AERA Annual Meeting & Exhibition

San Antonio, TX

Thursday, April 27—Monday, May 1
# MESA at AERA

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MESA Online Program

AERA Online Program

NCME Online Program
Program Mission Statement

Drawing on the Lynch School aspiration to “enhance the human condition, to expand the human imagination, and to make the world more just”…

The mission of the MESA program is to…

- **Contribute to**: national and international efforts to solve critical educational and human problems in a diverse global community…
- **Educate**: the next generation of scholars and practitioners who will engage in reflective social inquiry…
- **Foster**: meaningful scholarly inquiry into both theoretical and applied aspects of social systems…
- **Advance**: creative approaches to important measurement, evaluation, and research problems in educational and other social science fields…
- **Provide students with**: the necessary theoretical and applied skills and experience to become research and evaluation leaders in their professional fields…
- **Prepare students to**: make original and substantive contributions to the fields of measurement, evaluation, and statistics…

In service of this mission…

- **The MESA program is committed to**: …high quality, rigorous, collaborative, and equity-minded research, teaching, and mentoring…
- **The MESA program trains students in**: …state-of-the-art statistical, research, and evaluation methods…
- **Students in MESA develop expertise in**: …research methodology, measurement, evaluation, and applied statistics…
- **MESA faculty members have expertise in**: …classroom and large-scale assessment, measurement and item response theory, factor analysis and structural equation modeling, categorical data analysis, multilevel modeling, generalized linear models, program evaluation, psychometrics, etc.
- **Graduates of the MESA program find employment in**: colleges, universities, research centers, testing agencies, school systems, ministries of education and other government agencies, and industry…

**Students completing the doctoral/masters degree are capable of**: conducting independent research and evaluation, constructing measurement instruments, analyzing and interpreting quantitative and qualitative data, and contributing to the theory of research and evaluation methodology…

For more information, visit our website.
MESA Information

MESA Faculty Research Interests & Current Projects

Dr. Henry Braun
- Testing and education policy
- Large-scale assessment surveys, achievement gaps
- Value-added modeling
- Standard setting, higher education outcomes.

Dr. Nathaniel Brown
- Quantitative methods, including measurement, psychometrics, statistics, and research design
- Qualitative methods, including video analysis, interaction analysis, and cognitive ethnography
- Embedded classroom assessment for learning and large-scale standardized assessment of learning
- Conceptual change and embodied cognition in the learning sciences and science education

Dr. Zhushan Mandy Li
- Ongoing research projects studying measurement models and estimation methods with the application to survey data, educational measurement data, and quality of life research data

Dr. Larry Ludlow
- Psychometrics
- Applied statistics
- Student ratings of instruction
- Teacher attrition models

Dr. Ina Mullis
- Large-scale assessment methods in international, national, and state contexts
- Innovative approaches to measuring student skills and understandings, evaluating progress in performance, and analyzing achievement data
- Policy uses of assessment information to increase student learning

Dr. Laura O'Dwyer
- Examining the impacts of technology-based interventions, experimental design, hierarchical linear modeling and power analysis, international comparative studies.

Dr. Michael Russell
- Innovative uses of computer-based technologies and applications of Universal Design to enhance educational testing and assessment
- Large-scale assessment and test design
- Computer-based testing
- Accessible Portable Item Protocol (APIP) Standards and assessment interoperability standards

Dr. Lauren Saenz
- Democratic theories of education, policy, and evaluation; evaluation research as a public good
- Race-conscious education policies
- Mixed methods educational research
MESA Information

MESA-Affiliated Research Centers & Collaborative

The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP)
CSTEEP conducts its work on both small and large scales, working with individual schools, districts, states, as well as countries to advance educational testing practices and policy, and to improve the quality and fairness of education.

The TIMSS and PIRLS International Study Center
Located at Boston College’s Lynch School of Education, IEA’s TIMSS & PIRLS International Study Center conducts regular international comparative assessments of student achievement in mathematics and science (TIMSS) and in reading (PIRLS) in more than 60 countries. TIMSS (the Trends in International Mathematics and Science Study) and PIRLS (the Progress in International Reading Literacy Study) together comprise the core cycle of studies for IEA – the International Association for the Evaluation of Educational Achievement. Headquartered in Amsterdam and with a major data processing and research center in Hamburg, IEA has been conducting international comparative studies of student achievement since 1959.

