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

Member - $150 per calendar year
Individual members in SREE have backgrounds in a diverse range of areas, including, but not limited to, education, economics, medicine, psychology, public policy, sociology, and statistics. They include researchers investigating causal relations in education, professionals active in school settings, and public officials and others instrumental in translating research into practice.

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Educational institutions, government agencies, nonprofit organizations, and for-profit organizations are encouraged to join SREE and designate an individual to represent their interests in the Society. Institutional member logos are published in SREE conference programs. Institutional members are also entitled to discounts on conference display space.

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THURSDAY SEPTEMBER 6, 2012

8:00 AM - 9:30 AM: Session 1

1A. Advances in Neuroscience
Experiments in Laboratory and School Settings
Latrobe

Chair: Steven Schneider, WestEd

EEG Estimates of Cognitive Workload and Engagement
Predict Math Problem Solving Outcomes
Carole Beal & Federico Cirett Galan, University of Arizona

A Randomized Trial of Computer Attention Training
With and Without Neurofeedback in Schools for Children with Attention-Deficit/Hyperactivity Disorder
Naomi Steiner, Tahnee Sidhu, Elizabeth Frenette, Kirsten Rene, Katie Tomasetti, & Ellen Perrin, Tufts University

1B. Data Driven Policy Panel
Linking Research and Practice in New York:
A New York City Small Schools of Choice Case Study
Roosevelt

Moderator: David Silver, Bill & Melinda Gates Foundation

Robert Hughes, New Visions for Public Schools
Marc Sternberg, New York City Department of Education
Rebecca Unterman, MDRC
1C. Data Driven Policy
The Importance of Social and Emotional Learning on Student Outcomes Across Levels
Dumbarton

Chair: Nathan Jones, Educational Testing Service

Learning Communities for Developmental Education Students: A Synthesis of Findings from Randomized Experiments at Six Community Colleges
Michael Weiss, Mary Visher, & Evan Weissman, MDRC

Making Effective Social Skill Assessment More Accessible, Informative, and Effective for Schools on a Broad-Scale through an Interactive Game-Based Platform for Students
Melissa DeRosier & Ashley Craig, 3-C Institute for Social Development

Efficacy of the Responsive Classroom Approach: Results from a Three Year, Longitudinal Randomized Control Trial
Sara Rimm-Kaufman & Ross Larsen, University of Virginia,
Tim Curby, George Mason University, Alison Baroody, Eileen Merritt,
Tashia Abry, Michelle Ko, & Julie Thomas, University of Virginia

1D. Alliance for Progress Invited Panel
The SERP Partnership Model: Problem-Solving Research, Design, Development, and Implementation
Executive Forum

Moderator: Suzanne Donovan, SERP Institute

Matt Ellinger, SERP Institute
Lowry Hemphill, Wheelock College
Cathy O’Connor, Boston University
Sonja Santelises, Baltimore City Public Schools
John Sabatini, Educational Testing Service

1E. Moving to Scale
Diverse Approaches to Improving Student Learning in Math & Science
Culpeper

Chair: Douglas Clements, University of Denver

Effectiveness of Small-Group Tutoring Interventions for Improving the Mathematical Problem-Solving Performance of Third-Grade Students with Mathematics Difficulties: A Randomized Experiment
Asha K. Jitendra, Danielle N. Dupuis, & Michael C. Rodriguez, University of Minnesota

Conditions for the Effectiveness of a Tablet-Based Algebra Program
Andrew Jaciw, Megan Toby, & Boya Ma, Empirical Education

Balancing Self-Directed Learning with Expert Mentoring: The Science Writing Heuristic Approach
Mack Shelley, Luke Festvedt, Christopher Gonwa-Reeves, Joan Baenziger,
Michael McGill, & Ashley Seefeld, Iowa State University, Brian Hand,
William Therrien, Jonte Taylor, & Mary Grace Villanueva, University of Iowa

