MARCH 2, 2008

1:00-5:00 Pre-Conference Workshops (see conference web-site)

Session A: Analysis of Randomized Field Trials in School Settings – Washington A
Larry V. Hedges, Institute for Policy Research, Northwestern University
Spyros Konstantopoulos, School of Education and Social Policy, Northwestern University

Session B: The Planning and Implementation of Randomized Field Trials in School Settings – Washington B
Jeanne Poduska, Principal Research Scientist, American Institutes for Research
Michael S. Garet, Chief Research Scientist, American Institutes for Research
Linda Chinnia, Former Chief Academic Officer, Baltimore City Public School System

5:30-6:30 Conference Opening & Plenary Session – Regency Ballroom A/B

Keynote Address
The Political Dilemmas Associated with Demonstrating that Certain Kinds of Quasi-Experiments Routinely Reproduce Results of Randomized Experiments

Thomas D. Cook
Joan and Serepta Harrison Chair in Ethics and Justice
Department of Sociology and Center Northwestern University

6:30-8:00 Reception Atrium
MONDAY MARCH 3, 2008

7:30-8:45  Continental Breakfast

7:30-8:30  Graduate Student and Early Professionals Planning Meeting
           (Kennedy Room)

8:45-9:00  Conference Welcome & Overview
           Mark A. Constas, Cornell University

9:00-10:30  Paper Sessions

Science/Math Paper Session: The Impact of Teacher Professional Development, Curriculum,
and Technology in Mathematics and Science (9:00-10:30, Kennedy Room)

   The Impact of Professional Development for Inquiry Teaching on Elementary
   Science Achievement: First-Year Results from a Randomized Trial
   Geoffrey Borman, Adam Gamoran & Jill Bowdon, University of Wisconsin, Madison

   Using an Integration of Technology, Curriculum, and Teacher Professional
   Development at Scale to Improve Student Learning of Important Middle School
   Mathematics
   Jeremy Roschelle, SRI International, Deborah Tatar, Virginia Tech, Nicole Shechtman,
   SRI International & Stephen Hegedus, University of Massachusetts, Dartmouth

   Chair/Discussant: Joan Herman, Center for Research on Evaluation Standards and
   Student Testing

Reading/Writing Outcomes Symposium: Different Approaches to Evaluating Reading First
(9:00-10:30, Lincoln Room)

   Findings from the National Study of the Implementation of Reading First
   Beth Boulay & Marc Moss, Abt Associates, Inc

   Studying Relationships between Classroom Reading Instruction and Student Reading
   Achievement for the Reading First Impact Study
   Howard Bloom & Pei Zhu, MDRC, Fatih Unlu, Robin Jacob, & Beth Gamse, Abt
   Associates, Inc.

   Chair/Discussant: Barbara Schneider, Michigan State University
MONDAY MARCH 3, 2008

Social/Behavioral Outcomes Symposium: Design and Results from School-Based Randomized Control Trials of Three Social and Character Development Programs (9:00-10:30, Roosevelt Room)

_An Experimental Evaluation of Three-Years of Implementation of an Elementary School Social Competency Instructional Program_

Gary Gottfredson, Allison Nebbergall, Joseph Nese, Elise Harak & Fortune Shaw, University of Maryland

_Evaluation of the School-Wide Academic and Behavioral Competencies (ABC) Program: Year 1 Results and Year 2 Fidelity_

William Pelham, State University of New York, Buffalo, Greta Massetti, Centers for Disease Control & Daniel Waschbusch, State University of New York, Buffalo

_A School-based Randomized Trial of Three Years of the Positive Action Program in Chicago City Schools_

Brian Flay, Oregon State University, David L. Dubois & Peter Ji, University of Illinois at Chicago

Chair: Caroline Ebanks, Institute of Education Sciences, U.S. Department of Education

Discussant: Marc Atkins, Professor of Psychology in Psychiatry, and Director of Psychology Training, Institute for Juvenile Research, University of Illinois at Chicago

