

CRITICAL & PRACTICAL  
QUESTIONS SOLUTIONS

Improving the Practice and  
Usefulness of Education Research

# PROGRAM

**ANNUAL PRINCIPAL INVESTIGATORS MEETING**

January 9-10, 2019 • Washington, DC



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## UNITED STATES DEPARTMENT OF EDUCATION

*Institute of Education Sciences*

Welcome to the 2019 Annual Principal Investigators Meeting! Our theme this year, Critical Questions and Practical Solutions: Improving the Practice and Usefulness of Education Research, highlights the importance of the connections between research and practice, and serves as an invitation for candid discussions of the challenges in conducting education research. Our Co-Chairs for this year's PI meeting are José Blackorby (CAST, Inc.), Laura Booker (Tennessee Department of Education), and Elizabeth Tipton (Northwestern University). We appreciate their efforts in selecting the theme, recommending sessions, and identifying speakers to make this meeting interesting and useful to you.

As in the past, our goal for the PI meeting is to provide opportunities for professional development and to foster discussion and networking among the nearly 800 PIs, Co-PIs, and training fellows currently supported by IES. Specific objectives include:

- Understanding new IES leadership priorities;
- 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 NCSER program officers and other researchers working on similar problems or issues; and
- Encouraging 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.

In shaping the agenda, we have considered the input we received from you on the 2018 meeting, including continuing opportunities to learn about research methods and dissemination strategies, share study findings through poster sessions, and connect with other meeting participants throughout the two-day meeting. Please remember to fill out the evaluation form at the end of the 2019 meeting so we can continue to improve this event.

We look forward to starting the New Year with you!

Elizabeth Albro, Commissioner, NCER

Joan McLaughlin, Commissioner, NCSER

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

#### **WASHINGTON HILTON HOTEL**

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

#### **HOTEL CONCIERGE**

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

#### **PARKING**

There is a parking garage located at the Washington Hilton Hotel. Valet parking fee is \$50.00 daily plus tax. Self-parking with in/out privileges is \$40.00 daily plus tax.

#### **AUTOMATIC TELLER MACHINE (ATM)**

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

#### **INTERNET ACCESS**

Hotel complimentary high-speed wireless internet access is available in the lobby, Sidecar, and in the Coffee Bean and Tea Leaf (CBTL). There also is a complimentary computer lounge and print station in the lobby. In addition, complimentary high-speed wireless internet access will be available for meeting participants in their guest rooms and meeting space on the Concourse Level. Please refer to information cards located throughout the meeting space or see any Hotel or meeting staff for login information.

#### **BUSINESS CENTER**

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

#### **EMERGENCY EVACUATION PLAN AND SERVICES**

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

In the case of an **emergency dial 60** from any Hotel 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 our 60 system. Hotel Security will be made aware of the situation simultaneously with the 911 operator.*

#### **LOST AND FOUND ITEMS**

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

## ANNUAL PI MEETING INFORMATION

### GENERAL

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

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

### REGISTRATION

All registrants of the 2019 Principal Investigators Meeting must check in at the registration desk located in the **Terrace Foyer West** to pick up your name badge and other conference materials. On-site registration will be available during registration hours.

#### Registration Hours

Wednesday, January 9     7:30 am – 6:00 pm

Thursday, January 10     7:30 am – 2:00 pm

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

### VIDEOTAPING

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

### MEETING SOLUTIONS DESK

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

### POSTER SESSION SETUP/TEARDOWN

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

Poster presenters are invited to leave their posters in place through Thursday morning so that attendees may continue to visit and view their posters after the session. (Note: presenters should be aware that the poster area is not secured; presenters will leave their posters up at their own risk). Teardown must be completed by Thursday, January 10 no later than 2:00 pm. Any posters remaining after 2:00pm will be discarded by the Hotel.

# MEETING INFORMATION

## ***Poster Session Hours:***

Setup:	January 9	8:00 am – 2:00 pm
Display:	January 9	4:30 pm – 5:45 pm
After Hours Display: (no tech demos)	January 10	8:00 am – 12:00 pm
Teardown:	January 10	12:00 pm – 2:00 pm

## ***PRE-PAID MEAL INFORMATION***

*Lunch Selection:* If you pre-reserved lunch meals, you will be provided a meal ticket at the meeting Registration Desk located at the **Terrace Foyer West**.

You will turn in the meal ticket and pay for your lunch each day at **Coffee Bean and Tea Leaf (CBTL)** on the **Lobby Level**.

If you did not pre-reserve any meals during registration, the Hotel will have additional premade lunches for purchase during lunch each day at **Coffee Bean and Tea Leaf (CBTL)** on the **Lobby Level**.

## ***LACTATION ROOM***

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

## ***NO SMOKING POLICY***

The 2019 Principal Investigators Meeting maintains a **no smoking policy**. Smoking is not allowed in any part of the meeting including the public areas. Meeting attendees should comply with the Washington Hilton Hotel policies in other parts of the Hotel.



## NETWORK. ENGAGE. CONNECT.



### LIVE TWITTER FEED: #IESPIMTG

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



### NETWORKING LOUNGE

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



### AD-HOC MEETINGS

Need a quiet, private room to talk and collaborate with colleagues?

Ad-hoc meeting rooms are available for your use. Sign up for one of the ad-hoc meeting rooms at the **Registration Desk**.

## LUNCH MEET-UPS

### WEDNESDAY - 12:15 PM - 1:15 PM

<b>The Challenges of Implementing and Conducting Research on Multi-Tiered Systems of Support</b>  Track: <b>CIF</b> <i>Jefferson East</i>	<b>Moving Interventions/ Products to Scale: Models that Worked</b>  Track: <b>RDP</b> <i>Jefferson West</i>	<b>Open Science: Promoting Transparency in Education Research</b>  Track: <b>CIF</b> <i>Monroe</i>	<b>Recruitment of Schools in RCTs</b>  Track: <b>RDP</b> <i>Lincoln West</i>	<b>Successful Transitions Beyond High School</b>  Track: <b>FIP</b> <i>Lincoln East</i>
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### THURSDAY - 12:15 PM - 1:15 PM

<b>Collaborating for Better English Learner Research &amp; Development</b>  Track: <b>PC</b> <i>Lincoln East</i>	<b>Effective Teachers and Teaching</b>  Track: <b>CIF</b> <i>Jefferson East</i>	<b>How Should We Evaluate Researcher-Practitioner Partnerships?</b>  Track: <b>PC</b> <i>Jefferson West</i>	<b>The IES Scientific Peer-Review Process: Overview and Common Myths and Misconceptions</b>  Track: <b>RDP</b> <i>Lincoln West</i>	<b>Research and Education in Rural Settings</b>  Track: <b>CIF</b> <i>Monroe</i>
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## PLENARY SPEAKERS (in order of appearance)

WEDNESDAY, JANUARY 9, 2019

## PLENARY SPEAKERS (in order of appearance)

### Opening Plenary: IES Director's Welcome

Wednesday, January 9, 2019, 8:30 AM – 9:00 AM

**Mark Schneider, Director, Institute of Education Sciences (IES), U.S. Department of Education**



Before joining IES, Mark Schneider was a Vice President and an Institute Fellow at American Institutes for Research (AIR) and President of College Measures. Prior to joining AIR, Dr. Schneider served as Commissioner of the National Center for Education Statistics from 2005 – 2008. In 2013, the Chronicle of Higher Education selected him as one of the 10 people who had the most impact on higher education policy that year.

He is the author of numerous articles and books on education policy. His most recent book, *The University Next Door*, edited with KC Deane, was published in 2014 by Teachers College, Columbia University. Other books include *Getting to Graduation*, edited with Andrew Kelly and published in 2012 by Johns Hopkins University Press; *Higher Education Accountability*, edited with Kevin Carey and published by Palgrave in 2010; and *Charter Schools: Hope or Hype?*, written with Jack Buckley and published by Princeton University Press in 2007. Schneider's 2000 book, *Choosing Schools*, also published by Princeton University Press, won the Policy Study Organization's Aaron Wildavsky Best Book Award.

Dr. Schneider was a visiting scholar at the American Enterprise Institute and Distinguished Professor Emeritus of political science at the State University of New York, Stony Brook.

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

Wednesday, January 9, 2019, 9:15 AM – 10:00 AM

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



Elizabeth Albro joined IES in 2002 as an American Association for the Advancement of Science/Society for Research in Child Development (AAAS/SRCD) Policy Fellow and served as a NCER Program Officer. She was named NCER's Associate Commissioner for Teaching and Learning in 2007 and served as Acting Commissioner of Education Research from August 2011 to January 2013. In 2018, she was appointed Commissioner of NCER. As a Program Officer, Dr. Albro has overseen multiple research portfolios, including ones focused on cognitive science and student learning; reading and writing; social and behavioral skills; and English learners. She had an early hand in building the Cognition and Student Learning and Reading and Writing research portfolios. She worked closely with the expert panel who wrote one of the first IES Practice Guides, *Organizing Instruction to Support Study and Learning*. Recently, she has played a role in several large-scale research efforts, including the Reading for Understanding Research Initiative and the Early Learning Network. She was a principal author of the U.S. Department of Education's *Plan and Policy Development Guidance for Public Access: Improving Access to Results of Federally Funded Scientific Research* and is a member of the Interagency Working Group on Open Science. Prior to joining IES, Dr. Albro was a faculty member at two liberal arts colleges, Whittier College and Wheaton College (Norton, MA). Dr. Albro holds a B.A. in the behavioral sciences, an M.A. in the social sciences, and a Ph.D. in psychology with an emphasis on cognition and communication, all from the University of Chicago.

WEDNESDAY, JANUARY 9, 2019

## Plenary Session: Commissioner's Welcome: NCSEER

Wednesday, January 9, 2019, 9:15 AM – 10:00 AM

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



Joan McLaughlin serves as the Commissioner of NCSEER. As Commissioner, she has worked to strengthen the research and research training activities of the Center and initiated the competitions for NCSEER's Low-Cost, Short-Duration Evaluation of Special Education Interventions and Research Networks to Address Critical Problems of Policy and Practice in Special Education. Dr. McLaughlin previously served as Deputy Commissioner of NCSEER, as well as Program Officer for the Early Intervention grant portfolio. Prior to joining NCSEER, she worked in the Education and Family Services area of the research consulting firm Abt Associates; the Office of Analysis and Evaluation at the U.S. Department of Agriculture's Food and Nutrition Service; and in the Program Evaluation and Methodology Division of the U.S. Government Accountability Office. Dr. McLaughlin received her bachelor's degree in psychology from the University of Notre Dame and her master's and Ph.D. in developmental psychology from Cornell University.

## Plenary Session: Edtech: The Buzz, the Promise, the Evidence, and the Future

Wednesday, January 9, 2019, 3:15 PM – 4:30 PM

**Maithilee Kunda, Assistant Professor, Vanderbilt University**



Maithilee Kunda is an Assistant Professor of computer science and computer engineering at Vanderbilt University. Her work in artificial intelligence, in the area of cognitive systems, looks at how visual thinking contributes to learning and intelligent behavior, with a focus on applications for individuals on the autism spectrum. She currently directs Vanderbilt's Laboratory for Artificial Intelligence and Visual Analogical Systems, and is a founding investigator in Vanderbilt's Frist Center for Autism and Innovation. She holds a B.S. in mathematics with computer science from MIT and a Ph.D. in computer science from Georgia Tech. In 2016, she was recognized as a visionary on the MIT Technology Review's

annual list of 35 Innovators Under 35.

**Krista Marks, Co-founder and Chief Executive Officer (CEO), Woot Math**



Krista Marks is co-founder and CEO of Woot Math, a software platform that helps teachers close the gap with engaging, research-backed solutions for the math classroom. Previously, she was VP of User-Generated Content at Disney after Disney acquired Kerpoof in 2008. The tools created at Disney and Kerpoof allow millions of kids to create and share art, stories, and animated movies. Krista was awarded the Kids at Play Interactive award for "Emerging Pioneer" at the International Consumer Electronics Show in 2011. Krista serves on the board of the National Center for Women in Information Technology and the Silicon Flatirons Center for Entrepreneurial Development at the University of Colorado,

Boulder. She holds multiple U.S. patents and a B.S. in electrical engineering from the University of South Carolina. @kristamarks @wootmath

## PLENARY SPEAKERS (in order of appearance)

WEDNESDAY, JANUARY 9, 2019

### ***Erin Ottmar, Assistant Professor, Worcester Polytechnic Institute***



Erin Ottmar is an Assistant Professor of Learning Sciences, Technology, and Psychology at Worcester Polytechnic Institute. She is passionate about interdisciplinary research that integrates multiple theoretical perspectives and methodological approaches from cognitive science, developmental psychology, and mathematics education to address pressing challenges in K-12 teaching and learning. Much of her recent work focuses on the design, development, implementation, and evaluation of dynamic technology-based interventions for algebra. Dr. Ottmar is one of the developers of Graspable Math (GM), an interactive math notation that is supported by a Small Business Innovation Research grant, and is the PI on an

IES Cognition and Student Learning efficacy study of From Here to There!, a game-based algebra intervention that she developed in a prior IES grant. In her work, she uses the data logged from the GM technology to reveal student behaviors, engagement, and problem-solving strategies and extend research on perceptual learning and mathematics cognition. Her research has been supported by the U.S. Department of Education, the National Science Foundation, the Spencer Foundation, the American Educational Research Association (AERA), and the Hewlett Foundation. Dr. Ottmar received her Ph.D. in educational psychology: applied developmental science at the University of Virginia, where she was a 4-year IES Pre-doctoral Fellow.

### ***Nicole Russo-Ponsaran, Research Director, Rush NeuroBehavioral Center***



Nicole Russo-Ponsaran is an Assistant Professor in the department of Behavioral Sciences at Rush University Medical Center, and the Research Director for the Rush NeuroBehavioral Center. Dr. Russo-Ponsaran's research focuses on the social-emotional health and well-being of children with and without clinical diagnoses. She aims to understand the mechanisms behind children's, adolescents', and young adults' social-emotional competencies; to develop improved methods for measuring social-emotional skills; and to help individuals who have social and emotional challenges overcome these challenges. She works with general education and clinical populations, including

individuals with autism spectrum disorders, fragile X syndrome, ADHD, learning problems, language problems, and others. Her work developing a virtual assessment for social information processing earned third place in a recent national Design Challenge sponsored by Collaborative for Academic, Social, and Emotional Learning. Dr. Russo-Ponsaran has a diverse portfolio of funding, including federal and philanthropic sources such as IES and the Simons Foundation Autism Research Initiative (SFARI), among others. She serves as PI or co-PI on three IES Goal 5 projects to develop and validate social-emotional learning assessments for school-aged children. Dr. Russo-Ponsaran received her bachelor's degree in biology from Loyola University Chicago in 2000 and her doctorate in neuroscience, with an emphasis on auditory neuroscience and autism, from Northwestern University in 2008.

WEDNESDAY, JANUARY 9, 2019

## *MODERATORS:*

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

See biography on page 8.

***José Blackorby, Senior Director of Research and Development, CAST, Inc., Lecturer, Harvard Graduate School of Education (HGSE)***



José Blackorby is the Senior Director of Research and Development at CAST, Inc., and a lecturer at HGSE. He has been working to improve outcomes for children and youth with disabilities for more than 20 years. He has led large-scale national studies, designed assessments, developed innovative technology solutions for STEM and higher-order thinking skills, and conducted significant design and experimental research. His current work focuses on next-generation applications of Universal Design for Learning (UDL) in instruction and assessments. Current projects include the development of an open source UDL player for Open Educational Resources, an efficacy study of a UDL-based inquiry science notebook called SNUdle, and a Google application called CORGI to support higher-order thinking skills for struggling learners. In collaboration with the Universal Design for Learning Implementation and Research Network (UDL-IRN), he provides leadership for the UDL Credentialing and Certification Initiative, which is building an online platform called Learning Designed to provide personalized pathways to micro-credentials for educators, certifications for school buildings, and education technology products. This initiative will contribute to efforts to implement UDL at scale. He has contributed to the field through publications, products, membership on national advisory boards, and higher education teaching at HGSE.



