AERA Annual Meeting & Exhibition

San Francisco

April 27–May 1, 2013
ERME at AERA

Table of Contents

ERME Information

Program Information 3
ERME Faculty Research Interests & CV 4
ERME-Affiliated Research Centers 5

ERME Participants

ERME-related participants currently at Boston College 6
ERME Participants and Detailed Session Information 7

Conference Information

AERA 2013 Theme 12
Annual Meeting Headquarters 14
Hilton Union Square Area Map 16
2013 AERA Fellow Larry Ludlow 17
Lynch School of Education Reception 18
What to do in San Francisco 19
Places to Go 20
Exhibitor List 21

AERA Online Program

AERA Division D
http://www.aera.net/AboutAERA/MemberConstituents/Divisions/MeasurementResearchMethodologyD/tabid/11124/Default.aspx
The Educational Research, Measurement and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues.

The M.Ed. and Ph.D. programs are designed to prepare students for research and academic careers in education, social sciences and human services. ERME has been training students to examine educational programs, design quantitative research studies, develop assessment instruments, and analyze educational data to help inform policy-making for almost 40 years.

Courses offered include:
- ED/PY 462 Assessment and Test Construction
- ED 466 Program Evaluation
- ED/PY 469 Intermediate Statistics
- ED/PY 565 Large Scale Assessment: Methods and Practice
- ED/PY 667 General Linear Models
- ED/PY 669 Psychometric Theory
- ED/PY 851 Design of Qualitative Research
- ED/PY 861 Multilevel Regression Modeling

For More Information

Boston College Lynch School of Education
Department of Educational Research, Measurement and Evaluation
Campion Hall, Room 336
140 Commonwealth Avenue, Chestnut Hill, MA 02467
617-552-2072

Department Chair: Dr. Larry Ludlow, ludlow@bc.edu
Administrative Assistant: Jillian Gomolka, jillian.gomolka@bc.edu

http://www.bc.edu/schools/lsoe/academics/departments/erme.html
<table>
<thead>
<tr>
<th><strong>ERME Faculty Research Interests</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Henry Braun</strong></td>
</tr>
<tr>
<td>Boisi Professor of Education and Public Policy, and Director of CSTE EP</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Testing and education policy, large-scale assessment surveys, achievement gaps, value-added modeling, standard setting, higher education outcomes.</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
<tr>
<td><strong>Dr. Nathaniel Brown</strong></td>
</tr>
<tr>
<td>Visiting Assistant Professor</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Embodied Cognition, Cognitive Ethnography, Conceptual Change in Science, Interaction Analysis, Embedded Classroom Assessment, Rasch Measurement &amp; Psychometrics</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
<tr>
<td><strong>Dr. Zhushan “Mandy” Li</strong></td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Categorical data analysis, latent variable modeling, and educational measurement issues. Measurement models and estimation methods with the application to survey data, educational measurement data, and quality of life research data.</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
<tr>
<td><strong>Dr. Larry Ludlow</strong></td>
</tr>
<tr>
<td>Professor, and Department Chair</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Psychometric theory, Rasch models, research design, applied statistics, student ratings of instruction, teacher attrition models.</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
<tr>
<td><strong>Dr. Ina Mullis</strong></td>
</tr>
<tr>
<td>Professor, and Director of the TIMSS &amp; PIRLS International Study Center</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Large-scale assessment methods in international, national, and state contexts; innovative approaches to measuring student skills and understandings.</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
<tr>
<td><strong>Dr. Laura O’Dwyer</strong></td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> International comparative studies, organizational characteristics related to technology use, experimental design, multilevel power analysis, hierarchical linear modeling, applied statistics.</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
<tr>
<td><strong>Dr. Joseph Pedulla</strong></td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Testing and its impact on public policy, program evaluation especially in the areas of the teacher education and the impact of online professional development on teachers, the application of logistic regression modeling to student financial aid in higher education and to K-12 teacher retention.</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
<tr>
<td><strong>Dr. Lauren Saenz</strong></td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td><strong>Research Interests:</strong> Democratic theories of education, policy, and evaluation; evaluation research as a public good; race-conscious education policies; mixed methods educational research.</td>
</tr>
<tr>
<td><a href="#">Detailed CV</a></td>
</tr>
</tbody>
</table>
The TIMSS and PIRLS International Study Center conducts comparative studies in educational achievement throughout the world. Principally, the Center directs two main efforts—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS)—under the auspices of the International Association for the Evaluation of Educational Achievement. TIMSS 2011 is the third in a cycle of internationally comparative assessments dedicated to improving teaching and learning in mathematics and science for students around the world. Carried out every four years at the fourth and eighth grades, TIMSS provides data about trends in mathematics and science achievement over time. PIRLS 2011 is the third in a cycle of internationally comparative reading assessments carried out every five years. Conducted at the fourth grade, this worldwide assessment and research project is designed to measure trends in children’s reading literacy achievement and collect information about the policy and practices related to learning to read and reading instruction.