Research Methodology Paper Session: Philosophical Issues in Studies of Educational Effectiveness (9:00-10:30, Jefferson Room)

_Statistical Considerations in a Counterfactual Theory of Causation for Non-Experimental Studies: The Problem of Weak Exogeneity_

David Kaplan, University of Wisconsin, Madison

Argumentative Claims, Evidence and Warrant and Causal Claims in Education Research

Anthony Kelly, George Mason University

Chair/Discussant: Tom Cook, Northwestern University

10:30-10:45 Break

10:45- 12:15 Paper Sessions

Reading/Writing Outcomes Symposium: Randomized Evaluations of Technology Infusion in Early Literacy Instruction (10:45-12:15, Roosevelt Room)

_The Effects of Technology Infusion on Reading Outcomes of First Graders_

Philip Abrami, Concordia University, Bette Chambers, Robert Slavin & Nancy Madden, Johns Hopkins University and University of York
MONDAY MARCH 3, 2008

(Cont) Reading/Writing Outcomes Symposium: Randomized Evaluations of Technology Infusion in Early Literacy Instruction (10:45-12:15, Roosevelt Room)

*Effects of Embedded Multimedia on the Reading Achievement of First Graders*
  Bette Chambers, Nancy Madden, & Robert Slavin, Johns Hopkins University and University of York

*The World of Words: Embedded Multimedia Vocabulary Intervention for At-Risk Preschoolers*
  Susan B. Neuman and Jeanne Friedel, University of Michigan

Chair/Discussant: Marilyn Jager Adams, Soliloquy Learning, Inc.

Social/Behavioral Outcomes Paper Session: Findings From Large-Scale Studies and Secondary Data Analysis (10:45-12:15, Lincoln Room)

*The Effects of a Flexible State-Level Conflict Resolution Program on Problem Interpersonal Behavior in Middle Schools*
  Mark Lipsey & Wendy Garrard, Vanderbilt Institute for Public Policy Studies

*Bullying the Nerds: How Anti-Engagement Peer Norms in American Secondary Schools are Enforced*
  John Bishop, Cornell University, Michael Bishop, University of Chicago

Chair/Discussant: TBA

Science/Math Outcomes Paper Session: Catholic Schools, Title I, and Achievement Trajectories in Elementary Reading and Mathematics (10:45-12:15, Jefferson Room)

*The Effect of Catholic Schooling on Math and Reading Development in Kindergarten through Fifth Grade*
  Sean Reardon, Stanford University, Jacob Cheadle, University of Nebraska-Lincoln & Joe Robinson, Stanford University

*Children’s Self Regulation as a Significant Predictor of High Stakes State Testing*
  Dale C. Farren, Vanderbilt University, Gary Lange & Carolyn Boyles, University of North Carolina, Greensboro

Chair/Discussant: Roger Chesswas, Pacific Resources for Education and Learning

Research Methodology Paper Session: Mediation of Experiments (10:45-12:15, Kennedy Room)

*The Reliability of Group-Level Measures and the Power of Group-Randomized Studies*
  Stephen W. Raudenbush, University of Chicago, Andres Martinez, University of Michigan, Howard Bloom, Pei Zhu, MDRC, and Fen Lin, University of Chicago
MONDAY MARCH 3, 2008

(Cont) Research Methodology Paper Session: Mediation of Experiments (10:45-12:15, Kennedy Room)

Rigorous Measurement of Fidelity of Implementation of Instructional Materials
Jeanne Century, University of Chicago

Chair/Discussant: Larry V. Hedges, Northwestern University

Research Methodology Paper Session: Statistical/Analytic Issues in Studies of Educational Effectiveness I (10:45-12:15, Arlington Room)

Effect Sizes for Achievement Outcomes: Using Empirical Benchmarks to Interpret Practical Significance
Howard Bloom, MDRC, Mark Lipsey, Vanderbilt University, Carolyn Hill, Georgetown University Alison Rebeck Black, MDRC

Experimental Designs and Statistical Power of Group Randomized Trials Funded by the Institute of Education Sciences
Jessaca Spybrook, Western Michigan University

