

Wednesday, 23 September

8am

Workshop

Innovation Day

Venue - Harbor E

Katherine Philip (Convenor), Norma Ming (Convenor), and Elizabeth Farley-Ripple (Convenor)

This session is open to selected practitioners and participants that applied to participate in the program.

Practitioners and researchers will spend the morning working together on research questions posed by the practitioners. Guided by facilitators, attendees should leave the session with a refined research question, a plan for next steps, and new connections between researchers and practitioners.

9am

Workshop

Workshop -- AI-Powered Workflows for Understanding and Evaluating Instructional Discourse

Venue - Laurel CD

Instructors:

Julian Bernado, SCALE Initiative, Stanford University, and Kirk Vanacore, National Tutoring Observatory, Cornell University

Workshop Registration Required.

AI-Powered Workflows for Understanding and Evaluating Instructional Discourse

» [Julian Bernado](#)¹, Kirk Vanacore², Ana Trindade Ribeiro¹, René Kizilcec², Susanna Loeb³ (1. Stanford SCALE Initiative, 2. Cornell University, 3. Stanford University)

9:30am

Workshop

Workshop -- Matching Methods for Multilevel Data in Education Research: A Practical Guide and Illustration of Approaches in R

Venue - Laurel AB

Instructors: Jordan Rickles, University of California - Los Angeles, and Alberto Guzman-Alvarez, American Institutes for Research

Workshop Registration Required.

Matching Methods for Multilevel Data in Education Research: A Practical Guide and Illustration of Approaches in R

» [Alberto Guzman-Alvarez](#)¹, [Jordan Rickles](#)², Qi Zhang¹ (1. American Institutes for Research, 2. University of California, Los Angeles)

9:30am

Workshop

Workshop -- Tools for Designing, Implementing, and Interpreting Randomized Controlled Trials in Postsecondary Education

Venue - Kent AB

Instructor: Michael J. Weiss and Sukanya Barman, MDRC

Workshop Registration Required.

Tools for Designing, Implementing, and Interpreting Randomized Controlled Trials in Postsecondary Education

» [Michael Weiss](#)¹, Sukanya Barman¹ (1. MDRC)

1pm

Oral

EC Symposium -- Understanding the Persistence of Early Childhood Impacts: New Evidence on Sustaining Environments, Changing Populations, and Long-Term Educational Trajectories

Venue - Harbor A

Casey Moran (Convenor) and Vivian Wong (Discussant)

Organizer: Casey Moran, Teachers College, Columbia University

Discussant: Vivian Wong, University of Virginia, vcw2n@virginia.edu

Paper 1: Historical Changes in Head Start: Classroom Quality and Children's Achievement

Continued from **Wednesday, 23 September**

Presenting Author: Anamarie A. Whitaker, University of Delaware

Paper 2: Sustaining Preschool Gains? An Updated Meta-Analysis of How Elementary School Contexts Moderate Early Education Effects
Presenting Author: Mi Joung Yu, University of California- Irvine

Paper 3: Long-Term Effects of an Early Math Curriculum on Academic Achievement: Experimental Evidence from the Building Blocks Intervention
Presenting Author: Casey Moran, Teachers College, Columbia University

Understanding the Persistence of Early Childhood Impacts: New Evidence on Sustaining Environments, Changing Populations, and Long-Term Educational Trajectories

» [Casey Moran](#)¹, [Anamarie A. Whitaker](#)², [Mi Joung Yu](#)³ (1. Teachers College, Columbia University, 2. University of Delaware, 3. University of California, Irvine)

1pm

Oral

AL and PS Paper -- Effects of Dual Enrollment and Advanced Placement Coursetaking

Venue - Harbor B

Roneeta Guha (Panel Chair)

Connecting College and Career: The Effects of Dual Enrollment on Postsecondary Education and Labor Market Outcomes for CTE Students

» Florence Xiaotao Ran¹, [Senran \(Laurence\) Wang](#)¹ (1. University of Delaware)

What Happens When Students Fail a DE Course? Evidence from California

» [Jenna Terrell](#)¹, Joanna Mathias¹, Diana Roldan-Rueda¹, Alyssa Blanchard¹ (1. WestEd)

What Happens After Students Have an Unsuccessful Dual Enrollment Term?

» [Marieke Visser](#)¹, Julie Edmunds¹ (1. Early College Research Center, University of North Carolina Greensboro)

1pm

Oral

RM and URE Paper -- AI Related Studies and Policy

Venue - Harbor D

Laura Stapleton (Panel Chair)

The Effects of AI vs. Human Presenters on Learner Attention: Evidence from a Randomized Study of Emotional Mechanisms and Demographic Heterogeneity

» [Sijie Mei](#)¹, Peihao Luo¹ (1. University of Pennsylvania)

Buying blind: Understanding the signals districts use to procure AI-enabled edtech and the gap between current practice and evidence of efficacy

» [Zia Hassan](#)¹ (1. Johns Hopkins University)

1pm

Panel

URE Invited Session -- Reimagining our Education R&D Ecosystem

Venue - Harbor E

Norma Ming (Panel Chair, Convenor) and Akisha Osei Sarfo (Discussant)

Panelists:

Norma Ming, Socos Labs

Akisha Osei Sarfo, Council of the Great City Schools

Cara Jackson, The Center for Outcomes Based Contracting

We are hosting a "Moveable Feast" to engage a wide range of participants in a collective reimagining of our education R&D ecosystem. Rather than extracting information or delivering finished solutions, this session will catalyze dialogue, promote reciprocity, and strengthen connections across networks. We will ground the conversation in participants' perspectives, before brainstorming the shifts needed for various roles or organizations. We will then reimagine possible changes in the R&D system that can better support and align research, development, policy, practice, and community to improve educational outcomes.

Continued from **Wednesday, 23 September**

As an adaptable conversation routine, different versions of this "Moveable Feast" are occurring in different spaces. We will also reflect on how you might adapt this routine for other groups in the R&D ecosystem. Our goal is to compile insights across diverse roles and communities to inform a learning and action agenda for a more connected, practice-centered R&D ecosystem.

Finally, we will highlight other SREE sessions that explore related issues to promote greater dialogue across perspectives throughout the conference. We hope to synthesize key themes to spark further reflection and action beyond the conference.

1pm

Oral

RM Paper -- Validity and Use in Assessment

Venue - Harborside C Ballroom

Jose Palma (Panel Chair)

A Comparison of Criterion-Related Validity Analyses for Behavioral Assessment Data: A Simulation Study

» [Katie Pelton](#)¹, D. Betsy McCoach² (1. University of Connecticut, 2. Fordham University)

Estimating Mode Effects from Randomized Trials with Noncompliance

» [Daniel McCaffrey](#)¹, Paul Jewsbury² (1. Educational Testing Service, 2. Duolingo)

Assessment, Accountability, and Methods Innovations Using Multi-Year Summative and Within-Year Assessments

» [Robert Meyer](#)¹ (1. NORC at the University of Chicago)

Credible Score Interpretations in Writing Assessment: Cross-Classified Evidence of Prompt Comparability

» [Sohyeon Lee](#)¹ (1. University of Hawaii at Manoa)

1pm

Oral

AL Integrated Symposium -- Learning Beyond the Bell: Building Evidence on Out-of-School STEM Experiences to Support Students' Academic Outcomes and Future-Ready Skills

Venue - Laurel AB

Meghan McCormick (Convenor) and Sarah Gerard (Discussant)

Organizer: Meghan McCormick, Overdeck Family Foundation

Discussant: Sarah Gerard, SRI Education

Paper 1: Effects of Using Artificial Intelligence to Support Children's STEM Learning From Educational Television Programs: Evidence From a Home-Based Intervention

Presenting Author: Ying Xu, Harvard University

Paper 2: Inspiring Student Interest in STEM in Out of School Time Settings Through Experiential Learning: The Case of Challenger Center

Presenting Author: Christopher Doss, RAND Corporation

Paper 3: Assessing the Effects of Camp Invention on Elementary Students' STEM and Invention Pathways

Presenting Author: Tara Hofkens, RAND Corporation

Paper 4: The Impact of NBA Math Hoops on Students' Math Achievement: A Randomized Controlled Trial

Presenting Author: Kirk Walters, WestEd

Learning Beyond the Bell: Building Evidence on Out-of-School STEM Experiences to Support Students' Academic Outcomes and Future-Ready Skills

» [Meghan McCormick](#)¹, [Kirk Walters](#)², [Christopher Doss](#)³, [Tara Hofkens](#)³, [Ying Xu](#)⁴, [Sarah Gerard](#)⁵ (1. Overdeck Family Foundation, 2. WestEd, 3. RAND, 4. Harvard Graduate School of Education, 5. SRI Education)

1pm

Oral

SED and GC Paper -- Effects of Socio-Emotional Interventions

Venue - Kent AB

Jessica Spybrook (Panel Chair)

Continued from Wednesday, 23 September

How Generalizable are the Impacts of Early Childhood Interventions in Humanitarian Emergencies? Replication of a Preschool Impact Evaluation

» [Nikhil D'Sa](#)¹, [Shwetha Parvathy](#)², [Tamara Doucet-Larozar](#)¹ (1. University of Notre Dame, 2. Independent Researcher)

The One-Year Impact of a School-Based Cognitive Behavioral Therapy Program on Student Mental Health and Academic Outcomes: Findings from a Randomized Controlled Trial

» [Robin Jacob](#)¹, [Catherine Asher](#)¹, [Chihiro Tanigawa](#)¹, [Milagros Chocce](#)¹, [Megan Jagolinzer](#)¹ (1. University of Michigan)

Modeling Implementation with Longitudinal Growth Curves: Unpacking Year 1 SEL Impacts across Nebraska's After-School Settings

» [Sarah Hatch](#)¹, [Stephanie Jones](#)², [Lily Massaro](#)², [Sophie Barnes](#)³, [Rebecca Bailey](#)² (1. Harvard University, 2. Harvard Graduate School of Education, 3. Yale Child Study Center)

Building Teacher Educator Capacity Through a Professional Learning Community: Developing a Social, Emotional, and Cultural Lens in a Novel Grow-Your-Own Program for Special Education Teachers

» [Lindsay Romano](#)¹, [Halley Maza](#)², [Rebecca Baelen](#)², [Josh Lovett](#)³, [Dawn White](#)⁴ (1. University of Colorado Boulder, 2. Center for Reaching and Teaching the Whole Child, 3. University of Illinois Chicago, 4. Minneapolis Public Schools)

1pm

Oral

ALS Paper -- Writing, Feedback, and Language Organization

Venue - Galena

[Elizabeth Huffaker](#) (Panel Chair)

From Rigor to Relevance: Evaluating an Innovative Writing Program for Credible, Actionable Evidence

» [Joy Zacharia](#)¹, [Alexandria Chaloner](#)², [Claudia Gentile](#)¹, [Neil Sefor](#)¹ (1. NORC at the University of Chicago, 2. The Writing Revolution)

Lexical Organization Through Word Family Networks Supports Adolescent Writing Quality

» [Gal Kaldes](#)¹, [Elizabeth Tighe](#)¹ (1. Georgia State University)

Feedback and Writing: A Second-Order Meta-Analytical Review

» [Albert W. Li](#)¹, [Steve Graham](#)² (1. University of California, Irvine, 2. Arizona State University)

2:45pm

Panel

ALS and TLS Invited Moderated Discussion -- Why Teachers Stay: A Deep Dive into Rural Community and School Conditions that Enhance Science and Math Teacher Instruction

Venue - Harbor A

[Jennifer Hamilton](#) (Convenor), [Laura Rogers](#) (Panel Chair, Convenor), [Shereen Beilstein](#) (Discussant), [Molly Gordon](#) (Discussant), and [Jenny Seelig](#) (Discussant)

Organized by [Jennifer Hamilton](#) and [Laura Rogers](#)

Why Teachers Stay: A Deep Dive into Rural Community and School Conditions that Enhance Science and Math Teacher Instruction

» [Jennifer Hamilton](#)¹, [Laura Rogers](#)², [Shereen Beilstein](#)³, [Molly Gordon](#)⁴, [Jenny Seelig](#)¹ (1. NORC at the University of Chicago, 2. University of Virginia, 3. Illinois Workforce and Education Research Collaborative, 4. Learning Policy Institute)

2:45pm

Oral

RM Paper -- Methods of Addressing Multi-Level Data

Venue - Harbor B

[Katie Pelton](#) (Panel Chair)

AI-Based Monte Carlo Simulation for Method Evaluation Using Synthetic Multilevel Data

» [Youmi Suk](#)¹, [Chenguang Pan](#)¹, [Weixuan Xiao](#)¹ (1. Teachers College, Columbia University)

Neighborhoods as a Level, Not Just a Covariate: A Framework for Urban School Research Using Philadelphia and New York City

» [Katherine Strickland](#)¹, [Wei Li](#)¹ (1. University of Florida)

Continued from Wednesday, 23 September

Accounting for Classrooms in Online Experiments with Student-Level Randomization: The Ordered LOOP Estimator

» [Yanping Pei](#)¹, [Adam Sales](#)¹, [Johann Gagnon-Bartsch](#)² (1. Worcester Polytechnic Institute, 2. University of Michigan)

Improved Power in a Reanalysis of an Educational Efficacy Trial by Leveraging Auxiliary Data

» [Adam Sales](#)¹, [Kevin Huang](#)², [Mingyu Feng](#)², [Johann Gagnon-Bartsch](#)³ (1. Worcester Polytechnic Institute, 2. WestEd, 3. University of Michigan)

2:45pm

Oral

PS and AL Invited Symposium -- Beyond Yes or No: Measuring the Many Faces of Dual Enrollment

Venue - Harbor D

[Jacklyn Altuna Willard](#) (Convenor) and [Elena Quiroz-Livanis](#) (Discussant)
Organizer: [Jacklyn Altuna Willard](#), Gates Foundation

Discussant: [Elena Quiroz-Livanis](#)

Paper 1: *Dual-Enrollment Dosage Design: Conceptualization and Measurement of Student Profiles and School Structures*. EdWorkingPaper No. 26-1421, Annenberg Institute at Brown University.

Presenting Author: [Matt Gianni](#), University of Texas, Austin

Paper 2: *Promising Combinations of Dual Enrollment, AP/IB, and CTE*

Presenting Author: [Tatiana Velasco](#), Community College Research Center

Paper 3: *Dual Enrollment Momentum Metrics: Leading Indicators for Program Improvement*

Presenting Author: [John Fink](#), Community College Research Center

PS and AL Invited Symposium -- Beyond Yes or No: Measuring the Many Faces of Dual Enrollment

» [Tatiana Velasco Rodriguez](#)¹, [Matthew Gianni](#)², [John Fink](#)¹, [Jacklyn Altuna Willard](#)³ (1. Community College Research Center, 2. University of Texas -- Austin, 3. Gates Foundation)

2:45pm

Oral

PS Paper -- Issues for Postsecondary Curricula

Venue - Harbor E

Will I Ever Use This? Closing Equity Gaps in Math with Utility-Value Interventions

» [Michelle Francis](#)¹, [Chris Hulleman](#)¹, [William \(Hank\) Murrah](#)², [David Silverman](#)³, [Yoi Tibbetts](#)¹, [Megan Moran](#)⁴, [Maryke Lee](#)⁵ (1. University of Virginia, 2. Auburn University, 3. Yale University, 4. University of Michigan, 5. Valencia College)

Effective Strategies for Civic Engagement Active in Postsecondary Education Today

» [Leanne Davis](#)¹ (1. University of Washington)

Does Requiring Ethnic Studies in College "Work"? A Three-Step Latent Class Analysis (LCA) Examining Critical Consciousness as a Distal Outcome

» [Na Lor](#)¹, [Shengying Li](#)¹ (1. Teachers College, Columbia University)

2:45pm

Panel

AL and URE Invited Moderated Discussion -- What Assessments Tell Us and How Policymakers Can Use Them

Venue - Harborside C Ballroom

[Karishma Furtado](#) (Panel Chair, Convenor), [Lindsay Weixler](#) (Discussant), [James LoPresti](#) (Discussant), and [Tom Swiderski](#) (Discussant)

Organizer/moderator: [Karishma Furtado](#), Urban Institute

Panelists:

[Lindsay Weixler](#), Tulane University
[James LoPresti](#), Annenberg Institute at Brown University
[Tom Swiderski](#), UNC-Chapel Hill

Continued from **Wednesday, 23 September**

This session brings together researchers studying assessment across the educational pipeline, from early literacy screening to high school achievement measures and career-readiness certifications, to examine how policymakers and practitioners can make better use of the information assessments provide. Drawing on longitudinal evidence from Louisiana, Massachusetts, and North Carolina, panelists will discuss how measures such as DIBELS, state tests, grades, and ACT WorkKeys are currently used in policy and practice, what they reveal about students' long-term educational and labor market outcomes, and where they fall short. By discussing assessment approaches across states, the panel will explore what different policy choices teach us about measuring student success, how assessment systems can better inform educational decision-making, and how evidence can guide the design of more equitable and effective pathways from elementary school through adulthood.