For more information about the TIMSS and PIRLS International Study Center, please visit: http://timssandpirls.bc.edu/index.html

The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEMP) is an educational research organization located at Boston College in the Lynch School of Education (LSOE). Since its inception in 1980, CSTEEMP has conducted research on: testing, evaluation, and public policy, studies to improve school assessment practices, and international comparative research. CSTEEMP 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. CSTEEMP’s professional staff includes nationally and internationally recognized experts in educational measurement, large-scale assessment, evaluation, and policy issues. In addition, CSTEEMP’s staff includes faculty from the LSOE’s Educational Research, Measurement, and Evaluation department.

For more information about CSTEEMP, please visit: www.bc.edu/research/csteep.
ERME Participants

ERME presenters

ERME Faculty
Nathaniel Brown
Larry Ludlow
Lauren Saenz

Alumni
Mac Cannady
Sarah Enterline
Edward Fierros
Jing Mao
Julie Miles
Anastasia Raczek
Emilie Reagan
John Poggio
Yang (Caroline) Wang
Yun Xiang

Current ERME Students
Apryl Holder
Clair Johnson
Terrence J. Lee-St. John
Todd Reeves
ERME Participants
by Name

Nathaniel Brown

Studies in Rasch Conditions and Applications
Session Submission Type: Paper Session
Unit / Sub Unit: SIG-Rasch Measurement
Scheduled Time: Sun, Apr 28 — 2:15pm-3:45pm
Building/Room: Parc 55 / Mission I
Session Role: Discussant

Matthew A. Cannady

Pathways to STEM Careers: Articulating a four-composite Framework for Inquiry
Paper Type: Session Paper
Unit / Sub Unit: Division C - Learning and Instruction / Section 1d: Science
Paper Role: Author
In Session: Science Learning Activation: Positioning Youth for Persistent Success in Science Learning, Literacy, and Careers
Scheduled Time: Mon, Apr 29 - 10:35am-12:05pm
Building/Room: Parc 55 / Cyril Magnin I

Problematizing the Pipeline: How Do Eighth Graders Become Scientists or Engineers?
Paper Type: Session Paper
Unit / Sub Unit: Division C - Learning and Instruction / Section 1d: Science
Paper Role: Author
In Session: Science Learning Activation: Positioning Youth for Persistent Success in Science Learning, Literacy, and Careers
Scheduled Time: Mon, Apr 29 - 10:35am-12:05pm
Building/Room: Parc 55 / Cyril Magnin I

Valuing Science and Science Identity: Relationships Between Enactment, Perceptions, and Activity
Paper Type: Session Paper
Unit / Sub Unit: Division C - Learning and Instruction / Section 1d: Science
Paper Role: Author
In Session: Science Learning Activation: Positioning Youth for Persistent Success in Science Learning, Literacy, and Careers
Scheduled Time: Mon, Apr 29 - 10:35am-12:05pm
Building/Room: Parc 55 / Cyril Magnin I

Sarah Enterline

Performance Across the Disciplines
Session Submission Type: Roundtable Session
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 10: Teaching and Teacher Education Policy and Research
Scheduled Time: Tues, Apr 30 - 8:00am - 9:30am
Building/Room: Hilton Union Square / Imperial Ballroom B
Author on Paper: Implementing the Teacher Performance Assessment: Challenges, Lessons Learned, and Next Steps
ERME Participants

by Name

**Edward Fierros**

*Examining NAEP 2000, 2005, and 2009 Mathematics Achievement of Females, Students of Color, Students With Special Needs, and English Language Learners*

**Paper Type:** Roundtable Presentation  
**Unit / Sub Unit:** SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice  
**Paper Role:** Author  
**In Session:** Multicultural and Multiethnic Education  
**Scheduled Time:** Wed, May 1—8:15am-9:45am  
**Building/Room:** Hilton Union Square / Tower 3 Mason

---

**Apryl Holder**

*The Complex and Dynamic Factors That Influence Teacher Retention*

**Session Submission Type:** Paper Session  
**Unit / Sub Unit:** Division K - Teaching and Teacher Education / Section 7: Teacher Induction, Mentoring, and Retention in Different Contexts, Conditions, Including Traditionally Underserved Students  
**Scheduled Time:** Sun, Apr 28—8:15am-9:45am  
**Building/Room:** Westin St. Francis / Elizabeth C  
**Author on paper:** Evaluating a Teacher Preparation Program: What Does Retention Tell Us?

