AERA 2016
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Washington, D.C., United States
April 8 - April 12, 2016

PRESENTATION GUIDE
Presentations by Boston University School of Education faculty, staff, students, and colleagues
AERA WASHINGTON, D.C., RECEPTION

Chair of America’s Promise Alliance, Mrs. Alma J. Powell, will speak about her organization and the Center for Promise—newly housed at Boston University’s School of Education—and what it means to partner with SED.

Join the Dean Hardin Coleman, SED faculty and friends, and other alumni for cocktails and hors d’oeuvres. Hobnob with some of the leading thinkers and researchers in town for the American Educational Research Association (AERA) annual meeting.

Take this opportunity to catch up with today’s BU and learn about the important role SED plays in shaping tomorrow’s education.

**Date:** Friday, April 8, 2016  
**Time:** 4:30 to 7:00 pm  
**Hotel:** The Hotel Monaco, Paris Ballroom  
**Address:** 700 F Street NW, Washington, DC, 20004

Please feel free to extend an invitation to any of your colleagues and other BU affiliates who will be attending the AERA Conference.

**[bu.edu/sed/sed-aera-reception/](http://bu.edu/sed/sed-aera-reception/)**
2016 AERA BOSTON UNIVERSITY PARTICIPANTS

- Kathyryne Adams, Undergraduate Student
- Rachel Bell, Undergraduate Student
- Chelsey Bowman, Doctoral Student
- Aaron Brakoniecki, Postdoctoral Research and Teaching Associate
- Travis Bristol (joining BU as Assistant Professor of Humanities (English Education))
- Claire Brown, Undergraduate Student
- Laura Callis, Doctoral Student
- Eleanor Castine, Doctoral Student
- Suzanne Chapin, Professor
- Zi Chen, Doctoral Student
- Jason Chin, Undergraduate Student
- Shelby Clark, Doctoral Student
- Hardin Coleman, Dean of School
- Kathleen Corriveau, Assistant Professor
- Stephanie Curenton (joining as Associate Professor of Educational Leadership & Policy Studies)
- Leslie Dietiker, Assistant Professor
- Christina Dobbs, Clinical Assistant Instructor
- Dana Dunwoody, Doctoral Student
- Julie Dwyer, Assistant Professor
- Johanna Ennser-Kananen, Clinical Assistant Professor
- Katriona Fahy, Undergraduate Student
- Ziv Feldman, Clinical Assistant Professor
- Sean Flanagan, Doctoral Student
- Katherine Frankel, Assistant Professor
- Kathryn Gramigna, Undergraduate Student
- Jennifer Greif Green, Assistant Professor
- Shannon Gribben, Undergraduate Student
- Amie Grills, Associate Professor
- Javier Guzman, Doctoral Student
- Gregg Harbaugh, Clinical Assistant Professor
- Taryn Hargrove Gore, Doctoral Student
- Kimberly Howard, Associate Dean for Faculty Affairs
- Melissa Holt, Assistant Professor
- Pauline Jennett, Doctoral Student
- Jamie Johannsen, Undergraduate Student
- Nathan Jones, Assistant Professor
- Yasuko Kanno (joining as Associate Professor of Language Education)
- James Labillois, Lecturer
- Yerang Lee, Doctoral Student
- Saira Malhotra, Undergraduate Student
- Eve Manz, Assistant Professor
- Christopher Martell, Clinical Assistant Professor
- Javier Martin-Fernandez, Graduate Student
- Grace Min, Doctoral Student
- Marguerite Morgan, Undergraduate Student
- Rachel Oblath, Doctoral Student
- Lisa O’Brien, Lecturer
- Catherine O’Connor, Professor
- Pratima Patil, Doctoral Student
- Jeanne Paratore, Professor
- Michelle Porche, Clinical Associate Professor
- Amanda Redash, Doctoral Student
- Gerald Reid, Doctoral Student
- Andrew Richman, Doctoral Student
- Kathryn Rowe, Graduate Student
- Alejandra Salinas, Assistant Professor
- Noah Segal, Undergraduate Student
- Scott Seider, Associate Professor
- Scott Solberg, Associate Dean for Research
- Madora Soutter, Doctoral Student
- Kaylene Stevens, Doctoral Student
- Jalene Tamerat, Doctoral Student
- Marianne Taylor, Senior Grants Administrator
- Suzanne Vinnes, Doctoral Student
- Beth Warren (joining as Associate Professor of Literacy Education)
- Marcus Winters (joining as Associate Professor of Educational Leadership & Policy Studies)
- Kelly Yixin Cui, Doctoral Student
- Cong Zhang, Doctoral Student
Exploring the Implementation and Effects of Various Levers in Multiple-Measure Teacher Evaluation

Symposium
Location: Convention Center, Level Two, Room 209 B

- Principals and the Validity of Observation Scores in High-Stakes Teacher Evaluation
  Courtney Bell (ETS), Nathan Jones, Jennifer Lewis (Wayne State University), Yi Qi (ETS), Leslie Stickler (ETS)
  Abstract available (1)

Roundtable Session 4: Enhancing Teacher Skills and School Culture for Social Emotional Learning

Roundtable
Location: Convention Center, Level Two, Exhibit Hall D Section D

- The Role of The Leader in Me in the Social-Emotional Development of Elementary Students
  Madora Soutter, Scott Seider
  Abstract available (2)

Roundtable Session 7: Innovative Intervention Research

Roundtable
Location: Convention Center, Level Two, Exhibit Hall D Section A

- Critical Curiosity: Its Development and Role in Youth Sociopolitical Development
  Shelby Clark, Scott Seider
  Abstract available (3)

Roundtable Session 8: Complexities of Teacher's Practices in Social Studies Classrooms

Roundtable
Location: Convention Center, Level Two, Exhibit Hall D Section B

- A Survey of Teachers’ Perceptions of Race and Gender in Social Studies
  Christopher Martell, Kaylene Mae Stevens
  Abstract available (4)
The Role of Teachers in Identifying and Supporting Students With Mental Health Problems
Symposium
Location: Convention Center, Level One, Room 145 A

- A Vignette Study to Understand Teacher Identification of Adolescent Mental Health Needs
  Jennifer Greif Green, Noah Segal, Kathryne Adams
  Abstract available (5)

- Teacher Supports for Students With Mental Health Needs and Collaboration With Mental Health Providers
  Javier Guzman, Shannon Gribben
  Abstracts available (6)

- Case Study: Using a University-School Partnership to Identify Teacher Training Needs
  James Michel LaBillois (Norwell Public Schools), Javier Guzman, Jennifer Greif Green
  Abstract available (7)

- A Critical Review of Existing Teacher Training Programs in Student Mental Health
  Suzanne Vinnes, Claire Brown, Rebecca Levine (Boston College)
  Abstract available (8)
  Discussant: Amie Grills

Roundtable Session 11: Evaluating Professional Development, Teaching Practices and Teacher Advancement
Roundtable
Location: Convention Center, Level Two, Exhibit Hall D Section A

- Designing Group- and Multisite Group-Randomized Studies of Teacher Development
  Benjamin Kelcey (University of Cincinnati), Jessaca Spybrook (Western Michigan University), Geoffrey Phelps (ETS), Nathan Jones
  Abstract available (9)

Roundtable Session 11: Examinations of Disciplinary Literacy and Writing Practices
Roundtable
Location: Convention Center, Level Two, Exhibit Hall D Section A

- Framing Professional Learning of Disciplinary Literacy Practices as Adult Development Work
  Megin Charner-Laird (Salem State University), Jacy Ippolito (Salem State University), Christina Dobbs
  Abstract available (10)
**Motivation in Education SIG Poster Session 1**

Poster Session
Location Convention Center, Level Two, Exhibit Hall D

- Harnessing Motivational Science to Promote Equitable College Access Through Enhancing the Test-Optional Admission Decision Process
  Avi Kaplan, William Black, James Degnan, Karin West Mormando, Joseph Du Cette, Annemarie Hindman, Will Jodran (All Temple University), Yasuko Kanno
  Abstract available (40)

**Linguistically Diverse Learners: Learning, Assessment, and Classroom Environment**

Paper Session
Location: Convention Center, Level One, Room 143 A

- Chair: Julie Dwyer

**Division E Fireside Chat: Bridging the “Knowing-Doing Gap”: Strategies for Engaging**

Fireside Chat
Location: Convention Center, Level One, Room 145 B

- Communities, Researchers, and Practitioners for Social Justice in Education

**Stress and Coping: Mental Health and Adjustment**

Paper Session
Location: Convention Center, Level One, Room 145 B

- External Locus of Control: A Moderator of Positive and Negative Religious Coping and Internalizing Symptoms
  Yerang Lee, Amie Grills, Shannon Bruno
  Abstract available (11)
Roundtable  
Location: Convention Center, Level Two, Exhibit Hall D Section D  
  • Exposing the Mathematical Differences Between Enactments of the Same Written Lesson  
    Andrew Richman, Leslie Dietiker, Aaron Brakoniecki  
    Abstract available (12)

2:15 - 3:45  Contemporary Issues in Second Language Research  
Paper Session  
Location: Marriott Marquis, Level Three, Chinatown  
  • “Ha-Ha, We’re Awesome!” Constructing Linguistic Legitimacy in a German Classroom  
    Johanna Ennser-Kananen  
    Abstract available (13)

4:05 - 5:35  Division E Vice Presidential Session: Transforming Education: Stories of Advocacy and Change  
Invited Speaker Session  
Location: Convention Center, Level One, Room 145 B  
  • Melissa Holt

4:05 - 5:35  Poster Session 5: Vocabulary Research and Instruction  
Poster Session  
Location: Convention Center, Level Two, Exhibit Hall D  
  • Explicit Instruction in the Language of School: A Pilot Study of an Academic Language Unit  
    Christina Dobbs, Emily Phillips Galloway (Harvard University)  
    Abstract available (14)

4:05 - 5:35  Poster Session 5: Literacy Research Issues in the 21st Century  
Poster Session  
Location: Convention Center, Level Two, Exhibit Hall D  
  • Examining Differences in Young Children’s Disciplinary Vocabulary and Text Comprehension Growth  
    Lisa O’Brien, Jeanne Paratore  
    Abstract Available (41)
Pathways to Excellence: Strengthening the Learning and Development of Black Students

**Symposium**
Location: Convention Center, Level One, Room 144A

- Why Culturally Relevant Pedagogy? Why Now?
  Tonia Durden (University of Nebraska-Lincoln), Stephanie Curenton
  Abstract Available (42)

