ERME at AERA

AERA Annual Meeting & Exhibition
NCME Annual Meeting

San Diego
April 13-17, 2009
# ERME at AERA

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### For More Information:

- **AERA Division D Program (.pdf)**—[http://www.aera.net/uploadedFiles/Divisions/Measurement_and_Research_Methodology_(D)/Announcements/2009%20AERA%20Division%20D%20Annual%20Meeting%20Sessions%20Revised%2032109%20rr.pdf](http://www.aera.net/uploadedFiles/Divisions/Measurement_and_Research_Methodology_(D)/Announcements/2009%20AERA%20Division%20D%20Annual%20Meeting%20Sessions%20Revised%2032109%20rr.pdf)
- **NCME Online Program**—[http://www.ncme.org/meeting/index.cfm](http://www.ncme.org/meeting/index.cfm)
ERME Information

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 323
140 Commonwealth Avenue, Chestnut Hill, MA 02467
617-552-2072

Department Chair: Dr. Larry Ludlow, ludlow@bc.edu
Administrative Assistant: Tracy McMahon, lituri@bc.edu

ERME Site: www.bc.edu/schools/lsoe/about/departments/erme/
ERME Blog: http://ermedept.blogspot.com/
Job Listings: http://ermejobblog.blogspot.com/
ERME Information

ERME Faculty Research Interests & Current Projects

Dr. Henry Braun, Boisi Professor of Education and Public Policy, and Director of CSTEEP
Research Interests: Testing and education policy, large-scale assessment surveys, achievement gaps, value-added modeling, standard setting, higher education outcomes.
Current Projects:
- Link between State Policy and Closing of the Black/White Achievement Gap (CSTEEP)
- Working Group on Liberal Education and Beyond (CSTEEP)
- Step UP (University Partnership) Evaluation Subcommittee
- Value-added evaluation of teachers and the link to teacher certification
- Experimental analysis of student motivation on 12th grade NAEP reading
- Linking performance on the NAEP science assessment to instructional practices

Dr. Walter Haney, Professor
Research Interests: Testing and public policy, educational technology, exploratory data analysis, cheating on tests, drawings as an alternative form of assessment.
Current Projects:
- Education Pipeline Project (CSTEEP)
- Legacies of War

Dr. Spyros Konstantopoulos, Assistant Professor
Research Interests: Power analysis in nested designs, multilevel designs and models, multivariate statistics school and teacher effects, class size effects, achievement gaps.
Current Projects:
- Teacher effects reloaded: Does classroom context and size matter?
- Evaluating Effects of School Reform on the Achievement Gap

Dr. Larry Ludlow, Professor, and Department Chair
Research Interests: Psychometric theory, Rasch models, research design, applied statistics, student ratings of instruction, teacher attrition models.
Current Projects:
- Teachers for a New Era (TNE), with Dr. Joseph Pedulla and Teacher Education faculty
- Teacher Development and Teacher Retention: Unraveling Complex Issues, with Dr. Joseph Pedulla and Teacher Education faculty
- Course Evaluation Project
- Cross cultural comparison of Learning to Teach for Social Justice
- Computer Adaptive Testing in physical rehabilitation
- Retention of engineering students

Dr. Ina Mullis, Professor, and Director of the International Study Center
Research Interests: Large-scale assessment methods in international, national, and state contexts; innovative approaches to measuring student skills and understandings.
Current Projects:
- Trends in International Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS)

Dr. Laura O’Dwyer, Assistant Professor
Research Interests: International comparative studies, organizational characteristics related to technology use, experimental design, multilevel power analysis, hierarchical linear modeling, applied statistics.
Current Projects:
- eLearning for Educators, with Dr. Joseph Pedulla and Dr. Michael Russell (iTASC)
- Evolution Readiness: A Modeling Approach (iTASC)
- IT and College Pathways through application of Technology to explore Urban Ecological Challenges, in collaboration with Teacher Education and Counseling Psychology faculty
- The impact of technology based interventions on student and teacher outcomes
- Large-scale assessment
- Technology-enabled formative assessment
- Experimental design

Dr. Joseph Pedulla, Associate Professor
Research Interests: 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.
Current Projects:
- eLearning for Educators, with Dr. Laura O’Dwyer and Dr. Michael Russell (iTASC)
- Teachers for a New Era (TNE), with Dr. Larry Ludlow and Teacher Education faculty
- Teacher Development and Teacher Retention: Unraveling Complex Issues, with Dr. Larry Ludlow and Teacher Education faculty

