

**Empirical Education Inc. Presentations at the
American Educational Research Association 2009 Annual Meeting
San Diego, CA, April 13-17, 2009**

Division C, Section 1: Literacy and Language Arts, Poster Session

Tuesday April 14, 12:25pm to 1:55pm

Division: Division C - Learning and Instruction
Section 1: Reading, Writing, and Language Arts

Participants: Su-Yen Chen (National Tsing Hua University)
Adult Taiwanese Book Readers' Practices: The Roles of Age, Gender, Education, and Reading for Enjoyment, Knowledge, Relaxation, and Social Conversation

Veronica M Richard (University of Northern Colorado), Katrina Rodriguez (University of Northern Colorado)
Content Area Literacy Immersion (CALI): Understanding Secondary Preservice Teacher Beliefs and Classroom Literacy Practices

Wolfgang Schnotz (University of Koblenz-Landau), Holger Horz (University of Koblenz), Mark Ullrich (University of Landau), Jurgen Baumert (Max Planck Institute for Human Development), Nele McElvany (Max Planck Institute for Human Development), Sascha Schroeder (Max Planck Institute for Human Development), Tobias Richter (University of Cologne)
Development of Students' Skills for Cognitive Integration of Text and Picture Information Between Grades 5 and 8

Megan Toby & Boya Ma (Empirical Education Inc.)
Examining the Efficacy of a Sight-Word Reading Program for Students With Significant Cognitive Disabilities

Laura S. Bagents (The University of Alabama)
FOCUSED on Writing: Encouraging a Community of Authors

Maren S. Aukerman (Stanford University), Kathleen Riley, Caroline McGuire (University of Pennsylvania)
How Teacher- and Student-Generated Questions Serve Different Discursive Goals in Literature Discussions

Rebecca Ngairé Jesson (University of Auckland), Stuart Mcnaughton (University of Auckland, New Zealand), Mei Kuin Lai (University of Auckland), Selena Hsiao (University of Auckland), Althea Leonard (University of Auckland)
Longitudinal Patterns in Surface and Deep Features in Writing in a Schooling Improvement Context

Deborah E. Mccutchen (University of Washington), Becky D. Logan (University of Washington), Alexandra Vandike Lotas (University of Washington), Erin McKibbin (University of Washington), Rebecca Wedel (University of Washington)
Making Meaning: Morphological Analysis as a Mechanism for Vocabulary Growth

Michael Leucht (Humboldt-University, Berlin), Jan Retelsdorf (Christian-Albrechts-University of Kiel), Jens Moeller (University of Kiel), Olaf Koeller (Humboldt University, Berlin)

On Dimensionality of Reading in English as a Foreign Language: A Cognitive Validity Approach

Diana Jost (Research Group & Graduate School, Teaching & Learning of Science), Tim Niclas Hoeffler (IPN at the University of Kiel), Detlev Leutner (Duisburg-Essen University)

Poor Readers' Text Comprehension in the Fifth Grade

Laura J. Sokal (University of Winnipeg)

Prevalence of Gendered Views of Reading in Thailand and Canada

Jiyeun Sung (University of Maryland), Mi-Sun Lim (University of Maryland)
Teacher Activities of Eliciting Student Oral Production Between High- and Low-ESL Fifth-Grade Reading Classrooms

Jill Brooke Freiberg (Vanderbilt University), Catherine Darrow (Vanderbilt University), Tanya Flushman (Vanderbilt University), David K. Dickinson (Vanderbilt University)

Teacher Factors Associated With Fidelity of Implementation

Franklin Dickerson Turner (Queens College - CUNY)

The Effectiveness of Fluency-Orientated Reading Instruction (FORI) on Racially Diverse Second-Grade Students

Veronica Plascencia (University of Southern California)

The Effects of After-School Family Writing Workshops on Students' Writing Achievement and Attitudes

Sara M. Fulmer (University of Notre Dame), Jan C. Frijters (Brock University)
Who Persists During a Challenging Reading Task? The Importance of Interest, Attributions, and Motivation

