ERME at AERA

AERA Annual Meeting & Exhibition

Washington, DC
Friday, April 8 - Tuesday, April 12, 2016
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., M.S., 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:
- Assessment and Test Construction
- Program Evaluation
- Large Scale Assessment: Methods and Practice
- General Linear Models
- Psychometric Theory
- Design of Qualitative Research
- 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
ERME Assistant: Jillian Gomolka, jillian.gomolka@bc.edu
# ERME at AERA

## Table of Contents

### ERME Information

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

### ERME Participants

- ERME Participants 6
- Presenters by Name 7

### Conference Information

- AERA 2016 Theme 12, 13
- Lynch School of Education Reception 14
- 2016 Annual Meeting Exhibitor List 15
- DC Welcomes AERA 16
- DC Transportation 17
- District Map of DC 18
- Dining in DC 19, 20

---

**AERA Online Program**

**NCME Online Program**
ERME Information

ERME Faculty Research Interests & Current Projects

Dr. Henry Braun
- Approaches to test-based accountability
- Technical Issues in Value-Added modeling
- Inequality of opportunity
- Analysis of international large-scale assessment surveys

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

Dr. Larry Ludlow
- Lag-3 and Lag-6 autocorrelations in course evaluations
- Suppressor variable effects
- Teacher preparation system mapping through multidimensional scaling and cluster analysis
- Measuring Engagement through Rasch-based scenarios

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

Dr. Ina Mullis
- TIMSS—International assessments of mathematics and science at 4th and 8th grades
- TIMSS Numeracy—International mathematics assessment at the primary level for economically developing countries
- TIMSS Advanced—International assessments of advanced mathematics and physics at 12th grade
- PIRLS—International assessment of reading at 4th grade
- ePIRLS—International assessment of online reading at 4th grade
- PIRLS Literacy—International reading assessment at the primary level for economically developing countries

Dr. Laura O'Dwyer
- Using large-scale data to examine the student, teacher, and school correlates of academic performance and attainment
- Propensity score analyses with observational data to support causal inferences
- Experimental research for examining the effects of educational interventions on student and teacher outcomes

Dr. Mike 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
- Ongoing research in democratic theories of education, policy, and evaluation, evaluation research as a public good, race-conscious education policies, and mixed methods educational research.
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.

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.

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

The Center for the Study of Testing, Evaluation, and Educational Policy Boston College in the Lynch School of Education (LSOE). Since its inception in 1980, CSTEEP has conducted research on: testing, evaluation, and public policy, studies to improve school assessment practices, and international comparative research. 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. CSTEEP’s professional staff includes nationally and internationally recognized experts in educational measurement, large-scale assessment, evaluation, and policy issues. In addition, CSTEEP’s staff includes faculty from the LSOE’s Educational Research, Measurement, and Evaluation department. For more information about CSTEEP, please visit: www.bc.edu/research/csteep
ERME Participants

ERME faculty, alumni and students presenting at AERA

Faculty
Dr. Henry I. Braun (pg. 7)
Dr. Nathaniel Brown (pg. 7)
Dr. Zhushan Mandy Li (pg. 9)
Dr. Larry Ludlow (pg. 10)
Dr. Laura O'Dwyer (pg. 10)

Alumni
Dr. Kathleen Trong Drucker (pg. 8)
Dr. Carolyn Fidelman (pg. 8)
Dr. Terrence J. Lee-St.John (pg. 9)
Dr. Joshua Littenberg–Tobias (pg. 9)
Anastasia Raczek (pg. 11)
Dr. Emilie Reagan (pg. 11)

Students
Bercem Akbayin (pg. 7)
Claire Chang (pg. 7)
Yiran Chen (pg. 8)
Maria Eugenia Baez Cruz (pg. 8)
Minsong Kim (pg. 8)
Kelsey Klein (pg. 9)
Jorge Mahecha (pg. 10)
Avery Newton (pg. 10)
Amy Semerjian (pg. 11)
Bercem Akbayin
“Estimating the Treatment Effect of City Connects Using Difference-in-Differences Analysis”
Sat, April 9, 12:25 to 1:55pm
Convention Center, Level Two, Exhibit Hall D

Henry I. Braun
“The Challenges to Measurement in an Era of Accountability”
Sat, April 9, 8:15 am
Renaissance Washington DC, Downtown

“The Long Shadow: The Relationship of Family Background to Skills and Adult Outcomes”
Sat, April 9, 4:05 to 6:05pm
Convention Center, Level One, Room 147 B

