

SREE

Advancing Education Research

2010 Conference

Research into Practice

PROGRAM



SREE Membership

The Society for Research on Educational Effectiveness brings together individuals interested in the use of causal inference to improve educational practice. SREE provides a forum to engage with a community of researchers, practitioners, policymakers and students united in a desire to advance education research.

Member - \$135 per year

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SREE

SREE

Society for Research on Educational Effectiveness
Advancing Education Research

THURSDAY MARCH 4, 2010

9:00 AM - 12:00 PM: Workshops

Using Modern Regression Discontinuity Analysis To Measure Effects of Educational Interventions
Howard Bloom, MDRC
Forum

Design and Analysis of Clustered Data
Spyros Konstantopoulos & Kimberly Maier, Michigan State University
Dumbarton

Using Instrumental Variables In Education Research
Sean Reardon, Stanford University
Culpeper

Designing Adequately Powered Cluster Randomized Trials
Jessaca Spybrook, Western Michigan University
Lindens

12:00 PM - 1:00 PM: Program Committee Lunch

1:00 PM - 3:00 PM: Session 1

1A. Reform Initiatives
Evaluating the Impact of Accountability
Forum

Chair: Mark Schneider, American Institutes for Research

The State of the State in Reading in Florida
Barbara Foorman & Yaacov Petscher, Florida State University

The Distributional Consequences of High School Exit Exams
Thurston Domina, Marianne Bitler & AnneMarie Conley, University of California - Irvine
and Hilary Hoynes, University of California - Davis

The Impact of No Child Left Behind on Student Achievement
Thomas Dee, Swarthmore College and Brian Jacob, University of Michigan

Evaluating No Child Left Behind and the Role of Two of Its Possible Causal Mechanisms
Thomas D. Cook, Manyee Wong & Peter M. Steiner, Northwestern University

1B. Literacy Symposium

The Impact of Coaching on Teacher and Student Literacy Outcomes: Results from 3 IES Funded Studies

Culpeper

Chair: Harold S. Himmelfarb, Institute of Education Sciences

Professional Development That Supports the Teaching of Cognitive Reading Strategy Instruction
Misty Sailors, University of Texas - San Antonio and Larry R. Price, Texas State University - San Marcos

Coaching in Literacy Collaborative and Its Effects on Teachers and Students
Gina Biancarosa, University of Oregon, Anthony S. Bryk, Carnegie Foundation for the Advancement of Teaching, Allison Atteberry & Heather Hough, Stanford University

Investigating the Implementation and Effect of the Content-Focused Coaching Program on Instruction and Learning
Lindsay Clare Matsumura, University of Pittsburgh, Helen Garnier, UCLA, Brian Junker, Carnegie Mellon University, Lauren Resnick & Donna DiPrima Bickel, University of Pittsburgh

Discussant: Douglas R. Powell, Purdue University

1C. Math & Science Symposium

Evaluating Math Recovery: Causal Impact on Student Achievement, the Impact of Tutor Knowledge, and Measures of Fidelity of Implementation

Sulgrave

Chair: Thomas M. Smith, Vanderbilt University

Evaluating Math Recovery: Assessing the Causal Impact of Math Recovery on Student Achievement
Thomas Smith, Paul Cobb, Dale Farran, David Cordray, Charles Munter & Alfred Dunn, Vanderbilt University

Evaluating Math Recovery: Investigating Tutor Learning
Sarah Elizabeth Green & Thomas Smith, Vanderbilt University

Evaluating Math Recovery: Measuring Fidelity of Implementation
Charles Munter, Anne Garrison, Paul Cobb & David Cordray, Vanderbilt University

Discussant: Heather Hill, Harvard University

1D. Reform Initiatives Symposium

Invited Symposium: Improving High School Students' Success in Transitioning to College

Lindens

Chair: Hans Bos, American Institutes for Research

SOURCE: Impacts from a Program to Increase College Enrollment Among Los Angeles High School Students
Jacqueline Berman, Berkeley Policy Associates, Johannes Bos, American Institutes for Research and Lorena Ortiz, Berkeley Policy Associates

Helping Students Navigate the Path to College: What High Schools Can Do
Neal Finkelstein, WestEd

Overview of the Early College High School Initiative Evaluation
Andrea R. Berger & Susan Cole, American Institutes for Research

Discussant: Douglas Harris, University of Wisconsin - Madison

1E. Research Methodology

Issues in Randomized Controlled Trials

Roosevelt

Chair: Peter Schochet, Mathematica Policy Research

The Statistical Power of the Cluster Randomized Block Design With Matched Pairs - A Simulation Study
Nianbo Dong & Mark Lipsey, Vanderbilt University

Cost Considerations in Three-Level Block Randomized Designs: Treatment Assigned at Middle Level
Spyros Konstantopoulos, Michigan State University

Lessons Learned About Implementing a Random Assignment Evaluation in the Classroom
Fannie Tseng, Savitha Moorthy & Raquel Sanchez, Berkeley Policy Associates