Chair/Discussant: Peter Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria

12:30-2:00 Lunch

12:30-3:30 Funding and Publications Exhibits

SREE Publications (12:30-3:30 – Atrium)

The Journal of Research on Educational Effectiveness & Taylor and Francis Publications
Editors- Barbara Foorman, Florida State University & Larry V. Hedges, Northwestern University

Funding Agencies (12:30-3:30 Atrium)

The Institute of Education Sciences

The National Institute for Child Health and Human Development, National Institutes of Health

The National Science Foundation
Identifying thresholds of preschool quality that maximize children’s development
Anne E. Henry, Andrew Mashburn, University of Virginia, Kevin Grimm, University of California, Davis & Robert Pianta, University of Virginia

Proximal Processes in Preschoolers’ Word Learning from Classroom Storybook Sessions
Olivia K. Lima, University of Virginia

The Role of Family Background in Predicting the Vocabulary and Reading Comprehension: Performance of Struggling Readers in the Elementary Grades
Endia J. Lindo, Georgia State University

Effects of Web-Mediated Teacher Professional Development on Children’s Language and Literacy Development
Robert Pianta, Andrew Mashburn, Amy Luckner, Sonya Myers, Carolyn Kilday, and Jason Downer, University of Virginia

Remediation of Older Students with Reading Difficulties: Response to Intervention through Classroom Instruction and Interventions
Jade Wexler, University of Texas, Austin and *Jeanne A. Wanzek, Florida State University

The Relative Effects of Repeated Reading, Wide Reading, and a Typical Instruction Comparison Group on the Comprehension, Fluency, and Word Reading of Adolescents with Reading Disabilities
Jade Wexler, University of Texas, Austin

(Lack of) Support for Prescriptive Statements in Teacher Education Textbooks
Daniel H. Robinson, Breana Sylvester Dacy, Priya Nihalani, & Christina Cestone, University of Texas, Austin

Three methods of identifying randomized studies for an international registry of trials: a head to head comparison
Philip Sirinides, University of Pennsylvania

What is the relationship among pre-service teachers’ personality characteristics, adult attachment style, and observed classroom quality?
Michael B. Ripski, & *Jennifer Locasale-Crouch, University of Virginia

Parental involvement in schooling: What types work for low-achieving adolescents and what does this mean for schools?
Wei-Bing Chen & Anne Gregory, University of Virginia
MONDAY MARCH 3, 2008

3:30-5:00 Paper Sessions

Dropout Prevention and School Completion Paper Session: (3:30-5:00, Roosevelt Room)

Getting Kids to Stay in and Complete School: What Does Research Tell Us About What Works?

Evaluating the Effects of Career Academies
James Kemple, MDRC

Chair/Discussant: John Tyler, Brown University

Reading/Writing Paper Session: Early Childhood Interventions in Reading and Writing (3:30-5:00, Kennedy Room)

Evaluating the Effectiveness of Read Well Kindergarten
Barbara Gunn and Keith Smolkowski, Oregon Research Institute & Patricia Vadasy, Washington Research Institute

Paper #2, TBA

Chair/Discussant: Karen Douglas, Director of the Status of Reading Instruction Institute, International Reading Association

Research Methodology Paper Session: (3:30-5:00, Lincoln Room)

Statistical Inference When Classroom Causality is Measured with Error
Steve Raudenbush, University of Chicago

Covariates that Effectively Control for Selection Bias in Observational Studies: Results of a Within-Study Comparison.
Peter M. Steiner, Northwestern University & Institute for Advanced Studies, Vienna, Austria, Thomas D. Cook, Northwestern University, William R. Shadish, University of California, Merced & M.H. Clark, Southern Illinois University, Carbondale

Quantifying Statistical Control: Developing a Quantitative Equivalency between Quasi and Randomized Experiments
Kenneth A. Frank, Michigan State University, Minh Duong, Michigan State University, Spiro Maroulis, Michigan State University & Ben Kelcey, University of Michigan