## PLENARY SPEAKERS (in order of appearance)

THURSDAY, JANUARY 10, 2019

### Plenary Session: Working Together to Better Inform Policy and Practice

Thursday, January 10, 2019, 8:30 AM – 10:00 AM

**Alexandra Logue, Research Professor, The City University of New York**



Alexandra Logue is an internationally known behavioral scientist specializing in learning and motivation. She received her A.B. and Ph.D. in experimental psychology from Harvard University. Following graduate school, Dr. Logue joined the faculty of SUNY Stony Brook, where she ultimately became Professor of Psychology and Chair of the Psychology Department. As a faculty member, Dr. Logue primarily conducted research on quantitative models of choice behavior. She subsequently served as Dean of Baruch College, Provost of New York Institute of Technology, and Executive Vice Chancellor (chief academic officer) of the City University of New York, a system of over 500,000 matriculated and

nonmatriculated students. Recently, as a Research Professor, she has focused on rigorous research concerning college student success. In 2016 she and her colleagues published the only (positive) results of a randomized controlled trial of corequisite math remediation to date. Her most recent book, *Pathways to Reform: Credits and Conflict at The City University of New York* (2017, Princeton), is a case study involving transfer credit policy that illustrates the difficulty of making change in higher education. She is the recipient of the American Psychological Association's Hake Award for excellence in bridging basic and applied research, and is a Fellow of the American Psychological Association (APA), the Association for Psychological Science (APS), the American Association for the Advancement of Science (AAAS), and the Psychonomic Society.

**Jason Sachs, Executive Director of Early Childhood Education, Boston Public Schools**



Jason Sachs joined Boston Public Schools (BPS) as Director of Early Childhood in 2005 to oversee the expansion of Kindergarten 1 classes and coordinate kindergarten and preschool programs for three-, four-, and five-year-olds. In 2017 he was promoted to Executive Director of the Preschool to 2nd grade office. Since the inception of the Early Childhood Department, Dr. Sachs has led an effort to deliver a universal high-quality system of early childhood programs for BPS, including the successful implementation of the PreK-2nd grade curriculum, a professional development system for teachers and principals, and a comprehensive evaluation system of both classroom quality and child

outcomes; as well as the expansion of classrooms accredited by the National Association for the Education of Young Children (NAEYC) in Boston – all of which help prepare students for successful transition into the elementary grades. Previously, Dr. Sachs worked for six years in the Massachusetts Department of Education's Early Learning Services division as a research and policy consultant. He was also a former board member of NAEYC. He graduated from the Los Angeles Unified School District and received his master's in applied child development from Tufts University. He obtained his Ed.D. from the Harvard School of Education.

**Christina Weiland, Assistant Professor, University of Michigan**



Christina Weiland is an Assistant Professor at the University of Michigan. Her research focuses on the effects of early childhood interventions and public policies on children's development, especially on children from low-income families. Dr. Weiland is particularly interested in the active ingredients that drive children's gains in at-scale public preschool programs. Her work has been funded by the U.S. Department of Education Institute of Education Sciences, the U.S. Department of Health and Human Services, the Smith-Richardson Foundation, Chile's Ministry of Education, and the University of Michigan. She has won awards from multiple professional organizations for her work, including a 2013

## THURSDAY, JANUARY 10, 2019

Society for Research in Child Development (SRCD) Best Dissertation Award, a 2014 National Academy of Education/Spencer Foundation Postdoctoral Fellowship, and the 2018 Association for Education Finance and Policy Early Career Award. She holds a B.A. from Dartmouth College, an M.A. from the Harvard Graduate School of Education, and an Ed.D. in quantitative policy analysis in education from the Harvard Graduate School of Education.

### ***Jane West, Visiting Professor, University of Maryland***



A former special education teacher and administrator, Jane West is a Visiting Professor at the University of Maryland and Policy Advisor to several national education organizations, including the American Association of Colleges for Teacher Education, the National Network of State Teacher of the Year, the Higher Education Consortium for Special Education, and the Teacher Education Division of the Council for Exceptional Children. Focusing on bringing the voice of expert education practitioners into the national policy dialogue, Dr. West supports professionals, including teacher educators, expert teachers, researchers, principals, and doctoral students, in engaging in the policymaking process by

honing their message, supporting it with evidence, engaging at the right time during the process, and building effective political alliances. Among her many accomplishments, Dr. West led the effort to build an influential 100-organization coalition, the Coalition for Teaching Quality, to advocate for a professional continuum for teaching and leadership with a focus on a diverse workforce and bringing the most accomplished educators to the students with greatest need. She also contributed to multiple legislative provisions in the Every Student Succeeds Act that promote teacher leadership and comprehensive educator preparation to address critical teacher shortages and recruitment and retention challenges, particularly for diverse student populations and high-need schools. She edited two books about the implementation of the Americans with Disabilities Act, a law she participated in crafting. Dr. West holds a B.A. from the University of California at Santa Barbara, an M.A. from Teachers College, Columbia University, and a Ph.D. in special education from the University of Maryland.

### ***MODERATORS:***

### ***Laura Neergaard Booker, Director of Research, Tennessee Department of Education***



Laura Neergaard Booker is the Executive Director of Research at the Tennessee Department of Education. She has been with the department's Research and Strategy Team for over 5 years and currently leads the team that conducts research and acts as broker for several research-practice partnerships. Dr. Booker serves on the steering committee of the Tennessee Education Research Alliance and co-founded the education research podcast, The TNth Period. She earned her doctorate from the Department of Leadership, Policy, and Organizations at Vanderbilt University. Her dissertation focused on instructional practices and supports for beginning middle school math teachers. At

Vanderbilt, she was a fellow in the Institute of Education Sciences-funded Experimental Education Research Training program and a research assistant for the National Center on Scaling Up Effective Schools. Prior to starting her studies at Vanderbilt, Dr. Booker worked as a research associate at the Center for Research in Educational Policy at the University of Memphis and taught second grade through Teach For America.

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

See full biography on page 9.

# AGENDA AT-A-GLANCE

## SESSION TRACK KEY

<b>CIF</b>	Critical Issues in the Field	<b>MA</b>	Measurement and Assessment
<b>FIP</b>	Findings to Improve Practice	<b>PC</b>	Partnerships and Collaboration
<b>IF</b>	Innovations for the Future	<b>RDP</b>	Research Design and Planning

## TUESDAY, JANUARY 8, 2019

TIME	ACTIVITY		LOCATION
8:30 am – 4:30 pm	Early Learning Network PI Meeting	<b>FIP</b>	Kalorama
10:00 am – 3:30 pm	ED Games Pre-Expo on the Millenium Stage	<b>IF</b>	The John F. Kennedy Center for the Performing Arts
1:00 pm – 5:00 pm	IES Postdoctoral Fellows Meeting	<b>CIF</b>	Holmead
4:00 pm – 8:00 pm	ED Games Expo 2019: A Showcase for Education Learning Games and Technologies	<b>IF</b>	The John F. Kennedy Center for the Performing Arts

## WEDNESDAY, JANUARY 9, 2019

TIME	ACTIVITY		LOCATION
7:30 am – 6:00 pm	Registration		Terrace Foyer West
8:00 am – 2:00 pm	Setup for Poster Session		International Terrace
8:30 am – 9:00 am	Opening Plenary: IES Director's Welcome	<b>IF</b>	International Ballroom Center
9:00 am – 9:15 am	Transition Time		
9:15 am – 10:00 am	Plenary Session: Commissioner's Welcome: NCER	<b>CIF</b>	International Ballroom Center
9:15 am – 10:00 am	Plenary Session: Commissioner's Welcome: NCSER	<b>CIF</b>	International Ballroom West
10:00 am – 10:15 am	Transition Time		
<b>10:15 am – 11:45 am</b>	<b>Concurrent Sessions</b>		
	Developmental Education Reform	<b>FIP</b>	Lincoln East



## WEDNESDAY, JANUARY 9, 2019

TIME	ACTIVITY	LOCATION
	Findings from the Center for the Study of Adult Literacy (CSAL)	<b>FIP</b> Monroe
	Making Your Research Accessible and Relevant to Non-Scientific Audiences	<b>CIF</b> Jefferson West
	The Misalignment of Reading Comprehension Interventions and the Measures We Use to Explore their Efficacy: A Case for Experimenter-Designed Tests	<b>MA</b> Jefferson East
	New Assessment Tools for Early Learners: The Development of Measures to Assess the School Readiness Skills of Young Dual-Language Learners	<b>MA</b> International Ballroom West
	The Use of Single-Case Methods in Syntheses and Meta-Analyses	<b>RDP</b> Georgetown West
	Using Research and Evidence in Decision-Making	<b>PC</b> Georgetown East
	Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research	<b>RDP</b> Lincoln West
11:45 am – 12:15 pm	Lunch Pickup	Coffee Bean and Tea Leaf
12:15 pm – 1:15 pm	<b>Lunch Meet-ups</b>	
	The Challenges of Implementing and Conducting Research on Multi-Tiered Systems of Support	<b>CIF</b> Jefferson East
	Moving Interventions/Products to Scale: Models that Worked	<b>RDP</b> Jefferson West
	Open Science: Promoting Transparency in Education Research	<b>CIF</b> Monroe
	Recruitment of Schools in RCTs	<b>RDP</b> Lincoln West
	Successful Transitions Beyond High School	<b>FIP</b> Lincoln East
1:15 pm – 1:30 pm	Transition Time	
1:30 pm – 2:45 pm	<b>Concurrent Sessions</b>	
	Career and Technical Education Research Updates and Discussion	<b>CIF</b> Georgetown East

# AGENDA AT-A-GLANCE

## WEDNESDAY, JANUARY 9, 2019

TIME	ACTIVITY	LOCATION
	A Delicate Dance: The Challenges of Creating and Sustaining Research Partnerships	<b>PC</b> Georgetown West
	Findings from the Center for Analysis of Longitudinal Data in Education Research (CALDER)	<b>FIP</b> Lincoln East
	The Future of STEM Education	<b>IF</b> International Ballroom West
	Measuring Teaching Practice in General Education and Special Education Contexts	<b>MA</b> Jefferson East
	Treatment Effect Heterogeneity	<b>RDP</b> Lincoln West
	We Need to Talk! Conversations from the Frontlines of Social-Behavioral Assessment	<b>MA</b> Monroe
	What's New and What's Coming to the What Works Clearinghouse	<b>RDP</b> Jefferson West
2:45 pm – 3:15 pm	Afternoon Break	
3:15 pm – 4:30 pm	Plenary Session: Edtech: The Buzz, the Promise, the Evidence, and the Future	<b>IF</b> International Ballroom Center
4:30 pm – 5:45 pm	Poster Session	International Terrace
5:45 pm – 7:00 pm	No-Host Happy Hour	Sidecar (main Hotel lobby)

## THURSDAY, JANUARY 10, 2019

TIME	ACTIVITY	LOCATION
7:30 am – 2:00 pm	Registration/Meeting Solutions Desk	Terrace Foyer West
8:00 am – 12:00 pm	After Hours Poster Display (no tech demos)	International Terrace
8:30 am – 10:00 am	Plenary Session: Working Together to Better Inform Policy and Practice	<b>PC</b> International Ballroom Center
10:00 am – 10:30 am	Morning Break	
<b>10:30 am – 11:45 am</b>	<b>Concurrent Sessions</b>	
	Education Technology Meets Data Privacy	<b>IF</b> Georgetown East

## THURSDAY, JANUARY 10, 2019

TIME	ACTIVITY	LOCATION
	Going Beyond Impact: Opening the Black Box of Teacher Learning	<b>CIF</b> Jefferson East
	Making Practitioner Voices Heard in Partnerships	<b>PC</b> Georgetown West
	Meta-Analysis in Education Research	<b>RDP</b> International Ballroom West
	Pathways to the Education Sciences Program Meeting	<b>CIF</b> Cardozo
	The Promise of Personalizing Learning to Meet All Students' Needs	<b>IF</b> Monroe
	Tricks of the Trade: Strategies for Research Planning and Implementation	<b>RDP</b> Lincoln West
	We are All EL Researchers	<b>CIF</b> Lincoln East
	Why Researcher-Practitioner Partnerships Fail	<b>PC</b> Jefferson West
11:45 am – 12:15 pm	Lunch Pickup	Coffee Bean and Tea Leaf
<b>12:15 pm – 1:15 pm</b>	<b>Lunch Meet-ups</b>	
	Collaborating for Better English Learner Research and Development	<b>PC</b> Lincoln East
	Effective Teachers and Teaching	<b>CIF</b> Jefferson East
	How Should We Evaluate Researcher-Practitioner Partnerships?	<b>PC</b> Jefferson West
	The IES Scientific Peer-Review Process: Overview and Common Myths and Misconceptions	<b>RDP</b> Lincoln West
	Research and Education in Rural Settings	<b>CIF</b> Monroe
1:15 pm – 1:30 pm	Transition Time	
<b>1:30 pm – 3:00 pm</b>	<b>Concurrent Sessions</b>	
	Big Data Goes to School: The Role of Data Science in Programs, Research, and Decision-Making	<b>IF</b> Monroe
	College Completion Network: Increasing Success at Broad-Access Colleges and Universities	<b>FIP</b> Jefferson West

# AGENDA AT-A-GLANCE

## THURSDAY, JANUARY 10, 2019

TIME	ACTIVITY	LOCATION
	Cost Analyses and Integrating Costs into Efficacy Studies	<b>RDP</b> International Ballroom West
	Developing and Evaluating Adaptive Interventions in Education	<b>RDP</b> Georgetown West
	Early Learning Research Network: Supporting Early Learning from Preschool through Early Elementary School Grades	<b>FIP</b> Lincoln East
	Implementation Science Methods	<b>RDP</b> Lincoln West
	Statistics and Methodology Software Demonstration	<b>IF</b> Jefferson East
	When Worlds Collide: The Science and the Reality of Behavior and Mental Health Screening in Schools	<b>MA</b> Georgetown East
3:00 pm – 3:15 pm	Transition Time	
3:15 pm – 4:15 pm	<b>Meet Your Program Officer: Office Hours and Topic Meetings</b>	
	<b>NCER Program Officers</b>	
	James Benson	Jefferson West
	Christina Chhin	Georgetown West
	Emily Doolittle	Georgetown East
	Caroline Ebanks	Lincoln East
	Molly Faulkner-Bond	Lincoln West
	Erin Higgins	Monroe
	Meredith Larson	Jefferson East
	Allen Ruby	Jefferson East
	Katina Stapleton	Cabinet
	<b>NCSER Program Officers</b>	
	Sarah Brasiel	International Ballroom West
	Jacquelyn Buckley	Cardozo (Terrace Level)
	Amy Sussman	International Ballroom West
	Katherine Taylor	International Ballroom West

## SESSION TRACK SCHEDULE

## CRITICAL ISSUES IN THE FIELD (CIF)

Tuesday, January 8, 2019

TIME	SESSION	LOCATION
1:00 pm – 5:00 pm	IES Postdoctoral Fellows Meeting	Holmead

Wednesday, January 9, 2019

TIME	SESSION	LOCATION
9:15 am – 10:00 am	Plenary Session: Commissioner's Welcome: NCER	International Ballroom Center
9:15 am – 10:00 am	Plenary Session: Commissioner's Welcome: NCSEER	International Ballroom West
10:15 am – 11:45 pm	Making Your Research Accessible and Relevant to Non-Scientific Audiences	Jefferson West
12:15 pm – 1:15 pm	Lunch Meet-up: The Challenges of Implementing and Conducting Research on Multi-Tiered Systems of Support	Jefferson East
12:15 pm – 1:15 pm	Lunch Meet-up: Open Science: Promoting Transparency in Education Research	Monroe
1:30 pm – 2:45 pm	Career and Technical Education Research Updates and Discussion	Georgetown East

Thursday, January 10, 2019

TIME	SESSION	LOCATION
10:30 am – 11:45 am	Going Beyond Impact: Opening the Black Box of Teacher Learning	Jefferson East
10:30 am – 11:45 am	Pathways to the Education Sciences Program Meeting	Cardozo
10:30 am – 11:45 am	We are All EL Researchers	Lincoln East
12:15 pm – 1:15 pm	Lunch Meet-up: Effective Teachers and Teaching	Jefferson East
12:15 pm – 1:15 pm	Lunch Meet-up: Research and Education in Rural Settings	Monroe