On Cornfield's Penalties for Group Randomization: When Do Degrees of Freedom Matter and How to Get More When they Do
Chris Rhoads, Northwestern University

1F. Invited Symposium

Building a Knowledge Base to Inform Educational Practice in STEM:

Examples from the REESE Portfolio

Dumbarton

Chair: Janice Earle, National Science Foundation

Preparing Students for Future Learning With Teachable Agents

Doris B. Chin & Ilsa M. Dohmen, Stanford University, Britte H. Cheng, SRI International, Marily A. Oppizzo, Catherine C. Chase & Daniel L. Schwartz, Stanford University

The Moment of Learning: Quantitative Analysis of Exemplar Gameplay Supports CyGaME's Approach to Embedded Assessment

Debbie Denise Reese, Wheeling Jesuit University and Barbara G. Tabachnick, California State University - Northridge

Two Perspectives on the Generalizability of Lessons from Scaling Up SimCalc

Jeremy Roschelle, SRI International, Deborah Tatar, Virginia Tech, Larry Hedges & Elizabeth Tipton, Northwestern University and Nicole Shechtman, SRI International

Discussant: Finbarr Sloane, University of Colorado - Boulder

Break

3:30 PM - 5:00 PM: Session 2

2A. Early Education

Early Childhood Teacher Professional Development and Meta-Analysis

Sulgrave

Chair: Martha Zaslow, Child Trends

A Course on Supporting Early Language and Literacy Development Through Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge and Practice

Bridget K. Hamre & Robert C. Pianta, University of Virginia, Margaret Burchinal, University of North Carolina - Chapel Hill and Jason T. Downer, University of Virginia

Using Meta-Analysis to Explain Variation in Head Start Research Results:

The Role of Research Design

Hilary M. Shager, University of Wisconsin - Madison, Holly S. Schindler, Harvard University, Cassandra M.D. Hart, Northwestern University, Greg J. Duncan, University of California - Irvine, Katherine A. Magnuson, University of Wisconsin - Madison and Hirokazu Yoshikawa, Harvard University

Promoting Language and Literacy Development for Early Childhood Educators:

A Mixed-Methods Study of Coursework and Coaching

Susan B. Neuman & Tanya Wright, University of Michigan

2B. Literacy

Organization, Management and Measurement of Classrooms for Effective Reading Instruction

Roosevelt

Chair: Beth Gamse, Abt Associates

Class Management and Homogeneous Grouping in Kindergarten Literacy Instruction

Guanglei Hong, University of Chicago, Janette Pelletier, Yihua Hong & Carl Corter, University of Toronto

Construct Validity of Classroom Observations: Items, Factors, Raters, and Achievement

Lee Branum-Martin, Coleen D. Carlson, Angie Durand & Christopher Barr, University of Houston

The Effects of Within Class Grouping on Reading Achievement: A Meta-Analytic Synthesis

Kelly Puzio & Glenn Colby, Vanderbilt University

2C. Math & Science

Interventions in Math Education

Culpeper

Chair: Steven Schneider, WestEd

A Multi-Institutional Study of the Impact of High School Mathematics Curricula on College Mathematics Achievement and Course-Taking

Michael Harwell, Thomas Post, Amanuel Medhanie, Danielle Dupuis & Brandon LeBeau, University of Minnesota

The Impact of The Stock Market Game™ on Financial Literacy and Mathematics Achievement: Results from a National Randomized Controlled Trial

Trisha Hinojosa, Shazia Miller, Andrew Swanlund, Kelly Hallberg, Megan Brown & Brenna O'Brien, Learning Point Associates

Understanding the Equals Sign As a Gateway to Algebraic Thinking

Percival G. Matthews, Bethany Rittle-Johnson, Roger S. Taylor & Katherine L. McEldoon, Vanderbilt University

2D. Reform Initiatives

Effectiveness of Early Education Interventions

Dumbarton

Chair: James Kim, Harvard University

Parent Involvement and Child Development: First-Year Results from a School-Randomized Trial in Latino Communities

Adam Gamoran, Ruth López Turley, Alyn Turner & Rachel Fish, University of Wisconsin - Madison

Less Is More? An Application of Propensity Score Stratification to First-Grade Retention

Mieke Goos, Jan Van Damme, Patrick Onghena & Katja Petry, K.U. Leuven

Measuring the Impact of Full-Day Kindergarten: Experimental and Quasi-Experimental Evidence

Chloe Hutchinson Gibbs, University of Chicago

2E. Research Methodology

Examining State Assessments

Forum

Chair: Jane Hannaway, The Urban Institute

Using State Tests Vs. Study-Administered Tests to Measure Student Achievement: An Empirical Assessment Based on Four Recent Randomized Evaluations of Educational Interventions

Pei Zhu, Marie-Andree Somers & Edmond Wong, MDRC

Assessing the Conditional Reliability of State Assessments

Henry May, University of Pennsylvania, Russell Cole, Josh Haimson & Irma Perez-Johnson, Mathematica Policy Research