TIMSS and PIRLS enable participating countries to make evidence-based decisions for improving educational policy. Some of the ways governments and ministries use TIMSS and PIRLS results include:

- Measuring the effectiveness of their educational systems in a global context
- Identifying gaps in learning resources and opportunities
- Pinpointing any areas of weakness and stimulating curriculum reform
- Measuring the impact of new educational initiatives
- Training researchers and teachers in assessment and evaluation

TIMSS and PIRLS also collect extensive data about the contextual factors that affect learning, including school resources, student attitudes, instructional practices, and support at home. This information can be examined in relation to achievement to explore factors that contribute to academic success.
MESA Participants

MESA faculty, alumni and students presenting at AERA

MESA Faculty and Instructors

Dr. Henry Braun
Dr. Larry Ludlow
Dr. Diego Luna-Bazaldua
Dr. Laura O’Dwyer

Alumni

Dr. Jessica Bailey
Dr. Kathleen Flanagan
Dr. Shelagh Peoples
Dr. John Poggio
Anastasia Raczek
Dr. Emilie Reagan
Dr. Todd Reeves

Current MESA Students

Bercem Akbayin-Sahin
Wen-Chia Claire Chang
Martin Hooper
Jing Jiang
Amy Semerjian
Caroline Vuilleumier
## MESA Participants

### Bercem Akbayin-Sahin

**Impact of Comprehensive Student Support on Academic Achievement in Turnaround Schools**

- **Session Submission Type:** Poster Session
- **In Session:** Applied Research in School: Education Policy and School Context
- **Scheduled Time:** Thu, April 27, 4:05-5:35
- **Building/Room:** Henry B. Gonzalez Convention Center, Hemisfair Ballroom 2

### Jessica Bailey

**Relationship Between School Professional Climate and Teachers’ Satisfaction with the Evaluation**

- **Session Submission Type:** Roundtable Session
- **In Session:** From Stress to Serenity: Measuring Teacher Satisfaction
- **Scheduled Time:** Thu, April 27, 4:05-5:35
- **Building/Room:** Henry B. Gonzalez Convention Center, Hemisfair Ballroom 1

### Achievement Inequities in Florida’s Public Schools: A Summary of Assessment and Enrollment Data Analyses

- **In Session:** Education on Trial: Challenging the Constitutionality of Florida’s Public Education System
- **Scheduled Time:** Sun, April 30, 12:25-1:55
- **Building/Room:** Henry B. Gonzalez Convention Center, Meeting Room 217 B

### Henry Braun

**International Collaborative for Performance Assessment for Learning in Higher Education: Research and Development**

- **Session Submission Type:** Board Meeting
- **Scheduled Time:** Thu, April 27, 12:00-6:00
- **Building/Room:** San Antonio Marriott Rivercenter, Conference Room 11

**Educational Evaluation and Policy Analysis Closed Editorial Board Meeting**

- **Session Submission Type:** Governance Session
- **Scheduled Time:** Sun, April 30, 10:35 to 12:05
- **Building/Room:** Grand Hyatt, Presidio A/B/C

**Can We Estimate All US School Test-Score Distributions from Ordinal Proficiency Data?**

- **Session Submission Type:** Coordinated Session, NCME
- **Scheduled Time:** Fri, April 28, 4:05-6:05
- **Building/Room:** San Antonio Marriott Rivercenter, Salon A
MESA Participants

Wen-Chia Claire Chang

Reviewing and Rating Teacher Preparation: Examining the National Council on Teacher Quality’s Reform Initiative
Session Submission Type: Roundtable Session
In Session: Educational Change and the Work of Teachers
Scheduled Time: Thu, April 27, 12:00-1:30
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 1

The Problem with Accountability: Looking Across the Cases
In Session: Getting Accountability Right in Teacher Education
Scheduled Time: Fri, April 28, 2:15-3:45
Building/Room: Grand Hyatt, Bowie C

Kathleen Flanagan

Measuring Students’ College and Career Readiness in English Language Arts Using a Rasch-Based Self-Efficacy Scale
Session Submission Type: Paper Session
In Session: Exploring Reliability and Validity Measures in Student Assessment
Scheduled Time: Fri, April 28, 12:25-1:55
Building/Room: Henry B. Gonzalez Convention Center, River Level Room 7A