Counseling Psychology Poster Session 2

**Poster Session**
Location: Convention Center, Level Two, Exhibit Hall D

- In Search of Quality Career Development Programs for Disconnected Youth: A Comparative Case Study
  Eleanor Castine, Scott Solberg, Mindy Larson (Institute for Educational Leadership), Katriona Fahy, Marguerite Morgan
  Abstract available (15)

Poster Session 7 Division E Section 1

**Poster Session**
Location: Convention Center, Level Two, Exhibit Hall D

- Childhood Adversity Associated With Educational and Health Outcomes for a National Sample of Students
  Michelle V. Porche, Darcé M. Costello (Wellesley College), Myra Rosen-Reynoso (UMASS Boston)
  Abstract available (16)
**Education for Diverse Democracy Requires Democracy for Diverse Educators: Critical Insights From National Teaching Fellows**

*Symposium*

Location: Marriott Marquis, Level Two, Marquis Salon 8

- The Need to Infuse Cultural Competency With High-Quality Induction for the “Rhodes Scholars of Teaching”
  Travis Bristol
  Abstract available (43)

**Designing for Teacher Learning and Enduring Reform Within Science Education**

*Structured Poster Session*

Location: Convention Center, Level One, Room 101

- Supporting Elementary Teachers to Adapt Curriculum Materials for Increased Uncertainty
  Eve Manz
  Abstract available (17)

**Designing Systems of Support and Accountability for Meaningful Learning: Early Lessons From State Efforts**

*Symposium*

Location: Convention Center, Level One, Room 146A

- Growing Professional Capacity From Within: Educators as Leaders of Learning
  Elizabeth Leisy Stosich (Stanford Center for Opportunity Policy in Education), Travis Bristol
  Abstract Available (44):

**Meet Journal Editors: Journal Talks 7**

*Invited Roundtable*

Location: Convention Center, Level Two, Exhibit Hall D Section A

- Journal of Language, Identity, and Education
**Division E Business Meeting Student Poster Session**

**Poster Session**

Location: Convention Center, Level 1, Room 145B

- **Preschoolers’ Teaching in Two Cultures: False Belief and Knowledge Attribution Predict More Sophisticated Teaching**
  Kelly Yixin Cui, Samuel Ronfard & Kathleen H. Corriveau

- **Power Imbalance in Childhood Bullying Relationships and Mental Health Symptoms**
  Rachel Oblath & Cong Zhang

- **Cultural differences in career conceptualization of Korean and Korean American children and adolescents**
  Yerang Lee & Kimberly Howard

- **Who do high school students talk to when in distress? An examination of high school students’ help seeking behavior**
  Chelsey Bowman, James Labillois & Jennifer Kras Keenan

- **US-based French teachers’ response to the November Paris attacks: An exploratory analysis of classroom strategies**
  Javier Guzman

- **The Inclusion of Students with Behavior Disorders: The Relationship Between School Climate and Student Academic Outcomes**
  Suzanne Vinnes
8:15 - 9:45  Career Development Through the Life-Span
Paper Session
Location: Convention Center, Level One, Room 145 B

- The Relationship Between Career Reasoning and Occupational Interests Among Adolescents: An Exploratory Study
  Sean Flanagan, Eleanor Castine, Kimberly Howard, Javier Martin-Fernandez, Kathryn Rowe
  Abstract available (18)

10:00 - 11:30  How Choice Happens: Understanding and Navigating the System from Varied Perspectives
Paper Session
Location: Convention Center, Level One, Room 158A

- Determining Predictors of Choosing a School and Choosing Charters in Denver’s Universal School Enrollment Program
  Marcus Winters, Grant Clayton (University of Colorado), Dick Carpenter (University of Colorado)
  Abstract Available (45)

10:35 - 12:05  Following the Thread from Planning to High-Quality Discourse about Science
Structured Poster Session
Location: Convention Center, Level One, Room 101

- Linking Discourse and Key Epistemic Practices: Tracing the Diffusion of Knowledge From Professional Development Contexts Into the Classroom
  Sarah Michaels (Clark University), Renee Affolter (University of Massachusetts-Amherst), Jean Moon (Tidemark Institute), Catherine O’Connor, Brien Reiser (Northwestern University)
  Abstract available (19)
**Collaboration With Community-Based Organizations in Counseling**

Paper Session  
Location: Convention Center, Level One, Room 145 B

- **Becoming Engaged Scholars: Designing Research-Practitioner Collaboration to Impact Career Development Research and Policy**  
  Scott Solberg, Chad d’Entremont, Benjamin Foreman, Zi Chen, Dana Dunwoody  
  Abstract available (20)

- **Making the Right Turn: A Career Development Initiative for Juvenile Justice-Involved Youth**  
  Taryn Hargrove Gore, Justin Flynn, Byron Kline, Curtis Richards, Scott Solberg  
  Abstract available (21)

---

**Enhancing Kindergarten Readiness: Targeting Executive Functions, Social Environments, and Cognitive Processes**

Symposium  
Location: Convention Center, Level One, Room 145 B

- **The Relationship Between Critical Thinking Abilities and Executive Functioning in Low-Income Urban Preschoolers**  
  Pratima Patil, Kathleen Corriveau  
  Abstract available (22)

- **Developmental Differences in the Effect of Mere Social Presence on Children’s Inhibitory Control and Attention**  
  Grace Min, Rachel Bell, Jason Chin, Amy Chao, Kathleen Corriveau  
  Abstract available (23)

---

**Toward a More Dialogic Pedagogy: Improving Student Learning in Science, Mathematics, and Language Arts Education**

Symposium  
Location: Convention Center, Level One, Room 150 B

- **Measuring Classroom Conversational Moves: Insights Into Treatment Effects, Student Outcomes, and Longitudinal Changes in Practice**  
  Catherine O’Connor, Maria LaRusso (Harvard University), Gregg Harbaugh  
  Abstract available (24)
International Perspectives on Capacity for Change

Paper Session
Location: Convention Center, Level One, Room 146 A

- When a Professional Learning Action Space Closes, Does Teacher Professional Capacity Survive?
  Christina Dobbs, Jacy Ippolito (Salem State University),
  Megin Charner-Laird (Salem State University)
  Abstract available (25)

Classroom Observation: Instruments, Application, and Findings

Paper Session
Location: Convention Center, Level Two, Room 209 C

- How Do Administrators' Uses of an Observation Protocol Change Over Time?
  Yi Qi (Educational Testing Service), Courtney Bell (Educational Testing Service),
  Margaret Wilson (Educational Testing Service), Amanda Redash, Nathan Jones,
  Jennifer Lewis (Wayne State University)
  Abstract available (26)

Roundtable Session 47: Broadening Approaches to Educating Black Youth

Roundtable
Location: Convention Center, Level Two, Exhibit Hall D Section D

- The Sociopolitical Development of Black Adolescents Attending Urban No-Excuses and Progressive Charter High Schools
  Scott Seider, Daren Graves (Simmons College), Aaliyah El-Amin (Harvard University),
  Madora Soutter, Shelby Clark, Jalene Tamerat, Pauline Jennett, Kathryn Gramigna,
  Saira Malhotra, Jamie Johannsen
  Abstract available (27)

Roundtable Session 44 Navigating Assessment Issues in Educational Psychology

Roundtable
Location: Convention Center, Level Two, Exhibit Hall D Section A

- Generating an Analysis of Variance Data Set With a Given F-Ratio for Educational Psychology Assignments
  Gregg Harbaugh
  Abstract available (28)
The Role of Teacher Practice in Promoting Academically Productive Student Dialogue: Past, Present, and Future
Symposium
Location: Convention Center, Level One, Room 150 A

- Supporting Teachers in Taking Up Productive Talk Moves: Challenges of Professional Learning at Scale
  Catherine O’Connor, Sarah Michaels (Clark University)
  Abstract available (29)

Beyond Test Scores: The Civic Implications of No-Excuses Charter Schools
Symposium
Location: Marriott Marquis, Level Four, Liberty Salon J

- The Sociopolitical Development of Adolescents Attending Urban No-Excuses and Progressive Charter High Schools
  Scott Seider, Daren Graves (Simmons College), Aaliyah El-Amin (Harvard University), Madora Soutter, Shelby Clark, Jalene Tamerat, Pauline Jennett, Kathryn Gramigna, Saira Malhotra, Jamie Johannsen
  Abstract available (30)
8:15 - 9:45

**Politicized Caring, Healing, and Empowerment: Black Feminist Praxis and Schoolin’ Urban Girls**

*Symposium*

Location: Convention Center, Level One, Room 149 B

- “My Sister, Myself”: Defining Space and Place for the Healing of Black Girls
  Sherell McArthur
  Abstract available (31)

8:15 - 9:45

**Race, Class, and Gender in Social Studies**

*Paper Session*

Location: Marriott Marquis, Level Four, Independence Salon A

- Gender Equity in Social Studies: An Analysis of Teachers’ Beliefs and Practices
  Kaylene Mae Stevens, Christopher Martell
  Abstract available (32)

8:15 - 9:45

**Patterns of Questions and Explanations in Family Interactions: Tools Young Children Use for Acquiring Knowledge**

*Symposium*

Location: Convention Center, Level One, Room 145 B

- What Children Learn From the Explanations They Hear: Differences in Caregivers’ Explanations That Impact Learning
  Katelyn Kurkul, Kathleen Corriveau
  Abstract available (33)
10:35 - 12:05  **Roundtable Session 53 Strategies to Support Preservice Teachers in Developing Mathematics Knowledge for Teaching**  
**Roundtable**  
**Location: Convention Center, Level Three, Ballroom B**  
- A Mathematics Curriculum That Supports Preservice Elementary Teachers’ Content Knowledge for Teaching Mathematics  
  Alejandra Salinas, Ziv Feldman, Laura Callis, Suzanne Chapin  
  Abstract available (34)

12:25 - 1:55  **Teachers as Levers for Change: The Effects of Teacher Professional Development on School Improvement**  
**Paper Session**  
**Location: Convention Center, Level Two, Room 209B**  
- Improving Schools Through School-Based Professional Development Aligned With the National Board Certification Process  
  Travis Bristol, Ann Jaquith (Stanford University)  
  Abstract Available (46)

2:15 - 3:45  **Understanding Educational Aspirations and Degree Attainment Among Community College Students**  
**Paper Session**  
**Location: Convention Center, Level One, Room 152B**  
- English Learners; High School Academic Preparation, Community College Enrollment, and Eventual Bachelor’s Degree Attainment  
  Yasuko Kanno, Jennifer Cromley (University of Illinois)  
  Abstract Available (47)