Dr. Michael Russell, Associate Professor
Research Interests: Innovative uses of computer-based technologies and applications of Universal Design to enhance educational testing and assessment, survey methods
Current Projects:
- Diagnostic Geometry Assessment (iTASC)
- Diagnostic Algebra Assessment (iTASC)
- eLearning for Educators, with Dr. Laura O’Dwyer and Dr. Joseph Pedulla (iTASC)
- Laptop Initiatives, with Dr. Damian Bebell (iTASC)
- Universally Designed Computer-based test delivery
- Digital Work Pad
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 Technology and Assessment Study Collaborative (inTASC) is a not-for-profit research group that works collaboratively with schools, educational agencies, and businesses to conduct research and development on a variety of issues related to technology and assessment. inTASC brings together researchers who have examined several aspects of technology and assessment in schools over the past decade to focus on new questions and issues that arise from the field. inTASC is unique in that it does not develop research studies and then seek schools to participate in research activities. Instead, schools, educational agencies, and businesses approach inTASC with their own ideas and/or questions that require systematic research to address. Research conducted by inTASC is developed, conducted, and often disseminated in collaboration with our educational and business partners.

For more information about inTASC, please visit: intasc@bc.edu.

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-related presenters currently at Boston College

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<thead>
<tr>
<th>AERA</th>
<th>Current ERME Students</th>
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<tr>
<td><strong>ERME Faculty</strong></td>
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<tr>
<td>Dr. Henry Braun</td>
<td>Mac Cannady</td>
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<tr>
<td>Dr. Walter Haney</td>
<td>Deborah Cantor</td>
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<tr>
<td>Dr. Spyros Konstantopoulos</td>
<td>Lauren Chapman</td>
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<tr>
<td>Dr. Larry Ludlow</td>
<td>Stephanie Chappe</td>
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<tr>
<td>Dr. Laura O'Dwyer</td>
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<tr>
<td>Dr. Joseph Pedulla</td>
<td>Ebru Erberber</td>
</tr>
<tr>
<td>Dr. Michael Russell</td>
<td>Jiefang Hu</td>
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<tr>
<td><strong>Alumni</strong></td>
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<tr>
<td>Dr. Sarah Enterline</td>
<td>Yong (Issac) Li</td>
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<tr>
<td>Dr. Kathleen Rhoades</td>
<td>Emilie Mitescu</td>
</tr>
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<td></td>
<td>Yves Salomon-Fernandez</td>
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<tr>
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<td>Octavio Suarez Munist</td>
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<td><strong>Research Centers</strong></td>
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<td>Jessica Masters, CSTEEP</td>
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<td><strong>Faculty</strong></td>
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<td>Dr. Henry Braun</td>
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# ERME Participants

## by Name

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<th>Last</th>
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<td>Standards, Assessment, and Accountability: Cross-Disciplinary Evidence and Systemic Change</td>
<td>13-Apr</td>
<td>12:00pm - 1:30pm</td>
<td>San Diego Convention Center</td>
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<td>Building an Institution-Specific Higher Education Accountability System</td>
<td>14-Apr</td>
<td>2:15pm - 3:45pm</td>
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<td>Cannady</td>
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<td>Paper Discussion</td>
<td>Does a Stand-Alone Classroom Assessment Course Make a Difference?</td>
<td>15-Apr</td>
<td>10:35am - 11:15am</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
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<td>Building an Institution-Specific Higher Education Accountability System</td>
<td>14-Apr</td>
<td>2:15pm - 3:45pm</td>
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<td>Chapman</td>
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<td>Paper Discussion</td>
<td>Impacts of an Online Professional Development Program in High-Needs Versus Non-High-Needs Schools</td>
<td>16-Apr</td>
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<td>14-Apr</td>
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<td>Does a Stand-Alone Classroom Assessment Course Make a Difference?</td>
<td>15-Apr</td>
<td>10:35am - 11:15am</td>
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<td>Dianconu</td>
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<td>Growing a Culture of Science in the Classroom</td>
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<td>Using Evidence to Develop and Expand a Performance Assessment of Candidates’ Field Experience</td>
<td>14-Apr</td>
<td>2:15pm - 3:45pm</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
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</table>
## ERME Participants
### by Name