2:45pm

Panel

SEL Moderated Discussion -- From Scientific Evidence to Capacity-Building: Exploring Pathways for Real-World Implementation of Data-Based Individualization

Venue - Laurel AB

Douglas Fuchs (Panel Chair), Kristen McMaster (Discussant), Jessica Toste (Discussant), and Johanna Staubit (Discussant)

Organized by Douglas Fuchs

From Scientific Evidence to Capacity-Building: Exploring Pathways for Real-World Implementation of Data-Based Individualization

» [Kristen McMaster](#)¹, Douglas Fuchs², Jessica Toste³, Johanna Staubit² (1. University of Minnesota, 2. Vanderbilt University, 3. The University of Texas at Austin)

2:45pm

Oral

PS and AL Paper -- College & Career Pathways: Work-Based Learning and STEM Preparation

Venue - Laurel CD

Kelly Hallberg (Panel Chair)

From Foundational Skills to Community College: A Quasi-Experimental Study of Illinois Bridge Programs for Adult Learners

» [Neha Nanda](#)¹, Amani Talwar¹, Oshin Khachikian¹, Roman Ruiz¹, Jessica Stockham¹ (1. American Institutes for Research)

Impacts of Work-Based Learning Programs on Student Outcomes: A Systematic Review and Meta-Analysis

» [Laura Michaelson](#)¹, Kelly Reese¹, Susan Therriault¹, Shaun Dougherty² (1. American Institutes for Research, 2. Boston College)

2:45pm

Panel

URE Moderated Discussion -- Data Access in a Changing Landscape: Navigating Governance, Trust, and Partnership in Education Research

Venue - Kent AB

Angela Henneberger (Panel Chair, Convenor), Rachel Anderson (Discussant), Amir Francois (Discussant), Chris Wohn (Discussant), and Christy Wolfe (Discussant)

Organized by Angela Henneberger

Data Access in a Changing Landscape: Navigating Governance, Trust, and Partnership in Education Research

» [Angela Henneberger](#)¹, Rachel Anderson², Amir Francois³, Chris Wohn⁴, Christy Wolfe⁵, Matthew Duque⁶ (1. University of Maryland Baltimore, 2. Data Quality Campaign, 3. Annie E. Casey Foundation, 4. Baltimore City Public Schools, 5. Bipartisan Policy Center, 6. Maryland State Department of Education)

Continued from **Wednesday, 23 September**

2:45pm

Oral

SPE Symposium -- Project RESPECT: A Measurement Study to Reveal Special Educators' Conditions for Teaching

Venue - Galena

Organizer: Elizabeth Bettini, Boston University

Discussant: Allison F. Gilmour, American Institutes for Research

Paper 1: Project RESPECT: A Measurement Study to Reveal Special Educators' Conditions for Teaching

Presenting Author: Corinne Huggins-Manley, University of Florida

Paper 2: Examining Special Educators' Working Conditions: Findings from a Nationally Representative Sample

Presenting Author: Elizabeth Bettini, Boston University

Paper 3: Special Education Teachers' Working Condition Profiles: Implications for Emotional Exhaustion and Intent to Stay

Presenting Author: Michelle M. Cumming, St Francis Xavier University

Project RESPECT: A Measurement Study to Reveal Special Educators' Conditions for Teaching

» [Elizabeth Bettini](#)¹, [Michelle Cumming](#)², [Corinne Huggins-Manley](#)³ (1. Boston University, 2. St Francis Xavier University, 3. University of Florida)

4:15pm

Poster : Wed-Pos

Wednesday Poster Session

Venue - Harborside Foyer

W-3 Supporting Access to Grade-Level Texts: Effects of StepReads on Vocabulary and Comprehension for Struggling Readers

» [Anh Hua](#)¹, Susanne Nobles¹, Liza Ware¹ (1. ReadWorks)

W-1 Motivation and Engagement Profiles in Middle School Social Studies and Their Instructional Implications

» [Katie Drummond](#)¹, Alida Hudson², Lauren Artzi², Matthew Burns³, Patrick Steele², Hannah Keepers², Isabelle D'Souza² (1. WestEd, 2. American Institutes for Research, 3. University of Florida)

W-2 Civic Identity in Action: A Randomized Control Trial of the Youth Stand Up Curriculum

» [Brooke Rumper](#)¹, Roseline Telfort¹, Joshua Tobias-Littenberg², Sarah Brown² (1. NORC at the University of Chicago, 2. GBH)

W-4 Digital Formative Assessment Amplifies the Impact of Personalized Learning: Evidence from the Florida Assessment of Student Thinking

» [Weiling Li](#)¹, Korinn Ostrow¹, Amy Dray¹ (1. Edmentum, Inc)

W-5 Evaluating Texas Education Agency's Additional Days School Year (ADSY) Initiative: Making Use of State Longitudinal Data

» [Jason Schoeneberger](#)¹, Katherine Brumberg², Brian Doran³, Julian Bernado⁴, Joshua Wasserman², Junjie Zeng⁵, Ben Hansen² (1. RTI International, 2. University of Michigan, 3. Texas Education Agency, 4. Stanford University, 5. University of Washington)

W-6 An Efficacy Study of the Bridges Third Edition Curriculum on Student Learning

» [Michael Cook](#)¹, Jennifer Morrison¹ (1. Johns Hopkins University)

W-7 Assessing the Impact of Goblins AI Math Tutor

» [Anika Alam](#)¹, Nicolas Nicolas Dominguez-Mel¹, Jing Liu¹ (1. University of Maryland, College Park)

W-10 Linking Process and Structural Quality to Social Skills Development in Pre-Kindergarten

» [Lindsay Gomes](#)¹, Sandra Soliday Hong¹, Kylie Garber¹, Heather Aiken¹, Aditi Nambiar¹ (1. University of North Carolina at Chapel Hill)

Continued from **Wednesday, 23 September**

W-9 Professional Learning in a High-Stakes Accountability Context: VPK Teachers' Experiences and Reported Practice Changes Following an Online PL Course

» [Danielle Pico](#)¹, Julianna Banks¹, Angela Hinojosa², Tiyana Morton² (1. University of Florida Lastinger Center, 2. University of Florida College of Education)

W-11 Evaluation of the Georgia's Rising Kindergarten Summer Transition Program: A Research-to-Policy Collaboration

» [Kylie Garber](#)¹, Sandra Soliday Hong¹, Lindsay Gomes¹, Teresa Taylor², Heather Aiken¹ (1. University of North Carolina at Chapel Hill, 2. University of North Carolina Chapel Hill)

W-8 Reconceptualizing the Role and Value of Early Childhood Education and Care for Policymakers: The Role of Research

» [Caitlin Dermody](#)¹, Stephanie Jones¹, Nonie Lesaux¹ (1. Harvard Graduate School of Education)

W-12 Ready Set Succeed: Examining the Impacts and Costs of a Kindergarten Transition Program

» [Leanne Elliott](#)¹, Rachel Feldman¹, Danielle Riser¹, Lara Iqbal¹, Eboni Howard¹, Hans Bos¹, Keiona Mosley² (1. American Institutes for Research, 2. Flint Center for Educational Excellence)

W-15 Sequential Causal Decomposition for Reducing Social Disparities: A Step-by-Step Tutorial Using R

» [Su Yeon Kim](#)¹, Soojin Park¹, Chioun Lee¹ (1. University of California, Riverside)

W-17 Reliability Reporting in Early Mathematics Research: Evidence from a Systematic Review and Reliability Generalization Meta-Analysis

» [Lexi Swanz](#)¹, Jessica Logan¹ (1. Vanderbilt University)

W-14 Building Trust in Educational Evidence: A Study of Reporting Bias in Impact Evaluations

» [Jessica Spybrook](#)¹, Joe Taylor², Keah Tandon¹ (1. University of South Carolina, 2. University of Colorado Colorado Springs)

W-19 Impact of Stochastic and Systematic Eligibility Error on Average Treatment Effect Recovery

» [Qian Zhang](#)¹ (1. Florida State University)

W-16 From RCT to QED: Selecting a Matching Strategy When Experimental Data Fall Short

» [Raifu Durodoye](#)¹, George Lolashvili¹ (1. WestEd)

W-18 Beyond Fidelity: Using Observation Data to Examine the Potential for Unintended Instructional Impacts in Treatment Classrooms

» [Erin Janulis](#)¹, Karen Melchior¹, Raifu Durodoye¹, Edrick Sabalburo¹ (1. WestEd)

W-22 A Replication Study: Measurement Invariance and Predictive Validity the SRSS-IE – A Universal Behavior Screening

» [Kathleen Lane](#)¹, Katie Pelton² (1. University of Kansas, 2. University of Connecticut)

W-23 Using Discrete Trial Training and Reciprocal Imitation Training with Young Learners

» [Lori Throne](#)¹, Jennifer Ledford¹ (1. Vanderbilt University)

W-21 The Effects of Mathematical Language Interventions on the Mathematical Skills of Children with Mathematics Difficulty: A Systematic Review and Meta-Analysis

» [Shuxin LIU](#)¹ (1. The University of Texas at Austin)

W-20 Mixed method teacher participatory action research with early intervention providers through long-term professional development on cultural and linguistic competency

» Veronica Kang¹, [Megan Fleury](#)¹, Lindsay Miller¹, Anne Karabell¹, Ali Zelan², Jason Chow³ (1. University of Maryland, College Park, 2. University of Connecticut, 3. Vanderbilt University)

W-26 Effectiveness of a Transition-Focused Intervention for Immigrant Parents of Youth with Intellectual and Developmental Disabilities

» Sehrish Shikarpurya¹, Shruthika Nallamaddi¹, [Aprille Tejada](#)¹ (1. University of Maryland, College Park)

Continued from **Wednesday, 23 September**

W-32 Does Placement Matter?: A Mixed Methods Comparison of Special Educator Working Conditions

» [Deborah Schussler](#)¹, Xiaoxuan Li², Sebrina Doyle Fosco², Andy Roach³, Jennifer Frank² (1. University at Albany, SUNY, 2. Pennsylvania State University, 3. Georgia State University)

W-27 Teaching Tomorrow's Skills Today: Insights from the Teach Tech Kentucky Project

» Rachel Garrett¹, Eben Witherspoon¹, [Laura Buckley](#)¹ (1. American Institutes for Research)

W-29 Partnering with School Districts: Learning from Two Years of an NSF Noyce Track III Project

» [Kevin Krahenbuhl](#)¹, Sandy Powell² (1. Middle Tennessee State University, 2. Bedford County Schools)

W-31 Open Development: Leveraging Neo-ecological Theory to Examine Open Educational Resource (OER) Production and Adoption

» [Amber Raley](#)¹ (1. Dallas College / University of Texas at Arlington)

W-28 Who Leaves and Who Steps In? The Career Paths of School Leaders Who Enter and Exit Education

» [Kathryn James McGraw](#)¹ (1. Vanderbilt University)

W-30 Media Literacy and Teacher Resources: A State-by-State Document Analysis

» [Katy Mullins](#)¹, Isun Malekghassemi¹, Zia Hassan¹, Shinui Kim¹ (1. Johns Hopkins University)

W-33 Does Technology Use Relate to Teacher Well - Being, School Climate, and Teacher Perceptions of Student Engagement?

» [Timothy Tasker](#)¹, Rebecca Taylor-Perryman¹ (1. Leading Educators)

W-36 GraphRAG for Evidence-Based Practice: Aligning AI Retrieval with Practitioner Context and Research Rigor

» [Sami Elahi](#)¹, Connor Scully-Allison¹, Kaitlyn Fitzgerald², Beth Tipton³, Alex Kale¹ (1. University of Chicago, 2. Villanova University, 3. Northwestern University)

W-39 Contextualizing Research Use: Identifying Patterns of Evidence Engagement in Education Systems

» [Joy Polk](#)¹, Elizabeth Farley-Ripple¹, Caitlin Farrell², Jenna Neal³, Lok-Sze Wong⁴, Joel Malin⁵, Samantha Shewchuk¹ (1. University of Delaware, 2. University of Colorado Boulder, 3. Michigan State University, 4. University of North Texas, 5. Miami University)

W-40 Development and evaluation of a pedagogical tool to improve interpretation of effect sizes in education

» [Elijah Perlman](#)¹, Kaitlyn Fitzgerald¹, Joey Coladietro¹, Kevin Inahuazo¹ (1. Villanova University)

W-38 Interrogating Quantitative Methodological Norms in Educational Research: Historical Roots, Policy Implications, and Equity Consequences

» [Jillian Santos](#)¹, Seniz Celimli Aksoy¹ (1. Frostburg State University)

W-13 Expansion of public preschool and early educator earnings and credentials

» [Rebecca Bier](#)¹ (1. University of Wisconsin - Madison)

W-24 Exploring the Effectiveness and Validity of a Culturally Responsive Parent Advocacy Program for South Asian American Parents of Children with Disabilities

» [Bhabika Joshi](#)¹ (1. Vanderbilt University)

W-35 From Information to Impact: The Future Role of U.S. Federal Government in Sustaining the Evidence Ecosystem in Education

» [Chenchen Shi](#)¹ (1. The Central Academy of Drama)

Continued from **Wednesday, 23 September**

W-25 Accumulation and Sensitive Periods of Childhood Adversity on Adolescent Development in Ghana

» Hang (Heather) Do¹, Noelle Suntheimer², Erin Dunn³, Andrew Smith⁴, Elisabetta Aurino⁵, Sharon Wolf¹ (1. University of Pennsylvania, 2. University of Minnesota, 3. Purdue University, 4. University of the West of England, 5. University of Barcelona)

5:30pm

General

President's Welcome and Remarks

Venue - Harborside C Ballroom

Beth Boulay

5:45pm

Keynote

Opening Plenary

Venue - Harborside C Ballroom

Terry Mazany, Peggy Carr (Convenor), and Laura Stapleton (Convenor)

Speaker: Terry Mazany, The Chicago Community Trust

We live in the time *In Between*. This time feels different from the prior passage of movements along a coherent arc of progress. Progress itself is contested, equity is erased, and massive forces of change, visible and invisible, are unraveling the very fabric of our world, tearing at the norms and conventions that once stood the test of time, while the new era of norms and processes, and systems and structures of practice and policy is yet emergent. The stakes are high and the consequences of disruption are uncertain. Laura Stapleton and Peggy Carr have called upon us to stand on the bedrock of public trust, rise to the challenge and have a say in how this story develops. This plenary provides a personal perspective looking backwards on the Standards-Based movement of progressive school reform and looks forward to what constitutes considerations of significance for this time of post-progressive reforms. To adapt Carl Sandburg's definition of slang: it is time to roll up our sleeves, spit on our hands and go to work.