---

**Clair Marie Johnson**

*Examining Access and Success Avenues of Underrepresented Students*

**Session Submission Type:** Roundtable Session  
**Unit / Sub Unit:** Division J—Postsecondary Education / Section 2: College Student Access, Success, and Outcomes  
**Scheduled Time:** Wed, May 1—10:35am-12:05pm  
**Building/Room:** Hilton Union Square / Imperial Ballroom B  
**Author on paper:** The Future of Educational Opportunity: Reevaluating the Long-Term Effects of Anti-Affirmative Action Ballot Initiatives

---

**Studies in Rasch Conditions and Applications**

**Session Submission Type:** Paper Session  
**Unit / Sub Unit:** SIG-Rasch Measurement  
**Scheduled Time:** Sun, Apr 28—2:15pm-3:45pm  
**Building/Room:** Parc 55 / Mission I  
**Author on paper:** Development of a Work Engagement Scale: Examining the Utility of Scenario-Style Items

---

**Terrence J. Lee-St. John**

*Identifying Supports for Early Childhood Educational Success*

**Session Submission Type:** Paper Session  
**Unit / Sub Unit:** Division H—Research, Evaluation and Assessment in Schools / Section 2: Program Evaluation in School Settings  
**Scheduled Time:** Mon, Apr 29—2:45pm-4:15pm  
**Building/Room:** Parc 55 / Powell I  
**Author on paper:** Early Childhood, Systemic Student Support, and Dropout
Larry H. Ludlow

Qualitative Methodologies for Studying Complexity in Teacher Learning

Session Submission Type: Roundtable Session
Unit / Sub Unit: Division D—Measurement and Research Methodology / Section 3: Qualitative Research Methods
Scheduled Time: Tue, Apr 30—2:00pm-3:30pm
Building/Room: Sir Francis Duke / Empire
Author on paper: The Challenge and Promise of Complexity Theory for Teacher Education Research

Studies in Rasch Conditions and Applications

Session Submission Type: Paper Session
Unit / Sub Unit: SIG-Rasch Measurement
Scheduled Time: Sun, Apr 28—2:15pm-3:45pm
Building/Room: Parc 55 / Mission I
Author on paper: Development of a Work Engagement Scale: Examining the Utility of Scenario-Style Items

The Problem of Linear Thinking in Teacher Education Research: How Complexity Theory Can Help

Session Submission Type: Symposium
Unit / Sub Unit: Division K—Teaching and Teacher Education / Section 5: Preservice Teacher Education Coursework: Practices to Improve Teacher Knowledge, Understanding, and Application of Subject Matter, Content, and Pedagogical Practices
Scheduled Time: Tue, Apr 30—10:20am-11:50am
Building/Room: Hotel Nikko / Carmel I
Author on paper: Charting Relationships Between Teacher Education and Student Learning: Maps of a Complex System

Julie Miles

Evidence-Based Standard Setting: Using Empirical Validity Evidence to Set College and Career Readiness Standards

Session Submission Type: Paper Session
Unit / Sub Unit: Division H—Research, Evaluation and Assessment in Schools / Section 4: Accountability in the Schools
In Session: Recent Research on Standards: Implications for Implementation of Common Core State Standards
Scheduled Time: Wed, May 1 — 10:35am-12:05pm
Building/Room: Hilton Union Square / Franciscan CD


Scheduled Time: Mon, Apr 29 — 4:30pm-6:00pm
Building/Room: Hilton Union Square / Grand Ballroom C, 3rd Floor
Session Role: Discussant
ERME Participants

by Name

John Poggio

Advances in Automatic Item Generation
Monday, April 29, 4:30 p.m.–6:00 p.m., Coordinated Session, I5
Susan Embretson, Georgia Institute of Technology, John Poggio, University of Kansas
Psychometric Standards for Automatically Generated Items

Psychometric and Learning Effects of Feedback in Assessment
Tuesday, April 30, 12:15 p.m.–2:00 p.m., Coordinated Session, L6
John Poggio, University of Kansas, Susan Gillmor, University of Kansas, Andrew Poggio, Edmentum
A Formative Assessment Tutorial Model in Mathematics

