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Society for Research on Educational Effectiveness
2040 Sheridan Rd.
Evanston, IL 60208
1B. Literacy Symposium

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

Culpeper

Chair: Harold S. Himmelfarb, Institute of Education Sciences

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

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

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

Discussant: Douglas R. Powell, Purdue University

1C. Math & Science Symposium

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

Sulgrave

Chair: Thomas M. Smith, Vanderbilt University

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

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

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

Discussant: Heather Hill, Harvard University

1D. Reform Initiatives Symposium

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

Lindens

Chair: Hans Bos, American Institutes for Research

SOURCE: Impacts from a Program to Increase College Enrollment Among Los Angeles High School Students

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

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

Discussant: Douglas Harris, University of Wisconsin - Madison

1E. Research Methodology

Issues in Randomized Controlled Trials

Roosevelt

Chair: Peter Schochet, Mathematica Policy Research

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

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

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

On Cornfield's Penalties for Group Randomization: When Do Degrees of Freedom Matter and How to Get More When they Do
Chris Rhoads, Northwestern University
1F. Invited Symposium

Building a Knowledge Base to Inform Educational Practice in STEM: Examples from the REESE Portfolio
Dumbarton

Chair: Janice Earle, National Science Foundation

Preparing Students for Future Learning With Teachable Agents

The Moment of Learning: Quantitative Analysis of Exemplar Gameplay Supports CyGaME's Approach to Embedded Assessment
Debbie Denise Reese, Wheeling Jesuit University and Barbara G. Tabachnick, California State University - Northridge

Two Perspectives on the Generalizability of Lessons from Scaling Up SimCalc
Jeremy Roschelle, SRI International, Deborah Tatar, Virginia Tech, Larry Hedges & Elizabeth Tipton, Northwestern University and Nicole Shechtman, SRI International

Discussant: Finbarr Sloane, University of Colorado - Boulder

Break

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

2A. Early Education

Early Childhood Teacher Professional Development and Meta-Analysis
Sulgrave

Chair: Martha Zaslow, Child Trends

A Course on Supporting Early Language and Literacy Development Through Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge and Practice
Bridget K. Hamre & Robert C. Pianta, University of Virginia, Margaret Burchinal, University of North Carolina - Chapel Hill and Jason T. Downer, University of Virginia

Using Meta-Analysis to Explain Variation in Head Start Research Results: The Role of Research Design
Hilary M. Shager, University of Wisconsin - Madison, Holly S. Schindler, Harvard University, Cassandra M.D. Hart, Northwestern University, Greg J. Duncan, University of California - Irvine, Katherine A. Magnuson, University of Wisconsin - Madison and Hirokazu Yoshikawa, Harvard University

Promoting Language and Literacy Development for Early Childhood Educators: A Mixed-Methods Study of Coursework and Coaching
Susan B. Neuman & Tanya Wright, University of Michigan

2B. Literacy

Organization, Management and Measurement of Classrooms for Effective Reading Instruction
Roosevelt

Chair: Beth Gamse, Abt Associates

Class Management and Homogeneous Grouping in Kindergarten Literacy Instruction
Guanglei Hong, University of Chicago, Janette Pelletier, Yihua Hong & Carl Corter, University of Toronto

Construct Validity of Classroom Observations: Items, Factors, Raters, and Achievement
Lee Branum-Martin, Coleen D. Carlson, Angie Durand & Christopher Barr, University of Houston

The Effects of Within Class Grouping on Reading Achievement: A Meta-Analytic Synthesis
Kelly Puzio & Glenn Colby, Vanderbilt University

2C. Math & Science

Interventions in Math Education
Culpeper

Chair: Steven Schneider, WestEd

A Multi-Institutional Study of the Impact of High School Mathematics Curricula on College Mathematics Achievement and Course-Taking
Michael Harwell, Thomas Post, Amanuel Medhanie, Danielle Dupuis & Brandon LeBeau, University of Minnesota

The Impact of The Stock Market Game™ on Financial Literacy and Mathematics Achievement: Results from a National Randomized Controlled Trial
Trisha Hinojosa, Shazia Miller, Andrew Swanlund, Kelly Hallberg, Megan Brown & Brenna O’Brien, Learning Point Associates

