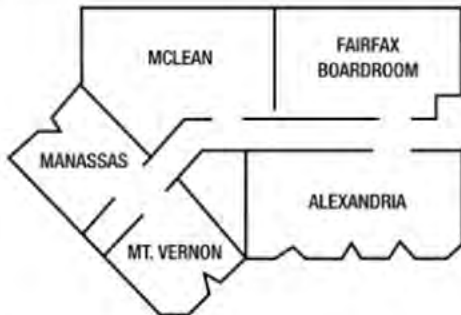
* = denotes IES Postdoctoral Fellows and early career researchers



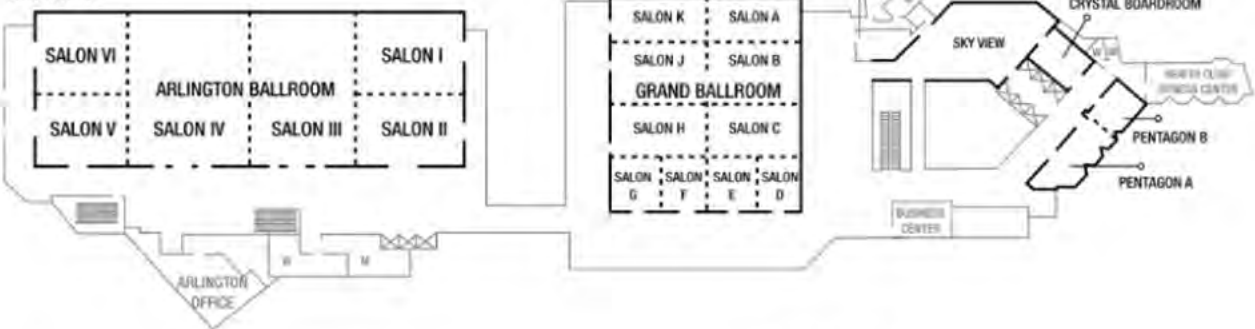
HOTEL FLOOR PLANS

Hotel Overview

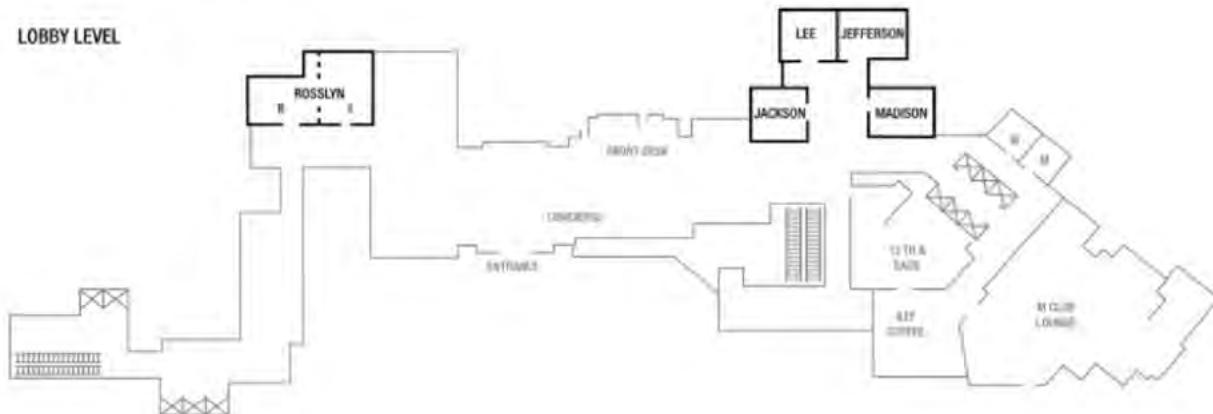
SECOND LEVEL



FIRST LEVEL

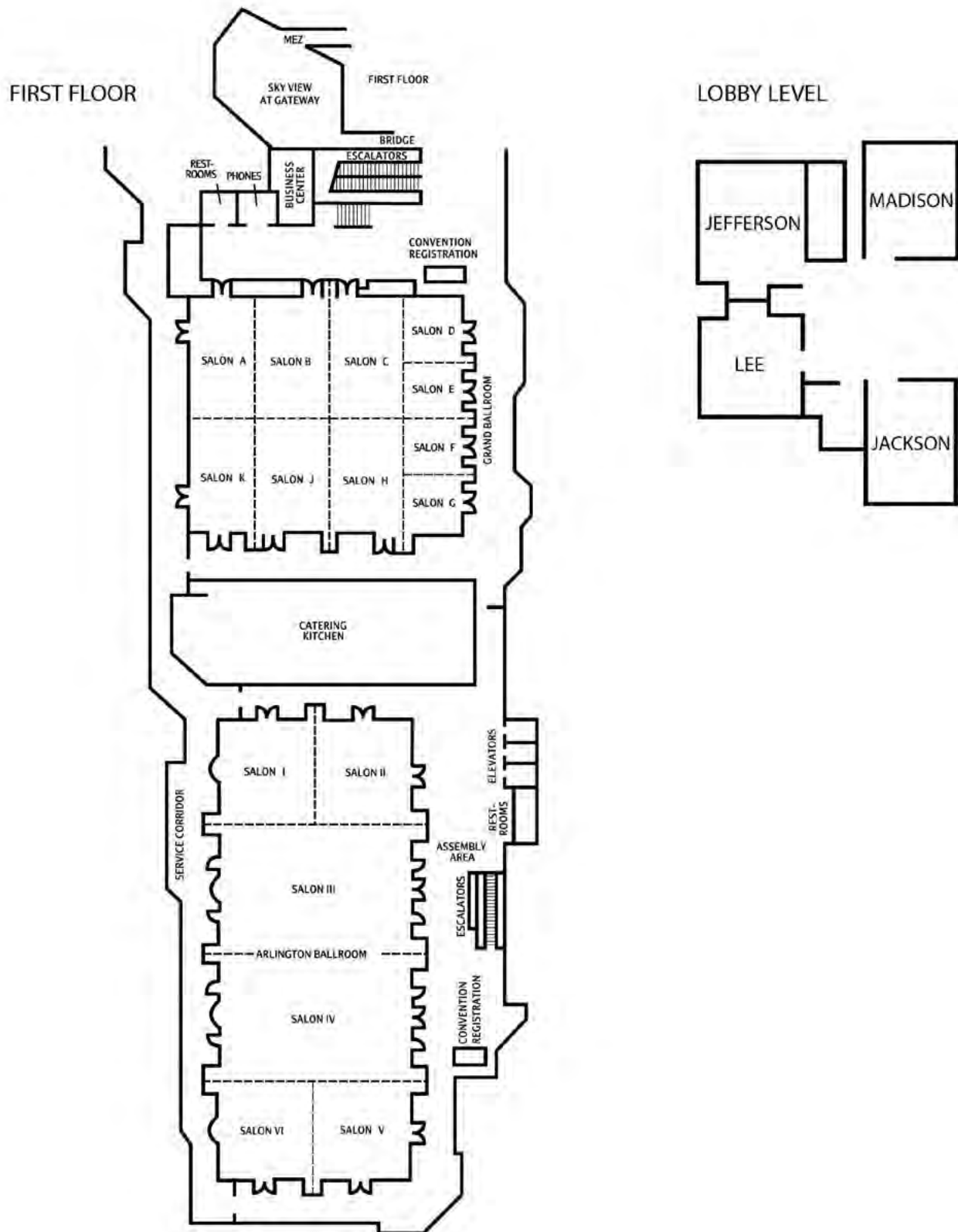


LOBBY LEVEL



HOTEL FLOOR PLANS

Meeting Space Detail



NOTES

