AERA 2022 UCLA SCHEDULE (Organized by date)

Below you will find session organized by

Session Title:
Session Time:
Session Location:
Session type:
UCLA representation:
Abstract:

Wednesday, April 20, 2022

Session Title: Honoring the Both/And: Ethics of Care in and Outside of the Academy
Time and Location: Wed, April 20, 9:00 to 11:30am PDT (11:00am to 1:30pm EST), Division Virtual Rooms, Division G - Social Context of Education Virtual Paper Session Room
UCLA Representation: Chairs: Symone Gyles, University of California - Los Angeles; Abbie Cohen, University of California - Los Angeles; Panelists: Karen Hunter Quartz, Jamelia Nicole Harris, Ananda Maria Marin, Miguel Casar
Session Type: Pre-Conference Mentoring Session
Abstract: This session will address how scholars and community organizers honor the both/and of working within and outside of the academy. Scholar and community mentors will share personal and professional knowledge with Pre-Conference participants in regard to engaging in humanizing scholarship and cultivating meaningful partnerships that promote community and transformational change. Attendees will leave with concrete strategies on how to authentically navigate place as scholars and/or activists while privileging service to community. The session will allow time for participants to engage in grounding practices, share experiences, ask questions and engage in discussion with scholar-mentors. Special attention will be paid to creating a sense of connection and belonging, especially if this will be held in a virtual environment.

Thursday, April 21, 2022

Session Title: AERA Roundtable Session 5 —Reenvisioning Classification, Pathways, and Possibilities for Newcomers and Long-Term English Learners
Time and Location: Thu, April 21, 4:15 to 5:45pm PDT (6:15 to 7:45pm EST), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting author: Sophia L. Angeles, University of California - Los Angeles

Session Type: Roundtable session

Abstract: There is a growing interest in the K-16 trajectories of students labeled English learners. While this focus is warranted, less is known about the experiences of high school immigrant youth labeled English learners who must navigate a new culture, curriculum, and acquire a new language. This paper focuses on the experiences of 25 newcomer youth seniors attending a comprehensive high school in Los Angeles as they prepared for their transition from high school to postsecondary education and/or work. Utilizing interviews, participant observations, and document analysis, this paper examines how school practices create differential high-school-to-college trajectories for newcomer youth of diverse backgrounds across age, race, social class, gender, and legal status.

Session Title: Disrupting Carceral Logics and the School-to-Prison Pipeline
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Rancho Santa Fe 1
UCLA Representation: Presenting author: Terry Allen, University of California - Los Angeles
Session Type: Paper session

Abstract: Recent evidence shows that past discipline policy reforms in the City of Los Angeles have largely failed to improve racial disparities. I argue that prior efforts failed to address the numerous ways policy reform interacts with race and geographical space to influence arrests patterns, disciplinary infractions, and students' reactions to policing. To examine this argument, I assemble data from Los Angeles School Police Department and oral history interviews with 75 Black high-school students. Quantitative results indicate the substantially higher rates of arrest and disciplinary infraction for Black students, and the geographically concentrated nature in urban communities. Qualitative results indicate context-specific experiences and responses to policing according to larger structural conditions and the political economy.

Session Title: Reconceptualizing Diversity, Equity, and Inclusion Through the Perspectives of Graduate Students of Color at Two Minority-Serving Institutions
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Division Virtual Rooms, Division G - Section 2: Differences and Intersectionalities Virtual Roundtable Session Room
UCLA Representation: Presenting author: Kendry Calhoun, University of California - Los Angeles
Session Type: Roundtable session

Abstract: Dominant DEI discourses and practices in U.S. higher education marginalize the experiences of graduate students of color and students at Minority Serving Institutions. In a comparative ethnographic study, I analyzed the perspectives of graduate students of color at a historically white Hispanic Serving Institution and an HBCU to demonstrate how ideologies about DEI are shaped by institutional context and individuals' backgrounds. In interview data, four topics patterned by institution type and interviewees' lived experiences: definitions of diversity, definitions of inclusion, why diversity and inclusion matter in higher education, and institutional diversity discourse versus institutional action. The differences between HSI and

HBCU students' perspectives motivate nuanced reconceptualizations of taken-for-granted DEI concepts that have been defined primarily in PWI contexts.

Session Title: Women of Color Reclaiming Voice: Engaging Transformative Methodologies to Honor Women of Color Experiences
Time and Location: Thu, April 21, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Rancho Santa Fe 3
UCLA Representation: Presenting authors: Magali Campos, Lorena Camargo Gonzalez, Cindy Raquel Escobedo, Yadira Valencia, Brenda Lopez
Session Type: Symposium

Abstract: Narratives about Women of Color (WOC) scholar-activists have been historically silenced and misinterpreted. As a response to systemic exclusion, this panel challenges traditional notions of objectivity, historical analysis, and data collection. Collectively, symposium papers use critical theories to document WOC experiential truths. Individually, papers: (1) examine the history of librarian activism in Chicanx children's literature movements; (2) introduce and uplift a Critical Race Feminista Epistolary Methodology; (3) reconceptualize practices of silence through testimonio methodologies and; (4) detail the affordance of collaborative filmmaking in critical race counter storytelling. Ultimately, this panel details how WOC Feminism and Critical Race frameworks can be harnessed in challenging historically silenced narratives in education research, by engaging in methods of research that emphasize accountability and reciprocity.

Session Title: Transforming STEM Systems Toward Equity (Roundtable Session 3)
Time and Location: Thu, April 21, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting authors: Amanda Carrasco, Sylvia Hurtado, Bernard Reyes
Session Type: Roundtable session

Abstract: This systematic review focuses on synthesizing the scholarship on departmental and graduate program climates to understand how scholars define and measure departmental racial climate for STEMM graduate programs. We explore how scholars examine the role of faculty mentorship in creating a racialized departmental climate, how faculty perceive the racial climate, and how graduate students perceive their department's racial climate. We discuss the implications for studying departmental climate and racial diversity in STEMM. The review will serve as the foundation for interventions that increase graduate mentors' skills for interacting with underrepresented mentees, increasing their success in biomedical fields.

Session Title: Teaching Informational Text With Games and Videos: A Multi-Institutional Success Story of Impact and Innovation

Time and Location: Thu, April 21, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 1
UCLA Representation: Chair: Elizabeth Redman; Discussant: Eva L. Baker; Presenting authors: Yon Soo Suh, Kilchan Choi, Charlie Parks, Gregory Chung
Session Type: Symposium

Abstract: What innovation emerges when developing and rigorously evaluating educationally effective, high-impact digital media? This symposium assembles the multi-institutional team that developed and evaluated Molly of Denali games and videos. Played by millions of children, Molly of Denali was developed by GBH in partnership with PBS KIDS and the Corporation for Public Broadcasting. Molly of Denali promotes informational text (IT) through the experiences of an Alaska Native girl as she navigates everyday challenges in her community. A national evaluation found that the Molly of Denali resources improved children's IT skills. Innovations include game content, design and testing; transfer measures, resources, and data collection during COVID-19; and advanced psychometric modeling of IT skills using gameplay data from the study sample and population.

Session Title: Pathways to and through College (Roundtable Session 4)
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting authors: Krystle Cobain, Hector Vicente Ramos
Session Type: Roundtable Session

Abstract: The Building Infrastructure Leading to Diversity (BUILD) Initiative is a set of NIH-funded training programs that aims to attract and prepare undergraduate students from historically excluded backgrounds into biomedical research fields through innovative methods. We employ multiple methods to examine outcomes of undergraduate research mentoring models from 10 BUILD sites. Multiple case study data and survey data collected from the BUILD Initiative were used to examine how specific forms of support contribute to underrepresented students' researcher self-efficacy and observable research behaviors (i.e. publishing a manuscript, presenting at a conference, etc.). Findings indicate that while each BUILD site provided various mentoring models, having multiple sources of support (peers, faculty, etc.) may be important for supporting students' biomedical research career training.

Session Title: Construyendo Spaces of Belonging for Latinx Youth: Understanding Race, Space, and Place
Time and Location: Thu, April 21, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 13
UCLA Representation: Presenting authors: Claudia Diera, Guadalupe Lopez Hernandez
Session Type: Symposium

Abstract: This interdisciplinary panel brings needed attention to the study of Latinx youth by considering how they enact their cultural assets to navigate and cultivate spaces of belonging in and out of school. The four qualitative research studies of this panel highlight the ways Latinx youth make sense of the racialized spaces and boundaries in their lives. While each study examines the ways Latinx youth are policed, silenced, and misunderstood, significant attention is given to how they resist and grapple with the tensions of crossing the academic and social borders in their lives. In so doing, allowing educators and researchers entry points into considering the transformative possibilities of what centering Latinx youth worlds can do for a liberatory future.

Session Title: Rethinking and Reimagining Inclusive Practices in Community Colleges and Development Education

Time and Location: Thu, April 21, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Torrey Pines 2

UCLA Representation: Presenting author: Rachel Freeman

Session Type: Paper session

Abstract: This case study explores how undocumented students from 2005 to 2021 organized for the development of equitable programs and policies at a community college. Drawing on theories about counter-spaces (Solórzano, Ceja, and Yosso, 2000), this study discusses how students with the support of key staff created a counter-space on campus that is meant to be a safe space for undocumented students to find resources and community. Findings show how student organizers maintained a sense of momentum over time, the challenges they faced from staff and student government on campus, and how a strong community of student organizers impacted students' sense of purpose and well-being.

Session Title: Knowledge and Care: Language Equity for Rural Students

Time and Location: Thu, April 21, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 15

UCLA Representation: Presenting author: Sawyer Hogenkamp

Session Type: Paper session

Abstract: There are 70 million left-behind (LBC) children in China; children that have one or more parents working far from home for over 3 months at a time, typically in rural areas. Few studies examine intersectionalites between gender, ethnicity, and parental status, so this research compares language acquisition outcomes, controlling for parental status, parental education, gender, income, siblings and ethnicity between preschool LBC and non-LBC in a preschool in rural China (117 preschool classes and 860 children). Secondary data with receptive and productive Mandarin as well as family variables like income, siblings, parental education was analyzed using a multivariate regression model. Differences in language outcomes for different groups of LBC and significance to further early-childhood education in rural China are discussed.

Session Title: Tenure at What Cost? The Stories of Faculty of Color Striving for Success

Time and Location: Thu, April 21, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 12
UCLA Representation: Presenting authors: Audrey Ann Devost, Nadeeka Karunaratne
Session Type: Paper session

Abstract: This paper explores a growing issue in qualitative educational research - the (mis)application of intersectionality in research. Intersectionality, which helps scholars explore how different forms of oppression are interlocking and interdependent, has been critiqued for lacking a salient protocol despite its proliferation in the academy (Collins, 2019; Harris & Patton, 2019; Nash, 2008). We use duoethnography to answer the following research question: How do we, as two higher education scholars, use the framework of intersectionality in our research while considering the commonly identified critiques of intersectionality? Findings highlight the potentially transformative uses of intersectionality in research conceptualization, ongoing interactions with participants, and analysis. This paper emphasizes the power of intersectionality to highlight systemic forces that influence minoritized communities in education.

Session Title: Designing for Dignity Affirming Experiences: Leveraging Embodied Learning Toward Equity in Interaction
Time and Location: Thu, April 21, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 18
UCLA Representation: Presenting authors: Lindsay Elizabeth Lindberg, Christine Lee
Session Type: Structured Poster Session

Abstract: The goal of this structured poster session is to discuss how researchers designing learning environments that foreground embodied forms of participation can (1) contribute to dignity affirming experiences (Keifert et al., 2021; Espinoza et al., 2020) for learners and (2) help advance theories about equity and learning. Drawing on research that theorizes how learning develops in interaction, this session addresses how embodiment can broaden participation structures, redefine narrow conceptualizations of epistemic resources, and leverage students' lived experiences towards disciplinary sensemaking. The authors in this structured poster session address the question: How does intentionally designing for equitable participation and transformation at the learning environment level expand dignity-affirming experiences of embodied learning?

Session Title: Cultivating Racial Justice in Higher Education (Roundtable Session 4)
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting author: Darlene Lee; Nonpresenting author: Emma Hipolito
Session Type: Roundtable Session

Paper Abstract: Research has persistently shown the pervasive racism of teacher education and its harmful impact on teacher candidates of Color. Building from the social context of teacher education, the authors of this paper argue that programs must interrogate how racism is embedded structurally through policies and practices that guide the various facets of the institution. We build from higher education scholarship on racial climate to explore how multiple dimensions (historical, organizational, compositional, behavioral, and psychological) accumulate and shape the experiences and well-being of teacher candidates of Color within teacher education. We offer this conceptual model to assist researchers and practitioners to consider a multifaceted, structural analysis as they strive for a racial climate conducive to cultivating a diverse teaching force.

