

# SREE

*Advancing Education Research*

Spring 2011 Conference

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*Building an Education Science:  
Investigating Mechanisms*

PROGRAM



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

### **Member - \$150 per calendar year**

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

### **Student Member - \$100 per calendar year**

Student members must be enrolled in a degree-granting program at an accredited institution. The Graduate Student Organization exists to provide an organizational venue where students may begin the career-long process of establishing networks which foster their intellectual growth and maximize the utility of their research.

### **Institutional Members - \$1500 per calendar year**

Educational institutions, government agencies, nonprofit organizations, and for-profit organizations are encouraged to join SREE and designate an individual to represent their interests in the Society.

## **How to Join SREE or Renew Membership**

### *By credit card:*

All major credit cards are accepted at the conference registration desk or via SREE's secure site:

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### *By check:*

Checks made out to *SREE* are accepted at the conference registration desk or may be mailed to:

Society for Research on Educational Effectiveness  
2040 Sheridan Rd.  
Evanston, IL 60208

The logo for the Society for Research on Educational Effectiveness (SREE) consists of the letters "SREE" in a bold, sans-serif font, enclosed within a thin black rectangular border.

### **9:00 AM - 12:00 PM: Workshops**

*Workshops require an additional fee.*

*Using Modern Regression Discontinuity Analysis to Measure Effects of Educational Interventions*

Howard S. Bloom, MDRC

Culpeper

*Missing Data: It's Everyone's Problem*

Jennifer Hill, New York University

Latrobe

*Using Instrumental Variables in Education Research*

Sean Reardon, Stanford University

Sulgrave - 3rd Floor

*Meta-Analysis of Intervention Research in Education*

Sandra Jo Wilson & Mark W. Lipsey, Vanderbilt University

\*In association with the Campbell Collaboration

Dumbarton - 3rd Floor

### **12:00 PM - 1:00 PM: Program Committee Lunch**

### **1:00 PM - 3:00 PM: Session 1**

#### **1A. Early Childhood Education**

#### **Which Mechanisms to Target? Efficacy Trials Targeting Different Domains of Development in Early Childhood**

Latrobe

Chair: Kristen Bub, Auburn University

*Teacher Training, Classroom Consultation, and Child Outcomes in the Foundations of Learning Project*

Chrishana M. Lloyd & Megan Millenky, MDRC

*Taxonomic Organization Scaffolds Young Children's Learning from Storybooks:*

*A Design Experiment*

Tanya Kaefer, Ashley M. Pinkham, & Susan B. Neuman, University of Michigan

*Examining the Efficacy of Foundations of Science Literacy: Exploring Contextual Factors*

Jess Gropen & Nancy Clark-Chiarelli, Education Development Center, Stacy B. Ehrlich, Consortium on Chicago School Research, and Yen Thieu, Education Development Center

*Scaling Up an Effective Pre-K Mathematics Intervention: Mediators and Child Outcomes*

Alice Klein & Prentice Starkey, WestEd, Lydia Deflorio, University of California - Berkeley, and Elizabeth Todd Brown, University of Louisville

**1B. School and Classroom-Based Educational Practices Symposium**  
**Four Years of Striving Readers Targeted Interventions: Impact Analyses**  
**and Secondary Explorations of Findings**

Imperial II

Co-Organizers: Debra Coffey & Jill Feldman, Research for Better Schools

*Springfield/Chicopee, MA, Striving Readers Targeted Intervention*

Kimberley Sprague, Anita Kite, Karen Hussar, Chandra Haislet, Colleen Zaller,  
& Joan Ford, Brown University

*Newark, NJ, Striving Readers Targeted Intervention*

Allison Meisch & Jennifer Hamilton, Westat

*Mid-South Striving Readers Targeted Intervention*

Jill Feldman & Ning Rui, Research for Better Schools

*Ohio Striving Readers Targeted Intervention*

William Loadman, Richard Lomax, & Rael Moore, Ohio State University  
and Jing Zhu, Metis Associates

*Portland, OR, Striving Readers Targeted Intervention*

Bonnie Faddis & Margaret Beam, RMC Research

Discussant: Cristofer Price, Abt Associates

**1C. Social and Behavioral Processes and Mechanisms in Education Symposium**  
**Impact and Mechanisms of Change of a Multi-Component Intervention Designed**  
**to Promote Productive Classroom Contexts for Rural Early Adolescents**

Decatur

Organizer: Thomas W. Farmer, Pennsylvania State University

*Overview of Project REAL and the Conceptual Foundations of the SEALS Model*

Thomas W. Farmer, Pennsylvania State University

*Enhancing the Effects of Teacher Attunement to Student Peer Group Affiliations on*  
*the School Social-Affective Context: Promotive Effects of the SEALS Intervention*

Jill V. Hamm, University of North Carolina - Chapel Hill

*The Impact of Project REAL on Students' Peer Context*

Matthew J. Irvin, University of North Carolina - Chapel Hill

*The School Adjustment of Students in Distinct Risk Configurations: Considerations*  
*for the Development of Selected and Indicated Interventions*

Robert A. Petrin, Pennsylvania State University

Discussant: Elise Cappella, New York University

**1D. Post-Secondary Education - Invited Symposium**  
**Does Guidance Lead to Better Postsecondary Results?**  
**Results from Five Experimental Studies**

Longworth

Organizer: Lashawn Richburg-Hayes, MDRC

*The Effects of College Coaching: Evidence from a Randomized Experiment in Student Mentoring*

Eric Bettinger & Rachel Baker, Stanford University

*The Impact of Student Supports: Findings on Strategies to Increase Student Success*

Susan Scrivener, Michael Weiss, Colleen Sommo, Herbert Collado, &  
Thomas Brock, MDRC

*Promoting College Application and Enrollment Among Urban Youth*

Jacqueline Berman, Mathematica Policy Research, Lorena Ortiz, Berkeley Policy Associates,  
and Johannes Bos, American Institutes for Research

*Do Late Interventions Matter Too?: Increasing College Applications and Attendance*  
*Among High School Seniors*

Bruce Sacerdote, Dartmouth College and Scott Carrell, University of California - Davis

Discussant: Bruce Sacerdote, Dartmouth College

**1E. Education and Social Inequality - Invited Symposium**  
**Effects of School Quality on Academic Outcomes**

Sulgrave - 3rd Floor

Organizer: Meredith Phillips, University of California - Los Angeles

*Switching School Contexts: Evidence of Academic Effects from a*

*Random-Assignment Desegregation Plan*

Kendra Bischoff, Stanford University

*School Choice and College Attendance: Evidence from Randomized Lotteries*

David Deming, Carnegie Mellon University

*Peer Quality or Input Quality?: Evidence from Trinidad and Tobago*

Kirabo Jackson, Northwestern University

*Housing Policy Is School Policy*

Heather Schwartz, RAND

Discussant: Stephanie Riegg Cellini, George Washington University

## **1F. Education Policy Symposium**

### **The Impact of Conditional Cash Transfers on Children's Educational Processes and Outcomes**

Dumbarton - 3rd Floor

Organizer: Pamela Morris, New York University

*Toward Reducing Poverty Across Generations: Early Findings from New York City's Conditional Cash Transfer Program*