7pm

General

Opening Reception

Venue - Harborside C Ballroom

8pm

General

Open Science Affinity Group Meeting and Reception

Venue - Harbor A

Thursday, 24 September

7:45am

General

SREE-ROC Meeting and Breakfast

Venue - Harbor A

Sponsored by the Spencer Foundation

9am

Oral

SPE Symposium -- Global Perspectives on Special Education: Advancing Implementation, Equity, and Scalable Partnerships

Venue - Harbor A

Jason Chow (Convenor) and Yaoying Xu (Discussant)

Organizer: Jason Chow, Vanderbilt University

Discussant: Yaoying Xu, Virginia Commonwealth University

Paper 1: Waa Gwaan in Jamaica?: Applying the Three C's Framework to Support Family-Professional

Presenting Author: Jamie Pearson, North Carolina State University

Paper 2: Walking Far Together: A Global Partnership to Increase Access to Care for Children with Autism in Kenya

Presenting Author: Mandy Rispoli, University of Virginia

Continued from **Thursday, 24 September**

Paper 3: Cultivating Global Partnerships: Collaborative Preparation of Special Education Teachers in Brazil and the United States
Presenting Author: Maria Mello, St. Johns University

Paper 4: Co-Designing and Refining a Responsive Caregiving Intervention for Migrant Domestic Workers in Singapore
Presenting Author: Jason Chow, Vanderbilt University

Global Perspectives on Special Education: Advancing Implementation, Equity, and Scalable Partnerships

» [Jason Chow](#)¹, [Jamie Pearson](#)², [Mandy Rispoli](#)³, [Maria Mello](#)⁴, [Yaoying Xu](#)⁵ (1. Vanderbilt University, 2. North Carolina State University, 3. University of Virginia, 4. St. Johns University, 5. Virginia Commonwealth University)

9am

Oral

OSS Integrated Symposium -- Understanding and Navigating Power and Trust in Research-Practice Partnerships

Venue - Harbor B

Natalie May (Convenor) and Laura Wentworth (Discussant)

Organizer: Natalie May, New York University

Discussant: Laura Wentworth, California Education Partners

Paper 1: Understanding and Navigating Power and Trust in Research-Practice Partnerships
Presenting Author: Natalie May, New York University

Paper 2: Bridging the Divide: Cultivating a Long-Term Educational Research Alliance for Evidence-Based Policy in a Large Northeastern City
Presenting Authors: Cheri Fancsali, Research Alliance for New York City Schools

Paper 3: Equity-Centered Research Approaches for Research-Practice Partnerships Pursuing Equity and Justice
Presenting Author: Adriana Villavicencio, New York University

Paper 4: Embedding Equity in Research Practice: A Framework for Operationalizing Ethical Research
Presenting Author: Olga Pagán, Brown University

Understanding and Navigating Power and Trust in Research-Practice Partnerships

» [Natalie May](#)¹, [Cheri Fancsali](#)², [Kathy Hill](#)², [Adriana Villavicencio](#)¹, [Olga Pagán](#)³, [Laura Wentworth](#)⁴ (1. New York University, 2. Research Alliance at New York University, 3. Annenberg Institute at Brown University, 4. California Education Partners)

9am

Oral

AL Paper -- Policy Reform, Whole-School Change, and Student Trajectories

Venue - Harbor D

Drew Atchison (Panel Chair)

Causal Evidence from Alaska's Individualized Reading Improvement Plan Policy

» [Noman Khanani](#)¹, Rachel Tripathy¹ (1. WestEd)

Disrupted Learning: The Effects of School Transfers on Academic Outcomes

» [Wei Gao](#)¹, Shaun Dougherty¹ (1. Boston College)

Four-Year Impacts of Diplomas Now on High School Student Attendance, Behavior, Course Performance, and Graduation

» [Daniel Princiotta](#)¹, Lili Li¹, Zilu Jiang¹, An Nguyen¹, Irene Ramirez¹ (1. Johns Hopkins University)

The impact of teacher professional learning designed to support effective use of high-quality instructional materials

» [Andrew Wayne](#)¹, Sami Kitmitto¹, Catherine Jacques¹, Cheryl Graczeski¹, Alice Hung¹ (1. American Institutes for Research)

9am

Panel

URE Invited Moderated Discussion -- Reimagining the Evidence Pipeline for Ed Tech

Venue - Harbor E

Betsy Wolf (Panel Chair, Convenor), Michelle Barrett (Discussant), Lucas Torre (Discussant), Matt Barnum (Discussant), Stefani Pautz Stephenson (Discussant), and Jennifer Morrison (Discussant)

Organized by Betsy Wolf

Continued from **Thursday, 24 September**

Reimagining the Evidence Pipeline for Ed Tech

» [Betsy Wolf](#)¹ (1. Johns Hopkins University)

9am

Oral

PS Symposium -- ASAP in Context: Long Run Effects on Degrees, Earnings, and Returns to Completion

Venue - Harborside C Ballroom

Diana Strumbos (Convenor) and Thomas Brock (Discussant)

Organizer: Diana Strumbos, City University of New York

Discussant: Thomas Brock, Community College Research Center

Paper 1: The Returns to Degree Completion at CUNY's Community Colleges

Presenting Author: Veronica Minaya, Community College Research Center

Paper 2: The 14-Year Effects of CUNY ASAP on Educational and Labor Market Outcomes

Presenting Author: Michael J. Weiss, MDRC

Paper 3: The 8-Year Effects of ASAP Ohio on Educational and Labor Market Outcomes

Presenting Author: Kayla Warner, MDRC

ASAP in Context: Long Run Effects on Degrees, Earnings, and Returns to Completion

» [Diana Strumbos](#)¹, [Veronica Minaya](#)², [Michael Weiss](#)³, [Kayla Warner](#)³, [Thomas Brock](#)² (1. City University of New York, 2. Community College Research Center, 3. MDRC)

9am

Oral

RM Paper -- AI, Measurement, and Research

Venue - Laurel AB

Kylie Anglin (Panel Chair)

Domain-Specific Multi-Agent Systems for Automated Educational Data Mining Research and Review

» [Chenguang Pan](#)¹, Zhou Zhang¹, Weixuan Xiao¹, Chengyuan Yao¹, Youmi Suk¹ (1. Teachers College, Columbia University)

Coupled Likelihood Estimation: A Likelihood-Based Alternative to Prediction-Powered Inference for Efficient Estimation

» [Luke Miratrix](#)¹, Zachary Himmelsbach² (1. Harvard Graduate School of Education, 2. Harvard University)

From Interviews to Evidence: Using Large Language Models Responsibly in Program Evaluation

» Ruhan Circi¹, [Burhan Ogut](#)¹, Tabitha Tezil¹, Eben Witherspoon¹, Amelia Vaquez¹, Michelle Yin² (1. American Institutes for Research, 2. Northwestern University)

9am

Oral

SED Paper -- Social and Emotional Challenges in School Contexts

Venue - Laurel CD

Jason Snipes (Panel Chair)

Breaking point: Identifying the factors that predict out-of-school suspension

» [Neil Humphrey](#)¹, Stephanie Cahill¹, Roberto Vagnetti¹, Qiqi Cheng¹, Chris Knowles¹, Emma Thornton¹ (1. University of Manchester)

The Role of Compassion in Self-Regulation: A Meta-Analysis of Attention, Cognitive, and Emotional Processes

» [Lin Guo](#)¹, YU WU² (1. Syracuse University, 2. University of Memphis)

Contextual Factors Associated with Gender, Racial, and Socioeconomic Disparities and Heterogeneity Across Schools

» [Nianbo Dong](#)¹, Keith Herman², Wendy Reinke² (1. University of North Carolina at Chapel Hill, 2. University of Missouri Columbia)

Engaged or Excluded: Transgender Students' Athletic Participation and Physical Activity in Wisconsin

» [Benjamin Lebovitz](#)¹, Mollie McQuillan¹, Erin Gill² (1. University of Wisconsin - Madison, 2. University of Pennsylvania)

Continued from **Thursday, 24 September**

9am

Oral

EC Integrated Symposium -- Supporting Young Spanish-Speaking Dual Language Learners Across Contexts: Evidence From Home, Classroom, and Technology-Supported Interventions

Venue - Kent AB

Maria S. Carlo (Convenor) and Beth Phillips (Discussant)

Organizer: María S. Carlo, University of South Florida, mariacarlo@usf.edu

Discussant: Beth M. Phillips, Florida State University

Paper 1: Effects of a Structured Shared Book Reading Intervention for Early Dual Language Learners

Presenting Author: Jill Pentimonti, University of Notre Dame

Paper 2: Community-Guided Adaptations: An Effort Toward Achieving Effectiveness of an Early Language Intervention for Spanish-speaking Families

Presenting Author: Karen Zyskind, University of Oregon

Paper 3: Effects of Home and Classroom Interventions on Language, & Cognitive Development of Young Spanish-Speaking English Learners

Presenting Author: Maria S. Carlo, University of South Florida

Supporting Young Spanish-Speaking Dual Language Learners Across Contexts: Evidence From Home, Classroom, and Technology-Supported Interventions

» [Maria S. Carlo](#)¹, [Jill Pentimonti](#)², [Karen Zyskind](#)³ (1. University of South Florida, 2. University of Notre Dame, 3. University of Oregon)

9am

Oral

AL Symposium -- Identifying Active Ingredients in Academic Interventions

Venue - Galena

Daniel Espinas (Convenor), Douglas Fuchs (Convenor), and Phil Capin (Discussant)

Organizers: Daniel R. Espinas, George Mason University, and Doug Fuchs, Vanderbilt University

Discussant: Phil Capin, Harvard University

Paper 1: A Series of Experiments to Develop an Effective and Efficient Kindergarten Reading Program: Looking for Active Ingredients
Presenting Author: Doug Fuchs, Vanderbilt University

Paper 2: The Efficacy and Efficiency of Interventions for Children with Co-Occurring Math and Reading Learning Difficulties
Presenting Author: Daniel R. Espinas, George Mason University

Paper 3: The Active Ingredient of Comprehension Instruction for Reading and Mathematics: Two Network Meta-Analyses
Presenting Author: Peng Peng, The University of Texas - Austin

Identifying Active Ingredients in Academic Interventions

» [Daniel Espinas](#)¹, [Douglas Fuchs](#)², [Peng Peng](#)³ (1. George Mason University, 2. Vanderbilt University, 3. University of Texas -- Austin)

10:30am

Poster : Thur-Pos

Thursday Poster Session

Venue - Harborside Foyer

Th-3 Which K-3 Reading Screener Works Best? A Network Meta-analysis of Classification Accuracy

» [Linling Shen](#)¹, [Jingru Zhang](#)², [Yifan Fu](#)¹, [Nayoung Yoon](#)¹ (1. The University of Texas in Austin, 2. University of Wisconsin - Madison)

Th-5 Building Trust in AI-Enhanced Education Tools: A Feasibility Study of an AI-Powered Science Modeling Platform in Diverse Elementary Classrooms

» [Mingyu Feng](#)¹, [Nicole Wong](#)¹, [Wynnie Chan](#)¹, [Andy Smith](#)², [James Lester](#)², [Bradford Mott](#)², [Cathy Ringstaff](#)¹ (1. WestEd, 2. North Carolina State University)

Th-7 Integrating AI Literacy into Math Education: An Efficacy Study

» [Linlin Li](#)¹, [Jie Chao](#)², [I. Yelee Jo](#)¹, [Kevin Huang](#)¹, [Kelly Collins](#)¹ (1. WestEd, 2. The Concord Consortium)

Continued from **Thursday, 24 September**

Th-2 Identifying Effective Tutoring Strategies Through NLP Analysis of High and Low Value-Added Tutors

» [Ana Trindade Ribeiro](#)¹, Xander Beberman¹, Carly Robinson¹, Susanna Loeb¹ (1. Stanford University)

Th-4 Effectiveness of Enhanced Core Reading Instruction (ECRI) for Students with or At Risk of Reading Disabilities: Full Replication Study Findings

» [Elaine Wang](#)¹, Nancy Nelson², Marissa Pilger Suhr³, John F. Pane¹, Cadence Doyle¹ (1. RAND, 2. Boston University, 3. University of Washington)

Th-6 Uneven Pathways Through High School: A Statewide Analysis of School- and Student-Level Differences in Math and ELA Course Trajectories

» [Henry May](#)¹, Ivan Gradjansky¹, Gail Headley¹, Sam Van Horne¹ (1. University of Delaware)

Th-8 Building Validity for AI-Supported Formative Assessment: Evidence From Phase 1 of the ADAPT-AI Project

» [Bo Zhu](#)¹, Margarita Olivera-Aguilar¹ (1. American Institutes for Research)

Th-13 Validation and Use of the Implementation Team Survey (ITS)

» [Jake Leonard](#)¹, Alexis Georgeson², Ximena Franco-Jenkins¹ (1. UNC Chapel Hill, 2. University of Notre Dame)

Th-12 Evidence-Based Authorization: Validating and Strengthening a State Charter School Evaluation Instrument for Policy and Practice

» [Olivia Szendey](#)¹ (1. WestEd)

Th-10 Research on the Impact Mechanism of School Informatization Environment on Students' Digital Literacy — A Comparative Analysis Based on Finland and Chinese Taipei

» [苺蓉 闫](#)¹ (1. Hunan University)

Th-11 Examining Strategic Plans in Southern School Systems

» Kathryn James McGraw¹, [Angela Cox](#)¹ (1. Vanderbilt University)

Th-9 Do Early Gains Persist? A Meta-analysis of Long-Term Effects of a Rational Number Intervention Program

» Lourdes Farag¹, [Siling Guo](#)¹, Kreshnik Begolli¹, Katherine Rhodes¹, Lindsey Richland¹, Andres Bustamante¹, Drew Bailey¹ (1. University of California, Irvine)

Th-16 Peer-Assisted Learning Intervention in Online Higher Education: A Meta-Analysis

» [Yumeng Zhang](#)¹, Albert W. Li¹, Qiujie Li², Di Xu¹ (1. University of California, Irvine, 2. Nanyang Technological University)

WITHDRAWN Faculty Application of Universal Design for Learning: Outcomes from a Pilot Study

» [Danielle Feeney](#)¹ (1. Ohio University)

Th-15 Gentrification and Access to Advanced Mathematics: Evidence on Latinx Students and Institutional Stratification in Urban School Contexts

» [Elizabeth Rivera](#)¹ (1. Montclair State University)

Th-14 A Machine Learning Framework to Predict Early College Persistence Using High School Administrative Data

» [Yiwan Li](#)¹ (1. University of California, Davis)

Th-18 Validation of an OMR-Compatible Reformatted Version of the TOSREC for Automated Data Entry and Scoring

» [Sydney Peters](#)¹, Laura Stapleton¹ (1. University of Maryland, College Park)

Th-20 Design Features and Nonexperimental Bias: An Updated Meta-Analysis of Within-Study Comparisons

» Kylie Anglin¹, [Quinn Arnold](#)², Kate Miller-Bains², Muwon Kwon³, Qing Liu², Peter Steiner⁴, Vivian Wong² (1. University of Connecticut, 2. University of Virginia, 3. University of Maryland, 4. University of Maryland, College Park)

Continued from **Thursday, 24 September**

Th-19 A Counterfactual Evaluation of Nonoverlap Indices in AB Single-Case Designs

» [Rongjian Sun](#)¹, Lu Chen¹, Wen Luo¹ (1. Texas A&M University)

Th-17 Identifying Implementation Pathways: A Sequence Analysis Study on Teachers' Use of a Universal Social-Emotional Learning Program

» Tianying Sun¹, Pui-Wa Lei¹, [James DiPerna](#)¹, Susan Hart¹, Kyle Husmann¹ (1. Pennsylvania State University)

Th-23 When Configural Invariance Fails: Understanding Student Self-Reports During a Social-Emotional Learning Intervention

» [Emily Weiss](#)¹, Clara-Christina Gerstner² (1. Rutgers University, 2. The University of Alabama)

Th-25 Discretion in Implementation: A Street-Level Analysis of Restorative Practices in Urban Schools

» [Taylor Stenley](#)¹, Alexis O'Herrick¹ (1. Research for Action)

Th-22 Comparing Career Confidence: Leveraging RPPs to Build Quasi-Experimental Matching Analyses within a Smaller School District

» [Asha Muralidharan](#)¹, Russell Carlock², Nina Schoonover¹ (1. University of Virginia, 2. Albemarle County Public Schools)

TH-WIT Friendship Reciprocity, Stability, and Quality of Students With or at Risk for Emotional and Behavioral Disorders

» [Kristen Granger](#)¹, Jason Chow¹, Michael Broda² (1. Vanderbilt University, 2. Virginia Commonwealth University)

Th-26 Adverse Mental Health Effects of School-Based Social and Emotional Learning Programs

» [Michael Strambler](#)¹, Sophie Barnes², Christina Cipriano³ (1. Yale School of Medicine, 2. Yale Child Study Center, 3. University of Massachusetts Amherst)

Th-30 Executive Functioning Plays a Role in Development of Reading Comprehension Skills Over Time

» [Kenny Tang](#)¹, Laurie Cutting¹ (1. Vanderbilt University)

Th-28 Recognize. Relax. Record.: Preliminary results of a randomized control trial to support elementary-age students manage anxious feelings

» [Kathleen Lane](#)¹, Allison Bernard¹, Katie Pelton² (1. University of Kansas, 2. University of Florida)

Th-32 The Evolution of IDEA Student Representation in Gifted and Talented Programs: Evidence from CRDC Data (2015–2022)

» [Xinyu Li](#)¹, Lindsay Griendling¹ (1. University at Albany, SUNY)

Th-27 The Associations Between Preparation and Pathways and the Composition, Distribution, and Stability of Special Educators

» Li Feng¹, Monica Arboleta Martinez¹, [Allison Gilmour](#)², Elizabeth Bettini³, Loretta Mason-Williams⁴, Za Eng Mawi¹, Roddy Theobald² (1. Texas State University, 2. American Institutes for Research, 3. Boston University, 4. Binghamton University)

Th-29 Scaffolding Mathematics for English Learners with Mathematics Difficulties

» [Qingli Lei](#)¹, Yan Ping Xin² (1. University of Illinois Chicago, 2. Purdue University)

Th-31 Peer-relative reading achievement and longitudinal risk for learning disabilities

» [Daniel Osgood](#)¹ (1. University of Delaware)

TH-WI Scholarship Programs and the Teacher Workforce in Maryland

» [David Blazar](#)¹, Yu Hung Yaow¹ (1. University of Maryland)

Th-36 Research on Using Simulation to Practice Evidence-Based Math Instruction

» Rachel Garrett¹, Toni Smith¹, Melissa Yisak¹, Jasmine James¹, [Erin McCopp](#)¹ (1. American Institutes for Research)

Continued from **Thursday, 24 September**

Th-37 National Math Partnership: AI Tools for Curriculum-Based Professional Learning

» [Rebecca Taylor-Perryman](#)¹, Ariana Audisio¹, Timothy Tasker¹ (1. Leading Educators)

Th-38 Of 'Dear Colleague' Letters and Federal Injunctions: How Federal DEI Actions Influence Teachers' Use of Culturally Responsive Practices