Martin Hooper

Explaining the Relationship Between Bullying Victimization and Student Achievement: An Analysis of TIMSS 2011 Data
Session Submission Type: Paper Session
In Session: The Role of Bullying and Teacher-Student Relationships in Secondary Students’ Health and Achievement
Scheduled Time: Thu, April 27, 4:05-5:35
Building/Room: Henry B. Gonzalez Convention Center, Room 211
MESA Participants

Jing Jiang

**Evaluation of Vertical Linking Items in a Learning Progression Context**

Session Submission Type: Coordinated Session, NCME  
Scheduled Time: Fri, April 28, 8:15-10:15  
Building/Room: San Antonio Marriott Rivercenter, Salon B

**An Iterative Procedure to Detect Item Parameter Drift in Equating Items**

Session Submission Type: Paper Session, NCME  
Scheduled Time: Sat, April 29, 2:45-4:15  
Building/Room: San Antonio Marriott Rivercenter, Salon L

Larry Ludlow

**Teacher Candidates Learning to Challenge Inequity: Obstacles to Making the Invisible Visible**

Session Submission Type: Paper Session  
In Session: Teacher Education for Equity: National and International Perspectives  
Scheduled Time: Fri, April 28, 10:35-12:05  
Building/Room: Grand Hyatt, Lone Star Ballroom, Salon C

Diego Luna-Bazaldua

**Impact of Comprehensive Student Support on Academic Achievement in Turnaround Schools**

Session Submission Type: Poster Session  
In Session: Applied Research in School: Education Policy and School Context  
Scheduled Time: Thu, April 27, 4:05-5:35  
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 2
Laura O’Dwyer

Impact of Comprehensive Student Support on Academic Achievement in Turnaround Schools
Session Submission Type: Poster Session
In Session: Applied Research in School: Education Policy and School Context
Scheduled Time: Thu, April 27, 4:05-5:35
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 2

Shelagh Peoples

Measuring Students’ College and Career Readiness in English Language Arts Using a Rasch-Based Self-Efficacy Scale
Session Submission Type: Paper Session
In Session: Exploring Reliability and Validity Measures in Student Assessment
Scheduled Time: Fri, April 28, 12:25-1:55
Building/Room: Henry B. Gonzalez Convention Center, River Level Room 7A

John Poggio

Development of an Instrument to Measure Prospective Teachers’ Noncognitive Skills
Session Submission Type: Poster Session
In Session: 14.046-2—Division K
Scheduled Time: Thu, April 27, 12:00-1:30pm
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 2

Mining Large-Scale Data Sets for Different Purposes: National and International Examples
Session Submission Type: Paper Session
Scheduled Time: Sun, April 30, 2:15-3:45pm
Building/Room: Henry B. Gonzalez Convention Center, River Level Room 7D
John Poggio

Consequential Factors in Education Gamification: An Instrument for Studying Pleasurability in Learning
Session Submission Type: Paper Session
In Session: Gamification and Game-Based Learning
Scheduled Time: Sun, April 30, 10:35am-12:05pm
Building/Room: Grand Hyatt, Republic C

Actionable Knowledge? Continuing the Debate on Value-Added Approaches to School Accountability
Session Submission Type: Roundtable Session
In Session: Roundtable Session 11
Scheduled Time: Fri, April 28, 2:15-3:45pm
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 1

Electronic Board #16 Matrix-Sampling: An Effective and Efficient Approach to Assess Non-Cognitive
Session Submission Type: Paper Session, NCME
In Session: Electronic Board Session
Scheduled Time: Sun, April 30, 12:25-1:55 PM
Building/Room: Grand Hyatt, Salon J

Anastasia Raczek

Impact of Comprehensive Student Support on Academic Achievement in Turnaround Schools
Session Submission Type: Poster Session
In Session: Applied Research in School: Education Policy and School Context
Scheduled Time: Thu, April 27, 4:05-5:35
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 2
Emily Reagan

Revolutionary, Evolutionary, or Purposeful: Reimaging Social Justice—Oriented Teacher Preparation

Session Submission Type: Paper Session
In Session: Reimagining Teacher Education Programs for Equity and Social Justice
Scheduled Time: Sun, April 30, 4:05-6:05
Building/Room: Henry B. Gonzalez Convention Center, Room 302 C

Setting the Stage for Learning: Preservice Teacher Performance Assessment and Novice Teacher Assessment Literacy