1F. Research Methods
Shining Light into the Black Box of Evaluation
Sulgrave

Chair: Jennifer Hamilton, Westat

Aggregate-Level Conditional Status Metrics: From Median Student “Growth” Percentiles to “Value-Added” Models
Katherine Furgol Castellano, University of California - Berkeley,
and Andrew Ho, Harvard University

Incorporating Learning into the Cognitive Assessment Framework
Cassandra Studer, Brian Junker, & Helen Chan, Carnegie Mellon University

Measuring Intervention Effectiveness: The Benefits of an Item Response Theory Approach
Katherine McEldoon, Sun-Joo Cho, & Bethany Rittle-Johnson, Vanderbilt University

Break
10:00 AM - 12:00 PM: Session 2

2A. Advances in Neuroscience Invited Symposium

Cognition in the Classroom: Bringing Research-Based Principles to Middle School Math

Culpeper

Organizer: Steven Schneider, WestEd

Applying Research-Based Design Principles to Improve Middle School Math Outcomes
Jodi Davenport, Kimberly Viviani, Kathleen Lepori, Shandy Hauk, & Steven Schneider, WestEd

Spacing Practice, Assessment and Feedback to Promote Learning and Retention
Neil Heffernan & Cristina Heffernan, Worcester Polytechnic Institute, Kevin Dietz, Deena Soffer, James Pellegrino, & Susan Goldman, University of Illinois - Chicago

Improving Math Learning with Worked Examples
Julie Booth, Temple University, Kenneth Koedinger & Elizabeth McLaughlin, Carnegie Mellon University

Integrating Visual and Verbal Information in Mathematics
Virginia Clinton, Jennifer Cooper, Martha Alibali, & Mitchell Nathan, University of Wisconsin - Madison

Evaluating the Efficacy of the Principle-Based Redesign of the CMP Math Curriculum
Yvonne Kao, Jodi Davenport, & Steven Schneider, WestEd

Discussant: Hal Pashler, University of California - San Diego

2B. Data Driven Policy Panel

The Strategic Data Project: Improving Strategic and Management Decisions in Educational Agencies through the Effective Use of Data

Executive Forum

Moderator: Corinne Herlihy, Harvard University

Jon Fullerton, Harvard University

Andrew D. Baxter, Charlotte-Mecklenburg Schools

Korynn Schooley, Fulton County Schools

2C. Alliance for Progress Invited Symposium

Tangible Improvements in Schools through Research-Practice Partnership in Chicago Roosevelt

Organizer: Jenny Nagaoka, University of Chicago Consortium on Chicago School Research

The Five Essentials: Helping Schools Organize for Improvement
Penny Sebring, Sue Sporte, & Jenny Nagaoka, University of Chicago Consortium on Chicago School Research

The On-Track Indicator as a Focus for Student Support in High School
Elaine Allensworth, University of Chicago Consortium on Chicago School Research

Working at the Nexus of Research and Practice: Building the Capacity of Neighborhood High Schools
Melissa Roderick & David Johnson, University of Chicago Consortium on Chicago School Research

Discussant: James Kemple, Research Alliance for New York City Schools

2D. Alliance for Progress Invited Panel

Partnerships Between Researchers and State/District Personnel for Program and Policy Evaluations

Sulgrave

Moderator: Allen Ruby, Institute of Education Sciences

Deanne Crone, University of Oregon, and Drew Braun, Bethel School District

Carolyn Heinrich, University of Texas - Austin, and Sandra Schroeder, Milwaukee Public Schools

Mark Lipsey, Vanderbilt University, and Bobbi Lussier, Tennessee Department of Education
2E. Moving to Scale Invited Panel
Examing the Reading-Writing Connection:
Viewpoints from the IRA-NICHD External Panel
Dumbarton

Moderator: Peggy McCardle, NICHD
Richard Long, International Reading Association
Karen Harris, Vanderbilt University
Carol Connor, Arizona State University

2F. Moving to Scale Symposium
Identifying Potentially Successful Approaches to Turning
Around Chronically Low-Performing Schools
Latrobe