» [Kate Morman](#)¹, Laura Brady², Cong Wang¹, Stephanie Fryberg¹ (1. Northwestern University, 2. American Institutes of Research)

Th-33 Under the Surface of Teacher Evaluation Systems: The Critical Role of Evaluator Feedback Authenticity in Shaping Teacher Efficacy Beliefs

» Jara Packer¹, [Roger Goddard](#)¹, Wonjoon Cha¹ (1. The Ohio State University)

Th-34 Principal Development and Student Academic Growth: Evidence from a Multi-Phase Event Study of an Urban Leadership Fellowship

» [Anahita Kumar](#)¹, Jonathan Supovitz¹, Ryan Fink¹ (1. University of Pennsylvania)

Th-35 Teaching with AI: Building Evidence for Professional Learning That Supports Responsible Classroom Integration

» Rebecca Bergey¹, Ryan Eisner¹, [Tiffini Pruitt-Britton](#)¹, Dena Slanda¹, Fei Tan¹, Kelsey Woodrick¹, Isaac Kaplan¹ (1. American Institutes for Research)

Th-21 Identifying Candidate Determinants of STEM Pathway Decisions Using Causal Discovery: Evidence from HSL:09

» [Yuxuan Li](#)¹, Weixuan Xiao¹ (1. Teachers College, Columbia University)

Th-1 Synthesizing Evidence on Standalone Digital Learning Programs in Math and Science to Inform K-12 Instructional Strategies

» Laura Michaelson¹, [Qi Zhang](#)¹, Kamal Middlebrook¹ (1. American Institutes for Research)

Th-24 Embracing Experience: Examining Young Children's Self-regulation and Executive Function in Context

» [Caitlin Dermody](#)¹, Stephanie Jones¹, Nonie Lesaux¹ (1. Harvard Graduate School of Education)

Th-39 The LDbase data repository: A data repository for education researchers

» [Sara Hart](#)¹ (1. University of Waterloo)

Th-40 Toward Equitable Data Use: A Framework for Ethical and Collaborative Meaning-Making in Early Childhood RPPs

» Maia Elkana¹, [Jennifer Burris](#)¹ (1. Washington University in S. Louis)

11:30am

General

Graduate Student Lunch

Venue - Essex A-C

12:30pm

Panel

URE Moderated Discussion -- What Does It Take to Scale High-Quality CTE? Navigating Trade-Offs in Research, Policy, and Practice

Venue - Harbor B

Christina Claiborne (Panel Chair, Convenor), Shaun Dougherty (Discussant), Hannah Kistler (Discussant), Marshall Ogier (Discussant), and Sherry Richardson (Discussant)

Organized by Christina Claiborne

What Does It Take to Scale High-Quality CTE? Navigating Trade-Offs in Research, Policy, and Practice

» [Christina Claiborne](#)¹, Shaun Dougherty², Hannah Kistler³, Marshall Ogier⁴, Sherry Richardson⁵ (1. Annenberg Institute at Brown University, 2. Boston College, 3. University at Albany, SUNY, 4. Seeding Success, 5. District of Columbia Public Schools)

Continued from Thursday, 24 September

12:30pm

Oral

AL Integrated Symposium -- Is High-Dosage Tutoring Effective in Raising Math Achievement?: Evidence from three RCTs

Venue - Harbor D

Beth Boulay (Convenor) and Heather Hill (Discussant)

Organizer: Beth Boulay, Brown University

Discussant: Heather Hill, Harvard University

Paper 1: Evaluating the effectiveness of PeerTeach Tutoring on middle school students' math achievement

Presenting Author: Beth Boulay, Brown University

Paper 2: The effects of Carnegie Learning small-group virtual math tutoring for Algebra I students in middle and high school

Presenting Author: Catherine Asher, University of Michigan

Paper 3: The Impact of Math-a-Matics Tutoring on grade 6 - 9 students' math outcomes

Presenting Author: Amanda Neitzel, Johns Hopkins University

Paper 4: The Impact of Tutored by Teachers on Middle School Students' Math Achievement

Presenting Author: Raifu Durodoye, WestEd

Is High-Dosage Tutoring Effective in Raising Math Achievement?: Evidence from three RCTs

» [Beth Boulay](#)¹, [Catherine Asher](#)², [Amanda Neitzel](#)³, [Raifu Durodoye](#)⁴ (1. Brown University, 2. University of Michigan, 3. Johns Hopkins University, 4. WestEd)

12:30pm

Oral

RM Paper -- Measuring Latent Variables

Venue - Harbor E

Matthew Lenard (Panel Chair)

Targeted After Generative (TAG) Learning for Causal Inference with Latent Variables

» [Benjamin Kelcey](#)¹, [Amota Ataneka](#)¹, [Jean Baptiste Habarurema](#)² (1. University of Cincinnati, 2. University of Cincinnati)

Measurement Invariance in Cross-classified Structural Equation Modeling

» [Jean Baptiste Habarurema](#)¹, [Benjamin Kelcey](#)², [Amota Ataneka](#)², [Fangxing Bai](#)³ (1. University of Cincinnati, 2. University of Cincinnati, 3. Montana State University Bozeman)

Structural After Measurement Estimation for Structural Equation Models with Complex Sampling

» [Kyle Cox](#)¹, [Richard Lambert](#)¹ (1. University of North Carolina at Charlotte)

12:30pm

Oral

TSL Paper -- Interventions for Educator Improvement

Venue - Laurel AB

Jade Wexler (Panel Chair)

Designing for Teacher Learning: Evidence from Scripted and Adaptive Literacy Curricula

» [Tricia Zucker](#)¹, [Jessica Logan](#)², [Michael Mesa](#)³, [Allyson Hayward](#)², [Yoonkyung Oh](#)¹, [Qinggang Yu](#)², [Michael Assel](#)¹ (1. Children's Learning Institute at University of Texas Health Science Center at Houston, 2. Vanderbilt University, 3. Children's Learning Institute at University of Texas Health Science Center at Houston)

Does Feedback Format Matter? A Randomized Trial of Numeric vs. Qualitative CLASS Observation Feedback for Early Career Teachers

» [Julie Cohen](#)¹, [John Papay](#)², [Hallie Parten](#)¹, [Brendon Krall](#)², [Grant Van Eaton](#)³, [Claire Allen-Platt](#)² (1. University of Virginia, 2. Annenberg Institute at Brown University, 3. Teach For America)

Increasing the Capacity of Middle-Grades Mathematics Teachers to Teach Data Analysis and Probability

» [Robert Schoen](#)¹, [Chris Rhoads](#)² (1. Florida State University, 2. University of Connecticut)

Continued from **Thursday, 24 September**

The Impact of a Reading Intervention in North Carolina on Student Outcomes

» [Rebecca Schmidt](#)¹, Sara Rutherford-Quach¹ (1. SRI Education)

12:30pm

Panel

RM Moderated Discussion -- The Future of Evidence in Education: What Should Researchers Do Now?

Venue - Laurel CD

Vivian Wong (Panel Chair, Convenor), Rekha Balu (Discussant), Kelly Hallberg (Discussant), Erin Higgins (Discussant), and Luke Miratrix (Discussant)

Organized by Vivian Wong

The Future of Evidence in Education: What Should Researchers Do Now?

» Vivian Wong¹, [Rekha Balu](#)², Kelly Hallberg³, Erin Higgins⁴, Cara Jackson⁵, Luke Miratrix⁶ (1. University of Virginia, 2. Urban Institute, 3. University of Chicago, 4. Align R&D, 5. The Center for Outcomes Based Contracting, 6. Harvard Graduate School of Education)

12:30pm

Oral

SED Integrated Symposium -- Examining the Adequacy of FBA-BIPs Across Four Recent Studies: Commonality and Variation

Venue - Kent AB

Shanna Hirsch (Convenor) and Catherine Bradshaw (Discussant)

Organizer: Shanna Hirsch, University of Maryland

Discussant: Catherine Bradshaw, University of Virginia

Paper 1: An Analysis of Selected Aspects of Functional Behavioral Assessments and Behavior Intervention Plans
Presenting Author: Shanna Hirsch, University of Maryland

Paper 2: An Analysis of Selected Aspects of Functional Behavioral Assessments and Behavior Intervention Plans: A Conceptual Replication
Presenting Author: Cristy Brown, Clemson University

Paper 3: Are we on course yet? Functional behavior assessment and

behavior intervention plan technical adequacy in schools
Presenting Author: Rose Iovannone, University of South Florida

Paper 4: The Impact of Implementing Tier 3 School-wide PBIS on the Technical Adequacy of Functional Behavior Assessments
Presenting Author: Tobey Doble Moore, University of Connecticut

Examining the Adequacy of FBA-BIPs Across Four Recent Studies: Commonality and Variation

» [Shanna Hirsch](#)¹, [Rose Iovannone](#)², [Tobey Doble Moore](#)³, [Christy Brown](#)⁴, [Catherine Bradshaw](#)⁵ (1. University of Maryland, 2. University of South Florida, 3. University of Connecticut, 4. Clemson University, 5. University of Virginia)

12:30pm

Oral

PS Invited Paper Session -- New Evidence on Shortened Academic Terms Across Select States

Venue - Galena

Jessa Valentine (Panel Chair, Convenor)

Organizer by Jessa Valentine, Ascendium Education Philanthropy

Across the country, community colleges are increasingly implementing shortened courses that deliver a semester's worth of material in about half the time, in an effort to provide more flexible and accessible enrollment options for students. What are outcomes for students in shortened courses compared with traditional, semester-length courses? Come learn about recent evidence from large-scale, quasi-experimental studies in three states - California, Tennessee, and Virginia.

Fast Track to Success? A Mixed Methods Evaluation of Condensed Course Formats at Tennessee Community Colleges

» [Gus Gluek](#)¹, Kaylee Matheny², Madison Dell³, Rachel Baker¹, Eric Bettinger⁴, Alex Monday⁵, Hidahis Mesa⁶ (1. University of Pennsylvania, 2. Georgetown University, 3. University of Zurich, 4. Stanford University, 5. Ithaca S&R, 6. The College System of Tennessee)

Efficiency or burnout?: The Effects of Condensed Course Formats on Student Achievement in Community Colleges

» XunFe Li¹, [Di Xu](#)¹ (1. University of California, Irvine)

Continued from **Thursday, 24 September**

Evaluating the Impact of Compressed Courses on Student Success

» [Robbie Linden](#)¹, Michael Kurlaender¹, Scott Carrell¹ (1. University of California, Davis)

2:15pm

General

Securing Philanthropic Support for Education Research

Venue - Harbor B

Ellen Weiss (Panel Chair, Convenor), Meghan McCormick (Discussant), Christopher Klager (Discussant), Andrew Bacher-Hicks (Discussant), and Jessa Valentine (Discussant)

Organizer: Ellen Weiss, SREE

Panelists: |

Andrew Bacher-Hicks

Christopher Klager, The Spencer Foundation

Meghan McCormick, Overdeck Family Foundation

Jessa Valentine, Ascendium Education Philanthropy

During this session, funders will provide an overview of the role philanthropy plays in funding, how to learn about a particular funder's priorities, opportunities, and funding mechanisms, and how to best position yourself for a successful proposal. Panelists will also provide a brief overview of their organization's ed research priorities.

2:15pm

General

Collaborating with Strangers

Venue - Harbor E

Rajeeb Das (Convenor)

Networking at conferences and meetings often falls short of expectations. At the last conference reception, you probably met people you already knew. If you were lucky, you met one or two new contacts but without meaningful follow-up. Enter "Collaborating with SREE Strangers," a structured, evidence-based activity designed to unlock collaboration potential and reveal hidden individual strengths. It is speed meeting for professionals, but highly focused on strengths and

resources that participants bring. Underlying the activity is an orientation towards others, open communication, and removal of distractions. Participants leave with new contacts and practical skills to enhance their networking efficiency in future interactions. The asset-oriented nature of this experience-highlighting and leveraging individual strengths-is what makes this session one not to miss.

2:15pm

General

Open Science PD Session - Publishing in the Open Science Era: Preparing for Data Sharing and Analytic Transparency

Venue - Kent AB

Kylie Anglin (Panel Chair, Convenor), Jessica Logan, Rob Olsen, Terri Pigott, and Laura Michaelson

Organized by the Open Science Affinity Group

To increase the transparency, openness, and reproducibility of education research, many journals have signed on to the Transparency and Openness Promotion (TOP) guidelines (Nosek et al., 2016). For example, the Journal for Research on Educational Effectiveness (JREE) is a Level 1 implementer, requiring that authors disclose whether the study was registered, as well as whether data, code, and other materials are available to the public, while encouraging greater transparency and sharing where possible. Open data, code, and materials increase trust in the research process (Cook et al., 2018) and make later direct replications and meta-analyses stronger and more feasible (Van Dijk et al., 2021). However, sharing these resources in ways that are useful to later researchers (while protecting participant privacy) can require organization, planning, and decision-making. This panel is designed to help audience members think through relevant decision points and develop a greater understanding of what to expect from journals and the Open Science movement moving forward. To speak to the practice of data sharing and the use of data downstream, the panel includes experts in data management and meta-analysis. To speak to the evolving expectations of journals, the panel includes both the Editor-in-Chief and the Transparency Editor of JREE. The moderator will ask prepared questions for approximately one hour and will save the last 30 minutes for questions from the audience.

Continued from **Thursday, 24 September**

2:15pm

General

PD Session -- From Research to Policy: Engaging Federal Decision-Makers and Communicating the Value of Education R&D

Venue - Galena

Rachel Dinkes

Organized by Rachel Dinkes, Knowledge Alliance

There's an old Washington saying: "If you don't have a seat at the table, you're what's on the menu." With dramatic cuts to contracts, surveys, and grants-and a diminished Department of Education-SREE members know that engaging federal policymakers and having a seat at the table is more important than ever.

In this practical, demystifying session, specifically designed for researchers, you'll leave with a playbook for engaging federal policymakers: who to call, when to call them, what to say, and how to use little-known opportunities-such as programmatic appropriations requests-to make the case for federal investment in education R&D.

We'll also talk about the power of acting as a community. We'll work with concrete messages-like "Students deserve an education based on what works, not guesswork"-that can help us collectively communicate why federal investment in education R&D matters.

You'll leave knowing what you can do, when to do it, and your next steps for getting a seat at the table.

3:30pm

Oral

TSL Integrated Symposium -- Reciprocal Knowledge Production: Informing Science Through Partnership

Venue - Harbor A

Jade Wexler (Convenor)

Organizer: Jade Wexler, University of Maryland

Discussant: TBD

Paper 1: When Reading Meets Social Studies: What a Series of Randomized Trials Reveals About Content-Integrated Instruction

Presenting Author: Elizabeth Swanson, The University of Texas - Austin

Paper 2: The Efficacy of Adaptive Coaching: Supporting Schoolwide Literacy Models in Middle School

Presenting Author: Alexandra Shelton, Johns Hopkins University

Paper 3: Improving Middle School Outcomes Through an Adaptive Coaching and Schoolwide Literacy Package

Presenting Author: Jade Wexler, University of Maryland

Reciprocal Knowledge Production: Informing Science Through Partnership

» [Jade Wexler](#)¹, [Elizabeth Swanson](#)², [Alexandra Shelton](#)³, [Jaclynn Lightsey](#)⁴ (1. University of Maryland, 2. The University of Texas at Austin Meadows Center for Preventing Educational Risk, 3. Johns Hopkins University, 4. Montgomery County Public Schools, MD)

3:30pm

Oral

AL and OSS Paper -- Attendance After COVID: Measurement and School Strategies

Venue - Harbor B

Daniel Princiotta (Panel Chair)

School Impacts on Absenteeism in the Middle and High School Grades following the COVID-19 Pandemic: Identifying school factors and strategies for improvement

» [Meril Antony](#)¹, [William Delgado](#)¹, [Francisca Giuliani](#)¹, [Elaine Allensworth](#)¹, [Marisa de la Torre](#)¹ (1. University of Chicago Consortium on School Research)

Continued from **Thursday, 24 September**

Measuring Beyond “Total Days Absent”: A Descriptive Understanding of the Why and the Where

» Michael Gottfried¹, Erin Gill¹, Colby Woods¹, Ethan Hutt² (1. University of Pennsylvania, 2. University of North Carolina Chapel Hill)

The Erosion of Time in School

» Matthew Kraft¹, Samantha Kane², Jessica Cobian³ (1. Brown University, 2. Annenberg Institute at Brown University, 3. Stand for Children)

Impact of Attendance Case Management on Chronic Absenteeism in Charter Schools

» Catherine Asher¹, Brian Jacob¹, Milagros Chocce¹, Megan Jagolinzer¹, Chihiro Tanigawa¹ (1. University of Michigan)

3:30pm

Oral

PS and AL Invited Symposium -- From Pathways Data to AI Tools: Building Credible Evidence for College and Career Readiness

Venue - Harbor D

Rick Hendra (Panel Chair, Convenor)

Organizer: Rick Hendra, MDRC

Discussant: TBD

Paper 1: Brit Henderson, MDRC

Paper 2: Bennet Otten,, MDRC

Paper 3: Kristin Porter, MDRC

Paper 4: Rick Hendra, MDRC

Helping young people get ready for college and careers now means working on three fronts at once: understanding the routes students actually take, building tools that guide them along those routes, and predicting whether investments in readiness will pay off. This

symposium presents four connected studies from MDRC's college and career readiness work. Paper 1 uses sequence and cluster analysis of statewide longitudinal data to map how nearly 64,000 Washington students sort into twelve school-to-work pathways, with attention to subgroup differences in who lands where and what they earn. Paper 2 reports implementation lessons and experimental findings from SkillUp Coalition's effort to build AI career navigation tools for job seekers without four-year degrees, including a rigorous test whose null-to-negative engagement result reshaped the tool's design. Paper 3 examines how college and career readiness AI tools can be stress-tested before they reach students, pairing simulation with synthetic user profiles against structured evidence on how K-12 students actually use AI. Paper 4 presents methods for forecasting the impacts of readiness and pathways investments, validated against completed experimental results. Together the papers show a full arc, from descriptive pathways evidence to tool development to prospective forecasting, and argue that AI can strengthen college and career readiness efforts only when it is tested against the standards this field has spent decades building.