Nathaniel Brown
“The Challenges to Measurement in an Era of Accountability”
Sat, April 9, 8:15 am
Renaissance Washington DC, Downtown

Claire Chang
“Teaching for Equity Enactment Scenarios: An Application of Rasch Measurement Principles”
Sat, April 9, 4:05 to 5:35pm
Marriott Marquis, Level Three, Chinatown

“Teacher Education Accountability Initiatives: Where's the Evidence?”
Sun, April 10, 8:15 to 10:15am
Convention Center, Level Two, Room 207 B

“Fixing Teacher Preparation: Analysis and Critique of Major Reform Initiatives”
Mon, April 11, 4:30 to 6:00pm
Marriott Marquis, Level Three, Judiciary Square
ERME Participants

**Yiran Chen**
“Does Attending Community Colleges Hurt Students’ Chance of Attaining Baccalaureate Degrees? Evidence From Education Longitudinal Study of 2002 Data”
Sat, April 9, 10:35am to 12:05pm
Convention Center, Level Two, Exhibit Hall D Section D

**Maria Eugenia Baez Cruz**
“Assessing School Climate in Bilingual Settings: Current Challenges and Future Directions”
Mon, April 11, 10:00am to 11:30am
Convention Center, Level Two, Exhibit Hall D Section C

**Kathleen Trong Drucker**
Chair of Paper Session, “Research on Evaluation Capacity Building and Practice”
Sat, April 9th 12:25 to 1:55pm
Marriott Marquis, Level Four, Treasury

“Talent Spotters or Gatekeepers? Principal Identification and Nurturing of Future School Leaders in Three Global Cities”
Sat, April 9th, 4:05 to 5:35 pm
Convention Center, Level Two, Room 206

**Carolyn Fidelman**
“NCES, Middle Grades Longitudinal Study”
Mon, April 11, 4:15 to 6:15pm
Convention Center, Level 2, L Street Bridge

**Minsong Kim**
“Being Connected: How a Relational Network of Educators Promotes Productive Communities of Practice”
Fri, April 8, 12:00 to 1:30pm
Convention Center, Level Two, Exhibit Hall D Section A
ERME Participants

Kelsey Klein
“Revision and Validation of the Rasch-Based Scenario Scales for Measuring Activity Engagement in Older Adults”
Mon, April 11, 11:45am to 1:15pm
Marriott Marquis, Level Two, Marquis Salon 4

Terrence J Lee-St. John
“Estimating the Treatment Effect of City Connects Using Difference-in-Differences Analysis”
Sat, April 9, 12:25 to 1:55pm
Convention Center, Level Two, Exhibit Hall D

Zhushan Mandy Li
“A Power Formula for the Crossing Simultaneous Item Bias Test (SIBTEST) for Non-Uniform and Uniform Differential Item Functioning”
Fri, April 8, 12:00 to 1:30pm
Convention Center, Level Three, Ballroom A

“Differential Item and Test Functioning”
Mon, April 11, 12:25 to 1:55pm
NCME Renaissance Washington, DC Downtown Hotel

Joshua Littenberg-Tobias
“The Role of Student-Centered Teaching in Professional Learning Networks on Twitter”
Fri, April 8, 12:00 to 1:30pm
Convention Center, Level Two, Exhibit Hall D Section D

“Using Teacher Raters to Create Subjectively Weighted Scales of Instructional Practice From Teacher Survey Responses”
Mon, April 11, 11:45am to 1:15pm
Convention Center, Level Two, Exhibit Hall D


ERME at AERA 2016

ERME Participants

**Larry Ludlow**
“Teaching for Equity Enactment Scenarios: An Application of Rasch Measurement Principles”
Sat, April 9, 4:05 to 5:35pm
Marriott Marquis, Level Three, Chinatown

“Revision and Validation of the Rasch-Based Scenario Scales for Measuring Activity Engagement in Older Adults”
Mon, April 11, 11:45am to 1:15pm
Marriott Marquis, Level Two, Marquis Salon 4

**Jorge Mahecha**
“Academic impact of Teach for America and Implications in the Professionalization of Teaching”
Mon April 11, 2:45 to 4:15pm
Convention Center, Level Two, Exhibit Hall D

**Avery Newton**
“Propensity Score Analysis for Examining the Effects of a District-Level Intervention: A Model for School-University Partnerships”
Sun, April 10, 10:35am to 12:05pm
Convention Center, Level Two, Exhibit Hall D