Organizer: Rebecca Herman, American Institutes for Research

Chronically Low-Performing Schools and Turnaround: Evidence from Three States
Michael Hansen & Kilchan Choi, American Institutes for Research

Differences in the Policies, Programs, and Practices (PPPs) and Combination of PPPs
across Turnaround, Moderately Improving, and Not Improving Schools
Rebecca Herman & Mette Huberman, American Institutes for Research

Investigating the Role of Human Resources in School Turnaround: Evidence from Two States
Michael Hansen, American Institutes for Research

Implementation of Turnaround Strategies in Chronically Low-Performing Schools
Brenda Turnbull & Erikson Arcaira, Policy Studies Associates

Discussant: Jennifer O'Day, American Institutes for Research
2:30 PM - 4:30 PM: Session 3

3A. Advances in Neuroscience Invited Symposium
School Reform and Beyond:
The Science and Practice of Alignment Within and Across Grades
Sulgrave

Organizer: J. Lawrence Aber, New York University

Self-Regulation as a Key Building Block to Behavioral and Academic Development
Fred Morrison, University of Michigan, John Foxe, Yeshiva University, and Stephanie Jones, Harvard University

Developing SECURE: A Self-Regulation and Literacy Intervention for Students in K-5
Robin Jacob, University of Michigan, Stephanie Jones, Harvard University, and Nancy Madden, Johns Hopkins University

Building Self-Regulation in Pre-K and Beyond
Stephanie Jones, Harvard University, Robin Jacob, University of Michigan, and Pamela Morris, New York University

Discussant: Karen Bierman, Pennsylvania State University

Discussant: Vivian Tseng, William T. Grant Foundation

3B. Data Driven Policy Invited Panel
Research for Cross-District Collaboration and Learning:
Three Intersecting Models
Culpeper

Moderator: Rebecca Herman, American Institutes for Research

Jennifer O’Day, American Institutes for Research

Rick Miller, California Office to Reform Education

Helen Duffy, American Institutes for Research

3C. Data Driven Policy Invited Panel
State Administrative Data for Policy Evaluation and Research
Dumbarton

Moderator: Matt Dawson, American Institutes for Research

Ben Castleman, Harvard University

Matthew Deninger, Massachusetts Department of Elementary & Secondary Education

Douglas Harris, Tulane University

Venessa Keesler, Michigan Department of Education

3D. Alliance for Progress Invited Panel
Placing Partnership at the Center of Education Research:
The Regional Education Laboratories’ Early Work with Research Alliances
Executive Forum

Moderator: Ruth Curran Neild, Institute of Education Sciences

John Hughes, REL Southeast

Julie Kochanek, REL Northeast & Islands

Arie van der Ploeg, REL Midwest

Ryoko Yamaguchi, REL Appalachia
3E. Alliance for Progress Invited Panel
Research-Practice Collaboration in NYC:
Evaluating the Implementation and Impact of the Expanded Success Initiative
Roosevelt

Moderator: James Kemple, Research Alliance for New York City Schools
John Duval, New York City Department of Education
Lori Nathanson, Research Alliance for New York City Schools
Adriana Villavicencio, Research Alliance for New York City Schools

3F. Moving to Scale
Assessing Reading Interventions
Latrobe

Chair: Carol Connor, Arizona State University

A Randomized Controlled Trial of the Impact of the Fusion Reading Intervention
on Reading Achievement and Motivation for Adolescent Struggling Readers
Ellen Schiller, Xin Wei, Sara Thayer, Jose Blackorby,
Harold Javitz, & Cyndi Williamson, SRI International

Examination of Latent Classes and Growth Trajectories in Reading Comprehension
and Fluency CBMs for Grades 3-5
Cheng-Fei Lai & Gerald Tindal, University of Oregon

The Middle School Intervention Project:
Use of a Regression Discontinuity Design to Evaluate a Multi-Component Intervention
for Struggling Readers in Middle School in Five School Districts
Deanne A. Crone, Mike Stoolmiller, Scott K. Baker, & Hank Fien, University of Oregon