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<th>Last</th>
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<th>Time</th>
<th>Hotel</th>
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<td>An Investigation of Regional Disparities in Science Achievement of Turkish Eighth-Grade Students: Evidence From TIMSS 2007</td>
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<td>Comparing Immigrant Academic Achievement Across Countries: A Blinder-Oaxaca Decomposition of TIMSS 2003 Results</td>
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<td>4:05pm - 5:35pm</td>
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<td>14-Apr</td>
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<td>Do Teacher Effects Persist Through Sixth Grade?</td>
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<td>15-Apr</td>
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<td>Constructing a More Powerful Test in Three-Level Cluster Randomized Designs</td>
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<td>Li</td>
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<td>Structured Poster Session</td>
<td>Understanding the Scaling Methodologies in Large-Scale Assessments: A TIMSS Case Study</td>
<td>13-Apr</td>
<td>4:05pm - 5:35pm</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 3</td>
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<td>14-Apr</td>
<td>2:15pm - 3:45pm</td>
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<td>Does a Stand-Alone Classroom Assessment Course Make a Difference?</td>
<td>15-Apr</td>
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<td>Development and Validation of the Survey of Internet Risk and Behavior</td>
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<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 4</td>
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# ERME Participants by Name

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<th>Time</th>
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<td>Jessica</td>
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<td>Symposium</td>
<td>A Formative Instructional Approach for Algebra and Geometry</td>
<td>13-Apr</td>
<td>2:15pm - 3:45pm</td>
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<td>ExplaNet: Promoting Cognitive Change in a Web-Based and Anonymous Environment</td>
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<td>Mitescu</td>
<td>Emilie</td>
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<td>Symposium</td>
<td>Building an Institution-Specific Higher Education Accountability System</td>
<td>14-Apr</td>
<td>2:15pm - 3:45pm</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>San Diego Ballroom Salon A</td>
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<td>Mitescu</td>
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<td>Presenter</td>
<td>Paper Session</td>
<td>Teach for America and the Politics of Progressive Neoliberalism</td>
<td>15-Apr</td>
<td>8:15am - 9:45am</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>San Diego Ballroom Salon B</td>
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<td>O'Dwyer</td>
<td>Laura</td>
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<td>Paper Session</td>
<td>Examining the Relationships Among Emotional Intelligence, Coping Mechanisms for Stress, and Leadership Effectiveness for Middle School Principals</td>
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<td>Paper Discussion</td>
<td>Understanding the Correlates of Performance for Hispanic High School Students on a Mandated State Assessment</td>
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<td>Does a Stand-Alone Classroom Assessment Course Make a Difference?</td>
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<td>A (Partial) Technical Analysis of the MTLEL</td>
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<td>Impacts of an Online Professional Development Program in High-Needs Versus Non-High-Needs Schools</td>
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<td>13-Apr</td>
<td>2:15pm - 3:45pm</td>
<td>Omni San Diego</td>
<td>Salon C</td>
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<tr>
<td>Russell</td>
<td>Michael</td>
<td>Presenter</td>
<td>Symposium</td>
<td>Formative Assessment Tools for Algebra and Geometry</td>
<td>17-Apr</td>
<td>12:25pm - 1:55pm</td>
<td>Omni San Diego</td>
<td>Salon C</td>
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<td>Salomon</td>
<td>Yves</td>
<td>Non-Presenter</td>
<td>Paper</td>
<td>Evaluating Faculty Teaching Effectiveness: The Role of Institutional Mission, Student Perceptions, and Process</td>
<td>15-Apr</td>
<td>8:15am - 9:45am</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
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<td>Suarez</td>
<td>Octavio</td>
<td>Presenter</td>
<td>Paper</td>
<td>Comparing Immigrant Academic Achievement Across Countries: A Blinder-Oaxaca Decomposition of TIMSS 2003 Results</td>
<td>16-Apr</td>
<td>4:05pm - 5:35pm</td>
<td>San Diego Convention Center</td>
<td>Room 24C</td>
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<tr>
<td>Tian</td>
<td>Feng</td>
<td>Presenter</td>
<td>Paper</td>
<td>Examining the Construct Equivalence Between Chinese, Russian, and Arabic Versions and English Version of TIMSS 2003 Using Factor Analysis, DIF Analysis, and DTF Analysis</td>
<td>14-Apr</td>
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<td>Kathleen</td>
<td>Presenter</td>
<td>Paper</td>
<td>Use of Large-Scale International Data Sets for Research and Policy Discussion Related to Student Achievement</td>
<td>16-Apr</td>
<td>4:05pm - 5:35pm</td>
<td>San Diego Convention Center</td>
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<td>Wang</td>
<td>Yang (Caroline)</td>
<td>Presenter</td>
<td>Poster</td>
<td>Division D In-Progress Research Gala</td>
<td>16-Apr</td>
<td>6:30pm - 8:030pm</td>
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<td>Marriott Hall Salon 3</td>
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<td>Xiang</td>
<td>Yun</td>
<td>Presenter</td>
<td>Paper</td>
<td>Ethnic Differences in Achievement Growth: Longitudinal Data Analysis of Math Achievement in a Hierarchical Linear Modeling Framework</td>
<td>14-Apr</td>
<td>4:05pm - 6:05pm</td>
<td>San Diego Convention Center</td>
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## ERME Participants