# SESSION TRACK SCHEDULE

## FINDINGS TO IMPROVE PRACTICE (FIP)

### Tuesday, January 8, 2019

TIME	SESSION	LOCATION
8:30 am – 4:30 pm	Early Learning Network PI Meeting	Kalorama

### Wednesday, January 9, 2019

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Developmental Education Reform	Lincoln East
10:15 am – 11:45 am	Findings from the Center for the Study of Adult Literacy (CSAL)	Monroe
12:15 pm – 1:15 pm	Lunch Meet-up: Successful Transitions Beyond High School	Lincoln East
1:30 pm – 2:45 pm	Findings from the Center for Analysis of Longitudinal Data in Education Research (CALDER)	Lincoln East

### Thursday, January 10, 2019

TIME	SESSION	LOCATION
1:30 pm – 3:00 pm	College Completion Network: Increasing Success at Broad-Access Colleges and Universities	Jefferson West
1:30 pm – 3:00 pm	Early Learning Research Network: Supporting Early Learning from Preschool through Early Elementary School Grades	Lincoln East

## INNOVATIONS FOR THE FUTURE (IF)

### Tuesday, January 8, 2019

TIME	SESSION	LOCATION
10:00 am – 3:30 pm	ED Games Pre-Expo on the Millenium Stage	The John F. Kennedy Center for the Performing Arts 2700 F St NW Washington, DC 20566
4:00 pm – 8:00 pm	ED Games Expo 2019: A Showcase for Education Learning Games and Technologies	The John F. Kennedy Center for the Performing Arts

### Wednesday, January 9, 2019

TIME	SESSION	LOCATION
8:30 am – 9:00 am	Opening Plenary: IES Director's Welcome	International Ballroom Center
1:30 pm – 2:45 pm	The Future of STEM Education	International Ballroom West
3:15 pm – 4:30 pm	Plenary Session: Edtech: The Buzz, the Promise, the Evidence, and the Future	International Ballroom Center

### Thursday, January 10, 2019

TIME	SESSION	LOCATION
10:30 am – 11:45 am	Education Technology Meets Data Privacy	Georgetown East
10:30 am – 11:45 am	The Promise of Personalizing Learning to Meet All Students' Needs	Monroe
1:30 pm – 3:00 pm	Big Data Goes to School: The Role of Data Science in Programs, Research, and Decision-Making	Monroe
1:30 pm – 3:00 pm	Statistics and Methodology Software Demo	Jefferson East

# SESSION TRACK SCHEDULE

## MEASUREMENT AND ASSESSMENT (MA)

### Wednesday, January 9, 2019

TIME	SESSION	LOCATION
10:15 am – 11:45 am	The Misalignment of Reading Comprehension Interventions and the Measures We Use to Explore their Efficacy: A Case for Experimenter-Designed Tests	Jefferson East
10:15 am – 11:45 am	New Assessment Tools for Early Learners: The Development of Measures to Assess the School Readiness Skills of Young Dual-Language Learners	International Ballroom West
1:30 pm – 2:45 pm	Measuring Teaching Practice in General Education and Special Education Contexts	Jefferson East
1:30 pm – 2:45 pm	We Need to Talk! Conversations from the Frontlines of Social-Behavioral Assessment	Monroe

### Thursday, January 10, 2019

TIME	SESSION	LOCATION
1:30 pm – 3:00 pm	When Worlds Collide: The Science and the Reality of Behavior and Mental Health Screening in Schools	Georgetown East



## PARTNERSHIPS AND COLLABORATION (PC)

## Wednesday, January 9, 2019

TIME	SESSION	LOCATION
10:15 am – 11:45 am	Using Research and Evidence in Decision-Making	Georgetown East
1:30 pm – 2:45 pm	A Delicate Dance: The Challenges of Creating and Sustaining Research Partnerships	Georgetown West

## Thursday, January 10, 2019

TIME	SESSION	LOCATION
8:30 am – 10:00 am	Plenary Session: Working Together to Better Inform Policy and Practice	International Ballroom Center
10:30 am – 11:45 am	Making Practitioner Voices Heard in Partnerships	Georgetown West
10:30 am – 11:45 am	Why Researcher-Practitioner Partnerships Fail	Jefferson West
12:15 pm – 1:15 pm	Lunch Meet-up: Collaborating for Better English Learner Research and Development	Lincoln East
12:15 pm – 1:15 pm	Lunch Meet-up: How Should We Evaluate Researcher-Practitioner Partnerships?	Jefferson West

# SESSION TRACK SCHEDULE

## RESEARCH DESIGN AND PLANNING (RDP)

### Wednesday, January 9, 2019

TIME	SESSION	LOCATION
10:15 am – 11:45 am	The Use of Single-Case Methods in Syntheses and Meta-Analyses	Georgetown West
10:15 am – 11:45 am	Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research	Lincoln West
12:15 pm – 1:15 pm	Lunch Meet-up: Moving Interventions/Products to Scale: Models that Worked	Jefferson West
12:15 pm – 1:15 pm	Lunch Meet-up: Recruitment of Schools in RCTs	Lincoln West
1:30 pm – 2:45 pm	Treatment Effect Heterogeneity	Lincoln West
1:30 pm – 2:45 pm	What's New and What's Coming to the What Works Clearinghouse	Jefferson West

### Thursday, January 10, 2019

TIME	SESSION	LOCATION
10:30 am – 11:45 am	Meta-Analysis in Education Research	International Ballroom West
10:30 am – 11:45 am	Tricks of the Trade: Strategies for Research Planning and Implementation	Lincoln West
12:15 pm – 1:15 pm	Lunch Meet-up: The IES Scientific Peer-Review Process: Overview and Common Myths and Misconceptions	Lincoln West
1:30 pm – 3:00 pm	Cost Analyses and Integrating Costs into Efficacy Studies	International Ballroom West
1:30 pm – 3:00 pm	Developing and Evaluating Adaptive Interventions in Education	Georgetown West
1:30 pm – 3:00 pm	Implementation Science Methods	Lincoln West

## TUESDAY, JANUARY 8, 2019 (PRE-MEETINGS)

8:30 AM – 4:30 PM

### Early Learning Network PI Meeting **FIP**

*Kalorama*

In FY 16, the Institute funded the Supporting Early Learning from Preschool through Early Elementary School Grades Network (Early Learning Network) to identify malleable factors that are associated with children's learning and achievement and develop a new classroom observation measure. The Early Learning Network includes five research teams, an assessment team, and a network lead. Network teams will meet with each other, their IES program officer, and federal staff. The research teams will present findings from the kindergarten year of their research projects. The assessment team will present information about the Optimizing Learning Opportunities for Students' observational system. Meeting participants will discuss research findings, 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)

**PRESENTERS:**

**Margaret Burchinal**, University of North Carolina at Chapel Hill

**Carol Connor**, University of California, Irvine

**JoAnn Hsueh**, MDRC

**Jessica Logan**, Ohio State University

**Robert Pianta**, University of Virginia

**Susan Sheridan**, University of Nebraska-Lincoln

10:00 AM – 3:30 PM

### ED Games Pre-Expo on the Millenium Stage **IF**

*The John F. Kennedy Center for the Performing Arts: 2700 F Street NW, Washington, DC 20565*

This meeting will include sessions that focus on building capacity for small business developers and academic researchers to: (1) conduct meaningful and high-quality educational research that can be used to inform decision-making and practice, and (2) to commercialize (disseminate and sustain) the learning technologies at scale. Presenters will include experts in these areas. The audience will include Expo developers and researchers, government reps, key industry groups, and school decision-makers. With questions or to RSVP, please contact [Edward.Metz@ed.gov](mailto:Edward.Metz@ed.gov).

**MODERATOR:**

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

# DETAILED MEETING AGENDA

## TUESDAY, JANUARY 8, 2019 (PRE-MEETINGS)

1:00 PM – 5:00 PM

### IES Postdoctoral Fellows Meeting **CIF**

*Holmead*

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

#### MODERATORS:

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

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

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

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

4:00 PM – 8:00 PM

### ED Games Expo 2019: A Showcase for Education Learning Games and Technologies **IF**

*The John F. Kennedy Center for the Performing Arts*

The ED Games Expo is an annual Washington, DC event open to the public featuring live developer-led demos of more than 100 educational learning games and technologies for children and students age 3 to 18. The demos cover a range of topics in education and special education across STEM, reading, social studies, and social and behavioral development. More than half of the games and technologies were developed with the support of ED programs, including ED/IES Small Business Innovation Research and the IES Education Research Grants programs. With questions or RSVP, please contact [Edward.Metz@ed.gov](mailto:Edward.Metz@ed.gov).

#### MODERATOR:

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

# DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 9, 2019

7:30 AM – 6:00 PM

## Registration

*Terrace Foyer West*

8:00 AM – 2:00 PM

## Setup for Poster Session

*International Terrace*

8:30 AM – 9:00 AM

## Opening Plenary: IES Director's Welcome **IF**

*International Ballroom Center*

*PRESENTER:*

**Mark Schneider**, Director, Institute of Education Sciences (IES), U.S. Department of Education

9:00 AM – 9:15 AM

## Transition Time

9:15 AM – 10:00 AM

## Plenary Session: Commissioner's Welcome: NCER **CIF** *International Ballroom Center*

Join Elizabeth Albro, Commissioner of the National Center for Education Research (NCER), to learn about the contributions of NCER-funded research and research training to the education sciences and improvements in education practice, NCER's newest investments, and ask questions about the work of the Center.

*PRESENTER:*

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

## Plenary Session: Commissioner's Welcome: NCSER **CIF** *International Ballroom West*

Joan McLaughlin, Commissioner of the National Center for Special Education Research (NCSER), 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

WEDNESDAY, JANUARY 9, 2019

10:00 AM – 10:15 AM

## Transition Time

### CONCURRENT SESSIONS

10:15 AM – 11:45 AM

#### Developmental Education Reform **FIP**

*Lincoln East*

For over 10 years, researchers have pointed to lengthy sequences of non-credit developmental courses as impediments to student progression through postsecondary education and have searched for effective strategies to reform developmental education. This session will present findings from evaluations of three promising reform strategies being conducted by researchers funded through the Center for Analysis of Postsecondary Readiness as well as NCER's field-initiated grants programs. Presenters will assess the effectiveness of a multiple-measures placement system that assigns more students to credit-bearing courses; corequisite remediation, which moves students into credit-bearing gateway courses with concurrent remedial support; and Dana Center Math Pathways, a career-relevant curriculum built around real-world math problems. Presenters will address impacts of the reform strategies across student subgroups as well as costs and challenges associated with successful implementation of the strategies.

##### MODERATOR:

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

##### PRESENTERS:

**Elisabeth Barnett**, Teachers College, Columbia University

**Shouping Hu**, Florida State University

**Alex Mayer**, MDRC

**Trey Miller**, American Institutes for Research

**Elizabeth Zachry**, MDRC

*Continue the conversations from  
this session in the associated  
lunch meet-up on  
**Successful Transitions Beyond  
High School!***

WEDNESDAY, JANUARY 9, 2019

10:15 AM – 11:45 AM — CONCURRENT SESSIONS, *continued***Findings from the Center for the Study of Adult Literacy (CSAL)****FIP***Monroe*

What happens when technology developers and special education, motivation, and adult literacy researchers work together? They help adults reading between the 3rd and 8th grade levels! Inspired by previous NCER and NCSER interventions, the Center for the Study of Adult Literacy has developed a blended curriculum that includes teacher-led decoding and comprehension teaching (Adult PHAST PACES Program) and AutoTutor for reading comprehension training. During this session, the researchers discuss the components of the intervention and their findings and the relevance of their work to broader discussions about helping students with reading difficulties, leveraging technology, the appropriate use of measures, the relevance of motivation, and the importance of cross-discipline collaboration.

*MODERATOR:***Meredith Larson**, National Center for Education Research (NCER)*PRESENTERS:***Lee Branum-Martin**, Georgia State University**Jan Frijters**, Brock University**Art Graesser**, University of Memphis**Daphne Greenberg**, Georgia State University**Maureen Lovett**, The Hospital for Sick Children/University of Toronto**Andrew Olney**, University of Memphis**Making Your Research Accessible and Relevant to Non-Scientific Audiences****CIF***Jefferson West*

Too often, scientific knowledge is locked up in professional journals because researchers traditionally haven't been trained to communicate effectively beyond their peers. Communicating in peer-reviewed journals or technical reports is an important part of science. But, if you want your work to be relevant to non-scientific audiences — from journalists, to policymakers, to practitioners, to parents, or others — you need to think differently about how you communicate. In this session, science communication experts from COMPASS will guide you through a process designed to help you distill what you know and why it matters for non-scientific audiences.

*MODERATOR:***Katina Stapleton**, National Center for Education Research (NCER)*PRESENTER:***Meg Nakahara**, COMPASS Science Communication

# DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 9, 2019

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

## **The Misalignment of Reading Comprehension Interventions and the Measures We Use to Explore their Efficacy: A Case for Experimenter-Designed Tests** **MA**

*Jefferson East*

This is a panel discussion organized by the National Center for Special Education Research (NCSE) A3 Initiative (Accelerating the Academic Achievement of Students with Learning Disabilities Initiative). The focus of this session is on the insensitivity of conventional reading comprehension measures to the nature and purpose of reading comprehension instruction. The seriousness and ubiquity of the problem will be outlined, and solutions will be discussed for accurately indexing skills and strategies addressed in interventions.

### *MODERATOR:*

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

### *PRESENTERS:*

**Nathan Clemens**, The University of Texas at Austin

**Doug Fuchs**, Vanderbilt University

**Lynn Fuchs**, Vanderbilt University

**Greg Roberts**, The University of Texas at Austin

## **New Assessment Tools for Early Learners: The Development of Measures to Assess the School Readiness Skills of Young Dual-Language Learners** **MA**

*International Ballroom West*

This session will focus on the development of measures for use with the growing population of dual-language learners. The National Center for Education Research (NCER) has funded the development of several new measures for use with dual-language learners to assess a broad range of school readiness skills (language, literacy, STEM). Presenters will provide an overview of the new assessment tools that are in development or currently in use, describe the role of technology in assessment, and discuss use of the new measures by researchers and practitioners.

### *MODERATOR:*

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

### *PRESENTERS:*

**Jason Anthony**, University of South Florida

**Lillian Durán**, University of Oregon

**Lori Erickson**, Saint Paul Public Schools

**Roberta Golinkoff**, University of Delaware

**Daryl Greenfield**, University of Miami

**Kathy Hirsh-Pasek**, Temple University

**Christopher Lonigan**, Florida State University

**Shelley Scarpino**, Bloomsburg University

**Alisha Wackerle-Hollman**, University of Minnesota



WEDNESDAY, JANUARY 9, 2019

10:15 AM – 11:45 AM — CONCURRENT SESSIONS, *continued***The Use of Single-Case Methods in Syntheses and Meta-Analyses** **RDP***Georgetown West*

This session will focus on recent advances in the analysis of single-case designs, with special emphasis on the comparative feasibility and utility of effect size estimation. These advances are particularly relevant to those conducting systematic literature reviews or meta-analyses in which single-case design studies make a relevant contribution. Participants will leave with suggestions for effect size measurement of single-case designs and application implications for systematic literature reviews and meta-analyses.

*MODERATOR:*

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

*PRESENTERS:*

**Larry Hedges**, Northwestern University

**Wendy Machalicek**, University of Oregon

**Mariola Moeyaert**, University at Albany, State University of New York

**Using Research and Evidence in Decision-Making** **PC***Georgetown East*

This session will focus on research use, evidence, and decision-making in education. Researchers from the Center for Research Use in Education will briefly present findings from their surveys on research use in schools. Then, practitioners and researchers on the panel, as well as audience members, will engage in a conversation about how decisions are made in different contexts, and how research is used in combination with other information to make decisions.