5:00 PM - 6:00 PM: Keynote Address - Fairmont Ballroom
Mobilizing “One Science” to Improve Outcomes in Health, Learning and Behavior
Jack Shonkoff
Julius B. Richmond FAMRI Professor of Child Health and Development
Director, Center on the Developing Child
Harvard University

Introduction: Rebecca Maynard, University of Pennsylvania

6:00 PM - 7:00 PM: Reception - Colonnade - Lobby Level
FRIDAY SEPTEMBER 7, 2012

8:00 AM - 9:30 AM: Session 4

4A. Data Driven Policy
Effects of Teacher Professional Development and Evaluation
Culpeper

Chair: Robin Jacob, University of Michigan

*A Quest for Increasing Student Math Achievement and Promoting Rigorous Evaluation in Italy: Evidence from the M@t.abel Teacher Professional Development Program*  
Daniele Vidoni, INVALSI, Aline Pennisi, Ministry of Economy and Finance - Italy, Gianluca Argentin, University of Milan - Bicocca, Giovanni Abbiati, University of Milan, and Andrea Caputo, INVALSI

*Comparing Beginning Teachers’ Instructional Quality Growth on Subject-Specific and Global Measures*  
Laura Neergaard & Tom Smith, Vanderbilt University

*The Effects of Pacific CHILD: Findings from a Random Assignment Evaluation of an Intensive Professional Development Program for Teachers in the Pacific*  

4B. Data Driven Policy
Mechanisms to Enhance Student Outcomes
Latrobe

Chair: Lou Cicchinelli, McREL

*How School Principals Influence Student Learning*  
Elizabeth Dhuey, University of Toronto, and Justin Smith, Wilfrid Laurier University

*Does the Level of Alignment between Student College Expectations and Preparation Mediate the Influence of Parent Resources on College Enrollment among Latino and Non-Latino White Students?*  
Sarah Ryan, Carnegie Mellon University

*Impacts of Instructional Pathways on English Learner Students: Preliminary Findings and Impacts from a University/District Research Partnership*  
Rachel A. Valentino, Ilana M. Umansky, Sean F. Reardon, & Ritu Khanna, Stanford University

4C. Alliance for Progress Invited Panel
Research-Practice Partnerships: Opportunities and Challenges
Executive Forum

Moderator: Vivian Tseng, William T. Grant Foundation

William Penuel, University of Colorado - Boulder  
Adina Lopatin, New York City Department of Education  
Michael Sorum, Fort Worth Independent School District

4D. Alliance for Progress Panel
Building a Common Research Agenda Across Jurisdictions
Sulgrave

Moderator: Julie Riordan, Education Development Center

Julie Kochanek, Education Development Center  
Jane Best, McREL  
Matt Dawson, American Institutes for Research  
Steve Fleischman, Education Northwest
4E. Moving to Scale Invited Panel
45 States Can't All Be Wrong, but They Are Struggling:
The Implications for Practitioners, Policymakers, and Researchers
from the Adoption of the Common Core State Standards
Roosevelt

Moderator: Richard Laine, National Governors Association
Deborah Loewenberg Ball, University of Michigan
Andy Plattner, Plattner Communications

4F. Research Methods
The Utility of Alternative Grouping
Dumbarton

Chair: Michael Seltzer, University of California - Los Angeles

Modeling Intervention Effects on Subgroup Structure Across Social Networks
Tracy M. Sweet, Andrew C. Thomas, & Brian W. Junker, Carnegie Mellon University

Two Approaches to Quasi-Experimental Program Evaluation
Using State-Wide Educational Data Systems: Results of Computational Experiments
Valeriya Lazareva, Andrew Jaciw, & Denis Newman, Empirical Education

Data Combination and Instrumental Variables in Linear Models
Christopher Khawand, Michigan State University

Break

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

5A. Advances in Neuroscience Symposium
Implications of Three Training Experiments for Tailoring Instruction
to Promote the Fluency of Specific Arithmetic Families
Dumbarton