Session Title: College Access, Black Students, and Ethnic Studies
Time and Location: Thu, April 21, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Rancho Santa Fe 1
UCLA Representation: Presenting author: TrVel Lyons
Session Type: Paper Session
Paper Abstract: This dissertation seeks to examine the educational experiences and barriers to college entrance for African American males in the 9th grade attending urban high schools in Los Angeles county. The college access program analyzed in this study sends Black men and women undergraduates at a flagship California university to high schools to conduct college mentoring and counseling aimed to increase student access. In the summer program component, Black high school males (N=16) engaged in daily math and writing enrichment, as well as a Science, Technology, Art, Nutrition education and Dialogue (STAND) curriculum. Students were given evaluative surveys and engaged in focus groups and interviews. Data collection and analyses reveal three themes: access, connection, and Black identity.

Session Title: Racial Bias in Higher Education. Fight or Flight: Student Experiences in American Institutions of Higher Education (Roundtable Session 4)
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting author: Lizzet Rojas
Session Type: Roundtable Session
Paper Abstract: Students placed on academic probation should be specifically targeted in retention efforts because of their high risk of dropping out. This qualitative study explored the experience of these students and factors that supported their academic recovery and persistence, using interviews of senior students that recovered from academic probation. Findings were organized into five categories: (1) the college transition, (2) the transition through academic probation, (3) the transition from one major to another, (4) barriers to seeking out resources and support, and (5) achievement and belonging as a way toward persistence and graduation. Findings suggest opportunities for institutions to support students through key transitions as a way to foster their academic and social integration, sense of belonging, engagement, and persistence.

Session Title: Advocacy and Community Engagement in Special and Inclusive Education
Time and Location: Thu, April 21, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), SIG Virtual Rooms, SIG-Special and Inclusive Education Research Virtual Roundtable Session Room
UCLA Representation: Presenting author: Catherine Sturm
Session Type: Roundtable Session
Paper Abstract: This presentation describes a countywide collaborative partnership supported by the U.S. Department of Education to improve education and work outcomes of older youth/young adults detained in secure juvenile confinement facilities. The partnership, between a university, local education agency, and three county agencies, met regularly, streamlined procedures, and collected data on two cohorts of older youth/young adults. Results showed significantly lower achievement scores in mathematics for those eligible for special education and in reading for English Learners. Fifty-two percent attained a high school diploma, with a significantly lower attainment for the cohort with a higher frequency of African Americans and special education identified; and 9.5% gained employment. Findings led to changed interagency procedures with some implementation difficulties related to the pandemic.

Session Title: School, Not Jail: How Educators Can Disrupt School Push-Out and Mass Incarceration
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 10
UCLA Representation: Chair: H. Samy Alim
Session Type: Symposium
Abstract: The school to prison nexus is one of the most urgent educational issues of our time, yet it has received little systematic attention by researchers and educators who can actually reframe curriculum and policy. This interactive symposium brings together researchers, teacher educators, and literacy teachers who have deep experience working in educational settings both inside and outside correctional facilities. Together, we will facilitate an interdisciplinary exploration of and interactive discussion about pedagogies and policies that can disrupt the school to prison nexus.

Session Title: Division C Section 1C: Equity Topics in Mathematics Education
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 1
UCLA Representation: Presenting Authors: Megan Franke; Nonpresenting authors: Joy Zimmerman, Noreen M. Webb, Eric C. Burnheimer
Session Type: Paper Session
Paper Abstract: We investigated whole-class discussions in which multiple students participated in ways previous research suggests are consequential for learning. We found that in such conversations, students rarely presented the entirety of their solutions before other

students engaged. Rather, incomplete explanations and written representations that emerged over time created entry points for others to contribute to joint activity in mathematically substantive ways. These aspects of student participation operated in combination with teachers' in-the-moment responses, which created opportunities for and publicly recognized different kinds of contributions as resources for collective work. Our findings suggest that, rather than challenges in communication that must be overcome, students' vague, unfinished, and ambiguous ideas present productive contributions that can be leveraged to support collective mathematical work.

Session Title: Inequitable Resources, Inequitable Access: Examining the Racialized U.S. Caste System Within Schools
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 21
UCLA Representation: Presenting Author: LaToya Baldwin Clark
Session Type: Symposium
Abstract: We bring together a panel of experts from a variety of backgrounds including, legal scholarship, social science research, and policy leadership, to discuss the policies, systems, beliefs, and behaviors that interact to maintain a racialized caste system within our schools. Presenters will share their findings on inequitable access to and categorical inequality among public schools. We will examine how current market-based enrollment policies maintain inequitable access to one of our most valuable and consequential public goods. We will also examine the resource hoarding behaviors of parents within schools that maintain disparate resource levels. For the majority of the symposium, the panelists will participate in a discussion of the implications of this combined set of research and possible policy solutions.

Session Title: Changing Education Systems Through Grant Writing
Time and Location: Thu, April 21, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Division Virtual Rooms, Division G - Social Context of Education Virtual Paper Session Room
UCLA Representation: Presenting Author: Lorena Camargo Gonzalez
Session Type: Paper Session
Abstract: This invited Division G Vice President Session will focus on how external funding can impact and change education systems and spaces.

Session Title: Assessing Student Learning From a Cognitive Perspective: Challenges and Innovations
Time and Location: Thu, April 21, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 2
UCLA Representation: Presenting Author: Gregory Chung
Session Type: Paper Session
Paper abstract: This study aims to examine preliminary validity evidence on various game-based indicators (GBI) from a variety of games, where the indicators represent complex learning processes or strategies. An essential feature of this work is that all GBIs were developed from a theoretical framework and not from unsupervised feature extraction methods

(i.e., machine learning). Three examples of theory-based GBI are provided and validity evidence presented. Successful algorithm development requires understanding the underlying theory, how the theory is instantiated under different game conditions, and programming that can take into account these exigencies using fine-grained gameplay data.

Session Title: Project-Based, Problem-Based, and Justice-Based Pedagogies Supporting Science Teaching and Learning
Time and Location: Thu, April 21, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Rancho Santa Fe 2
UCLA Representation: Presenting author: Heather F. Clark; Nonpresenting author: William Sandoval
Session Type: Paper Session
Paper abstract: This study explores an activity structure designed to support teachers and students in merging the sociopolitical and scientific systems of climate change. We investigate the conjecture that politicizing climate science and scientizing everyday climate experiences re-organizes classroom engagement and supports learning climate science concepts. Student learning outcomes are measured with a pre-post test of conceptual knowledge and show a significant improvement in understanding the mechanisms of the greenhouse effect. Thematic analysis of teacher and student engagement suggests that the practices were accessible and served to center systems-level trans-disciplinary processes as well as personal, local and social relevance of climate change. We contribute an approach to climate change instruction that advances justice-centered science pedagogy.

Session Title: Sociopolitical Lens to Climate Change Education and Implications for Action
Time and Location: Thu, April 21, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), SIG Virtual Rooms, SIG-Environmental Education Virtual Roundtable Session Room
UCLA Representation: Presenting author: Heather F. Clark; Nonpresenting author: William Sandoval
Session Type: Roundtable Session
Paper abstract: This study presents a climate change storyline that aimed to support students in developing a socio-politically gapless explanation of the human-altered greenhouse effect. Thematic analysis of students' classroom artifacts explores how participation in this designed learning environment supported two outcomes: transformed disciplinary engagement and increased concern about the threat of climate change as measured with the Six Americas Survey. Disciplinary engagement was evaluated using the Connective and Productive Disciplinary Engagement Framework to code and interpret data. Results show a significant increase in students' climate concern. Students frequently engaged in problematizing climate change by questioning climate consequence and solutions and drew on historicity and identity as sensemaking resources. We contribute an approach to climate change instruction that advances justice-centered science pedagogy.

Session Title: Queer Critiques of Institutions and the Status Quo

Time and Location: Thu, April 21, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Chair: Justin Gutzwa
Session Type: Roundtable Session
Abstract: These papers share critical examinations of institutional norms, including K-12 and postsecondary educational settings, and the ways that those policies, procedures, and expectations might be queered to disrupt (and potentially reject) the status quo**.**

Session Title: Civic Engagement and Corridors of Struggle and Meaning Across Domains
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Division Virtual Rooms, Division G - Section 2: Differences and Intersectionalities Virtual Roundtable Session Room
UCLA Representation: Presenting Authors: Brianna Marche Harvey, Kendra Calhoun
Session Type: Roundtable Session

Session Title: A Wicked Problem: Diversifying California's Teacher Workforce
Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Division Virtual Rooms, Division K - Section 06: Approaches and Models for Field Experiences, Student Teaching, and School/Community Collaborations Virtual Roundtable Session Room
UCLA Representation: Chair: Kai Monet Mathews; Discussant: Tyrone Howard
Session Type: Roundtable Session
Abstract: Diversifying California's teacher workforce is a wicked problem. Wicked problems are ill-defined, complex, and have tangled, intersecting root-causes that require several resolutions instead of a single solution (Rittel & Webber, 1973; Glasser, 2019). This issue is sustained through the state's massive educator pipeline, a complex, interlocking system of processes and institutions bound together by ever-evolving policy, practice, and ideology. Issues preventing equitable outcomes for individuals of color exist in and across all pipeline structures and entities making a single-pronged approach all but impossible. This symposium will explore how various aspects of the educator pipeline inhibit California's efforts to recruit, prepare, and support a diverse K-12 workforce. Multiple resolutions will be shared.

Session Title: AERA 2022 Annual Meeting Opening Plenary. Asking New Questions About Old Inequities: Framing a Research Conversation About Equity in Education
Time and Location: Thu, April 21, 6:00 to 7:45pm PDT (6:00 to 7:45pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6AB
UCLA Representation: Chair: Tyrone Howard
Session Type: Invited Speaker Session

Session Title: Experiences in Marginalized Communities During the Pandemic: Lessons From Students and Families (Table 9)

Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B

UCLA Representation: Presenting author: Christine Liboon; Nonpresenting author: Karen Hunter Quartz

Session Type: Roundtable Session

Abstract: Limited research has focused on the ways in which K-12 schools can address immigration and documentation issues given the sensitivity of issues related to legal status. Community schools are situated to address these issues through integrated student supports and equity-minded approaches that engage community members and organizations in the struggle for educational change and equity. This study focuses on the process in which a school is integrating student supports (ISS)--namely, an immigrant family legal clinic--in their communication and workflow. It highlights how the pandemic has shaped a referral process between the school and surfaces an emerging integrated data system designed to strengthen monitoring, tracking and evaluation of ISS related to legal services and immigration.

Session Title: Early Childhood Education Quality Improvements

Time and Location: Thu, April 21, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 1, Solana

UCLA Representation: Presenting author: Anna J. Markowitz

Session Type: Paper Session

Paper abstract: Early educators provide high-quality interactions with young children and are the key ingredient in early care and education (ECE) experiences that promote children's cognitive, social, and emotional development. In the United States, however, these educators receive very little compensation, and in turn, often lack access to important resources and show signs of stress and depression. This is likely to impact both their classroom practice and the likelihood that they remain in their jobs. This study estimates the relationships among measures of emotional and financial wellbeing, classroom quality, and teacher turnover over a one-year period. Findings will inform policymakers looking to use COVID-19 recovery dollars to build more effective ECE systems for both teachers and children in the long-term.

Session Title: Advocacy and Agency: Centering Families in Special and Inclusive Education

Time and Location: Thu, April 21, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 21

UCLA Representation: Presenting author: Brande M. Otis

Session Type: Paper Session

Paper abstract: Earlier studies have suggested that culturally and linguistically diverse (CLD) families are often not authentically engaged in the Individualized Education Program (IEP) process; interactions tend to be fraught with miscommunication, misunderstanding, and lack of genuine consent. To date, only a handful of studies considering teacher perceptions of parent

involvement have examined how school personnel view Latinx family involvement during the IEP process. This qualitative study utilized interaction theory to explore how school personnel prepare, conduct and perceive Spanish-speaking families within the IEP process in a midsize district East of Los Angeles. These findings suggest that team members had a distinct perception of family participation, which was rooted in their level of involvement with the IEP process.

Session Title: Intersections of Education and Neighborhood, Housing, and Transportation Policies

Time and Location: Thu, April 21, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 5

UCLA Representation: Presenting author: Samuel Speroni

Session Type: Paper Session

Abstract: This session explores the intersection of schools with the neighborhood social contexts they reside in. The five papers explore issues of gentrification, neighborhood effects, and transportation solutions for students.

Session Title: Race, Anti-Blackness, and White Supremacy in Education

Time and Location: Thu, April 21, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 22

UCLA Representation: Presenting author: Daniel Solorzano

Session Type: Paper Session

Paper abstract: The objective of this presentation is to address how Critical Race Theory (CRT) has been used to theorize the everyday racism encountered by People of Color, while also fueling a right-wing agenda to erase racial narratives from education in order to maintain white supremacy.