**Laura O’Dwyer**
“Propensity Score Analysis for Examining the Effects of a District-Level Intervention: A Model for School-University Partnerships”
Sun, April 10, 10:35am to 12:05pm
Convention Center, Level Two, Exhibit Hall D

“Using Teacher Raters to Create Subjectively Weighted Scales of Instructional Practice From Teacher Survey Responses”
Mon, April 11, 11:45am to 1:15pm
Convention Center, Level Two, Exhibit Hall D
ERME at AERA 2016

ERME Participants

Anastasia Raczek
“Estimating the Treatment Effect of City Connects Using Difference-in-Differences Analysis”
Sat, April 9, 12:25 to 1:55pm
Convention Center, Level Two, Exhibit Hall D

Emilie Reagan
"A Localized Policy Framework: A Statewide Collaboration Toward a Teacher Candidate Performance Assessment"
Tue, April 12, 8:15 to 9:45am
Marriott Marquis, Level One, University of DC

“Learned Passions: A Longitudinal Examination of Teaching for Social Justice From Teacher Residency to Practice"
Tue, April 12, 10:35am to 12:05pm
Marriott Marquis, Level Four, Liberty Salon K

Amy Semerjian
"Issues Facing Schools in the Productive Application of Research to Practice”
Sat, April 9, 12:55 to 1:55pm
Convention Center, Level Two, Exhibit Hall D
AERA 2016 Annual Meeting Theme
“Public Scholarship to Educate Diverse Democracies”
Washington, DC

In AERA’s Centennial Year, the Annual Meeting will celebrate and reinvigorate the progressive aspirations that gave rise to our professional community in 1916: hope and determination that research can strengthen public education, society’s most democratic institution. To mark this remarkable moment, the 2016 Meeting will illuminate and enhance the role of education researchers as public scholars who contribute to public understanding, political debate, and professional practice in increasingly diverse democracies in the U.S. and around the globe.

Today’s world presents challenges that bear an uncanny resemblance to those of the US in 1916. Then, a newly industrialized and urbanized economy brought staggering changes to workplaces, homes, and society. Waves of new immigrants sparked fears that revolutionary radicalism would undermine the so-called American way of life. Post-Reconstruction Jim Crow laws in the South legalized racial segregation and disenfranchisement, and did nothing to curb targeted racial violence. Southern Blacks and Southwestern Latinos migrated north in search of jobs and found themselves in neighborhoods of racial isolation and urban poverty. Staggering income and wealth inequality exacerbated racial and ethnic divides. Global conflict—fueled by political, territorial, ethnic, and ideological disputes—beckoned United States’ engagement. All echo today, both in the U.S. and around the world, as unprecedented global migration and demographic shifts confront nations everywhere with the challenge of being both democratic and diverse.

Early twentieth century leaders gave schools responsibility for addressing the bewildering array of social challenges brought on by these changes. Many reformers at the time looked to the efficiencies and productivity of industrialization for guidance in carrying out this responsibility. Following the progressive impulse of the times, they primarily adopted technical and structural approaches. The first AERA researchers were part of that effort, seeking to produce scientific knowledge that educators could use to improve large school systems—a pursuit we continue today.

Over the century, education researchers learned that education improvement is at least as much about public perceptions and politics as it is about science. We have produced valuable knowledge about the normative and political dimensions of educating all in a diverse society, as well as about the technical and structural elements. The resulting research base is increasingly insightful and can help shape the public’s knowledge and the political environment within which decisions about policy and practice are made, as well as help improve and sustain practice. But, one other clear lesson from the past century is that the research base itself needs advocates; it will not be used unless it is thoughtfully promoted.
Conference Information

By design and timing, AERA’s 2016 Centennial Annual Meeting will highlight the interplay of research, politics, and social analysis. The meeting will be held in the US capital in the middle of an electoral season likely rife with contentious education debates, many of which are enmeshed with controversies and opportunities arising from population diversity. We as a community are uniquely positioned to engage in these debates and inform them with rigorous, scholarly inquiry.

John Dewey’s ideas about schooling, scientific inquiry, and social progress provide intellectual grounding for this theme. Dewey maintained that scholars must engage democratically with “publics” in ways that raise awareness of social problems (in education and beyond) and foster a democratic and public solving of those problems. In *Democracy and Education*, the Centennial of which is also 2016, Dewey reminds us that education must embody both the means and ends of democracy. Moreover, Dewey argued that science could contribute best to social progress (including educational progress) through a process of sustained public inquiry, rather than by being asserted, or trickling down, from professionalized and technical fields of study embedded within sanctioned institutions.