Understanding the Equals Sign As a Gateway to Algebraic Thinking
Percival G. Matthews, Bethany Rittle-Johnson, Roger S. Taylor & Katherine L. McEldoon, Vanderbilt University
2D. Reform Initiatives
Effectiveness of Early Education Interventions
Dumbarton

Chair: James Kim, Harvard University

Parent Involvement and Child Development: First-Year Results from a School-Randomized Trial in Latino Communities
Adam Gamoran, Ruth López Turley, Alyn Turner & Rachel Fish, University of Wisconsin - Madison

Less Is More? An Application of Propensity Score Stratification to First-Grade Retention
Mieke Goos, Jan Van Damme, Patrick Onghena & Katja Petry, K.U. Leuven

Measuring the Impact of Full-Day Kindergarten: Experimental and Quasi-Experimental Evidence
Chloe Hutchinson Gibbs, University of Chicago

2E. Research Methodology
Examining State Assessments
Forum

Chair: Jane Hannaway, The Urban Institute

Using State Tests Vs. Study-Administered Tests to Measure Student Achievement: An Empirical Assessment Based on Four Recent Randomized Evaluations of Educational Interventions
Pei Zhu, Marie-Andree Somers & Edmond Wong, MDRC

Assessing the Conditional Reliability of State Assessments
Henry May, University of Pennsylvania, Russell Cole, Josh Haimson & Irma Perez-Johnson, Mathematica Policy Research

Using State Or Study-Administered Achievement Tests in Impact Evaluations
Rob Olsen & Fatih Unlu, Abt Associates and Andrew Jaciw, Empirical Education

2F. Reform Initiatives
Effectiveness of Secondary and Post-Secondary Interventions
Lindens

Chair: Donnell Butler, Educational Testing Service

The Unintended Consequences of an Algebra-for-All Policy on High-Skill Students: The Effects on Instructional Organization and Students’ Academic Outcomes
Takako Nomi, University of Chicago

Early Findings from the Implementation and Impact Study of Early College High School
Larry Bernstein, RTI, Ryoko Yamaguchi & Fatih Unlu, Abt Associates, Julie Edmunds, SERVE, Elizabeth Glennie, RTI, John Willse, University of North Carolina - Greensboro and Nina Arshavsky, SERVE

Paying Parents for Performance: The Performance-Based Scholarship Demonstration in Ohio
Paulette Cha & Reshma Patel, MDRC

5:30 PM - 6:00 PM: Welcome - Ballroom
Larry Hedges, SREE President

6:00 PM - 7:00 PM: Opening Address - Ballroom
Systematic Naturalistic Inquiry: Toward a Science of Performance Improvement
Anthony Bryk
President, Carnegie Foundation for the Advancement of Teaching

7:00 PM - 8:00 PM: Reception - Colonnade
FRIDAY MARCH 5, 2010

7:30 AM - 8:30 AM: Breakfast

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

3A. Early Education Symposium
The Children of the CSRP Go to School: Their Social-Emotional and Academic Well-Being in Kindergarten
Dumbarton

Chair: C. Cybele Raver, New York University

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

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

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

3B. Literacy Symposium
Developing Literacy in Middle Grades English-language Learners Across the Content Areas: The Results of Three Promising Interventions
Sulgrave

Chair: Diane August, Center for Applied Linguistics

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

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

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

Discussant: Barbara Foorman, Florida State University

3C. Math & Science Symposium
Evaluations of Interventions in Early Elementary Math
Lindens

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

Testing the Efficacy of a Kindergarten Mathematics Curriculum Implemented in Whole Classroom Settings
Scott K. Baker & Ben Clarke, Pacific Institutes for Research, Keith Smolkowski, Oregon Research Institute, Hank Fien, University of Oregon and David Chard, Southern Methodist University

Validating a Response to Intervention Multi-Tiered Model for Primary Grades Students With Mathematics Difficulties
Diane Bryant, Brian R. Bryant, Greg Roberts, Sharon Vaughn, Kathleen Hughes & Jennifer Porterfield, University of Texas - Austin

Fostering At-Risk Primary-Grade Children's Fluency With Basic Addition Combinations
Arthur J. Baroody, Michael Eiland, Veena Pauli, Neet Priya Bajwa & Sharon C. Baroody, University of Illinois - Urbana/Champaign

Discussant: Russell Gersten, Instructional Research Group

3D. Reform Initiatives Symposium
On the Move: Teacher Mobility and School Effectiveness
Culpeper