### by Date: Monday, April 13th

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<th>Date</th>
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<tr>
<td>13-Apr</td>
<td>12:00pm - 1:30pm</td>
<td>Braun</td>
<td>Henry</td>
<td>Participant</td>
<td>Symposium</td>
<td>Standards, Assessment, and Accountability: Cross-Disciplinary Evidence and Systemic Change</td>
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<td>A Formative Instructional Approach for Algebra and Geometry</td>
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<td>13-Apr</td>
<td>4:05pm - 5:35pm</td>
<td>Li</td>
<td>Yong (Issac)</td>
<td>Presenter</td>
<td>Structured Poster Session</td>
<td>Understanding the Scaling Methodologies in Large-Scale Assessments: A TIMSS Case Study</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 3</td>
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# ERME Participants

## by Date: Tuesday, April 14th

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<th>Date</th>
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<tr>
<td>14-Apr</td>
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<td>Braun</td>
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<td>Participant</td>
<td>NCME Training Session</td>
<td>To Compare is Human, to Make Sense of it All, Divine</td>
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<td>Legends 3, B2</td>
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<td>14-Apr</td>
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<td>O’Dwyer</td>
<td>Laura</td>
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<td>Paper Discussion</td>
<td>Understanding the Correlates of Performance for Hispanic High School Students on a Mandated State Assessment</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 4</td>
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<td>Tian</td>
<td>Feng</td>
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<td>Paper Session</td>
<td>Examining the Construct Equivalence Between Chinese, Russian, and Arabic Versions and English Version of TIMSS 2003 Using Factor Analysis, DIF Analysis, and DTF Analysis</td>
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<td>Room 29B</td>
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<td>2:15pm-3:45pm</td>
<td>Cannady</td>
<td>Mac</td>
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<td>Symposium</td>
<td>Building an Institution-Specific Higher Education Accountability System</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>San Diego Ballroom Salon A</td>
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<td></td>
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<td>Cantor</td>
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<td>Sarah</td>
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<td>Mitescu</td>
<td>Emilie</td>
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<td></td>
<td>Using Evidence to Develop and Expand a Performance Assessment of Candidates’ Field Experience</td>
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<td>14-Apr</td>
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<td>Erberber</td>
<td>Ebru</td>
<td>Presenter</td>
<td>Poster Session</td>
<td>An Investigation of Regional Disparities in Science Achievement of Turkish Eighth-Grade Students: Evidence From TIMSS 2007</td>
<td>San Diego Convention Center</td>
<td>Sails Pavilion</td>
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<tr>
<td>14-Apr</td>
<td>4:05pm-5:35pm</td>
<td>O’Dwyer</td>
<td>Laura</td>
<td>Presenter</td>
<td>Paper Session</td>
<td>Examining the Relationships Among Emotional Intelligence, Coping Mechanisms for Stress, and Leadership Effectiveness for Middle School Principals</td>
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<td>Xiang</td>
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<td>Paper Session</td>
<td>Ethnic Differences in Achievement Growth: Longitudinal Data Analysis of Math Achievement in a Hierarchical Linear Modeling Framework</td>
<td>San Diego Convention Center</td>
<td>Room 9</td>
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<td>14-Apr</td>
<td>6:15pm-7:45pm</td>
<td>Haney</td>
<td>Walter</td>
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<td>San Diego Marriott Hotel &amp; Marina</td>
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## ERME Participants