Cynthia Miller & James Riccio, MDRC

*Two-Year Impacts of Opportunity NYC by Families' Likelihood of Earning Rewards*

Juliette Berg, Pamela Morris, & J. Lawrence Aber, New York University

*Opportunity NYC-Family Rewards: Qualitative Study of Family Communication*

Carolyn Fraker & David Greenberg, MDRC

*Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers*

J. Lawrence Aber, Pamela Morris, Sharon Wolf, & Juliette Berg, New York University

Discussant: Martha Moorehouse, U.S. Department of Health and Human Services

## **1G. Education Policy**

### **Curriculum & Instruction: Effects and Implementation Issues**

Culpeper

Chair: Geoffrey Borman, University of Wisconsin - Madison

*Outcomes of a Five-Year Randomized Evaluation of Transitional Bilingual Education*

Robert Slavin, Nancy A. Madden, & Margarita Calderon, Johns Hopkins University and Anne Chamberlain, Success for All Foundation

*"Double-Dose" Algebra as a Strategy for Remediation: Classroom Composition and Instruction as Mediators of Policy Effects on Student Achievement*

Takako Nomi & Elaine Allensworth, Consortium on Chicago School Research

*Findings from the Reading First Implementation Study 2008-09*

Beth Boulay, Beth Gamse, Alyssa Rulf-Fountain, & Fatih Unlu, Abt Associates

*Change in Peer Ability as a Mediator and Moderator of the Effect of the Algebra-For-All Policy on Ninth Graders' Math Outcomes*

Guanglei Hong, University of Chicago

and Takako Nomi, Consortium on Chicago School Research

## **1H. Research Methods Symposium**

### **The Age Cutoff Regression-Discontinuity Design for Preschool Effects: Methodological Quirks and Implications for Application**

Roosevelt

Organizer: Mark W. Lipsey, Vanderbilt University

*Methodological Issues, Implications, and Remedies for the Preschool Age Cutoff Regression-Discontinuity Design*

Christina Weiland, Harvard University, Mark W. Lipsey, Vanderbilt University, and Hiro Yoshikawa, Harvard University

*Program Evaluation of an Early Reading First Project Using Regression Discontinuity*

Sandra Jo Wilson, Vanderbilt University

*Age Cutoff Regression-Discontinuity Evaluation of the Tennessee Voluntary Pre-Kindergarten Program: Some Conclusions and Conundrums*

Mark W. Lipsey & Dale C. Farran, Vanderbilt University

Discussant: Thomas Cook, Northwestern University

## **1I. Invited Symposium**

### **Building Better Measures of Effective Teaching: Year One Results Forum**

Organizer: Steve Cantrell, Bill & Melinda Gates Foundation

*Video Scoring*

Catherine McClellan, Educational Testing Service

*District Perspective*

Paulette Poncelet, Pittsburgh Public Schools

*Student Perceptions Survey*

Ronald Ferguson, Harvard University

*Preliminary Results - Impact Estimates*

Daniel McCaffrey, RAND and Douglas Staiger, Dartmouth College

Discussant: Robert Granger, William T. Grant Foundation

## **Break**

**2A. Early Childhood Education**

**Considering Timing, Duration and Specificity of the Impact of Early Intervention**

Roosevelt

Chair: Christine Li-Grining, Loyola University

*Identifying the Channels through which Head Start Affects Long-Term Outcomes*

Joshua Hyman, University of Michigan

*Do the Effects of Early Childhood Programs on Academic Outcomes Vary by Gender?*

*A Meta-Analysis*

Robert Kelchen & Katherine Magnuson, University of Wisconsin - Madison,  
Greg Duncan, University of California - Irvine, Holly Schindler, Harvard University,  
Hilary Shager, University of Wisconsin - Madison, and Hiro Yoshikawa, Harvard University

*Which Combination of High Quality Infant-Toddler and Preschool Care*

*Best Promotes School Readiness?*

Weilin Li, George Farkas, Greg J. Duncan, Margaret R. Burchinal, Deborah L. Vandell,  
Erik A. Ruzek, & Tran T. Dang, University of California - Irvine

**2B. School and Classroom-Based Educational Practices**

**Multiple Strategies for Teaching Across Content Areas**

Decatur

Chair: Steve Schneider, WestEd

*Quizzing Promotes Deeper Acquisition in Middle School Science: Transfer of Quizzed*

*Content to Summative Exams*

Pooja K. Agarwal, Mark A. McDaniel, Ruthann C. Thomas, Kathleen B. McDermott,  
& Henry L. Roediger, Washington University in St. Louis

*An Interdisciplinary Model for Accelerating Student Achievement in Science and Reading*

*Comprehension Across Grades 3-8: Implications for Research and Practice*

Nancy R. Romance, Florida Atlantic University  
and Michael R. Vitale, East Carolina University

*Technology's Impact on Fraction Learning: An Experimental Comparison of Virtual*

*and Physical Manipulatives*

Maria Mendiburo & Ted Hasselbring, Vanderbilt University

**2C. School and Classroom-Based Educational Practices**

**Using Math Performance as an Outcome: Three Different Applications**

Dumbarton - 3rd Floor

Chair: Michael Vaden-Kiernan, SEDL

*Results from a Randomized Trial of Two Algebra Sequences for Underprepared Freshmen*

Ruth Curran Neild & Vaughan Byrnes, Johns Hopkins University  
and Tracy Sweet, Carnegie Mellon University

*A Multilevel Analysis of a Guided Inquiry Curriculum Unit on Motion*

*and Force for a Diverse Student Population in "Ability-Grouped" Classrooms*

Sharon J. Lynch, George Washington University  
and Vasuki Rethinam, Montgomery County Public Schools

*The Self-Explanation Effect When Learning Mathematics: A Meta-Analysis*

Kelley Durkin, Vanderbilt University

**2D. Social and Behavioral Processes and Mechanisms in Education**

**Effects of Interventions on Non-Achievement Student Outcomes**

Sulgrave - 3rd Floor

Chair: David Deming, Carnegie Mellon University

*The High-Stakes Effects of "Low-Stakes" Testing*

John Papay, Richard J. Murnane, & John B. Willett, Harvard University

*The Effectiveness of Mandatory-Random Student Drug Testing*

Susanne James-Burdumy, Brian Goesling, & John Deke, Mathematica Policy Research  
and Eric Einspruch, RMC Research

*Effects of a Multifamily Intervention on Social Capital and Child Outcomes*

Adam Gamoran, University of Wisconsin - Madison, Ruth N. Lopez Turley,  
Rice University, Alyn Turner & Rachel Fish, University of Wisconsin - Madison