Session Title: Women and Secondary School Girls Negotiating and Affirming Identity

Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), SIG Virtual Rooms, SIG-Research on Women and Education Virtual Paper Session Room

UCLA Representation: Presenting author: Kaitlyn Stormes

Session Type: Paper Session

Paper abstract: Despite efforts to increase the representation of undergraduate women and racial/ethnic minorities, equity gaps remain in STEM. While literature suggests a strong science identity is linked to persistence, it is unknown how these identities develop before and during college. Guided by funds of identity and a grounded model of science identity, this study aimed to understand the lived experiences that contribute to the science-identity development among undergraduate Latinx women in Biology. Using in-depth phenomenological interviews, journey mapping, a student-faculty observation, and a faculty-mentor training document on identity development, I identify contributors and deterrents of science identity development and

highlight the continued need to better translate research into practice to support science-identity development and persistence among STEM undergraduate women of color.

Session Title: Educational Implications of Brain Research (San Diego)

Time and Location: Thu, April 21, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Sails Pavillion
UCLA Representation: Presenting author: Salvador Vazquez
Session Type: Poster Session
Paper abstract: Cognitive research has established that learning new material by testing oneself is effective for long-term retention and better understanding. Researchers, however, have yet to establish potential neural cognitive mechanisms related to cognitive control processes underlying this testing effect. Using electroencephalogram (EEG), this study aims to establish whether well studied Event Related Potentials (ERP) linked to cognitive control and error monitoring can be measured during a Testing Effect task. Establishing the presence of the Error-related Negativity, the Feedback-related Negativity, and the P300 during a testing effect task can open the doors to answering other substantive questions about why testing is an effective learning strategy, the role of stress and emotion in learning, and overall, how people learn.

Session Title: Language and Liminality in the Schooling of Nondominant and Immigrant Youth

Time and Location: Thu, April 21, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 4
UCLA Representation: Presenting author: Inmaculada Maria Garcia Sanchez
Session Type: Symposium
Paper abstract: Building on classic and contemporary theorizations of liminality, the proposed symposium offers ethnographic examinations of non-dominant youth's social and educational lives within and across institutional spaces. This conceptual frame is particularly relevant because non-dominant youth (i.e. post-colonial, migrant/refugee, displaced/orphaned) are often represented as caught in the middle of various polarities (nation-states, languages, home/school domains, etc.) or as having to traverse multiple borders (whether geographical or symbolic). Leveraging anthropological evidence from diverse communities and settings across the globe, the symposium focuses on non-dominant youth's perspectives on their own experiences of liminality vis-à-vis their ability to negotiate identity, language, learning, and belonging. We emphasize how, in navigating spaces and actions, non-dominant youth situate themselves and draw from their rich repertoires of practice.

Friday, April 22, 2022

Session Title: Family-School-University Partnerships (Roundtable Session 7)
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting authors: Terry Allen, Jonli Tunstall, Ashley Williams
Session Type: Roundtable session
Paper abstract: Universities have repeatedly pointed to the lack of preparation of students at the K-12 level, and the complexities thereof, as the reason for the low numbers of African American students in higher education. This study examines a school-university-community partnership designed to increase college access among African American students living in Los Angeles County, California. Using a multi-method approach consisting of 200 Black students and families over a ten-year period, the findings reveal how one family-school-community partnership shapes and influences the college-going rates of African American high-school students in Los Angeles County. Implications for future research, practice, and policy are discussed.

Session Title: Stakeholder Examination of Equity Concerns, Student Learning, Safety, and School Policing
Time and Location: Fri, April 22, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Old Town AB
UCLA Representation: Chair: Angela James; Authors: Eleanor Maoz, Miguel Casar, Kahlila Williams, Abbie Cohen, Angela James
Session Type: Symposium
Abstract: Protests over the 2020 police killing of George Floyd galvanized school boards across the country to re-evaluate the role of police on school campuses. These institutional changes in many locations, however sudden they may seem, have come about after at least a decade of the organizing work of students, educators and community members. This symposium brings together academics and the perspective of voices from the field to explore the positions and experiences of various stakeholders, as well as to describe the nuanced conditions that have allowed for recent changes in school policing policy in many districts nationwide.

Session Title: Game-Based Indicators of Learning Processes: Extraction Methods, Validity Evidence, and Applications
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 4
UCLA Representation: Chair: Gregory Chung; Discussants: Kilchan Choi; Authors: Gregory Chung, Markus Iseli
Session Type: Symposium
Abstract: There is increasing interest in using games for measurement purposes because of their potential to offer engaging interactions requiring domain knowledge and problem solving,

and the capability to collect fine-grained, moment-to-moment observations of learners' in-game choices and actions. This symposium focuses on game-based indicators--variables extracted from the game telemetry--with four presentations collectively addressing: (a) the development of the indicators itself--its definition, derivation, and interpretation; (b) the use of indicators (e.g., for business decisions, to describe learning processes, as inputs for statistical modeling); and (c) example indicators of complex learning processes with validity evidence. The work was supported by large investments from the U.S. Department of Education's Ready to Learn Programming and the Institute of Education Sciences.

Session Title: Philanthropy and Education SIG (#148) Business Meeting and Reception
Time and Location: Fri, April 22, 6:00 to 7:30pm PDT (6:00 to 7:30pm PDT), Manchester Grand Hyatt, Floor: 3rd Level, Seaport Tower, Cortez Hill AB
UCLA Representation: Participant: Abbie Cohen
Session Type: Business Meeting
Abstract: The 2022 Annual Philanthropy and Education Special Interest Group (SIG 148) Meeting will bring together members of the educational research community to discuss the intersection of philanthropy/philanthropic efforts with all levels and areas of education. Following brief networking and a general meeting agenda, the reception will focus on this year's theme and its relation to philanthropy with a unique fireside chat and a lively discussion on related topics. All are welcome. Follow us on Twitter @AERAPhilanthEd!

Session Title: Drawing Upon Chicana Feminist and Multigenerational Knowledge of Latinas/xs to Claim Authentic Academic Experiences and Identities
Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 17
UCLA Representation: Presenting Author: Cynthia Estrada
Session Type: Paper Session
Abstract: This paper draws on Chicana Feminist Epistemology to explore the pedagogical value of engaging in platicas as a methodology. Our study finds that engaging in culturally relevant approaches to research is critical to the development of positive scholarly identities for Womxn of Color.

Session Title: Cultivating Equitable Qualitative Methodologies
Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Division Virtual Rooms, Division D - Section 3: Qualitative Research Methods Virtual Paper Session Room
UCLA Representation: Presenting Author: Tonia Guida
Session Type: Paper Session
Abstract: This paper session centers issues of equity and social justice in qualitative methodologies, including issues of racial justice, youth activism, and feminist approaches.

Session Title: Ethnic Studies Access, Impacts, and Empowerment in a Time of Political Opposition and Erasure

Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 10

UCLA Representation: Chair: Lorena Guillen; Presenting Authors: Lucrecia Santibanez

Session Type: Symposium

Abstract: Across the nation, a slew of new bills have been introduced to regulate how teachers teach the often uncomfortable and deep-seated history of racism and inequality in the founding and development of our nation.At the same time, over the last two years 19 states have introduced legislation supporting K-12 ES curriculum. Our diverse team of collaborators unites scholars across methodological, disciplinary, geographic, and relational positionalities to examine various ES approaches, in a cross-site, mixed methods study of the relationship between ES and students' academic, behavioral, and social-emotional outcomes, in three distinct school districts on the West Coast and in the Southwest.

Session Title: Diversity, Equity, and Social Justice in Teacher Education

Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom H

UCLA Representation: Presenting Author: Lorena Guillen

Session Type: Paper Session

Abstract: This paper will present findings from a self-study of teacher educators, one instructor of record and two graduate student researchers, reflecting on their understanding of a social foundations course designed for pre-service teachers in an ethnic studies cohort. We take up Delgado Bernal's (1998) Chicana Feminist Epistemology Principles for research in education in our approach to research and to learning with and from each other and from our students.

Session Title: New Pathways: Breaking Ground on Pioneering Data Use Practices for Education

Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom D

UCLA Representation: Presenting Author: Eric Ho

Session Type: Paper Session

Abstract: Research on data use and school Early Warning Systems note a central practice of researchers and practitioners is to search for patterns in student data to predict outcomes such that schools then support success when students experience challenge. Yet, the domain lacks a means to visualize the rich longitudinal data that schools collect. Here, we use visual data analytic hierarchical cluster analysis (HCA) heatmaps to pattern and visualize entire longitudinal grading histories of a national sample of n=14,290 students from grade 9 to college in every course, subject, and year, visualizing 6,728,920 individual datapoints. We provide an online application allowing anyone to upload their data and create a HCA heatmap providing support for visual data analytic data science practice.

Session Title: Breaking In, Out, and Through Professional Education Systems: Reimagining Scholarship for Equity
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Division Virtual Rooms, Division I - Education in the Professions Virtual Paper Session Room
UCLA Representation: Discussant: Sylvia Hurtado
Session Type: Invited Speaker Session

Session Title: Factors Impacting Career and Technical Education Outcomes
Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Manchester Grand Hyatt, Floor: 3rd Level, Seaport Tower, Torrey Hills AB
UCLA Representation: Chair: Sabrina Klein
Session Type: Paper Session

Session Title: STEM Student Success
Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 1, Solana
UCLA Representation: Discussant: Kathleen Lehman
Session Type: Paper Session

Session Title: Teaching and Learning in STEM
Time and Location: Fri, April 22, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Division Virtual Rooms, Division J - Section 1: College Student Learning and Development Virtual Roundtable Session Room
Session type: Roundtable Session
UCLA Representation: Presenting Author: Chantra Nhien
Paper Abstract: Guided by Lent, Brown, and Hackett's (1994) social cognitive career theory, Carlone and Johnson's (2007) science identity model, and Yosso's (2005) community cultural wealth, this quantitative longitudinal study examined the development of science identity of first-year Southeast Asian STEM college students. Emphasizing the need to disaggregate Asian American and Pacific Islander student data, this study utilized two nationwide and multi-institutional surveys and employed descriptive and inferential analyses to illuminate that Southeast Asian students enter college with unique experiences and dispositions. This study suggests that interactions beyond the classroom (e.g., family support, faculty interaction) are salient in Southeast Asian students' science identity development. Future research should strive to examine Asian American and Pacific Islander students as diverse subgroups with unique experiences.

Session Title: Intersectionality Matters: Educational Perspectives, Paradigms, and Possibilities (San Diego) (Poster Session 4)
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Upper Level, Sails Pavillion

Session type: Poster Session

UCLA Representation: Presenting Author: Ritika Rastogi

Paper Abstract: Asian Americans make up the fastest growing immigrant group in the United States and comprise a significant portion of students at four-year universities. An increasing number of these students (26%) are the first in their family to attend college. However, little work has examined Asian American first-generation college students' experiences in higher education and how they make sense of the conflicting expectations imposed upon their Asian American (i.e., a "model minority") and first-generation college student (i.e., viewed under a deficit lens as disadvantaged learners) identities. Utilizing the intersectionality framework, this research aims to unpack students' complex experiences and understand how they navigate contradictory stereotypes and pressures. Ultimately, we discuss the strategies students use to cultivate resistance and resilience to marginalization.

Session Title: Examining Factors That Impact Student Outcomes

Time and Location: Fri, April 22, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 1, Solana

Session type: Paper Session

UCLA Representation: Discussant: Linda Sax; Presenting Author: Lizzet Rojas

Paper Abstract: In order to move the dial on postsecondary student retention, a quantitative study was conducted with hierarchical logistic regression analyses to predict both first-time freshmen students' likelihood of being placed on academic probation and their subsequent risk of institutional departure. Tinto's (1975, 1987/1993) interactionalist theory of student departure was used to identify predictor variables at time of entry into university and after entry. Predictors included demographic characteristics, academic indicators, college of entry, and academic major change. Though the strongest predictors were academic factors, the study also highlighted inequities in student success outcomes. This study has implications that will support institutions in cultivating a more equitable educational experience for students on academic probation by improving retention rates and reducing opportunity gaps.

Session Title: Understanding Self and Others Within Institutional Contexts

Time and Location: Fri, April 22, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B

Session type: Roundtable Session

UCLA Representation: Presenting Author: Diondraya Taylor

Paper Abstract: The term "risk-taking" is framed as being generally accessible to all students, especially in science, technology, engineering, and math (STEM) disciplines that have historically prioritized white/male identities. By not interrogating the implications of risk-taking for students of marginalized identities, scholars and practitioners may overlook potentially negative consequences of behaviors that are assumed to be positive for all students. The purpose of this study is to explore risk-taking's role in the academic engagement of undergraduate students in STEM majors, particularly in Black and white women and men. This study found that there were racial and gender differences among STEM students' engagement

with risk-taking and there is a relationship between risk-taking disposition and academic engagement that should be explored.