*MODERATOR:*

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

*PRESENTERS:*

**Horatio Blackman**, University of Delaware

**James Bush**, Seattle Public Schools

**Henry May**, University of Delaware

**Laney Shaler**, Denver Public Schools

**Liz Tuss**, Montana Office of Public Instruction

# DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 9, 2019

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

## Where Do the Results Generalize? Defining Populations, Developing Recruitment Strategies, and Understanding Heterogeneity in Intervention Research **RDP** *Lincoln West*

This session will provide practical approaches for addressing concerns with generalizability in intervention research studies. The session will include a framework for generalizability and an overview of The Generalizer, a web tool that helps researchers define a target population and develop a recruitment plan. The session will also include a panel of PIs from current and previous IES-funded studies that have used this approach to discuss their experiences and lessons learned. Finally, the session will include a framework for planning for moderator analyses, including methods for power analysis and interpretation.

**MODERATOR:**  
**Elizabeth Tipton**, Northwestern University

**PRESENTERS:**  
**Leticia Martinez**, University of Texas at Austin  
**Brian Matlen**, WestEd  
**Sara Rimm-Kaufman**, University of Virginia  
**Jessaca Spybrook**, Western Michigan University

*Continue the conversations from this session in the associated lunch meet-up on Recruitment of Schools for RCTs!*

11:45 AM – 12:15 PM

## Lunch Pickup *Coffee Bean and Tea Leaf*

If you pre-ordered a boxed lunch during registration or would like to purchase one now, go to the Coffee Bean and Tea Leaf (CBTL) on the Lobby Level to pick up your food at the satellite counter. Otherwise, there are several additional food options in the Hotel lobby or the nearby vicinity — refer to the conference app for more information. Come back at 12:15 pm to attend one of this year's topical lunch meet-ups in one of the breakout rooms, or find a spot in the International Ballroom to eat and/or network informally on your own.

WEDNESDAY, JANUARY 9, 2019

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*LUNCH MEET-UPS*

12:15 PM – 1:15 PM

**Lunch Meet-up: The Challenges of Implementing and Conducting Research on Multi-Tiered Systems of Support** **CIF***Jefferson East*

During this lunch meet-up, we encourage researchers and practitioners to join us for an engaging discussion around what meeting attendees have identified as some of the greatest areas of challenge, need, and interest related to multi-tiered systems of support. Learn from others and share experiences from your own work in education programs using tiered systems of support. Examples of topics identified for discussion include: (1) combined versus truly integrated academic and behavior supports, (2) measurement tools for different tiers of support and outcomes, (3) research designs to measure change (including the unit of analysis), (4) structural barriers to implementation, (5) collaboration among various educators and service providers, (6) research and design of supports for multiple tiers (versus interventions within each tier separately), (7) disability identification, and (8) defining “adequate response.”

*HOSTS:***Sarah Brasiel**, National Center for Special Education Research (NCSEER)**Amy Sussman**, National Center for Special Education Research (NCSEER)**Lunch Meet-up: Moving Interventions/Products to Scale: Models that Worked****RDP***Jefferson West*

During this lunch meet-up, attendees will discuss models and strategies for disseminating interventions and products at scale in schools, as well as strategies for sustaining the interventions over time. Short presentations will be made to showcase models used by researchers/developers who successfully brought their university research to practice at a wide scale in schools. The session will include time for Q&A and open discussion. The session focuses on all types of interventions or products, technology-based or not, and also includes scaling teacher practices and leadership strategies.

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

# DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 9, 2019

12:15 PM – 1:15 PM — LUNCH MEET-UPS, *continued*

## Lunch Meet-up: Open Science: Promoting Transparency in Education Research

CIF

Monroe

Open science practices (e.g., preregistration, data sharing, open access to publications) are essential for promoting transparency, accountability, and replicability and for advancing science. Although there is increased movement toward making education research, including data and findings, more transparent and accessible (e.g., requirements from funders to preregister studies and make data and publications available to the public), there is still some uncertainty about how to do this and do it well. This meet-up will offer participants a chance to hear about recent efforts to support researchers, journal editors, and funders in promoting open science. Participants will also have a chance to ask questions and network with others who are navigating requirements around open science; have successfully preregistered, shared data, etc.; and/or have supported these efforts through the development of tools or other resources.

HOST:

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

## Lunch Meet-up: Recruitment of Schools in RCTs

RDP

Lincoln West

If you have a Goal 2, 3, or 4 grant, the success of your study hinges on your ability to recruit school districts and schools. At this lunch meet-up, our goal is to share ideas, experiences, and resources for doing recruitment better. This lunch is for both PIs and study teams new to recruitment and for those who are masters. Several veteran researchers with a strong track record of successful recruitment will be in attendance to answer questions and facilitate conversation.

HOST:

**Elizabeth Tipton**, Northwestern University

## Lunch Meet-up: Successful Transitions Beyond High School

FIP

Lincoln East

After students leave the K-12 system, they continue to need help building basic skills, developing career awareness, increasing technical and academic skills, navigating and completing education and training programs, and transitioning into careers. But what are the best strategies to help? What do we know and need to know? What can researchers who focus on different student populations learn from each other? This informal session brings together researchers and practitioners from postsecondary and adult education, transition services for students with disabilities, career and technical education, and other fields interested in learning after K-12 (ages 16+) to discuss major findings, promising strategies, and next steps for research.

HOSTS:

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

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

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

WEDNESDAY, JANUARY 9, 2019

1:15 PM – 1:30 PM

## Transition Time

### CONCURRENT SESSIONS

1:30 PM – 2:45 PM

## Career and Technical Education Research Updates and Discussion **CIF**

*Georgetown East*

During this session, researchers interested in career and technical education (CTE) will hear about the Institute's new CTE Research Network (awarded in FY 18) and will learn about progress to date on five CTE-focused research grants (awarded in FY 16 and FY 17). After the presentations, there will be time for questions and a general discussion of CTE research. Toward the end of the session, there will be time for more informal networking among all participants.

#### MODERATOR:

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

#### PRESENTERS:

**Crystal Byndloss**, MDRC  
**Shaun Dougherty**, Vanderbilt University  
**Elizabeth Glennie**, RTI International  
**Michael Gottfried**, University of California, Santa Barbara  
**Katherine Hughes**, American Institutes for Research  
**Daniel Klasik**, George Washington University  
**Lynn Mellor**, American Institutes for Research  
**James Kemple**, New York University  
**Katherine Shields**, Education Development Center

## A Delicate Dance: The Challenges of Creating and Sustaining Research Partnerships **PC**

*Georgetown West*

This session will focus on strategies for building long-term productive relationships between researchers and practitioners that are mutually beneficial and "successful" — however the involved parties define that term. Speakers will include researcher and practitioner representatives from long-term partnerships who have continued their collaborations beyond the scope of a single grant to build a lasting collaboration.

#### MODERATOR:

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

#### PRESENTERS:

**Judith Alamprese**, Abt Associates  
**Mary Klute**, Marzano Research  
**Heidi Larwick**, Lane Education Service District  
**Lauren Scher**, Concentric Research & Evaluation  
**Carla Wood**, Florida State University

# DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 9, 2019

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

## Findings from the Center for Analysis of Longitudinal Data in Education Research (CALDER) **FIP** *Lincoln East*

The Center for Analysis of Longitudinal Data in Education Research (CALDER) was funded by IES as a national research and development center on state and local education policy, primarily personnel policies (e.g., recruitment, evaluation, retention, compensation) and their relationship to teacher quality and student education outcomes. In this session, the PI and a member of its Policy Council will discuss what CALDER has learned from 2006–2018 and the role policy centers can play in the interaction of research, policy, and practice.

### MODERATOR:

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

### PRESENTERS:

**Carrie Conaway**, Massachusetts Department of Elementary and Secondary Education

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

## The Future of STEM Education **IF** *International Ballroom West*

Over the past 25 years, STEM education has evolved from a clustering of four overlapping disciplines (science, technology, engineering, and mathematics) toward an integrated knowledge base and set of critical skills necessary for the 21st century workplace. In this session, presenters will discuss the new report, *Charting a Course for Success: A Federal Strategy for STEM Education*, by the Committee on STEM Education of the National Science and Technology Council. As a STEM education stakeholder, come learn and discuss how your research can contribute to the new Federal Strategy for STEM Education and improve STEM education and broaden participation for all learners.

### MODERATOR:

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

### PRESENTERS:

**Douglas Clements**, University of Denver

**Jean Morrow**, Office of Planning, Evaluation, and Policy Development, U.S. Department of Education

**Susan Poland**, National Aeronautics and Science Administration

WEDNESDAY, JANUARY 9, 2019

1:30 PM – 2:45 PM — CONCURRENT SESSIONS, *continued***Measuring Teaching Practice in General Education and Special Education****Contexts** **MA***Jefferson East*

Rigorous measurement of teaching is critical to understanding the aspects of teaching that influence student outcomes across student populations. Presenters will share findings on observation measures of teaching practice. They will discuss the challenges of psychometrically strong measurement of teaching practice, especially if these measures might be ultimately used for more than one purpose. Participants will share strategies for addressing these challenges and suggest next steps for improving measurement of teaching practice for use in research, practice improvement, or high-stakes decision-making.

*MODERATOR:***Wai-Ying Chow**, National Center for Education Research (NCER)*PRESENTERS:***Brian French**, Washington State University**Evelyn Johnson**, Boise State University**Nathan Jones**, Boston University**Panayota Youli Mantzicopoulos-James**, Purdue University**Helen Patrick**, Purdue University**Treatment Effect Heterogeneity** **RDP***Lincoln West*

Presenters will describe methodological techniques for estimating and accounting for treatment effect heterogeneity in multi-site education research designs. There will also be presentations of applied work using these techniques.

*MODERATOR:***Phill Gagné**, National Center for Education Research (NCER)*PRESENTERS:***Dana McCoy**, Harvard University**Luke Miratrix**, Harvard University**Terri Sabol**, Northwestern University**Elizabeth Stuart**, Johns Hopkins University**Michael Weiss**, MDRC

# DETAILED MEETING AGENDA

WEDNESDAY, JANUARY 9, 2019

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

## **We Need to Talk! Conversations from the Frontlines of Social-Behavioral Assessment** **MA**

*Monroe*

Progress toward effective social-behavioral measurement seems hampered by a communication gap. Educators see this as a problem of practice literacy that would be resolved if only researchers understood their needs and constraints better. Researchers see this as a problem of assessment literacy that would be resolved if only educators understood psychometrics better. And as researchers and educators talk past each other, well-funded private-sector organizations are meeting the need with beautifully packaged assessments that don't always meet the technical standards to which researchers and educators aspire. In this session, presenters from the research, education, and private-sector communities share their stories of bridging the gap between science and practice and between the academy and the private sector, and the challenges and opportunities that come with crossing these borders to create the conditions for high-impact social-behavioral assessment in schools.

### *MODERATOR:*

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

### *PRESENTERS:*

**Tim Huntley**, Centervention

**Clark McKown**, Rush NeuroBehavioral Center

**Eric Moore**, Minneapolis Public Schools

## **What's New and What's Coming to the What Works Clearinghouse** **RDP**

*Jefferson West*

As part of its process and emphasis on continuous improvement, the What Works Clearinghouse (WWC) has implemented a number of changes and improvements over the past year — and has plans for even more in the near future. This session describes some of the recent developments with the WWC, including the release of Version 4.0 of the WWC Standards and Procedures Handbooks, creation of a fully online training and certification system for WWC group design standards, and new topic areas of review, including charter schools and career and technical education. The session will also cover a number of the changes yet-to-come for the WWC, such as new formats for WWC reports, further improvements to WWC standards and procedures, and enhancements to the website to make it easier for users to quickly find the evidence they seek.

### *MODERATOR:*

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

### *PRESENTERS:*

**Jonathan Jacobson**, National Center for Education Evaluation and Regional Assistance (NCEE)

**Christopher Weiss**, National Center for Education Evaluation and Regional Assistance (NCEE)



WEDNESDAY, JANUARY 9, 2019

2:45 PM – 3:15 PM

## Afternoon Break

3:15 PM – 4:30 PM

## Plenary Session: Edtech: The Buzz, the Promise, the Evidence, and the Future

IF

*International Ballroom Center*

Education technology is here to stay, but its full potential has not been realized. Learn about trends, promising applications, the appropriate use of technology, and research challenges in Edtech. What are some current challenges in the field, and how might they be overcome? Are there branches of education or of technology that are frequently overlooked or forgotten when we have these conversations? How can funders, researchers, and developers each contribute to ensure that technology-based tools are both useful and of high quality?

### MODERATORS:

**Elizabeth Albro**, Commissioner, National Center for Education Research (NCER), Institute of Education Sciences (IES), U.S. Department of Education  
**José Blackorby**, CAST, Inc.

### PRESENTERS:

**Maithilee Kunda**, Vanderbilt University  
**Krista Marks**, Woot Math  
**Erin Ottmar**, Worcester Polytechnic Institute  
**Nicole Russo-Ponsaran**, Rush NeuroBehavioral Center

4:30 PM – 5:45 PM

## Poster Session

*International Terrace*

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.

5:45 PM – 7:00 PM

## No-Host Happy Hour

*Sidecar (main hotel lobby)*

After the poster session, continue your conversation and meet new colleagues at Sidecar, the lobby bar at the Hilton. This is an informal, no-host gathering; drinks and food are available for purchase.

# DETAILED MEETING AGENDA

THURSDAY, JANUARY 10, 2019

7:30 AM – 2:00 PM

## Registration/Meeting Solutions Desk

*Terrace Foyer West*

8:00 AM – 12:00 PM

## After Hours Poster Display (no tech demos)

*International Terrace*

Poster presenters are invited to leave their posters in place through Thursday morning so that attendees may continue to visit and view their posters after the session.

8:30 AM – 10:00 AM

## Plenary Session: Working Together to Better Inform Policy and Practice **PC**

*International Ballroom Center*

Collaborations among researchers, practitioners, and policymakers are key to improving the utility and influence of education research. In this session, a group of panelists, including a postsecondary researcher and former higher education administrator, early childhood research/practice partners, and an education policy consultant with expertise in special education, will discuss the role of education research in policymaking and practice. Topics of discussion will include examples of and strategies for bridging the worlds of practice, policy, and research; opportunities and challenges around collaboration; and strategies for making research more policy and practice ready.

### *MODERATORS:*

**Laura Booker**, Tennessee Department of Education

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

### *PRESENTERS:*

**Alexandra Logue**, The City University of New York

**Jason Sachs**, Boston Public Schools

**Christina Weiland**, University of Michigan

**Jane West**, University of Maryland

10:00 AM – 10:30 AM

## Morning Break

THURSDAY, JANUARY 10, 2019

## CONCURRENT SESSIONS

10:30 AM – 11:45 AM

### Education Technology Meets Data Privacy **IF**

*Georgetown East*

The use of education technology for teaching and learning has proliferated, with privacy concerns alongside it. This session will provide: (1) a brief overview about student data privacy rules and regulations, (2) information about iKeepSafe, an organization that certifies digital products as compliant with state and federal requirements for handling protected personal information, and (3) an overview of the Common Education Data Standards (CEDS) and the importance of data interoperability.

#### MODERATOR:

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

#### PRESENTERS:

**Michael Hawes**, Office of the Chief Privacy Officer, U.S. Department of Education

**Holly Hawkins**, iKeepSafe

**Walter Leite**, University of Florida

**Ross Santy**, National Center for Education Statistics (NCES)

### Going Beyond Impact: Opening the Black Box of Teacher Learning **CIF**

*Jefferson East*

Beyond establishing whether an intervention works, understanding how and why an intervention works is key to connecting research findings to practice. In this session, presenters will describe impact evaluations of three different teacher professional development interventions. They will discuss how their project teams examined mediators and moderators (including student-, teacher-, school-, and implementer-level variables) and how these findings might build theory.