Anastasia E. Raczek

Identifying Supports for Early Childhood Educational Success
Session Submission Type: Paper Session
Unit / Sub Unit: Division H—Research, Evaluation and Assessment in Schools / Section 2: Program Evaluation in School Settings
Scheduled Time: Mon, Apr 29—2:45pm-4:15pm
Building/Room: Parc 55 / Powell I
Author on paper: Early Childhood, Systemic Student Support, and Dropout

Emilie Reagan

Mentors and Mentoring: An Intersection Between Culture and Context
Session Submission Type: Roundtable Session
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 7: Teacher Induction, Mentoring, and Retention in Different Contexts, Conditions, Including Traditionally Underserved Students
Scheduled Time: Tue, Apr 30 - 8:00am - 9:30am
Building/Room: Hilton Union Square / Imperial Ballroom B
Author on paper: A Mixed-Methods Study of Mentor Teachers’ Perceptions and Experiences in a Teacher Residency Program

Partnerships Between Schools and Universities
Session Submission Type: Paper Session
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 6: Field Experiences: Student Teaching, Early Field Experiences, Community-based Field Experiences, and Innovative Approaches through Inquiry, Observation, and Practice
Scheduled Time: Sun, Apr 28 - 2:15pm - 3:45pm
Building/Room: Westin St. Francis / Kent
Author on paper: Inquiry in the Round? A Qualitative Case Study of Education Rounds in a Residency Program

Todd Reeves

Considering Equity in Teaching, Learning, and School Organization
Session Submission Type: Paper Session
Unit / Sub Unit: Division A—Administration, Organization and Leadership / Section 2: School Organization and Ethics
Scheduled Time: Sun, Apr 28—4:05pm-5:35pm
Building/Room: Westin St. Francis / Victorian
Author on paper: School Leadership in the Context of Demographic Change: Building Capacity to Support Wisconsin’s New Latino Diaspora
ERME Participants

by Name

Lauren P. Saenz

Examining Access and Success Avenues of Underrepresented Students

Session Submission Type: Roundtable Session
Unit / Sub Unit: Division J—Postsecondary Education / Section 2: College Student Access, Success, and Outcomes
Scheduled Time: Wed, May 1—10:35am-12:05pm
Building/Room: Hilton Union Square / Imperial Ballroom B
Author on paper: The Future of Educational Opportunity: Reevaluating the Long-Term Effects of Anti-Affirmative Action Ballot Initiatives

Reclaiming the School as a Safe Space for Queer Youth: Beyond the Hidden Curriculum of Heteronormativity

Session Submission Type: Symposium
Unit / Sub Unit: SIG-Queer Studies
Scheduled Time: Wed, May 1—2:15pm-3:45pm
Building/Room: Hilton Union Square / Tower 3 Union Square 3 and 4
Author on paper: Conceptualizing Safety From the Inside Out: Heteronormative Spaces and Their Effects on Student’s Sense of Self

Yang (Caroline) Wang

Perspectives on School Accountability: Division H Poster Sessions

Session Submission Type: Poster Session
Unit / Sub Unit: Division H—Research, Evaluation and Assessment in Schools / Section 4: Accountability in the Schools
Scheduled Time: Tuesday Apr. 30: 10:20am-11:50am
Building / Room: Parc 55 / Cyril Magnin Foyer
Author on Paper: Measuring Value-Added in Noncognitive Learning Outcomes in Higher Education Institutions: A Civic Engagement Perspective

Yun Xiang

Propensity Score Matching

Session Submission Type: Paper Session
Unit: NCME
Scheduled Time: Sun, Apr 28 - 2:30pm - 4:00pm
Building/Room: Intercontinental / Telegraph Hill
Session Role: Presenter

Varying Perspectives and Applications in Growth Modeling

Session Submission Type: Paper Session
Unit / Sub Unit: Division D - Measurement and Research Methodology / Section 1: Educational Measurement, Psychometrics, and Assessment
Scheduled Time: Sat, Apr 27 - 2:15pm - 3:45pm
Building/Room: Parc 55 / Mission II&III
Session Role: Chair
A young man arrived in the United States and moved with his family to one of the poorest sections of Los Angeles. The violence and poverty that surrounded him was a surprise. In his application for a scholarship to Stanford University he wrote, “I thought America was a land of riches and pleasures because of what I had seen in the movies. It proved to be the opposite.” At the end of the essay this high school junior returned to his theme of self-hood:

Poverty has not stopped me. I want to change the world. Not only do I want to see a decrease in violence, but I also want to learn as much as I can so that I can help others. In order for me to succeed, I will not have the benefits of rich kids who go to good schools and have private tutors. I only have one weapon: a desire to learn. I work very hard; I study every night and on the weekend. I am determined to improve the world by showing that there are people who are willing to make a difference and willing to be an example for others. America is not a land of riches for those of us who live in [my neighborhood], but it can be a land of opportunities for everyone: success is up to me.