3:30pm

Panel

URE Moderated Discussion -- Trusted by whom? Rethinking public trust in education research

Venue - Harbor E

Joseph Taylor (Convenor), Rachel Garrett (Panel Chair), Adam Gamoran (Discussant), and Carmel Martin (Discussant)

Organized by Rachel Garrett

Trusted by whom? Rethinking public trust in education research

» Rachel Garrett¹, Joseph Taylor¹, Adam Gamoran², Carmel Martin³ (1. American Institutes for Research, 2. WT Grant Foundation, 3. Maryland Governor's Office for Children)

3:30pm

Oral

RM Paper -- Measurement and Considerations with Large Language Models

Venue - Laurel AB

Sydney Peters (Panel Chair)

Continued from Thursday, 24 September

The Dependability of Large Language Model (LLM) Classroom Observation Systems for Making Inferences About Teachers' Instructional Practices

» [Steffen Erickson](#)¹, Vivian Wong¹ (1. University of Virginia)

More Than Words: A Multimodal AI Analysis of Teacher Praise in Online Tutoring

» [Jiseung Yoo](#)¹, Jing Liu¹ (1. University of Maryland, College Park)

Stratified Sampling for Model-Assisted Estimation with Surrogate Outcomes

» [Reagan Mozer](#)¹, Nicole Pashley², Luke Miratrix³ (1. Bentley University, 2. Rutgers University, 3. Harvard Graduate School of Education)

A Justice-Oriented Rubric for Evaluating Structural Bias in Large Language Model Output

» Sarah Quesen¹, [Lauren White](#)² (1. WestEd, 2. Consultant)

3:30pm

Oral

SPE and SED Paper -- Mental Health, Behavior, and Discipline in Schools

Venue - Laurel CD

Robert Shand (Panel Chair)

The Effect of School-Based Health Centers on Adolescent Mental Health and Behavior

» [Anjali Pai](#)¹ (1. Annenberg Institute, Brown University)

Behavioral and Mental Health Diagnoses and School Discipline: Evidence From Linked Administrative and Claims Data

» [Harneet Kaur](#)¹, Joe Sundell¹, Gwendolyn Lawson², Bradley Martin¹, John Mick Tilford¹, Joseph Thompson¹, Michael Thomsen¹ (1. University of Arkansas for Medical Sciences, 2. Children's Hospital of Philadelphia)

Suspension Overrepresentation Among Students with Disabilities: A Descriptive Longitudinal Analysis

» [Lindsay Griendling](#)¹, Xinyu Li¹ (1. University at Albany, SUNY)

Does Getting an IEP Change Why Students Miss School?

» Michael Gottfried¹, Ericka Weathers¹, [Samantha Peters](#)¹ (1. University of Pennsylvania)

3:30pm

Panel

PS Moderated Discussion -- What Does It Take to Evaluate Faculty Professional Development? Lessons from a Randomized Controlled Trial at Community Colleges

Venue - Kent AB

Jodi Davenport (Convenor), Thomas Brock (Panel Chair), Susan Bickerstaff (Discussant), and Patrick Moyle (Discussant)

Organized by Jodi Davenport

What Does It Take to Evaluate Faculty Professional Development? Lessons from a Randomized Controlled Trial at Community Colleges

» [Jodi Davenport](#)¹, Thomas Brock², Susan Bickerstaff², Patrick Moyle¹ (1. WestEd, 2. Community College Research Center)

3:30pm

Oral

SREE-ROC Research in Progress: Advancing Scholarship through Collaboration

Venue - Galena

Janelle Clay and Keisha Lanier Brown

Speakers:

• Charles Ogundimu, New York University

• Mingyu Feng, WestEd

• Linlin Li, WestEd

• Taylor Alexander, Digital Promise Global

Continued from **Thursday, 24 September**

- Zuchao "William" Shen, University of Georgia

- Janelle Clay, Achieve Atlanta

This interactive session is an opportunity for participants to share developing research, offering a supportive environment for Scholars to discuss emerging findings, methodological approaches, and ongoing challenges. The goal is to promote collaboration, strengthen developing scholarship, and provide presenters with actionable feedback to inform the next stages of their work.

5:15pm

Keynote

Hedges Lecture: Educational Testing in the Age of AI

Venue - Harborside C Ballroom

Alina von Davier, Peggy Carr (Convenor), and Laura Stapleton (Convenor)

Lecturer: Alina von Davier

Artificial intelligence (AI) is rapidly transforming both scientific inquiry and its societal applications, reshaping how knowledge is generated, evaluated, and used. This presentation examines the role of AI in assessment as a case study of the broader opportunities and challenges AI presents for education and society. Focusing on language proficiency assessment, it illustrates how advances in machine learning, natural language processing, and generative AI enable more adaptive, scalable, and accessible measurement of complex human skills. AI-driven systems support personalized testing pathways, innovative task designs that better reflect real-world language use, and continuous quality monitoring at a scale previously unattainable.

At the same time, the presentation emphasizes that scientific rigor and societal trust depend on maintaining strong theoretical foundations, transparent methodology, and robust validation practices. Human expertise and governance remain essential in defining constructs,

interpreting evidence, and ensuring fairness, accountability, and ethical use. Situating AI-powered assessment within the wider landscape of AI in education, the presentation highlights the need for interdisciplinary collaboration among domain scientists, psychometricians, and AI researchers. More broadly, it argues that AI should be understood not as a replacement for human judgment, but as a new type of co-worker, a collaborative technology that, when responsibly designed and governed, can advance scientific progress while promoting equity, access, and social benefit.

References:

von Davier, A. A. & Yan, D. (Eds.). (2026). *Artificial intelligence in educational learning and assessment* [Manuscript submitted]. Springer.

Burstein, J., LaFlair, G. T., Yancey, K., von Davier, A. A., & Dotan, R. (2024). Responsible AI for test equity and quality: The Duolingo English Test as a case study. *arXiv Preprint Educational Testing in the Age of AI*

6:30pm

General

Hedges Lecture Reception

Venue - Harborside Foyer

7:30pm

General

SREE-ROC Affinity Group Offsite Dinner

Venue - Offsite

RSVP required at the conference registration desk (first come, first served). Space is limited. Cost excluded (self pay).

Meet 7:15pm Thursday, September 24, at the registration desk.

Continued from **Thursday, 24 September**

Friday, 25 September

8am

General

Business Meeting

Venue - Harborside C Ballroom

Please join the SREE Board for a brief update on the organization's operations followed by discussion on SREE's 20th anniversary and how SREE can best serve you and promote the generation and use of education research in the future.

Coffee and breakfast will be provided.

9am

Panel

AL Invited Moderated Discussion -- Productive Struggle Is the Point: Evidence on AI That Preserves Cognitive Demand in Math

Venue - Harbor A

Ellen Tedeschi (Panel Chair, Convenor), Greg Benoit (Discussant), Katie Bainbridge (Discussant), and Ludvig Brisby Jeppsson (Discussant)

How can AI support mathematics learning without reducing the productive struggle essential to deep math learning? This moderated discussion presents emerging evidence from across a portfolio of AI-enabled math tools, examining how design choices around feedback, scaffolding, and discourse shape whether students are supported through challenge or bypassed around it. Panelists will use three complementary cases to investigate this challenge across the instructional system. EduStax, an AI-enhanced OpenStax tool for Algebra instruction, will illustrate how teacher-facing planning and scaffolding recommendations can support active learning while preserving opportunities for students to explain, revise, and extend their reasoning. MathSPACE, a

collaboration involving Boston University, ETS, and MIT, will contribute evidence from digital clinical simulations designed to strengthen educators' capacity to make equitable instructional decisions during challenging mathematical interactions. Finally, we will showcase teacher-mediated productive struggle via mathematical discourse aided by Magma Math; this tool interprets student handwritten work, analyzes them, and generates discussion prompts that students and teachers can engage with each other. Panelists will share emerging evidence, mechanisms, and open questions from their own work, and discuss more broadly how the field can use AI without sacrificing cognitive rigor. This session centers voices from researchers, developers, and practitioners working together to explore equitable educational outcomes and AI in math education. This session also addresses the conditions necessary for public trust in evidence about educational AI.

9am

Panel

RM Moderated Discussion -- Supporting Early-Career Education Researchers

Venue - Harbor B

Catherine Darrow (Panel Chair, Convenor), Sarah Sahni (Discussant), Danielle Ferguson (Discussant), and Christina Weiland (Discussant)

Organized by Cat Darrow

Supporting Early-Career Education Researchers

» Sarah Sahni¹, [Catherine Darrow](#)¹, Danielle Ferguson², Christina Weiland³ (1. J-PAL North America, 2. American Institutes of Research, 3. University of Michigan)

9am

Oral

TSL Paper -- Teacher Wellbeing and Working Conditions

Venue - Harbor D

Deborah Schussler (Panel Chair)

Effects of digital wellbeing training on educator wellbeing and student achievement: A preregistered randomized controlled trial

» [Matthew Hirshberg](#)¹, Polina Beloborodova¹, Richard Davidson¹ (1. University of Wisconsin - Madison)

Continued from Friday, 25 September

Principal Mobility and Teacher Wellbeing: Evidence from Arkansas Public Schools

» [Arslan Khalid](#)¹, Josh Mcgee¹, Gema Zamarro¹ (1. University of Arkansas)

Teacher Absenteeism and Student Outcomes: Evidence from Arkansas

» [Kim Shaw](#)¹, Gema Zamarro¹, Sarah McKenzie¹, Hannah Denker¹, Taylor Wilson¹ (1. University of Arkansas)

Professional Learning Culture and Teachers' AI Adoption: A Cross-National Random Forest Study Using TALIS 2024

» [Damilare Ajayi](#)¹, Hailey Kuang¹ (1. Florida State University)

9am

Panel

URE Moderated Discussion -- Designing for Trust: Translating Culturally Responsive Research into EdTech Design Decisions

Venue - Harbor E

Saroja Warner (Panel Chair, Convenor) and Ebony Terrell Shockley (Discussant)

Organized by Saroja Warner

Designing for Trust: Translating Culturally Responsive Research into EdTech Design Decisions

» [Saroja Warner](#)¹ (1. WestEd)

9am

Oral

RM Paper -- Causal Inference in Practice

Venue - Laurel AB

Laura Peck (Panel Chair)

The Transportability of Impacts in New York City's Gifted and Talented Program

» [Wendy Chan](#)¹, Nowreen Yasmin¹, Michelle Zhou¹, Katherine Strickland² (1. University of Pennsylvania, 2. University of Florida)

Causal effects through the front door: An application to career and technical education

» [Patrick Lavallee Delgado](#)¹ (1. University of Pennsylvania)

Propensity Score Matching in Multilevel Educational Settings: A Review and Guide for Applied Researchers

» [Jordan Rickles](#)¹, Alberto Guzman-Alvarez², Qi Zhang² (1. University of California, Los Angeles, 2. American Institutes for Research)

Too good to be true? How big are true effect sizes in education?

» [Betsy Wolf](#)¹, Paul von Hippel² (1. Johns Hopkins University, 2. The University of Texas in Austin)

9am

Oral

AL Paper -- Advanced Learning Access, Equity, and Scaled Instructional Models

Venue - Laurel CD

Amanda Neitzel (Panel Chair)

When Advanced Learning Programs Expand: Evidence on Access and Achievement

» [Seth Walker](#)¹, Tara Kilbride² (1. Michigan State University, 2. Education Policy Innovation Collaborative)

Equalizing Probability of Taking Higher Math Would Reduce Racial Inequality in Academic Performance

» [Jierui Li](#)¹, Stephen Raudenbush² (1. The Ohio State University, 2. University of Chicago)

The Promise and Limitations of Scaling Personalized Learning: Experimental Evidence from a Whole-School Reform in Chicago

» [Salman Khan](#)¹, Monica Bhatt¹, Fatemeh Momeni¹, Jonathan Guryan² (1. University of Chicago, 2. Northwestern University)

The Geography of Gifted Education: School and Neighborhood Predictors of Access to Gifted and Talented Programs in New York City

» [Katherine Strickland](#)¹, Wendy Chan², Michael Gottfried², Sam K. Peters² (1. University of Florida, 2. University of Pennsylvania)

Continued from **Friday, 25 September**

9am

Oral

AL Integrated Symposium -- The Architecture of Trust: Community Schools and the Redesign of American High Schools

Venue - Kent AB

Charlotte Thompson (Convenor) and Tiffany Miller (Discussant)
Organizer: Charlie Thompson, Learning Policy Institute

Discussant: Tiffany Miller, Learning Policy Institute

Paper 1: Community Schools Impact on Student Outcomes: Evidence from California

Presenting Author: Walker Swain, North Carolina State University and Learning Policy Institute

Paper 2: Community Schools in Los Angeles Unified: Transforming Teaching and Learning

Presenting Author: Cassandra Rubinstein, Learning Policy Institute

Paper 3: From Consolidation to Redesign: Centering Relationships and Rebuilding Trust with Students and Families

Presenting Author: Cheryl Jones Walker, Learning Policy Institute

Paper 4: Community Schools in Albuquerque: Collaborative Leadership, Shared Power and Voice

Presenting Author: Emily Germain, Learning Policy Institute

The Architecture of Trust: Community Schools and the Redesign of American High Schools

» [Tiffany Miller](#)¹, [Charlotte Thompson](#)¹, [Cassandra Rubinstein](#)¹, [Emily Germain](#)¹, [Cheryl Jones-Walker](#)¹, [Walker Swain](#)¹ (1. Learning Policy Institute)

9am

Oral

SPE Paper -- State and Local Policy Considerations

Venue - Galena

Allison Gilmour (Panel Chair)

State Special Education Finance Systems, Identification, and Public Trust in Education Policy

» [Sana Fatima](#)¹ (1. New York University)

Evaluating State-Level Special Education Accountability: A Mixed Methods Study of California's Compliance and Improvement Monitoring Framework

» [Sarah Caroleo](#)¹, [Christopher Cleveland](#)² (1. Annenberg Institute, Brown University, 2. Department of Education, Brown University)

The Benefits and Costs of Educational Inclusion: Evidence from an Evaluation of the Special Olympics Unified Champion Schools Program

» [Jesse Levin](#)¹, [Rachel Feldman](#)¹, [Clive Belfield](#)², [Katie Laird](#)¹, [Brad Salvato](#)¹ (1. American Institutes for Research, 2. Queens College, CUNY)

Unveiling Valence on Students' Present Levels: The Validation of Tone in IEP Documents

» [Joshua Almes](#)¹, [Sarah Caroleo](#)¹, [Christopher Cleveland](#)¹ (1. Annenberg Institute, Brown University)

Continued from Friday, 25 September

10:45am

Keynote

Keynote Panel: The Education Research Ecosystem: What Would it Take for Evidence to Matter More?

Venue - Harborside C Ballroom

Dan Goldhaber (Panel Chair, Convenor), Michael Casserly (Discussant), Claire Abbott (Discussant), and Peggy Carr (Convenor, Discussant)

This "dinner-party-esque" keynote panel, *The Education Research Ecosystem: What Would It Take for Evidence to Matter More?*, is moderated by Dan Goldhaber (CALDER at AIR and the University of Washington) and features three panelists - Claire Abbott (MA DESE), Peggy Carr (former NCES Commissioner), and Mike Casserly (former Council of Great City Schools). The conversation moves through three loosely timed segments: first, distinguishing evidence that's genuinely still needed to make good education policy and practice decisions from cases where politics - not a lack of evidence - is the real barrier to better outcomes for students; second, who should fund and produce education research, including the federal government's role in data collection and the case for states pooling resources rather than leaving research decisions to individual states; and third, the politics of translating research into policy, touching on dissemination strategies like the WWC and IES practice guides, the researcher-practitioner relationship, and models such as the Chicago consortium and CALDER. The session closes with an open audience Q&A.

