

Program Remarks by

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American Institutes for Research

Promising Scholarship in Education: Dissertation Fellows and Their Research



**2011 AERA
Annual Meeting
New Orleans, Louisiana**

**Monday, April 11th
4:05pm - 6:05pm
New Orleans Marriott
Mardi Gras Salon DE**

Featured Programs

AERA Grants Program

The AERA Grants Program provides dissertation support and small grants for researchers who conduct studies of education policy and practice using quantitative methods and data from the large-scale data sets sponsored by the National Center for Education Statistics (NCES), the National Science Foundation (NSF) and other federal agencies. The program seeks to stimulate research on U.S. education issues using large-scale national and international data and to increase the number of education researchers using these data sets. The program supports research projects that are policy relevant.

<http://www.aera.net/>

AERA Minority Dissertation Fellowship in Education Research

The purpose of AERA Minority Fellowship Program is to advance education research by outstanding minority graduate students and to improve the quality and diversity of university faculty. This program offers doctoral fellowships to enhance the competitiveness of outstanding minority scholars for academic appointments at major research universities by supporting their conducting education research and by providing mentoring and guidance toward completion of their doctoral studies.

<http://www.aera.net/>

IES Predoctoral Interdisciplinary Research Training Programs in the Education Sciences

The Institute of Education Sciences (IES) established the Predoctoral Interdisciplinary Research Training Programs in the Education Sciences to support the development of education researchers who conduct rigorous education research. Currently, the Institute supports 18 interdisciplinary predoctoral research training programs. Scholars are trained to develop education interventions (e.g., curricula, professional development); evaluate education programs, practices, and policies using rigorous and well-implemented experimental and quasi-experimental designs; and employ sophisticated statistical methods to examine large state and local datasets to identify potential solutions to education problems.

<http://www.ies.ed.gov/funding/>

Holmes Scholars Program

The Holmes Scholars Program is part of The American Association of Colleges for Teacher Education (AACTE). This program provides mentorship, peer support and rich professional development opportunities to doctoral students from underrepresented backgrounds pursuing careers in education. The program was designed to enrich the scholarly experience and professional training of talented graduate-level students from underrepresented minority backgrounds or students with disabilities pursuing careers in education. Presenters are co-sponsored by the National Association of Holmes Scholars Alumni (NAHSA).

<http://www.aacte.org/>

<http://www.nahsa.com/>

AERA Grants Program Dissertation Grantees

1. *Jen-Hao Chen, University of Chicago*
Health and the Development of Academic and Behavioral Skills in Early Childhood
2. *Anna Chmielewski, Stanford University*
Institutional Context and Segregation: Curricular Tracking in Cross-National Perspective
3. *Marisol Cunnington, Teachers College, Columbia University*
Teaching Quality in Kindergarten: How Important Is School Organizational Culture for Student Learning in Literacy and Mathematics?
4. *Elizabeth Dayton, The Johns Hopkins University*
“First in My Family” How Children Become the First Generation at College
5. *Craig Esposito, University of Connecticut*
School Type and Mathematics Achievement: A Comparison of Magnet and Public Secondary Schools Using the Educational Longitudinal Study of 2002 Data Set
6. *Yihua Hong, University of Toronto*
Teacher Matters: Re-Examining the Effects of Grade-3 Test-Based Retention Policy on Student Academic Performance, Instructional Resource Allocation, and Student Motivation
7. *Nina Philipsen Hetzner, Columbia University*
First-Year Parental Employment and Child Developmental Outcomes at Two and Four Years of Age
8. *Katherine Reed, The Pennsylvania State University*
New Destinations, New Destinies? Latinos’ Educational Attainment in New and Traditional Destinations
9. *Hilary Shager, University of Wisconsin - Madison*
The Role of Peer Effects in Early Education: Evidence from the 2003 Family and Child Experiences Survey (FACES)

10. *Kathy Simms, Old Dominion University*
A Hierarchical Examination of the Immigrant Achievement Gap: The Additional Explanatory Power of Nationality and Educational Selectivity Over Traditional Explorations of Race and Socioeconomic Status