This young man’s story highlights a central theme of the conference: Education has long been seen as a way out of poverty, in the US and globally. To be sure, some will suggest that education plays no role or that education systems mask inequality and perpetuate cycles of poverty and wealth. Another interpretation is that meritocracy works – those who work hard will succeed. Others may suggest that the student’s essay speaks to the resilience of the individual in spite of inequitable schooling structures. Still others will read his comment as a call for alternative forms of educational opportunity insofar as public schools have failed. Critics will see the failure of schools to move groups out of poverty and point to his success as singular rather than representational. Some will point out that an elite private university gets portrayed as heroic whereas such institutions are actually part of the problem; by restricting access to social capital they maintain their position, fortify an increasingly anxious upper middle class, and make his experience unique rather than typical for the poor. Observers of global education might note that education is used as public policy by governments democratic and authoritarian in efforts to control, reduce, and manage poverty. And of course, some will say that a single story tells us nothing and what is really needed is a large-scale study to determine the underlying problems.

The purpose of this conference is not to require a doctrinaire adherence to one or another viewpoint. Rather, the intent is to have us come together as an academic community to discuss, debate, and consider the relationships of education and poverty.

We conceive of poverty broadly. Poverty exists not only through the lack of material goods; an intellectual poverty can also pervade educational organizations and society. In The Idea of a University, over 150 years ago, John Henry Newman wrote, “Knowledge is something more than a passive reception of scraps and details.” Newman called for intellectuals to be in intense engagement with one another, with students, and with society so that we might better understand the flaws of one another’s argument. Through this engagement Newman believed that a better world might be created. To that end, we are particularly interested in designing a conference where individuals do
not cordon themselves off from those with whom they disagree, and instead hope to create conditions for difficult dialogues.

Poverty interacts with education through local, national, and international systems of financial markets and the global knowledge economy. The interdependencies embodied in globalization and the deep inequities created and maintained by globalization play a substantial role in the lives of marginalized communities and the educational organizations that serve them. We are eager to engage scholars from around the world in considering how education research can contribute to alleviating poverty and how academics might be complicit in maintaining class structures. We seek to understand better the role of local efforts to alleviate poverty through education interact - or do not - with international assessment efforts (e.g., PISA, TIMMS, IEA).

Finally, we see other poverties at work in and around education. A moral poverty all too frequently pervades discussion of the public and private benefits of educating undocumented youth, for example. An environment of artistic impoverishment exists in schools that offer few or no opportunities to develop creative talent and aesthetic appreciation. Technology creates a digital divide across students, teachers, and schools; it also has the potential to bridge divides of economic capital through digitally-mediated education that connects rural and urban students to rich educational resources outside the classroom walls. The theme signals that we must engage and examine the complexities of poverty, as well as challenge oversimplifications in how we study and address poverty and its consequences.

We seek papers and symposia that offer theoretical analyses as well as research-based arguments about education and poverty. We desire studies about how educational policies and practices might reduce poverty, as well as proposals that investigate why educational policies and practices often fail to address poverty. We seek papers that introduce new methods for analyzing education and poverty. Our own assumption is that as educators we have an obligation to work with one another in a manner that enables not merely analysis, but also transformative change.

San Francisco, as the conference site, could not be more appropriate. The city boasts an inordinate wealth of opportunities to engage with one another on-site and beyond the extraordinary conference venue we have chosen. We will also post essays on AERA’s improved website to help stimulate our thinking about possible topics. One of these essays is by the young man we introduced above, who graduated from Stanford with a 3.8 grade point average and a master’s degree in engineering.