Chair/Discussant: David Kaplan, University of Wisconsin

Research Methodology Paper Session: Analytic Methods (3:30-5:00, Jefferson Room)

Scaling Scores on District Level Tests for Estimating Growth Relative to State Performance Standards
Paul Yovanoff, Leanne Ketterlin-Geller & Gerald Tindal, University of Oregon
MONDAY MARCH 3, 2008

(Cont) Research Methodology Paper Session: Analytic Methods (3:30-5:00, Jefferson Room)

Can we project future proficiency? Examining the Measures used in the Federal Growth Model Pilot Program
    Michael Weiss, University of Pennsylvania

Comparing experimental and propensity score estimates of program impact using Project STAR data: A different take than Wilde and Hollister
    Russell Cole, University of Pennsylvania

A comparison of propensity score analysis to analysis of covariance in treatment group bias reduction in quasi-experimental designs
    Laura K. Williams, Vanderbilt University

Chair/Discussant: Judy Singer, Harvard University

5:00-6:00 Plenary Session – Regency Ballroom A/B

Keynote Address

Randomized Field Trials, Social Policy and Challenges for the Field of Education

Judith Gueron
President Emeritus
and Independent Scholar
MDRC

6:00-7:00 Reception – Atrium

7:30-9:00 Early Career Network Training Opportunity

Strategies for Research Funding
    Lynn Okagaki, Commissioner, National Center for Education Research, Institute of Education Sciences (Roosevelt Room)

TUESDAY MARCH 4, 2008

7:00-8:45 Continental Breakfast

8:45-10:15 Paper Sessions

Pre-Kindergarten Outcomes Symposium Part I: Do Early Childhood Curricula Improve School Readiness? (8:45-10:15, Kennedy Room)
TUESDAY MARCH 4, 2008

(Cont) Pre-Kindergarten Outcomes Symposium Part I: Do Early Childhood Curricula Improve School Readiness? (8:45-10:15, Kennedy Room)

The Impact of Head Start on Children’s School Readiness

The Effect of Creative Curriculum Training and Technical Assistance on Head Start Classroom Quality
Richard G. Lambert, UNC Charlotte, Megan O’Donnell, Arizona State University, & Martha Abbott-Shim, Sheltering Arms Early Education and Family Centers

Development and Evaluation of a Pre-Kindergarten Mathematics Intervention for Economically Disadvantaged Children
Alice Klein, Prentice Starkey, Roopa Iyer & Tracy Nishida, University of California, Berkeley

Impacts of a Research-Based Early Childhood Curriculum: Results of Two Randomized Evaluations
Christopher J. Lonigan, Beth M. Phillips, Florida State University, JoAnn M. Farver, University of Southern California & Christopher Schatschneider, Florida State University

Chair/Discussants: Susan Landry, University of Texas, Houston, Thomas D. Cook, Northwestern University

Reading/Writing Outcomes Symposium: Teacher Quality Research: Effects of Three Professional Development Models on Instructional Practices and Student Outcomes in Reading (8:45-10:15, Jefferson Room)

Using Technology to Support Teachers’ Effective Literacy Practice
Carol M. Connor, Phyllis Underwood and Christopher Schatschneider, Florida State University, Fred Morrison & Barry Fishman, University of Michigan

Impact of Teacher Study Groups on Observed Teacher Practice and Student Vocabulary Comprehension for First Grade Teachers: Results of Large-Scale Randomized Control Trials
Russell Gersten, Instructional Materials Group, Joe Domino, Madhavi Jayanthi, James Kim, Harvard University & Lana Santoro, Instructional Materials Group

Examining the Effects of a Content and Case-based Professional Development Model on Teachers’ Practices and Students’ Comprehension and Content Acquisition
Sharon R. Vaughn, University of Texas, Deborah Simmons, William Rupley, Victor Wilson, Texas A&M University, Meaghan Edmonds, University of Texas, Austin & Angie Hairrell, Texas A & M University

Chair/Discussant: Sharon Vaughan, University of Texas, Austin
TUESDAY MARCH 4, 2008