### by Date: Wednesday, April 15th

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<th>Room</th>
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<tr>
<td>15-Apr</td>
<td>8:15am - 9:45am</td>
<td>Konstantopoulos</td>
<td>Spyros</td>
<td>Presenter</td>
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<td>Do Teacher Effects Persist Through Sixth Grade?</td>
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<td>Mitescu</td>
<td>Emilie</td>
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<td>Paper Session</td>
<td>Teach for America and the Politics of Progressive Neoliberalism</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>San Diego Ballroom Salon B</td>
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<td>15-Apr</td>
<td>8:15am - 9:45am</td>
<td>Salomon-Fernandez</td>
<td>Yves</td>
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<td>Paper Session</td>
<td>Evaluating Faculty Teaching Effectiveness: The Role of Institutional Mission, Student Perceptions, and Process</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>New York and Orlando</td>
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<td>15-Apr</td>
<td>10:35am - 11:15am</td>
<td>Cannady</td>
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<td>Presenter</td>
<td>Paper Discussion</td>
<td>Does a Stand-Alone Classroom Assessment Course Make a Difference?</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 4</td>
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<td>Ludlow</td>
<td>Larry</td>
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<td>Paper Discussion</td>
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<td>Pedulla</td>
<td>Joseph</td>
<td>Non-Presenter</td>
<td>Paper Discussion</td>
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<td>15-Apr</td>
<td>12:25pm - 1:55pm</td>
<td>Konstantopoulos</td>
<td>Spyros</td>
<td>Presenter</td>
<td>Paper Session</td>
<td>Optimal Design in Three-Level Cluster Randomized Designs</td>
<td>Omni San Diego</td>
<td>Gaslamp 1</td>
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<td>Constructing a More Powerful Test in Three-Level Cluster Randomized Designs</td>
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# ERME Participants

## by Date: Thursday, April 16th

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<tr>
<td>16-Apr</td>
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<td>Chapman</td>
<td>Lauren</td>
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<td>Paper Discussion</td>
<td>Impacts of an Online Professional Development Program in High-Needs Versus Non-High-Needs Schools</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 4</td>
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<td>Pedulla</td>
<td>Joseph</td>
<td>Paper Discussion</td>
<td>Development and Validation of the Survey of Internet Risk and Behavior</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 4</td>
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<td>Paper Session</td>
<td>Comparing Immigrant Academic Achievement Across Countries: A Blinder-Oaxaca Decomposition of TIMSS 2003 Results</td>
<td>San Diego Convention Center</td>
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<td>Presenter</td>
<td>Paper Session</td>
<td>Use of Large-Scale International Data Sets for Research and Policy Discussion Related to Student Achievement</td>
<td>San Diego Convention Center</td>
<td>Room 24C</td>
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<td>16-Apr</td>
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<td>Wang (Caroline)</td>
<td>Yang</td>
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<td>Poster Session</td>
<td>Division D In-Progress Research Gala</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
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# ERME Participants

**by Date: Friday, April 17th**

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<td>17-Apr</td>
<td>8:15am - 9:45am</td>
<td>Pedulla</td>
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<td>Symposium</td>
<td>A (Partial) Technical Analysis of the MTEL</td>
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<td>Marriott Hall Salon 2</td>
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<td>Masters</td>
<td>Jessica</td>
<td>Presenter</td>
<td>Paper Discussion</td>
<td>ExplaNet: Promoting Cognitive Change in a Web-Based and Anonymous Environment</td>
<td>San Diego Convention Center</td>
<td>Ballroom 6A</td>
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<td>Masters</td>
<td>Jessica</td>
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<td>Symposium</td>
<td>Formative Assessment Tools for Algebra and Geometry</td>
<td>Omni San Diego</td>
<td>Salon C</td>
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<td>Russell</td>
<td>Michael</td>
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<tr>
<td>17-Apr</td>
<td>2:15pm - 3:45pm</td>
<td>Dianconu</td>
<td>Dana</td>
<td>Non-Presenter</td>
<td>Paper Session</td>
<td>Growing a Culture of Science in the Classroom</td>
<td>San Diego Marriott Hotel &amp; Marina</td>
<td>Marriott Hall Salon 6</td>
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At a time when knowledge creation and use requires spanning boundaries between academic disciplines, education researchers can take pride in their long tradition of multi-disciplinary work. AERA’s 2009 annual meeting will celebrate this tradition, and look ahead to assess new ways that education research and disciplinary inquiry might be more effectively integrated.