Today, researchers have access to powerful strategies, technologies, and skillsets to support their engagement as public scholars—should they choose to use them.

Public scholarship was once largely confined to making presentations to practitioners or giving speeches at public meetings. Now, new forms of engagement exist in a wide variety of public spaces, including writing for lay audiences, media commenting, blogging and posting, contributing to public websites, testifying at government hearings or in litigation, conducting collaborative research with communities and educators, and other activities that position research to inform civic participation, engagement and organized action.

Consistent with AERA’s mission to promote the use of research to improve education and serve the public good, the 2016 Annual Meeting will feature and advance public scholarship at its best, bringing to light engaged research and researchers in the US and around the globe. We encourage all researchers, divisions, and SIGs to propose innovative, thoughtful papers and sessions that focus on and deliberate about public scholarship as a necessary and reflexive component of education research. We also invite papers and sessions that offer concepts and examples of how researchers across the broad range of AERA’s interests are creating knowledge that engages policymakers and publics to meet the challenges of education in increasingly diverse democracies. In addition, we especially welcome proposals that incorporate compelling new strategies, media, and formats that combine academic rigor with the broader-audience demands of public scholarship.
Conference Information

2016 AERA
Lynch School of Education Reception

BOSTON COLLEGE
LYNCH SCHOOL OF EDUCATION

Dean and Professor Maureen Kenny
invites you to

a reception at the 2016 Annual Meeting
of the American Educational Research Association

SATURDAY, APRIL 9, 2016  |  6:30-8:30 P.M.
THE NEWSEUM, KNIGHT CONFERENCE CENTER, WASHINGTON D.C.

IN PARTNERSHIP WITH THE JOURNAL OF
PROFESSIONAL CAPITAL AND COMMUNITY
AND EMERALD PUBLISHING

RSVP by Friday, March 11, 2016. Register online to attend.
Advanced registration required.
<table>
<thead>
<tr>
<th>AAAS Science &amp; Technology Fellowships</th>
<th>NCME</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACTE</td>
<td>NZCER Press</td>
</tr>
<tr>
<td>Academic Management Systems</td>
<td>OECD</td>
</tr>
<tr>
<td>ACT</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>American Institutes for Research</td>
<td>Palgrave Macmillan</td>
</tr>
<tr>
<td>American Psychological Association</td>
<td>Pearson</td>
</tr>
<tr>
<td>ASCD</td>
<td>Peter Lang Publishing</td>
</tr>
<tr>
<td>Bloomsbury Publishing</td>
<td>Provalis Research</td>
</tr>
<tr>
<td>Buros Center for Testing</td>
<td>Quant Methods for Leadership</td>
</tr>
<tr>
<td>Capital Trade Events</td>
<td>Decision-Making</td>
</tr>
<tr>
<td>Caslon Inc</td>
<td>Rethinking Schools</td>
</tr>
<tr>
<td>Cengage Learning</td>
<td>Routledge</td>
</tr>
<tr>
<td>Center for American Progress</td>
<td>Rowman &amp; Littlefield</td>
</tr>
<tr>
<td>Center for Education Policy Research</td>
<td>Russell Sage Foundation</td>
</tr>
<tr>
<td>COE, Inc./SRERA Consortium</td>
<td>Rutgers University Press</td>
</tr>
<tr>
<td>Dedoose</td>
<td>SAGE Publishing</td>
</tr>
<tr>
<td>Division H</td>
<td>Sense Publishers</td>
</tr>
<tr>
<td>Elsevier</td>
<td>Solutions IRB</td>
</tr>
<tr>
<td>Enovative Technologies</td>
<td>Sparclt</td>
</tr>
<tr>
<td>Guilford Press</td>
<td>Springer</td>
</tr>
<tr>
<td>Harvard Education Press</td>
<td>StataCorp LP</td>
</tr>
<tr>
<td>Harvard University Press</td>
<td>Stylus Publishing</td>
</tr>
<tr>
<td>ICPSR</td>
<td>SUNY Press</td>
</tr>
<tr>
<td>IGI Global</td>
<td>Teachers College Press</td>
</tr>
<tr>
<td>Information Age Publishing</td>
<td>The National Academies Press</td>
</tr>
<tr>
<td>IntegReview IRB</td>
<td>The New Press</td>
</tr>
<tr>
<td>Jobs for the Future</td>
<td>UCL IOE Press</td>
</tr>
<tr>
<td>Johns Hopkins University Press</td>
<td>University of Chicago Press</td>
</tr>
<tr>
<td>Journal of Catholic Education</td>
<td>University of Minnesota Press</td>
</tr>
<tr>
<td>Leibniz Institute for Educational Trajectories (LIfBi)</td>
<td>University of Toronto Press</td>
</tr>
<tr>
<td>Mangold International</td>
<td>VERBI Software</td>
</tr>
<tr>
<td>Measurement Incorporated</td>
<td>V-Note.org</td>
</tr>
<tr>
<td>Multilingual Matters</td>
<td>WERA</td>
</tr>
<tr>
<td>National Academies of Sciences</td>
<td>Westat</td>
</tr>
<tr>
<td>National Assessment of Educational Progress</td>
<td>WestEd</td>
</tr>
<tr>
<td>National Center for Education</td>
<td>Wiley</td>
</tr>
<tr>
<td>National Longitudinal Surveys</td>
<td>Workforce Education Forum</td>
</tr>
</tbody>
</table>
DC welcomes you with a wide array of sights to see, highlighting the city’s important political history and commemorating significant figures and occurrences that have affected this nation in decades past.