Using State Or Study-Administered Achievement Tests in Impact Evaluations

Rob Olsen & Fatih Unlu, Abt Associates and Andrew Jaciw, Empirical Education

2F. Reform Initiatives

Effectiveness of Secondary and Post-Secondary Interventions

Lindens

Chair: Donnell Butler, Educational Testing Service

The Unintended Consequences of an Algebra-for-All Policy on High-Skill Students:

The Effects on Instructional Organization and Students' Academic Outcomes

Takako Nomi, University of Chicago

Early Findings from the Implementation and Impact Study of Early College High School

Larry Bernstein, RTI, Ryoko Yamaguchi & Fatih Unlu, Abt Associates, Julie Edmunds, SERVE, Elizabeth Glennie, RTI, John Willse, University of North Carolina - Greensboro and Nina Arshavsky, SERVE

Paying Parents for Performance: The Performance-Based Scholarship Demonstration in Ohio

Paulette Cha & Reshma Patel, MDRC

5:30 PM - 6:00 PM: Welcome - Ballroom

Larry Hedges, SREE President

6:00 PM - 7:00 PM: Opening Address - Ballroom

Systematic Naturalistic Inquiry:

Toward a Science of Performance Improvement

Anthony Bryk

President, Carnegie Foundation for the Advancement of Teaching

7:00 PM - 8:00 PM: Reception - Colonnade

FRIDAY MARCH 5, 2010

7:30 AM - 8:30 AM: Breakfast

8:30 AM - 10:30 AM: Session 3

3A. Early Education Symposium

The Children of the CSRP Go to School: Their Social-Emotional and Academic Well-Being in Kindergarten

Dumbarton

Chair: C. Cybele Raver, New York University

Predicting Children's Transitions from Head Start to Low-Performing Schools in Chicago: The Roles of Exposure to Poverty-Related Risk and to Early Childhood Intervention
Fuhua Zhai & C. Cybele Raver, New York University

Academic Outcomes of the Chicago School Readiness Project in First Grade: Do Children's Approaches to Learning Mediate Treatment Effects on Academic Skills?
Christine Li-Grining & Kelly Haas, Loyola University Chicago

Long-Term Impacts of the Chicago School Readiness Project on Children's Behavior in Kindergarten: The Moderating Role of Child Baseline Characteristics and Kindergarten School Quality
Stephanie M. Jones, Harvard University, Fuhua Zhai & C. Cybele Raver, New York University

3B. Literacy Symposium

Developing Literacy in Middle Grades English-language Learners Across the Content Areas: The Results of Three Promising Interventions

Sulgrave

Chair: Diane August, Center for Applied Linguistics

Generating Knowledge of Academic Language Among Urban Middle School Students
Catherine E. Snow, Joshua F. Lawrence & Claire White, Harvard University

Enhancing Social Studies Vocabulary and Comprehension for 7th Grade English Language Learners: Findings from Two Experimental Studies
Sharon Vaughn, Leticia R. Martinez & Colleen K. Reutebuch, University of Texas - Austin, Coleen D. Carlson, University of Houston, Sylvia L. Thompson, University of Texas - Austin and David. J. Francis, University of Houston

The Impact of an Instructional Intervention on the Science and Language Learning of Middle Grade English Language Learners
Diane August, Center for Applied Linguistics, Lee Branum-Martin, Elsa Cardenas-Hagan & David Francis, University of Houston

Discussant: Barbara Foorman, Florida State University

3C. Math & Science Symposium

Evaluations of Interventions in Early Elementary Math

Lindens

Co-Chairs: Christina Chhin & Robert Ochsendorf, Institute of Education Sciences

Testing the Efficacy of a Kindergarten Mathematics Curriculum Implemented in Whole Classroom Settings

Scott K. Baker & Ben Clarke, Pacific Institutes for Research, Keith Smolkowski, Oregon Research Institute, Hank Fien, University of Oregon and David Chard, Southern Methodist University

Validating a Response to Intervention Multi-Tiered Model for Primary Grades Students With Mathematics Difficulties

Diane Bryant, Brian R. Bryant, Greg Roberts, Sharon Vaughn, Kathleen Hughes & Jennifer Porterfield, University of Texas - Austin

Fostering At-Risk Primary-Grade Children's Fluency With Basic Addition Combinations

Arthur J. Baroody, Michael Eiland, Veena Pauli, Neet Priya Bajwa & Sharon C. Baroody, University of Illinois - Urbana/Champaign

Discussant: Russell Gersten, Instructional Research Group

3D. Reform Initiatives Symposium

On the Move: Teacher Mobility and School Effectiveness

Culpeper

Chair: Barbara Schneider, Michigan State University

The Magnitude, Destinations and Determinants of Mathematics and Science Teacher Turnover
Richard Ingersoll & Henry May, University of Pennsylvania

Teacher Labor Markets, Segregation and Salary-Based Policies to Combat Inequity Across Schools
Charles Clofelter, Helen Ladd & Jacob Vigdor, Duke University