Relations between education research and disciplinary inquiry have been reciprocal and multi-faceted. The disciplines have contributed a diverse array of theoretical insights and research methods to the study of education and its societal roles. Education research, in turn, has provided a major venue for testing theory and developing analytical methods, and its studies have helped refine and expand those theories in significant ways. More than multi-disciplinary endeavors in many other fields, education research has been inclusive in its application of disciplinary perspectives, and in its respect for quantitative and qualitative methods. The result has been a uniquely rich capacity for education research to draw on a broad range of humanistic and scientific disciplines, and to contribute widely to the improvement of education policy and practice.

The 2009 annual meeting will be an opportunity for renewed discussion and expansion of the role of education research as a hub of interdisciplinary scholarship. Special attention will be paid to proposals for papers and sessions that demonstrate the value of interdisciplinary research, the significance of multiple methodological perspectives, and interactions between education and its sister disciplines in the sciences and humanities.
The primary site of the 2009 Annual Meeting is the **San Diego Convention Center**

Annual Meeting sessions will also be held at the four headquarter hotels: the **San Diego Marriott Hotel & Marina**, the **Manchester Grand Hyatt**, the **Omni San Diego**, and the **Hard Rock Hotel**.

The Hard Rock Hotel is the headquarter hotel for NCME.

***See pages 24-30 for hotel locations and floor plans***
Conference Information

Description and Format of Session Types

**Paper Session**
In paper sessions, authors present abbreviated versions of their papers, followed by comment/critique by a discussant and audience discussion. In general, program chairs should plan on featuring four to five papers in a Paper Session. A typical structure for a session with four or five papers offers approximately 5 minutes for the chair to introduce the session, 12 minutes per author presentation, 12 minutes of critique by discussant(s), and 15 minutes of discussion with panel and audience.

**Symposium**
Symposia provide an opportunity for examining specific topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated issue or idea. Panel members are expected to prepare a commentary paper addressing central questions regarding the issue under consideration.

**Interactive Symposium**
Interactive symposia increase engagement with the topic, enrich the experience of attendees through active discussion, and promote deeper understanding by all participants (including the presenters). A large portion of the session is devoted to activities such as a panel discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. It is important to have a chair willing to maintain time limits on speakers and skilled at facilitating discussion. Innovative formats, such as town-hall meetings, can be proposed under this rubric.

**Paper Discussion Presentation Session**
Paper Discussions Presentation Sessions (formerly known as Roundtables) allow the maximum interaction with the presenters by eliminating the formal presentation. Individual presenters are assigned to numbered tables in a large meeting room where interested persons may gather for discussion with the presenter about his or her paper or project. This format is particularly appropriate for papers addressing topics best pursued through extensive discussion. Authors must bring copies of the full paper and should remain available for discussion throughout the 40-minute session.

When using this format, please schedule 4 to 7 (maximum 7) papers for each paper discussion session whenever feasible. The topics of these sessions may be related, but they do not have to be related to be grouped together. Discussants may be assigned to a paper discussion presentation to facilitate productive discussions.

**Poster**
Poster sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 1½-hour session. Individual presenters set up displays representing their papers in a large room with other poster presenters. Detailed instructions on preparation of posters will be available at the AERA Annual Meeting Website: http://www.aera.net. When poster presentations are scheduled as part of a "poster fair," you may assign up to 16 presentations as one session allocation. If you schedule less than 16 presentations to a poster session it is still counted as one session. Poster sessions will be scheduled in a large ballroom that will include many other such presentations. Thus, it is not appropriate to assign chairs and discussants.

**Structured Poster Session**
This format blends the presentation and discussion of a paper session or symposium with the individual focus of a poster fair. Part of the session is set aside for an introduction and brief oral presentations to the audience gathered as a group; time for a discussant and for general discussion may also be included. During the remaining time, attendees wander at will among poster stations (up to eight) that are linked conceptually. Alternatively, the session may be structured as a 45-minute poster session with a small number of participants moving among the various stations, followed by 45 minutes of discussion with the presenters, each at a roundtable.

