ERME at AERA

AERA Annual Meeting & Exhibition

Philadelphia

April 3—7, 2014
Program Information

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 Models of Curriculum and 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
## ERME Information

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## ERME Participants

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## Conference Information

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### AERA Online Program


### NCME Online Program

[http://ncme.org/annual-meeting/next-meeting/](http://ncme.org/annual-meeting/next-meeting/)
ERME at AERA 2014

ERME Information

ERME Faculty Research Interests & Current Projects

**Dr. Henry Braun**
- Evaluation of the "Essential for Some, Good for All" initiative in the Province of Ontario.
- Linking performance on the NAEP mathematics assessment to instructional practices.
- Comparison of the impact of signature programs at BC on student outcomes.
- Investigating the sensitivity of value-added analysis to choices of scales and models.

**Dr. Nathaniel Brown**
- Embodied Cognition
- Cognitive Ethnography
- Conceptual Change in Science
- Interaction Analysis
- Embedded Classroom Assessment
- Rasch Measurement & Psychometrics

**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 Advanced--International assessments of advanced mathematics and physics at 12th grade.
- PIRLS--International assessment of reading at 4th grade.
- prePIRLS--International reading assessment at the primary level for economically developing countries.

**Dr. Laura O’Dwyer**
- Looking at the effects of technology-enhanced curriculum materials on student learning in science.
- Using TIMSS data to examine the teacher and school correlates of student performance in mathematics.
- Linking performance on the TIMSS mathematics assessment to teachers’ instructional practices.

**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. 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.
The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP) is an educational research organization located at 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 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

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 2007 is the fourth 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 2006 is the second in a cycle of internationally comparative reading assessments carried out every five years. Conducted at the fourth grade, this world-wide 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://isc.bc.edu
ERME Participants

ERME faculty, alumni and students presenting at AERA

**ERME Faculty**
Dr. Henry Braun  
Dr. Nathaniel Brown  
Dr. Zhushan Mandy Li  
Dr. Larry Ludlow  
Dr. Laura O’Dwyer  
Dr. Lauren Saenz

**Alumni**
Dr. Sarah Enterline  
Dr. Lisa Famularo  
Dr. Edward Fierros  
Jennifer Higgins  
Dr. Jennifer Kobrin  
Dr. Terrence J Lee-St. John  
Dr. Sue Leibowitz  
Dr. Jessica Masters  
Dr. John Poggio  
Anastasia Raczek  
Dr. Todd Reeves  
Dr. Emilie Reagan  
Dr. Katherine Shields  
Dr. Steve Stemler  
Dr. Yun Xiang

**Current ERME Students**
Chen An  
Bercem Akbayin  
Apryl Holder  
Minsong Kim  
Kelsey Klein  
Joshua Littenberg-Tobias  
Beth Morton  
Caroline Vuilleumier
ERME Participants

by Name

**Bercem Akbayin**

**Program Evaluation in Schools**

Session Submission Type: Poster Session  
Unit/Sub-Unit: Division H – Research, Evaluation and Assessment in Schools/Section 2: Program Evaluation in School Settings  
Scheduled Time: Saturday, April 5, 10:35-12:05 pm  
Building/Room: Convention Center, 200 Level, Hall E  
Presenter on paper: Does Optimized Student Support in Elementary School Improve the Persistence of Preschool Effects on Student Outcomes?

**Chen An**

**Program Evaluation in Schools**

Session Submission Type: Poster Session  
Unit/Sub-Unit: Division H – Research, Evaluation, and Assessment in Schools/Section 2: Program Evaluation in School Settings  
Scheduled Time: Saturday, April 5, 10:35 am-12:05 pm  
Building/Room: Convention Center, 200 Level, Hall E  

**Henry I. Braun**

**The Current State and Future of Teacher Education: Challenges of Evaluation**

Session Submission Type: Invited Session  
Unit: AERA Presidential Session  
Scheduled Time: Friday, April 4, 12:25 pm-1:55pm  
Building/Room: Convention Center, 200 Level, 201A  
Presenter on paper: Reaction From the World of Evaluation Methodology

**Spirituality and Education: Selective Papers**

Session Submission Type: Roundtable Session  
Unit/Sub-Unit: Division L – Educational Policy and Politics / Section 5: Accountability Policy  
Scheduled Time: Saturday, April 5, 2:45-4:15 pm  
Building/Room: Convention Center, Terrace Level, Terrace IV  
Presenter on paper: Identifying the Antecedents of Noncognitive Outcomes Among College Seniors