Estimating Cause: Teacher Turnover and School Effectiveness in Michigan
Venessa Keesler, Michigan State University

Induction Programs Effect on Beginning Teachers' Feelings of Preparedness and Plans to Remain in Teaching
Jennifer Flanagan & William Fowler, George Mason University

Discussants: Cassandra Guarino & Ron Zimmer, Michigan State University

3E. Research Methodology
Technical Issues in Research Methods
Forum

Chair: Russell Cole, Mathematica Policy Research

Compliance-Effect Correlation Bias in Instrumental Variables Estimators
Sean F. Reardon, Stanford University

Estimating Impacts on Program-Related Subgroups Using Propensity Score Matching: Evidence from the Early College High School Study
Fatih Unlu & Ryoko Yamaguchi, Abt Associates, Larry Bernstein, RTI and Julie Edmunds, SERVE

The Impact of Measurement Error: A Study of Four Correction Approaches
Kimberly S. Maier, Qiu Wang, Chueh-an Hsieh, Changhui Zhang, Chun-lung Lee, David Reyes-Gastelum & Jonghwan Lee, Michigan State University

The Trade-Off of Bias Versus Power in Regression Discontinuity Design
Nirav Mehta & Rebecca Maynard, University of Pennsylvania and Nianbo Dong, Vanderbilt University

3F. Math & Science
Invited Symposium: Interaction of Research, Practice, and Policy in Mathematics Education
Roosevelt

Chair: Douglas Clements, SUNY - Buffalo

Curriculum Research Framework: Beyond the Research-to-Practice Model
Douglas H. Clements & Julie Sarama, SUNY - Buffalo

Evaluation of an Intervention Based on the Curriculum Research Framework: Scale Up
Julie Sarama, Douglas H. Clements, Mary Elaine Spitler, Alissa Lange & Christopher Wolfe, SUNY - Buffalo

Early Evidence from a Randomized Trial of Two Algebra Sequences for Underprepared Freshmen
Ruth Curran Neild, Robert Balfanz & Vaughan Byrnes, Johns Hopkins University

Evaluating Math Recovery: Implications for Policy and Practice
Thomas Smith, Paul Cobb, Dale Farran, David Cordray, Charles Munter, Sarah Green, Annie Garrison & Alfred Dunn, Vanderbilt University

Discussant: Larry Hedges, Northwestern University

3G. Invited Symposium
Longworth

Co-chairs: Stuart Elliott & Judith Koenig, National Research Council

Getting Value Out of Value-Added
Henry Braun, Boston College and Judith Singer, Harvard University

11:00 AM - 12:00 PM: Plenary - Ballroom

**Research and Policy in the Obama Administration's
Education Agenda: Bridging the Divide**

Cecilia Rouse
Executive Office of the President
Council of Economic Advisers

Introduction: Geoffrey Borman, 2010 Conference Program Committee Chair

12:00 PM - 1:00 PM: Lunch - Ballroom

1:00 PM - 3:00 PM: Session 4

4A. Early Education

Early Childhood Curriculum Interventions

Sulgrave

Chair: Pamela Morris, New York University

Cognitive Underpinnings of Preschool Literacy and Numeracy

Julie K. Jidd, Robert Pasnak, Timothy W. Curby, Caroline Boyer Ferhat,
K. Marinka Gadzichowski, Debbie A. Gallington & Jessica Machado,
George Mason University

The Role of Cognitive Strategy and Direct Instruction in Enhancing Kindergarten Students' Learning of Number Sense

Sheetal Sood, University of Hartford

A Media-Rich Curriculum for Improving Early Literacy Outcomes of Low-Income Children: Evaluation Results for the Ready to Learn Initiative

William R. Penuel, SRI International, Lauren Bates & Eve Townsend,
Education Development Center, Lawrence P. Gallagher, SRI International, Shelley Pasnik,
Education Development Center and Carlin Llorente, SRI International

The Effects of Vocabulary Intervention on Young Children's Word Learning: A Meta-Analysis
Loren Marulis & Susan B. Neuman, University of Michigan

4B. Literacy

Early Reading Interventions and Development

Dumbarton

Chair: Barbara Foorman, Florida State University

The Targeted Reading Intervention: A Classroom Teacher Professional Development Program to Promote Effective Teaching for Struggling Readers in Kindergarten and First Grade

Lynne Vernon-Feagans, Kirsten Kainz, Amy Hedrick & Marnie Ginsberg, University of North Carolina - Chapel Hill and Steve Amendum, North Carolina State University

Relations Among Reading Fluency (List, Oral, & Silent), Listening Comprehension, and Reading Comprehension for First-Grade Readers

Young-Suk Kim, Richard K. Wagner & Elizabeth Foster, Florida State University

Evaluating Intervention Effects of Scholastic READ 180 on Low-Achieving Incarcerated Youth

Jing Zhu, William E. Loadman, Richard G. Lomax & Rael Moore, Ohio State University