Source: http://www.aera.net/Default.aspx?id=6554#description
Conference Information

Events of Interest for Measurement & Research Methodology Graduate Students

- **AERA Division D Graduate Student Seminar**
  - *Insider Secrets: Successfully Transitioning from Graduate Student to Professional*
  - **Session Organizer and Chair:** Linda Chard
  - **Participants:** Patti Baron, Jason Cole, Gary Cook, Kamier Kouzeakanani, Arturo Olivarez
  - **Monday, April 13, 8:00am-11:30am**
  - **Omni San Diego, Salon E**

- **AERA Division D Luncheon and Business Meeting**
  - **Session Organizer:** Linda Cook
  - **Tuesday, April 14, 12:25pm-1:55pm**
  - **San Diego Convention Center, Ballroom 20D**

- **NCME Accurate Assessment of Student Achievement: Today’s Challenges and Solutions – A Symposium**
  - **Session Organizer:** Dubravka Svetina
  - **Session Moderator:** Kimberly A. Swygert
  - **Participants:** Robert Lissitz, Christy Howanetz-Lassila, Chad Buckendahl, John Turner, Jamal Abedi
  - **Tuesday, April 14, 4:05pm-6:05pm**
  - **Hard Rock Hotel, Legends 3, E1**

- **AERA Division D and NCME Joint Welcome Reception**
  - **Tuesday, April 14, 6:15pm-7:30pm**
  - **San Diego Convention Center, Ballroom 20D**

- **NCME Breakfast, Business Meeting and Presidential Address**
  - **Wednesday, April 15, 8:00am-10:15am**
  - **San Diego Convention Center, Ballroom 20D**

- **NCME Graduate Student Poster Session**
  - **Wednesday, April 15, 4:05pm-6:05pm**
  - **Hard Rock Hotel, the Edge, 1E**

- **AERA Division D Mentoring Luncheon for New Professionals**
  - **Session Organizers:** Judith Green, Audra Skauzkalite
  - **Participants:** David Bloom, Greg Camilli, Deborah Ceglowkski, Alan Cohen, Linda Cook, Margaret Eisenhart, Patricia Elmore, Fred Erickson, Vivian Gadsen, Kurt Geisinger, Angela Gonzalez, Kristen Huff, Dan Koretz, Joy Mordica, Pamela Moss, Karen Nylund-Gibson, Anthony Onwueguzie, Barbara Ploke, Karen Rambo, Gary Ritter, William Stout, Azure Stewart, Jon Templin, Joseph Tobin
  - **Thursday, April 16, 12:25pm-1:55pm**
  - **San Diego Convention Center, Ballroom 20D**

- **AERA Division D Fireside Chat**
  - Engaging Researchers and Scholars in Conversations Around Methodology Presently used in Educational Measurement: Is Our Research Too Quantitative or Not Qualitative Enough?
  - **Session Participants:** Pamela A. Moss, Anthony J. Onwueguzie, Ronald C. Sarlin, Hariharan Swaminathan
  - **Thursday, April 16, 2:15pm-3:45pm**
  - **Omni San Diego, Gaslamp 1**

- **AERA Division D In-Progress Research Gala (structured poster session)**
  - **Session Organizers:** Jill L. Adelson, Dubravka Svetina
  - **Thursday, April 16, 6:30pm-8:00pm**
  - **San Diego Marriott Hotel & Marina, Marriott Hall Salon 3**
Conference Information

Division D
In-Progress Research Gala

During this session, which is a networking, mentoring, academic, and social event, measurement and research methodology graduate students will share posters of their in-progress research. They will be available to discuss their studies, including the conceptual framework, their research questions, and their research design and methodology. Scholars in the field are encouraged to attend to provide participants with feedback and new perspectives that could influence the in-progress research as well as to be renewed by the many creative projects being designed by new researchers. Refreshments will be provided.

**TIME:** Thursday, April 16th 6:30pm - 8:00pm

**LOCATION:** San Diego Marriott Hotel & Marina / Marriott Hall Salon 3
Conference Information

BC TNE Symposium

Creating a Culture of Evidence in Teacher Education: Challenges and Benefits

Re-cultural Teacher Education: Inquiry, Evidence, and Action
Marilyn Cochran-Smith and the BC Evidence Team

Building an Institution-Specific Higher Education Accountability System
Emilie Mitescu, Larry Ludlow, Joe Pedulla, Marilyn Cochran-Smith, Mac Cannady, Stephanie Chappe, Jiefang Hu, Sarah Enterline, Fran Loftus, Deborah Cantor

The Pieces that Matter in Teacher Education
Patrick McQuillan, Cindy Jong, Kara Mitchell, Karen Shkoman, Ann Marie Gleason, Karen Lam & Christine Power

Using Evidence to Develop and Expand the Massachusetts Pre-Service Performance Assessment
Sarah Enterline, Fran Loftus, Lisa D'Souza, Joan Barnatt, & the BC Clinical Faculty