**SHORT VERSION OF THEME:**

Education has long been seen as a way out of poverty. Educational systems also perpetuate cycles of poverty and wealth. Poverty interacts with education through local, national, and international systems of financial markets and the global knowledge economy. The goal is to consider the relationships of education and poverty. The theme is conceived broadly to include the ways that education theory, research, policy, and praxis contribute to alleviating economic, intellectual and moral poverty.
The 2013 Annual Meeting primary site is the **Hilton Union Square**

[www.hiltonsanfranciscohotel.com](http://www.hiltonsanfranciscohotel.com)

333 O'Farrel Street, San Francisco
California, United States 94102

(415) 771-1400

The headquarter hotels where sessions will be held are the **Grand Hyatt, Hotel Nikko, Park 55, Sir Francis Drake**, and **Westin St. Francis**. The **Intercontinental San Francisco Hotel** is the headquarter hotel for NCME.
Rooms are now available for the 2013 AERA Annual Meeting & Exhibition and the NCME Annual Meeting in the downtown area! Hurry, and book your rooms now while we still have several hotel options available for you. The AERA website includes a hotel and travel page containing all pertinent information and instructions. However, for your convenience, we have listed information and links regarding the housing process below.

- Map of Official Hotels
- Important San Francisco/ International Travel Information and Advice
- Hotel Amenity Chart
- Hotel Descriptions

If you have already registered and would like to make hotel reservations online, please log into your registration and click the Hotel Reservation button in the top left under Registration Summary. Another way is to click on the housing link on your registration email confirmation. This will give you access to our online reservation system displaying real-time availability, hotel pictures, and descriptions.

If you have not registered for the 2013 AERA Annual Meeting, please visit the AERA website to register or call 1-800-893-7950. You will be prompted to make housing reservations at the end of the registration process. If you have any questions regarding housing, or if you prefer to fax a form or speak to one of our agents to make your reservation, please contact us via:

Email: AERA@ConnectionsHousing.com
Phone: 800-262-9974 or 404-842-0000

Side view of Hilton Union Square
Conference Information

Hilton Union Square Area Map

Click here for a larger map of the area.
AERA Announces 2013 Fellows:

WASHINGTON, March 12, 2013—AERA has announced the selection of 23 scholars as 2013 AERA Fellows. These individuals are being recognized for their exceptional scientific or scholarly contributions to education research or significant contributions to the field through the development of research opportunities and settings. The new Fellows, listed below, were nominated by their peers, selected by the Fellows Program Committee, and approved by the AERA Council, the Association’s elected governing group. The new Fellows will be inducted on Sunday, April 28, during the Annual Meeting in San Francisco, California. They join 534 current AERA Fellows.”

As a newly selected fellow of the AERA Fellows Program, Dr. Ludlow gains recognition for his excellence as Department Chair of the ERME department, as a Professor in the Lynch School of Education, and as a Boston College faculty member. His nomination and acceptance into the program evidence his respectable reputation as an education researcher with substantial research accomplishments that convey the Association’s commitment to excellence in research. Dr. Ludlow’s recent publications are available for viewing below so you can see examples of his educational research. We give him our support in his future research pursuits that will continue to enrich educational research as an interdisciplinary field.

Dr. Ludlow’s Recent Publications:


Sinnema CEL & Ludlow LH (under review). The measurement of responsiveness in curriculum practice: A Rasch approach. *International Journal of Educational and Psychological Assessment*


North America, 19, Apr. 2011


You are cordially invited to the
Boston College
Lynch School of Education
AERA Reception.

Monday, April 29, 2013
7:00 p.m. - 8:15 p.m.
Sir Francis Drake Hotel, Second Level - Tudor AB
450 Powell St.
San Francisco, California 94102

Help us celebrate our 60th anniversary as the school of education at Boston College at a reception during the American Educational Research Association (AERA) Annual Meeting.

Please join us for the hors d’oeuvres, a cash bar, and the opportunity to converse and network with colleagues and peers.

We look forward to seeing you at the reception!
What to do in San Francisco

Temperatures in April/May:
- Average daily high 61ºF
- Average daily low 46ºF

There can be a dry heat wave in the 80’s for a few days, and a week later it can rain. Be prepared with an umbrella!

Want to explore the arts and culture of San Francisco? Go to http://www.sanfrancisco.travel/arts-culture/ to buy tickets!