Organizer: Arthur Baroody, University of Illinois - Urbana/Champaign

Fostering First-Graders' Reasoning Strategies with the Most Basic Sums
David J. Purpura, Arthur J. Baroody, Michael D. Eiland, &
Erin E. Reid, University of Illinois - Urbana/Champaign

Fostering First-Graders' Fluency with Basic Addition and Subtraction Combinations
Arthur J. Baroody, David J. Purpura, Michael D. Eiland, &
Erin E. Reid, University of Illinois - Urbana/Champaign

Young Children's Use of a Shortcut to Solve Addition Problems
Veena Paliwal, Erin E. Reid, Arthur J. Baroody, &
David J. Purpura, University of Illinois - Urbana/Champaign

Discussant: Russell Gersten, Instructional Research Group

5B. Data Driven Policy Invited Panel
Increasing the Impact of Research Findings on Policy Decisions in a Time of Scarcity
Roosevelt

Moderator: Jon Baron, Coalition for Evidence-Based Policy
Mark Laisch, U.S. Senate Appropriations Committee
Michele McLaughlin, Knowledge Alliance
Vic Klatt, Penn Hill Group
5C. Alliance for Progress Invited Panel
Research in the Service of Practice:
Thinking Hard About the Applied Research Collaborative
Executive Forum

Moderator: Steve Cantrell, Bill & Melinda Gates Foundation
Elaine Allensworth, University of Chicago Consortium on Chicago School Research
Jon Fullerton, Harvard University
James Kemple, Research Alliance for New York City Schools
Meredith Phillips, University of California - Los Angeles
Barbara Schneider, Michigan State University

5D. Alliance for Progress Invited Symposium
How Practitioners and Parents Matter in Research Design, Implementation, and Analysis

Organizer: Deborah Speece, Institute of Education Sciences

The Need for Community Collaborations:
Parents and Schools Informing Interventions for Students with Emotional and Behavioral Disorders
Rohanna Buchanan, Oregon Social Learning Center

Context Matters: Learning from Teachers about
Implementing Autism Interventions in Public Schools
David S. Mandell, Hilary Dingfelder, & Erica Reisinger, University of Pennsylvania, and Aubyn Stahmer, Rady Children's Hospital - San Diego

An IES-Funded Effectiveness Study of a Top-Down and Bottom-Up Approach
To Bring to Scale an Evidence-Based Reading Program
Douglas Fuchs, Vanderbilt University, Kristen McMaster, University of Minnesota, Laura Saenz, University of Texas - Pan American, Lynn Fuchs, Vanderbilt University, Devin Kearns, Boston University, Christopher Lemons, University of Pittsburgh, Donald Compton, Vanderbilt University, and Christopher Schatschneider, Florida State University

Discussant: John Q. Easton, Institute of Education Sciences

5E. Moving to Scale
The Importance of Implementation in Early Childhood Settings

Chair: Scott Baker, University of Oregon

Scale Up at the Level of Multiple School Districts:
Lessons Learned from Multiple IERI- and IES-Funded Projects
Douglas H. Clements & Julie Sarama, University of Denver, Christopher B. Wolfe, Indiana University, and Mary Elaine Spitler, University at Buffalo

Effects of the Tennessee Voluntary Prekindergarten Program on School Readiness
Mark Lipsey, Kerry Hofer, Dale Farran, Carol Bilbrey, & Nianbo Dong, Vanderbilt University

What Works in Gifted Education-Documenting the Model-Based Curriculum for Gifted Students
Sarah Oh, Emily Hailey, Amy Azano, Carolyn Callahan, & Tonya Moon, University of Virginia

Establishing and Sustaining an Effective Pre-Kindergarten Math Intervention at Scale
Alice Klein & Prentice Starkey, WestEd, and E. Todd Brown, University of Louisville

September 7, 2012 10:00 AM - 12:00 PM: Session 5
September 7, 2012  

12:00 PM - 1:30 PM: Career Forum - Ballroom Level

The Career Forum is an opportunity for individuals to meet with leading research firms. Each firm will host an informational session over lunch and select career forum participants for initial screening interviews.