## **2E. Education Policy**

### **School-Level Strategies for Improving and Measuring Student Achievement**

Longworth

Chair: Elaine Allensworth, Consortium on Chicago School Research

*The Impact of Different Approaches to School Self Evaluation upon Student Achievement: A Group Randomization Study*

Leonidas Kyriakides, University of Cyprus, Bert Creemers, University of Groningen, and Demetris Demetriou, University of Cyprus

*Methodological Differentiation in Assessing the Value-Added of Florida's Interim Reading Assessment System to Predicting FCAT's Mean Proficiency*

Barbara Foorman & Yaacov Petscher, Florida State University

*Proximal Effects of Robust Vocabulary in Primary and Intermediate Grades*

Helen Apthorp, McREL, Margaret McKeown, University of Pittsburgh, Charles Igel, Trudy Clemons, Bruce Randel, & Tedra Clark, McREL

## **2F. Post-Secondary Education**

### **Pulling through the Developmental Math Abyss**

Imperial II

Chair: Michal Kurlaender, University of California - Davis

*Guiding Math Students to Campus Services:*

*An Impact Evaluation of the Beacon Program at South Texas College*

Kristin F. Butcher, Wellesley College, Mary Visher, & Oscar S. Cerna, MDRC

*A Multi-Site Study of the Relationship Between High School Mathematics Curricula and Developmental Mathematics Course-Taking and Achievement in College*

Michael Harwell, Thomas R. Post, Amanuel Medhanie, Danielle Dupuis, Brandon LeBeau, & Debra Monson, University of Minnesota

*The Impact of Developmental Summer Bridge Programs on Students' Success*

Josh Pretlow, Heather D. Wathington, & Claire Mitchell, University of Virginia

## **2G. Research Methods**

### **Sampling Considerations for Sound Inferences**

Forum

Chair: Peter Schochet, Mathematica Policy Research

*The Implications of Teacher Selection and Teacher Effects in Individually Randomized Group Treatment Trials*

Michael J. Weiss, MDRC

*Biases in Estimating Treatment Effects Due to Attrition in Randomized Controlled Trials and Cluster Randomized Controlled Trials: A Simulation Study*

Nianbo Dong & Mark W. Lipsey, Vanderbilt University

*An Investigation of the Within- and Between- District Variance Structure of Academic Achievement in Massachusetts*

Eric C. Hedberg, University of Chicago and Larry V. Hedges, Northwestern University

## **2H. Research Methods**

### **Answers to Challenges in Education**

Latrobe

Chair: Rebecca Maynard, Institute of Education Sciences

*The Development and Application of Fidelity Measures in a Preschool Curriculum Intervention*

Catherine Darrow, University of North Carolina - Chapel Hill and David K. Dickinson, Vanderbilt University

*Extensions of Existing Methods for Use with a New Class of Experimental Designs Useful When There Is Treatment Effect Contamination*

Christopher Rhoads, Northwestern University

*Propensity Score Matching and Measurement Error: A Monte Carlo Study*

Qiu Wang, Purdue University, Kimberly S. Maier & Richard Houang, Michigan State University

## **2I. Career Paths: Quo Vadis?**

Culpeper

Jill Constantine, Mathematica Policy Research

James Kemple, Research Alliance for New York City Schools

Ricky Takai, Abt Associates

Moderator: Elizabeth Tipton, Northwestern University

**5:30 PM - 6:00 PM: Welcome - Ballroom**

Larry Hedges, SREE President

**6:00 PM - 7:00 PM: Opening Address - Ballroom**

**Modeling Mediation: Causes, Markers, and Mechanisms**

Stephen Raudenbush, Lewis-Sebring Distinguished Service Professor,  
Department of Sociology, University of Chicago

**7:00 PM - 8:00 PM: Reception - Colonnade - Lobby Level**

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

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

**3A. Early Childhood Education Symposium**

**The Effects of Pre-Kindergarten and Pre-Kindergarten Curricula  
on Emergent Math and Literacy Skills**

Culpeper

Organizer: Kerry G. Hofer, Vanderbilt University

*An Examination of the Building Blocks Math Curriculum:*

*Results of a Longitudinal Scale-Up Study*

Douglas H. Clements & Julie Sarama, University at Buffalo - SUNY,

Dale Farran, Mark Lipsey, Kerry G. Hofer, & Carol Bilbrey, Vanderbilt University

*The Mechanisms behind the Results: Moderators of Building Blocks Curricular Effects*

Dale Farran & Mark Lipsey, Vanderbilt University, Douglas H. Clements &

Julie Sarama, University at Buffalo - SUNY, Kerry G. Hofer, Carol Bilbrey, &

Elizabeth Vorhaus, Vanderbilt University

*The Effects of Two Language-Focused Preschool Curricula on Children's*

*Achievement through First Grade*

Ann Kaiser, David Dickinson, & Megan Roberts, Vanderbilt University,

Catherine Darrow, University of North Carolina - Chapel Hill, Jill Freiberg &

Kerry G. Hofer, Vanderbilt University

*The Effects of the Tennessee Voluntary Pre-Kindergarten Program:*

*A Randomized Field Experiment*

Kerry G. Hofer, Mark Lipsey, Dale Farran, & Carol Bilbrey, Vanderbilt University

Discussant: Laura Justice, Ohio State University

**3B. School and Classroom-Based Educational Practices  
Identifying Instructional Strategies for Heterogeneous Learners**

Latrobe

Chair: James Kim, Harvard University

*The Influence of Testing Prompt and Condition on Middle School Students' Retell Performance*

Deborah K. Reed, University of Texas - El Paso  
and Yaacov Petscher, Florida Center for Reading Research

*The Effects of Cognitive Strategy Instruction on Math Problem Solving of Seventh-Grade Students of Varying Ability*

Marjorie Montague, University of Miami, Craig Enders, Arizona State University,  
and Samantha Dietz, University of Miami

*Immersion Versus Maintenance Effects for Growth in Spanish and English  
Letter-Word Identification Among Children, Teachers, and Schools*

Lee Branum-Martin, Paras D. Mehta, & David J. Francis, University of Houston

*A Randomized Controlled Trial of a Response-to-Intervention (RTI) Tier 2 Literacy Program:  
Leveled Literacy Intervention (LLI)*

Carolyn Ransford-Kaldon, E. Sutton Flynt, & Cristin Ross, University of Memphis

**3C. Social and Behavioral Processes and Mechanisms in Education Symposium  
Early Preventive Intervention to Address Problem Behaviors in the Classroom:  
Improving the Classroom Atmosphere and Engaging Parents  
in Supporting Teachers' Classroom Practices**

Longworth

Organizer: Emily Doolittle, Institute of Education Sciences

*BEST in CLASS: Development of a Classroom-Based Intervention Aimed at Reducing  
Problem Behavior of Young, High-Risk Children*

Maureen Conroy, University of Florida  
and Kevin Sutherland, Virginia Commonwealth University