**Beyond the Rhetoric: Examining the Economic Rationales and the Evidence-Based Support for Current Reform Strategies**

Session Submission Type: Symposium  
Unit/Sub-Unit: Division L – Educational Policy and Politics/ Section 5: Accountability  
Scheduled Time: Saturday, April 5, 8:15am-9:45am  
Building/Room: Convention Center, 100 Level, 120A  
Session Submission Role: Chair
ERME Participants

by Name

Nathaniel Brown

Division D Section 1 Poster Session

Session Submission Type: Poster Session
Unit / Sub Unit: Division D - Measurement and Research Methodology/Section 1: Psychometrics, Measurement, and Assessment
Scheduled Time: Friday, April 4, 10:35am-12:05pm
Building/Room: Convention Center, 200 Level, Hall E
Presenter on paper: Predictors of Omitted Responses on the 2009 NAEP Mathematics Assessment

Sarah Enterline

Context Matters: Unpacking National Teacher Assessments and the edTPA in Four States

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: Monday, April 7, 10:35am-12:05pm
Building/Room: Convention Center, 100 Level, 113C
Presenter on paper: A Tale of Two Universities: The edTPA in Massachusetts

Reforming Teacher Preparation and Accreditation: The Importance of Research-Based Evaluation of Teacher Education

Session Submission Type: Structured Poster Session
Unit / Sub Unit: Division K - Teaching and Teacher Education / Section 8
Scheduled Time: Saturday, April 5, 2:45-4:15pm
Building/Room: Convention Center, 100 Level, 121C
Presenter on paper: The Consequences of Compliance: Exploring the edTPA and Outcomes for Teacher Candidates

Lisa Famularo

Broadly Conceptualizing Inclusion and Accommodation: A Survey of the Field

Session Submission Type: Paper Session
Unit: SIG– Inclusion & Accommodation in Educational Assessment
Scheduled Time: Thursday, April 3, 12:00-1:30pm
Building/Room: Convention Center, 100 Level, 124
Presenter on Paper: Research and Development of Audio Guidelines for Creating Accessible Computer-Based Mathematics Assessments

Edward Fierros

Issues in Postsecondary Education

Session Submission Type: Paper Session
Unit: SIG-Special Education Research
Scheduled Time: Friday, April 4, 4:05-5:35pm
Building/Room: Convention Center, 100 Level, 103B
Session Submission Role: Chair
## ERME Participants

### by Name

#### Teaching and Conducting Educational Research

**Session Submission Type:** Paper Session  
**Unit:** SIG-Professors of Educational Research  
**Scheduled Time:** Sunday, April 6, 10:35am-12:05pm  
**Building/Room:** Convention Center, 100 Level, 109A  
**Session Submission Role:** Discussant

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### Jennifer Higgins

**Broadly Conceptualizing Inclusion and Accommodation: A Survey of the Field**

**Session Submission Type:** Paper Session  
**Unit:** SIG–Inclusion & Accommodation in Educational Assessment  
**Scheduled Time:** Thursday, April 3, 12:00-1:30pm  
**Building/Room:** Convention Center, 100 Level, 124  
**Presenter on Paper:** Research and Development of Audio Guidelines for Creating Accessible Computer-Based Mathematics Assessments

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### Apryl Holder

**Program Evaluation in Schools**

**Session Submission Type:** Poster Session  
**Unit:** Division H–Research, Evaluation and Assessment in Schools  
**Scheduled Time:** Saturday, April 5, 10:35am-12:05pm  
**Building/Room:** Convention Center, 200 Level, Hall E  
**Presenter on Paper:** The Promises and Pitfalls of Implementing District-Wide Eighth-Grade Algebra I Initiative

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### Minsong Kim

**Catholic Education Through an International Lens and From Within Urban Communities**

**Session Submission Type:** Paper Session  
**Unit:** SIG-Catholic Education  
**Scheduled Time:** Sunday, April 6, 10:35am-12:05pm  
**Building/Room:** Marriott, Fourth Level, 411  
**Presenter on paper:** Communities of Practice in a Network of Catholic Bilingual Schools

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### Spirituality and Education: Selective Papers