Science/Math Symposium: Instructional Conditions in Charter Schools and Student Achievement Growth (8:45-10:15, Lincoln Room)

Charter School Effects in an Urban School District: An Analysis of Student Achievement Growth, Parent Involvement and School Climate
Marc Stein, Ellen Goldring & Genevieve Zottola, Vanderbilt University

Differences between Charter School and Traditional Public Schools in Instructional Practices and Curricular Alignment to Standards and Tests
Mark Berends & Marc Stein, Vanderbilt University, John Smithson, University of Wisconsin-Madison

Instructional Conditions in Charter Schools and Student Achievement Growth
Mark Berends, Ellen Goldring, Marc Stein & Xiu Cravens
Vanderbilt University

Chair/Discussant: Ron W. Zimmer, RAND Corporation

Research Methodology Symposium - Methodological Issues in Systematic Reviews of Research on Educational Programs (8:45-10:15, Roosevelt Room)

Understanding Bias Due to Measures Inherent to Treatments in Systematic Reviews in Education
Nancy A. Madden, University of York & Robert E. Slavin Johns Hopkins University

Comparing Randomized and Matched Experiments in Education: When do Results Differ?
Carole Torgerson, University of York

Effects of Sample Size on Effect Sizes in Systematic Reviews in Education
Robert Slavin, Johns Hopkins University

Chair/Discussant: Harris Cooper, Duke University

10:15-10:30: Break

10:30-12:00 Paper Sessions

Pre-Kindergarten Outcomes Symposium Part II: Do Early Childhood Curricula Improve School Readiness (10:30-12:00, Kennedy Room)

Early Literacy Promotion in Head Start Classrooms
Janet E. Fischel & Stacey Storch Bracken, Stony Brook University

Promoting Social-Emotional Learning in Young Children: The Preschool PATHS Curriculum
Celene Domitrovich, Mark Greenberg, Karen Bierman, Rebecca Cortes & Carol Kusche, Pennsylvania State University

Chair/Discussants: Susan Landry, University of Texas, Houston, Tom Cook, Northwestern University
TUESDAY MARCH 4, 2008

Social/Behavioral Symposium: Day to Day Classroom Influences that Promote Children’s Social Competence: Findings From Large-Scale Studies and Secondary Data Analysis (10:30-12:00, Roosevelt Room)

Teacher Practices that Reduce Peer Rejection in the Classroom
Amori Yee Mikami, University of Virginia

Parent Involvement in Schooling: Supporting Children’s Academic and Social Competence in the School Context
Wendy L. G. Hoglund, Juliette Berg, New York University, Stephanie M. Jones, Joshua L. Brown, Fordham University & J. Lawrence Aber, New York University

Efficacy of the Responsive Classroom Approach, a Social and Emotional Learning Intervention, for Improving Children’s Academic Achievement
Sara Rimm-Kaufman, University of Virginia

Chair/Discussants: Amori Yee Mikami, University of Virginia
Susanne Denham, George Mason University

Dropout Prevention and School Completion Paper Session: (10:30-12:00, Jefferson Room)

Paying for Persistence: Final Results of an Incentive Scholarship Program for Low Income Parents Attending Community College

A Good Start: Two-Year Impacts from the Learning Community Demonstration at Kingsborough Community College
Susan Scrivener, Senior MDRC.

Chair/ Discussant: Barbara Schneider, Michigan State University

Reading/Writing Paper Session (10:30-12:00, Lincoln Room)

Lights! Camera! Captions!: Adapted and Interactive Video Instruction for Students with Intellectual Disabilities
Anna Evmenova, Michael Behrmann, George Mason University

Student Achievement in a Randomized Control Trial of Full-Day and Half-Day Kindergarten
Jonathon Plucker, Courtney Brown, and Matthew Makel, Indiana University

Scaling Up Assessment-Driven Instruction: Timing of Early Screening in Kindergarten
Kristi Santi, The Santi Group, Barbara Foorman, Florida State University, Mary York & David Francis, University of Houston