4C. Math & Science

Methods for Enhancing Science Instruction and Learning

Lindens

Chair: Okhee Lee-Salwen, University of Miami

Improving Gender, Racial, and Social Equity in Elementary Science Instruction and Student Achievement: The Impact of a Professional Development Program

Rheta Lanehart, Kathryn Borman, Theodore Boydston, Bridget Cotner & Reginald Lee, University of South Florida

Learning Science for Teaching: Effects of Professional Development on Elementary Teachers, Classrooms, and Students

Joan I. Heller, Heller Research Associates, Mayumi Shinohara, WestEd, Luke Miratrix & Sophia Rabe-Hesketh, University of California - Berkeley and Kirsten R. Daehler, WestEd

Experimental Comparison of Inquiry and Direct Instruction in Science

William Cobern, David Schuster & Betty Adams, Western Michigan University

4D. Reform Initiatives

Effective Resource Utilization for School Improvement

Roosevelt

Chair: Matthew Dawson, Learning Point Associates

Competitive Effects of Means-Tested School Vouchers

David Figlio & Cassandra Hart, Northwestern University

The Consistency of Class Size Effects: A Meta-Analytic Approach

Spyros Konstantopoulos, Michigan State University

Treatment Effect Heterogeneity in a Science Professional Development Initiative: The Case for School Capacity

Paul Hanselman, Jeffrey Grigg & Sarah Bruch, University of Wisconsin - Madison

Effects of Teacher Professional Development on Gains in Student Achievement: How Meta Analysis Provides Scientific Evidence Useful to Education Leaders

Rolf K. Blank & Nina de las Alas, Council of Chief State School Officers

4E. Research Methodology Symposium
**Progressing Toward a Shared Set of Methods and Standards for Developing
and Using Measures of Implementation Fidelity**
Forum

Chair: Chris S. Hulleman, James Madison University

*Measuring Fidelity in Preschool Interventions: A Microanalysis of Fidelity Instruments
Used in Curriculum Interventions*
Catherine L. Darrow, Vanderbilt University

*A Procedure for Assessing Fidelity of Implementation in Experiments Testing Educational
Interventions*
Michael C. Nelson & David S. Cordray, Vanderbilt University, Chris S. Hulleman, James
Madison University, Catherine L. Darrow & Evan C. Sommer, Vanderbilt University

*Evaluating Math Recovery: A Case of Measuring Implementation Fidelity of an Unscripted,
Cognitively-Based Intervention*
Charles Munter & Anne Garrison, Vanderbilt University

Achieved Relative Intervention Strength: Models and Methods
Chris S. Hulleman, James Madison University and David S. Cordray, Vanderbilt University

Discussant: Carol O'Donnell, Institute of Education Sciences

4F. Invited Panel Symposium
What Works Clearinghouse Practice Guides: Bringing Research to Practice
Culpeper

Chair: Scott Cody, Mathematica Policy Research

Dropout Prevention Practice Guide
Mark Dynarski, Mathematica Policy Research

Assisting Students Struggling With Reading Practice Guide
Russell Gersten, Instructional Research Group

Teaching Reading Comprehension Practice Guide
Timothy Shanahan, University of Illinois - Chicago

3:30 PM - 5:00 PM: Keynote Address - Ballroom

From Research into Practice...and Policy

A. Thomas McLellan
Deputy Director, White House Office of National Drug Control Policy

Introduction: Robert Boruch, SREE Board Member

5:00 PM - 7:00 PM: Reception - Colonnade

5:00 PM - 7:00 PM: Poster Session - Roosevelt

Poster Session: Early Education

The Efficacy of Supplemental Early Literacy Instruction by Community-Based Tutors for Preschoolers Enrolled in Head Start

Jorge E Gonzalez, Texas A&M University, J. Ron Nelson, University of Nebraska-Lincoln and Elizabeth Sanders, Washington Research Institute

Development of a Language Impairment Screener for Spanish Speaking Children - SSLIC: Phase 1 - Task Development

M. Adelaida Restrepo, Joanna Gorin, Shelley Gray, Gareth P. Morgan & Nicole Barona, Arizona State University

Poster Session: Literacy

Remediation of Older Students With Reading Difficulties: Intensity of Intervention

Jade Wexler & Sharon Vaughn, University of Texas - Austin

Read Alouds Enhanced With Tier 2 Instruction: Closing the Vocabulary and Comprehension Gap in First Grade

Scott Baker, Hank Fien, Yonghan Park, Priti Haria & Lana Santoro, Pacific Institutes for Research, David Chard, Southern Methodist University and Susanna Williams, Pacific Institutes for Research

The Effects of Collaborative Strategic Reading Instruction on the Reading Comprehension of Middle School Students: Year 1 - A Preliminary Analysis

Sarojani S Mohammed, Elizabeth Swanson, Greg Roberts & Sharon Vaughn, University of Texas - Austin, Janette K. Klingner & Alison Gould Boardman, University of Colorado - Boulder