Session Submission Type: Roundtable Session
In Session: Teacher Testing as Tools for Learning? Teachers’ Learning Amid Teacher Evaluation and Assessment Demands
Scheduled Time: Thu, April 27, 4:05-5:35
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 1

Todd Reeves

Confirmation of the Factor Structure of the Data Driven Decision-Making Efficacy and Anxiety Inventory Among Teachers in the Midwest

Session Submission Type: Paper Session
In Session: Data-Driven Decision-Making Instrumentation and Methodology
Scheduled Time: Sun, April 30, 4:05-6:05
Building/Room: Grand Hyatt, Texas Ballroom, Salon D
MESA at AERA 2017

MESA Participants

Amy Semerjian

Approximating Psychometric Methods for Small Sample Sizes: Decision Accuracy as Grounded Theory and Discerning Triangulation

Session Submission Type: Roundtable Session
In Session: The Use of Mixed-Methods Research in Different Disciplinary and Methodological Contexts
Scheduled Time: Sun, April 30, 8:15-9:45
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 3

Caroline Vuilleumier

Impact of Comprehensive Student Support on Academic Achievement in Turnaround Schools

Session Submission Type: Poster Session
In Session: Applied Research in School: Education Policy and School Context
Scheduled Time: Thu, April 27, 4:05-5:35
Building/Room: Henry B. Gonzalez Convention Center, Hemisfair Ballroom 2
AERA 2017 Annual Meeting Theme:
“Knowledge to Action: Achieving the Promise of Equal Educational Opportunity”
San Antonio, TX

Contemporary research discussions regarding educational opportunity bear a familiar ring to those of past decades. They affirm the importance of equal opportunity while highlighting the significance of empirically rigorous research for improving opportunity and access. As a result, they have reignited research and policy debates, dating back more than 60 years (Clark and Clark, 1947, and the Coleman Report, 1966), about segregation and civil rights in the U.S. There is little dispute that considerable change has occurred in legal and institutional mandates as well as social practices that served as barriers to equal opportunity. However, a series of recent research articles, book volumes, and national initiatives have re-examined this change by focusing on the tensions between opportunity and outcomes in relation to several factors, among them, educational attainment, academic achievement, and college enrollment and retention. They raise questions about the meanings and uses of the concept, equal educational opportunity; the social barriers that contribute to inequality; and approaches to increasing educational attainment and achievement for all children.

We are left asking: Are we better positioned today to improve educational opportunities than we were in the past? What are the pathways to achieving equal educational opportunity? How do we transform the power of knowledge and scholarly discourses into public will, engaging practice, and responsive policy? These questions of knowledge and action to achieve equal educational opportunity will be the focus of the 2017 Annual Meeting.

The theme of the Annual Meeting is framed around historical and contemporary discussions about unequal educational opportunity, as they relate to four critical dimensions. The first focuses on the meanings and interpretations of educational opportunity, access, and equity for the purposes of understanding and addressing perennial issues such as school quality and recently intensified problems such as violence in schools. The second poses questions about whether the problems associated with unequal opportunity and the methods used to study them are conceptualized to capture the diversity and complexity of circumstances that countless children, families, and communities (e.g., poor and underserved) face. The third reinforces the need for interdisciplinary research and intersections between education research and other fields invested in eradicating social disparities that lead to marginalization and poor school outcomes. The fourth underscores possibilities for linking educational, social, and public policies that can respond to both longstanding educational issues, such as teaching and student engagement, while attending to increasingly visible problems such as homelessness, trauma, and incarceration that affect students’
ability to thrive.

As we begin AERA’s second century, the theme of the 2017 Annual Meeting is a call to examine these critical dimensions of educational opportunity and rigor in research as they pertain to the diversity of issues, populations, and contexts served in and by educational inquiry. These range from young children to their parents and families, from PreK-12 to postsecondary education and adult learning, from affluent districts to financially struggling schools, and from immigrant to low-income communities within urban and rural settings alike. They are studied in large datasets and in field studies, and through multiple methods, including qualitative approaches, experimental designs, and discourse analyses. They are investigated in both vastly different and complementary theories of learning, human development, literacy, sociolinguistics, and culture, and within different contexts. They are connected to race, language, and gender, and are embedded in systemic inequalities. Finally, they exist alongside enormous technological innovation, new approaches to studying diverse and historically underserved populations, refinement of existing methodologies, recurrent policy revisions, and the wide reach of global exchanges.