2:15 - 3:45  **Critical and Controversial Topics in Social Studies Teaching**  
**Paper Session**  
**Location: Convention Center, Level One, Room 159 A**  
- The Beliefs and Practices of Race-Conscious Social Studies Teachers  
  Christopher Martell, Kaylene Mae Stevens  
  Abstract available (35)
Stand Up: Factors Influencing Bystander Behaviors in Youth

Symposium
Location: Convention Center, Level 1, Room 145 B

- Supporting Peer Mental Health and Bystander Attitudes
  Jennifer Greif Green, Claire Brown, Shannon Gribben, Javier Guzman, Noah Segal
  Abstract available (36)

- Association Between Teachers’ Responses to Mean Student Behavior and Students’ Willingness to Intervene in Bullying
  Gerald Reid, Chelsey Bowman
  Abstract available (37)

- Bullying and Sexual Violence Victimization on Bystander Behaviors at College
  Melissa Holt, Jennifer Greif Green, Rachel Oblath
  Abstract available (38)

Social Justice in Youth Spaces

Paper Session
Location: Marriott Marquis, Level Four, Independence Salon E

- Fostering Critical Hope and Optimism With Urban Youth
  Madora Soutter, Pauline Jennett, Scott Seider, Daren Graves (Simmons College)
  Abstract available (39)
ABSTRACTS

With a few exceptions (e.g., Cash, et al, 2012), policy and existing research on current K-12 observation protocols conceptualizes the work of observation primarily from a measurement perspective (e.g., Bell et al, 2012; BMGF, 2012; Grossman et al, 2013). Policy presumes administrators are raters, trained to set aside their biases and be rigorous and dispassionate while carrying out the specified number of observations and processed defined by the district. Research investigates issues such as certification rates and the degree to which administrators’ scores are accurate and consistent with master observers’ scores on the same lessons.

While the measurement view of teacher evaluation is pervasive and compelling, it largely ignores the organizational context in which administrators act. For example, administrators are often selected for their management skills, not the degree to which they understand or can rate instruction. Further, administrators are principally accountable for school (not teacher) outcomes which are shaped by many reforms and policies, each requiring attention.

This study departs from this measurement view and conceptualizes the work of observing as having three overlapping aspects. Administrators coordinate cognitive (e.g., taking unbiased notes, assigning scores), supervisory (e.g., giving helpful feedback that improves teaching, establishing trust), and leadership (e.g., connecting observations to other building initiatives and the school vision) aspects of teacher evaluation in order to create valid observation scores. We bring these overlapping aspects together to analyze the research question: How do principals understand and use their district’s new teacher evaluation observation protocol?

Drawing on data from 2012-2014 of the Los Angeles Unified School District’s new teacher evaluation system, we use mixed-methods to analyze administrators’ understanding and use of the observation protocol, the Teaching and Learning Framework (TLF). There are three sets of data, 1) pre, mid and post training questionnaires and TLF certification data that comes from roughly 1,200 administrators; 2) in-depth interview, think aloud, and bimonthly survey data for each of the 42 focus administrators with whom we collaborated for two years; and 3) researcher’s field notes from trainings and school visits.

Analyses suggest administrators held some understanding of the TLF, with 89% of administrators certified after training. Exact agreement with master raters on a 4-point scale ranged from 42 to 69%, depending on the domain. Administrators reported learning a lot from their training and analyses document that their note-taking skills improved over time.

In contrast to the measurement view, in practice, administrators used the TLF in unstandardized and complex ways. They set different types of goals for teachers in the same building, focused overwhelmingly on improvement goals rather than evaluation goals, developed professional relationships with teachers as a means to improve teaching practices, and conducted different numbers and types of observations depending on the specific needs of the teacher. Notably, no principals saw their work as fundamentally about creating accurate and reliable scores and viewed the TLF as one part of the work they do to improve instruction in their buildings. These results will be discussed in the context of prevailing views of validity.
The Leader in Me is an approach to fostering social and emotional learning that has been adopted by more than two thousand schools, but that has been given little empirical attention. Grounded in seven “habits,” The Leader in Me supports schools in establishing a unifying school culture and in empowering students to take on leadership roles in their school, with the goal of increasing student voice and self-efficacy. Using a mixed-methods approach, we examine the social-emotional development of elementary school students attending seven public elementary schools that began implementation of The Leader in Me in 2014-15 to that of their peers at seven structurally and demographically similar control schools within the same school districts.

Sociopolitical development refers to the process by which individuals gain knowledge about, and the ability to engage in, political and social systems. Yet, despite its association with a host of positive outcomes, limited research has investigated its antecedents or the ways in which schools can foster youth SPD. An important, but understudied, mechanism appears to be students’ critical curiosity. Thus, the present qualitative study explores students’ critical curiosity development in six Northeast urban charter high schools, investigating: 1) What aspects of the social justice curriculum foster students’ critical curiosity? and 2) What role is this critical curiosity playing in students’ sociopolitical development? Alignment with current theories of sociopolitical development and implications for educators are discussed.

This study reports the results of a survey on teaching race and gender from a sample of high school social studies teachers (N=309) across Massachusetts. Employing mixed methods, the results showed that (1) social studies teachers agreed that they were comfortable teaching about race and gender, that race and gender inequity should be ad-dressed in the social studies classroom, and that they regularly covered race- and gender-related topics; (2) teachers at moderate-poverty schools were more likely to teach about Latinos, Asians, indigenous people, and Arabs than teachers in low and high poverty schools; and (3) teachers responded that race and gender were not adequately covered in the curriculum and they wanted more professional development on teaching race and gender.

Overview
This study aims to assess the ability of middle and high school teachers to identify stu-dents with varied mental health concerns. Teachers typically report limited knowledge of the supports needed for students with mental health problems (Reinke et al., 2011). Find-ings provide valuable information about variation in teacher attitudes toward mental health supports for students.

Theoretical framework
The Gateway Provider Model (Stiffman, Pescosolido, & Cabassa, 2004) suggests that refer-ral for health and mental health services by gateway providers is a result of the complex interaction of patient and provider individual characteristics, as well as organizational fac-tors. This presentation focuses on teacher perceptions of individual child factors, which include (a) predisposing factors, such as demographic and risk and protective factors, (b) need factors, such as presence and severity of disorder, and (c) enabling factors, such as access to care (Andersen, 2011).

Methods
Middle and high school teachers from across the United States completed an online survey in the spring of 2015 using Qualtrics survey software. Schools were identified for teacher recruitment using a stratified randomized sampling strategy. We downloaded a list of all US public schools from the Department of Education website and stratified...
schools by region of the country and urbanicity. Schools were randomly selected and, within each school, one teacher was selected for recruitment. 617 teachers received emails inviting them to participate. Of the teachers who opened their email (n=263, 42%), 115 completed the survey (18.6% of total recruited, 43.7% of those who opened recruitment email).

Measures
Teachers were provided two vignettes describing students who varied systematically in the nature of their problem (internalizing vs. externalizing), the severity of their problem (mild/moderate vs. severe), and gender. Vignettes were adapted from vignettes developed by the Center for Multicultural Mental Health Research to study parent perceptions of child mental health needs (Lapatin et al., 2012). As in a previous study (Chavez et al., 2010), teachers were asked to rate the vignettes on the seriousness of the problem and the extent to which they would be worried about the child.

Results
Preliminary analyses indicated that teachers rated internalizing scenarios as more serious than externalizing scenarios (t=2.4, p=.017). Teachers were also more worried about students from internalizing scenarios (t=2.3, p=.021), and indicated that they were more likely to refer those students for services (t=2.4, p=.017). Teachers rated students from the severe vignettes as more seriously concerning than those from the mild vignettes (t=-4.2, p=.000), and were more worried (t=-3.46, p=.001) about those same students. Gender of students in the vignettes was not associated with ratings. We will recruit a second round of teacher participants in the fall and analyze data using multi-level regressions to account for nesting within teacher rater.

Significance
Preliminary results suggest that teachers identify mental health problems based on the severity and type of problem (need factors), but not student gender (a predisposing factor). Further exploration into teacher perceptions is necessary to ensure that all at-risk students are identified and supported.

6 Overview
Once teachers have identified a student as potentially having mental health needs, they make a decision about whether and how to provide that student with supports. This paper examines the supports that teachers provide to students and organizational factors that might contribute to support provision.

Theoretical Framework
Using the Gateway Provider Model (Stiffman, Pescosolido, & Cabassa, 2004) as a framework, this study examines provider perceptions of organizational factors that influence service delivery to youth. Organizational factors include the structure of the service system and psychological climate of service delivery. By studying the supports that teachers provide to students and their perceptions of the service system, we can identify areas for intervention. The study will address two questions: What are teachers’ perceptions of school-wide supports for student mental health in their schools? Are teachers’ perceptions of school-wide support associated with their reported likelihood of providing supports for individual students?

Methods
Using the same sample as the previous study, we examined teacher responses to survey questions about the organizational climate of school mental health supports.

Results
Preliminary results indicate that the majority of teachers (95%) indicated that they were highly motivated to support the social-emotional needs of their students. The majority of teachers (60%) also indicated that they had the skills to meet the social-emotional needs of their students and 80% reported
that they were clear about the process for referring students to receive social-emotional supports within their school.

Teachers generally reported positive collaborative experiences with mental health service providers in their schools. Sixty percent said that when they referred a student to a mental health provider in their school the provider “always” met with the student. Fewer (30%) indicated that these meetings were “always” helpful. About half (53%) of teachers said that mental health providers “sometimes” or “always” told teachers what they discussed with students, and about half (59%) said that mental health providers “sometimes” or “always” requested that the teacher make accommodations/modifications in their classes for these students.

In terms of organizational supports, just under half (48%) of all teachers indicated that their school has a written plan for addressing student mental health needs, but half of those teachers reported that they were unfamiliar with the plan. Similarly, most teachers reported that their school had a written plan for responding to violence (77%), but one-third of those teachers were unfamiliar with the plan.

Significance
Data collection will continue in the fall. Once data collection is complete, we will analyze differences in teacher perceptions of organization characteristics as they related to geography and school urbanicity. We will also examine the association of these organizational characteristics with supports that teachers indicate they provide to students in their school. Future directions for school mental health research, practitioners, teachers and school administrators will be discussed.