The Association Between Self-Regulation and ADHD in First Grade Classrooms

Stephanie Glasney & Carol Connor, Florida State University

The Effects of Teaching a Text-Structure Based Reading Comprehension Strategy on Struggling Fifth Grade Students' Ability to Summarize and Analyze Written Arguments

Priti Haria, Pacific Institutes for Research, Charles MacArthur, University of Delaware and Lana Edwards Santoro, Pacific Institutes for Research

Poster Session: Math & Science

Instructional Interactions of Kindergarten Mathematics: Validating a Classroom Observation Instrument

Christian Doabler, Pacific Institutes for Research, Keith Smolkowski, Oregon Research Institute, Hank Fien, University of Oregon, Derek B. Kosty, Oregon Research Institute and Mari Strand Cary, Pacific Institutes for Research

The Predictive Validity of Critical Thinking Disposition on Middle-Grades Math Achievement

Mark LaVenja, Kristina N. Pineau & Laura B. Lang, Florida State University

Poster Session: Reform Initiatives

Improving Intervention Implementation and Fidelity in Evidence-Based Practice:

Integrating Teacher Preference Into Intervention Selection

Joseph H. Wehby, Vanderbilt University, Daniel M. Maggin, University of Connecticut, LeAnne Johnson & Frank J. Symons, University of Minnesota

Improving Student Learning Through the Use of Classroom Quizzes: Three Years of Evidence from the Columbia Middle School Project

Pooja K. Agarwal, Henry L. Roediger III, Mark A. McDaniel & Kathleen B. McDermott, Washington University

Poster Session: Research Methodology

Curriculum-Based Measurement of Math Problem Solving: A Methodology and Rationale for Establishing Equivalence of Scores

Marjorie Montague & Randall Penfield, University of Miami, Craig Enders, Arizona State University and Jia Huang, University of Miami

The Relation of the Response Distribution to Self-Report Questionnaire Items and Cognitive Ability Among School-Aged Children

Laura M. Stapleton, Laura S. Reiner & Anu J. Aluvathingal, University of Maryland - Baltimore County

Estimating Long-Term Program Impacts When the Control Group Joins Treatment in the Short-Term: A Theoretical and Empirical Study of the Tradeoffs Between Extra- and Quasi-Experimental Estimates

Andrew Jaciw, Boya Ma & Qingfeng Zhao, Empirical Education

7:00 PM - 9:00 PM: Graduate Student Organization Reception - Roosevelt

7:00 PM - 10:00 PM: Board Dinner

7:30 AM - 8:30 AM: Breakfast - Ballroom

8:30 AM - 9:30 AM: Panel - Ballroom

The Federal Role in Education: Perspectives from Policy Makers

John Easton
Director, Institute of Education Sciences

Joan Ferrini-Mundy
Acting Assistant Director for Education and Human Resources,
National Science Foundation

Peggy McCardle
Chief, Child Development and Behavior Branch, Eunice Kennedy Shriver
National Institute of Child Health and Human Development

Moderator: Rebecca Maynard, SREE Vice President

10:00 AM - 12:00 PM: Session 5

5A. Early Education Symposium

Invited Symposium: Using National Data Sets to Study the Effects of Early Childhood Programs

Ballroom I

Chair: Deborah Vandell, University of California - Irvine

Effects of Early Head Start Prior to Kindergarten Entry: The Importance of Early Experience
John Love, Mathematica Policy Research

Testing for Thresholds in Associations Between Child Care Quality and Child Outcomes
Margaret Burchinal, University of California - Irvine

Head Start and Urban Children's School Readiness: A Birth Cohort Study in 18 Cities
Fuhua Zhai, New York University, Jeanne Brooks-Gunn & Jane Waldfogel,
Columbia University

Discussant: George Farkas, University of California-Irvine

5B. Literacy Symposium

Using Randomized Clinical Trials to Determine the Impact of Reading Intervention on Struggling Readers: Reports on Three Years of Research from Five Nationally Funded Striving Readers Grants

Sulgrave

Chair: William E Loadman, Ohio State University

Springfield Chicopee Striver Readers Report
Kim Sprague, Brown University

Newark Striving Readers Report
Jennifer Hamilton, Westat, Inc

Memphis Striving Readers Report
Deb Coffey, Research for Better Schools

Ohio Striving Readers Report
William Loadman, Richard Lomax & Raean Moore, Ohio State University

Portland Striving Readers Report
Bonnie Faddis & Margaret Beam, RMC Research Corporation

Discussants: Cris Price, Abt Associates and Catherine Snow, Harvard University

5C. Research Methodology
Factors Affecting Causal Inference and Measurement

Dumbarton

Chair: Michael Puma, Chesapeake Research Associates

Inference on Peer Effects With Missing Peer Data: Evidence from Project STAR
Aaron Sojourner, University of Minnesota

Addressing the Don't Ask, Don't Tell Practice in Observational Studies: Using Interviews to Understand the Assignment Mechanism
Jordan Rickles, University of California - Los Angeles