**Session Submission Type:** Roundtable Session  
**Unit / Sub Unit:** Division L - Educational Policy and Politics / Section 5: Accountability Policy  
**Scheduled Time:** Saturday, April 5, 2:45-4:15 pm  
**Building/Room:** Convention Center, Terrace Level, Terrace IV  
**Presenter on paper:** Identifying the Antecedents of Noncognitive Outcomes Among College Seniors

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### Kelsey Klein

**Topics in Multiple Linear Regression**

**Session Submission Type:** Paper Session  
**Unit:** SIG-Multiple Linear Regression: The General Linear Model  
**Scheduled Time:** Saturday, April 5, 2:45-4:15pm  
**Building/Room:** Marriott, Fourth Level, 415  
**Presenter on Paper:** Suppressor Variables Versus Suppression Effects
ERME Participants
by Name

**Jennifer Kobrin**

**Diagnostic Assessment: Recent Advances From Psychometric Modeling to Classroom Applications**

- **Session Submission Type:** Symposium
- **Unit/Sub-Unit:** Division D– Measurement and Research Methodology/Section 1: Psychometrics, Measurement and Assessment
- **Scheduled Time:** Monday, April 7, 8:15-10:15am
- **Building/Room:** Convention Center, 100 Level, 111B
- **Presenter on Paper:** Teachers’ Interpretations of Score Reports Based Upon Ordered Multiple-Choice Items Linked to a Learning Progression

**Mathematics Learning Trajectories**

- **Session Submission Type:** Paper Session
- **Unit/Sub-Unit:** Division C-Learning and Instruction/Section 1c: Mathematics
- **Scheduled Time:** Saturday, April 5, 10:35am-12:05 pm
- **Building/Room:** Marriott, Fourth Level, 413
- **Presenter on Paper:** Establishing Parameters for Consideration of Mathematics Common Core Learning Progressions

**Terrence J Lee-St. John**

**Program Evaluation in Schools**

- **Session Submission Type:** Paper Session
- **Unit:** Division H-Research, Evaluation and Assessment in Schools
- **Scheduled Time:** Saturday, April 5, 10:35am-12:05 pm
- **Building/Room:** Convention Center, 200 Level, Hall E
- **Presenter on Paper:** Estimating the Impact of Optimized Student Support in Elementary School on Boston Exam School Attendance

**Sue Leibowitz**

**Instrument Development and Validation**

- **Session Submission Type:** Paper Session
- **Unit:** SIG-Rasch Measurement
- **Scheduled Time:** Friday, April 4, 4:05-5:35pm
- **Building/Room:** Convention Center, 100 Level, 112A
- **Presenter on Paper:** Expeditionary Learning Implementation Review: Instrument Development

**Zhushan Mandy Li**

**Advances in Item Response Theory Estimation**

- **Session Submission Type:** Paper Session
- **Unit/Sub-Unit:** Division D– Measurement and Research Methodology/Section 1: Psychometrics, Measurement, and Assessment
- **Scheduled Time:** Thursday, April 3, 2:15-3:45pm
- **Building/Room:** Convention Center, 100 Level, 117
- **Presenter on Paper:** Log-Linear Item Response Theory Model for Person-by-Item Interactions

**NCME Electronic Board Presentation #4.1B**

- **Scheduled Time:** Friday, April 4, 12:50-2:20pm
- **Building/Room:** Loews Hotel, Millennium Hall
- **Presenter on Paper:** A Power Formula for SIBTEST
ERME Participants

by Name

Detecting and Explaining Differential Item Functioning
Session Submission Type: Paper Session
Unit / Sub Unit: Division D-Measurement and Research Methodology/Section 1: Psychometrics, Measurement, and Assessment
Scheduled Time: Friday, April 4, 4:05-5:35pm
Building/Room: Convention Center, 100 Level, 111B
Presenter on paper: A Power Formula for the Mantel-Haenszel Test for Differential Item Functioning

The Development of Vocabulary and Comprehension in Spanish-Speaking English Learners
Session Submission Type: Roundtable Session
Unit: SIG-Bilingual Education Research
Scheduled Time: Monday, April 7, 8:15-9:45am
Building/Room: Convention Center, Terrace Level, Terrace IV
Presenter on paper: Patterns of Vocabulary Growth for Young Bilingual Students

Joshua Littenberg-Tobias

Critical Issues in Catholic Education
Session Submission Type: Roundtable Session
Unit: SIG: Catholic Education
Scheduled Time: Monday, April 7, 10:35am-12:05pm
Building/Room: Convention Center, Terrace Level, Terrace IV
Presenter on paper: Data Use in Catholic Schools: Challenges and Implications

Creating Social Change: Do Multicultural Service-Learning Opportunities Make a Difference?
Session Submission Type: Roundtable Session
Unit/Sub-unit: Division J- Postsecondary Education/Section 1: College Student Learning and Development
Scheduled Time: Thursday, April 3, 2:15-3:45pm
Building/Room: Convention Center, Terrace Level, Terrace IV
Presenter on paper: Does How Students Serve Matter? What Characteristics of Service Programs Predict Students’ Social Justice Attitudes?