Chair: Barbara Schneider, Michigan State University

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

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

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

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

Discussants: Cassandra Guarino & Ron Zimmer, Michigan State University
3E. Research Methodology

Technical Issues in Research Methods

Forum

Chair: Russell Cole, Mathematica Policy Research

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

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

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

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

3F. Math & Science

Invited Symposium: Interaction of Research, Practice, and Policy in Mathematics Education

Roosevelt

Chair: Douglas Clements, SUNY - Buffalo

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

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

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

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

Discussant: Larry Hedges, Northwestern University

3G. Invited Symposium

Longworth

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

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

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

Research and Policy in the Obama Administration’s Education Agenda: Bridging the Divide
Cecilia Rouse
Executive Office of the President
Council of Economic Advisers

Introduction: Geoffrey Borman, 2010 Conference Program Committee Chair

12:00 PM - 1:00 PM: Lunch - Ballroom
1:00 PM - 3:00 PM: Session 4

4A. Early Education
Early Childhood Curriculum Interventions
Sulgrave

Chair: Pamela Morris, New York University

Cognitive Underpinnings of Preschool Literacy and Numeracy
Julie K. Jidd, Robert Pasnak, Timothy W. Curby, Caroline Boyer Ferhat, K. Marinka Gadzichowski, Debbie A. Gallington & Jessica Machado, George Mason University

The Role of Cognitive Strategy and Direct Instruction in Enhancing Kindergarten Students’ Learning of Number Sense
Sheetal Sood, University of Hartford

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

4B. Literacy
Early Reading Interventions and Development
Dumbarton

Chair: Barbara Foorman, Florida State University

The Targeted Reading Intervention: A Classroom Teacher Professional Development Program to Promote Effective Teaching for Struggling Readers in Kindergarten and First Grade
Lynne Vernon-Feagans, Kirsten Kainz, Amy Hedrick & Marnie Ginsberg, University of North Carolina - Chapel Hill and Steve Amendum, North Carolina State University

Relations Among Reading Fluency (List, Oral, & Silent), Listening Comprehension, and Reading Comprehension for First-Grade Readers
Young-Suk Kim, Richard K. Wagner & Elizabeth Foster, Florida State University

4C. Math & Science
Methods for Enhancing Science Instruction and Learning
Lindens

Chair: Okhee Lee-Salwen, University of Miami

Improving Gender, Racial, and Social Equity in Elementary Science Instruction and Student Achievement: The Impact of a Professional Development Program
Rheta Lanehart, Kathryn Borman, Theodore Boydston, Bridget Cotner & Reginald Lee, University of South Florida

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

4D. Reform Initiatives
Effective Resource Utilization for School Improvement
Roosevelt

Chair: Matthew Dawson, Learning Point Associates

Competitive Effects of Means-Tested School Vouchers
David Figlio & Cassandra Hart, Northwestern University

The Consistency of Class Size Effects: A Meta-Analytic Approach
Spyros Konstantopoulos, Michigan State University

Treatment Effect Heterogeneity in a Science Professional Development Initiative: The Case for School Capacity
Paul Hanselman, Jeffrey Grigg & Sarah Bruch, University of Wisconsin - Madison

Effects of Teacher Professional Development on Gains in Student Achievement: How Meta Analysis Provides Scientific Evidence Useful to Education Leaders
Rolf K. Blank & Nina de las Alas, Council of Chief State School Officers
4E. Research Methodology Symposium
Progressing Toward a Shared Set of Methods and Standards for Developing and Using Measures of Implementation Fidelity

Forum

Chair: Chris S. Hulleman, James Madison University

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

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

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

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

Discussant: Carol O’Donnell, Institute of Education Sciences

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

Chair: Scott Cody, Mathematica Policy Research

Dropout Prevention Practice Guide
Mark Dynarski, Mathematica Policy Research

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

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

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

From Research into Practice…and Policy
A. Thomas McLellan
Deputy Director, White House Office of National Drug Control Policy

Introduction: Robert Boruch, SREE Board Member

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

**Poster Session: Early Education**

*The Efficacy of Supplemental Early Literacy Instruction by Community-Based Tutors for Preschoolers Enrolled in Head Start*
Jorge E Gonzalez, Texas A&M University, J. Ron Nelson, University of Nebraska-Lincoln and Elizabeth Sanders, Washington Research Institute