*A Preliminary Examination of the Efficacy of INSIGHTS in Enhancing the  
Academic Learning Context*

Sandra McCloskey, Erin O'Connor, Elise Cappella, & Meghan McCormick, New York  
University

*A Randomized Controlled Trial of ParentCorps/TeacherCorps in Urban Elementary Schools:  
Achievement, Classroom Behavior, and Parent Involvement from Pre-K through First Grade*

Laurie Miller Brotman, Spring Dawson-McClure, Dimitra Kamboukos, Keng-Yen Huang,  
Esther Calzada, Joseph Palamar, & Jing Wang, New York University

Discussant: David Olds, University of Colorado

**3D. Social and Behavioral Processes and Mechanisms in Education  
Teacher Retention, Curricula, and Student Outcomes**

Imperial II

Chair: Doug Lauen, University of North Carolina - Chapel Hill

*Argumentation as a Path to the Thinking Development of Young Adolescents*

Deanna Kuhn & Amanda Crowell, Columbia University

*The Extent of Late-Hiring and Its Relationship with Teacher Turnover: Evidence from Michigan*

Nathan Jones, Northwestern University, Adam Maier  
& Erin Grogan, Michigan State University

*Development of the Teachers Supporting Teachers in Urban Schools Program:  
What Iterative Research Designs Can Teach Us*

Elisa S. Shernoff, Stacy L. Frazier, Ane Marinez-Lora, Marc S. Atkins, & Joanna Keel,  
University of Illinois - Chicago

*Effects of Problem Based Economics on High School Economics Instruction*

Neal Finkelstein & Thomas Hanson, WestEd

**3E. Education and Social Inequality - Invited Symposium  
Interventions Designed to Improve ELL Students' Literacy Skills**

Sulgrave - 3rd Floor

Organizer: Meredith Phillips, University of California - Los Angeles

*Designing Literacy Instruction Across Languages: Results from a Quasi-Experimental Study*

Patrick Proctor, Boston College, Gina Biancarosa, University of Oregon, Bridget Dalton,  
Vanderbilt University, and Paola Uccelli, Harvard University

*Effects of Academic Vocabulary Instruction for Linguistically Diverse Adolescents*

Nonie Lesaux, Harvard University, Michael J. Kieffer, Columbia University,  
and Joan G. Kelley, Harvard University

*Enhancing Comprehension and Vocabulary Outcomes in Social Studies for Middle School  
English Language Learners: Findings from 3 Experimental Studies*

David Francis, University of Houston and Sharon Vaughn, University of Texas - Austin

Discussant: Elizabeth Albro, Institute of Education Sciences

### **3F. Education Policy**

#### **Understanding Value-Added Measures**

Roosevelt

Chair: Douglas Harris, University of Wisconsin - Madison

*Defining School Value-Added: Do Schools That Appear Strong on One Measure Appear Strong on Another?*

Allison Atteberry, Stanford University

*Evaluating Value-Added Methods for Estimating Teacher Performance*

Cassandra Guarino, Mark Reckase, & Jeffrey Wooldridge, Michigan State University

*Teacher Effectiveness on High- and Low-Stakes Tests*

Sean Corcoran, New York University, Jennifer Jennings, Harvard University, and Andrew Beveridge, Queens College, CUNY

### **3G. Education Policy**

#### **Effects of Accountability on Practice and Student Outcomes**

Dumbarton - 3rd Floor

Chair: Adam Gamoran, University of Wisconsin - Madison

*Under Pressure: Job Security, Resource Allocation, and Productivity in Schools Under NCLB*

Randall Reback & Jonah Rockoff, Columbia University and Heather L. Schwartz, RAND

*Accountability and Teacher Practice: Investigating the Impact of a New State Test and the Timing of State Test Adoption on Teacher Time Use*

Erin F. Cocks, Jack Buckley, & Marc A. Scott, New York University

*First-Grade Retention: Effects on Children's Actual and Perceived Performance throughout Elementary Education*

Mieke Goos, Jan Van Damme, Patrick Onghena, & Katja Petry, Catholic University of Leuven

*Games Schools Play: How Schools Near the Proficiency Threshold Respond to Accountability Pressures Under No Child Left Behind*

Vivian Wong, Northwestern University

### **3H. Research Methods Symposium**

#### **Statistical Approaches to Studying Mediator Effects In Education Research**

Forum

Organizer: Howard Bloom, MDRC

*Under What Assumptions Do Site-by-Treatment Instruments Identify Average Causal Effects?*

Sean Reardon, Stanford University and Stephen W. Raudenbush, University of Chicago

*Assessing Compliance-Effect Bias in the Two Stage Least Squares Estimator*

Sean Reardon, Stanford University, Fatih Unlu, Abt Associates, Pei Zhu & Howard Bloom, MDRC

*Mediation and Spillover Effects in Group-Randomized Trials with Application to the 4Rs Evaluation*

Tyler J. VanderWeele, Harvard University, Guanglei Hong, University of Chicago, Stephanie M. Jones, Harvard University, and Joshua L. Brown, Fordham University

Discussant: Peter Schochet, Mathematica Policy Research

**11:00 AM - 12:00 PM: Plenary - Ballroom**  
**Infusing Evidence into Federal Policy and Practice**

Kathy Stack  
Deputy Associate Director of Education, Income Maintenance, and Labor  
Office of Management and Budget

Introduction: Jon Baron, Chairman, National Board for Education Sciences

**12:00 PM - 1:00 PM: Lunch - Ballroom**

**1:00 PM - 3:00 PM: Session 4**

**4A. Early Childhood Education**

**Multiple Perspectives on Instructional Practice in Early Educational Settings**

Decatur

Chair: Jason Downer, University of Virginia

*How Do Vocabulary Interventions Affect Young At-Risk Children's Word Learning:  
A Meta-Analytic Review*

Loren M. Marulis & Susan B. Neuman, University of Michigan

*Implementation Fidelity and Teachers' Engagement in a Course on Effective  
Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge and Practice*

Bridget K. Hamre, University of Virginia, Anne Henry, Johns Hopkins University,  
Jennifer Locasale-Crouch, Jason Downer, & Robert Pianta, University of Virginia,  
Margaret Burchinal, University of North Carolina - Chapel Hill,  
and Carollee Howes, University of California - Los Angeles

*The Impact of Instructional Practices on Early Elementary Mathematics Achievement:  
An Empirical Guide to Analyzing Program Effects in Non-Experimental Longitudinal Data*

Cassandra M. Guarino, Michigan State University, Anna E. Bargagliotti,  
University of Memphis, William M. Mason, University of California - Los Angeles,  
and Steven Dieterle, Michigan State University

**4B. School and Classroom-Based Educational Practices**

**High School (and Later) Success: Which Approaches are Effective?**

Longworth

Chair: Dylan Conger, George Washington University

*The Impact of the Early College High School Model on Core 9th and 10th Grade  
Student Outcomes*