Larry Ludlow

Instrument Development and Validation
Session Submission Type: Paper Session
Unit: SIG-Rasch Measurement
Scheduled Time: Friday, April 4, 4:05-5:35pm
Building/Room: Convention Center, 100 Level, 112A
Presenter on Paper: Expeditionary Learning Implementation Review: Instrument Development

Redrawing the Map: Toward a Complex Theory of Initial Teacher Education
Session Submission Type: Symposium
Unit/Sub-Unit: Division K-Teaching and Teacher Education/Section 10: Teaching and Teacher Education Policy and Research
Scheduled Time: Sunday, April 6, 10:35am-12:05pm
Building/Room: Convention Center, 100 Level, 114
Presenter on Paper: Building Theoretical Redescriptions: Digging Deeper Using Quantitative and Qualitative Approaches
ERME Participants
by Name

The Completion Agenda: Finding Different Pathways
Session Submission Type: Roundtable Session
Unit/Sub-Unit: Division J-Postsecondary Education/Section 1:College Student Learning and Development
Scheduled Time: Monday, April 7, 12:25-1:55pm
Building/Room: Convention Center, Terrace Level, Terrace IV
Presenter on Paper: A Concerning Misalignment? Comparing Institutional and Student Perspectives on the Purposes and Goals of Completing a U.S. Bachelor’s Degree

The Problem of Linear Thinking in Research on Teacher Learning: Can Complexity Theories Help?
Session Submission Type: Professional Development Course
Unit/Sub-Unit: Division K-Teaching and Teacher Education/Section B:Teacher Professional Development: Impact on Teacher Practices and Student Learning
Scheduled Time: Monday, April 7, 2:15-3:45pm
Building/Room: Convention Center, 100 Level, 114

Topics in Multiple Linear Regression
Session Submission Type: Paper Session
Unit: SIG-Multiple Linear Regression: The General Linear Model
Scheduled Time: Saturday, April 5, 2:45-4:15pm
Building/Room: Marriott, Fourth Level, 415
Presenter on Paper: Suppressor Variables Versus Suppression Effects

Jessica Masters

Diagnostic Assessment: Recent Advances From Psychometric Modeling to Classroom Applications
Session Submission Type: Symposium
Unit/Sub-Unit: Division D-Measurement and Research Methodology/Section 1: Psychometrics, Measurement, and Assessment
Scheduled Time: Monday April 7, 8:15-10:15am
Building/Room: Convention Center, 100 Level, 111B
Session Submission Role: Chair

NCME Paper Session, K9
Scheduled Time: Sunday, April 6, 10:00-11:40am
Building/Room: Loews Hotel, Commonwealth D
Presenter on Paper: Research and Development of Guidelines for Creating Accessible Computer-Based Assessments

Beth Morton

Studies of Assessment Comparability, Teacher Perceptions and Use of Data, and Student Preparation for Testing
Session Submission Type: Paper Session
Unit: Division J-Postsecondary Education/Section 1:College Student Learning and Development
Scheduled Time: Friday, April 4, 2:15-3:45pm
Building/Room: Convention Center, 200 Level, Hall E
Presenter on Paper: The Impact of an Interim Assessment Program on Educator Practice and Student Achievement: Uncovering the Processes at Work
# ERME Participants by Name

## Laura O’Dwyer

**Educational Outcomes and the Role of Institutional Type**

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<tr>
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<td>Building/Room</td>
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<tr>
<td>Presenter on Paper</td>
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## John Poggio

**Reassessing International Assessments**

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<td>SIG-International Studies</td>
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<tr>
<td>Building/Room</td>
<td>Convention Center, 100 Level, 109A</td>
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<tr>
<td>Presenter on Paper</td>
<td>A New Threat to Validity: An Examination of Cultural Discrepancies in Omission Rates on International Assessments</td>
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## Understanding and Measuring Academic Performance