Reform Reliability: Data from Three British Local Authorities
Sam Stringfield, University of Louisville, Eugene Schaffer, University of Maryland - Baltimore County and David Reynolds, University of Plymouth, UK

Researcher-Developed Tests and Standardized Tests: A Review of Findings in 10 Meta-Analyses
Barak Rosenshine, University of Illinois - Urbana/Champaign

Cross-Classified Models in the Context of Value-Added Modeling
J. Kyle Roberts, Southern Methodist University and Douglas Bates, University of Wisconsin - Madison

5D. Reform Initiatives Symposium
**Causal Impacts of the 4Rs Program on Children, Classrooms, and Schools:
Using Dynamic, Multilevel Analyses to Inform Theory, Practice, and Policy**
Culpeper

Chair: J. Lawrence Aber, New York University

Three Year Cumulative Impacts of the 4Rs Program on Children's Social-Emotional, Behavioral, and Academic Outcomes.
Stephanie M. Jones, Harvard University, Joshua L. Brown, Fordham University and J. Lawrence Aber, New York University

The Longitudinal Impact of a Universal School-Based Social-Emotional and Literacy Intervention on Classroom Climate and Teacher Processes and Practices
Joshua L. Brown, Fordham University, Stephanie M. Jones, Harvard University and J. Lawrence Aber, New York University

Using Administrative Data to Evaluate Impacts in a School-Randomized Trial of the 4Rs Program
Juliette Berg, Catalina Torrente & J. Lawrence Aber, New York University, Stephanie M. Jones, Harvard University and Joshua L. Brown, Fordham University

Discussant: Rebecca Maynard, University of Pennsylvania

5E. Research Methodology
Innovative Technical Applications to Complex Educational Phenomena

Lindens

Chair: Michael Vaden-Kiernan, SEDL

A Bayesian Perspective on Methodologies for Drawing Causal Inferences in Experimental and Non-Experimental Settings
David Kaplan, University of Wisconsin - Madison

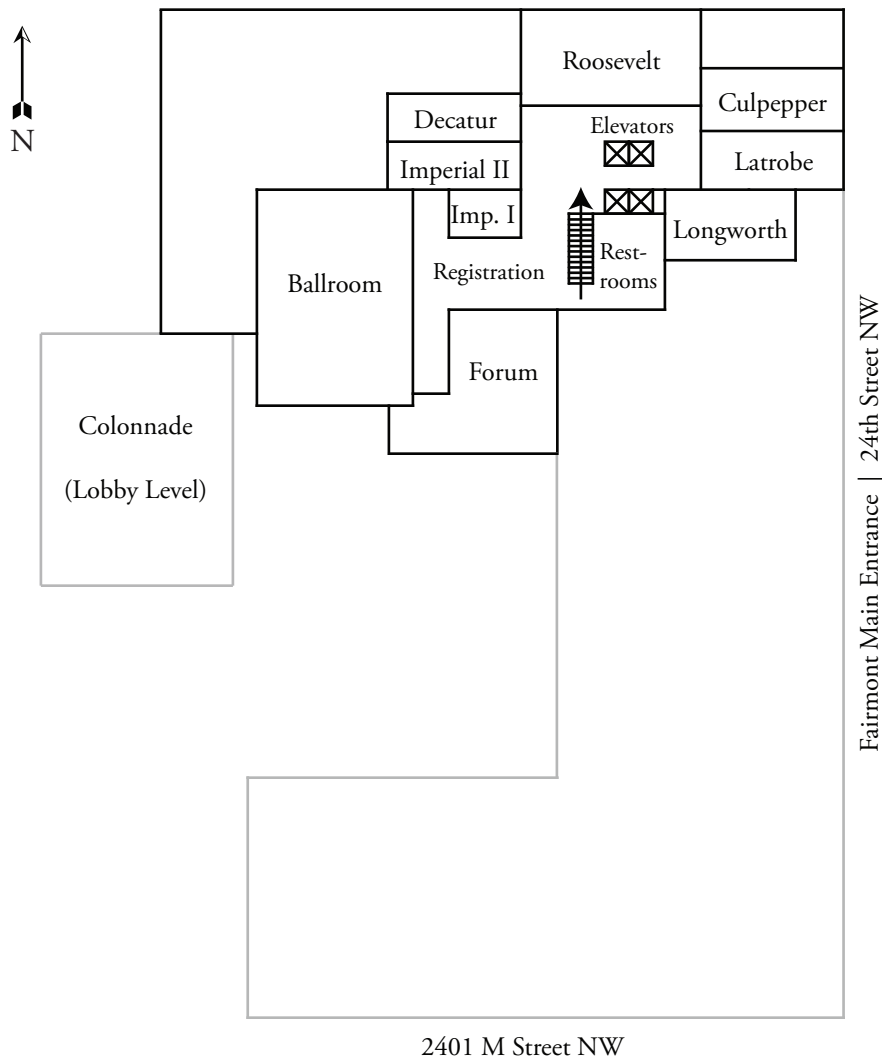
A Bayesian Semiparametric Multivariate Causal Model, With Automatic Covariate Selection and for Possibly-Nonignorable Missing Data
George Karabatsos, University of Illinois - Chicago and Stephen G. Walker, University of Kent, UK