Session Title: Metacognition, Monitoring, and Mindfulness: Insights From Educational Neuroscience
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom A
Session type: Paper Session
UCLA Representation: Presenting Authors: Keye Xu, Rebecca Gotlieb
Nonpresenting authors: Jennie Grammer, Patricia Tan
Abstract: This session includes presentations related to higher-level processing in learning and instruction, including metacognition, (self-)monitoring, mindfulness, identity, and teacher-student interactions. Presentations all include original empirical, neuroscience research.

Session Title: Diverse Methodological Approaches to Exploring Cognitive and Motivational Processes
Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Torrey Pines 3
UCLA Representation: Presenting Author: Heather F. Clark, William Sandoval
Session Type: Roundtable Session
Paper abstract: A growing body of research has focused on individual differences that predict learning effectiveness and knowledge acquisition. Little is known as to how differences in epistemology - how one justifies a belief - effect the quality and accuracy of conclusions people draw. With a sample (n=396) of Latino/a adolescents, ages 11-18, in a district where more than two-thirds qualify for free/reduced lunch, we administer a task requiring participants to interpret multiple interacting variables and use different combinations to infer effects on multiple outcomes. Results suggest epistemology – utilization of evidence, theory, mixed evidence/theory, or no justification – used in their explanations, predicted inductive learning skill. However, it was mixed justifications (simultaneous utilization of both evidence and theory) yielding the highest learning performance.

Session Title: Conjecture Mapping: New Approaches to Broadening Processes of Educational Design Research
Time and Location: Fri, April 22, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), SIG Virtual Rooms, SIG-Learning Sciences Virtual Paper Session Room
UCLA Representation: Chair and Presenting author: Heather F. Clark; Discussant: William Sandoval
Session Type: Symposium
Abstract: Sandoval (2014) proposed conjecture mapping as a systematic approach to conducting design research, pushing the field beyond describing high level ethos towards

methodological rigour. Conjecture mapping has been adopted widely, with many users modifying the tool to address the needs of design contexts. This symposium documents uses, challenges and innovations to conjecture mapping by bringing together design teams that will share how creating new conjecture maps led to insights in their design processes. With Sanvodal as the discussant, we hope to explore the surprising and generative life this tool has taken on. This symposium will support a robust conversation with the audience about a wider range of experiences with mapping conjectures in complex design research contexts.

Session Title: AERA Books Editorial Board: Closed Meeting
Time and Location: Fri, April 22, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Mezzanine, Room 14A
UCLA Representation: Participant: Eddie R. Cole
Session Type: Governance Session

Session Title: A Critical Exploration of Educational Experiences of Boys and Men of Color
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 15
UCLA Representation: Presenting author: Travis Ervin Dumas
Session Type: Paper Session
Paper abstract: This qualitative study uses interview data to examine the experiences of high-performing Black male students in relation to their race, gender, performance status, and schooling context in addition to the strategies employed to support their academic success. As high-performing Black male students attending low-performing schools, participants are located at the intersection of multiple marginalizing conditions. Findings elucidate lesser-known challenges facing them as well as insight into what has been effective in supporting their success, particularly in schools that struggle to promote the academic excellence of their student population overall. Findings highlight useful approaches to supporting participants and similar populations. Additionally, this study reveals alternate and often under-recognized attitudes and perspectives Black male students have towards their education.

Session Title: Investigating the Promise of Network Improvement Communities to Improve Teacher Preparation Research and Practice
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 12
UCLA Representation: Discussant: Annamarie Francois
Session Type: Symposium
Abstract: Recognizing the power of improvement science to advance equity in teacher preparation, we developed a network improvement community to improve the preparation of teacher candidates to teach multilingual learners. Sitting at the nexus of research and practice,

networked improvement communities enable teacher educators to identify shared problems of practice and develop a systemic approach to collectively test out and study new practices. Little is known, however, about how participation in a NIC impacts teacher educators and their local sites. We ask how participation in the network supported teacher educators' local improvement efforts, and how these efforts contribute to the knowledge base about how teacher preparation can design and measure their efforts to advance equity and justice in teacher preparation.

Session Title: Innovation in Introductory Statistics Instruction: Student Attitudes, Motivations, and Peer Support as Key to Learning
Time and Location: Fri, April 22, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Division Virtual Rooms, Division C - Section 1c: Mathematics Virtual Paper Session Room
UCLA Representation: Discussant: James Stigler; Nonpresenting authors: Mary Tucker, Paige Solomon, Karen B. Givvin
Session Type: Symposium
Abstract: Introductory statistics is not just a gateway course in many Science, Technology, Engineering, and Mathematics (STEM) fields but also provides required training in the social sciences and education. Yet students tend to struggle in such courses, often confused by abstract concepts, frustrated by the highly technical use of language, intimidated by classmates with more prior preparation, and/or anxious about the mathematics-focused content. The research presented in this symposium carefully assesses and leverages the cognitive as well as social-emotional factors in introductory statistics teaching and learning. In particular, the studies attend to students' expectancies, motivations, attitudes towards statistics, and peer support that are key to promoting performance, deepening learning, and persisting in the field.

Session Title: Fighting for Educational Equity Within a Global Pandemic
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting Author: Jaleel Rashaad Howard
Session Type: Roundtable Session
Paper abstract: In this study, I explored if and how elementary teachers demonstrated empathy for Black students in the midst of remote learning during the 2020-2021 academic year. Black children were the primary unit of analysis in this study because they were uniquely impacted by both the devastating impact of the Coronavirus along with the racial reckoning of 2020. Utilizing Chezare Warren's (2013) empathy framework this study yielded four primary thematic findings: 1) empathic concern/perspective taking, 2) application of new knowledge 3) student feedback and 4) the effects of Covid-19.

Session Title: The Graduate Student Experience (Roundtable Session 6)
Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting Author: Harmeet Kalsi
Session Type: Roundtable Session

Paper abstract: The most recent data suggests that just 30% of doctoral degree recipients are first-generation (NSF, 2015). This is a historical systemic issue because institutions were not designed to support first-generation students' needs. This inequitable design is being perpetuated and replicated even today because institutions do not cater to the needs of first-generation undergraduates, particularly sharing targeted resources to help unravel the complexities and intricacies of academia's hidden curriculum.

This study seeks to understand the experiences of first-generation undergraduates and how exposure to research experiences may predict graduate school aspirations. This quantitative study utilizes the 2015-2019 dataset from the Cooperative Institutional Research Program's 2015 Freshman Survey (TFS) and the 2019 College Senior Survey (CSS) to run descriptives and OLS regression models.

Session Title: AERA Fellows Breakfast and Induction Ceremony: Invitation Only
Time and Location: Fri, April 22, 8:00 to 10:00am PDT (8:00 to 10:00am PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Marina Ballroom
UCLA Representation: Chair: Tyrone Howard; Participant: Daniel Solorzano
Session Type: Invited Speaker Session

Session Title: AERA Fellows Committee Meeting: Closed Meeting
Time and Location: Fri, April 22, 10:05 to 11:15am PDT (10:05 to 11:15am PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Marina Ballroom D
UCLA Representation: Chair: Tyrone Howard
Session Type: Governance Session

Session Title: Seeking and Supporting Equity in Math Teachers' Work
Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 13
UCLA Representation: Presenting authors: Imelda Nava-Landeros, Jane W. Kim
Session Type: Paper Session
Paper Abstract: A rising critical consciousness on the impact of computing and technology on society has emerged. Algorithms continue to oppress and marginalize BIPOC in visible and invisible ways. Further, a critical understanding about the complexity of current challenges, such as climate change, food deserts, disparate arrest rates, education, and health outcomes, inequities in Covid deaths and vaccination, etc. all involve data, contextualization and multifaceted interdisciplinary understandings. The process of critical thinking and analysis of the complexity of data

can be facilitated through computational thinking (CT). We document and analyze pre-services teachers' understanding and nascent enactment of computational thinking for empowerment. Exemplars emerge where preservice teachers are able to integrate CT through data analysis in secondary math and science classrooms.

Session Title: School Discipline, Educational Fugitivity, and Restorative Practices (Table 22)
Time and Location: Fri, April 22, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting author: Eugene Frederick McAdoo
Session Type: Roundtable Session
Paper Abstract: Despite decades of school reform efforts following the 1954 Brown v. Board Supreme Court decision, Black students' educational experiences continue to be shaped by the intransigent antiblackness that defined their schooling experiences pre-Brown, thus significantly contributing to their continued marginalization in schools today. In spite of incessant antiblackness, a critical amount of Black students excel academically at the secondary level and successfully matriculate into college, highlighting a need for researchers to study how Black students are empowered to overcome obstacles posed by antiblackness. This study seeks to explore how Black students experience antiblackness in their everyday schooling experiences, in addition to examining how Black students are empowered to resist antiblackness through their participation in a Social Justice College Access Program.

Session Title: Research in Teacher Learning Through Discourses and Dialogues (Table 16)
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting author: William M. Saunders
Session Type: Roundtable Session
Paper Abstract: Teacher collaboration to examine their own practice is critical for continuous improvement (or simultaneous renewal) in schools. Yet research is limited on qualities of collaboration that matter for improvement, how to examine those qualities, and how to realize and sustain them in other settings. We use Lefstein et al.'s recent framework on Pedagogically Productive Talk (PPT) to examine a sixth grade teacher team meeting in a low-income, Latino-majority elementary school in Southern California. We video-record and transcribe the meeting, code for PPT principles, and conduct mixed-method analysis to determine how PPT affords collaboration as well as insights about the framework itself. We find PPT holds up nicely and has value to examine and support collaborative teacher learning in other settings.

Session Title: Division C Section 1C: Promoting Success in Mathematics Education

Time and Location: Fri, April 22, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Division Virtual Rooms, Division C - Section 1c: Mathematics Virtual Paper Session Room

UCLA Representation: Presenting author: Maria-Paz Fernandez

Session Type: Paper Session

Paper Abstract: Student surveys and questionnaires can give valuable information about school experiences. Frequently, responses are aggregated at the school or classroom level, focusing on the group average, treating any dispersion as "noise" or measurement error, but a deeper look into the levels of consensus may reveal more about math classroom environments. The present study analyzes whether the level of consensus in reports of math teacher practice varies according to school and student characteristics and whether consensus is associated with math achievement. The results indicate that some school characteristics (rurality and school type), and classroom characteristics (gender and income status) are linked to levels of consensus. In general, higher levels of consensus are also associated with higher math achievement.

Session Title: Community Within: Activism and Community-Based Research as a Way of Life

Time and Location: Fri, April 22, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6F

UCLA Representation: Presenter: David C. Turner

Session Type: Invited Speaker Session

Abstract: One important way that educational change toward more just systems occurs is through collaboration with community-based organizations, which have always been at the heart of movements for liberation. This community-based work is more than just a way to do research—it requires a deep respect for people, families, and communities and a belief in activism and ceding power as critical to social change. In this session, scholars, community activists, and educators will explore how their work and livelihoods are dedicated to and rooted in community work and advocacy. Panelists will explore how scholarship, advocacy, and work can intersect across the dimensions of community, justice, and liberation. We will focus on how scholars and activists craft their work to be in community and for the continual liberation of all peoples. Particularly, each panelist will highlight how community work, activism, and intentional collaboration are important ways to be true to their core values, and to do work that is impactful, and transformative within and beyond the academy.

Session Title: How Policy Failures Fuel the School-to-Prison Pipeline

Time and Location: Fri, April 22, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom B
UCLA Representation: Presenting Author: Cecilia Rios-Aguilar
Session Type: Symposium

Abstract: Policy research on the school to prison pipeline has illuminated the role of school level discipline policies as tools for pushing youth of color out of school through suspension and expulsion and towards increased contact with the justice system. There has been less work on the role of education policies and practices originating "outside of schools" for example parent groups, teacher education programs, curriculum vendors, and alternative schools. This panel brings together new evidence on the consequences of these more hidden, highly consequential policy dynamics for youth of color. The papers offer practical pathways for strengthening and reimagining policy in an era in which policies aimed at dismantling the school to prison pipeline have been rolled back.

Session Title: Teaching Ethnography Remotely: Centering the Social
Time and Location: Fri, April 22, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Upper Level, Room 9
UCLA Representation: Discussant: Marjorie Orellana
Session Type: Symposium

Abstract: Teaching ethnographic research affords the possibility of using our field 's ontology and epistemology to apprentice new doctoral researchers who can widen our understanding of complex social practices of and participation within families, schools, and communities. We challenged ourselves to teach ethnographic research ethnographically during 2020-2021's racial and COVID-19 pandemics. Drawing on Castagaño (2014), Pink et al. (2016), and Faulstich Orellana (2020) at this historic moment, we wrestle with preparing new researchers ethnographically online to engage in inquiry in and from hybrid and quarantined places. Our session builds on Author 1's (2021) research on teaching ethnography and responds to questions about course design, instructional planning, and text-type choices and what these choices produce in this doctoral ethnography course.