Overview
A number of programs have been developed to train teachers in identifying the mental health needs of their students. As a result, school leaders need to make determinations about how to select among those programs and how to best support their teachers in facilitating mental health services and supports for students. In this talk, we will present the results of a collaboration between university researchers and a school district to identify and support the mental health needs of students.

Teachers completed a vignette-based survey (described earlier) and provided information about their collaboration with mental health services providers in their schools.

Method
Elementary, middle and high school teachers (n = 194) in one school district completed an anonymous online survey (response rates ranged from 88-100% for each school). Teachers read two fictional vignette case studies and indicated their concern for students and the likelihood that they would provide each of a series of 14 mental health supports.

Results
Teachers indicated greater concern about a student presenting with internalizing than externalizing problems. In a factor analysis, the 14 mental health supports rated by teachers loaded onto three factors reflecting basic classroom-based supports (e.g., break long-term assignments into smaller chunks), more intensive supports (e.g., take data or document behavior), and reduction in expectations (e.g., reduce grading standards). Teachers indicated they were less likely to provide classroom-based supports for students with internalizing problems (B=-0.44, p<.05). High school teachers indicated that they were less likely to provide classroom-based supports than elementary and middle school teachers (B=-1.06, p<.05). Half of teachers (55%) indicated that they were satisfied with social-emotional supports provided at their school and 52% reported that they were clear about the process for referring students for social-emotional supports within their school. Furthermore, half of teachers (52%) reported that they had the knowledge to meet the social-emotional needs of their students and less than half (46%) indicated that they had the skills to meet the social-emotional needs of their students.
Significance
These results have led to productive conversation within the school district about the training needs of teachers, how teachers might use classroom-based supports to provide early supports to students, and how the referral process can be streamlined. In particular, identifying differences across the four schools in the district provided an opportunity to tailor interventions to the needs of particular groups of teachers. Benefits and challenges of university-school partnerships will be discussed.

Overview
Whereas earlier talks in this presentation discussed assessments to identify the training needs of teachers, this final presentation will include a critical review of existing research on training programs designed to increase teacher knowledge about mental health and improve the effectiveness of their referrals and interventions. Studies find that most teachers receive little or no training in identifying and responding to student mental health needs (Reinke et al., 2011). In this presentation we will describe several programs and the research on each of them.

Programs
We will present several of the most popular mental health training programs for teachers, including: Mental Health First Aid (Jorm, Kitchener, Sawyer, Scales, & Cvetkovski, 2010); Question, Persuade, Refer (Wyman et al., 2008), Typical or Troubled (Daly, 2010), and At-Risk for Middle School Educators and At-Risk for High School Educators (https://www.kognito.com/products/pk12/). Some of these programs are designed to train all staff within a school, while others train specific members of school staff.

Critical Review
We will describe some of the challenges in evaluating the effectiveness of programs designed to train teachers in providing mental health supports for students, including de-termining relevant outcome measures and optimal study design. Existing research on teacher training programs will be described with a particular focus on these issues. Further, we will discuss training programs in the context of the Gateway Provider Model (Stiffman, Pescosolido, & Cabassa, 2004) and the particular youth, provider, and organizational factors that they may influence.

Future Directions
Through this review we will highlight for conference participants strengths and limitations of existing training programs for teachers. We will describe the potential benefits of individualizing interventions to meet the diverse training needs of teachers, including attending to their attitudes about mental health and readiness to make changes in their behavior, drawing from the Transtheoretical Model (Prochaska & DiClemente, 1982). We will identify critical areas for future research to improve the mental health services and supports that teachers can help to facilitate for students.

Though group designs may be theoretically favorable, prior evidence has suggested that they may be challenging in professional development studies because well-powered designs will typically require large sample sizes or large effect sizes. We develop a theoretical and empirical basis for the design of professional development studies by building on previous work in three ways: (a) developing estimates of intraclass correlation coefficients for teacher outcomes using two- and three-level data structures, (b) developing estimates of the variance explained by covariates, and (c) exploring the absolute and relative sensitivity of several types of multilevel designs. The results from these analyses are intended to guide researchers in making more informed decisions about the tradeoffs and considerations involved in selecting different study designs.
Often, studies of literacy professional learning initiatives only consider structural and technical aspects of educator learning. This study of a four-year disciplinary literacy (DL) professional learning initiative goes further by analyzing participants’ learning through the theoretical lens of adult development. Using Kegan’s (1999) constructive developmental framework, as refined by Drago-Severson (2009) and Breidenstein and colleagues (2012), we trace the distinct adult learning experiences of 36 participants across their participation in the learning initiative. This project, which takes place in an urban high school in the Northeast, engages participants across six content-area teams. Findings suggest that the success of DL professional learning lies in building and sustaining adult learning structures that support informational as well as developmental, transformational learning opportunities.

A growing area of research involves determining which variables might serve as protective and vulnerability factors for individuals who have been exposed to traumatic events. The present study sought to investigate the independent and intersecting influences of religious coping and locus of control on individuals’ adjustment following exposure to a natural disaster (hurricane). Questionnaires were administered to 193 college students to examine internalizing symptoms, religious coping, and external locus of control. Positive and negative religious coping and locus of control were each associated with internalizing symptoms. External locus of control emerged as a moderator for the negative religious coping–internalizing symptoms association. Findings will be discussed in terms of treatment and research implications for school-based and community practitioners.

In this paper we respond to Huntley and Heck’s 2014 call for new conceptual frameworks that recognize mathematical differences between enactments of the same written lessons that stick “closely” to the textbook. We use a mathematical story framework to describe differences in the mathematical development of three enactments of the same algebra 1 lesson by three different experienced teachers. We find and document differences in how the lessons raise questions, sustain inquiry (or not), and progress toward resolution of the questions. These differences influence the overall mathematical and temporal structure of the enactments, which, in turn, affect the student experience and potentially affect student opportunities to learn.

This qualitative case study analyzed how 32 German students in a US high school German classroom (de) constructed legitimacy – the sense of acceptance and validation – for using the target language. Building on Norton’s concept of investment and work on legitimate languages (e.g., Bourdieu, 1977), it focuses on how the “right to speak” (Norton, 2000) applies to a foreign language context. Findings showed that a) German was only legitimate in particular situations, such as roleplays and entertainment activities, that allowed learners to appear uninvested and b) linguistic legitimacy was fleeting and could be lost and regained within an instance. Implications for teachers and teacher educators are offered, most importantly the explicit instruction of students on how to establish linguistic legitimacy.

Academic language is an important component of school success, and recent research links academic language to key skills such as reading comprehension and writing. There have been many calls for explicit teaching of this register. This is a study of the implementation of a pilot instructional unit about the elements of the academic register and how/why individuals might choose to use it. Qualitative analysis
As the practices emphasized in NGSS are implemented in classrooms, one pressing question is how best to support teachers to engage students in these practices as meaningful approximations of scientific activity, rather than presenting them as rote structures and skills. Doing so may present particular challenges in elementary classrooms. First, science instruction is usually driven by textbooks or kits that specify both scientific explanations and the activities that students should engage in. Second, elementary teachers tend to be less confident in both their understanding of scientific practices and pedagogy for teaching science. Therefore, elementary students’ participation in science is often highly structured, with little room for alternative explanations, disagreement, and multiple iterations of experiments, removing many of the features of the activity system within which scientists conduct these practices, and the reasons that they are meaningful in scientific activity (Manz, 2014).

In this paper, I report on a pilot effort conducted in a district that is considering adopting NGSS. The pilot project was conducted with the district science coordinator, six elementary teachers, and one pre-service teacher in a relatively well-resourced, mid-sized school district. Over the course of one school year, teachers participated in four sessions, each lasting 4-7 hours. The purpose of this research was twofold: first, to understand the challenges that the district might face in implementing the eight NGSS practices into elementary school classrooms; and second, to work with a small group of teachers on curriculum adaptation and redesign with the aim of engaging students in more meaningful approximations of the NGSS practices. Two conjectures drove the design of the sessions conducted with teachers: (1) When teachers learn to open up their curriculum to uncertainty and variation in student thinking, they can seed approximations of scientific practices as listed in NGSS; and (2) Teachers need support to know what to do with uncertainty and variability in student thinking.
To explore our conjectures, we engaged teachers in the following forms of activity. First, in each session, they participated in science explorations that were characterized by uncertainty and debriefed what practices they engaged in and why those practices were useful to them. Second, they explored teaching structures and tools designed to help teachers engage students in uncertain activity and support productive discussion (e.g., Michaels and O’Connor’s talk moves). In addition, the teachers worked with each other to consider how to adapt curriculum materials based on discussions and then tried out those changes in their classroom. Finally, they watched video of participants trying out these changes and analyzed both students’ participation in practices and teaching strategies that supported those practices. In the poster, I will present the design of the project and discuss initial findings regarding how teachers conceptualized the practices and their relationship to the forms of uncertainty that they introduced into the classroom.

Promoting highly sophisticated reasoning among students regarding how one chooses and attains a desired occupation is a logically integral step toward preparing students to thoughtfully shape their career interests and aspirations into viable occupational pursuits. This paper explores the relationship between career reasoning and occupational interests (RIASEC) associated with reported aspirations among high school students. Using Howard and Walsh’s (2010) Conceptions of Career Choice and Attainment model, the authors scored interview responses of 90 10th and 12th grade students randomly selected from a larger data set of 1653 participants. Vocational interests were identified by the high point code according to Holland’s RIASEC typology (Holland, 1997). A one-way ANOVA was employed to determine the relationship between the sophistication of students’ reasoning about careers and the interest types associated with their reported aspirations.

The new vision of science education (called for in the NRC Framework and NGSS) requires a shift from “learning about” to “figuring out.” In the Next Generation Science Exemplar Project (NGSX), we conceptualize this shift as fundamentally a discursive shift—requiring that students participate in key epistemic practices, as interrelated intellectual practices that support and leverage one another. In response, we have developed NGSX as a cyber-enabled system, blending digital resources and interactivity with face-to-face study groups of educators (typically a cohort of 15-20 participants) in 2 pathways: 1) a 30-hour NGSX Teacher Pathway as well as a 45-hour Leadership Pathway (combining the Teacher Pathway with Facilitator “Chapters”). The NGSX system emphasizes the core epistemic practices of modeling, argument, and explanation, supporting participants to engage in these practices rather than learning about them (ngsx.org). The goal is that NGSX teachers can apprentice into these practices in a robust enough way that they can then support their own students to engage, equitably, in a classroom culture of public reasoning (emphasizing modeling, argument, and explanation), carried primarily through well-guided discourse (talk and text).