Julie Edmunds, University of North Carolina - Greensboro, Lawrence Bernstein,  
RTI International, Fatih Unlu, Abt Associates, Elizabeth Glennie, RTI International,  
and Nina Arshavsky, University of North Carolina - Greensboro

*Evidence-Based Evaluation of the Effectiveness of Problem-Based Learning in a  
Pre-College Population*

Clarice Wirkala & Deanna Kuhn, Columbia University

*Supports for High School Success: An Evaluation of the Texas Ninth Grade Transition  
and Intervention Grant Program*

Kelly Hallberg, Andrew Swanlund, & Lisa Hoogstra, American Institutes for Research

#### 4C. Education Policy

##### Effects of Teacher and School Performance Incentives

Forum

Chair: Eric Bettinger, Stanford University

*The Effects of School Wide Bonuses on Student Achievement: Regression Discontinuity Evidence from North Carolina*

Douglas Lee Lauen, University of North Carolina - Chapel Hill

*Teacher Pay for Performance: Experimental Evidence from the Project on Incentives in Teaching (POINT)*

Matthew Springer & Dale Ballou, Vanderbilt University, Laura Hamilton, Vi-Nhuan Le, J.R. Lockwood, Dan McCaffrey, & Brian Stecher, RAND

*Team Pay for Performance: Experimental Evidence from Round Rock's Project on Incentives in Teaching*

Dan McCaffrey & John Pane, RAND, Matthew Springer & Susan Burns, Vanderbilt University, and Ann Haas, RAND

#### 4D. Education Policy

##### Effects of Systemic Reform

Culpeper

Chair: Randall Reback, Columbia University

*Effects of a Data-Driven District Reform Model*

Robert E. Slavin & Alan Cheung, Johns Hopkins University, GwenCarol Holmes, Nancy A. Madden, & Anne Chamberlain, Success for All Foundation

*Closing Schools in a Shrinking District: Does Student Performance Depend on Which Schools Are Closed?*

John Engberg, RAND, Dennis Epple, Carnegie Mellon University, Brian Gill, Mathematica Policy Research, Holger Sieg, University of Pennsylvania, Gema Zamarro, RAND, and Ron Zimmer, Vanderbilt University

*Transforming the High School Experience: How New York City's New Small Schools Are Boosting Student Achievement and Graduation Rates*

Howard Bloom, MDRC, Saskia Levy Thompson, NYC Department of Education, and Rebecca Unterman, MDRC

#### 4E. Post-Secondary Education

##### Increasing Persistence through Available Levers

Latrobe

Chair: Thomas Brock, MDRC

*How Need-Based Financial Aid Reduces College Attrition Among Low-Income Public University Students: The Role of Time Use*

Sara Goldrick-Rab, Douglas Harris, & James Benson, University of Wisconsin - Madison

*What's Luck Got to Do with It? College Course Registration and Time to Degree*

Michal Kurlaender & Jacob Jackson, University of California - Davis, Jessica Howell, California State University - Sacramento, and Eric Grodsky, University of Minnesota

*Learning Communities for Developmental Education Students: Early Results from Randomized Experiments at Three Community Colleges*

Michael J. Weiss, Mary G. Visser, & Evan Weissman, MDRC

#### 4F. Research Methods

##### Drawing Inferences with Observational Data

Sulgrave - 3rd Floor

Chair: Jennifer Hill, New York University

*Bayesian Propensity Score Analysis: Simulation and Case Study*

David Kaplan & Cassie J. S. Chen, University of Wisconsin - Madison

*Using Propensity Score Matching Methods to Improve Generalization from Randomized Experiments*

Elizabeth Tipton, Northwestern University

*Structural Equation Modeling Based Quasi-Experimental Synthetic Cohort Design*

Qiu Wang, Purdue University, Kimberly Maier & Richard Houang, Michigan State University

#### **4G. Research Methods Symposium**

##### **Understanding What Works Clearinghouse Evidence Standards**

Dumbarton - 3rd Floor

Organizer: Jill Constantine, Mathematica Policy Research

*Understanding the What Works Clearinghouse Standards for Regression Discontinuity Designs*

John Deke & Jill Constantine, Mathematica Policy Research

*What Works Clearinghouse (WWC) Standards for Evaluating Single Case Designs (SCDs)*

Shannon Monahan, Mathematica Policy Research, Thomas Kratochwill,

University of Wisconsin, and Stephen Lipscomb, Mathematica Policy Research

#### **4H. The Inside Track: Finding Funding from Federal Agencies**

Roosevelt

Elizabeth Albro, Institute of Education Sciences

Sue Allen, National Science Foundation

Brett Miller, *Eunice Kennedy Shriver* National Institute of Child Health and Human Development

#### **3:30 PM - 5:00 PM: Keynote Address - Ballroom** **Improving the Life Chances of Disadvantaged Children and Families with Home Visiting by Nurses**

David Olds

Director, Prevention Research Center for Family and Child Health,  
Department of Pediatrics, University of Colorado

Introduction: Laurie Miller Brotman, SREE Spring 2011 Program Committee

#### **5:00 PM - 7:00 PM: Reception - Ballroom Level**

Sponsor: American Institutes for Research

**Early Childhood Education**

Roosevelt

*Variability in Preschool Teachers' Interactions with Children as a Predictor of Children's Development*

Timothy W. Curby, George Mason University, Laura L. Brock, College of Charleston, and Bridget K. Hamre, University of Virginia

*Child Care Subsidies and Child Development: Potential Causal Mechanisms*

Laura Hawkinson, University of Pennsylvania

*Using Early Literacy Profiles of Hispanic English Language Learners to Predict Later Reading Achievement*

Francis Huang, Karen Ford, & Marcia Invernizzi, University of Virginia

*Long-Term Follow Up of CSRP: Understanding Students' Academic Achievement Post-Treatment*

Jaclyn M. Lennon & Christine Li-Grining, Loyola University Chicago, C. Cybele Raver & Rachel A. Pess, New York University

*Inattention and Impulsivity: Differential Impact on School Readiness Capacities*

Tyler Sasser & Karen L. Bierman, Pennsylvania State University

*Preschool Center Quality and School Readiness: Quality Main Effects and Variation by Demographic and Child Characteristics*

Tran Dang, George Farkas, Margaret R. Burchinal, Greg J. Duncan, Deborah L. Vandell, Weilin Li, & Erik A. Ruzek, University of California - Irvine and Carollee Howes, University of California - Los Angeles

**School and Classroom-Based Educational Practices**

Roosevelt

*Longitudinal Evaluation of a Scale-Up Model for Teaching Mathematics with Trajectories and Technologies: Mechanisms of Persistence of Effects*

Douglas H. Clements, Julie Sarama, Mary Elaine Spitler, & Christopher B. Wolfe, University at Buffalo - SUNY

*Preventing School Dropout with Secondary Students: The Implementation of an Individualized Reading Intervention and Dropout Prevention Intervention*