Saturday, April 23, 2022

Session Title: Transformative Education for Asian Pacific America: Bridging Filipinx American Studies and Educational Research
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (11:00am to 12:30pm EDT) Marriott Marquis San Diego Marina, Floor: South Bulding, Level 3, Carlsbad

UCLA Representation: Presenting author: Reuben Deleon, University of California - Los Angeles
Session Type: Symposium

Abstract: This panel considers the transformative possibilities for Asian Pacific American educational research through the interdisciplinary field of Filipinx American Studies. We are scholars whose work approaches critical examinations of Education through Asian American and Ethnic Studies. We use under-examined logics of racialization, empire, imperialism, and colonialism as they shape the material conditions and educational experiences of Asian Americans. This symposium presents critical qualitative research that: 1) systematically reviews 40 years of Filipinx American education research; 2) examines online college student activism; 3) historically analyzes the campaign for Pilipinx Studies; and 4) an interdisciplinary study on ethnic identity and college student development. Together we offer ways to address Asian Pacific American educational issues through the generative affordances of Filipinx American Studies.

Session Title: What Happened to Diversity and Equity When Admissions Tests Became Optional?
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6C
UCLA Representation: Reuben Deleon, University of California - Los Angeles
Session Type: Panelists: Li Cai, Youlonda Copeland-Morgan

Abstract: In the 2022 admissions cycle, over two thirds of US bachelor granting schools were SAT/ACT optional; a 50% increase compared to 2019 (FairTest, 2021). Some argue that this change could increase equity in admissions, since racial and income-based test score disparities have been a longstanding issue for admissions tests. Others, however, hold that test scores help to level playing fields, and that without them, admissions will focus more on "gameable" factors, such as essays, high school grades, and recommendation letters–all factors that are also known to vary by race and income. In this session, we bring together distinguished speakers from academia, admissions, and industry to discuss these perspectives, what happened in the 2022 admissions cycle, and to chart a more equitable future.

Session Title: Comparative Perspectives on Education for Bi/Multilingual Students (Roundtable Session 10)
Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting authors: Janet Cerda, Clemence Darriet
Session Type: Roundtable Session

Abstract: This historical case-study explores programmatic decisions made by a community public school (TK-12 grades) over a 10-year span to leverage the cultural and linguistic assets of teachers, students, and families. We collected school documents, memos, and in-depth, semi-structured interviews. We found that programmatic decisions made by teachers and staff both reinforce the school's core principle of multiculturalism, bilingualism, and biliteracy while

facing difficulties teaching language skills and communicative functions for the languages taught at school and the languages that students bring. We also found that the school's expansion of the secondary school as well as critical language training has led to the creation of a unified vision to guide language and content teaching for its different language programs.

Session Title: Philanthropy and Education SIG (#148) Paper Session
Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Manchester Grand Hyatt, Floor: 3rd Level, Seaport Tower, Solana Beach AB
UCLA Representation: Presenting author: Abbie Cohen
Session Type: Paper Session
Abstract: This Session for SIG 148 will discuss three (3) unique papers: (a) Notes Toward a Scyborg Philanthropy: Educational Grant-Making and the Pursuit of Spatial Justice; (b) Case Study on Youth-Serving Community Based Organization: Stuck Between Philanthropy and Urban Public Schools, and (c) The Relationship Between Philanthropic Funding and State Appropriations for Public Higher Education Institutions. For more details and information follow us on Twitter @AERAPhilanthEd!

Session Title: Equitable Education Systems and Unpacking Perspectives of Latina/o/x Stakeholders
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Miramar
UCLA Representation: Presenting author: Cynthia Estrada
Session Type: Paper Session
Abstract: Our study draws from year-long platicas with five Latina presidents in California seeking to better understand their racialized/gendered experiences as community college leaders. Holding space through platicas across two academic semesters, we learned the ways our collaborators navigate institutional leadership as the first Latina, many times also the first woman, president. From our conversations, we describe two salient findings. The first describes a "Chingona Mentality" that serves as a new approach to presidential leadership. The second highlights the ways Latina leaders draw on their identity, culture, and community as tools for their presidency. We highlight both the challenges and opportunities for Latina leaders, and the need for institutions to be open and receptive to new types of leaders and approaches.

Session Title: Reimagining Methodological Approaches for Disrupting Anti-Blackness in STEM Education
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6D
UCLA Representation: Discussant: Kimberly Gomez

Session Type: Invited Speaker Session

Abstract: In this session, we will discuss innovative methodological approaches researchers can use to examine how educators, scholar activists, and collaborators work to disrupt anti-Blackness in PK – 20 STEM learning environments. Scholars in this session are guided by the desire to move beyond narratives that place a hyper-focus on the pervasiveness of anti-Blackness in STEM classrooms to, instead, address how to disrupt anti-Blackness. As such, the session papers focus on critical methodological approaches across STEM contexts that decenter whiteness. In doing so, this session contributes to our understanding of (re)humanizing research and pedagogical practices across STEM contexts, essential elements of (re)designing classrooms for equity, and transformative ways scholars in the field can approach this line of research.

Session Title: Division G Fireside Chat. The Possibilities Ahead: Addressing the Impact of COVID-19 on Educational Equity
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Graduate Student Council Virtual Rooms, Graduate Student Council Virtual Paper Session Room
UCLA Representation: Chair: Symone Gyles
Session Type: Invited Speaker Session
Abstract: The 2022 Division G Fireside Chat will allow its audiences to explore collaborative strategies and community actions that aim to address unequal access to educational opportunities and resources, which has persisted well in advance of and has been exacerbated by the COVID-19 pandemic. This panel and breakout session will create a space for participants to recognize the vital role researchers, practitioners, and educators play in creating more equitable and inclusive learning opportunities for students and families most affected by the pandemic—particularly those from historically, racially, economically, or linguistically marginalized communities. Through conversations with our invited speakers, participants will be encouraged to envision how educational stakeholders can emerge from this global crisis stronger and more resilient.

Session Title: Increasing Diversity, Equity, and Inclusion in STEM Education
Time and Location: Sat, April 23, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), Division Virtual Rooms, Division J - Section 6: Society, Culture, and Change Virtual Paper Session Room
UCLA Representation: Presenting Authors: Sylvia Hurtado, Channel McLewis, Edwin Perez, Denise Ortiz, Norma Angelica Jaimez
Session Type: Paper Session
Abstract: Bold steps are needed to change unacceptably low rates of completion and racial disparities at historically white institutions that have the most research resources. Few studies have monitored collaborative and dialogic mentor partnerships for STEMM interventions. This study theoretically posits that cross-institutional mentorship is a novel way to introduce changes that result in programs that advance equity and inclusion for student success. Institutional case studies reveal how cross-institutional mentorship works, including information about how participants learned from each other in a dialogic way about culturally responsive

practice. The cross-institutional partnership lent legitimacy and contributed to the sustainability of the new programs, allowing learning to occur at multiple levels across institutions. The model's advantages and challenges are discussed.

Session Title: Reimagining Education: Centering Family Perspectives and Experiences
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 3
UCLA Representation: Presenting Authors: HyeYoung Kim
Session Type: Paper Session
Abstract: Concerning disability culture within the Korean immigrant community, discomfort, stigma, and discrimination are the prevailing, especially for people with disabilities, resulting in Korean immigrant mothers feel hesitant to disclose their child's disabilities. This study aims to examine first-generation immigrant Korean mothers' perceptions and experiences of disclosing their children's disabilities. The qualitative case study method, utilizing semi-structured interviews, was employed. A total of 11 Korean American mothers participated via Zoom. Mothers have changed their perception of disability by internalizing Westernized values on disability after they immigrated to America. The stigma (i.e., labeling, negative stereotype, and wrong conceptualization) makes mothers reluctant to disclose their children's disabilities. The lack of resources and limited access to services prevent mothers from disclosing a child's disabilities.

Session Title: Lessons Learned From Research During COVID-19: Strategies for Incorporating Remote Data Collection Beyond the Pandemic
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom A
UCLA Representation: Chair: Gregory Chung, Presenting authors: Elizabeth Redman, Joanne Michiuye, Charlie Parks
Session Type: Symposium
Abstract: Stay-at-home orders introduced significant disruption to educational research in 2020 that persists in 2021, and possibly beyond. In-person studies were put on hiatus, abandoned, or converted to remote studies. These presentations look at studies that would normally have been conducted in person and the design decisions that allowed them to be conducted remotely. Researchers will share the challenges with remote data collection and the benefits, including the ability to recruit participants and collaborate with research partners more widely, unencumbered by geographic location; the ease of collecting telemetry data over observational data; and the opportunity to reach participants in their homes. This session seeks to add to the community's understanding of how to successfully conduct remote research.

Session Title: Expansive Futures for Disability Intersectional Learning Research Braiding Culture, History, Equity, and Enabling Technologies
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6E

UCLA Representation: Presenting author: Sayifa Noble
Session Type: Invited Speaker Session
Abstract: The goal of this session is to promote a paradigm expansion in the study of learning for students with disabilities, many of whom come from minoritized backgrounds. Drawing upon Galison's idea of "trading zones," we aim to generate transformative dialogues between scholars with distinct expertise. We will organize the session around three ensembles (20-minutes each): 1. Historical epistemologies, 2. Embodied learning in worlds of difference, and 3. Dissecting views of learning in risk algorithms. The purpose for each ensemble is to highlight key affordances and challenges in the study of learning, disability and/or equity, explore potential synergies across their respective research traditions, and map potential future research directions.

Session Title: From COVID-19 to Peer Relationships and Beyond: Disruptions to the Academic Rhythm and Student Engagement
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Rancho Santa Fe 1
UCLA Representation: Chair: Rashmita Mistry; Presenting Author: Jeffrey Yo; Nonpresenting authors: Anna Markowitz, Rashmita Mistry
Session Type: Paper Session
Paper abstract: Residential mobility can interrupt a student's academic rhythm during the elementary school years, an interruption that may matter more for younger children and those from families experiencing economic adversity. Using a low-income subsample from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–2011, this study explored the relationship between the frequency and timing of residential mobility during the elementary school years and students' fifth grade academic outcomes. Counter to expectations, we found that the frequency and timing of residential mobility was not associated with elementary school students' fifth grade academic outcomes. Implications for research design and for policymakers using residential mobility as a trigger for student services are discussed.

Session Title: From AERA Past Presidents Luncheon: Invitation Only
Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Upper Level, Room 1A
UCLA Representation: Participants: Jeannie Oakes, Eva L. Baker, W. James Popham
Session Type: Governance Session

Session Title: International Positions on Equality in Education
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Room 8
UCLA Representation: Presenting author: Hwanbo Park
Session Type: Paper Session
Abstract: The purpose of this paper is to explore how a Chosen school in Japan forms social capital with S. Korean through its sport day in the context of cultural values, and what its particularities are. For the research, a case study of a Chosen school's sport day had been

conducted which included ethnographic observation, interview, and reviewing documents. The conceptual framework of Putnam's social capital has applied to interpret the data. We found that the event provides the chance for making connections to S. Koreans, at the level of institusional social capital. The nerve between different understandings of Zainichi require norms, preventing 'speak out of blue' from S.Koreans.

Session Title: Literacy Learning for Students With Characteristics of Dyslexia or Other Reading Disabilities
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom H
UCLA Representation: Presenting author: Rebecca Gotlieb; Nonpresenting authors: Laura Rhinehart, Maryanne Wolf
Session Type: Paper Session
Abstract: This session will present findings in relation to elementary students with Dyslexia characteristics and the perceptions of interventionists on the intersectionality of Dyslexia and Culturally Responsive Teaching. Participants will also discuss morphology and distinct reading profiles of kindergarten students and Dyslexia risk.

Session Title: Applied Research on Equity Issues in Schools
Time and Location: Sat, April 23, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), Division Virtual Rooms, Division H - Section 1: Applied Research in Schools Virtual Paper Session Room
UCLA Representation: Presenting authors: Rebeka Kang, Mitchell Wong, Christine Liboon; Nonpresenting authors: Leyda Garcia, Marisa Saunders, Karen Hunter Quartz
Session Type: Paper Session
Paper Abstract: As COVID-19 exposes and deepens inequalities and racial divisions, schools across the country are working to ameliorate the hardships experienced by their students and families. The crisis has shown the potential of schools as community hubs that can ensure the health and well-being of the community. Our paper captures the formation of an integrated student supports (ISS) locally designed database—or community integrated data systems (CIDS)—in response to COVID-19 and examines the process in which a research practice partnership (RPP) at a university assisted community school developed, implemented, and incorporated CIDS within the school for improvement. We highlight the ways in which the school's teams utilized CIDS to identify and respond to the needs of students and their families.