#### MODERATOR:

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

#### PRESENTERS:

**Teresa Duncan**, Education Development Center/Deacon Hill Research Associates

**Russell Gersten**, Instructional Research Group

**Madhavi Jayanthi**, Instructional Research Group

**Kevin Lai**, Mills College

**Catherine Lewis**, Mills College

**Babette Moeller**, Education Development Center

**Robert Schoen**, Florida State University

*Continue the conversations from this session in the associated lunch meet-up on*  
**Effective Teachers and Teaching!**

# DETAILED MEETING AGENDA

THURSDAY, JANUARY 10, 2019

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

## Making Practitioner Voices Heard in Partnerships **PC**

*Georgetown West*

This session focuses on how education agency partners can have a voice in determining the priorities, questions, and desired outcomes of a research project or collaboration. For practitioners, what are effective tips for helping your research partners understand your needs and priorities? For researchers, how can you ensure you are responsive to your partner's needs, interests, and timelines? The panel will include representatives from districts, states, and the research field who have worked both proactively and reactively to ensure that all voices are heard and all products are useful to the members of a partnership.

### *MODERATORS:*

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

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

### *PRESENTERS :*

**Rosemary Matt**, New York State Department of Education

with **Stephanie Cronen**, American Institutes for Research

**Maggie Sullivan and Christopher Moore**, Minneapolis Public Schools

with **Elton Mykerezi**, University of Minnesota

**Beth Vaade**, Madison Metropolitan School District

with **Eric Grodsky**, University of Wisconsin, Madison

**Josh Wallach**, New York City Public Schools

with **Rachel Abenavoli**, New York University

## Meta-Analysis in Education Research **RDP**

*International Ballroom West*

The team from the meta-analysis training grant will discuss meta-analytic techniques that can be used to enrich the education research field. Presenters will cover statistical techniques in meta-analysis, important components for designing a meta-analytic study, and a description and results from an IES Education Research grant that features a meta-analysis.

### *MODERATOR:*

**Phill Gagné**, National Center for Education Research (NCER)

### *PRESENTERS:*

**Terri Pigott**, Loyola University Chicago

**Elizabeth Tipton**, Northwestern University

**Ryan Williams**, American Institutes for Research

## Pathways to the Education Sciences Program Meeting **CIF**

*Cardozo*

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

### *MODERATOR:*

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

THURSDAY, JANUARY 10, 2019

10:30 AM – 11:45 AM — CONCURRENT SESSIONS, *continued***The Promise of Personalizing Learning to Meet All Students' Needs** **IF** *Monroe*

Personalizing learning is at the core of many promising programs and interventions. New instruction methods, such as having students work independently on Chromebooks, change the way that teaching and learning are measured in the classroom. Learn about approaches, successes, and challenges of personalization and how to capture outcomes of personalizing learning.

*MODERATORS:***Sarah Brasiel**, National Center for Special Education Research (NCSER)**Edward Metz**, National Center for Education Research (NCER)*PRESENTERS:***Julie Alonzo**, University of Oregon**Carol Connor**, University of California, Irvine**Melissa DeRosier**, 3C Institute**Tracey Hall**, CAST, Inc.**Bruce Homer**, City University of New York**Panayiota Kendeou**, University of Minnesota**Callie Little**, University of New England, Australia**Krista Marks**, Woot Math**Andrew Olney**, University of Memphis**John Pane**, RAND Corporation**Tricks of the Trade: Strategies for Research Planning and Implementation** **RDP** *Lincoln West*

Strong project management skills and research partnerships are key components of successful research. This session is intended to support early career researchers in designing, conducting, and disseminating high-quality research. Panelists will provide guidance on some of the less obvious aspects of the research process, including the relationship between budgeting and project design, strategies for recruiting and partnering with schools and districts, considerations for effective communication and dissemination of results, and how to get the most from mentor relationships with experienced researchers.

*MODERATOR:***Katherine Taylor**, National Center for Special Education Research (NCSER)*PRESENTERS:***Robin Ennis**, University of Alabama at Birmingham**Kathleen Lane**, University of Kansas**Shayne Piasta**, Ohio State University**Sarah Powell**, University of Texas at Austin

# DETAILED MEETING AGENDA

## THURSDAY, JANUARY 10, 2019

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

### We are All EL Researchers **CIF**

*Lincoln East*

Why study English learners (ELs)? Actually, there are a lot of good reasons: Because they're already in your district and your dataset. Because there are ELs in postsecondary and adult education settings, too. Because they're unique learners who deserve better instruction and better assessment options than they currently receive. Because their data are complex, and analyzing them requires creativity and rigor. Because they are a largely untapped market of education technology users. Because what works for ELs may work for non-ELs, too. In this session, a panel of speakers representing a diverse set of disciplines will make the case for why we should all be thinking about ELs in our work — and how we might better collaborate to do so.

**MODERATOR:**

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

**PRESENTERS:**

**Jill Burstein**, Educational Testing Service  
**Maria Carlo**, University of South Florida  
**Lori Erickson**, Saint Paul Public Schools  
**David Francis**, University of Houston  
**Daphne Greenberg**, Georgia State University  
**Jennifer Steele**, American University

*Continue the conversations from this session in the associated lunch meet-up on*  
**Collaborating for Better EL Research & Development!**

### Why Researcher-Practitioner Partnerships Fail **PC**

*Jefferson West*

Research-practice partnerships (RPPs) are a new trend in education research as state and local education agencies look to implement “evidence-based programs” under the Every Student Succeeds Act, and funders, such as IES and foundations, seek to support research with practical impacts. In this session, the research leads for the Massachusetts Department of Elementary and Secondary Education and the Tennessee Department of Education summarize what they have learned from their experiences participating in RPPs.

**MODERATOR:**

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

**PRESENTERS:**

**Laura Booker**, Tennessee Department of Education  
**Carrie Conaway**, Massachusetts Department of Elementary and Secondary Education  
**William Penuel**, University of Colorado Boulder  
**Nathaniel Schwartz**, Tennessee Department of Education

*Continue the conversations from this session in the associated lunch meet-up on*  
**Evaluating RPPs!**

THURSDAY, JANUARY 10, 2019

11:45 AM – 12:15 PM

**Lunch Pickup***Coffee Bean and Tea Leaf*

If you pre-ordered a boxed lunch during registration or would like to purchase one now, go to the Coffee Bean and Tea Leaf (CBTL) on the Lobby Level to pick up your food at the satellite counter. Otherwise, there are several additional food options in the Hotel lobby or the nearby vicinity — refer to the conference app for more information. Come back at 12:15 pm to attend one of this year's topical lunch meet-ups in one of the breakout rooms, or find a spot in the International Ballroom to eat and/or network informally on your own.

**LUNCH MEET-UPS**

12:15 PM – 1:15 PM

**Lunch Meet-up: Collaborating for Better English Learner Research and Development** **PC***Lincoln East*

During this lunch meet-up, researchers and developers from a variety of fields will have opportunities to start conversations with one another about English learner-focused work and collaboration opportunities. To help attendees identify potential networking partners, all who join the meet-up will have an opportunity to identify their interests, what they can offer, and what they are looking for in their next project or partnership.

*HOST:***Molly Faulkner-Bond**, National Center for Education Research (NCER)**Lunch Meet-up: Effective Teachers and Teaching** **CIF***Jefferson East*

During this lunch 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.

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

# DETAILED MEETING AGENDA

THURSDAY, JANUARY 10, 2019

12:15 PM – 1:15 PM — LUNCH MEET-UPS, *continued*

## Lunch Meet-up: How Should We Evaluate Researcher-Practitioner Partnerships?

PC

*Jefferson West*

The IES Researcher-Practitioner Partnership (RPP) grant program represents one specific approach toward funding such partnerships and IES has funded 53 RPP projects since the inception of the program in 2013. IES envisioned that RPP projects would (1) carry out high-quality, relevant, exploratory research; (2) develop researcher-practitioner partnerships found to be useful to both parties and that would continue carrying out research after the grant ended (given additional resources could be found); and (3) have an impact on decision-making among state and local education agencies (through both the research results and the use of research). In this meet-up, IES representatives will ask participants to discuss how the Institute might go about assessing whether the RPP grant program is meeting these expectations for research, partnership, and impact. Specifically, attendees will discuss (1) whether these three expectations are the correct ones to examine, and (2) what measures could be used to assess whether the expectations are being met. To further the discussion, RPP program officer Allen Ruby will share a preliminary rubric for assessing RPP projects.

*HOST:*

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

## Lunch Meet-up: The IES Scientific Peer-Review Process: Overview and Common Myths and Misconceptions

RDP

*Lincoln West*

In this lunch meet-up, Dr. Anne Ricciuti, the IES Deputy Director for Science, will provide an overview of the IES scientific peer-review process for grants. Specifically, she will outline what happens 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, and what happens at and after panel review meetings. She will also address some common myths and misconceptions about IES peer reviews. This meet-up is geared toward new and experienced applicants — bring your questions, ideas, and feedback!

*HOST:*

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

## Lunch Meet-up: Research and Education in Rural Settings

CIF

*Monroe*

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:*

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

1:15 PM – 1:30 PM

## Transition Time



THURSDAY, JANUARY 10, 2019

## CONCURRENT SESSIONS

1:30 PM – 3:00 PM

### Big Data Goes to School: The Role of Data Science in Programs, Research, and Decision-Making **IF**

*Monroe*

The availability of large datasets has created a growing field of data science. Hear about methods, approaches, applications, and challenges associated with this new field.

#### MODERATOR:

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

#### PRESENTERS:

**Ryan Baker**, University of Pennsylvania

**Sidney D'Mello**, University of Colorado, Boulder

**Neil Heffernan**, Worcester Polytechnic Institute

### College Completion Network: Increasing Success at Broad-Access Colleges and Universities **FIP**

*Jefferson West*

Open- and broad-access institutions — such as community colleges and 4-year colleges and universities that accept 75 percent or more of their applicants — are central to the goal of increasing degree completion among U.S. college students. This session will introduce the College Completion Network, which brings together research teams focused on postsecondary success for students — coordinated by a Network Lead — to share ideas, build new knowledge, conduct strong research, and share findings. Network research teams will present their work to refine and evaluate interventions for increasing the number of students who earn degrees in open- and broad-access institutions with the goal of providing college leaders and policymakers with reliable evidence on promising strategies. Intervention strategies include growth mindsets, text-messaging nudges, virtual advising, financial aid, corequisites, and supports for minority male students.

#### MODERATOR:

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

#### PRESENTERS:

**Eric Bettinger**, Stanford University

**Ben Castleman**, University of Virginia

**Lindsay Daugherty**, RAND Corporation

**Sara Goldrick-Rab**, Temple University

**Trey Miller**, American Institutes for Research

**Lashawn Richburg-Hayes**, Insight Policy Research

**Greg Walton**, Stanford University

**Travis York**, Association of Public & Land-grant Universities

*Continue the conversations from this session during a meet-up with the **College Completion Network** in this same room at 3:15 pm.*

# DETAILED MEETING AGENDA

THURSDAY, JANUARY 10, 2019

1:30 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

## Cost Analyses and Integrating Costs into Efficacy Studies **RDP**

*International Ballroom West*

The most recent versions of IES grant competitions include new requirements for cost analyses and cost-effectiveness analyses, creating growing interest among researchers in appropriate methods for integrating these analyses into intervention evaluations. This session will provide a basic introduction to different cost analysis designs (cost analysis, cost-effectiveness analysis, cost-benefit analysis) and familiarize grantees with available resources to help them complete (and publish) effective cost studies. In addition, the application of this knowledge to education research by integrating analyses of costs and implementation into one efficacy trial will be discussed.

### *MODERATOR:*

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

### *PRESENTERS:*

**Brooks Bowden**, North Carolina State University

**Abigail Gray**, University of Pennsylvania

## Developing and Evaluating Adaptive Interventions in Education **RDP**

*Georgetown West*

The development and evaluation of adaptive interventions can make important contributions to education research. An adaptive intervention uses a sequence of individually tailored decision rules that specify whether, how, or when to alter the dosage (duration, frequency, or amount), type, or delivery of interventions to individual students. These interventions seek to address the individual and changing needs of students (or organizations) as they progress through an intervention. Significant advances have been made in the designs and associated analytic methods that allow scientists to optimize adaptive interventions and evaluate their effects. A variety of designs could be used, however, to answer diverse research questions relating to the construction and evaluation of adaptive interventions. This presentation will highlight various analytic methods used by IES researchers to develop and evaluate adaptive interventions in education.

### *MODERATOR:*

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

### *PRESENTERS:*

**Daniel Almirall**, University of Michigan

**Nathan Clemens**, University of Texas at Austin

**Gregory Fabiano**, University at Buffalo, State University of New York

**Lee Kern**, Lehigh University

**William Pelham**, Florida International University

**Greg Roberts**, University of Texas at Austin

**Joseph Wehby**, Vanderbilt University

THURSDAY, JANUARY 10, 2019

1:30 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

### Early Learning Research Network: Supporting Early Learning from Preschool through Early Elementary School Grades **FIP**

*Lincoln East*

In 2016, IES launched the Early Learning Network (ELN) to examine why many children, especially children from low-income households or other disadvantaged backgrounds, experience academic and social difficulties as they begin elementary school. In this session, five ELN research teams will present findings from the preschool and kindergarten years of the site-specific research studies. The assessment team will describe the development and use of the Optimizing Learning Opportunities for Students' observational system to document and understand children's experiences in preschool through third-grade classrooms. Presenters and session attendees will discuss the implications of findings from the first 2 years of this 5-year research initiative for early childhood policy and practice and future research.

**MODERATOR:**

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

**PRESENTERS:**

**Arya Ansari**, University of Virginia

**Margaret Burchinal**, University of North Carolina at Chapel Hill

**Carol Connor**, University of California, Irvine

**JoAnn Hsueh**, MDRC

**Jessica Logan**, Ohio State University

**Susan Sheridan**, University of Nebraska-Lincoln

**Virginia Vitiello**, University of Virginia

### Implementation Science Methods **RDP**

*Lincoln West*

This session will review major implementation science constructs (e.g., implementation frameworks, determinants, strategies, mechanisms, outcomes) and provide examples of research design methods in implementation science, including hybrid effectiveness-implementation trials and mixed-method approaches. In addition, this presentation will discuss innovations and potential pitfalls in implementation studies.

**MODERATOR:**

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

**PRESENTERS:**

**Clay Cook**, University of Minnesota

**Aaron Lyon**, University of Washington

# DETAILED MEETING AGENDA

THURSDAY, JANUARY 10, 2019

1:30 PM – 3:00 PM — CONCURRENT SESSIONS, *continued*

## Statistics and Methodology Software Demonstrations **IF**

*Jefferson East*

In this annually occurring session, current grantees from the Statistics and Methodology competition (305D) will provide interactive demonstrations of software and other tools they have developed for applied education researchers. This year's showcase will include software for missing data imputation, item response theory (IRT) parameter estimation, and statistical power calculation.

*MODERATOR:*

**Phill Gagné**, National Center for Education Research (NCER)

## When Worlds Collide: The Science and the Reality of Behavior and Mental Health Screening in Schools **MA**

*Georgetown East*

Schools are a common entry point for students to receive behavioral and mental health services, but little is known about what screening practices look like in schools, and whether such practices actually improve student outcomes. The purpose of this session is to share findings from an exploration study that seeks to understand how schools in the United States currently identify students with mental, emotional, or behavioral problems and connect them to appropriate services, and compare that to the experiences of two efficacy researchers whose screening protocol for receiving Tier 2 services did not align with teacher referrals and new work to develop an assessment that can be used as a follow-up for positively screened students to inform intervention.

*MODERATOR:*

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

*PRESENTERS:*

**Karen Bierman**, The Pennsylvania State University

**Sandra Chafouleas**, University of Connecticut

**Stephen Kilgus**, University of Wisconsin, Madison

**Desiree Murray**, The University of North Carolina at Chapel Hill

3:00 PM – 3:15 PM

## Transition Time

THURSDAY, JANUARY 10, 2019

3:15 PM – 4:15 PM

**Meet Your Program Officer: Office Hours and Topic Meetings**

During this time, some program officers will be available in the rooms below to touch base, answer questions, and provide monitoring assistance. If your program officer is not listed below, he or she is not holding office hours during this time slot. Whether your program officer is holding official office hours or not, we recommend reaching out to him or her before the PI meeting to indicate your interest if you are hoping to meet during the conference.