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<td>Unit</td>
<td>Division D-Measurement and Research Methodology/Section 1: Psychometrics, Measurement, and Assessment</td>
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<tr>
<td>Scheduled Time</td>
<td>Sunday, April 6, 4:05-5:35pm</td>
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<tr>
<td>Building/Room</td>
<td>Convention Center, 100 Level, 111B</td>
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<tr>
<td>Presenter on Paper</td>
<td>Effects of Reducing the Cognitive Load of Mathematics Items on Student Performances</td>
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## Anastasia Raczek

**Program Evaluation in Schools**

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<td>Building/Room</td>
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<tr>
<td>Presenter on paper</td>
<td>Estimating the Impact of Optimized Student Support in Elementary School on Boston Exam School Attendance</td>
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## Poverty, Early Social Supports, and Child Outcomes

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<td>Unit/Sub-Unit</td>
<td>Division L-Educational Policy and Politics/Section 7: Social Policy and Social Context</td>
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<tr>
<td>Scheduled Time</td>
<td>Saturday, April 5, 8:15-10:15am</td>
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<td>Building/Room</td>
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<td>Presenter on paper</td>
<td>Comparing the Impact of Interventions to Support Children in Poverty</td>
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## Studies on Rasch Conditions and Applications

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<th>Session Submission Type</th>
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<td>Unit/Sub-Unit</td>
<td>Division K-Teaching and Teacher Education/Section 3: Focus on the Lives of Teachers</td>
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<td>Scheduled Time</td>
<td>Sunday, April 6, 4:05-5:35pm</td>
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<tr>
<td>Building/Room</td>
<td>Convention Center, 200 Level, Hall E</td>
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<tr>
<td>Presenter on paper</td>
<td>Teachers’ Sense of Efficacy in Schools Implementing an Optimized Student Support Model</td>
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<tr>
<td>Emilie Reagan</td>
<td>Rounding out Teacher Preparation? Examining Education Rounds from Multiple Perspectives</td>
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<td>Diverse Approaches Toward Investigating the impact of Field Experience on Preservice Teachers</td>
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<td>Lessons learned from Urban Teacher Residencies</td>
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<tr>
<td>Todd Reeves</td>
<td>Teacher Development and Retention</td>
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<tr>
<td>Lauren Saenz</td>
<td>Exploring Epistemological Perspectives in Research on Evaluation</td>
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<td></td>
<td>Scale Development: Issues and Applications</td>
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ERME Participants
by Name

Katherine Shields
Educational Outcomes and the Role of Institutional Type
Session Submission Type: Paper Session
Unit / Sub Unit: Division J-Postsecondary Education/Section 1: College Student Learning and Development
Scheduled Time: Monday, April 7, 8:15-9:45am
Building/Room: Convention Center, 100 Level, 108B
Presenter on paper: College Completion and Remedial Education: Do Institutional Characteristics Make a Difference?

Caroline Vuilleumier
Catholic Education Through an International Lens and From Within Urban Communities
Session Submission Type: Paper Session
Unit: SIG-Catholic Education
Scheduled Time: Sunday, April 6, 10:35am-12:05pm
Building/Room: Marriott, Fourth Level, 411
Presenter on Paper: Communities of Practice in a Network of Catholic Bilingual Schools

Steve Stemler
Situational Judgment Tests: Assessing Workforce Readiness
Session Submission Type: Paper Session
Scheduled Time: Sunday, April 6, 12:25-1:55pm
Building/Room: Convention Center, 100 Level, 112A
Presenter on Paper: When Predicting Performance, Less of a Bad Thing is Better Than More of a Good Thing

Yun Xiang
Charter School Research and Evaluation
Session Submission Type: Paper Session
Unit: SIG-Charter School Research and Evaluation
Scheduled Time: Friday, April 4, 2:15-3:45pm
Building/Room: Convention Center, 100 Level, 118C
Presenter on Paper: Do Charter Schools Make a Difference in Student Achievement and Growth?