Jade Wexler, Sharon Vaughn, Greg Roberts, Nicole Pyle, Jacob Williams, & Anna Maria Fall, University of Texas - Austin

*The Differential Effectiveness of the M@t.abel Teacher Professional Development Program in Mathematics in Italy: Evidence from a Random Assignment Evaluation*

Gianluca Argentin, University of Milano - Bicocca, Piero Cipollone, World Bank, Alberto Martini, University of Piemonte Orientale, Aline Pennisi, MEF - Ministry of Economy and Finance, and Daniele Vidoni, INVALSI

*Evaluation of Massachusetts Expanded Learning Time (ELT) Initiative: Implementation and Outcomes after Four Years*

Beth Boulay, Beth Gamse, Amy Checkoway, Kenyon Maree, & Lindsay Fox, Abt Associates

*The Effects of Collaborative Strategic Reading Instruction on the Reading Comprehension of Middle School Students: Year 2 Replication*

Elizabeth Swanson & Sarojani S. Mohammed, University of Texas - Austin, Alison Gould Bourdman, University of Colorado - Boulder, Sharon Vaughn, University of Texas - Austin, Janette Klingner, University of Colorado - Boulder, Greg Roberts & Audrey Leroux, University of Texas - Austin

*Rimac: A Natural-Language Dialogue System That Engages Students in Deep Reasoning Dialogues About Physics*

Sandra Katz, Pamela Jordan, & Diane Litman, University of Pittsburgh

*Integrated Literacy for Students with Moderate Intellectual Disabilities*

Paul Alberto & Laura Fredrick, Georgia State University

*Student and Teacher Impacts of Professional Development in Classroom Assessment for Student Learning*

Bruce Randel, Andrea D. Beesley, Tedra F. Clark, & Xin Wang, McREL

*Beyond Treatment and Control: The Contribution of Fidelity of Implementation of the Responsive Classroom Approach on Teacher-Student Interaction Quality in the First Year of an Experimental Field Trial*

Tashia Abry, Sara Rimm-Kaufman, Claire Cameron Ponitz, & James Peugh, University of Virginia

*Findings from a Three Year Treatment within a Response to Intervention Framework for Students in Grade 6 with Reading Difficulties*

Audrey Leroux, Sharon Vaughn, Greg Roberts, & Jack Fletcher, Texas Center for Learning Disabilities

## **Social and Behavioral Processes and Mechanisms in Education**

Roosevelt

*Preliminary Analysis of a Randomized Trial of Computer Attention Training in Children with Attention-Deficit/Hyperactivity Disorder*

Naomi Steiner, Tahnee K. Sidhu, Elizabeth Frenette, Kathryn Mitchell, & Ellen Perrin, Tufts Medical Center

*Online Universal Screening and Behavioral Progress Monitoring: Assessing Social Validity, Usability and Intent to Use by K-3 Teachers*

Jeffrey Sprague, University of Oregon, Jordan Pennefather, Jessie Marquez, Pamela Yeaton, & Brion Marquez, Iris Educational Media

*Executive Function as a Mediator of Effects on Kindergarten Learning Behaviors One Year after the Pre-K Head Start REDI Intervention*

Alexandra Ursache & Clancy Blair, New York University, Karen Bierman & Robert Nix, Pennsylvania State University

*Students' Perceptions of Social Relatedness in the Classroom: The Roles of Student-Teacher Interaction Quality, Children's Aggressive Behaviors, and Peer Rejection*

Rebecca A. Madill & Scott D. Gest, Pennsylvania State University and Philip C. Rodkin, University of Illinois - Urbana/Champaign

*Between-Classroom Differences in Peer Network Features and Students' Perceptions of the Classroom Environment*

Kathleen Zadzora & Scott D. Gest, Pennsylvania State University and Philip C. Rodkin, University of Illinois - Urbana/Champaign

*Teaching Practices and Features of Classroom Peer Networks*

Scott Gest, Pennsylvania State University and Philip Rodkin, University of Illinois - Urbana/Champaign

## **Education and Social Inequality**

Culpeper

*Does High Quality Childcare Narrow the Achievement Gap at Two Years of Age?*

Erik Ruzek, Margaret Burchinal, George Farkas, Greg Duncan, Tran Dang, & Weilin Lee, University of California - Irvine

*Did School Finance Equalization Increase Revenue Instability for School Districts?*

Rekha Balu, Stanford University

## **Education Policy**

Culpeper

*Measuring the Impact of the Michigan Merit Curriculum and Promise Scholarship: MCER a Collaboration in Progress*

Kaitlin Obenauf & Quentin Brummet, Michigan State University

*Effects of Teacher Credentials, Coursework, and Certification on Student Achievement in Math and Reading in Kindergarten: An ECLS-K Study*

James Leak & George Farkas, University of California - Irvine

*The College Ambition Program: Indicators of College Plans- Ambitions and Test Scores*

Justina Judy, Michigan State University

*Examining the Effectiveness of a Train-the-Trainer Model:*

*Training Teachers to Use Pivotal Response Training*

Jessica Suhrheinrich, University of California - San Diego

## **Post-Secondary Education**

Roosevelt

*Evaluating the Effects of Basic Skills Mathematics Placement on Academic Outcomes of Community College Students*

Tatiana Melguizo, University of Southern California, Hans Bos, American Institutes for Research, George Prather, Los Angeles Community College District, and Bo Kim, University of Southern California

## Research Methods

Culpeper

*A Framework for Designing Cluster Randomized Trials with Binary Outcomes*

Jessaca Spybrook, Western Michigan University and  
Andres Martinez, University of Michigan

*Power Analysis for Anticipated Non-Response in Randomized Block Designs*

James E. Pustejovsky, Northwestern University

*Constructing Counterfactuals in a Multisite Observational Study Using Propensity Score Matching and Multilevel Modeling: An Empirical Example Looking at the Effect of 8th Grade Algebra Across Students and Schools*

Jordan H. Rickles, University of California - Los Angeles

*Multilevel Propensity Score Matching Within and Across Schools*

Benjamin Kelcey, Wayne State University

*Beyond Binary: Using Propensity Scores to Account for Varying Levels of Program Participation in Randomized Controlled Trials*

Elizabeth A. Stuart & Siri Warkentien, Johns Hopkins University and  
Booil Jo, Stanford University

*External Validity in the Context of RCTs: Lessons from the Causal Explanatory Tradition*

Andrew Jaciw & Denis Newman, Empirical Education

*The Use of Moderator Effects for Drawing Generalized Causal Inferences*

Andrew Jaciw, Empirical Education

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

**7:00 PM - 10:00 PM: Board Dinner**

SATURDAY MARCH 5, 2011

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

**8:30 AM - 9:30 AM: Panel - Ballroom**

Beyond Impact Estimates:

What Do We Need to Build an Explanatory Science of Education?