Following the conclusion of the workshops on Friday afternoon, the sponsors of the Career Forum will host a reception on the ballroom level.

1:30 PM - 3:30 PM: Workshops A/B

Workshop A
Data Management for Educational Research Projects and School Records Data
Kirsten Kainz, University of North Carolina - Chapel Hill
Jennifer Renn, University of North Carolina - Chapel Hill

Workshop B
Introduction to the What Works Clearinghouse
Jill Constantine, Mathematica Policy Research
Neil Seftor, Mathematica Policy Research

Break

4:00 PM - 6:00 PM: Workshops C/D

Workshop C
Developing Research-Practice Partnerships That Impact School Improvement: Lessons from the Consortium on Chicago School Research
Jenny Nagaoka, University of Chicago Consortium on Chicago School Research
David Stevens, University of Chicago Consortium on Chicago School Research
Elaine Allensworth, University of Chicago Consortium on Chicago School Research

Workshop D
Application of Generalizability Theory to Observational Measures of Classroom-Level Outcomes
Jason Downer, University of Virginia
Andrew Mashburn, Portland State University

6:00 PM - 7:00 PM: Reception - Ballroom Level
SATURDAY SEPTEMBER 8, 2012

8:00 AM - 4:00 PM: Short Course 1
Short courses require an additional fee.

Intervention Fidelity: Models, Methods, and Applications
Chris Hulleman, James Madison University
Culpeper

9:00 AM - 5:00 PM: Short Course 2
Short courses require an additional fee.

Hierarchical Linear Modeling
Michael Seltzer, University of California - Los Angeles
Jordan Rickles, University of California - Los Angeles
Latrobe

9:00 AM - 5:00 PM: What Works Clearinghouse Certification Day 1
The What Works Clearinghouse Certification requires application and acceptance.

Jean Knab, Mathematica Policy Research
Cay Bradley, Mathematica Policy Research
Sulgrave

SUNDAY SEPTEMBER 9, 2012

9:00 AM - 5:00 PM: What Works Clearinghouse Certification Day 2
The WWC Certification which began on Saturday continues through Sunday afternoon.

Program Notes

Symposia
Symposia in the conference program were either:
(a) invited by the conference program committee, or
(b) accepted through the peer review process.
All symposia sessions, including those designated Invited Symposium, are open to all conference participants. Each symposium includes a session organizer and an independent discussant.

Panels
Panels in the conference program were either:
(a) invited by the conference program committee, or
(b) accepted through the peer review process.
All panel sessions, including those designated Invited Panel, are open to all conference participants. Each panel includes a moderator and panelists.

Individual Papers
Individual papers with a similar focus that were accepted through the peer review process were assembled into a session by the program committee. A session chair was invited by the program committee to manage the session.
To Elevators (via hallway overlooking lobby)

Ballroom Level
The Fairmont Washington, D.C.

Third Floor Meeting Rooms
The Fairmont Washington, D.C.
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SREE Spring 2013 Conference
Capitalizing on Contradictions: Learning from Mixed Results
March 7-9, 2013
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The Society for Research on Educational Effectiveness would like to thank the following organizations for their support:
Special Issue on the Statistical Approaches to Studying Mediator Effects in Education Research
Guanglei Hong, Guest Editor

Principal Stratification as a Framework for Investigating Mediational Processes in Experimental Settings
Lindsay C. Page
Commentaries by:
Tyler J. VanderWeele / Booil Jo & Elizabeth A. Stuart / Jennifer Hill

Weighting Methods for Assessing Policy Effects Mediated by Peer Change
Guanglei Hong & Takako Nomi
Commentaries by:
Michael E. Sobel & Elizabeth A. Stuart / Kosuke Imai / Peter M. Steiner

Statistical Analysis for Multisite Trials Using Instrumental Variables With Random Coefficients
Stephen W. Raudenbush, Sean F. Reardon, & Takako Nomi
Commentaries by:
Howard S. Bloom / Derek Neal / Michael H. Seltzer

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