11. *Min Sun, Michigan State University*
Shaping Professional Development to Promote the Diffusion of Instructional Expertise among Teachers

12. *Christopher Swoboda, University of Wisconsin - Madison*
ECLS-K Demonstration of a New Method for Multilevel Multiple Imputation: MLMI

13. *Lesley Turner, Columbia University*
Do Colleges Practice Price Discrimination? Implications for Access and Affordability

14. *Ana Useche, University of Florida*
Effects of Family, School, and Community Contexts on Children’s Self-Regulation, Competence in Mathematics and Reading, and Socioemotional Adjustment

15. *Aaryn Ward, Louisiana State University*
Investigating the Causal Effects of School Context on College Enrollment for Low SES Students using several Different Measures for School SES

16. *Kristina Zeiser, The Pennsylvania State University*
Investigating the Causal Effects of Student Mobility on Academic Outcomes

AERA Minority Dissertation Fellows

17. *Limarys Caraballo, Teachers College, Columbia University*
Constructing and Negotiating Identities-in-Practice: Multiple Identities, the Enacted Curriculum, and the Figured World of Achievement in a Middle School English Classroom

18. *Corinne Castro, Temple University*
Women of Color Navigating the Academy: the Discursive Power of Professionalism

19. *Aura Gonzalez-Robles, University of Arizona*
Creating Spaces for Critical Thinking within a Puerto Rican Classroom: An Ideological Model of Literacy

20. *Darrell Jackson, University of Colorado - Boulder*
Mismatched or Maligned? A Race Crit’s Qualitative Analysis of African American Males in Law School

21. *Camika Royal, Temple University*
Black Educators and Public School Reform in Philadelphia

22. *Samatha Wahome, The Ohio State University*
Ain’t I a Girl? Black Girls Negotiating Gender, Race, and Class

23. *Federico Waitoller, Arizona State University*
A Cultural Historical Analysis of Teacher Learning: Developing Professional Identities Amidst Struggles for Inclusive Education

24. *Amber Wiley, The George Washington University*
Concrete Solutions: Architecture of Public High Schools During the “Urban Crisis”

25. *Krystal Williams, University of Michigan*
Student Role Strain, Research Opportunity Interventions and College/Career Success in STEM Fields

Holmes Scholars

26. *Kisha Bryan, University of Florida*
Identity Construction among Second Generation Caribbean Immigrants

27. *Sydney Freeman, Jr., Auburn University*
The Knowledge, Skills, and Competencies Needed for the University Presidency

28. *Christine Nganga, University of North Carolina - Greensboro*
Transitional Narratives of International Teachers in U.S. Schools

IES Predoctoral Interdisciplinary Research Training Program in the Education Sciences Awardees

29. *Megan Brown, University of Wisconsin - Madison*
Does Dialect Affect Categorization of Word-Like Sounds? An Exploration of Dialect Density and Word Knowledge

30. *Darrell Earnest, University of California, - Berkeley*
Building on Student Thinking to Support the Early Development of Algebraic Thought

31. *Par Jason Engle, University of Wisconsin - Madison*
Unlearning Political Affiliation: Knowledge, Identity, and Self-Reported Ideology

32. *Mark Lavenia, Florida State University*
Communities of Instructional Practice: A Study of the Mediation of Professional Development on Student Academic Achievement

33. *Kristina Lavenia, Florida State University*
Professional Development Impact on Principals’ Attitudes Toward Implementation of Florida’s Next Generation Sunshine State Standards

34. *Katherine Lewis, University of California - Berkeley*
Atypical Understandings: Mathematical Learning Disabilities and Fractions

35. *Maxine McKinney de Royston, University of California - Berkeley*
Teaching to the Spirit: Unpacking the “Hidden” Curriculum of African Centered Education

36. *Darshanand Ramdass, Graduate Center, CUNY*
Modeling and Social Feedback on the Mathematics Performance and Calibration of Middle School Students

37. *Yasmin Sitabkhan, University of California - Berkeley*
Economic Exchanges: Young Children’s Understandings of the Worth of their Goods in a Selling Practice in Oaxaca, Mexico