Session Title: Motivated Students, Motivating Contexts: Building Clarity About the Nature and Mechanisms of Motivational Climate
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 8
UCLA Representation: Presenting author: Katerina Schenke

Session Type: Symposium

Abstract: Recent advances in theory and research have converged in highlighting the pivotal importance of contexts in shaping students' motivation and success (Eccles & Wigfield, 2020; Walton & Yeager, 2020). Motivational researchers have long studied contextual features that are supportive of students' motivation (i.e., motivational climate). But what "counts" as motivational climate—actual features of the environment, teachers' or students' perceptions of that environment, etc.—and what is the sequence of behavioral and psychological events involved in prompting motivational shifts? This symposium highlights research and commentary from diverse perspectives that consider the nature and mechanisms of motivational climate effects on students. We aim to develop a more comprehensive, theoretically cross-cutting, and accurate view of the nature and mechanisms of motivating contexts.

Session Title: Cultivando Metodologías Feministas: A Chicana/Latina Feminista Praxis in Educational Research

Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Torrey Pines 2
UCLA Representation: Chair: Magali Kampos; Discussant: Yadira Valencia; Presenting Author: Cindy R. Escobedo
Session Type: Symposium

Abstract: Efforts to conduct humanizing research in the current socio-political context has become increasingly challenging for historically marginalized communities. A series of studies published by Inside Higher ED affirm that the four pandemics (Ladson Billings, 2021) have exacerbated gender inequality and loss for early career scholars; this is especially true for Women of Color (COVID-19 & Beyond, 2021). In an effort to disrupt systemic inequities and to foster collaboration between Women of Color researchers, this panel highlights the transformative power which ensues when Chicana/Latina Feministas draw on research methodologies that centralize Chicanx/Latinx experiences. Each paper offers insightful reflections about conglomerate approaches to applying pláticas (Fierros & Delgado Bernal, 2016) and Chicana/Latina epistolary methodologies (CLEM) in research about Chicanx/Latinx communities.

Session Title: Black Educational Leadership and Knowledge Production in the 20th Century

Time and Location: Sat, April 23, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Division Virtual Rooms, Division F - History and Historiography Virtual Paper Session Room
UCLA Representation: Presenting Author: Michael Anderson
Session Type: Symposium

Abstract: This symposium draws upon African American educational history to reimagine equitable education systems for the 21st century. The case studies featured in this panel presentation use historical methods to recuperate examples of African American leadership that model strategies for humanizing education applicable to our current moment. Participants will learn about and discuss the successful legal battle to save the historic Stanton High School from closure in 1915; Black alternative leftist educational spaces during the Red Scare

(1920-1950); transformative family engagement practices at St. Joseph's Community School, an African-centered, parent-controlled school in Boston (1970-1985); and the emergence of Howard University Press as a pioneering Black voice in academic publishing (1972-1976).

Session Title: The 25th Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Marina Ballroom D
UCLA Representation: Presenting Authors: Walter Allen, Tyrone Howard
Session Type: Roundtable Session
Abstract: Initiated at the 1997 Annual Meeting in Chicago, the 2022 session of "The Continuation of Conversations with Senior Scholars on Advancing Research and Professional Development Related to Black Education" will be number 25 in this popular and widely heralded series. Number 24 was initially scheduled this past April in San Francisco but because of COVID-19, our session was postponed to this year, but instead of an in-person session in Orlando, it was held virtually. Now, the 25th session is scheduled to held in April 2022 in San Diego. We were granted Presidential Session status in1999 in Montreal—thus, the San Diego session will mark 23 years as a Presidential Session. Importantly, we have some of the most notable education scholars in the country participate as topic discussion leaders. In 1997, we started with 12 tables and now we will have 19 tables for 2022. Over the years, we have averaged approximately 10-12 participants per table, not counting topic leaders. In the 2018 and 2019 meetings in San Antonio and Toronto, respectively, many estimated the participant numbers as in the 300 range. We should expect similar participation levels in San Diego.

Session Title: (Re)Claiming Space: Critical Approaches to Race, Capitalism, and Inequities in Rural Spaces
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Presenting Authors: Jason A. Cervone
Session Type: Roundtable Session
Abstract: This paper examines the production of space with a focus on rural communities specifically. This paper examines how rural writ large has been produced by capitalism, which seeks to create abstract spaces, that is spaces that exist only for economic purposes. Using the philosophies of Henri Lefebvre, I discuss ways of creating differential space, that is, space that is created specifically to push back against capitalist influence. The creation of differential space is a key aspect of futurability as rural anything cannot be fully understood without a critical geographic analysis.

Session Title: Marxian Analysis of Society, Schools and Education SIG Roundtable
Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B

UCLA Representation: Presenting Author: Jason A. Cervone
Session Type: Roundtable Session
Abstract: Marxian Analysis of Society, Schools and Education Roundtable

Session Title: Centering Equity and Practice Considerations in Improvement Scholarship
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Palomar
UCLA Representation: Discussant: Louis M. Gomez; Presenting Authors: Mary Louise-Leger, Olivia Obeso
Session Type: Paper Session
Paper Abstract: Though improvement science (IS) has become increasingly common in educational spaces, little research explores how leaders learn and come to use IS. To begin to fill this gap, this qualitative study explores the conditions that influence the development of educational leaders' improvement science fluency, a concept that captures practitioner capacity across three domains of improvement science activity: tools, principles, and dispositions. Additionally, we explore how, given contextual constraints, leaders adapt IS. We conjecture the extent practitioners align their practices with the ethos and actions of IS depends on the interaction of a set of conditions, including opportunities for practitioners to apply what they learn on role-relevant problems of practice, role authority, and the availability of a set of organizational supports.

Session Title: Disentangling the Reproductive From the Liberatory: Trauma-Informed Practice for Racially Just Systemic Teaching
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Division Virtual Rooms, Division G - Section 5: Inquiry, Transformation, and Communities Virtual Paper Session Room
UCLA Representation: Presenting Author: Tyrone Howard
Session Type: Symposium
Abstract: Although existing trauma-informed education-based practices have the potential for transformative action, they are often constructed without explicit attention to systems of racism and social inequity. By operating as if trauma exists in a race-free vacuum, educators run the risk of ignoring the role these systems play in constructing and reproducing trauma, and can harm the very students they aim to support. This symposium will highlight liberatory, systemically trauma-informed practice (Authors, 2020) while unpacking and disrupting existing harmful approaches. Each paper will focus on: the weaponization of trauma-informed practice,

an investigation of how current practice leads to production or re-production of trauma for children at school, and then consideration of how to center liberatory, systemically trauma-informed practice (Authors, 2020).

Session Title: Cultivating and Expanding Equitable Education Opportunity by Implementing Multicultural Research, Policy, and Practice
Time and Location: Sat, April 23, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6E
UCLA Representation: Presenting Author: Tyrone Howard
Session Type: Invited Speaker Session
Abstract: To cultivate and expand equal educational opportunity, education must be reimagined and new systems created that foster transformative teaching and learning. The presentations in this session will focus on research, policies, and practices that provide a foundation for reimagining schooling so that students from diverse racial, cultural, social-class, and linguistic groups will attain high achievement levels. The topics that will be discussed include institutionalized racism; culturally responsive teaching; ethnic studies, and policies for redesigning schools for diverse population groups. The presentations in this session address complex educational issues based on chapters that will be published in a book commemorating the 25th Anniversary of the Multicultural Education Series at Teacher College Press, Transforming Multicultural Education Policy and Practice: Expanding Educational Opportunity.

Session Title: AERA Research Advisory Committee: Closed Meeting
Time and Location: Sat, April 23, 7:30 to 9:30am PDT (7:30 to 9:30am PDT), San Diego Convention Center, Floor: Mezzanine, Room 14B
UCLA Representation: Participant: Teresa L. McCarty
Session Type: Governance Session

Session Title: Division C: Jan Hawkins Early Career Award Winner
Time and Location: Sat, April 23, 1:15 to 2:15pm PDT (1:15 to 2:15pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 12
UCLA Representation: Speaker: Jean J. Ryoo
Session Type: Invited Speaker Session

Session Title: "Why Do They Hate Us?" Education and Racist Rhetoric in the Trump Era and Beyond
Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 10
UCLA Representation: Presenting Author: John Rogers; Discussant: Daniel Solorzano

Session Type: Symposium

Abstract: This session brings together the research of education scholars from across the nation that have explored how the racist rhetoric of the Trump administration has negatively impacted students in K-12 schools and higher education (Author 1 & Author 2, 2021). We explain how racist rhetoric has shaped unique political, economic, and social landscapes. These landscapes have changed the everyday lives of all people, but have the most drastic negative effects on People of Color whose rights are being retrenched, and humanity denied.

Session Title: Division C Section 1C. Research in Mathematics Teaching and Learning: Predictors of Mathematics Achievement (Table 16) (Roundtable Session 10)

Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B

UCLA Representation: Presenting Author: Icy Zhang; Nonpresenting author: James Stigler

Session Type: Roundtable Session

Paper abstract: Analogical learning strategies, such as alignment and comparison, have been shown to promote learning in laboratory studies. However, few have explored their efficacy in long-term naturalistic classroom settings. The current study explored the effectiveness of analogical learning strategies when used in real classrooms, embedded in an interactive textbook, over time in the context of a college-level introductory statistics course. In designing the strategies, we referred to the practicing connections framework (Fries et al., 2021) and designed instructional videos embedded at two intervention points in the book. In general, evidence suggested that students who watched those instructional videos performed better in both immediate and delayed assessments in the book, supporting the practical utility of analogical learning strategies in education.

Session Title: Intersectional Experiences in Higher Education (Table 12)

Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), San Diego Convention Center, Exhibit Hall B

UCLA Representation: Presenting Author: Daniel Solorzano

Session Type: Roundtable Session

Paper abstract: This paper examines the relationship between the educational outcomes of Latinx students, race and racism, and public health. Guided by Critical Race Theory (CRT) it answers the following two questions: 1) Does educational attainment lead to better physiological and psychological health outcomes for Latinx communities? and 2) What can educational institutions do to promote a healthy and safe campus climate for Latinx students? Drawing on a study conducted by Gaydosh et al. that suggested that Latinx student's educational attainment may come at a health cost, we use CRT to show how racism is enacted via education. We conclude by contextualizing our findings with the current anti-Latinx political climate.

Session Title: A Critical Examination of Racial Identity Development in Higher Education Spaces (Table 24)

Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B

UCLA Representation: Presenting Author: Daniel Solorzano

Session Type: Roundtable Session

Paper abstract: Our objective for this study was to add to the racial microaggressions literature to focus on the ways Students of Color respond to everyday racism through engaging in racial microaffirmations— the powerful ways Communities of Color resist racism, and affirm their humanity (Solorzano, Pérez Huber, & Huber-Verjan, 2020). We believe this paper aligns with the 2022 AERA theme, "Cultivating Equitable Education Systems" as it seeks to understand how everyday racism places Students of Color at risk of inequitable educational outcomes and how microaffirmations is utilized as a form of resistance to everyday racism. Further, we believe it is a fit for the Critical Examination of Race, Class, and Gender in Education because of our intersectional CRT analysis.

Session Title: Institutional Strategies to Positively Influence Student Outcomes

Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 1, Solana

UCLA Representation: Presenting Author: Robert Teranishi

Session Type: Paper Session

Paper abstract: A federal Asian American and Native American Pacific Islander-Serving Institution (AANAPISI; otherwise known as AAPI-serving institution) funding helps an institution to build capacity and target their services that are pivotal toward supporting Asian American and Pacific Islander (AAPI) and low-income students. This qualitative case study aimed to better understand the educational experiences and outcomes of both AAPIs (target racial group) and non-AAPIs (those beyond the target racial group) as a result of participating in an AANAPISI grant-funded program. The findings demonstrate how the grant developed educational pivotal moments (Espinoza, 2011) for underserved students from diverse racial/ethnic backgrounds by serving their needs and shaping their educational and career trajectories.

Session Title: Early Childhood Language Practices

Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), SIG Virtual Rooms, SIG-Early Education and Child Development Virtual Paper Session Room

UCLA Representation: Presenting Author: Anne Blackstock-Bernstein

Session Type: Paper Session

Paper abstract: The benefits of early childhood education are driven by classroom interactions, but evidence suggests there is variability in individual children's language experiences in the classroom. Using a sample of dual language learner and monolingual English-speaking children (n=117) enrolled in 21 Head Start preschool classrooms, this study investigated whether variation in children's classroom language use was related to their characteristics (shyness, inhibitory control, English proficiency). Multilevel regression analyses indicated that in classrooms with lower instructional support, shy children talked less to their teachers than their more extroverted peers did; however, in classrooms with more instructional

support, there was no effect of shyness on children's language use. Findings have implications for professional development to support the unique needs of individual children.