Moderator: John Easton, Director, Institute of Education Sciences

Rebecca Maynard, Commissioner, National Center for Education Evaluation  
and Regional Assistance, Institute of Education Sciences

Michael McPherson, President, Spencer Foundation

Judith D. Singer, Senior Vice Provost and  
James Bryant Conant Professor of Education, Harvard University

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

**5A. Early Childhood Education - Invited Symposium**

**Testing Questions of Mechanism within Early Educational Interventions That Used Experimental or Quasiexperimental Design: Four Alternative Approaches**

Roosevelt

Organizer: C. Cybele Raver, New York University

*The Impact of an Urban Universal Public Prekindergarten Program on Children's Early Numeracy, Language, Literacy, and Executive Function Outcomes*

Christina Weiland & Hirokazu Yoshikawa, Harvard University

*Timing Issues with Early Childhood Education Programs: How Effect Sizes Vary by Starting Age, Program Duration and Persistence of Effects*

Greg J. Duncan, James A. Leak, & Weilin Li, University of California - Irvine, Katherine Magnuson, University of Wisconsin - Madison, Holly Schindler & Hiro Yoshikawa, Harvard University

*School Climate in Urban Elementary Schools: Its Role in Predicting Low-Income Children's Transition from Early Educational RCT to Kindergarten*

Amy E. Lowenstein & C. Cybele Raver, New York University, Stephanie M. Jones, Harvard University, Fuhua Zhai & Rachel A. Pess, New York University

*Complex Setting-Level Interventions in Social-Emotional Learning:*

*Testing Multi-Level Causal Processes in the School-Randomized Evaluation of the 4Rs Program*

Stephanie M. Jones, Harvard University, Joshua L. Brown, Fordham University, and J. Lawrence Aber, New York University

Discussant: Scott Gest, Pennsylvania State University

**5B. School and Classroom-Based Educational Practices  
Multi-Modal Approaches to Improving Reading Performance**

Culpeper

Chair: David Francis, University of Houston

*Effects of Cooperative Writing with Embedded Multimedia: A Randomized Experiment*

Nancy Madden & Robert Slavin, Johns Hopkins University and Michele Logan, Success for All Foundation

*A Follow Up Randomized Controlled Trial of 'Time to Read': a Volunteer Mentoring Program*

Sarah Miller & Paul Connolly, Queen's University Belfast

*The Impact of Thinking Reader Software Program on Grade 6 Reading Vocabulary, Comprehension, Strategies, and Motivation*

Marjorie Chinen & Lindsay Fryer, American Institutes for Research, Kathryn Drummond, Education Policy Improvement Center, Teresa Garcia Duncan, ICF International, and H. Ray Miller, University of Pittsburgh

*Addressing Socio-Economic Disparities in Non-Cognitive and Cognitive Skills through Summer Book Reading: Results from a Longitudinal Randomized Experiment*

James Kim, Harvard University and Jonathan Guryan, Northwestern University

**5C. Social and Behavioral Processes and Mechanisms in Education Symposium  
Recent Systematic Reviews in Education from the Campbell Collaboration**

Decatur

Organizer: Sandra Jo Wilson, Vanderbilt University

*Dropout Prevention and Intervention Programs: Effects on School Completion and Dropout Among School-Aged Children and Youth*

Sandra Jo Wilson, Vanderbilt University

*A Systematic Review and Meta-Analysis of Indicated Interventions to Increase School Attendance*

Brandy R. Maynard, Loyola University Chicago

*The Effect of Cooperative Learning on Inter-Ethnic Relations in Schools*

Philip Curry, Trinity College, Dublin

*Teacher Classroom Management Practices: Effects on Disruptive or Aggressive Student Behavior*

Regina M. Oliver, Vanderbilt University

Discussant: Mark Dynarski, Pemberton Research

**5D. Education and Social Inequality Symposium**  
**Intervention Research and Issues for Adult Struggling Readers**

Longworth

Organizer: Daphne Greenberg, Georgia State University

*A Randomized Control Study of Instructional Approaches for Struggling Adult Readers*  
Daphne Greenberg, Georgia State University, Justin C. Wise, Oglethorpe University,  
and Robin Morris, Georgia State University

*Efficacy of Learning Strategies Instruction in Adult Reading Instruction*  
Michael F. Hock & Daryl F. Mellard, University of Kansas

*Effects of a Structured Decoding Curriculum on Adult Literacy Learners' Reading Development*  
Judith A. Alamprese, Abt Associates, Charles A. MacArthur, University of Delaware,  
Cristofer Price, Abt Associates, and Deborah Knight, Atlanta Speech School

Discussant: Brett Miller, *Eunice Kennedy Shriver* National Institute of Child Health and  
Human Development

**5E. Education Policy Symposium**  
**School Choice and Innovation: Investigating Mechanisms in Charter Schools**  
Sulgrave - 3rd Floor

Organizer: Mark Berends, University of Notre Dame

*Does Charter Status Determine Preferences? Comparing the Hiring Preferences of  
Charter and Traditional Public School Principals*  
Marisa Cannata & Mimi Engel, Vanderbilt University

*Choosing More School: Extended Time Policies and Student Achievement Across Seasons  
in Charter and Traditional Public Schools*  
Marc L. Stein & Bess A. Rose, Johns Hopkins University

*Ability Grouping, Classroom Instruction, and Students' Mathematics Gains in  
Charter and Traditional Public Schools*  
Mark Berends & Kristi Donaldson, University of Notre Dame

*Much Ado About Nothing? Innovation in Charter Schools*  
Ellen Goldring & Courtney Preston, Vanderbilt University,  
Mark Berends, University of Notre Dame, and Marisa Cannata, Vanderbilt University

Discussants: Douglas Harris, University of Wisconsin - Madison  
and Julian Betts, University of California - San Diego

**5F. Research Methods Symposium**  
**Matching Strategies for Causal Inference**

Forum

Organizer: Thomas D. Cook, Northwestern University

*Matching Strategies for Observational Data with Multilevel Structure*  
Peter M. Steiner, University of Wisconsin - Madison

*The Role of Pretest and Proxy-Pretest Measures of the Outcome for Removing  
Selection Bias in Observational Studies*  
Kelly Hallberg, Northwestern University, Peter M. Steiner, University of Wisconsin -  
Madison, and Thomas D. Cook, Northwestern University

*Using Local Matching to Improve Estimates of Program Impact: Evidence from Project STAR*  
Nathan Jones, Northwestern University, Peter M. Steiner, University of Wisconsin -  
Madison, and Thomas D. Cook, Northwestern University

*How Can Comparison Groups Strengthen Regression Discontinuity Designs?*  
Coady Wing & Thomas D. Cook, Northwestern University

Discussant: Mark Lipsey, Vanderbilt University

## **5G. Research Methods**

### **Design Issues in Educational Research**

Dumbarton - 3rd Floor

Chair: Robert Boruch, University of Pennsylvania

*Statistical Power for Binary Outcomes for Clustered RCTs of Education Interventions*