What counts as well-guided discourse that promotes engagement in these core epistemic practices? We conceptualize this as discourse that supports the following 4 goals or challenges that all science teachers (and by extension, science PD providers working with teachers as adult learners) face:

1) learners explicate and go public with their own ideas;
2) learners listen carefully to their peers;
3) learners dig deeper into their evidence, reasoning, and explanatory models;
4) learners engage with the thinking of others, building on and critiquing the ideas of their peers and other “experienced thinkers” in science
What types of scaffolds are used to elicit these conversations? What kind of preparation do teachers need to make it happen in the classroom? In designing NGSX to support a PD culture of respect, risk-taking, and collaborative reasoning (through well-guided participation in modeling, argument, and explanation), we have developed a “knowledge-building framework” with key design principles. We focus central attention on adult participation in well-guided science investigations, analysis of video cases of actual in situ science learning, and recurring opportunities for small and whole group discussion around 1) science content; 2) thinking about student thinking and “first-draft” epistemic talk; and 3) learning about and trying out new pedagogical strategies and talk tools in one’s own classroom, to support the practices of modeling, argument, and explanation. To trace the diffusion of these epistemic practices from Teacher Leaders, to K-12 classroom teachers, to their students, we are currently developing “practice-relevant discourse coding tools,” to assess the quality of modeling, argument, and explanation talk in whole group discussions. In our poster, initial data from pre-post surveys and classroom discussions from teachers in VT and CT will be presented. Given the centrality of discourse in the Framework and NGSS, these discourse coding and reflection tools are likely to be a major contribution to the field in supporting NGSS-aligned research as well as professional learning.

20
The purpose of this presentation is to report on the establishment and first-year outcomes of the Massachusetts Institute for College and Career Readiness (MICCR). MICCR was established in 2014 with funding from the U.S. Department of Education Institutes for Education Sciences. Its purpose is to create researcher-practitioner collaborations between teams of educators from low performing districts in Massachusetts and a national senior faculty member who is interested in learning how to apply their research skills to influence education practice and policy. In addition to attracting a number of faculty from Counseling, participating districts are focusing primarily on improving the quality and impact of their career development programs through implementation of personalized career and education plans.

21
The Right Turn Career-Focused Transition Initiative is a career development program for youth currently involved or at risk of involvement in the juvenile justice system. Right Turn is being implemented in five high crime communities across the country. This comprehensive program engages youth in education, training and workforce development through a 3 phase career development process: Self-Exploration, Career Exploration, and Career Planning and Management. This study examines the experiences of case managers, youth and partnering organizations at each of the 5 program sites through a comparative case study research design. The results of this study will provide insight into the nature of the Right Turn program, and it’s impact on promoting postsecondary and workforce development in juvenile justice involved youth.

22
In the proposed project (to take place in Fall of 2015), we explore the relationship between young children’s emerging critical thinking abilities and executive functioning capacities. Both sets of skills are foundational to a young child’s future academic success, (Harvard Center on the Developing Child, 2011; Sodian, Zaitcheck & Carey, 1991; Butler et al., 2012; deBruin, Parker, & Fischhoff, 2007; Kuncel & Hezlett, 2010). Nevertheless, to date, little research has systematically examined the mechanisms by which critical thinking and executive functions may co-develop.

Our research is based on a theoretical model of the overlapping processes necessary for critical thinking and executive functions, suggesting that executive functioning abilities may drive variability in critical thinking (Lizarrga, 2012). One hundred low-income
preschoolers ages 4- to 5-years-old will participate. Tests will be administered individually in the fall and again in the winter. Children will be assessed on their critical thinking abilities in two phases, and executive function in the first phase.

In the pretest, the children complete two critical thinking measures. First, to assess children’s developing ability to use evidence when choosing between hypotheses, children will determine the size of a mouse based on the available evidence (the size of the hole), and explain their answer (Sodian et al., 1991). Second, to assess children’s understanding of the link between hypothesis and evidence, they will play our novel What’s in My Basket? game. Children propose items to be placed in the basket, and the experimenter indicates whether the item is consistent with a particular rule by stating whether or not it is ‘allowed’ to go in the basket. For each round, children have ten guesses.

To assess children’s developing executive functions, we will give children the Head-to-Toes task (Ponitz, 2008). Children are asked to do the action opposite from what the experimenter says (e.g., touch toes when experimenter says ‘head’; Ponitz, 2008).

During the posttest phase, children again play the What’s in My Basket? game to determine children’s learned understanding of the relationship between evidence and hypothesis. They also complete an additional round of the Head-to-Toes task to assess development in executive functions.

To explore the development in critical thinking and executive functions we will run two sets of Analyses of Covariance. The first will be a 2 (Timepoint: Pretest, Posttest) on the average total What’s in My Basket? score, controlling for age of the child in months. The second will be a 2 (Timepoint: Pretest, Posttest) on the average total Head-to-Toes score, controlling for age of the child in months. We also explore the relative impact of both skills on the development of the other (controlling for time 1) by conducting a cross-lagged correlational analysis.

The results from this study should provide evidence for the co-development of critical thinking skills and executive functions. Additionally, we seek evidence as to whether executive functions drive variability in critical thinking, which in turn, should influence decisions about which skills to stress in kindergarten readiness.

A large body of work demonstrates that the presence of others influences cognitive control processes. Recent research suggests that even the mere image of eyes can induce the feeling of being watched (Ernest-Jones, Nettle, & Bateson, 2011). The effect of these minimal social stimuli on inhibitory control performance has yet to be examined in adults let alone in young children. We explore developmental differences in the effect of social stimuli on children’s inhibitory control performance across three conditions (angry eyes, happy eyes, and flowers).

Eighty-four 4- to 5-year-old children completed a Flanker Inhibitory Control task (Rueda et al., 2004) with a picture of angry eyes, a picture of happy eyes, or a picture of flowers (Non-Social Object condition) at the top of the computer screen. Using median reaction times for congruent and incongruent trials, an Executive Network (the resolution of conflict amongst stimulus elements) was calculated and used as the dependent variable. Children also completed a theory of mind battery (Wellman & Liu, 2004), which assessed children’s understanding on 5 tasks: Knowledge Access, Diverse Desires Diverse Beliefs, False Beliefs, and Hidden Emotion. Children received one point for each task passed (max=5). Children who passed three tasks or less were placed in the “low ToM” group and those who passed at least four were placed in the “high ToM” group.

To explore the influence of minimal social presence on Flanker performance, we conducted a 3 (Condition: Angry, Happy, Flowers) x 2 (ToM: Low, High) ANOVA on Executive Network score, controlling for age in months. This analysis revealed a
significant Condition x Age interaction, $F(2,77)=3.66$, $p<.05$. Pairwise comparisons indicate that those who scored low on the ToM battery performed similarly across all conditions (Angry M=401.56ms, Happy M=-94.49ms, and Flowers M=108.14ms; $p>.05$). However, those who scored high on the ToM demonstrated facilitated performance in the angry eyes condition (M=43.74ms). There was a trend in that those who performed the task in the presence of an image of angry eyes had a better mean Executive Network score compared to those who performed the task in the presence of a picture of flowers ($t=1.99$, $p=.057$) and those who performed the task in the presence of a picture of happy eyes ($t=1.40$, $p=.07$). On the other hand, there was no significant difference or demonstrated trend in Executive Network score between the happy eyes (M=283.58ms) and the flowers (M=421.28ms) condition ($t=.65$, $p=.52$). These patterns were even more pronounced when comparing children who passed and did not pass the Hidden Emotion task of the ToM battery.

Our results suggest that children’s explicit understanding of other’s mental states, particularly emotions, is related to their sensitivity to social cues, which in turn influences their inhibitory control and attention. We discuss implications for the evaluation of executive function in relation to co-occurring social context.

24

As findings about the instructional value of “dialogic discourse” accumulate, researchers increasingly need to find ways to measure reliably the nature of classroom discourse. Many tools ask observers to use Likert-type scales to rate the degree to which classrooms display various global dimensions such as “engagement” and “authentic response.” As part of a large IES-funded study of reading comprehension, we have developed a tool that instead uses a relatively low-inference method of counting instances of well-known conversational ‘moves’ by students and teachers. For example, Teacher moves include those specifically thought to support student transactivity (Berkowitz & Gibbs, 1985). Transactivity involves a focus on reasoning, and entails that the speaker is focusing on the reasoning of others. The Teacher moves include prompt students to clarify their own contribution, prompt students to respond to others’ reasoning, and 6 others. Student moves include ask another student a question about their contribution, link a previous student’s contribution to the current point in the discussion, and 6 others.

We will present summative data from approximately 400, 4th-7th grade classroom lessons, recorded as part of the larger project, describing the distributions of target conversational moves which our theoretical frame would suggest support dialogic interaction. In the first part of the talk we will outline research using this type of low-inference measure that shows: (a) significant treatment effects on discourse practices across three study conditions; (b) preliminary data showing its use in predicting student outcomes on a standardized test; and (c) an analysis of a subsample of teachers observed over 2 school years, suggesting its possible use for tracking changes in teacher practice.

In the last section of the talk we will present several methodological challenges presented by using low-inference count data, along with some solutions. One such challenge concerns the skewed distribution of these theoretically important talk moves. For example, some Teacher moves, such as “closed question” or “display question” appear in the vast majority of lessons, while a “prompt students to respond to others’ reasoning” move is very rare. Because the distribution of these moves is strongly skewed, ordinary least-squares regression is not an option. Instead, we have uses a mixed analysis of rare-occurrence count data and non-rare count data using item response theory (IRT) (Muthén, 1989; Schrodt, 2007). For the initial analysis, rare categories were coded as dichotomous and non-rare categories were coded as trichotomous (not occurring, occurring once, or more than once). To
account for the combination of different response scales in the transformed data, a single-parameter partial credit model (PCM) was used. IRT analysis based on this approach suggests that a single latent variable underlies all of the moves theorized to support dialogic, transactive discourse. Notably though, “brief response” and “closed question” student and teacher moves do not fall within this category. The implication is that such dialogue is dependent on skills and constructs which are distinct and separate from much pedagogic discourse.

25
Oftentimes professional learning initiatives in schools do not last forever, and instead come to a close, but these closes and their impact are not well understood. This study of a four-year professional learning initiative around literacy explores this opening and closing of an instructional reform ‘action space’ by analyzing a professional learning initiative as it opened and closed. We trace the experiences of 18 teachers although two planned and funded years and then one unfunded year of participation in an ongoing professional learning project in a Northeast urban high school. Findings suggest that teachers struggled when their initiative came to an official close, but participants had developed new capacities to use in other action spaces.