Session Title: What Happened to Diversity and Equity When Admissions Tests Became Optional?
Time and Location: Sat, April 23, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6C
UCLA Representation: Panelists: Li Cai, Youlonda Copeland-Morgan
Session Type: Invited Speaker Session
Abstract: In the 2022 admissions cycle, over two thirds of US bachelor granting schools were SAT/ACT optional; a 50% increase compared to 2019 (FairTest, 2021). Some argue that this change could increase equity in admissions, since racial and income-based test score disparities have been a longstanding issue for admissions tests. Others, however, hold that test scores help to level playing fields, and that without them, admissions will focus more on "gameable" factors, such as essays, high school grades, and recommendation letters–all factors that are also known to vary by race and income. In this session, we bring together distinguished speakers from academia, admissions, and industry to discuss these perspectives, what happened in the 2022 admissions cycle, and to chart a more equitable future.

Session Title: Do SATs/ACTs Inform Equitable Admissions and Scholarship Decisions for the 21st Century? A Validation Review
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 14
UCLA Representation: Presenting Author: Deborah M. La Torre
Session Type: Symposium
Abstract: In response to a call for research regarding using SAT and ACT scores for college admissions and scholarship decisions—as per Smith et al. v. Regents of the University of California—researchers interrogated the literature using a framework built around the Standards of Educational and Psychological Testing, examining validity evidence based on (1) reliability/precision and internal structure, (2) test content, (3) response processes, (4) relations to other variables, and (5) fairness and related consequences. Results indicated that authors of reviewed articles provided mixed evidence, some in support and some against using SAT/ACT scores for said decisions. Results also indicated that when used to inform said decisions, the validity of those decisions, especially for diverse students, are diminished.

Session Title: AERA Open Editorial Board: Closed Meeting
Time and Location: Sat, April 23, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Marina Ballroom G
UCLA Representation: Participant: Cecilia Rios-Aguilar
Session Type: Governance Session

Session Title: Continuing to Heal, Support, and Shape Academic Lives Impacted by the Pandemic and Natural Disasters (Table 18)
Time and Location: Sat, April 23, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA Representation: Nonpresenting author: Cecilia Rios-Aguilar
Session Type: Roundtable session

Sunday, April 24, 2022

Session Title: "Countering the Violence of Abstraction": Advancing the Tools of Critical Race Studies for Educational Research
Session Time and Location: Sun, April 24, 8:00 to 9:30am PDT (11:00am to 12:30pm EDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Torrey Pines 1
UCLA Represenation: Chair: *Daniel Gilbert Solorzano*; Presenting Author: JC Lugo
Session Type: Symposium
Abstract: Critical race theory (CRT) is under attack. The perceived threat of CRT is fueled by critics suggesting it teaches divisiveness and hatred. This panel examines the abstractions of critical race studies occurring nationwide concerning schools and universities. We are scholars that draw upon critical race studies, ethnic studies, and feminist methodologies to understand the complex ways racialization shapes the educational experiences of minoritized communities. We advance the methodological tools of CRT through critical qualitative papers that: 1) examines CRT to underscore the literacy practices of youth of color; 2) expands CRT for archival research; 3) proposes a framework connecting CRT with coding educational research; and 4) calls for a Critical Race Genealogical approach to implementing and defending CRT method(ologies).

Session Title: Examining the Bright Spots: Successful Strategies for Promoting Black Student Success in K–12 Schools
Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (5:30 to 7:00pm EDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Torrey Pines 3
UCLA representation: Chair: Tyrone Howard; Presenting Authors: Tyrone Howard, Earl J. Edwards, Jaleel Rashaad Howard, TrVel Lyons, Demontea Thompson
Session Type: Symposium
Abstract: Black youth across Los Angeles County continue to underperform in comparison to their peers from other ethnic/racial backgrounds. Efforts to examine the reasons for underperformance of Black youth have often centered on deficit-based accounts of Black youth, families, and communities, while failing to examine structural factors which profoundly explain youth experiences and outcomes. Building on findings from a larger study titled "Beyond the Schoolhouse," (Noguera et al, 2019) which identified non-school factors which effect Black student outcomes, this session highlights the "bright spots" where Black youth

performed better than County and State level outcomes, and looks at characteristics within these schools which explain these performances, and offers considerations for how such efforts can be replicated.

Session Title: Progression of French Oral Language in a U.S. Dual-Immersion Program: Descriptive and Bayesian Approaches
Date and Location: Sun, April 24, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), SIG Virtual Rooms, SIG-Second Language Research Virtual Poster Session Room
UCLA representation: Authors: Alison L. Bailey, Michelle Lynn Luna, Clemence Darriet
Session Type: Poster session

Abstract: This study explores the French oral language range of performances and trajectories over time with 44 US early-elementary students enrolled in a French-English dual language immersion program. Children's performances on two oral decontextualized picture description tasks (home and school themes) were rated using a linguistic features analysis protocol. Findings suggest that children have yet to display some of the key language features expected in such tasks, and that children who speak French at home perform significantly better. Bayesian analyses will be conducted to reveal how children perform across time accounting for the picture they are describing, home language dominance, and grade level. This study has implications for understanding the early development of the partner language in immersion contexts.

Session Title: Classroom Assessment: Innovation Trends to Enhance Student Learning
Date and Location: Sun, April 24, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 4
UCLA representation: Presenting author: Kiana Foxx
Session type: Paper session

Abstract: This qualitative case study investigates the impact that anti-black racism and the COVID-19 pandemic had on teaching and learning in UCLA's course, Intergroup Dialogue: Dialogue Across Differences. Using a group interview with course facilitators and textual analysis of 15 students and five facilitator end-of-the-quarter reflection essays, I examine the tactics facilitators used to modify teaching and course content in response to the crises. I also investigate the impact that the events had on student learning in the course. Results suggest that anti-black racism and the COVID-19 pandemic significantly impacted facilitator teaching approaches and student learning. Strategies for adapting IGD courses in response to social upheaval are discussed.

Session Title: AERA Graduate Student Council: Closed Meeting 1
Date and Location: Sun, April 24, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Marina Ballroom G
UCLA representation: Participant: Symone Gyles
Session type: Governance session

Session Title: Now or Never: The Possibilities of Critical Race Theory to Promote Equity in Education Pedagogy and Practice
Date and Location: Sun, April 24, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Division Virtual Rooms, Division G - Social Context of Education Virtual Paper Session Room
UCLA representation: Chair: Symone Gyles
Session type: Paper session
Abstract: How can CRT be framed to promote equitable educational practices and improve the quality of education? What are the consequences of failing to include CRT in educational research? What can we, as educators and researchers, do to promote CRT in practice, and increase its usage and applicability within academic spaces? In this session, panelists and participants will engage in conversations about the power and potential of CRT to promote equitable education in research and practice. Collectively, such dialogue will serve as a means to cultivate critical and timely discussions around the ways in which CRT can be used to critique current education systems, and promote social justice in education research, learning and practice.

Session Title: AERA Journal Publications Committee: Closed Meeting
Date and Location: Sun, April 24, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), San Diego Convention Center, Floor: Mezzanine, Room 14A
UCLA representation: Participant: Sylvia Hurtado
Session type: Governance session

Session Title: AERA Journal Publications Committee and Journal Editors: Closed Meeting
Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Marina Ballroom G
UCLA representation: Participant: Sylvia Hurtado, Cecilia Rios-Aguilar
Session type: Governance session

Session Title: Bio-Informational Philosophy and Postdigital Knowledge Ecologies
Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 3rd Level, Seaport Tower, Golden Hill A
UCLA representation: Presenting Author: Douglas Kellner
Session type: Symposium
Abstract: Postdigital knowledge ecologies are mutually constitutive with bioinformational capitalism based on a self-organizing and self-replicating code that

harnesses both the results of the information and new biology revolutions and brings them together in a powerful alliance. In general public, bioinformational capitalism develops new media ecologies burdened by post-truth, fake news, infodemics, etc. In scholarly research, new knowledge ecologies are built upon emerging forms of scientific communication, big data deluge, opacity of algorithmic operations, etc. Based on theories of bioinformationalism, viral modernity, the postdigital condition, and others, this symposium explores: Which new knowledge ecologies are now emerging; which philosophies and research approaches do they require?

Session Title: Advanced Technologies for Learning SIG Poster Session: Data Science and Artificial Intelligence in Education (San Diego)
Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Sails Pavillion
UCLA representation: Presenting Author: Baturay Koyuncu
Session type: Poster Session
Paper abstract: This study examines the relative benefits and drawbacks of implementing one popular high school Data Science curriculum, Introduction to Data Science ("IDS"; Gould et al., 2016), using RStudio and Google Sheets respectively. We analyze curriculum materials and are conducting ongoing interviews with curriculum developers to address the question: What is the impact of different tool genres on how curricula introduce and operationalize key practices of data science? Informed by literature in statistics education, data science education, and the learning sciences, we find differential support for the data investigative cycle and enacting key transformations and analyses on data and little support from either tool/curriculum for documenting process, context, and rationale.

Session Title: Whose Science? Interrogating the Foundations of "Nature of Science," Uncovering Epistemic Injustices in Science Education
Date and Location: Sun, April 24, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), Division Virtual Rooms, Division C - Section 1d: Science Virtual Paper Session Room
UCLA representation: Presenting Author: Ananda Maria Marin
Session type: Symposium
Abstract: For almost a century, scientists and science educators have argued that it is crucial for students to learn about the assumptions and processes that underlie knowledge construction in science, what some have called the "Nature of Science" (NOS). Drawing heavily on scientists and science studies scholars (sociologists, philosophers, and historians of science) NOS advocates describe universal assumptions that drive science, as well as argue for why NOS is indispensable for the PK-12 science curriculum. In this session, we interrogate the intellectual lineage of those assumptions, paying close attention to the knowledge and ways of knowing that

the NOS scholarship systematically included and/or excluded, and debate the impact on furthering epistemic injustices in science classrooms.

Session Title: Building School Communities for Students Living in Deep Poverty: Strategies for Success
Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom E
UCLA representation: Presenting Author: Jeannie Oakes
Session type: Symposium
Abstract: Every two minutes, a baby is born into deep poverty in the United States. Most schools struggle to meet the needs of students who grow up in homes and communities experiencing extreme material hardship; the objective of this symposium is to document strategies for how schools can meet the learning and social-emotional needs of America's poorest students based on student, family and community assets. New policy-relevant research is detailed in each of the presentations covering such topics as community schools, poverty and deep poverty responsive schools, socially empowering curriculum and the economic and social benefits of educational equity for the whole society. These studies provide evidence for creating school communities where students living in deep poverty can thrive and succeed.

Session Title: The Educational Experiences of Immigrant Youth
Date and Location: Sun, April 24, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), Division Virtual Rooms, Division G - Section 2: Differences and Intersectionalities Virtual Roundtable Session Room
UCLA representation: Presenting Author: Siyue Wang
Session type: Roundtable Session
Abstract: Despite being the fastest growing undocumented population, undocumented Asian and Pacific Islander (undocuAPI) students remain in the shadows and less is known how they navigate stereotypes associated with their Asianness and undocumented status in higher education. To further understand the ways race and immigration shape undocumented young adults' lives, this study centered undocuAPI students' college experiences and navigation. Drawing on interviews with 10 undocuAPI college students in California, the study found that undocuAPI students experienced structural invisibility -- being excluded both at the API spaces and undocuserving spaces on college campuses. The study informs educators, researchers and policymakers of the intersectional, nuanced experiences among undocumented students by diversifying the monolithic conceptualization of undocumented students higher education.

Session Title: Collective Action to Unsettle and Dismantle Educational Inequities

Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B
UCLA representation: Presenting Author: Miguel N. Abad
Session type: Roundtable Session
Paper Abstract: This conceptual paper presents an analysis of the contradictions that emerge within contemporary youth climate activism. As part of a larger ethnographic project with Latinx and Indigenous youth organizers in San Francisco, I examine how they unsettle the harmonious and comfortable affective registers that emerge from youth climate justice activism. Drawing from La Paperson's (2017) notion of "ghetto land pedagogies", I analyze how one of my youth interlocutors injected a confrontational and decolonial perspective into the ostensibly unifying and progressive spirit of a large youth led climate justice March in San Francisco. This moment crystallizes how BIPOC youth engage in ideological struggle against the limits of larger social justice movements.

Session Title: Computational Thinking, Languages, and Literacies

Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 6
UCLA representation: Discussant: Alison L. Bailey
Session type: Symposium
Abstract: As advances in computational technologies are changing the very fabric of our society, computational thinking (CT) is increasingly becoming viewed as a fundamental skill that all students should learn, beginning in elementary school. While the bulk of research on CT has focused on its integration into Science, Technology, Engineering, and Mathematics (STEM) content, there is a growing body of research that focuses on the relationship between CT and literacy alongside the roles that they play in developing students' CT skills. This symposium will host four presentations that discuss the opportunities and challenges of implementing CT and literacy integrated curricula into K-12 schools, and report on empirical findings that describe the affordances this integration provides for diverse learners.