San Diego Convention Center / Sails Pavilion

Statistical Investigations of Multivariate Statistical Methods, Paper Discussion

Wednesday April 15, 10:35am to 11:15am

Division: Division D-Measurement and Research Methodology / Division D

Participants: Steven Andrew Culpepper (University of Colorado - Denver), Ernest C. Davenport, Jr. (University of Minnesota)

A Multilevel Approach to Assessing Differential Prediction

Yanyan Sheng (Southern Illinois University - Carbondale)

An Empirical Investigation of Item Variance Hyperprior Distributions in Hierarchical 3PNO IRT Models

Isis BultÃ (Catholic University of Leuven - Belgium), Patrick Mjl Onghena (Catholic University of Leuven - Belgium)

An R Package for Single-Case Randomization Tests

Gianna Rendina-Gobioff (Professional Testing, Inc.), Jeffrey D. Kromrey (University of South Florida), Kevin Coughlin (University of South Florida)

Detection of Publication Bias in Meta-Analysis: Empirical Investigation of Fixed, Random, and Conditionally Random Models

Andrew P. Jaciw and Boya Ma (Empirical Education Inc.) and Xin Wei (Stanford University)

Estimating Program Impacts After the Control Group Joins Treatment: Comparing Extra- and Quasi-Experimental Methods

Seock-Ho Kim (University of Georgia), Sukwoo Kim (Pusan National University), Daeyong Lee (Pusan National University)
Evaluation of Gibbs Sampling and Maximum Likelihood Methods Under the One-Parameter Logistic Model

Anumendem Dickson Nkafu (Catholic University of Leuven - Belgium), Bieke De Fraine (Catholic University of Leuven - Belgium), Patrick Mjl Onghena (Catholic University of Leuven - Belgium), Jan A. Van Damme (Catholic University of Leuven - Belgium)

The Impact of Coding Time on Status and Growth Parameters for Three-Level Quadratic Growth Curve Models

San Diego Convention Center / Ballroom 6A

Qualitative and Quantitative Approaches to the Evaluations of Educational Programs: Challenges Involved and Implications for Future Studies, Poster Session

Wednesday April 15, 10:35am to 12:05pm

Division: Division H-Research, Evaluation and Assessment in Schools
Section 2: Program Evaluation in School Settings

Participants: Megan Kathleen Davis (Brock University - Ontario, Canada - MA candidate), Dawn Michelle Zinga (Brock University)
A Black-Focused School: Black Canadian Youth Culture and the Mainstream Curriculum

Ordene Edwards (University of Nevada - Las Vegas), Gwen C Marchand (University of Nevada - Las Vegas)
Advancement via Individual Determination (AVID) Evaluation Study

Nancy R. Baenen (Wake County Public School System - North Carolina), Aimee E. Lougee (Wake County Public School System - North Carolina)
Advancement via Individual Determination (AVID): Impact of Planning, Coordination, and Implementation on Results

Paul R. Brandon (University of Hawai'i - Manoa), Brian E. Lawton (University of Hawai'i - Manoa)
An Empirical Basis for Interpreting Effect Sizes: Distributions of Effect Sizes for 194 Elementary Schools

Jay E. Feldman (Coalition of Essential Schools), Anne O'Dwyer (Bard College - Simon's Rock), *Rachel Kliegman (Teachers College)
Authentic Intellectual Achievement and CES Small Schools

Carmen Leanne Hall (University of Lethbridge), Charmaine Chadwick (Thames Valley Children's Centre)
Imbedding Social Skills Into the School Culture: A Program Evaluation of Peers Establishing Effective Relationships

Andrew P. Jaciw and Gloria Isabel Miller (Empirical Education Inc. and Stanford University)

Probing the Contents of the Black Box: Complementary Approaches to Answering the How of "What Works"

Mary J. Taylor (University of Denver), Veronica A. Gardner (MJT Associates, Inc.), Ben Hayes (Washoe County School District - NV)

Quantitative Evaluation of the Relationships Between Instructional Coaches' Interactions With Teachers and Student Achievement

Leslie Manlapig (Teachers College, Columbia University)

The Effects of "Big Math for Little Kids" on Teachers' Interpretations of Free Play Mathematics

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