For a more unique look into the city, you may want to check out Abraham Lincoln’s summer cottage in Northern DC, the International Spy Museum, or watch planes fly overhead at Gravelly Point Park, next to Reagan International Airport.
Called the “Metrorail” in DC, the subway system is renowned for its cleanliness and accessibility. With over 91 stations, and 6 lines, this subway system can take you anywhere you wish within the DC area, including surrounding areas in Virginia and Maryland.

While at the convention, the Metrorail is helpful in traveling to and from different speaker locations and visiting restaurants or tourist sports around the city!

There are 6 color coded lines (Red, Orange, Silver, Blue, Yellow, and Green) that span the city and connect many other rail systems, hotels, and airports in the region.

For more information, check the Metrorail website.

AERA will be providing a shuttle service for persons with disabilities. Shuttles will travel between the Marriott Marquis, Renaissance, and the Convention Center. Shuttles will depart every thirty minutes and AERA signs will be posted at all boarding sites identifying the location as an AERA Access Shuttle pick-up & drop-off site.

For more information on travel to, from, or around DC, or regarding any other areas of concern please visit the AERA website for resources, or visit the sites listed below.

DC Metro Bus System
Reagan International Airport
Dulles International Airport
While the rich history of the city takes front and center, DC’s food scene is not to be overlooked. With famous chefs and unique restaurants, DC has something for everyone!

If you’re looking for coffee or a sweet treat, try...

**Georgetown Cupcake**
3301 M St. NW, Washington, DC 20007
Phone: 202-333-8448
**Designer Cupcakes**

**Tryst Coffee House & Bar**
2459 18th St NW, Washington, DC 20009
Phone: 202-232-5500
**Coffee, sandwiches and sweets**

If you’re looking for a deal, try...

**Good Stuff Eatery**
Capitol Hill, 303 Pennsylvania Ave. SE, Washington, DC 20003
Phone: 202-543-8222
**Family feel, American Favorites**

**DuPont Italian Kitchen**
1637 17th Street NW
Washington, DC 20009
Phone: 202-328-3222
**Basic Italian Cuisine, Karaoke Music**
Dining In DC

Looking for something a bit nicer? Try...

**Old Ebbitt Grill**
675 15th Street, Washington DC, 20005
Phone: 202-347-4800
American Cuisine

**Rasika**
633 D St, NW
Washington, DC 20004
Phone: 202-637-1222
Indian Cuisine

For a refreshing snack, try...

**Dolcezza**
904 Palmer Alley NW,
Washington DC, 20001
Phone: 202-733-2879
Gelato

**Jetties**
1921 Eye St NW, Washington DC, 20006
Phone: 202-380-9272
Sandwiches, Salads, Ice Cream
Thank you for reading!

For further information, please contact the ERME department:

Jillian Gomolka (ERME Assistant)
Email: jillian.gomolka@bc.edu

Larry Ludlow (ERME Department Chair)
Email: Ludlow@bc.edu

Designed by Kate Chaney,
Undergraduate Research Assistant