26
To understand the validity of ratings in practice and how administrators’ use of the observation tool evolve, this study investigates how the cognitive aspects of administrators’ use of observations change as they practice. Results show that despite extensive training and certification, administrators still used a wide variety of reasoning strategies. Findings revealed the trend that administrators relied less on the scoring protocol, used more internal criteria, and more often approached scoring from the perspective of helping teachers improve. If observation ratings are used to support high stakes decisions, administrators should be trained to reliably use reasoning strategies and scoring criteria that reflect both the rubrics and the specified rating procedures. Implications for improving the training and evaluation systems are discussed.

27
This mixed methods study highlighted and compared the sociopolitical development of Black adolescents attending progressive and no excuses charter high schools over the course of the 2013-14 school year. Our analyses revealed that Black adolescents attending progressive schools demonstrated greater shifts in their ability to analyze oppressive social forces while Black adolescents attending no excuses schools demonstrated greater shifts in their sense of efficacy around navigating these oppressive forces.

28
The purpose of this paper is to introduce a protocol to generate data sets for 1- and 2-way ANOVA that demonstrate a pre-specified F-ratio test statistic of P-value. These data sets can be used in academic settings to help students practice with key statistical concepts in educational psychology. Along with a proof of the calculations, implications for practical use are discussed.

29
Our work on classroom discourse began in the 1990s as we spent time working closely with teachers known to be highly successful at orchestrating academically productive discourse in diverse urban classrooms. From these teachers we learned about the affordances (and the constraints) associated with a variety of talk moves. These are conversational ‘moves’ made by teachers that have the potential to elicit productive engagement from students. One move we dubbed “revoicing”—a restatement of what a student has said, followed by a request to the student to verify or clarify their intent (O’Connor & Michaels 1996). Others included what many have called “press for reasoning” (e.g. Why do you think that?) and moves designed to get students to work with the reasoning of others (e.g. Do you agree or disagree with Felicia, and why?).
From the simple (Say more...) to the complex (Why do you think Silas said that? What was he thinking?), it is possible to show the range of effects these moves have on student engagement and reasoning using detailed discourse analysis of actual lessons (O'Connor 2001). We also conducted a tightly controlled in vivo study comparing these practices with more traditional approaches, finding large effect sizes in student mathematics learning (O'Connor & Michaels 2015). Post hoc comparisons of year-long interventions with regular instruction revealed significant improvements in both mathematics and ELA test scores (Chapin & O'Connor 2012).

Yet these moves are not always easy to master. Working closely with a small group of teachers over a year resulted in large changes. But results of professional development at a larger scale are uneven: while some teachers skillfully take on these tools, others use them robotically or formulaically, inconsistently eliciting students' productive engagement. So recently we added an overarching set of four goals that provide a context and rationale for the use of the talk moves and other tools. We will briefly present evidence that this explanatory layer has made PD on productive talk more effective than before (Michaels & O'Connor 2015).

Perhaps the largest challenge in conveying these tools to teachers has been to find ways to integrate their use with the intellectual core of instruction: the academic content. On their own, talk moves are only tools, akin to utensils we use to cook and eat—useful, but not the focus of the meal. In this metaphor, the academic content is the food itself. So how do we support teachers in taking up these tools in the context of instructional content, supporting disciplinary practices of reasoning and evidence-based argument? Our current work focuses on a cyber-enabled form of PD in support of teachers working to make the instructional shifts called for in the Next Generation Science Standards and NRC Framework. The talk tools are integrated into this platform. Initial data from pre-post surveys and classroom discussions from teachers in four states will be presented.

30

Sociopolitical development (SPD) refers to the processes that engender an individual's commitment to social or political action. A growing body of research has found that adolescents' sociopolitical development is predictive of their activism orientation (Watts, Diemer & Voight, 2011), political engagement (Yates & Youniss, 1998), participation in electoral politics (Diemer & Li, 2011) and interest in social justice organizing (Watts, Williams & Jager, 2003). The present study investigates the role of two different types of schooling models—“no excuses” and “progressive”—as opportunity structures for the sociopolitical development of adolescents marginalized by inequities in race, socioeconomic status and language.

“No excuses” refers to an increasingly prevalent approach to schooling that is marked by a strict disciplinary environment, extended time in school, college preparatory mission, intensive focus on traditional mathematics and literacy skills, and explicit instruction in the social skills of school (Carter, 2000). “Progressive schooling” refers to approaches to education that explicitly seek to foster a caring and collaborative community in which students and teachers work together as partners as well as a curricular focus upon social justice, inquiry-based learning and deep understanding (Kohn, 2008; Little & Ellison, 2015).

The present study considers the sociopolitical development of more than 500 adolescents attending six urban charter high schools—three no excuses and three progressive—that explicitly cite fostering students' sociopolitical development as a goal in their mission or vision statements. Additionally, all six high schools are located in northeastern cities, admit students via randomized registration lotteries, and are comprised of student bodies that are nearly 100% students of color and
approximately 80% low-income students.

Across all six schools, we have now collected two years of data from students in the class of 2017. We administered surveys to all 500 students at the beginning and conclusion of their ninth grade year (2013-14), and then again at the conclusion of their tenth grade year (2014-15) (see Tables 1 and 2 below). In developing this study’s survey tool, we sought out previously validated measures that could offer insight into participating adolescents’ ability to analyze social forces, possess a sense of agency around resisting these forces, and demonstrate a commitment to challenge these forces as necessary.

We are currently in the process of fitting a series of multi-level models for each of these measures in order to consider the development of these particular dimensions of sociopolitical development in adolescents attending both no excuses and progressive charter high schools. A preliminary finding from these data is that adolescents attending progressive schools demonstrate heightened shifts in their ability to analyze oppressive social forces while adolescents attending no excuses schools demonstrate greater shifts in their sense of agency around navigating such social forces. We believe that our findings—when triangulated with qualitative interviews with students and ethnographic field notes collected at each of the schools—will offer useful insights into the sociopolitical development of adolescents attending two sets of urban high schools that take very different approaches to fostering their students’ commitment to social action.

Identity development is a critical process shaping life trajectories of adolescents and can present unique challenges for Black adolescent girls, who are positioned in society to negotiate ideals of self when presented with hegemonic language and images representing Black girlhood (Sanders & Bradley, 2005; Lindsay-Dennis, 2009; Evans-Winters, 2005; Townsend, Neiands, Thomas, & Jackson, 2010). Based on Black girls’ unique racialized-gender position, pedagogical spaces are needed that enable girls’ to decipher the racial and gendered grammar and structure, and narratives of society. The double-jeopardy of being both Black and female in society has continued to create, and reinforce, an American culture sated with derogatory representations of Black women and girls, evidenced through popular culture. Therefore, education needs to cultivate a critical literacy which can be espoused through the analysis and critique of the popular culture youth engage.

Working with eight Black girls, the author led a fourteen week media literacy collective with the intention of providing an avenue for them to voice and write the ways in which their real lives disrupt the dominant narrative presented by the media. The author interviewed each participant reflecting on the primary question: What does it mean to be a Black girl? One participant, Sy, responded:

“Black girls are broken. We wanna, be accepted. So we have to go through this whole identity crisis type thing and some people don’t make it out of that. Like, they don’t end up finding out like who they really are. ‘Cause they feel like they always have to try to conform, but that is a, a huge problem. ‘Cause the media is only making us look worse. And we don’t have that many people attempting to uplift black females in general.”

It is this same participant who penned a poem which speaks to our collective being a space and place of healing for Black girls. After each session, we closed with the affirmation, “My sister, myself,” in which while holding hands in a circle, we each made a statement that affirmed an individual in the group, the group itself, or we shared what the group or that particular session meant to us. After each sister’s statement she would conclude by stating, “My sister” to which the group would respond, “Myself.” Sy’s poem reinforces her idea that Black girls’ identity construction needs to be included in the holistic
instruction of youth. Black girls need a pedagogy that embraces their experiences outside the classroom and challenges the metanarrative on Black womanhood. This study is concerned with examining the identity construction of Black female youth from a perspective which analyzes the social context by which these girls find themselves.

When educators discount the importance of identity development, especially, through media consumption, they fail to equip students with the knowledge that they can, and should be, critical consumers and that they can create their own definitions of self (Steinberg & Kincheloe, 1995; Hobbs, 1997).

This presentation discusses how the author created a space and place of healing by highlighting the experiences of one of the youth participants, Sy, who will participate on the panel.

32 There is a significant underrepresentation of women in social studies classrooms. This study examined how teachers’ beliefs about gender and feminism influence their teaching practices. The participants were six gender conscious high school social studies teachers, selected because they identify as having feminist beliefs and a desire to use the classroom as a mechanism to reduce gender inequity. Results showed that teachers’ own personal experiences influenced their beliefs. The feminist beliefs the teachers held translated into gender equitable practices in curricular modifications, classroom discourse, and professional practices. The teachers in this study had specific commonalities in their practices which could be replicated by beginning or veteran teachers.

33 When children enter formal schooling they are often confronted with ‘academic language’ and specific patterns of interaction that may not be synonymous with the patterns of interaction used for learning in the home (Snow & Uccelli, 2009). For example, schools often privilege a pattern of interaction whereby children are expected to ask questions and use the explanations provided by teachers for learning (e.g., inquiry-based, query method, Socratic method etc.) This question-explanation pattern of interaction may not be familiar to all children. Indeed, in a recent study, we found that mid-SES preschoolers show a preference for more complex explanations, whereas low-SES preschoolers prefer less complex explanations (Authors, 2013), suggesting that children from mid-SES families may be exposed to more high-quality explanations. This may be linked to if and how children from diverse backgrounds use questions that elicit explanations for learning. This is potentially problematic, given that complex explanatory structures are found in the ‘academic language’ (Snow & Uccelli, 2009) used in formal schooling and we have come to expect that by the time ALL children enter formal schooling they prefer to learn from complex explanations --- potentially making it difficult for children to negotiate the classroom setting.

Therefore, an understanding of the variability in the early interaction patterns children use when learning from others is essential in creating high-quality learning environments that are accessible to all children. Children rely on the explanations adults provide to learn about the world (Frazier, Gelman & Welman, 2009). Research indicates that an adult’s epistemological stance (beliefs about the nature of knowing) is associated with the way she talks to her child (Luce, Callanan & Smilovic, 2013; Valle, 2009). In the current study, we examine the relationship between caregivers’ epistemological beliefs, their explanations, and their children’s general ability to acquire new knowledge.