DINING OPTIONS

Here are some highly-rated options that are within a ten-minute walk from Hilton Union Square (click on the restaurant name to get to the website):

1. **SEASONS $$$**  (Steakhouse)
   Address: 757 Market St  TEL: (415) 633-3000
   - Breakfast: 6:30 am – 11:30 am
   - Lunch: 11:30 am – 2:30 pm
   - Dinner and bar: 2:30 pm – 1:00 am

2. **GITANE $$$**  (French & Spanish cuisine)
   Address: 6 Claude Ln  TEL: (415) 788-6686
   - Monday - Wednesday: 5:30pm – 10:30pm
   - Thursday - Saturday: 5:30pm – 11:30pm

3. **LA FUSION $$$**  (Latin American cuisine)
   Address: 475 Pine St  TEL: (415) 781-0894

4. **THAI IDEA VEGETARIAN $$**
   Address: 710 Polk St  TEL: (415) 440-8344
   - Monday to Friday: Lunch: 11:00 AM - 3:00 PM  Dinner: 5:00 PM - 10:00 PM
   - Saturday to Sunday: 12:00 PM - 10:00 PM

5. **KARE-KEN $$**  (Japanese Curry House)
   Address: 552 Jones St  TEL: (415) 292 5273
   - Tues-Sat 5:30PM -10:30PM

6. **PERBACCO $$$**  (Italian)
   Address: 230 California Street  TEL: 415.955.0663
   - Monday-Thursday, 11:30 am to 10:00 pm
   - Friday, 11:30 am to 10:00 pm
   - Saturday, 5:30 to 10:00 pm
**Places to Go**

Click on the links for more information & visit here for more.

**Historic Cable Cars**

The San Francisco cable car system is the world’s last manually operated cable car system. Of the twenty-three lines established between 1873 and 1890, three remain (one of which combines parts of two earlier lines): two routes from downtown near Union Square to Fisherman's Wharf, and a third route along California Street. While the cable cars are used to a certain extent by commuters, their small service area and premium fares for single rides make them more of a tourist attraction. The cable cars are the only mobile National Monument in the world. (1-2 miles from Hilton)

**Union Square**

Experience the unique character of San Francisco's Union Square District, where the best names in fashion, dining and theater can be found. Union Square is a great place to meet friends or family and enjoy a day of shopping, dining, theater or a movie at San Francisco Centre or the Metreon. Take a ride on the cable car located at the cross streets of Powell and Market and head to Fisherman's Wharf, Ghiradelli Square and back again for some more shopping! Stop while you are there and sample the infamous Irish Coffee at the Buena Vista. Enjoy an exhilarating ride up and down the hills of San Francisco, wind gusting through the historic Cable Cars — gussied up in all their glorious San Francisco tradition. (2 blocks from Hilton)

**Fisherman’s Wharf**

There’s something for everyone at Fisherman’s Wharf: food, views, history, family fun and more. Enjoy some of the best seafood dining in the world. During the day, street performers entertain with magicians, mimes, musicians, jugglers and more. Visit Alcatraz, the infamous federal prison, bird sanctuary, and first lighthouse on the West Coast. See historic ships at Hyde Street Pier. Also see the amazing sea lions of PIER 39. (a cable car ride away from union square)

**Chinatown**

San Francisco Chinatown is the largest Chinatown outside of Asia as well as the oldest Chinatown in North America. It is one of the top tourist attractions in San Francisco. (1 mile from the Hilton)

**Exploratorium**

The Exploratorium is a museum in San Francisco that has created over 1,000 participatory exhibits that mix science and art, all of which are made onsite. It is considered by some to be the prototype for participatory museums around the world. It has been engaged in the professional development of teachers, science education reform, and the promotion of museums as informal education centers since its founding in the Palace of Fine Arts in 1969 by physicist and educator Frank Oppenheimer. Since Oppenheimer's death in 1985, the Exploratorium has expanded into other domains, including online communities, and has helped to create an international network of museums working to solve problems with general science education. (3 miles from Hilton)

**Biscuits & Blues**

Biscuits and Blues has been voted America's #1 blues nightclub by the Blues Foundation (formerly known as the WC Handy Awards) and the Bay Area Blues Society. It is San Francisco’s home to great live music in an intimate setting, where everyone gets a front row seat! Biscuits and Blues offers a full service restaurant and premium bar. (0.3 miles from the Hilton)
# Conference Information