<i>NCER PROGRAM OFFICERS</i>	<i>ROOM</i>
<b>James Benson</b>	<i>Jefferson West</i>
<b>Christina Chhin</b>	<i>Georgetown West</i>
<b>Emily Doolittle</b>	<i>Georgetown East</i>
<b>Caroline Ebanks</b>	<i>Lincoln East</i>
<b>Molly Faulkner-Bond</b>	<i>Lincoln West</i>
<b>Erin Higgins</b>	<i>Monroe</i>
<b>Meredith Larson</b>	<i>Jefferson East</i>
<b>Allen Ruby</b>	<i>Jefferson East</i>
<b>Katina Stapleton</b>	<i>Cabinet</i>

<i>NCSEER PROGRAM OFFICERS</i>	<i>ROOM</i>
<b>Sarah Brasiel</b>	<i>International Ballroom West</i>
<b>Jacquelyn Buckley</b>	<i>Cardozo (Terrace Level)</i>
<b>Amy Sussman</b>	<i>International Ballroom West</i>
<b>Katherine Taylor</b>	<i>International Ballroom West</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 #
Aleven, Vincent	Carnegie Mellon University	An Orchestration Tool for Personalized Teacher-Student Interactions in Classrooms Using Intelligent Tutoring Software	Effective Teachers/Teaching and Professional Development	R305A180301	63 - TD
Alonzo, Julie	University of Oregon	Story to Success: An Examination of the Impact of Animated PD Units on Teacher Knowledge and Practice	Effective Teachers/Teaching and Professional Development	R324A160032	70 - TD
Benner, Gregory	University of Alabama	Literacy Study Group: Improving the Practice of Teaching Reading to Students with Emotional and Behavioral Disorders	Effective Teachers/Teaching and Professional Development	R324A180220	74 - TD
Dvorsky, Melissa *	University of California, San Francisco	Development of a Web-Based Professional Development for School Mental Health Providers in Evidence-Based Practices for Attention and Behavior Challenges: Lessons Learned from Implementing the Collaborative Life Skills-Remote Program	Effective Teachers/Teaching and Professional Development	R305A170338	66 - TD
Gerde, Hope	Michigan State University	Outcomes of Online Teacher Professional Development in Early Writing	Early Childhood and Early Intervention	R305A150210	1 - TD
Hammer, Carol Scheffner	Teachers College, Columbia University	The Bilingual Assessment of Phonological Sensitivity (BAPS): Test Design and Findings	English Learners	R305A160081	30 - TD
Laffey, James	University of Missouri	Mission HydroSci – Science Learning Game Meets the Middle School Classroom	Science, Technology, Engineering, and Mathematics	R305A150364	51 - TD
Morell, Linda	University of California, Berkeley	Addressing the NGSS Practice of Arguing from Evidence Using Forced-Choice Item Formats: Challenges & Successes	Science, Technology, Engineering, and Mathematics	R305A160320	58 - TD
Spybrook, Jessaca	Western Michigan University	REES: The Registry of Efficacy and Effectiveness Studies	Statistics and Methodology	R324U180001	10 - TD
Wackerle-Hollman, Alisha	University of Minnesota	Evaluating the Impact of IGD1-APEL on Teacher Data-Based Decision Making and Student Early Literacy and Language Performance	Early Childhood and Early Intervention	R305A140065	4 - TD

## Alphabetized by Last Name

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PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Ackerman, Benjamin	Department of Biostatistics, Johns Hopkins Bloomberg School of Public Health	Statistical Software for Implementing Methods to Generalize Randomized Trial Findings to a Well-Defined Target Population	Statistics and Methodology	R305D150003	29
Aitken, Angelique *	University of Nebraska-Lincoln	Support for Youths Transitioning from Out-of-Home Care into Academic Settings: A Goal 3 Efficacy Study of On the Way Home	Transitions, Postsecondary, and Adult Education Outcomes	R324A120260	42
Aleven, Vincent	Carnegie Mellon University	An Orchestration Tool for Personalized Teacher-Student Interactions in Classrooms Using Intelligent Tutoring Software	Effective Teachers/Teaching and Professional Development	R305A180301	63-TD
Alonzo, Julie	University of Oregon	Story to Success: An Examination of the Impact of Animated PD Units on Teacher Knowledge and Practice	Effective Teachers/Teaching and Professional Development	R324A160032	70-TD
Ansari, Arya *	University of Virginia	Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3	Early Childhood and Early Intervention	R305N160021	18
Barnes, Marcia	Department of Special Education, Vanderbilt University	Development and Testing of a Technology-Based Inference-Making Intervention for Middle School Students	Reading, Writing, and Language Development	R324A170150	45
Benner, Gregory	University of Alabama	Literacy Study Group: Improving the Practice of Teaching Reading to Students with Emotional and Behavioral Disorders	Effective Teachers/Teaching and Professional Development	R324A180220	74-TD
Bixter, Michael *	Arizona State University	Vividness and Positivity of the Future Self Predict Academic Outcomes in College: Changes Over Time and Ethnic Differences	Transitions, Postsecondary, and Adult Education Outcomes	R305A160023	40
Blackman, Horatio *	University of Delaware-Center for Research Use in Education	Does Prior Experience with Research Matter? Teacher and Administrator Perceptions of Education Research	Systems, Policy, and Leadership	R305C150017	38
Blanton, Maria	TERC	Project LEAP: Building Practical Solutions for Algebra Readiness for All Students	Science, Technology, Engineering, and Mathematics	R305A140092	56

# POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Blau-Reider, Raizel *	New York City Department of Education	Evaluation of Structured Methods in Language Education (SMiLE), A Program Combining Literacy and Language Development for K-5 Students with Significant Cognitive Disabilities in New York City Public School's District 75	Reading, Writing, and Language Development	R324L170003	44
Booth, Julie	Temple University	Learning MathByExample in Elementary School	Science, Technology, Engineering, and Mathematics	R305A150456	55
Bradshaw, Catherine	University of Virginia	Testing the Efficacy of a Developmentally-Informed Coping Power Program in Middle Schools	Social and Behavioral Outcomes	R305A140070	6
Bratsch- Hines, Mary	Frank Porter Graham Child Development Institute (University of North Carolina at Chapel Hill)	Kindergarten Outcomes for NC Pre-K Attenders and Non-Preschool-Attenders: Sustaining Effects and Differences by English Learner Status	English Learners	R305N160022	31
Brown, Joshua	Fordham University	Experimental Impacts of the 4Rs+MTP Program on Teachers' Well-Being, Classroom Interactions, and Children's Social-Emotional and Academic Development	Social and Behavioral Outcomes	R305A140559	7
Cabell, Sonia	Florida State University	Impact of Core Knowledge Language Arts' Knowledge Strand on Kindergarteners' Vocabulary, Listening Comprehension, and General Knowledge	Reading, Writing, and Language Development	R305A170635	35
Cassata, Amy	Outlier Research & Evaluation, UChicago STEM Education, University of Chicago	Changes in Science Instruction Since the Implementation of the Next Generation Science Standards in the Chicago Public Schools	Science, Technology, Engineering, and Mathematics	R305A160162	61
Chaparro, Erin	University of Oregon	An Investigation of Direct Instruction Spoken English (DISE) on Newcomers in Middle School: Examining Differential Response and Identifying Randomized Controlled Trial Implementation Barriers and Facilitators	English Learners	R305A150325	46



## Alphabetized by Last Name

\* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Christensen, Claire *	SRI International	AI in the Search for Edtech: A Pilot Study of the AI-Enhanced EdSurge Product Index	Systems, Policy, and Leadership	ED-IES-17-C-0031	39
Cordes, Sarah *	Temple University	Do Long Bus Rides Harm Student Outcomes? Evidence from New York City	Systems, Policy, and Leadership	R305A170270	20
Daunic, Ann	University of Florida	Efficacy of the SELF Intervention: Findings from Years 1 and 2 of a Goal 3 Cluster Randomized Efficacy Study to Evaluate Effects of the Social-Emotional Learning Foundations Curriculum for K-1 Students at Risk for EBD	Early Childhood and Early Intervention	R324A160136	2
Dubosarsky, Mia	The STEM Education Center at WPI	The Impact of Teaching a Problem-Based STEM Curriculum on PreK Teachers' and Children's STEM Knowledge and Skills	Science, Technology, Engineering, and Mathematics	R305A150571	54
Dvorsky, Melissa *	University of California, San Francisco	Development of a Web-Based Professional Development for School Mental Health Providers in Evidence-Based Practices for Attention and Behavior Challenges: Lessons Learned from Implementing the Collaborative Life Skills-Remote Program	Effective Teachers/Teaching and Professional Development	R305A170338	66-TD
Edgecombe, Nicole	Community College Research Center, Teachers College, Columbia University	Adapting Lesson Study for Community College Mathematics Instruction: Supporting Postsecondary Faculty to Improve Instruction	Transitions, Postsecondary, and Adult Education Outcomes	R305A170454	41
El Mallah, Shereen *	University of Virginia	Broadening (and refocusing) the Measurement Lens: The Utility of Mixed Methods in Addressing Cross-Ethnic Measurement Invariance	Statistics and Methodology	R305B170002	12
Fallon, Lindsay *	University of Massachusetts Boston	Validating the Assessment of Culturally and Contextually Relevant Supports (ACCRoS): A Teacher Self-Assessment for Equitable Classroom Practice	Social and Behavioral Outcomes	R324B170010	8

# POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Farley, Jennifer *	University of Nebraska-Lincoln	Parent Connectors: Increasing Parent Engagement and Empowerment with Peer Support	Social and Behavioral Outcomes	R324A130180	5
Feng, Mingyu	WestEd	A Replication Study of the ASSISTments Online Homework Support in North Carolina	Science, Technology, Engineering, and Mathematics	R305A170137	60
Fettig, Angel	University of Washington	Informing a Person-Centered Approach to Professional Development: Latent Profile Analysis of Early Childhood Behavior Support Practices, Job Attitudes, and Teacher Stress	Effective Teachers/Teaching and Professional Development	R324A170149	73
Fleming, Christopher *	Prevention Science Institute, University of Oregon	Family-Centered Prevention to Enhance Parenting Skills During the Transition to Elementary School	Early Childhood and Early Intervention	R305A140189	3
Frey, Andy	University of Louisville	Cost Analysis of First Step Next for Preschoolers with Disruptive Behavior	Early Childhood and Early Intervention	R324A150221	24
Fruehwirth, Jane	University of North Carolina at Chapel Hill	Teacher Effectiveness and Classroom Composition	Effective Teachers/Teaching and Professional Development	R305A170269	72
Gaias, Larissa *	University of Washington	The Effects of RENEW on Academic and Socio-Emotional Outcomes for Students At-Risk for High School Dropout	Social and Behavioral Outcomes	R305A150438	13
Garbacz, Andy *	University of Wisconsin-Madison	Formative Development of Conjoint Behavioral Consultation for Middle School Students with or At Risk for Serious Emotional Disturbance	Social and Behavioral Outcomes	R324B160043	14
Gerde, Hope	Michigan State University	Outcomes of Online Teacher Professional Development in Early Writing	Early Childhood and Early Intervention	R305A150210	1-TD
Greenwood, Charles	Juniper Gardens Children's Project, University of Kansas	The Effects of Increasing Preschool Teacher-Child Literacy Interactions: Cohort 1 Literacy 3D Outcomes	Reading, Writing, and Language Development	R305A170241	34
Gross, Deborah	Johns Hopkins University	What is Parent Engagement in Early Childhood Education? Depends Who You Ask	Early Childhood and Early Intervention	R305H170027	17
Gubbins, E. Jean	University of Connecticut	Exploratory Study on the Identification of English Learners for Gifted and Talented Programs	English Learners	R305C140018	32

## Alphabetized by Last Name

\* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Hallinen, Nicole *	Temple University	Preparing Students for Algebra: Worked Examples Support Transfer in Elementary Mathematics	Science, Technology, Engineering, and Mathematics	R305B150014	53
Hammer, Carol Scheffner	Teachers College, Columbia University	The Bilingual Assessment of Phonological Sensitivity (BAPS): Test Design and Findings	English Learners	R305A160081	30-TD
Harbourne, Regina	Duquesne University	Efficacy of the START-Play Program for Infants with Neuromotor Disorders: Preliminary Results of Comparison with Usual Early Intervention	Early Childhood and Early Intervention	R324A150103	19
Hirano, Kara *	Illinois State University	Paths 2 the Future: Testing the Efficacy of a Career Development Curriculum for Young Women with Disabilities	Transitions, Postsecondary, and Adult Education Outcomes	R324A170025	36
Hirsh-Pasek, Kathryn	Temple University Infant and Child Lab	Capitalizing on Technology: Development of a Tablet-Based Language Screener for 2-Year-Olds	Early Childhood and Early Intervention	R324A160241	59
Hume, Kara	Frank Porter Graham Child Development Institute (University of North Carolina at Chapel Hill)	Examining the Effects of the Center on Secondary Education for Students with Autism Spectrum Disorder	Social and Behavioral Outcomes	R324C120006	15
Kendeou, Panayiota	University of Minnesota	ELCII: Early Language Comprehension Individualized Instruction	Reading, Writing, and Language Development	R305A170242	43
Kolstad, Andrew	P20 Strategies, LLC	A Modified Algorithm for Calculating Standard Errors in Assessment Surveys, Tested with Data from the 2003 National Assessment of Adult Literacy	Statistics and Methodology	R305D170013	11
Laffey, James	University of Missouri	Mission HydroSci – Science Learning Game Meets the Middle School Classroom	Science, Technology, Engineering, and Mathematics	R305A150364	51-TD

# POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Landa, Rebecca	Kennedy Krieger Institute	Overcoming Barriers to Teacher Fidelity Attainment when Implementing Early Achievements for Preschoolers with Autism Spectrum Disorder	Early Childhood and Early Intervention	R324A160228	23
Lind, John	University of Oregon	Paths 2 the Future for All: Developing a College and Career Readiness Intervention for Underserved Youth	Transitions, Postsecondary, and Adult Education Outcomes	R305A170063	37
LoCurto, Jamie *	University of Connecticut School of Medicine	Utilizing Evidence-Based Treatments with Anxious Youth in a School Setting	Social and Behavioral Outcomes	R324A140002	16
McCall, Chynna *	University of Missouri-Columbia	Student Perceptions of Their Classroom Culture and Environment Based Upon Their Teachers Stress and Coping Patterns	Effective Teachers/Teaching and Professional Development	R305B150028	62
McCormick, Meghan *	MDRC	Long-Term Effects of INSIGHTS on Academic Skills, Receipt of Special Education, and Grade Retention: Variation in Impacts by Baseline Risk	Social and Behavioral Outcomes	R305A160177	25
Moeller, Babette	Education Development Center	When Research Meets Practice: Challenges and Opportunities Encountered While Conducting a Cluster Randomized Trial of a Teacher Professional Development Program in a Real World Setting	Effective Teachers/Teaching and Professional Development	R305A140488	69
Morell, Linda	University of California, Berkeley	Addressing the NGSS Practice of Arguing from Evidence Using Forced-Choice Item Formats: Challenges & Successes	Science, Technology, Engineering, and Mathematics	R305A160320	58-TD
Morin, Kristi *	Frank Porter Graham Child Development Institute (University of North Carolina at Chapel Hill)	The Effects of Video Analysis on Intervention Characteristics: A Meta-Analysis of Single-Case Research	Effective Teachers/Teaching and Professional Development	R324B160038	68
Noble, Tracy	TERC	Interviewing English Learners: Lessons from the Learning About Open Response Science Test Items and English Learners (LOREL) Project	English Learners	R305A150218	48