Peter Z. Schochet, Mathematica Policy Research

*Changes in the Precision of a Study from Planning Phase to Implementation Phase:*

*Evidence from the First Wave of Group Randomized Trials Launched by the*

*Institute of Education Sciences*

Jessaca Spybrook, Monica Lininger, & Anne Cullen, Western Michigan University

*A Re-Examination of the Education Production Function Using Individual Participant Data*

Therese D. Pigott, Ryan T. Williams, & Joshua R. Polanin, Loyola University Chicago

*The Threshold of Embedded M Collider Bias and Confounding Bias*

Benjamin Kelcey, Wayne State University and Joanne Carlisle, University of Michigan

## **5H. Career Paths**

### **Perspectives from Regional Education Laboratories**

Imperial II

Lou Cicchinelli, McREL

Matt Dawson, American Institutes for Research

Julie Kochanek, Education Development Center

Moderator: Michael Weiss, MDRC

## **2:00 PM - 5:00 PM: Short Course Part I - Roosevelt**

*The short course requires an additional fee.*

*Value-Added Models for Analyzing Teacher Effectiveness*

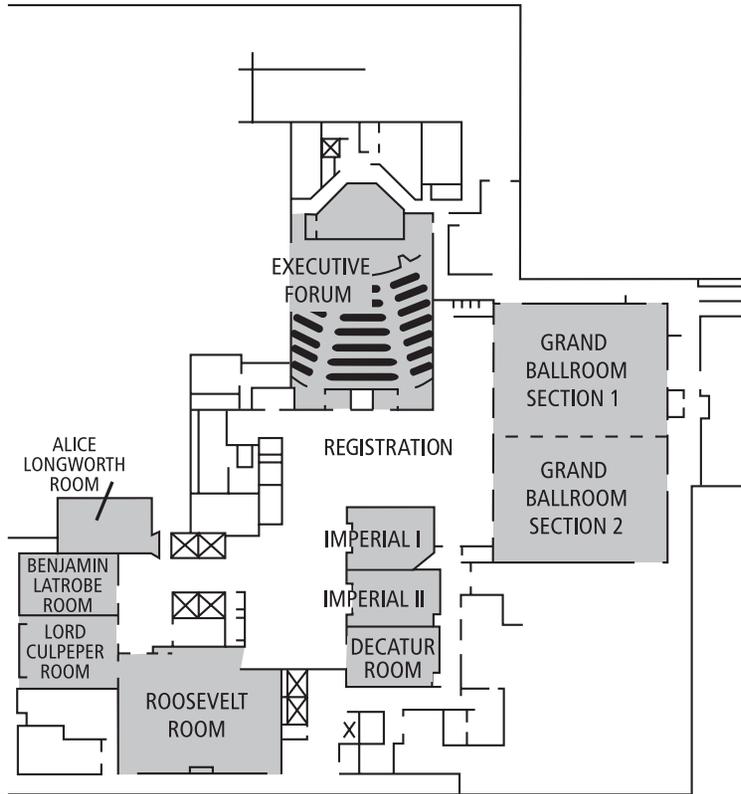
Daniel F. McCaffrey, RAND

## **6:00 PM - 8:00 PM: Short Course Dinner - Culpeper**

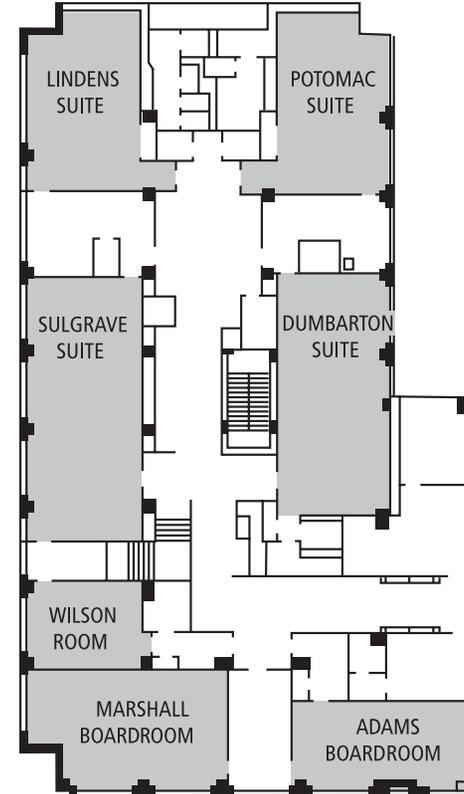
**SUNDAY MARCH 6, 2011**

## **8:00 AM - 9:00 AM: Short Course Breakfast - Longworth**

## **9:00 AM - 12:00 PM: Short Course Part II - Culpeper**



Ballroom / Meeting Rooms (Ballroom Level)  
The Fairmont Washington D.C.



To Elevators  
(via hallway overlooking lobby) →

Meeting Rooms / Executive Rooms (Third Floor)  
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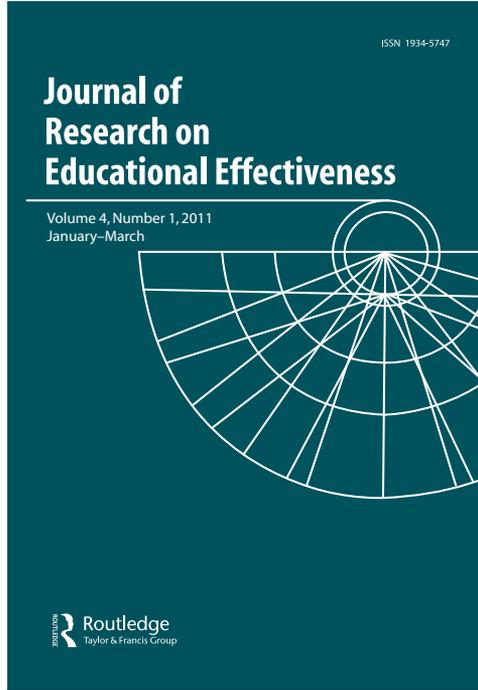


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**INTERVENTION, EVALUATION, AND POLICY STUDIES**

**Problem Implementation as a Lever for Change:  
An Experimental Study of the Effects of a Professional  
Development Program on Students' Mathematics Learning . . . . 1**  
*Rossella Santagata, Nicole Kersting, Karen B. Givvin, and  
James W. Stigler*

**Developing Low-Income Preschoolers' Social Studies  
and Science Vocabulary Knowledge Through  
Content-Focused Shared Book Reading . . . . . 25**  
*Jorge E. Gonzalez, Sharolyn Pollard-Durodola,  
Deborah C. Simmons, Aaron B. Taylor, Matthew J. Davis,  
Minjun Kim, and Leslie Simmons*

**Evaluating the Effectiveness of Read Well Kindergarten . . . . . 53**  
*Barbara Gunn, Keith Smolkowski, and Patricia Vadasy*

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