Boston College

AERA Symposium – Division K
Tuesday, April 14, 2009, 2:15pm – 3:45pm
San Diego Marriott Hotel and Marina, San Diego Ballroom A
Conference Information

2009 AERA
Lynch School of Education Reception

Wednesday, April 15, 2009
from 7:00-8:15pm

San Diego Marriott Hotel and Marina
333 West Harbor Drive
San Diego
Solana Room, South Tower Level I

Hor d’oeuvres and cash bar
Conference Information

Exhibitor List

ACT, Inc.
AERA Division H School Evaluation and Program Development
AERA SIG: State and Regional Educational Research Associations
American Educational Research Association (AERA)
American Psychological Association
ASCD (Association for Supervision & Curriculum Development)
BOLD Educational Software
Boston College, Center for Catholic Education
Brookes Publishing
Caddo Gap Press
Cambridge University Press
Center for Human Resource Research (Ohio State University)
Cookie Lee Jewelry
Corwin Press
Council of Chief State School Officers
CTB/McGraw-Hill
Data Recognition Corporation
Denver Metro Convention & Visitors Bureau
Di-Al Enterprises
Elsevier
Embanet ULC
Emerald Group Publishing
ETS
Eye on Education
Gravic, Inc.
Guilford Publications
Hampton Press Inc.
Happy Feet
Harvard Education Publishing Group
Harvard University Press
IGI Global (Idea Group, Inc.)
Information Age Publishing
Journal of Applied Measurement/JAM Press
Learn
Lehigh University
McGraw-Hill Higher Education
MIT Press Journals
Multilingual Matters
National Assessment of Educational Progress
National Council on Measurement in Education
National Research Council/National Academies
National Science Foundation
On the Avenue Marketing New York Times
Open University Press
Palgrave Macmillan
Paradigm Publishers
Pearson
Peter Lang Publishing
Pre-K-3rd Project
Provalis Research
QSR International
Queri, Inc.
Questionmark
Rethinking Schools
Routledge Taylor & Francis Group
SAGE
SAS Institute Inc.
Sense
Solution Tree
Springer
Stanford University Press
Statistics.com
Steiner Books
Studiocode Business Group
Stylus Publishing
SUNY Press
Taskstream
Teachers College Press
The British Psychological Society
The College Board
Thomson Reuters
Transaction Publishers
U.S. Department of Education/IES
University Geophysical Institute (GI)
University of Chicago Press
University Press of America
Verbi
Wadsworth Cengage Learning
WestEd
Wiley
YMIR Inc.

Exhibit Hall Dates and Location
The 2009 AERA Exhibit Hall will be located in the Sails Pavilion of the San Diego Convention Center.

Exhibit Hall Hours:
Tuesday, April 14 9:00 AM – 6:00 PM
Wednesday, April 15 9:00 AM – 4:00 PM
Thursday, April 16 9:00 AM – 5:00 PM

Source: http://www.aera.net/Default.aspx?id=6548#hall
Hotel Information

Map

For More Hotel Information, visit:
http://www.visitsandiego.com/exhibitors/hotels_downtown.cfm
Hotel Information

Floor Plans

San Diego Convention Center

BUILDING OVERVIEW

For more detailed floor plans, visit:
http://www.visitsandiego.com/meetingplanners/floorplans.cfm
Hotel Information

Floor Plans

San Diego Marriott Hotel & Marina

MEETING ROOMS - LOBBY LEVEL

MEETING ROOMS - LEVEL 1
Hotel Information

Floor Plans

San Diego Marriott Hotel & Marina

MEETING ROOMS - SOUTH TOWER LEVEL 3

- MARINA BALLROOM
- BOARD ROOM
- GREEN ROOM
- MISSION HILLS
- BALBOA
- CARDIFF
- CARLSBAD
- DEL MAR
- ENCINITAS
- BUSINESS SUITES 1, 2 & 3

MEETING ROOMS - SOUTH TOWER LEVEL 4

- CORONADO TERRACE
- CORONADO
- IRVINE
- WARNER CENTER
- TORRANCE
- RANCHO LAS PALMAS
- NEWPORT BEACH
- LOS ANGELES
Hotel Information

Floor Plans

Manchester Grand Hyatt
Hotel Information

Floor Plans

Omni Hotel San Diego
Hotel Information

Floor Plans

Hard Rock Hotel