## Alphabetized by Last Name

\* - denotes IES Postdoctoral Fellows and early career researchers

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Oyserman, Daphna	University of Southern California	Pathways-To-Success: Teachers Can Train Other Teachers to Deliver with Fidelity and When They Do, Students' Course Performance and Social and Emotional Competencies Improve	Effective Teachers/Teaching and Professional Development	R305A140281	67
Pane, John	RAND Corporation	Study Finds ALEKS Has No Effect on Student Outcomes in Algebra. Is That All We Learned?	Science, Technology, Engineering, and Mathematics	R305A140221	52
Panther, Grace *	University of Cincinnati	Examining the Impact of a Spatial Visualization Course on 7th Grade Students' Spatial Skills	Science, Technology, Engineering, and Mathematics	R305A150365	57
Pas, Elise	Johns Hopkins University, Bloomberg School of Public Health	Examining the Practical Impacts of State Policy to Improve Behavioral and Academic Outcomes Through Positive Behavioral Interventions and Supports	Systems, Policy, and Leadership	R305H150027	22
Price, Maggi *	Harvard University	Peer Victimization and Youth in School Therapy: Mental Health Associations, Demographic Patterns, and Implications for Practice	Social and Behavioral Outcomes	R305A140253	26
Raczek, Anastasia	City Connects, Boston College	Using School Admissions Lotteries to Measure Effects of an Integrated Student Support Model on Students' Academic Achievement	Systems, Policy, and Leadership	R305A170471	21
Rashedi, Roxanne *	Vanderbilt University	Visual Supports and Theory of Mind Reasoning: Autism Spectrum Disorders	Social and Behavioral Outcomes	R324A180171	27
Ruble, Lisa	University of Kentucky	Adapting an Evidence-Based Burnout Intervention for Special Educators	Effective Teachers/Teaching and Professional Development	R324A170021	65
Sarfo, Akisha *	University of Delaware, Center for Research in Education and Social Policy	Evaluating the Impact of Reading Recovery on 1st Grade Literacy: Comparing Impact Estimates from an Regression Discontinuity (RD) Design to an Randomized Controlled Trial (RCT)	Reading, Writing, and Language Development	R305A170171	33

# POSTER PRESENTATION LIST

PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #	POSTER #
Scher, Lauren	Concentric Research & Evaluation	Multiple Partners, Multiple Goals: Researchers, School Staff and a Not-for-Profit Partner to Examine the Effects of a Teacher Home Visiting Program	Effective Teachers/Teaching and Professional Development	R305L170005	64
Sinharay, Sandip	Educational Testing Service	Detecting Test Fraud Using Score-Differencing Methods: Two New Approaches	Statistics and Methodology	R305D170026	9
Spybrook, Jessaca	Western Michigan University	REES: The Registry of Efficacy and Effectiveness Studies	Statistics and Methodology	R324U180001	10-TD
Suldo, Shannon	University of South Florida	Acceptability of a New Multicomponent Fully-Developed Universal Intervention to Support the Academic Success and Emotional Well-Being of High School Students in Accelerated Curricula	Social and Behavioral Outcomes	R305A150543	28
Tian, Jing *	Teachers College, Columbia University	Predicting Students' Knowledge by Analyzing Textbook Problems: The Case of Percentages	Science, Technology, Engineering, and Mathematics	R305A150262	50
Varghese, Manka	University of Washington	Striking a Balance: An Adaptive District Partnership to Understand Seattle English Learners' Math and Science Coursetaking Patterns in Grades 6-12	English Learners	R305H170019	47
Vuorre, Matti *	Columbia University	Learning from Errors	Science, Technology, Engineering, and Mathematics	R305A150467	49
Wackerle-Hollman, Alisha	University of Minnesota	Evaluating the Impact of IGDI-APEL on Teacher Data-Based Decision Making and Student Early Literacy and Language Performance	Early Childhood and Early Intervention	R305A140065	4-TD
Wexler, Jade	University of Maryland	Project CALI (Content Area Literacy Instruction): An Overview, Initial Findings, and Challenges of Bridging Research to Practice in a Professional Development Study for Middle School Co-Teachers	Effective Teachers/Teaching and Professional Development	R324A150181	71

## Listed by Poster Number

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
1-TD	Gerde, Hope	Michigan State University	Outcomes of Online Teacher Professional Development in Early Writing	Early Childhood and Early Intervention	R305A150210
2	Daunic, Ann	University of Florida	Efficacy of the SELF Intervention: Findings from Years 1 and 2 of a Goal 3 Cluster Randomized Efficacy Study to Evaluate Effects of the Social-Emotional Learning Foundations Curriculum for K-1 Students at Risk for EBD	Early Childhood and Early Intervention	R324A160136
3	Fleming, Christopher *	Prevention Science Institute, University of Oregon	Family-Centered Prevention to Enhance Parenting Skills During the Transition to Elementary School	Early Childhood and Early Intervention	R305A140189
4-TD	Wackerle-Hollman, Alisha	University of Minnesota	Evaluating the Impact of IGDI-APEL on Teacher Data-Based Decision Making and Student Early Literacy and Language Performance	Early Childhood and Early Intervention	R305A140065
5	Farley, Jennifer *	University of Nebraska-Lincoln	Parent Connectors: Increasing Parent Engagement and Empowerment with Peer Support	Social and Behavioral Outcomes	R324A130180
6	Bradshaw, Catherine	University of Virginia	Testing the Efficacy of a Developmentally-Informed Coping Power Program in Middle Schools	Social and Behavioral Outcomes	R305A140070
7	Brown, Joshua	Fordham University	Experimental Impacts of the 4Rs+MTP Program on Teachers' Well-Being, Classroom Interactions, and Children's Social-Emotional and Academic Development	Social and Behavioral Outcomes	R305A140559
8	Fallon, Lindsay *	University of Massachusetts Boston	Validating the Assessment of Culturally and Contextually Relevant Supports (ACCRoS): A Teacher Self-Assessment for Equitable Classroom Practice	Social and Behavioral Outcomes	R324B170010
9	Sinharay, Sandip	Educational Testing Service	Detecting Test Fraud Using Score-Differencing Methods: Two New Approaches	Statistics and Methodology	R305D170026
10-TD	Spybrook, Jessaca	Western Michigan University	REES: The Registry of Efficacy and Effectiveness Studies	Statistics and Methodology	R324U180001



# POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
11	Kolstad, Andrew	P20 Strategies LLC	A Modified Algorithm for Calculating Standard Errors in Assessment Surveys, Tested with Data from the 2003 National Assessment of Adult Literacy	Statistics and Methodology	R305D170013
12	El Mallah, Shereen *	University of Virginia	Broadening (and refocusing) the Measurement Lens: The Utility of Mixed Methods in Addressing Cross-Ethnic Measurement Invariance	Statistics and Methodology	R305B170002
13	Gaias, Larissa *	University of Washington	The Effects of RENEW on Academic and Socio-Emotional Outcomes for Students At-Risk for High School Dropout	Social and Behavioral Outcomes	R305A150438
14	Garbacz, Andy *	University of Wisconsin-Madison	Formative Development of Conjoint Behavioral Consultation for Middle School Students with or At Risk for Serious Emotional Disturbance	Social and Behavioral Outcomes	R324B160043
15	Hume, Kara	Frank Porter Graham Child Development Institute	Examining the Effects of the Center on Secondary Education for Students with Autism Spectrum Disorder	Social and Behavioral Outcomes	R324C120006
16	LoCurto, Jamie *	University of Connecticut School of Medicine	Utilizing Evidence-Based Treatments with Anxious Youth in a School Setting	Social and Behavioral Outcomes	R324A140002
17	Gross, Deborah	Johns Hopkins University	What is Parent Engagement in Early Childhood Education? Depends Who You Ask	Early Childhood and Early Intervention	R305H170027
18	Ansari, Arya *	University of Virginia	Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3	Early Childhood and Early Intervention	R305N160021
19	Harbourne, Regina	Duquesne University	Efficacy of the START-Play Program for Infants with Neuromotor Disorders: Preliminary Results of Comparison with Usual Early Intervention	Early Childhood and Early Intervention	R324A150103
20	Cordes, Sarah *	Temple University	Do Long Bus Rides Harm Student Outcomes? Evidence from New York City	Systems, Policy, and Leadership	R305A170270
21	Raczek, Anastasia	City Connects, Boston College	Using School Admissions Lotteries to Measure Effects of an Integrated Student Support Model on Students' Academic Achievement	Systems, Policy, and Leadership	R305A170471



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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
22	Pas, Elise	Johns Hopkins University, Bloomberg School of Public Health	Examining the Practical Impacts of State Policy to Improve Behavioral and Academic Outcomes Through Positive Behavioral Interventions and Supports	Systems, Policy, and Leadership	R305H150027
23	Landa, Rebecca	Kennedy Krieger Institute	Overcoming Barriers to Teacher Fidelity Attainment when Implementing Early Achievements for Preschoolers with Autism Spectrum Disorder	Early Childhood and Early Intervention	R324A160228
24	Frey, Andy	University of Louisville	Cost Analysis of First Step Next for Preschoolers with Disruptive Behavior	Early Childhood and Early Intervention	R324A150221
25	McCormick, Meghan *	MDRC	Long-Term Effects of INSIGHTS on Academic Skills, Receipt of Special Education, and Grade Retention: Variation in Impacts by Baseline Risk	Social and Behavioral Outcomes	R305A160177
26	Price, Maggi *	Harvard University	Peer Victimization and Youth in School Therapy: Mental Health Associations, Demographic Patterns, and Implications for Practice	Social and Behavioral Outcomes	R305A140253
27	Rashedi, Roxanne *	Vanderbilt University	Visual Supports and Theory of Mind Reasoning: Autism Spectrum Disorders	Social and Behavioral Outcomes	R324A180171
28	Suldo, Shannon	University of South Florida	Acceptability of a New Multicomponent Fully-Developed Universal Intervention to Support the Academic Success and Emotional Well-Being of High School Students in Accelerated Curricula	Social and Behavioral Outcomes	R305A150543
29	Ackerman, Benjamin	Department of Biostatistics, Johns Hopkins Bloomberg School of Public Health	Statistical Software for Implementing Methods to Generalize Randomized Trial Findings to a Well-Defined Target Population	Statistics and Methodology	R305D150003
30-TD	Hammer, Carol Scheffner	Teachers College, Columbia University	The Bilingual Assessment of Phonological Sensitivity (BAPS): Test Design and Findings	English Learners	R305A160081

# POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
31	Bratsch-Hines, Mary	Frank Porter Graham Child Development Institute (University of North Carolina at Chapel Hill)	Kindergarten Outcomes for NC Pre-K Attenders and Non-Preschool-Attenders: Sustaining Effects and Differences by English Learner Status	English Learners	R305N160022
32	Gubbins, E. Jean	University of Connecticut	Exploratory Study on the Identification of English Learners for Gifted and Talented Programs	English Learners	R305C140018
33	Sarfo, Akisha *	University of Delaware, Center for Research in Education and Social Policy	Evaluating the Impact of Reading Recovery on 1st Grade Literacy: Comparing Impact Estimates from an Regression Discontinuity (RD) Design to an Randomized Controlled Trial (RCT)	Reading, Writing, and Language Development	R305A170171
34	Greenwood, Charles	Juniper Gardens Children's Project, University of Kansas	The Effects of Increasing Preschool Teacher-Child Literacy Interactions: Cohort 1 Literacy 3D Outcomes	Reading, Writing, and Language Development	R305A170241
35	Cabell, Sonia	Florida State University	Impact of Core Knowledge Language Arts' Knowledge Strand on Kindergarteners' Vocabulary, Listening Comprehension, and General Knowledge	Reading, Writing, and Language Development	R305A170635
36	Hirano, Kara *	Illinois State University	Paths 2 the Future: Testing the Efficacy of a Career Development Curriculum for Young Women with Disabilities	Transitions, Postsecondary, and Adult Education Outcomes	R324A170025
37	Lind, John	University of Oregon	Paths 2 the Future for All: Developing a College and Career Readiness Intervention for Underserved Youth	Transitions, Postsecondary, and Adult Education Outcomes	R305A170063
38	Blackman, Horatio *	University of Delaware-Center for Research Use in Education	Does Prior Experience with Research Matter? Teacher Administrator Perceptions of Education Research	Systems, Policy, and Leadership	R305C150017
39	Christensen, Claire *	SRI International	AI in the Search for Edtech: A Pilot Study of the AI-Enhanced EdSurge Product Index	Systems, Policy, and Leadership	ED-IES-17-C-0031

## Listed by Poster Number

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POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
40	Bixter, Michael *	Arizona State University	Vividness and Positivity of the Future Self Predict Academic Outcomes in College: Changes Over Time and Ethnic Differences	Transitions, Postsecondary, and Adult Education Outcomes	R305A160023
41	Edgecombe, Nicole	Community College Research Center, Teachers College, Columbia University	Adapting Lesson Study for Community College Mathematics Instruction: Supporting Postsecondary Faculty to Improve Instruction	Transitions, Postsecondary, and Adult Education Outcomes	R305A170454
42	Aitken, Angelique *	University of Nebraska-Lincoln	Support for Youths Transitioning from Out-of-Home Care into Academic Settings: A Goal 3 Efficacy Study of On the Way Home	Transitions, Postsecondary, and Adult Education Outcomes	R324A120260
43	Kendeou, Panayiota	University of Minnesota	ELCII: Early Language Comprehension Individualized Instruction	Reading, Writing, and Language Development	R305A170242
44	Blau-Reider, Raizel *	New York City Department of Education	Evaluation of Structured Methods in Language Education (SMILE), A Program Combining Literacy and Language Development for K-5 Students with Significant Cognitive Disabilities in New York City Public School's District 75	Reading, Writing, and Language Development	R324L170003
45	Barnes, Marcia	Department of Special Education, Vanderbilt University	Development and Testing of a Technology-Based Inference-Making Intervention for Middle School Students	Reading, Writing, and Language Development	R324A170150
46	Chaparro, Erin	University of Oregon	An Investigation of Direct Instruction Spoken English (DISE) on Newcomers in Middle School: Examining Differential Response and Identifying Randomized Controlled Trial Implementation Barriers and Facilitators	English Learners	R305A150325
47	Varghese, Manka	University of Washington	Striking a Balance: An Adaptive District Partnership to Understand Seattle English Learners' Math and Science Coursetaking Patterns in Grades 6-12	English Learners	R305H170019

# POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
48	Noble, Tracy	TERC	Interviewing English Learners: Lessons from the Learning About Open Response Science Test Items and English Learners (LOREL) Project	English Learners	R305A150218
49	Vuorre, Matti *	Columbia University	Learning from Errors	Science, Technology, Engineering, and Mathematics	R305A150467
50	Tian, Jing *	Teachers College, Columbia University	Predicting Students' Knowledge by Analyzing Textbook Problems: The Case of Percentages	Science, Technology, Engineering, and Mathematics	R305A150262
51-TD	Laffey, James	University of Missouri	Mission HydroSci – Science Learning Game Meets the Middle School Classroom	Science, Technology, Engineering, and Mathematics	R305A150364
52	Pane, John	RAND Corporation	Study Finds ALEKS Has No Effect on Student Outcomes in Algebra. Is That All We Learned?	Science, Technology, Engineering, and Mathematics	R305A140221
53	Hallinen, Nicole *	Temple University	Preparing Students for Algebra: Worked Examples Support Transfer in Elementary Mathematics	Science, Technology, Engineering, and Mathematics	R305B150014
54	Dubosarsky, Mia	The STEM Education Center at WPI	The Impact of Teaching a Problem-Based STEM Curriculum on PreK Teachers' and Children's STEM Knowledge and Skills	Science, Technology, Engineering, and Mathematics	R305A150571
55	Booth, Julie	Temple University	Learning MathByExample in Elementary School	Science, Technology, Engineering, and Mathematics	R305A150456
56	Blanton, Maria	TERC	Project LEAP: Building Practical Solutions for Algebra Readiness for All Students	Science, Technology, Engineering, and Mathematics	R305A140092
57	Panther, Grace *	University of Cincinnati	Examining the Impact of a Spatial Visualization Course on 7th Grade Students' Spatial Skills	Science, Technology, Engineering, and Mathematics	R305A150365
58-TD	Morell, Linda	University of California, Berkeley	Addressing the NGSS Practice of Arguing from Evidence Using Forced-Choice Item Formats: Challenges & Successes	Science, Technology, Engineering, and Mathematics	R305A160320