Chair/Discussant: Carol M. Connor, Florida State University
Research Methodology Paper Session: Statistical/Analytic Issues in Studies of Educational Effectiveness II (10:30-12:00, Arlington Room)

Calculating Long-Run Impacts in RCTs That Release the Control Group into the Intervention Condition Prior to the End of Follow-Up

Navigating Ethical and Compliance Issues in Developing Causal Conclusions from Randomized Field Trials in Education: A Case Study
Brian W. Junker, Carnegie Mellon University; Lauren B. Resnick, Lindsay Clare Matsumura, Donna Bickel, Helen Garnier and Kathleen McCarthy Young, University of Pittsburgh

Constructing a More Powerful Test in Three-Level Cluster Randomized Designs
Spyros Konstantopolous, Northwestern University

Chair/Discussant: TBA

12:00-1:00 Plenary Session – Regency Ballroom A/B

Keynote Address
The Future of Education Research

Grover W. Whitehurst
Director
Institute of Education Sciences
U.S. Department of Education

1:00-2:00 Lunch – Independence Hall

2:00-3:30 Paper Sessions

Social/Behavioral Outcomes Paper Session: (2:00-3:30, Kennedy Room)

Gender Differences in Bullying/Victimization Among Students with Emotional Disturbance
Deborah Carran, Johns Hopkins University & Millicent Kellner, CPC Behavioral Healthcare

Black-White Differences in Noncognitive Skills at High School Entry
John Tyler, Brown University

Chair/Discussant: David Myers, American Institutes of Research
TUESDAY MARCH 4, 2008

Science/Math Paper Session: The Impact of Teachers and Instruction in Reading and Mathematics (2:00-3:30, Jefferson Room)

Do Teacher Effects Persist through Grade 3? Evidence from Project STAR
Spyros Konstantopoulos, Northwestern University

Consequences of Requiring “Double-Dose” Algebra Coursework: Evidence from Chicago Public Schools
Takako Nomi and Elaine M. Allensworth, University of Chicago

The Impact of Benchmark Assessments Aligned with State Standards on Student Achievement
Sue Henderson, Anthony Petrosino, Sarah Guckenburg and Steve Hamilton, WestEd

Chair/Discussant: Michael S. Garet, American Institutes for Research

Reading/Writing Paper Session: (2:00-3:30, Lincoln Room)

A Diagnostic Teaching Intervention for Classroom Teachers: Helping Struggling Readers in Early Elementary School
Lynne Vernon-Feagan, University of North Carolina

Exploring the Relative Effectiveness of Reading interventions for High School Students
Laura Hassler Lang, Joseph K. Torgesen, Yaacov Petscher, Florida State University, William Vogel, Carol Chanter, Seminole County Public Schools & Evan Lefsky, Florida Department of Education

Chair/Discussant: TBA

Research Methodology Paper Session: Growth Modeling II (2:00-3:30, Roosevelt Room)

Utilizing Alternative Time Series Techniques to Model Change for Children with Autism Spectrum Disorders
J. Kyle Roberts, Southern Methodist University

Trajectories of Achievement: Understanding the Profiles of Achievement Within Race
Pamela Davis-Kean and Justin Jager, University of Michigan

Chair/Discussant: Russell Gersten, Instructional Materials Group

Research Methodology Paper Session: Mediation of Intervention Effects (2:00-3:30, Arlington)

Assessing Mediated Relationships in Randomized Experiments with School Principals
Ellen Goldring, Vanderbilt University, Eric Camburn, University of Wisconsin, Jason Huff, Vanderbilt University & Jim Spillane, Northwestern University

The 21st Century Classroom: A Random Assignment Study of the Impacts of Interactive Classrooms
Gary W. Ritter, Marc A. Holley, Nathan C. Jensen, Alison C. Hoffman, University of Arkansas

Chair/Discussant: Larry V. Hedges, Northwestern University

3:30-4:00 Conference Closing & Reception: Regency A/B & Atrium
Judith D. Singer, Harvard University