## 2013 Exhibitor List

<table>
<thead>
<tr>
<th>American Educational Research Association</th>
<th>Oxford University Press</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>Palgrave Macmillan</td>
</tr>
<tr>
<td>Advise Analytics</td>
<td>Paradigm Publishers</td>
</tr>
<tr>
<td>Alexander Street Press</td>
<td>Paragon Testing Enterprises - CELPIP - Canadian English language test</td>
</tr>
<tr>
<td>American Psychological Association - Washington, DC</td>
<td>Pride Surveys - Learning and Teaching</td>
</tr>
<tr>
<td>Bureau of Labor Statistics</td>
<td>Provalis Research - Qualitative Analysis &amp; Mixed Methods</td>
</tr>
<tr>
<td>Buros Center for Testing - University of Nebraska - Lincoln</td>
<td>QSR International</td>
</tr>
<tr>
<td>Cabell's Directories - <a href="http://www.cabells.com">www.cabells.com</a></td>
<td>Rethinking Schools</td>
</tr>
<tr>
<td>Cambridge University Press - New York, NY</td>
<td>Routledge</td>
</tr>
<tr>
<td>Caslon Publishing - Philadelphia, PA</td>
<td>Rowe &amp; Littlefield Publishing Group</td>
</tr>
<tr>
<td>Catholic Education: A Journal of Inquiry and Practice</td>
<td>Russell Sage Foundation</td>
</tr>
<tr>
<td>College Board</td>
<td>SAGE - Thousand Oaks, CA</td>
</tr>
<tr>
<td>Consortium of State and Regional - Educational Research Associations</td>
<td>SAS Institute</td>
</tr>
<tr>
<td>Contiuum</td>
<td>School Loop</td>
</tr>
<tr>
<td>Corwin - Thousand Oaks, CA</td>
<td>Sense Publishers</td>
</tr>
<tr>
<td>Data Recognition Corporation</td>
<td>SMART Technologies</td>
</tr>
<tr>
<td>Division H: Research, Evaluation and Assessment in Schools</td>
<td>SocioCultural Research Consultants, LLC - Dedoose</td>
</tr>
<tr>
<td>Elsevier</td>
<td>Solution Tree/Marzano Research Lab - Professional Development Resources</td>
</tr>
<tr>
<td>Emerald Group Publishing Limited</td>
<td>Spencer Foundation</td>
</tr>
<tr>
<td>ERIC - Education Resources Information Center</td>
<td>Springer</td>
</tr>
<tr>
<td>ETS</td>
<td>State University of New York at Buffalo (UB) - Department of Learning and Instruction</td>
</tr>
<tr>
<td>Eye On Education</td>
<td>StudentsFirst</td>
</tr>
<tr>
<td>Guilford Publications</td>
<td>StudioCode Business Group</td>
</tr>
<tr>
<td>Harvard Education Publishing Group</td>
<td>Stylus Publishing</td>
</tr>
<tr>
<td>Harvard University Press</td>
<td>SUNY Press - Albany, NY</td>
</tr>
<tr>
<td>IAP - Information Age Publishing, Inc.</td>
<td>Tableau Software</td>
</tr>
<tr>
<td>ICPSR, University of Michigan</td>
<td>Teachers College Press - Teachers College, Columbia University</td>
</tr>
<tr>
<td>Institute of Education - University of London</td>
<td>The High School Journal - UNC School of Education</td>
</tr>
<tr>
<td>International Studies/Assessments - AIR</td>
<td>The New Press - Celebrating 20 Years of Independent Publishing</td>
</tr>
<tr>
<td>LeafWing For Professionals</td>
<td>thereNow</td>
</tr>
<tr>
<td>Minnesota Population Center - University of Minnesota</td>
<td>University of Texas at San Antonio - College of Education and Human Development</td>
</tr>
<tr>
<td>MIT Press Journals - Cambridge, MA</td>
<td>Verbi Software Consult</td>
</tr>
<tr>
<td>Multilingual Matters</td>
<td>Wadsworth Cengage Learning</td>
</tr>
<tr>
<td>National Assessment of Educational Progress - (NAEP)</td>
<td>WestEd</td>
</tr>
<tr>
<td>National Longitudinal Surveys</td>
<td></td>
</tr>
<tr>
<td>National Research Council of the National Academies - Fellowship Programs</td>
<td></td>
</tr>
<tr>
<td>National Science Foundation</td>
<td></td>
</tr>
<tr>
<td>NCME</td>
<td></td>
</tr>
</tbody>
</table>

## Exhibit Hall Dates and Location:
The 2013 AERA Exhibit Hall will be located in the Hilton Union Square, Grand Ballroom Level, Tower 2, Grand Ballroom

### Exhibit Hall Hours:

<table>
<thead>
<tr>
<th>Sunday, April 28</th>
<th>9:00 AM - 6:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 29</td>
<td>9:00 AM - 4:00 PM</td>
</tr>
<tr>
<td>Tuesday, April 30</td>
<td>9:00 AM - 5:00 PM</td>
</tr>
</tbody>
</table>