Methodological Considerations in Modeling Latent Growth
Session Submission Type: Paper Session
Scheduled Time: Sunday April 6, 4:05-5:35pm
Building/Room: Convention Center, 100 Level, 117
Session Submission Role: Chair
We live in exciting times in education research, where every day new ground is being forged in research design, methodology, instrumentation, and assessment. Questions regarding how people learn, what should be taught by whom, and to what ends remain at the core of our field, enveloped in a “cloud” of new ideas and technologies. In our rapidly changing world it is clearly time to take stock of the value of education research, of how it has spurred innovation, and of its problems and the potential solutions it can provide for improving the learning and well-being of children and adults. The theme for the 2014 Annual Meeting aims to encourage submissions that link the possibilities of education research, recognizing how evidence of varying types can be used for tackling persisting issues in education and for their innovative resolution.

Information is everywhere. How to ensure the veracity of information and evidence, especially in a global knowledge environment, presents a new set of challenges to our education research community. Increasingly, the need for customized learning has been driving the development of new technologies that provide more choices and opportunities for learning. Researchers and commercial vendors are looking to technology to customize learning and devise unique, efficient ways of obtaining data to assess academic progress, remediate problems, address embedded inequalities, and predict future outcomes. There are now multiple ways of obtaining information from social interactions that are both virtual and in-person.

Against this backdrop of technology, education researchers struggle with closing a widening achievement gap between rich and poor students; devising rational systems for measuring teacher quality; sparking creativity and interest in science, technology, engineering, and mathematics; discovering how we learn and interpret content, behaviors, and social settings; seeking more equitable solutions for college access and persistence; assessing the affordances of online learning; and measuring system accountability and human learning with massive data.

Education research has laid a foundation for many of these issues, but they need to be revisited and reworked if we are to make wise, reasonable choices for the education enterprise of today and tomorrow. It is our challenge not only to embrace change and innovate in choosing what problems to study, and how—whether through micro-interactions in classrooms or trends across dozens of large-scale national, state, and district data sets—but also to critically examine and evaluate what has changed, what is changing, and what will likely change the educational futures of all students of all ages, particularly those with limited social and economic resources.

This year we encourage submissions that examine seriously the many changes occurring across education research, from its design to its implementation, in areas where we have had a major stake, such as learning, pedagogy, school systems, higher education, and education inequality. We also encourage submissions that address how we are now conducting and plan to work in an environment vastly different from that of even five years ago. We look forward to receiving your ideas on this theme. We hope to see you all in Philadelphia, that city of brotherly and sisterly love, where we can ring a new bell that reaffirms our pride in being education researchers and our visions for the future.

Barbara Schneider, AERA President
Mark Berends, Annual Meeting Program Chair
The primary site of the 2014 Annual Meeting is the

**Pennsylvania Convention Center**
www.paconvention.com
1101 Arch Street
Philadelphia, PA 19107

Additional meetings will also be held in the Philadelphia Marriott Downtown, Courtyard Philadelphia Downtown, and Loews Philadelphia hotels.

The NCME headquarters will be located at the Loews Philadelphia Hotel.
Conference Information

Pennsylvania Convention Center Area Map
Dean Maureen E. Kenny
and the Faculty and Administration
of the Lynch School of Education
Boston College

invite you to a
RECEPTION

2014 American Educational Research
Association Annual Meeting

Saturday, April 5, 2014
7:00-8:15 p.m.

Philadelphia Marriot Downtown
Franklin 2– Fourth Floor
1201 Market Street
Philadelphia, Pennsylvania

HORS D'OEUVRES AND CASH BAR
Conference Information

Exhibitor List

American Educational Research Association
AACTE - American Association of Colleges for Teacher Education
ACT, Inc, improve yourself
AERA Division H: Research, Evaluation, and Assessment in Schools
American Institutes for Research (AIR)
American Psychological Association
ATLAS.ti GmbH, Qualitative Data Analysis
Bloomsbury Academic
Buros Center for Testing
Cambridge University Press, New York, NY
Caslon Publishing and Consulting, Philadelphia, PA
Catholic Education Journal / Loyola Marymount University
College Board
Corwin
Dedoose
DIPF
Education Archives, ICPSR
Elsevier Ltd.
Emerald Group Publishing Limited
Emirates College for Advanced Education
ETS
FAST - Formative Assessment System for Teachers
Gravic, Inc
Guilford Press
Harvard Education Publishing Group
Harvard University Press
Harvard University - SDP
IAP-Information Age Publishing, Inc.
JMP software from SAS
Johns Hopkins University Press
Mangold International GmbH
Multilingual Matters
National Assessment of Educational Progress, (NAEP)
National Council on Measurement in Education (NCME)
National Longitudinal Surveys
National Research Council of the National Academies