12:15pm

General

Keynote Lunch

Venue - Harborside C Ballroom

1pm

Poster : Fr-Pos

Friday Poster Session

Venue - Harborside Foyer

Fr-6 In-the-Pipeline: Individualized Math Instruction with The Modern Classrooms Project - Preliminary Analyses

» [Robert Nathenson](#)¹, Xiaying Zheng¹, Erin McCopp¹, Toni Smith¹ (1. American Institutes for Research)

Fr-7 Strengthening Tier 1 Mathematics Instruction in Kindergarten: An In-the-Pipeline Randomized Pilot Study of an Integrated Academic-Behavior Model

» [Jessica Turtura](#)¹, Benjamin Clarke¹, Christian Doabler² (1. University of Oregon, 2. The University of Texas at Austin)

Fr-3 Causal Effect of Computer Science Class on Students' Self-efficacy in Information and Communication Technology: A Propensity Score Analysis

» [Tzu-Wei Wang](#)¹, Michael Broda¹ (1. Virginia Commonwealth University)

Fr-4 Early Literacy at Scale: A Multi-District Quasi-Experimental Evaluation of Tier 1 Foundational Skills Instruction in Grades K-2

» [Nicholas Gage](#)¹, Angela Penfold² (1. University of South Carolina, 2. Wilson Language Training)

Fr-5 Within-Student Associations Between Classroom Disruptiveness and Math and Science Achievement in Elementary School

» [Eric Hengyu Hu](#)¹, Qingqing Yang¹, Xueying (Sherry) Gao¹, Paul Morgan¹ (1. University at Albany, SUNY)

Fr-1 Practicing How to Teach With AI: Do simulated tutoring sessions improve tutor instructional skills?

» [Ana Trindade Ribeiro](#)¹, Paul Yoo¹, Carly Robinson¹, Susanna Loeb¹ (1. Stanford University)

Fr-2 An Evaluation of Organization A's Literacy Strategy with District B

» [Nathan Storey](#)¹, Xue Wang¹, Amanda Neitzel¹ (1. Johns Hopkins University)

Continued from Friday, 25 September

Fr-10 Community Cultural Wealth and Early Learning in Ghana: Moderating the Effects of Multidimensional Poverty on Children's Outcomes

» [Chibuike Kalu](#)¹, Precious Ngwayarudza², Nneka Ibekwe-Okafor¹ (1. The University of Texas in Austin, 2. North Dakota State University)

Fr-11 Developing the Caregiver Report of Early Language Interactions (CRELI) in English & Spanish

» [Nicolette Grasley-Boy](#)¹, Brenda Salley², Lauren Cycyk³, Jocelyn Morales-Martinez³, Maddie Arnautov², Andrea Rolla⁴, Judith Carta⁵ (1. WestEd, 2. University of Kansas Medical Center, 3. University of Oregon, 4. Abigail Adams Institute, 5. University of Kansas)

Fr-12 From Concept to Classroom: Assessing Trauma-Informed Teaching

» [Zachary Haggerty](#)¹, Camille Buttin¹, Alysse Loomis¹, Iheoma Iruka², Kate Zinsser³, Timothy Curby⁴ (1. University of Utah, 2. UNC Chapel Hill, 3. University of Illinois - Chicago, 4. George Mason University)

Fr-8 Game-Based Professional Learning for Trauma-Informed Practice: Evidence from a Pilot Study

» [Alysse Loomis](#)¹, Arjun Shivakumar¹, Max Olivier¹, Melissa Aguilar-Padilla¹, Grace Cottage¹ (1. University of Utah)

Fr-14 An Additional Year of Schooling in Taiwan: Effects on Math Achievement and Distributional Heterogeneity

» [Yue Di](#)¹, Spyros Konstantopoulos¹ (1. Michigan State University)

Fr-15 Identifying Indicators of Young Children's Early Learning Environment for Household Monitoring

» [Stone Dawson](#)¹, Jonathan Seiden¹, Sally Brinkman², Frances Aboud³, Maureen Black⁴, Carolin Ekman⁵, Kathleen Louise Strong⁵ (1. Vanderbilt University, 2. University of Adelaide, 3. McGill University, 4. University of Maryland School of Medicine, 5. World Health Organization)

Fr-16 Migrant Teaching, Culturally Responsive Pedagogy, and Gender Interactions: What "Matching" Really Does (and Does Not Do) for Student Outcomes

» [Angela Crevar](#)¹, Praveen Dubey², Mattius Rischard² (1. Mercer University, 2. Montana State University Northern)

Methodological Challenges in Summer Bridge Programs That Hinder Establishing Causal Effects

» [Keisha Lanier Brown](#)¹ (1. Georgia State University)

Fr-19 Modeling the latent structure and heterogeneous effects of racial trauma on student success using machine learning-augmented causal inference methods.

» [Obad Boateng](#)¹ (1. Virginia Commonwealth University)

Fr-20 Experiment Testing Calculus Course Restructuring: Growth Mindset Practices Improve Motivation and Math Proficiency

» Delaram Totonchi¹, [Michelle Francis](#)¹, Jim Rolf¹, Daniel James¹, Josh Davis², Yoi Tibbetts¹, Chris Hulleman¹ (1. University of Virginia, 2. Motivate Lab)

Fr-22 Understanding How Incarcerated Learners Experience Developmental Education Reforms

» [Kri Burkander](#)¹, Justis Freeman¹, Taylor Stanley¹ (1. Research for Action)

Fr-23 On the move: student mobility and the path to postsecondary enrollment

» C. Kevin Fortner¹, Bogyung Kim¹, [Natalie Pruitt](#)¹ (1. Georgia State University)

Fr-26 Using Retrospective Pretest Items in Educational Program Evaluation

» [Dajung Diana Oh](#)¹, Margarita Olivera-Aguilar¹ (1. American Institutes for Research)

Fr-24 Measuring Teaching Self-Efficacy in Graduate Teaching Assistants in the Age of AI and Changing Trust in Higher Education

» [Jennifer Boyd](#)¹ (1. University of Tennessee)

Continued from Friday, 25 September

Fr-25 Designing and Evaluating AI-Assisted Qualitative Analysis Workflows for Education Impact Studies

» [Graham Chickering](#)¹, Billie Day¹, Garry Davis¹ (1. American Institutes for Research)

Fr-30 A Pilot Randomized Controlled Trial of an Integrated Cognitive-Emotional-Social Intervention to Improve Executive Function and Self-Regulation in Iranian Children with Externalizing Behavior Problems

» [Nasrin Zamani Foroushani](#)¹, Megan M. McClelland¹, John Geldhof¹ (1. Oregon State University)

Fr-29 Building Community and Belonging Through Literacy and Social Skill Development

» [Clara-Christina Gerstner](#)¹, Shena Crystel¹ (1. The University of Alabama)

Fr-28 Voices as Infrastructure: Community-Centered Research Translation and the Guidebook for the People

» [Nicodemus Ford](#)¹ (1. Nicodemus Ford LLC / Design with Joy LLC)

Fr-27 Youth Perspectives on the Value and Relevance of Social and Emotional Learning Competencies

» [Jonathan Schweig](#)¹, Elizabeth Steiner¹, Tara Hofkens¹ (1. RAND)

Fr-34 Survey of Statistics Teaching

» Rob Schoen¹, Joselyn Perez¹, Shelby McCrackin¹, Bright Bakiweyem¹, [Cynthia Norris](#)¹, Jonas Geeyam¹ (1. Florida State University)

Fr-33 Registered Teacher Apprenticeship Program Study

» [Audrey Altieri](#)¹ (1. Educational Service Center of Central Ohio)

Fr-32 Click to Connect: How and Where Can Education Researchers Effectively Disseminate Findings Online to K-5 Teachers?

» [Chris Prindle](#)¹, Elizabeth Swanson², Huilin LUO¹, Yifan Fu³, Audrey Merat¹, Linling Shen³ (1. The University of Texas at Austin, 2. The University of Texas at Austin Meadows Center for Preventing Educational Risk, 3. The University of Texas in Austin)

Fr-35 Revisiting the "Hometown Disadvantage": A Decade of Change in Teacher Geographic Mobility

» [Travis Miller](#)¹ (1. University of Kansas)

FR-WITHDRAWN Evaluating the Effectiveness of Program Alignment on Teacher Emotional Exhaustion: A Methodological Comparison of Machine Learning and Conventional Path Analysis

» [Jean Baptiste Habarurema](#)¹, Benjamin Kelcey², Amota Ataneka³ (1. Univeristy of Cincinnati, 2. University of Cin, 3. University of Cincinnati)

Fr-36 And/Or? Scale Versus Impact of Online Literacy Teacher Professional Learning

» [Mary Bratsch-Hines](#)¹, Soomin Lee², Danielle Pico¹, Kelley Taksier¹, Rui Xu³ (1. University of Florida Lastinger Center, 2. University of Florida College of Education, School of Teaching and Learning, and Lastinger Center, 3. University of Florida College of Education and Lastinger Center)

Fr-39 Shared Responsibility, Stronger Evidence: A Co-Designed Partnership Framework for Trust and Accountability in Education

» [Joshua Stewart](#)¹, Yi Chieh Newton² (1. Rocky Mountain Research & Strategy, 2. Wilson Language Training)

Fr-37 Opportunities Within One State's Approach to Collecting and Using Youth Mental Health Data

» [Allison Ward-Seidel](#)¹, Michael Lyons¹, Coby Meyers¹, Faith Zabek¹, Shereen El Mallah¹ (1. University of Virginia)

Fr-38 Whose Job Is Dissemination? Development and Rationale for a Systematic AI-Supported Framework for Translating Under-Disseminated Education Research

» [Stephanie Brown](#)¹, Erik Rawls¹ (1. Florida State University)

Continued from Friday, 25 September

Fr-9 Rethinking Validation: An Iterative, Evidence-Informed Approach to Early Childhood Assessment

» Marta Benito-Gomez¹, [Amy Taub](#)¹, Ximena Portilla¹, Michelle Maier¹, Hannah Dalporto¹ (1. MDRC)

Fr-31 Who Benefits from Extended Time? A Causal Forest Analysis of Heterogeneous Treatment Effects Across Student Subgroups

» [Xin Wei](#)¹ (1. Digital Promise)

Fr-13 Core Competencies for Planetary Health Education: An AI-Assisted Systematic Review and Synthesis of Health Professions Literature

» [Zia Hassan](#)¹, Molly Robey¹, Hunter Gehlbach¹ (1. Johns Hopkins University)

Fr-18 The Transfer of College Credits Earned in High School

» [Julie Edmunds](#)¹, Brian Phillips², Christine Mulhern² (1. University of North Carolina at Greensboro, 2. RAND)

Fr-21 Evaluating Enhanced Success Coaching in a Community College Promise Program

» Rachel Worsham¹, [Elise Swanson](#)¹ (1. Harvard Graduate School of Education)

Fr-40 An Evaluation of North Carolina's Performance Bonus Program

» Karin Gegenheimer¹, Constance Lindsey², Lam Pham³, [Ella Springer](#)², Matthew Springer¹ (1. Basis Policy Research, 2. University of North Carolina Chapel Hill, 3. North Carolina State University)

2:15pm

Oral

TSL Integrated Symposium -- Reimagining the Teacher Role: Emerging Evidence on Strategic Staffing Models and Their Effects on Teaching and Learning

Venue - Harbor A

Meghan McCormick (Convenor) and Matthew Kraft (Discussant)

Organizer: Meghan McCormick, Overdeck Family Foundation

Discussant: Matthew Kraft, Brown University

Paper 1: Evidence on team-based teaching models in Arizona
Presenting Author: Mary Laski, Arizona State University

Paper 2: Evaluating Opportunity Culture: Improvement Student Achievement through Strategic Staffing in West Texas
Presenting Author: Jacob Kirksey, Texas Tech University

Paper 3: Evaluation of the Inspired Teaching, Exceptional Learning Initiative: Findings from Year 1
Presenting Author: Steven Malick, Mathematica

Reimagining the Teacher Role: Emerging Evidence on Strategic Staffing Models and Their Effects on Teaching and Learning

» [Meghan McCormick](#)¹, [Mary Laski](#)², [Jacob Kirksey](#)³, [Steven Malick](#)⁴, [Matthew Kraft](#)⁵ (1. Overdeck Family Foundation, 2. Center for Reinventing Public Education, 3. Texas Tech University, 4. Mathematica, 5. Brown University)

2:15pm

Oral

SPE Symposium -- Leveraging Tutoring and Peer Interaction to Deliver Effective Reading and Writing Interventions

Venue - Harbor B

Elizabeth Swanson (Convenor) and Russel Gersten (Discussant)

Organizer: Elizabeth Swanson, The University of Texas at Austin and The Meadows Center for Preventing Educational Risk

Discussant: Russel Gersten, Instructional Research Group and University of Oregon

Paper 1: Effects of cross age tutoring implementation and moderator analyses of dosage, initial reading level, and school environment on reading outcomes for tutor and tutees

Continued from **Friday, 25 September**

Presenting Author: Elizabeth Swanson, The University of Texas at Austin

Paper 2: Investigating the additive effects of opportunities to spell words on word reading for students with significant reading difficulties
Presenting Author: Nathan Clemens, The University of Texas at Austin

Paper 3: Writing Together: Integrating Structured Collaborations with SRSD for Text-Based Writing in Inclusive Elementary Classrooms
Presenting Author: Alyson Collins, Texas State University

Leveraging Tutoring and Peer Interaction to Deliver Effective Reading and Writing Interventions

» [Elizabeth Swanson](#)¹, [Emily Mauer](#)¹, [Nathan Clemens](#)¹, [Alyson Collins](#)², [Steve Ciullo](#)², [Russel Gersten](#)³ (1. The University of Texas at Austin, 2. Texas State University, 3. Instructional Research Group and University of Oregon)

2:15pm

Oral

PS Paper -- Higher Education Policy

Venue - Harbor D

Taylor Odle (Panel Chair)

The Influence of Flagship Sticker Prices on College Affordability Beliefs

» [Nicole Guarino](#)¹ (1. Illinois State Board of Education)

University Direct Admissions Programs' Impact on Student Diversity

» [Adalberto Castrejón](#)¹, Taylor Odle¹ (1. University of Wisconsin - Madison)

Diversifying the STEM Workforce through Community Colleges: Evidence from Massachusetts' STEM Starter Academy

» [Hanyun Cui](#)¹ (1. Boston University)

2:15pm

Oral

AL Symposium -- When and Under What Conditions Mathematics Curricula Work: Evidence Across States, Grades, and Contexts

Venue - Harbor E

Janelle Montroy (Convenor) and Ashley Grant (Discussant)

Organizer: Janelle J. Montroy, Accelerate Learning Inc.

Discussant: Ashley Grant, Johns Hopkins University

Paper 1: The Impact of Teacher Mathematics Coaching on Student Achievement with a 5E model Framework of Math Learning
Presenting Author: Janelle J. Montroy, Accelerate Learning Inc.

Paper 2: Effects of a Hands-On, Technology-Enhanced Mathematics Curriculum on Elementary Student Achievement
Presenting Author: Rachel Schechter, LXD Research

Paper 3: Trusting Evidence When Average Effects Obscure Actionable Insights in Elementary Mathematics
Presenting Author: Matthew E. Foster, University of South Florida

Paper 4: Beyond Access: Examining Blinded Curriculum Implementation Intensity and Mathematics Achievement in Kentucky
Presenting Author: Ryan Miskell, Accelerate Learning Inc.

When and Under What Conditions Mathematics Curricula Work: Evidence Across States, Grades, and Contexts

» [Janelle Montroy](#)¹, [Ashley Grant](#)², [Rachel Schechter](#)³, [Matthew Foster](#)⁴, [Ryan Miskell](#)¹ (1. Accelerate Learning Inc., 2. Johns Hopkins University, 3. LXD Research, 4. University of South Florida)

2:15pm

Oral

URE and RM Paper -- Is Educational Research Useful and Used?