Forty parent-child dyads (18 female, M = 4;10, SD = 6.3 months) participated in 3 phases: (a) exploration (b) familiar extension and (c) novel extension. During the exploration phase, caregivers and their children assembled a novel toy. The toy required children to
position pieces to create electrical circuits. During the familiar extension, children assembled the toy without caregiver assistance. In the novel extension phase children worked alone to assemble a toy that had a similar function, but contained different pieces. To measure caregivers’ epistemological beliefs, we asked them 4 questions following the exploration phase. Responses stated as a fixed truth were coded as absolutist, and as evaluativist if the response included evidence and examples. Caregivers’ epistemological stances predicted children’s abilities to successfully complete the toy (arguably demonstrating their understanding of how circuits works) and their ability to think critically about a similar concept in a novel context, F (1, 38) = 9.73, p < .01, R² = 0.20. Specifically, children with caregivers who adopted an evaluativist stance appropriately placed more pieces across both phases than children with caregivers who adopted an absolutist stance (See Fig. 1). We discuss the implications for these findings in terms of individual differences in children’s conceptual understanding.

34 Research on mathematics teacher preparation supports shifting the focus of content courses for prospective elementary teachers (PTs) towards elementary grade level mathematics. This paper describes a mathematics curriculum designed for use in PT content courses and examines its effects on PTs’ content knowledge for teaching mathematics (CKTM). Forty-six (46) instructors at institutions across the U.S. and Canada field tested materials with 1,494 PTs. Assessment data indicate that the curriculum was significantly and largely effective in increasing PTs CKTM. Additional analyses (forthcoming) will investigate the potential impact of course type (content vs. methods) and instructor appointment (math vs. education) on PTs’ CKTM growth when using the curriculum.

35 In this interpretative case study, the researchers examined the beliefs and practices of 10 self-identifying race-conscious social studies teachers. Using critical race theory as the lens, the results showed that most of the teachers made race explicit in their classrooms, included race in units not typically considered race-related, and focused on race as a significant factor in determining inequity in the United States. Additionally, while all of the teachers made race a central theme in their classrooms, there was a division between teachers who emphasized working against individual prejudice (prejudice-oriented) and against racial inequity (inequity-oriented). This study adds to the growing research on teaching race in social studies.

36 Research Questions
By the age of adolescence, the majority of students report that they are more likely to seek help from a peer when they are in emotional distress than to seek help from an adult (Boldero & Fallon, 1995; Rickwood et al., 2005). A number of programs exist to train peers, who may observe mental health problems among their classmates, in supporting one another and making informed decisions in their role as bystanders (Ali et al., 2015; Wyman et al., 2010). In this presentation we examine adolescents’ attitudes about peer mental health problems and the association of those attitudes with perceptions that their peers need support.

Method
We surveyed 337 high school students in a Northeast school district and presented them with two fictional vignettes (adapted from Chavez et al., 2010; Lapatin et al., 2012). One vignette described a peer with externalizing (acting out) problems and the other vignette described a peer with internalizing (depression) problems. We asked students to indicate how worried they would be about each fictional classmate, the amount of time it would take for the classmate to feel better, and whether they thought that the classmate needed help.
Results
Consistent with the general literature on help-seeking, students indicated that when they had an emotional problem they most often spoke to a friend or friends (66.7%). Students less frequently indicated that they talked to a guidance counselor (19.4%) or teacher (12.6%). Students indicated significantly greater worry about the fictional student described as having internalizing problems compared to the student with externalizing problems (paired t-test; t=-8.37, p<.001). They indicated that the fictional student with internalizing problems would take significantly more time to feel better again (paired t-test; t=-7.63, p<.001). They also indicated that the student with internalizing problems was more likely to need help (χ²=100.83, p<.001). Females reported significantly more worry than males about the two case studies (F=87.66, p<.001). Females were also more likely to report that the fictional students with both internalizing and externalizing problems needed help (χ²=7.8-13.2, ps<.05). Students were more likely to indicate that the fictional students with either internalizing or externalizing problems needed help when they considered problems to be serious (OR=3.9 for externalizing, OR=6.0 for internalizing) and long-lasting (OR=2.9 for externalizing, OR=2.7 for internalizing). Additional analyses will be conducted to examine factors associated with student perceptions of the needs of peers with internalizing and externalizing problems.

Conclusions
Students are a key source of support to one another and can play a critical role in directing peers to resources when facing mental health problems. Understanding how students conceptualize mental health problems among their peers can be useful when talking with youth about peer support and designing peer-to-peer interventions. The current results suggest that students are more likely to identify internalizing problems as worrisome. Students who perceive problems to be serious and long-lasting are more likely to indicate that peers need help. We will discuss the advantages and limitations of using a vignette-based approach to this research.

Bystanders are often present when bullying occurs (Hawkins, Pepler, & Craig, 2001; Craig & Pepler, 1997). However, they only intervene about one quarter of the time (O’Connell, Pepler, & Chang, 1999) and the likelihood of intervening further decreases as students enter adolescence (Trach, Hymel, Waterhouse, & Neale, 2010). Students reporting greater perceived teacher supportiveness (e.g., caring about students) also report a greater willingness to seek help if they are being bullied (Eliot, Cornell, Gregory, & Fan, 2010). However, prior research has not specifically investigated the association between students’ willingness to intervene as bystanders and their perceptions of teachers’ responses to mean student behavior.

Research Question: The objective of this study is to examine whether students’ perceptions of teachers’ responses to mean student behavior is associated with students’ willingness to intervene in bullying situations.

Methods: Data on students’ willingness to intervene and students’ perceptions of teachers’ responses to bullying was collected from 480 3rd-8th grade students in an urban school as part of school safety planning efforts. Willingness to intervene during bullying incidents was assessed using the University of Illinois Willingness to Intervene Scale (e.g., “When a kid is being teased, I stick up for him or her.”) on a 4-point Likert scale ranging from Strongly disagree (1) to Strongly agree (4) (Espelage, Green, & Polanin, 2012). Students were also asked 9 items about how their teachers respond to mean and hurtful student behavior (e.g., “Notice that it is happening,” “Try to stop it”) on a 3-point Likert scale: never (1), sometimes (2), and often (3). These items were created in collaboration with a local public high school for a previous study.

Results: Preliminary analyses found that the most frequent perceived teacher response to mean student behavior (rated as often) was “Support the person
who has been hurt” (51.4%). Also, females were more willing to intervene during bullying incidents than males (t=2.68, p=.008). Using linear regression, the nine different teacher responses to mean student behavior were entered into the model as independent variables, with willingness to intervene as the dependent variable, controlling for gender and sex. Two perceived teacher responses were positively related to a greater willingness of students to intervene - “Talk about it with the students who are involved” (B=.948, p=.007) and “Support the person who has been hurt” (B=.843, p=.018). Additional multivariate analyses with both the whole sample and separated by sex will explore other factors related to students’ willingness to intervene, including school belongingness (Goodenow, 1993), attitudes toward bullying (Espelage, Mebane, & Adams, 2004), and psychosocial problems (Goodman, 1997).

Significance: Findings indicate that students are more likely to indicate a willingness to intervene in bullying situations when they perceive their teachers to respond to mean student behavior by either talking to the students who are involved or supporting the student who has been hurt. This suggests that guidance for teachers regarding optimal responses to mean and hurtful student behavior might improve the bystander culture, in turn reducing bullying.

In 2014 the White House issued a report on addressing sexual assault on college campuses that highlighted the key role of bystanders. Given that increasing bystander behaviors would reduce assaults, researchers have examined factors (e.g., gender, Banyard, 2008; engagement in prosocial behaviors, Bennett et al., 2014) associated with increased likelihood of intervening. One factor that has received little attention to date, however, is the extent to which individuals’ past victimization histories might affect their bystander behaviors. The limited extant literature suggests that having experienced victimization might increase the propensity to intervene, both in sexual assault instances (e.g., Murphy, 2014) and those involving other forms of aggression (e.g., child abuse, Christy & Voigt, 1994; bullying, Li et al., 2015). Scholars have posited that experiencing victimization might increase empathy toward other victims, which in turn might increase bystander behaviors (Barnett, 1992; Cao & Lin, 2015).

### Research Questions

This study extends past research by examining whether past bullying victimization, sexual harassment, and attempted sexual assault are associated with bystander behaviors among first year college students.

### Methods

First year college students (n = 437) completed surveys in the fall and spring. Past bullying victimization and sexual harassment were assessed in the fall using the California Bully Victimization Scale (Felix et al., 2013), and past sexual assault was measured using the Juvenile Victimization Questionnaire (Finkelhor et al., 2005). Participants completed two bystander behavior subscales in the spring - Party Safety (with items about behaviors designed to protect friends from potential assault) and Proactive Behaviors (Banyard et al., 2014).

### Results

Preliminary analyses indicate that, consistent with past research (Banyard, 2008; Brown et al., 2014), females reported more bystander behaviors than males (on the party safety scale; t = -3.5, p < .01). In addition, students who reported being bullied prior to college were less likely to engage in party safety behaviors than students who did not report bullying victimization histories (t = 2.29, p < .05). However, there were no differences between students with and without bullying victimization histories on proactive bystander behaviors. Further, participants who endorsed having experienced sexual harassment prior to college were more likely to engage in party safety behaviors than those who did not report sexual harassment prior to college (t = -2.29, p < .05); these groups did not differ on proactive bystander behaviors. Finally, bystander behaviors did not vary between first year students who reported attempted
sexual assault prior to college and those who did not. Additional multivariate analyses will also be conducted, with an emphasis on moderator variables (e.g., self-efficacy).

Significance
This study adds to the limited body of research examining how past victimization histories influence bystander behaviors. Specifically, it highlights that first year college students with past bullying and sexual harassment histories might be particularly attuned to situations at parties that could increase risk for sexual assault for friends. With the addition of multivariate analyses, this study will further inform potential prevention strategies for sexual assault on college campuses.

39
Hope and optimism are associated with health and psychological benefits, success in school, resilience, and protection against depression (Seligman, 1991). Creating a framework of “false hope” versus “critical hope,” Duncan-Andrade (2009) calls into question the kind of hope teachers are aiming to foster in students and argues that hope not grounded in critical reflection can have negative results. Using Duncan-Andrade’s (2009) conceptualization of hope, this mixed-methods analysis (as a part of a larger four-year study of over 400 youth of color attending six charter high schools in five northeastern cities) examines the differences that emerge in the expressions of hope and optimism from students attending two of these schools and the role they play in navigating inequality and bias.