## Listed by Poster Number

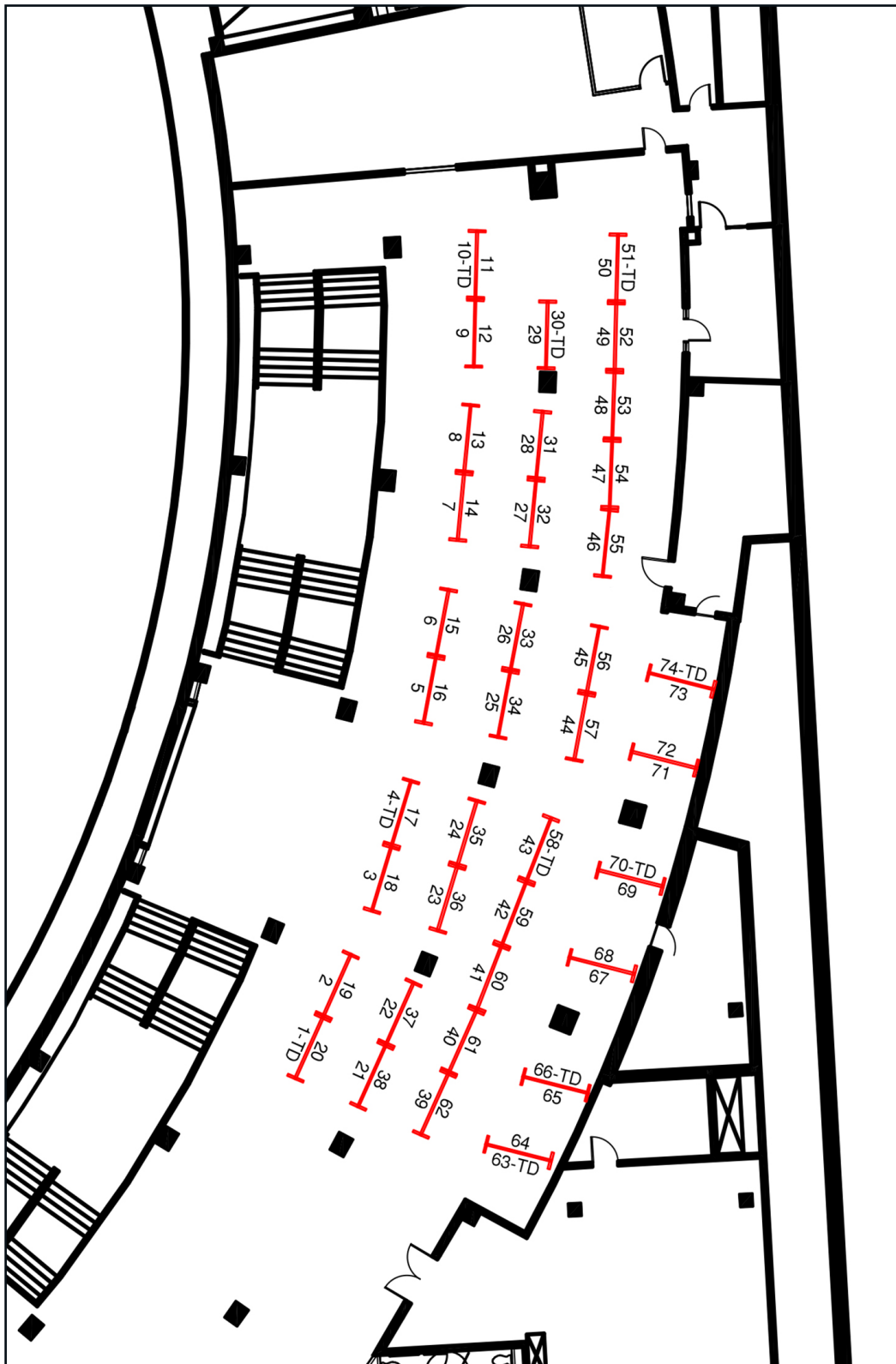
\* - denotes IES Postdoctoral Fellows and early career researchers

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
59	Hirsh-Pasek, Kathryn	Temple University Infant and Child Lab	Capitalizing on Technology: Development of a Tablet-Based Language Screener for 2-Year-Olds	Early Childhood and Early Intervention	R324A160241
60	Feng, Mingyu	WestEd	A Replication Study of the ASSISTments Online Homework Support in North Carolina	Science, Technology, Engineering, and Mathematics	R305A170137
61	Cassata, Amy	Outlier Research & Evaluation, UChicago STEM Education, University of Chicago	Changes in Science Instruction Since the Implementation of the Next Generation Science Standards in the Chicago Public Schools	Science, Technology, Engineering, and Mathematics	R305A160162
62	McCall, Chynna *	University of Missouri-Columbia	Student Perceptions of Their Classroom Culture and Environment Based Upon Their Teachers Stress and Coping Patterns	Effective Teachers/ Teaching and Professional Development	R305B150028
63-TD	Aleven, Vincent	Carnegie Mellon University	An Orchestration Tool for Personalized Teacher-Student Interactions in Classrooms Using Intelligent Tutoring Software	Effective Teachers/ Teaching and Professional Development	R305A180301
64	Scher, Lauren	Concentric Research & Evaluation	Multiple Partners, Multiple Goals: Researchers, School Staff and a Not-for-Profit Partner to Examine the Effects of a Teacher Home Visiting Program	Effective Teachers/ Teaching and Professional Development	R305L170005
65	Ruble, Lisa	University of Kentucky	Adapting an Evidence-Based Burnout Intervention for Special Educators	Effective Teachers/ Teaching and Professional Development	R324A170021
66-TD	Dvorsky, Melissa *	University of California, San Francisco	Development of a Web-Based Professional Development for School Mental Health Providers in Evidence-Based Practices for Attention and Behavior Challenges: Lessons Learned from Implementing the Collaborative Life Skills-Remote Program	Effective Teachers/ Teaching and Professional Development	R305A170338

# POSTER PRESENTATION LIST

POSTER #	PRESENTER	INSTITUTION	TITLE	POSTER CATEGORY	GRANT/ CONTRACT #
67	Oyserman, Daphna	University of Southern California	Pathways-To-Success: Teachers Can Train Other Teachers to Deliver with Fidelity and When They Do, Students' Course Performance and Social and Emotional Competencies Improve	Effective Teachers/ Teaching and Professional Development	R305A140281
68	Morin, Kristi *	Frank Porter Graham Child Development Institute (University of North Carolina at Chapel Hill)	The Effects of Video Analysis on Intervention Characteristics: A Meta-Analysis of Single-Case Research	Effective Teachers/ Teaching and Professional Development	R324B160038
69	Moeller, Babette	Education Development Center	When Research Meets Practice: Challenges and Opportunities Encountered While Conducting a Cluster Randomized Trial of a Teacher Professional Development Program in a Real World Setting	Effective Teachers/ Teaching and Professional Development	R305A140488
70-TD	Alonzo, Julie	University of Oregon	Story to Success: An Examination of the Impact of Animated PD Units on Teacher Knowledge and Practice	Effective Teachers/ Teaching and Professional Development	R324A160032
71	Wexler, Jade	University of Maryland	Project CALI (Content Area Literacy Instruction): An Overview, Initial Findings, and Challenges of Bridging Research to Practice in a Professional Development Study for Middle School Co-Teachers	Effective Teachers/ Teaching and Professional Development	R324A150181
72	Fruehwirth, Jane	University of North Carolina at Chapel Hill	Teacher Effectiveness and Classroom Composition	Effective Teachers/ Teaching and Professional Development	R305A170269
73	Fettig, Angel	University of Washington	Informing a Person-Centered Approach to Professional Development: Latent Profile Analysis of Early Childhood Behavior Support Practices, Job Attitudes, and Teacher Stress	Effective Teachers/ Teaching and Professional Development	R324A170149
74-TD	Benner, Gregory	University of Alabama	Literacy Study Group: Improving the Practice of Teaching Reading to Students with Emotional and Behavioral Disorders	Effective Teachers/ Teaching and Professional Development	R324A180220

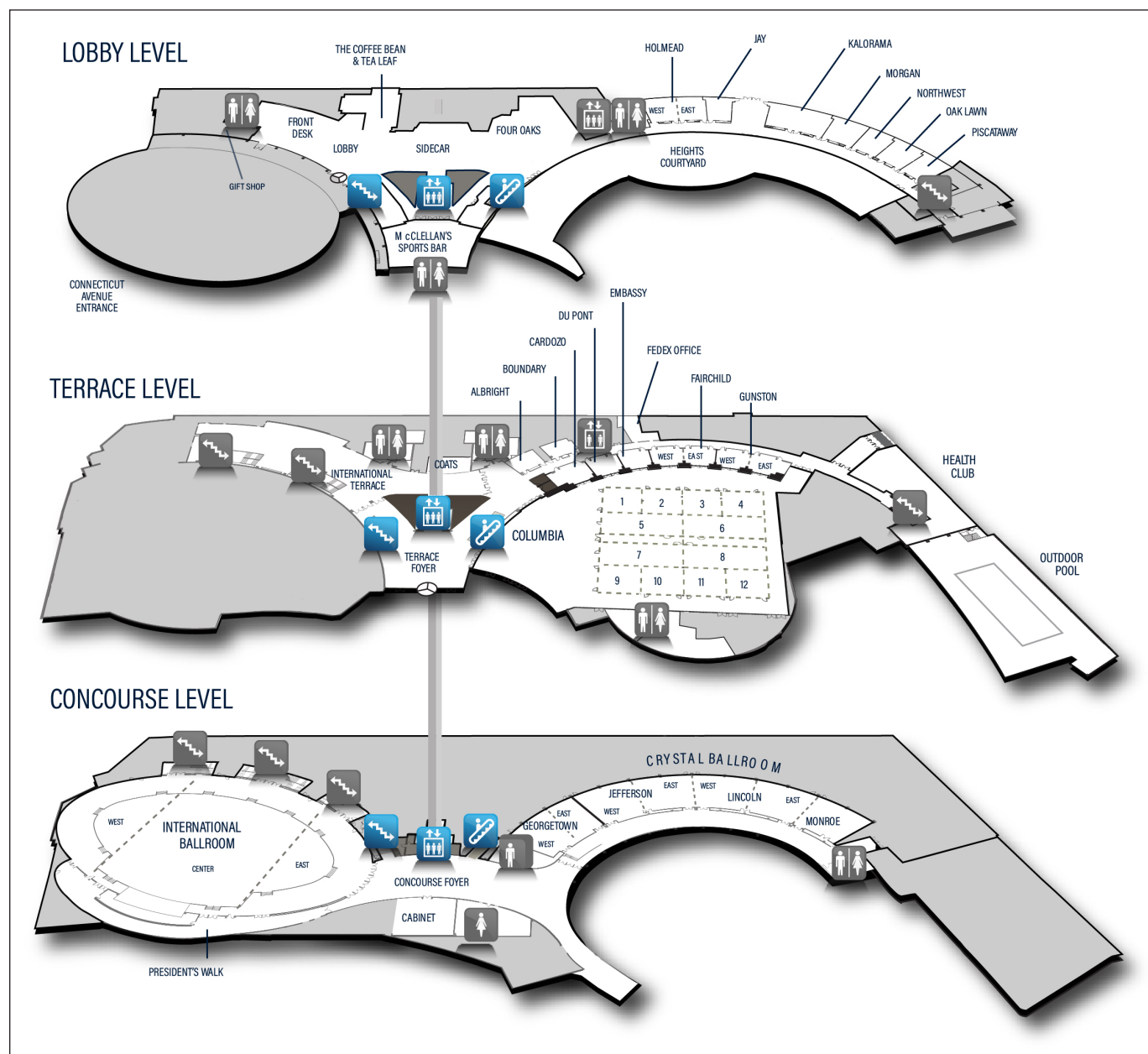
## POSTER SESSION FLOOR PLAN





# HOTEL FLOOR PLANS

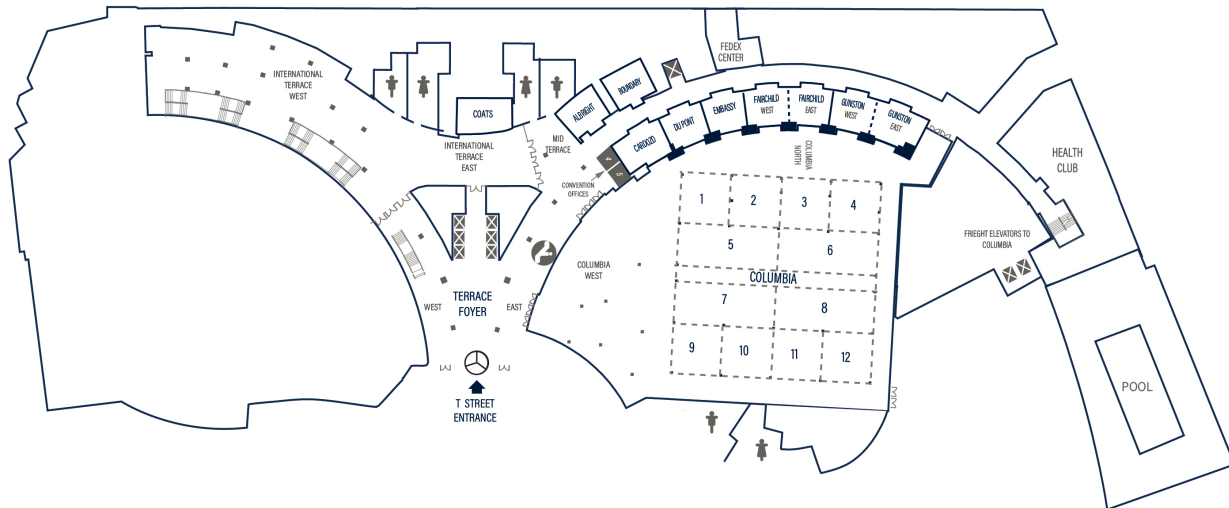
## Hotel Overview



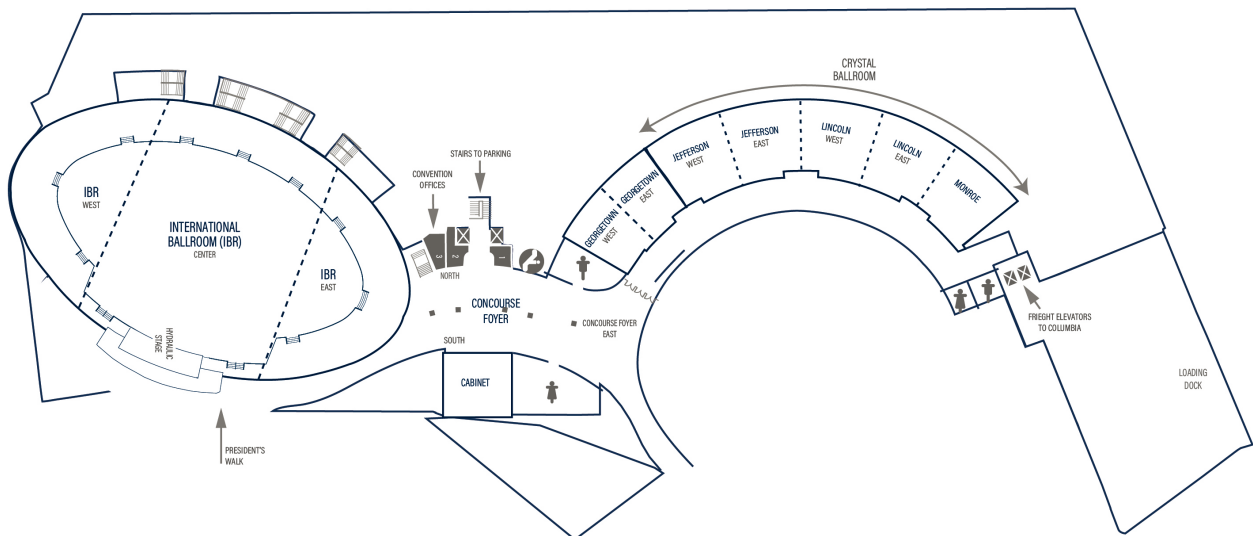


## Meeting Space Detail

### TERRACE LEVEL



### CONCOURSE LEVEL



## NOTES



## NOTES