Examination of Biased Outcome Reporting in Educational Research
Terri D. Pigott, Loyola University Chicago, Jeffrey C. Valentine, University of Louisville, Ryan T. Williams, Loyola University Chicago and Dericka D. Canada, University of Louisville

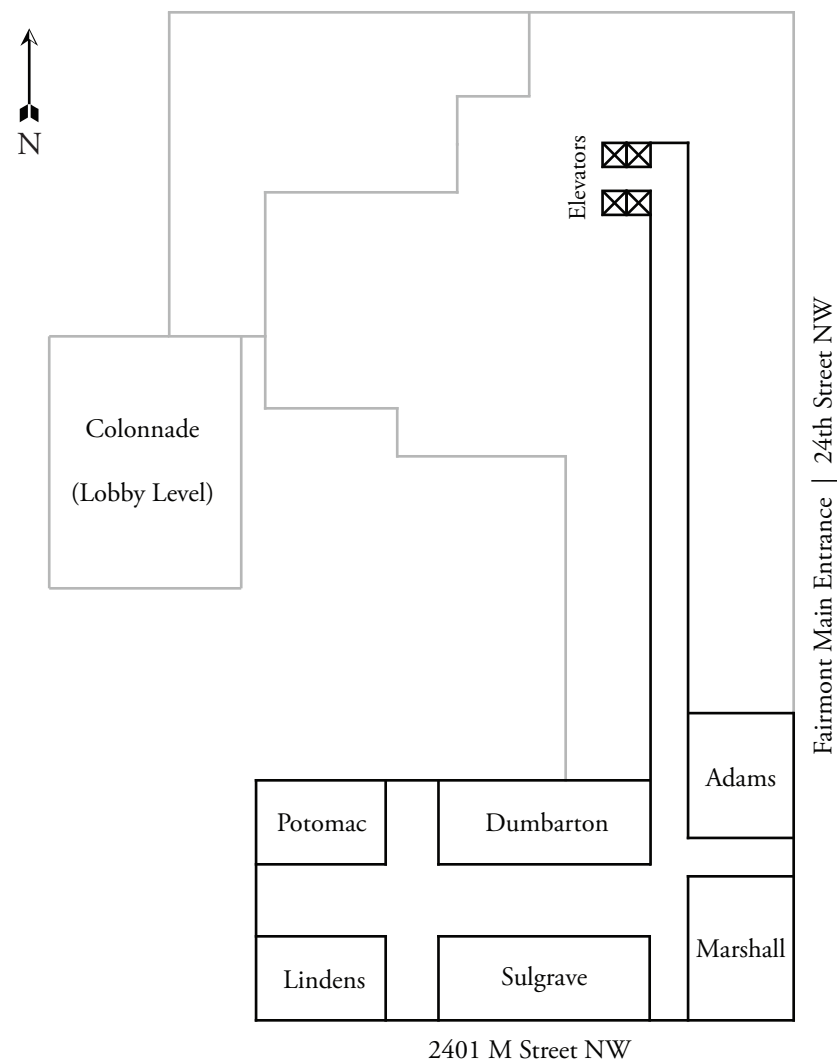
A Multivariate, Multilevel Rasch Model for Measuring Instructional Practice
Benjamin Kelcey, Wayne State University, Joanne Carlisle, Dan Berebitsky & Geoffrey Phelps, University of Michigan

5F. Invited Symposium
Roosevelt

Preparing Research Grant Proposals for the Institute of Education Sciences
Lynn Okagaki & Elizabeth Albrow, Institute of Education Sciences



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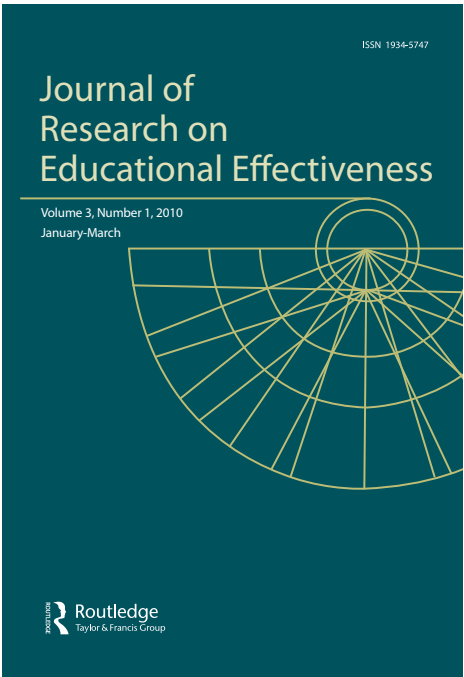


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