We invite AERA members to deliberate the expanse of issues associated with equal educational opportunity and contribute submissions that consider the following groups of questions:

- What counts as educational opportunity, for whom has it improved over the past 60 years, for whom has it not improved, and with what sustainability and potential for the future?
- How do we conceptualize educational opportunity, who is studied and who is not, and what are the implications for research, policy, and praxis of such conceptualizations?
- How do we ensure that our inquiry and research questions are relevant and in what ways is the rigor of our research matched by the rigor of methodological frameworks and approaches, interpretation of results, and application of knowledge?
- How do we leverage knowledge from research and practice to ensure that the most pressing issues reach the forefront of major policy decisions and action, from longstanding issues of teaching and learning, to persistent problems of racial and economic inequality, to understudied topics such as homelessness and incarceration and their effects?
- What steps might research help craft across educational, social, and public policies at all levels of government and in philanthropy—and what partnerships are needed—to reimagine equity and reduce the risks faced by students, families, schools, and related institutions?

We approach the 2017 Annual Meeting with a deep sense of enthusiasm and hope in the renewed attention to inequality of educational opportunity and ongoing research. We approach the meeting as well with a heightened sense of urgency about the need for enduring change that eliminates barriers to opportunity, engagement, and success. We encourage submissions that motivate members to answer the call to action and to draw decisively upon the strengths of research, practice, and policy to fulfill the promise.
Cordially invites you to the
Boston College Lynch School of Education
AERA Reception

Sun, April 30, 2017
5:00 to 7:00pm.
Dashiell House,
511 Villita Street,
San Antonio, Texas 78205
San Antonio Welcomes AERA

While in the city, you may want to look into museum’s such as the Alamo, or the San Antonio Museum of Art, spend the day cruising the Riverwalk, or take a stroll in the King William Historic District.

Temperature in April/May:
Average Daily High: 80°F
Average Daily Low: 60°F
San Antonio Transportation

The most common service line that takes you to the most visited sites and attractions in the heart of San Antonio is VIVA. The three distinct VIVA routes connect riders with historic places, opportunities to learn and discover, classic and contemporary art, and popular dining and entertainment spots. Visit the VIVA website for more information and schedules.

Another option is the River Taxi, which stops at 39 locations on the River Walk. For more information, see the River Taxi website.

The Henry B. Gonzalez Convention Center is within walking distance from the Grand Hyatt, Marriott Riverwalk, and the Marriott Rivercenter, but AERA will be providing a shuttle service for persons with disabilities.

Shuttles will travel between the Grand Hyatt San Antonio, San Antonio Marriott Riverwalk, the San Antonio Marriott Rivercenter, and the Convention Center. Shuttles will depart approximately every thirty minutes and will loop continuously throughout the day. AERA signs will be posted at all boarding sites identifying the location as an AERA Access Shuttle pick-up and drop-off site.

For more information on travel to, from, or around San Antonio, or regarding any other areas of concern please visit the AERA website for an extensive guide.
District Map of San Antonio

Key:
- ★ Henry B. Gonzalez Convention Center
- ★ San Antonio Marriott Riverwalk
- ★ San Antonio Marriott Rivercenter
- ★ Grand Hyatt San Antonio
Dining in San Antonio

Looking for something sweet?

**Bakery Lorraine**
306 Pearl Pkwy, San Antonio, TX, 78215
Phone: 210-862-5582

**Shipley Donuts**
315 E Commerce St, San Antonio, TX, 78215
Phone: 210-224-5884

Looking for a quick bite?

**Bella on the River**
106 River Walk St, San Antonio, TX 78205
Phone: 210-404-2355

**Chris Madrid’s Nachos and Burgers**
1900 Blanco Rd, San Antonio, TX 78212
Phone: 210-735-3552
Dining In San Antonio

Or something a little nicer?

Bliss
926 S Presa St, San Antonio, TX 78210
Phone: 201-225-2547

Chama Gaucha Brazilian Steakhouse
18318 Sonterra Place, San Antonio, TX 78258
Phone: 210-564-9400

Just a snack?

Brindles Awesome Ice Creams
11255 Huebner Rd San Antonio, TX 78230
Phone: 210-641-5222

Rise Bakery
923 N Loop 1604 E, Ste 101 San Antonio, TX 78232
Phone: 210-764-4000