40
Test-optional admission to higher education is gaining popularity as it promotes college access for students from groups that traditionally do not perform well on standardized tests (STs). However, dropping STs leaves high-school GPA (HSGPA) as the single indicator for applicants’ potential college retention and success. This paper describes the development of a measure of applicants’ motivational-developmental attributes to supplement HSGPA in admission decisions in a large urban public university. We describe the “Temple Option” initiative, the process of developing the measure, data from the first year of administration, and considerations of the value as well as the risks involved in using motivation as a criterion in college admission.

41
Using a cluster-randomized design, we examined if effects of informational narrative and expository text on first graders knowledge and comprehension varied by the quality of children’s knowledge at the study outset. Quality of word knowledge was based on a measure of word concreteness. Findings suggest that children with lower quality benefited from use of both genres as indicated by significantly greater comprehension and knowledge outcomes than their peers receiving instruction with expository text only. Moreover, children with higher quality knowledge benefited more from use of expository text only as indicated by significantly greater comprehension and knowledge outcomes than their peers (higher quality knowledge) receiving instruction with both genres. Findings suggest the importance of considering children’s knowledge quality when selecting text.

42
Objectives and Purpose:
This paper introduces ethnographic research that examines the teachers and parents’ beliefs about and experiences with culturally relevant pedagogy (CRP) with Black preschool students.

Perspective or theoretical Framework:
This study draws upon our theoretical framework that defines classroom quality as positively incorporating CRP into instructional practices, learning activities, and the classroom environment. In this study CRP was operationalized as experiences that help students make connections between
their community, national, and global identities and the socio-political constructs that influence these identities and encouraging children to work collaboratively and expects them to teach and take responsibility for each other (Ladson-Billings, 1995, 2014).

Methods, techniques or modes of inquiry
An ethnographic case study approach was used to explore the research questions:
- What are Black teachers and parents beliefs about and experiences with CRP?
- How are children’s socio-cultural development and awareness encouraged in a high quality early childhood program?

This year long study took place in a high quality childcare center in the Midwest called Imani’s Child Development Center (pseudonym), a faith based program. Children ranged in age from 18 months to 5 years. There were 19 children, 10 parents, 4 teachers, and one program director (34 participants total). A majority of the children and families were Black (99%) and all children were monolingual English-speakers.

Data Sources, evidence, objectives, or materials:
Data sources included 6 descriptive memos of CLASS observations (LaParo, Pianta, & Stuhlman, 2004); 3 individual teacher interview transcripts, 1 parent group interview transcript, and 7 observational field notes. A two-tiered coding system was used to analyze the interview transcripts, observational field notes and descriptive memos of CLASS observational data. Member checking occurred during each phase of data collection.

Results:
Findings suggest parents and teachers exemplified CRP in their efforts to support children’s social and cultural development. For example, evidence of CRP includes teacher’s instructional practices that were responsive to the unique cultural learning styles and identities of Black children (e.g. oral storytelling; expressive music and movement; cooperative learning activities). Furthermore, parents and teachers expressed during the interviews a shared philosophy of education and practices that involved the collective responsibility of the ‘village’ and ‘other mothering’ in helping to expose young children to positive images of Black people to counter negative stereotypes prevalent within and outside the Black community. Lastly, children’s social and emotional skill development and creating challenging early academic experiences for children were shared goals among teachers and parents.

Scientific or scholarly significance:
This research highlights how CRP manifests itself within a predominantly Black early childhood preschool program and presents the voices and experiences of Black teachers and families as they strive towards supporting the social and cultural development of the young Black children in their care. There is a need for continued scholarship focused on exploring how Black teachers and parents across the educational continuum are working together to develop academically and culturally resilient children, equipped with tools and skills needed to succeed.

43
In 2009, the Woodrow Wilson National Fellowship Foundation (WWNFF) launched, the “Rhodes Scholarship for Teaching.” The Leonore Annenberg Teaching Fellowship provided 25 Fellows a $30,000 stipend and required them to select from four high-quality teacher preparation programs: Stanford University, University of Pennsylvania, University of Virginia, University of Washington. WWNFF also provided each institution with funding to support Fellows with content-focused coaching for up to three years.

Darling-Hammond, Wilhoit, and Pittenger (2014) offer a new framework for continuous improvement that rests on three pillars – meaningful learning,
resource accountability, and professional accountability. Professional accountability explores what systems and practices are in place to ensure teachers have the knowledge and skills required to support students to be career and college ready. One such system is access to high-quality induction, which, for novice teachers, increases effectiveness and decreases turnover (Reed, Rueben, & Barbour, 2006; Futernick, 2007). High-quality induction is often defined as content-focused support (Author, 2015). However, given the increasing racial/ethnic diversity of our country’s public school student population – definitions of high-quality induction must also include ongoing support in deepening novice teachers’ cultural competence. This paper explores the need for infusing cultural competency in high-quality induction programs.

Data from this study are based on one-hour semi-structured interviews (Seidman, 2006) of 15 Annenberg Fellows. Participants were purposefully selected from a larger sample (n= 76) of survey respondents to reflect similar characteristics of Fellows. Survey respondents represented 72% of all Fellows. Approximately 73% of participants were White and 13% Latino. Blacks and Asians each accounted for 7%. Findings are also based on classroom observations (Creswell, 2009) of four Fellows. Interview participants were ensured anonymity from program staff and leaders, and were recruited via email domains not connected to respective programs.

Fellows described their Annenberg mentors, who were affiliated with their teacher preparation program, as integral to their continued effectiveness and desire to remain in the profession. However, Fellows reported that their ongoing support with mentors focused, exclusively, on content. Mentors, according to Fellows, did not assist with respecting students’ cultural and family differences in the classroom. One example of the need for infusing cultural competency became evident during a classroom observation. Kylie Smith, who is White and in her fourth-year as a science teacher in a large comprehensive urban high school, recently completed a unit on environmental science. During an end of unit discussion, Smith asked students what could they do to adopt behaviors learned in class such as eating organic foods and reducing their carbon footprint. One Black student responded that while she believed such practices were important, she and her working-class family could not afford them. Smith, like many Annenberg Fellows, may well benefit from induction that increases their cultural competence.

While practitioners and policy makers have given attention to the selection of high-quality teacher candidates (i.e. the Rhode Scholars of Teaching) and to preparation programs, they should also give a renewed focus on induction. Such a renewed focus on induction must ensure that cultural competence is infused with induction.

The teaching force is changing, with a larger proportion of teachers with five or fewer years of experience and a high concentration of inexperienced teachers in high-poverty schools (Ingersoll & Merrill, 2010). Some educational reformers have viewed the “greening” of the teaching force as a positive development and focused on policies that have eased entrance requirements to quickly get new teachers into classrooms. However, recent research indicates that teachers who work in supportive school environments continue to become more effective long after their first few years in the classroom (Kraft & Papay, 2014; Ladd & Sorensen, 2014), challenging previous claims that teachers reach a plateau of effectiveness early in their career (e.g., Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004). In addition, efforts to prepare all students for success in college, career, and life have brought attention to the advanced pedagogical, content, and social-emotional knowledge and skills needed for teachers.
to be successful in meeting these ambitious goals. This paper draws on emerging research and policy initiatives to provide guidance and examples of how states could redesign their systems of support and accountability to more effectively develop, retain, and leverage the expertise of experienced teachers to grow the capacity of the teaching force.

This paper reviews current state policies designed to grow professional capacity and analyzes these efforts against recent research on professional teaching standards, teacher effectiveness, and professional learning. We know that the process of requiring teachers to meet professional standards for accomplished teaching can serve as a meaningful professional learning experience (Dean & Jaquith, 2015; Sato, Wei, & Darling-Hammond, 2008) and is an effective approach for differentiating more capable teachers from their less capable peers who fail to meet these standards (Clotfelter, Ladd, & Vigdor, 2010; Cowan & Goldhaber, 2015; Goldhaber & Anthony, 2007). Furthermore, research on teacher effectiveness indicates that teachers become more effective at supporting student learning with increased experience (Ladd & Sorensen, 2014) and have opportunities to work in supportive school environments (Kraft & Papay, 2014) and with effective colleagues (Jackson & Bruegmann, 2009). Similarly, research suggests that professional learning opportunities are more effective at growing the capacity of teachers to support meaningful learning when they include sustained opportunities for collaborative learning in schools (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

We conduct a review of policies in 11 states designed to grow educator capacity. Reports for each state are generated based on reviews of publicly available documents, and key administrators from each state are interviewed to refine and enhance the reported findings. Overall, we identify five policy entry points that states have used to develop educator capacity: standards for accomplished teaching, professional learning opportunities, educator evaluation and growth, school assistance and review, and principal recruitment and preparation. We analyze these approaches against evidence from research on professional standards, teacher effectiveness, and professional learning opportunities to identify the strengths and potential limitations of each approach. In doing so, we aim to activate current scholarship on educator capacity to influence decisions about policy and practice in ways that advance high quality and equitable opportunities for learning.

45

Through charter school laws, more than 40 states now enable parents to send their child to a school other than their neighborhood school. Given the option, what kinds of schools do parents prefer -- charter or traditional public schools? Are there differences in preferences based on family and student performance characteristics? This study takes advantage of a rare centralized enrollment system in Denver, Colorado, that enabled the authors to track the actual stated choices/preferences of parents. Results indicate the most consistent predictor of affirmatively choosing a school and choosing a charter school is race/ethnicity. Black and Hispanic families more than Whites are likely to choose and to choose charters. Few other variables demonstrate consistent patterns of relationships or significance.

46

This two-year study examines how a cohort of teachers in one low performing school changed their instructional practice by participating in ongoing school-based professional development aligned with pursuing National Board Certification. The study explores how these teachers shifted their school’s culture by participating in the National Board Certification process.
English learners (ELs) who want to go to college are often encouraged to consider community colleges over four-year colleges. Teachers and counselors advise them, “Go to a community college first. You can always transfer later.” However, we currently have little information on community college EL students’ persistence and degree attainment. Analyzing the Education Longitudinal Study of 2002, we examine the impact of community college enrollment in conjunction with high school academic preparation on ELs’ degree attainment. Findings show that only 16% of community college ELs go on to attain bachelor’s degrees. Both low academic preparation in high school and community college enrollment are risk factors for bachelor’s degree attainment, a pattern that holds true for ELs and native speakers alike.