Venue - Laurel AB

Michael Cook (Panel Chair)

From Research to Policy: A Study of IES-Funded RCTs in Education Policy Documents

» [Alonzo Lepper](#)¹, [Lydia Bradford](#)¹, Larry Hedges¹, Elizabeth Tipton¹ (1. Northwestern University)

Continued from **Friday, 25 September**

Investigating how well recent economic evaluations of educational programs meet standards

» Fiona Hollands¹, [Jaunelle Pratt-Williams](#)², Robert Shand³ (1. EdResearcher, 2. NORC at the University of Chicago, 3. American University)

Reporting Research for Practice: A Forward Search of Meta-Analytic Evidence

» [Hannah Scarbrough](#)¹ (1. Georgia State University)

Realities of researching together: Lessons from the fields on conducting randomized controlled trials using community-based participatory research

» [Wendy Castillo](#)¹, Lindsay Dusard², Carycruz Bueno³, Anoushka Shrestha¹, Adriana Lopez¹ (1. Montclair State University, 2. University of Pennsylvania, 3. Wesleyan University)

2:15pm

Oral

RM Paper -- Quasi-Experimental and Non-Experimental Designs

Venue - Laurel CD

Youmi Suk (Panel Chair)

Difference-in-Differences Under Conditional Parallel Trends With Time-Invariant Covariates: Methods, Implementation, and Power Analysis

» [Wei Li](#)¹, Katherine Strickland¹ (1. University of Florida)

Trade-offs between generalizable validity and practical performance: Comparing methods for MDRDD

» [Lily An](#)¹, Edward Kim² (1. Georgia State University, 2. Bentley University)

Drawing and Using DAGs for Causal Inference in Practice: An Empirical Illustration with a Within-Study Comparison

» [Soo Jung La](#)¹, Nathan Quimpo², Peter Steiner² (1. Seoul National University, 2. University of Maryland, College Park)

What If Everyone Fully Complies Throughout? Multisite IV for Identifying the Cumulative ATE of Multi-Phase Treatment with Noncompliance

» Fan Yang¹, [Zhengyan Xu](#)², Xu Qin³, Guanglei Hong⁴ (1. Tsinghua University, 2. University of Pennsylvania, 3. University of Pittsburgh, 4. University of Chicago)

2:15pm

Oral

RM and URE Paper -- Advancements and Applications in Meta-Analysis

Venue - Kent AB

Terri Pigott (Panel Chair)

Why Fadeout is (Probably) Worse Than We Think: Adjusting for Correlated Sampling Error in Meta-Analyses of Behavioral Interventions

» [Josh Gilbert](#)¹, Zachary Himmelsbach¹ (1. Harvard University)

Bridging SCED and Group Designs: Demonstrating the Ratio-Metric BC-IRR Effect Size in a Meta-Analysis

» [Wen Luo](#)¹, Chendong Li¹, Eunkyeng Baek¹ (1. Texas A&M University)

How do people reason about meta-analytic evidence? Evidence from a randomized survey experiment

» [Kaitlyn Fitzgerald](#)¹, David Khella², Avery Charles², Joey Coladipietro¹, Kevin Inahuazo¹, Elijah Perlman¹ (1. Villanova University, 2. Azusa Pacific University)

2:15pm

Panel

OSS Invited Moderated Discussion -- School Accountability and Turnaround in a Time of Federal Limbo

Venue - Galena

Erica Harbatkin (Panel Chair, Convenor), Lam Pham, Kerstin Le Floch (Discussant), and Drew Atchison (Discussant)

School Accountability and Turnaround in a Time of Federal Limbo

» [Erica Harbatkin](#)¹, [Lam Pham](#)², [Drew Atchison](#)³, [Kerstin Le Floch](#)³ (1. Florida State University, 2. North Carolina State University, 3. American Institutes for Research)

Continued from **Friday, 25 September**

4pm

General

SREE Networking Session

Venue - Harbor E

Laura Stapleton and Vivian Wong

The session will feature a series of table topics designed to encourage conversation, connection, and sharing among conference participants. Each table will be facilitated by two scholars with expertise and interest in that specific topic.

This session is located across the hall from the SREE-ROC networking roundtables to allow attendees to move seamlessly between the two sessions.

Table Topics and Facilitators

1. Musings on Meta-Analysis: Forests, Funnels, and Friendly Disagreement

Beth Tipton, Terri Pigott

2. Research Partnerships: Trust, Translation, and the Occasional MOU

Cara Jackson, Taylor Odle

3. Publishing in JREE: A Look Behind the Curtain

Rob Olsen, Takako Nomi, Jordan Rickles

4. Teacher Labor Markets: Supply, Demand, and Other Plot Twists

Matt Kraft, Dan Goldhaber

5. EdTech and Innovation: Big Promises, Better Questions

Erin Higgins, Jessaca Spybrook

6. The Sublime Pleasure of Being Wrong: What to Do When New Facts

Challenge your Understanding of the World

Greg Duncan, Laura Stapleton

7. Postsecondary Pathways: Persistence, Detours, and Second Chances

Julie Edmunds, Lindsay Page

8. Causal Inference: A Casual Conversation

Luke Miratrix, Peter Steiner

9. Student Well-Being: Measuring the Unmeasurable (Carefully)

Robert Balfanz, Christina Cipriano

10. Evidence and Accountability: When Policy Meets Practice

Jill Bowdon, Peggy Carr

11. Does It Work ... and Then What? Evaluation for Decision-Making

Kelly Hallberg, Vivian Wong

12. Building a Program of Intervention Research: What Does It Take to

Make It Work?

Prentice Starkey, Alice Klein

4pm

General

SREE-ROC Networking Roundtables

Venue - Laurel CD

Janelle Clay and Keisha Lanier Brown

Large academic conferences can feel overwhelming, especially for scholars of color navigating educational research spaces. This networking roundtable is designed to foster meaningful connections among educational researchers of color across career stages and institutional contexts through facilitated small-group conversations. Participants will have the opportunity to share experiences, exchange ideas, discuss career pathways, and build relationships with colleagues from universities, research organizations, and other educational settings. Whether you are attending your first conference or are an established researcher, this session provides a welcoming space to expand your professional network, strengthen existing connections, and engage with the broader SREE Researchers of Color community.

4pm

General

Open Science PD Session - Rethinking Research Credibility: Open Access, Open Data, and the Future of Scientific Publishing

Venue - Kent AB

William Therrien and Bryan Cook

Organized by Open Science Affinity Group

Recent findings from the DARPA-funded SCORE program show clear problems with research credibility across the social and behavioral sciences, with education performing the worst among these fields, particularly in data sharing and transparency. This session focuses on the practical decisions that shape credibility, particularly where we publish and whether we share data. Using examples from open access

Continued from **Friday, 25 September**

5:15pm

Panel

URE Moderated Discussion -- How do we build an R&D ecosystem that honors the reality of education decision-making?

Venue - Harbor A

Erin Higgins (Panel Chair, Convenor), Natasha Mir (Discussant), Elise Lenthe (Discussant), Antonia Watts (Discussant), and Douglas Elmendorf (Discussant)

Organized by Erin Higgins

How do we build an R&D ecosystem that honors the reality of education decision-making?

» [Erin Higgins](#)¹, [Natasha Mir](#)², [Elise Lenthe](#)³, [Antonia Watts](#)⁴, [Douglas Elmendorf](#)⁵ (1. Align R&D, 2. EdSolutions, 3. The Center for Outcomes Based Contracting, 4. Howard County Maryland Board of Education, 5. Baltimore County Public Schools)

5:15pm

Oral

EC Symposium -- Building Longitudinal Developmental Evidence for Policy Action: Evidence from Covid-19

Venue - Harbor B

[Lily Fritz](#) (Convenor) and [Christina Weiland](#) (Discussant)

Organizer: [Lily Fritz](#), Harvard Graduate School of Education

Discussant: [Christina Weiland](#), University of Michigan

Paper 1: The Impact of the COVID-19 Pandemic on Young Children's Executive Function: Implications from A Longitudinal, Population-Based Study

Presenting Author: [Stephanie Jones](#), Harvard University

Paper 2: Changes in Trajectories of Behavioral Health through the COVID-19 Pandemic: A Latent Class Growth Analysis

Presenting Author: [Lily Fritz](#), Harvard University

Paper 3: COVID-19-Induced School Closures and Disadvantaged

Children's Post-COVID Academic Growth: A Longitudinal Cohort Study
Presenting Author: [Anna Johnson](#), Georgetown University

Paper 4: Early Reading Achievement Recovery Among Under-Resourced K through 2 Students in the United States following COVID-19 School Closures

Presenting Author: [Alyssa Palmer](#), University of Utah

Building Longitudinal Developmental Evidence for Policy Action: Evidence from Covid-19

» [Lily Fritz](#)¹, [Stephanie Jones](#)¹, [Anna Johnson](#)², [Alyssa Palmer](#)³, [Christina Weiland](#)⁴ (1. Harvard Graduate School of Education, 2. Georgetown University, 3. University of Utah, 4. University of Michigan)

5:15pm

Oral

RM Paper -- Robust Estimation in Causal Inference

Venue - Harbor D

[Peter Steiner](#) (Panel Chair)

Integrating Double Selection into Doubly Robust Estimators for Causal Inference

» [Muwon Kwon](#)¹, [Peter Steiner](#)² (1. University of Maryland, 2. University of Maryland, College Park)

Time-Varying Treatment Effects of Special Education: A Doubly Robust Approach

» [Bryan Keller](#)¹, [Lindsey Liu](#)¹, [Yingqi Huan](#)¹ (1. Teachers College, Columbia University)

A Nonparametric, Scale-Free Approach to Evaluating Causal Effects on Validated Latent Constructs

» [Beom Kwon](#)¹, [Hyunseung Kang](#)¹ (1. University of Wisconsin - Madison)

Robust Causal Effect Estimation in Multilevel Studies with Unmeasured Covariates via Variational Autoencoders

» [Youmi Suk](#)¹, [Yuxuan Li](#)¹ (1. Teachers College, Columbia University)

Continued from Friday, 25 September

5:15pm

Panel

RM Moderated Discussion -- Improving the Improvement Index: Catalyzing How Education Research Translates Meta-Analytic Evidence for Decision-Making

Venue - Laurel AB

Christina Cipriano (Convenor), Cory Turner (Discussant), Luke Miratrix (Discussant), Jason Chow (Discussant), Michael Strambler (Discussant), Laura Hamilton (Discussant), and Madeline Will (Discussant)

Organized by Christina Cipriano

Improving the Improvement Index: Catalyzing How Education Research Translates Meta-Analytic Evidence for Decision-Making

» [Christina Cipriano](#)¹ (1. University of Massachusetts Amherst)

5:15pm

Oral

PS Paper -- Student Supports

Venue - Laurel CD

Catherine Mata (Panel Chair)

Proactive communication and support for STEM success: Implementation and impact of a course-specific chatbot in introductory undergraduate chemistry

» [Lindsay Page](#)¹, Katharine Meyer², Catherine Mata¹, Ellen Bryer¹, Chiara Affatigato¹, Dabney Dixon³ (1. Brown University, 2. Brookings Institution, 3. Georgia State University)

Nudged, But at What Cost? Assessing the State of Economic Evaluation in a Systematic Review of Postsecondary Nudge Interventions

» [Chris Brooks](#)¹, Melissa Rodgers¹, Charleen Gust¹, Amanda Danks¹, Megan Austin¹ (1. American Institutes for Research)

What is the Cost of Free? Effects and Costs of Open Educational Resources

» [Stacey Brockman](#)¹, Molly Ledermann², Huong Nguyen¹ (1. Wayne State University, 2. Washtenaw Community College)

Testing a Lower Cost Model of Student Supports: Two-Year Evidence from a Randomized Controlled Trial [working title]

» Cynthia Miller¹, Austin Slaughter¹, [Sukanya Barman](#)¹, Colleen Sommo¹, Susan Scrivener¹ (1. MDRC)

5:15pm

Oral

AL Symposium -- Scaling Effective Educational Interventions

Venue - Kent AB

Alice Klein (Convenor) and Beth Boulay (Discussant)

Organizer: Alice Klein, WestEd

Discussant: Beth Boulay, Brown University

Paper 1: Scaling an Effective Early Childhood Math Intervention: Pre-K Mathematics

Presenting Author: Prentice Starkey, WestEd

Paper 2: Building a Body of Evidence to Support Scalability: A Series of Replication Studies of a Mathematics Intervention

Presenting Author: Leanne Ketterlin-Geller, Southern Methodist University

Paper 3: Impact and Implementation of SRSD at Scale

Presenting Author: Yinmei Wan, American Institutes for Research

Scaling Effective Educational Interventions

» [Prentice Starkey](#)¹, [Alice Klein](#)¹, [Leanne Ketterlin-Geller](#)², [Yinmei Wan](#)³, [Laura Hauerwas](#)⁴ (1. WestEd, 2. Southern Methodist University, 3. American Institutes of Research, 4. Providence College)

5:15pm

Oral

AL, GC, and SED Paper -- Environmental Effects on Behaviors and Schooling Outcomes

Venue - Galena

Darryl Hill (Panel Chair)

Tech Boom or Bust: The Impact of Data Center Expansion on Air Quality and Student Outcomes

» [Samantha Kane](#)¹, Matthew Kraft², Christopher Cleveland² (1. Annenberg Institute, Brown University, 2. Brown University)

Continued from Friday, 25 September

Air Pollution and School Attendance: Evidence from Government Schools in Delhi

» [Nina Brooks](#)¹, Emmerich Davies¹ (1. University of Michigan)

When Weather Keeps Children Inside: Outdoor Recess Disruptions and School Discipline

» [Harneet Kaur](#)¹, Michael Thomsen¹ (1. University of Arkansas for Medical Sciences)

7pm

General

Women in Quantitative Methods Meeting & Reception

Venue - Harbor A

Wendy Chan (Convenor) and Eleanor Fulbeck (Convenor)

The Women in Quantitative Methods is excited to host a learning and networking event. This event will include a brief business meeting, followed by a facilitated panel discussion on career transitions and sustaining research pipelines in the current climate, and wrapping up with a networking reception. All are welcome and we look forward to catching up with old friends and making new ones at this year's conference!

Saturday, 26 September

8:30am

Oral

PS Paper -- Economic Shocks and College Attendance

Venue - Harbor B

Stacey Brockman (Panel Chair)

When Wages Rise, Who Goes to College? Impact of Labor Market Shocks on College Attendance

» [Steven Lee](#)¹ (1. Williams College)

Working and Learning in Hard Times: A Causal Analysis of How Employment Downturns Shape Community College Students' School and Job Trajectories

» [Chenjun Yu](#)¹ (1. University of Michigan)

Do Neighbors Shape the Sticker Price? Spatial Spillovers in Institutional Cost of Attendance Reporting and Student Financial Burden

» [Guan-Fu Chou](#)¹, Jeremy Wright-Kim¹ (1. University of Michigan)

8:30am

Panel

AL Moderated Discussion -- From Decoding to Meaning: Using Evidence to Improve Reading Comprehension

Venue - Harbor D

Jose Blackorby (Panel Chair), Rekha Balu (Discussant), Katie Grogan (Discussant), Kay Wiejickumar (Discussant), and Samantha Giammarco (Discussant)

Organized by Jose Blackorby

From Decoding to Meaning: Using Evidence to Improve Reading Comprehension

» [Jose Blackorby](#)¹, Rekha Balu², Katie Grogan¹, Russel Gersten³, Kay Wiejickumar⁴, Samantha Giammarco⁵ (1. WestEd, 2. Urban Institute, 3. Instructional Research Group and University of Oregon, 4. Texas A&M University, 5. The Ohio State University)

8:30am

Oral

SPE and EC Paper -- Assessment Issues and Differences in Early Childhood and Elementary Settings

Venue - Harbor E

Jimena Cosso (Panel Chair)

Decomposing Constructed-Response Disparities: A Stage-Based Framework for Response Production, Evidence Alignment, and Scoring

» [Xin Wei](#)¹ (1. Digital Promise)

Continued from **Saturday, 26 September**

Is the preLAS a Valid Routing Tool for Mathematics Assessment? Evidence from a Within-Person Bilingual Design

» [Jimena Cosso](#)¹, Paola Guerrero Rosada² (1. University of Maryland, College Park, 2. University of California, Irvine)

Gender Differences in Kindergarten Entry Skills

» [Sadie Richardson](#)¹, Sofia Wilson¹, sean reardon¹ (1. Stanford University)

8:30am

Panel

URE Moderated Discussion -- Using Mutual Accountability and Evidence to Build Trust: Lessons from Research on Outcomes Based Contracting

Venue - Laurel AB

Cara Jackson (Convenor), Lorna Porter (Discussant), Kelsey Krausen (Discussant), Brittany Johnson (Discussant), and Ji Soo Song (Discussant)
Organized by Cara Jackson

Using Mutual Accountability and Evidence to Build Trust: Lessons from Research on Outcomes Based Contracting

» [Cara Jackson](#)¹, Lorna Porter², Kelsey Krausen³, Brittany Johnson¹, Ji Soo Song⁴ (1. The Center for Outcomes Based Contracting, 2. Annenberg Institute at Brown University, 3. WestEd, 4. State Educational Technology Directors Association)

8:30am

Oral

AL Paper -- Motivation, Engagement, and Affective Pathways in Math

Venue - Laurel CD

Elizabeth Huffaker

Student Engagement as a Pathway Linking Teacher Support to Mathematics Achievement: A Meta-Analytic Structural Equation Modeling Review

» [Qi Zhang](#)¹, Ming-Te Wang², Yibing Li³ (1. American Institutes for Research, 2. University of Chicago, 3. American Institutes of Research)