*Development of a Language Impairment Screener for Spanish Speaking Children - SSLIC: Phase 1 - Task Development*
M. Adelaida Restrepo, Joanna Gorin, Shelley Gray, Gareth P. Morgan & Nicole Barona, Arizona State University

**Poster Session: Literacy**

*Remediation of Older Students With Reading Difficulties: Intensity of Intervention*
Jade Wexler & Sharon Vaughn, University of Texas - Austin

*Read Alouds Enhanced With Tier 2 Instruction: Closing the Vocabulary and Comprehension Gap in First Grade*
Scott Baker, Hank Fien, Yonghan Park, Priti Haria & Lana Santoro, Pacific Institutes for Research, David Chard, Southern Methodist University and Susanna Williams, Pacific Institutes for Research

*The Effects of Collaborative Strategic Reading Instruction on the Reading Comprehension of Middle School Students: Year 1 - A Preliminary Analysis*
Sarojani S Mohammed, Elizabeth Swanson, Greg Roberts & Sharon Vaughn, University of Texas - Austin, Janette K. Klingner & Alison Gould Boardman, University of Colorado - Boulder

**Poster Session: Math & Science**

*Instructional Interactions of Kindergarten Mathematics: Validating a Classroom Observation Instrument*
Christian Doabler, Pacific Institutes for Research, Keith Smolkowski, Oregon Research Institute, Hank Fien, University of Oregon, Derek B. Kosty, Oregon Research Institute and Mari Strand Cary, Pacific Institutes for Research

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

7:00 PM - 10:00 PM: Board Dinner
SATURDAY MARCH 6, 2010

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

8:30 AM - 9:30 AM: Panel - Ballroom
The Federal Role in Education: Perspectives from Policy Makers

John Easton
Director, Institute of Education Sciences

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

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

Moderator: Rebecca Maynard, SREE Vice President

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

5A. Early Education Symposium
Invited Symposium: Using National Data Sets to Study the Effects of Early Childhood Programs
Ballroom I

Chair: Deborah Vandell, University of California - Irvine

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

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

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

Discussant: George Farkas, University of California-Irvine

5B. Literacy Symposium
Using Randomized Clinical Trials to Determine the Impact of Reading Intervention on Struggling Readers: Reports on Three Years of Research from Five Nationally Funded Striving Readers Grants
Sulgrave

Chair: William E Loadman, Ohio State University

Springfield Chicopee Striving Readers Report
Kim Sprague, Brown University

Newark Striving Readers Report
Jennifer Hamilton, Westat, Inc

Memphis Striving Readers Report
Deb Coffey, Research for Better Schools

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

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

Discussants: Cris Price, Abt Associates and Catherine Snow, Harvard University
5C. Research Methodology
Factors Affecting Causal Inference and Measurement
Dumbarton

Chair: Michael Puma, Chesapeake Research Associates

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

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

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

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

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

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

Chair: J. Lawrence Aber, New York University

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

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

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

Discussant: Rebecca Maynard, University of Pennsylvania

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

Chair: Michael Vaden-Kiernan, SEDL

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

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

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

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

5F. Invited Symposium
Roosevelt

Preparing Research Grant Proposals for the Institute of Education Sciences
Lynn Okagaki & Elizabeth Albro, Institute of Education Sciences
Ballroom / Meeting Rooms (Ballroom Level)
The Fairmont Washington D.C.

Meeting Rooms / Executive Rooms (Third Floor)
The Fairmont Washington D.C.
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THE FAIRMONT
WASHINGTON, D.C.
INTERVENTION, EVALUATION, AND POLICY STUDIES

The Efficacy of Supplemental Early Literacy Instruction by Community-Based Tutors for Preschoolers Enrolled in Head Start .................................................. 1
J. Ron Nelson, Elizabeth A. Sanders, and Jorge Gonzalez

Impact of a Social-Emotional and Character Development Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes: A Matched-Pair, Cluster-Randomized, Controlled Trial .................................................. 26
Frank Snyder, Brian Flay, Samuel Vuchinich, Alan Acock, Isaac Washburn, Michael Beets, and Kin-Kit Li

The Effects of Within-Class Ability Grouping on Academic Achievement in Early Elementary Years .......................................................... 56
Takako Nomi

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