Oxford University Press
Palgrave Macmillan
Paradigm Publishers / Left Coast Press
PEARSON
Peter Lang Publishing, Inc.
Provalis Research, Text Analytis Software
QSR International
Renaissance Learning
Rethinking Schools
Routledge
Rowman & Littlefield Publishing Group
Russell Sage Foundation
SAGE
SAS Institute Inc., JMP Division
Secondary School Admission Test Board
Sense Publishers
Springer, New York, NY
SRERA Consortium
StataCorp LP
Stylus Publishing
SUNY Press
Teachers College Press, Teachers College, Columbia University
The New Press
thereNow
U.S News & World Report
University of Chicago Press
University of Notre Dame
University of Toronto Press
VERBI Software. Consult. GmbH, MAXQDA
WestEd
Wiley
Chicago in 2015

Exhibit Hall Dates and Location

The 2014 AERA Exhibit Hall will be located in the Pennsylvania Convention Center, 200 Level, Exhibit Hall E

Exhibit Hall Hours:
Friday, April 4  9:00 AM – 6:00 PM
Saturday, April 5  9:00 AM – 4:00 PM
Sunday, April 6  9:00 AM – 5:00 PM

Discover Philadelphia

You will be captivated by this 21st Century Renaissance City where an inspired, young, creative culture is blooming and partnering with high-energy, innovation and education. With a spirit of independence, the city and region are birthing a new generation of catalytic people designing this modern renaissance city.

Must See in the Convention District:
1. The Convention district is home to amazing outdoor art installations, including Claes Oldenburg’s Paint Torch and Jordan Liska’s Grumman Greenhouse in Lennyfest Plaza.

2. Sample the best in local and global flavors at the Reading Terminal Market. Housed under a converted train station (the Reading Railway of Monopoly fame), this historic building brings local farmers and international food vendors together under one enormous roof. It’s also home to Tommy DiNic’s Roast Pork Sandwich, which was recently voted the best in America by the Travel Channel’s Adam Richman.

3. A cool modern art exhibition space, The Fabric Workshop and Museum’s unique artist-in-residence program has resulted in an archive of one-of-a-kind collaborations with internationally renowned artists such as Roy Lichtenstein and Kara Walker.

4. Philadelphia’s Chinatown is one of the largest in America. It offers delicacies from all across Asia; favorites include Vietnamese pho and Thai red curry. If you’re traveling with a large group, visit Sang Kee Peking Duck House, a Chinatown landmark that serves delicious duck and other delights until 11:30 p.m. on Friday and Saturday nights.
Dining in Philadelphia

With a broad-range of cultures in this metropolitan city, you can find foods from almost every country imaginable. And with hundreds of restaurants throughout the City, you're sure to find something to whet your appetite. But, if you're looking for something truly authentic, nothing says Philadelphia quite like these local favorites:

**Cheesesteaks:** Fresh, soft and squishy Italian rolls, typically 12 inches long, filled with melted cheese and tender pieces of beef are the main components of this truly Philadelphia sandwich. Most establishments offer a choice of Cheez Whiz (or "whiz" if you want to sound like a local), American, or Provolone cheese and the option of adding fried or raw onions to the steak. Depending on where you go, the beef is served in slices or chopped up, but almost every place in Philadelphia cooks the beef on top of a griddle with a little bit of oil.

    *Eat it Like a Local Tip:* Stand back! The juices of these succulent sandwiches tend to run out the back of the roll, so watch out while you're eating because you could end up wearing it! Many locals have adopted a similar way of eating a cheesesteak. To do it like them, stand and lean over your sandwich as you eat.

**Crab Fries:** Combining hot and spicy with one of America’s favorite dishes Crab Fries are a real treat. Available at multiple restaurants and venues across the city, Chickie’s and Pete’s take on the dish is a Philadelphia favorite.

**Hoagies:** The "Official Sandwich of Philadelphia," hoagies are a regional concoction and overwhelming favorite. These mouth-watering sandwiches are more than a mouthful, packed with lettuce, tomato, onions, peppers, oregano, oil dressing, cheese (Provolone or American, usually) and of course, delicious Italian lunch meats like dry salami, mortadella and capicolla - hence the nickname, "Italian Hoagie." *Eat it Like a Local Tip:* Ask any Philadelphian what the X-factor ingredient is in making a great hoagie and the answer is universal - the bread. Make sure you find an establishment where the bread is fresh and warm!