Student Perceptions of and Performance in Math: Effects of Middle School Access to Real-World Math Lessons

» [Jordan Rickles](#)¹, Fei Tan², Santiago Nicotera², Amelia Auchstetter², Kirk Walters³, Jill DePiper³ (1. University of California, Los Angeles, 2. American Institutes for Research, 3. WestEd)

Affective Pathways Linking Home Learning Environment and ELL Status to Grade 4 Mathematics Achievement: Evidence from TIMSS 2023 Across At-Risk Groups

» [Qingli Lei](#)¹, Megan Hirni² (1. University of Illinois Chicago, 2. University of Missouri, Columbia)

A Large Scale Randomized Control Trial Showing LLM Generated Feedback Helps Low-Knowledge Middle School Math Students with Short-Term Learning

» Eamon Worden¹, [Cristina Heffernan](#)², Neil Heffernan¹ (1. Worcester Polytechnic Institute, 2. ASSISTments)

8:30am

Oral

RM Paper -- Bayesian Inference

Venue - Kent AB

Wen Luo (Panel Chair)

Flexible Estimation of Heterogeneous Causal Mediation Effects via Bayesian Additive Regression Trees

» [Xu Qin](#)¹, Chen Liu¹, Jiebiao Wang¹, Tetsuya Yamada² (1. University of Pittsburgh, 2. University of Tübingen)

Posterior Predictive Checks for Selecting Effect Size Metrics

» [Jingru Zhang](#)¹, James Pustejovsky¹ (1. University of Wisconsin - Madison)

Evaluating Organizational Effectiveness in Multisite Randomized Trials via Bayesian Inference

» [Mingya Huang](#)¹, Xinran Li¹, Zhengyan Xu², Jonah Deutsch³, Peter Kress³, Guanglei Hong¹ (1. University of Chicago, 2. University of Pennsylvania, 3. Mathematica)

Continued from **Saturday, 26 September**

Design-Conditional Prior Elicitation for Dirichlet Process Mixtures: Protecting Subgroup and Heterogeneity Conclusions in Education Studies

» [JoanHo Lee](#)¹ (1. The University of Alabama)

8:30am

Panel

RM Moderated Discussion -- Building Analytic Capacity to Advance Educational Research and Practice: Perspectives from Three Cohorts of the IES-Funded ISEA Fellowship

Venue - Galena

Min Sun (Panel Chair, Convenor), Julio Caesar (Discussant), Tori Jesse (Discussant), and Arthur Cunningham (Discussant)

Organized by Min Sun

Building Analytic Capacity to Advance Educational Research and Practice: Perspectives from Three Cohorts of the IES-Funded ISEA Fellowship

» [Min Sun](#)¹, [Julio Caesar](#)², [Tori Jesse](#)³, [Arthur Cunningham](#)⁴ (1. University of Washington, 2. Bloomington Public Schools, 3. Microsoft, 4. Metro Nashville Public Schools)

10:15am

Oral

RM Paper -- Effective Matching and Controls

Venue - Harbor B

Jordan Rickles (Panel Chair)

Design-Based Weighting for Multilevel Full Matching

» [Katherine Brumberg](#)¹, [Joshua Wasserman](#)¹, [Ben Hansen](#)¹ (1. University of Michigan)

Evaluating the Importance of Covariates in Mitigating Selection Bias Using Data from a Four-Arm Within-Study Comparison

» [Lindsey Liu](#)¹, [Bryan Keller](#)¹ (1. Teachers College, Columbia University)

Preventing Chronic Absenteeism Among At-Risk Students: A Risk-Set Prevention Analysis of a County-Level Attendance Intervention Network

» [Shannon Coulter](#)¹ (1. San Diego County Office of Education)

Using Multi-task Neural Networks for Treatment Effect Estimation and Covariate Balance Measure in a Quasi-Experimental Study

» [Funke Dada](#)¹ (1. University of Central Florida)

10:15am

Oral

AL Paper -- Tutoring at Scale: Effectiveness, Variation, and Family

Venue - Harbor D

Robert Nathenson (Panel Chair)

Do tutors differ in their effectiveness? Evidence from the random assignment of tutors to students

» [Jilli Jung](#)¹, [Carly Robinson](#)¹, [Susanna Loeb](#)¹ (1. Stanford University)

What Happens When Tutoring Scales? Evidence from a Statewide High-Dosage Tutoring Initiative

» [Kyle Ashley](#)¹, [Matthew Duque](#)¹ (1. Maryland State Department of Education)

Springboard Evaluation: A Randomized Controlled Trial of an Early-literacy Tutoring and Family Engagement Program

» [Sarah Asson](#)¹, [Michelle Hodara](#)¹, [Manuel Vazquez Cano](#)¹, [Mary Padden](#)¹ (1. Education Northwest)

Estimating Heterogeneous Effects of On-Demand Tutoring

» [Kirk Vanacore](#)¹, [Danielle Thomas](#)², [Justin Reich](#)³, [René Kizilcec](#)¹ (1. Cornell University, 2. Carnegie Mellon University, 3. Massachusetts Institute of Technology)

10:15am

Oral

OSS Paper -- The Fiscal Riff: Implications and Impacts of School Funding Policies

Venue - Harbor E

Rekha Balu (Panel Chair)

Continued from Saturday, 26 September

The Impact of Large Infusions of Unrestricted Revenue for High-Need Schools: Evidence From California's Equity Multiplier

» [Patrick McClellan](#)¹ (1. University of California, Davis)

When Small Districts Disappear the Fiscal Consequences of Consolidation in Arkansas

» [Md Juwel Ahmed Sarker](#)¹, Josh McGee¹ (1. University of Arkansas)

Did rural school aid work? Evidence from Massachusetts

» [Wei Gao](#)¹, Olivia Chi², Shaun Dougherty¹ (1. Boston College, 2. Boston University)

Formula Funding, Local Discretion, and Implementation Gaps: A Mixed-Methods Study of Title II, Part A Across Diverse LEA Types

» [Yubin Jang](#)¹, Lauren Bailes¹ (1. University of Delaware)

10:15am

Oral

TSL Paper -- Developing Effective Leaders and Teachers

Venue - Laurel AB

Lauren Bailes (Panel Chair)

Promoting Equity-Centered Teaching via Professional Development: Providing All Learners with Meaningfully Inclusive Learning Experiences

» [Alexandra Shelton](#)¹, Rebecca Cruz¹, Rachel McClam¹, Irene Ramirez¹, Katy Mullins¹, Lindi Shepard¹, Isun Malekghassemi¹ (1. Johns Hopkins University)

Evaluation Findings of the Equity Leader Accelerator Program

» Martyna Citkowicz¹, Sarah Mae Olivar¹, Sarah Peko-Spicer¹, Jasmine James¹, Sonia Dhillon¹, [Jill Bowdon](#)¹ (1. American Institutes for Research)

From Student Teaching to the Teacher Workforce: Placement Contexts, Mentoring, and Early Pipeline Outcomes

» [Jiwon Baek](#)¹ (1. Florida State University)

Assistant Principal Expansion, Central Office Structure, and Equitable Access to the Principalship

» Angela Cox¹, [Ellen Goldring](#)¹, Mollie Rubin², George Smith³, Mariesa Herrmann³ (1. Vanderbilt University, 2. Policy Studies Associates, 3. Mathematica)

10:15am

Oral

URE Symposium -- Leveraging Interventions to Uncover Learning and Developmental Processes

Venue - Laurel CD

Tetsuya Yamada (Convenor), Kenji Kitamura (Convenor), and Cameron Hecht (Discussant)

Organizers: Tetsuya Yamada, University of Tübingen, and Kenji Kitamura, Harvard University

Discussant: Cameron Hecht, University of Rochester

Paper 1: From curiosity to learning: Effects of information-seeking behaviors on science knowledge acquisitions in classrooms in Nepal
Presenting Author: Kenji Kitamura, Harvard University

Paper 2: Skill Transfer in an Intensive Math Tutoring Randomized Controlled Trial
Presenting Author: Siling Guo, University of California - Irvine

Paper 3: The Long-Term Impacts of Teacher Quality on Student Outcomes
Presenting Author: Mindy L. Rosengarten, Columbia University

Paper 4: Exploring the Heterogeneity of the Impact of a Relevance Intervention in German High Schools
Presenting Author: Tetsuya Yamada, University of Tübingen

Leveraging Interventions to Uncover Learning and Developmental Processes

» [Tetsuya Yamada](#)¹, [Kenji Kitamura](#)², [Cameron Hecht](#)³, [Siling Guo](#)⁴, [Mindy Rosengarten](#)⁵, [Tetsuya Yamada](#)¹ (1. University of Tübingen, 2. Harvard Graduate School of Education, 3. University of Rochester, 4. University of California, Irvine, 5. Teachers College, Columbia University)

Continued from **Saturday, 26 September**

10:15am **Oral**
SPE and GC Paper -- Effects of Literacy Interventions
Venue - Kent AB

The Effect of Project READ-ASD for Grade 4-8 students with Autism
 » [Linling Shen](#)¹, Colleen Reutebuch¹ (1. The University of Texas in Austin)

Impacts of a Rural, Community-Based Summer Literacy Program on Early Elementary Struggling Readers' Outcomes: Evidence from a Quasi-Experimental Study
 » [Patrick Rich](#)¹, Karen Manship¹, Aleksandra Holod¹, Alberto Guzman-Alvarez¹ (1. American Institutes for Research)

10:15am **Panel**
OSS Moderated Discussion -- Building Trust in Using Research to Inform School Improvement: Integrating Impact Evaluation and Improvement Research
Venue - Galena
 Alex Resch (Panel Chair), Don Peurach (Panel Chair), Robert Balfanz (Discussant), Amiee Winchester (Discussant), Suzanne Donovan (Discussant), and Jennifer Russell (Discussant)
 Organized by Alex Resch and Don Peurach

Building Trust in Using Research to Inform School Improvement: Integrating Impact Evaluation and Improvement Research
 » [Alex Resch](#)¹, Don Peurach², Robert Balfanz³, Amiee Winchester⁴, Suzanne Donovan⁵, Jennifer Russell⁶ (1. Align R&D, 2. University of Michigan, 3. Johns Hopkins University, 4. Baltimore City Public Schools, 5. SERP Institute, 6. Vanderbilt University)

12pm **Oral**
SPE Paper -- Issues in Identification and Service Provision
Venue - Harbor D
 Rebecca Cruz (Panel Chair)

A Comprehensive Review of Statewide Policies for Dyslexia Screening, Identification, and Services

» [Jessica Kane-Cabello](#)¹ (1. The University of Texas at Austin)

School-Based Disability Identification Varies by Student Family Income

» [Nicholas Ainsworth](#)¹, Christopher Cleveland², Leah Clark³, Jacob Hibel⁴, Quentin Brummet⁵, Andrew Saultz⁶, Andrew Penner¹ (1. University of California, Irvine, 2. Annenberg Institute, Brown University, 3. U.S. Census Bureau, 4. University of California, Davis, 5. NORC at the University of Chicago, 6. Lewis & Clark College)

Teacher-Student Race Matching in Special Education Referral and Placement for Kindergarten Students

» [Vi-Nhuan Le](#)¹, [Brooke Rumper](#)¹, Tina Fletcher², Philip Kim³, Michael Gottfried³ (1. NORC at the University of Chicago, 2. Walton Family Foundation, 3. University of Pennsylvania)

12pm **General**
URE Invited Moderated Discussion -- Closing Conversation: What Are We Learning About the Education R&D System?

Venue - Harbor E

Vivian Wong (Convenor), Rekha Balu (Convenor), and Norma Ming (Convenor)

At a time of growing uncertainty about the future of education R&D, sessions throughout this year's SREE conference are examining how education research is generated, supported, communicated, and used, as well as the partnerships and infrastructure needed to sustain this work. This closing session brings those conversations together to consider what they reveal about the education R&D system as a whole.

To help ground the conversation, we will begin with a visual map drawing on sessions, papers, and posters across the conference that address the design and functioning of the education R&D system. The map will highlight topics and connections across areas such as research partnerships, data and infrastructure, evidence use, the research workforce, and the broader role of research in education.

The map is intended as a starting point for reflection and discussion. Participants will have opportunities to consider what the conversations across the conference suggest about the current state of the education

Continued from **Saturday, 26 September**

R&D system, what issues or perspectives are missing from the dialogue, and what connections or patterns they see across the work represented at SREE.

The session will also create opportunities for participants to connect with others working on related parts of the R&D system, including people approaching shared problems from different perspectives. We will close by identifying areas of strength, gaps that warrant more attention, and questions, priorities, or connections that participants may want to carry forward beyond the conference.

No preparation is required, and participants do not need to have attended all of the related sessions. The session is open to anyone interested in the future of education research and evidence.

12pm

Oral

EC Symposium -- Implementing Evidence-Based Early Learning Curricula at Scale: Lessons from District and State Reform Efforts

Venue - Laurel AB

Melanie Muskin (Convenor) and Jason Sachs (Discussant)

Organizer: Melanie Muskin, Northwestern University

Discussant: Jason Sachs, Bill and Melinda Gates Foundation

Paper 1: Implementing and Scaling New Pre-K Curriculum and Professional Development: Insights from DC Public Schools
Presenting Author: Marissa Strassberger, MDRC

Paper 2: Scaling an Evidence-Based Pre-K Curriculum Statewide: Implementation Lessons from Mississippi
Presenting Author: Christina Weiland, University of Michigan

Paper 3: Piloting and Expanding Voluntary Adoption of a P-2 Curriculum: Implementation Lessons from Maine
Presenting Author: Melanie Muskin, Northwestern University

Implementing Evidence-Based Early Learning Curricula at Scale: Lessons from District and State Reform Efforts

» [Melanie Muskin](#)¹, [Marissa Strassberger](#)², [Christina Weiland](#)³ (1. Northwestern University, 2. MDRC, 3. University of Michigan)

12pm

Oral

AL Paper -- AI, Digital Tools, and Instructional Technology: Evidence & Measurement

Venue - Laurel CD

Mingyu Feng

A Parent-Child Math Engagement Program to Enhance Learning and Decrease Math Anxiety: Results from a Randomized Controlled Trial

» [Elizabeth Huffaker](#)¹, Kalena Cortes² (1. University of Florida, 2. Texas A&M University)

Evaluating Teacher-Facing LLM Summaries at Scale in a Digital Learning Platform

» Wen-Chiang Lim¹, Eamon Worden¹, Adam Sales¹, [Neil Heffernan](#)¹ (1. Worcester Polytechnic Institute)

A Randomized Controlled Trial of a Technology- and Game-Based Program for Early Math Learning

» Linlin Li¹, [Mingyu Feng](#)¹, Kevin Huang¹, Melissa Lee¹, Hee Jin Bang² (1. WestEd, 2. Age of Learning)

Measures Still Matter: Replicating and Extending a Meta-Analysis of Educational Apps with Five Years of New Data

» [Josh Gilbert](#)¹, James Kim¹ (1. Harvard University)

12pm

Oral

RM Paper -- Beyond the Average Treatment Effect

Venue - Kent AB

Luke Miratrix (Panel Chair)

Continued from **Saturday, 26 September**

SEM-informed Machine Learning for Causal Mediation with Reflective Latent Variables

» [Amota Ataneka](#)¹, Benjamin Kelcey¹, Jean Baptiste Habarurema¹ (1. University of Cincinnati)

Optimal Design and Analysis for Testing Equivalent Effects in Randomized Controlled Trials

» [Zuchao Shen](#)¹, Kyle Cox², Rui Guo³, Nianbo Dong⁴, Benjamin Kelcey⁵ (1. University of Georgia, 2. University of North Carolina at Charlotte, 3. University of Miami, 4. University of North Carolina at Chapel Hill, 5. University of Cincinnati)

The (A)IPW Estimators of Immediate and Lagged Treatment Effect for Alternating Treatment Designs with Three Conditions

» [Lu Chen](#)¹, Wen Luo¹ (1. Texas A&M University)

Separable Effects in Four-Arm and Two-Arm Designs

» Chan Park¹, [Youmi Suk](#)² (1. University of Illinois Urbana-Champaign, 2. Teachers College, Columbia University)

12pm

Oral

PS and OSS Paper -- Career Development from Secondary to Postsecondary

Venue - Galena

Julie Edmunds (Panel Chair)

Middle School Predictors of College and Career Success

» [Shuhan "Alice" Ai](#)¹ (1. University of California - Los Angeles)

Long-Term Effects of a Workforce Development Program during High School: Experimental Evidence from Genesys Works

» [Salman Khan](#)¹, Monica Bhatt¹, Kelly Hallberg¹, Cristobal Pinto¹ (1. University of Chicago)

THE EQUITABILITY OF CAREER AND TECHNICAL EDUCATION AND COLLEGE-LEVEL STEM COURSE ENROLLMENT IN MISSOURI HIGH SCHOOLS

» [Ashley Lehmann](#)¹, Himyar Kamaka¹ (1. University of Chicago)