

2013 AERA Annual Meeting

SESSIONS



Center for Education Policy Research
HARVARD UNIVERSITY

TIME	PRESENTATION TYPE PRESENTATION TITLE CEPR AFFILIATE(S)	LOCATION
Saturday, April 27, 2013		
2:15–3:45 PM	Round Table Session 5 Understanding Teacher Working Conditions SDP Fellow Alumni Richard Bowman and Sade Bonilla, formerly with Albuquerque Public Schools	Hilton Union Square, Ballroom Level Imperial Ballroom A
Sunday, April 28, 2013		
8:00–9:45 AM	Symposium Measurement Issues in Teacher Observations and the Estimation of Teacher Effects NCTE-Affiliated Researcher Ben Kelcey, Wayne State University	Intercontinental, Third Level Grand Ballroom C
8:15–9:45 AM	Poster Session 3 Algebra and Equality: Does Early Access to Algebra and Advanced Mathematics in Middle School Reduce Inequality in Educational Outcomes? SDP Fellow Darryl Vernois Hill, Wake County Public School System Senior Research Manager Lindsay Page, Center for Education Policy Research at Harvard University	Parc 55, Fourth Level Cyril Magnin Foyer
8:15–9:45 AM	Symposium Project READI (Reading, Evidence, and Argumentation in Disciplinary Instruction): Iterative Design of Evidence-Based Argumentation in Literature, Science, and History CEPR Steering Committee Member and Affiliated Researcher Catherine Snow, Harvard Graduate School of Education	Hotel Nikko, Third Level Nikko III
10:00–11:45 AM	Invited Session Big Data: New Opportunities for Measurement & Data Analysis Senior Research Manager Lindsay Page, Center for Education Policy Research at Harvard University	Intercontinental, Third Level Grand Ballroom A
10:35–12:05 PM	Invited Session Institute of Education Sciences (IES), the Continuous Improvement Initiative, and Having Research Matter CEPR Steering Committee Member and Affiliated Researcher Catherine Snow, Harvard Graduate School of Education	Hilton Union Square, Ballroom Level Continental 8
4:05–5:35 PM	Paper Session Climate Matters: The Impact of Parent and Student Perceptions of School Climate on Student Identification With School and Student Achievement SDP Faculty Advisor Hunter Gehlbach, Harvard Graduate School of Education	Hilton Union Square, Lobby Level Golden Gate 7
4:15–5:45 PM	Paper Session Teacher Effectiveness: Qualitative Measures SDP Fellow Amy Farley, Colorado Legacy Foundation	Intercontinental, Fourth Level Twin Peaks
Monday, April 29		
12:45–2:15 PM	Symposium Achievement Gap Trends in the NCLB era: From Nonparametric Measurement to Policy-Relevant Findings SDP Faculty Advisor Andrew Ho, Harvard Graduate School of Education	Intercontinental, Third Level Grand Ballroom B

Tuesday, April 30

8:00–9:30 AM	Paper Session Precollege Strategies to Improve Access Senior Research Manager Lindsay Page, Center for Education Policy Research at Harvard University SDP Fellow Alumna Korynn Schooley, Fulton County Schools	Hilton Union Square, Fourth Level Tower 3 Union Square 9
2:00–3:30 PM	Paper Session How Teacher Human Capital Is Affected by Policy Decisions and Contexts SDP Research Manager Julia Bloom, Center for Education Policy Research at Harvard University NCTE-Affiliated Researcher Matt Kraft, Harvard Graduate School of Education SDP Faculty Advisor & NCTE-Affiliated Researcher John Papay, Brown University	Hilton Union Square, Fourth Level Tower 3 Union Square 10
2:15–3:45 PM	Round Table Session 77 School Leadership Practice as Educational Reform SDP Fellow Alumna Tracy Keenan, Denver Public Schools	Hilton Union Square, Ballroom Level Imperial Ballroom A
5:05–6:35 PM	Symposium Innovation in Preservice Teacher Education in South Africa: Towards Intellectual and Material Poverty Reduction, Teacher Knowledge, Understanding, and Application of Subject Matter, Content, and Pedagogical Practices CEPR Steering Committee Member and Affiliated Researcher Catherine Snow, Harvard Graduate School of Education	Westin St Francis, Second Level Kent
5:05–7:05 PM	Invited Poster Session Promising Scholarship in Education: Dissertation Fellows and Their Research NCTE-Affiliated Researcher Matt Kraft, Harvard Graduate School of Education	Parc 55, Fourth Level Cyril Magnin Foyer

Wednesday, May 1

10:35 AM–12:05 PM	Roundtable Session 71 Developments in K-12 Assessment SDP Fellow Alumna Farrah Santonato, Charlotte-Mecklenburg Schools	Sir Francis Drake, Second Level Empire
2:15–3:15 PM	Paper Session Pairs, Teams, and Communities of Learning in Teacher Professional Development NCTE-Affiliated Researchers David Blazar and Matt Kraft, Harvard Graduate School of Education	Hilton Union Square, Fourth Level Tower 3 Union Square 9
12:25–1:55 PM	Symposium Challenges and Opportunities for Language Learning in the Context of the Common Core State Standards and the Next Generation Science Standards CEPR Steering Committee Member and Affiliated Researcher Catherine Snow, Harvard Graduate School of Education	Hilton Union Square Yosemite A

Note: This schedule of presentations was compiled from information available on the AERA website. CEPR does not take responsibility for incorrect information contained in, or changes to, the AERA schedule.



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The Center for Education Policy Research is a unique partnership among districts, states, foundations, and university-based researchers designed to leverage the overwhelming amount of newly available school-, teacher-, and student-level data to address previously intractable policy questions in education and improve educational outcomes for all students. Projects include the Strategic Data Project (SDP) and the National Center for Teacher Effectiveness (NCTE).



STRATEGIC DATA PROJECT

The Strategic Data Project (SDP) is working with a growing network of school districts, charter schools, and state education agencies (currently over 55 of them) to transform their use of data for management and policy decisions. The SDP Fellowship program recruits and places data strategists inside each of the agencies and regularly convenes them for training and networking. Through SDP, CEPR is building a new profession of analytic leaders in education.



National Center for Teacher Effectiveness

The National Center for Teacher Effectiveness (NCTE) is working with over 200 teachers in over 40 schools in Washington, D.C., Georgia, and Massachusetts. The project has collected more than 1,100 hours of digital video of classroom math teaching along with more than 5,000 student surveys and assessments. NCTE will translate the results into a suite of practical instruments for use by teachers, schools, and school districts.