Session Title: Simulations and Game-Based Learning

Date and Location: Sun, April 24, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom C
UCLA representation: Discussant: Hannah Grossman
Session type: Paper Session

Session Title: Divergent Methods: Interdisciplinary Arts-Based Methodologies in Educational Research

Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Exhibit Hall B

UCLA representation: Presenting author: Justin Gutzwa
Session type: Roundtable Session
Paper abstract: As much as qualitative research has attempted to circumvent systemic oppression, traditional modes of qualitative inquiry often perpetuate colonial harm against systemically minoritized identities. While arts-based methods have been offered as one way to decenter hegemonically accepted modes of knowledge production in qualitative research by centering participants' embodied ways of knowing, many arts-based approaches are specialized for use in specific theoretical traditions and educational contexts. This paper offers the elicitation of identity artifacts (IAs) as a malleable method for use in identity-based qualitative research across a variety of postsecondary contexts. The authors offer two examples of creative elicitation strategies that demonstrate the method's potential to disrupt researcher-participant power dynamics and critically center reflexivity and reciprocity in research design.

Session Title: Inclusion in Computer Science Education: Documenting, Designing, and Supporting Transformative Learning in Computer Science Classrooms
Date and Location: Sun, April 24, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 12
UCLA representation: Nonpresenting author: Jean J. Ryoo
Session type: Symposium
Paper abstract: The goal of this symposium is to explore who gets to participate in Computer Science Learning Activities, why, and what kinds of opportunities, designs, and programs might restructure current patterns of participation. The work in this symposium looks across issues of access to CS, who is positioned as being capable or competent at engaging CS, the role of institutions and structures at constraining or inviting participation, and how these processes take place across all levels of education (K-16) in informal and formal settings.

Session Title: The Inequitable Impact of COVID-19 on Education: A Crisis or an Opportunity?
Date and Location: Sun, April 24, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 11
UCLA representation: Nonpresenting author: Casey Philip Wong
Session type: Symposium
Paper abstract: The disproportionate impact of COVID-19 on communities of color revealed what many educators already knew – educational opportunity is interwoven with wealth and privilege. Schools are facing unprecedented mental health and behavioral concerns as K-12 students are returning to school buildings after stay-at-home orders. Trained to support students' emotional and academic wellbeing,

school counselors are well positioned to lead the response to the pandemic. Yet there is limited research exploring how school counselors have adapted to meet student needs already. The papers in this symposium focus on how school counselors are promoting educational success and mental well-being, incorporating youth participatory action research to make sense of COVID-19 and racial injustice, and utilizing parent and student voice to guide their pandemic response.

Monday, April 25, 2022

Session Title: Remaking Citizenship, Remaking Scholarship: Undocumented Voices in the Academy Contesting the Dreamer Narrative
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 11
UCLA Represenation: Discussant: Leisy Abrego, University of California, Los Angeles, Presenting Authors: Lucia Leon, Audrey Silvestre
Session Type: Symposium
Abstract: This session features the scholarship of undocumented, and recently undocumented, scholars whose work seeks to cultivate more equitable outcomes for undocumented communities in and outside of educational spaces. The scholars' empirical and theoretical work grapples with the "Dreamer Narrative", which posits that young, educated undocumented people are more worthy of citizenship than other undocumented people. In contesting the "Dreamer Narrative", these scholars both highlight the dangers embedded in the politics of respectability and also advance a scholarship that centers undocumented experiences that are often rendered invisible. This work embodies a new direction in the academy, not only methodologically by centering the analysis of undocumented scholars, but also as empirical interventions interrogating the limits and possibilities of expansive politics in this moment.

Session Title: Reconceptualizing and Improving the Education of Adolescent English Learners: An Ecological Approach
Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom H
UCLA Represenation: Nonpresenting author: Li Cai
Session Type: Symposium
Abstract: Building on an ecological/sociocultural perspective, presented in the first paper, this research symposium includes five studies that examine ways of creating coherent, equitable

systems for Multilingual Learners in secondary schools. We include two studies that focus on educative curricula for the development of English Learners and teacher professional expertise in ELA and Math. The fourth paper presents an ecological view of assessment that crosses from the exo- to the meso- and micro-levels. The last two papers focus on the exo- and meso-levels by analyzing co-teaching and longitudinal student course-taking data. They both explore policy levers, and malleable factors impacting student access to quality education. A well-known and established scholar will serve as discussant for the suite of papers.

Session Title: Graduate Students: Development, Practice, and Advising
Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 11
UCLA Represenation: Authors: Bernard Reyes, Sylvia Hurtado, Amanda Carrasco
Session Type: Paper session
Abstract: This study developed departmental climate measures for the Biomedical Sciences using a pilot survey of faculty perceptions and behaviors. Using an organizational learning lens and campus racial climate framework, these measures can be used to assess departments and how faculty can be change agents in modifying behaviors that shape a department's climate. Results show most faculty perceive a positive departmental climate, but many also see potential for improvement. Further, faculty are unsure about underrepresented students' sense of belonging within the department. Three factors were identified that describe faculty resistance to diversity, agency for change, and inclusive departments. The new measures will be validated longitudinally at 30+ research intensive institutions with faculty participants in culturally aware mentor training.

Session Title: Trenzas para un Nuevo Sol: Critical Bilingual Professional Development for Solidarity, Transformation, and Equity
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 3rd Level, Harbor Tower, Mission Beach AB
UCLA Represenation: Presenting author: Miguel Casar
Session Type: Symposium
Abstract: To pursue equity, bilingual teachers must challenge pervasive deficit and racist ideologies, cultivate students' identities/knowledges, and thwart oppressive ideologies through counter-hegemonic pedagogies. This symposium presents a six-year study of El Instituto, an immersive critical professional development program conducted in Spanish in Los Angeles and its endeavor to center bilingual teachers' sociocultural realities and honor their linguistic capital while preparing them to challenge and thwart pervasive deficit and racist ideologies in two-way immersion programs. By highlighting a unique approach to bilingual teacher professional development, we illuminate changes to support bilingual teachers in critical practices that enact social change. Building solidarity amongst researchers through this session strengthens critical professional development initiatives, dismantles hegemonic strongholds, and reimagines bilingual learning.

Session Title: Linguistic Repertoires and Practices Across Program Models and Languages
Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 6
UCLA Represenation: Presenting authors: Clemence Darriet, Janet Cerda
Session Type: Paper session

Abstract: This qualitative case study examines the connection between teachers' conceptualizations of bilingualism and their approach to teaching in a nascent dual language middle and high school. This linguistically diverse, majority-bilingual, university-affiliated community K-12 school offers a glimpse into the future of dual language in this nations' diversifying schools and how translanguaging can serve to guide teacher development. We utilize 15 teacher and staff interviews to analyze how their understanding of bilingualism is shifting and impacting their instruction. Preliminary findings suggest that a social justice and translanguaging approach provide the foundation for creating linguistically inclusive and supportive classrooms in the school and hold promise for increasing alignment between subjects.

Session Title: Methodology and Application in Structural Equation Modeling
Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Division Virtual Rooms, Division D - Section 2: Quantitative Methods and Statistical Theory Virtual Paper Session Room
UCLA Represenation: Presenting author: Han Du
Session Type: Paper session

Abstract: Different innovations to Structural Equation Modeling are investigated. Among papers in this session, authors explored goodness-of-fit of models in SEM framework, examined characteristics of Bayesian fit indices across different simulation conditions, proposed an unbiased asymptotic distribution free (ADF) estimator to improve model fit statistics for non-normal data. New estimators were proposed based on statistical learning. Moreover, impact of item communality and sample size was investigated on the variability of factor loadings. A multilevel bifactor model was used to address design features to examine test dimensionality.

Session Title: Equity-Related Insights From Studies of School Community, Climate, and Culture
Session Time and Location: Mon, April 25, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom D
UCLA Represenation: Presenting authors: Elianny C. Edwards, Earl J. Edwards, Terry Allen
Session Type: Paper session

Abstract: Since the 1990s, police presence in schools has grown exponentially despite inconclusive evidence to show that police make schools safer, and ample evidence that school policing is associated with negative outcomes for Black students. Guided by an intersectional, ecological framework for defining school safety for Black students, this case study analyzes

qualitative and quantitative data for one of the largest school police districts in the U.S. This case study explores the questions: 1) What factors threaten the safety of students in school? Are those factors best addressed by police? 2) How do Black students describe interactions with school police? 3) What recommendations do Black students offer for increasing school safety?

Session Title: Cultural Explorations of Social and Emotional Learning
Session Time and Location: Mon, April 25, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), SIG Virtual Rooms, SIG-Social and Emotional Learning Virtual Roundtable Session Room
UCLA Represenation: Presenting authors: Remi Torres, Maria Cruz Gutierrez, Sofia Helena GomezDe La Rosa, Nastassia Hajal, Jennie K. Grammer
Session Type: Roundtable session
Abstract: Emotion socialization behaviors include how parents respond to, discuss, and support children's emotions and predicts children's social and emotional skills (Eisenberg, YEAR). Similarly, parental socialization influences how children learn about cultural values, beliefs, and norms related to kindness and emotions (Rogoff, YEAR). While the literature finds a strong association between parents' emotion socialization behaviors and children's social and emotional skills , less research has examined the cultural aspects of emotion and kindness and the beliefs that Mexican American parents have about emotions and kindness. In this qualitative study, Mexican American mothers were interviewed to learn more about their beliefs regarding emotions, kindness, and how they respond to their children's emotions and encourage their children to be kind.

Session Title: Validity and Utility of English Language Proficiency Assessments: New Evidence in the Common Core Era
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 3rd Level, Seaport Tower, Cortez Hill C
UCLA Represenation: Presenting authors: Alison L. Bailey, Anahit Pogossian, Nami Shin, Jenny Kao, Eunhee Keum
Session Type: Symposium
Abstract: Despite their potential to contribute to an increasingly diverse and globalized society, the so-called achievement gap of English learner (EL) student in the U.S. has been a persistent challenge. Assisting EL students with English language proficiency (ELP) is critical in closing this gap and supporting students' college and career readiness. States' standards-based ELP assessments play a vital role in addressing EL students' needs. This session aims to 1) share asset of recent empirical studies that examined the validity and utility of the latest generation of ELP assessments, and 2) discuss implications for research and practice. These studies cover a range of foci, providing important validity evidence for ELP assessment uses and offering various analytic techniques in collecting validity evidence.

Session Title: Using Simulations to Prepare Teachers for Equitable Education

Session Time and Location: Mon, April 25, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Division Virtual Rooms, Division K - Section 05: Pre-service Teacher Education Coursework: Curriculum and Pedagogy to Improve Teacher Knowledge and Instruction Virtual Roundtable Session Room 1
UCLA Represenation: Presenting authors: Alan Koenig
Session Type: Symposium

Abstract: Facing a broad heterogeneity of students, teachers need professional competences to address their students' needs adequately and to reduce educational inequalities. Teachers' main task is to provide high quality instruction in school, but it also includes parental work, so students can receive necessary support outside the school context. So how can universities and training centers prepare teachers for these highly complex tasks? The symposium brings together five different studies, using simulations in pre-service teacher education to foster professional competences, such as knowledge, attitudes, motivation, and interpersonal engagement skills. The presented projects contribute to the body of knowledge about teacher competencies and to the discussion of teacher education in the 21st century.

Session Title: Enhancing Equity and Access in Science Teaching and Teacher Education
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Division Virtual Rooms, Division K - Section 01: Teaching, Teacher Education and Professional Development in the Content Areas Virtual Roundtable Session Room
UCLA Represenation: Presenting authors: Jon Kovach
Session Type: Roundtable Session

Abstract: Lesson Study is a well supported model of fostering collaboration and best practices for implementing NGSS aligned student-centered pedagogy, but has yet to be identified in the literature as a quality, accessible, and equitable model for science teacher professional learning in a virtual platform. The problem is access for ALL teachers to participate in such a community of practice. Can using a virtual lesson study model provide access to professional learning in NGSS and support equitable quality science education? This study fills a gap in the research by providing a link between access to virtual lesson study for ALL educators as a professional learning model and its use to support equity and quality in science education for ALL students.

Session Title: What's Next for Interaction Analysis of Learning? Aligning Analytical Approaches With Theoretical Turns
Session Time and Location: Mon, April 25, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), SIG Virtual Rooms, SIG-Learning Sciences Virtual Paper Session Room
UCLA Represenation: Chair, Discussant, Presenting and Nonpresenting author: Ananda Maria Marin; Nonpresenting author: Lindsay Elizabeth Lindberg
Session Type: Working Group Roundtable

Abstract: While a growing number of learning scientists are exploring new methodological approaches to studying human learning, and the field is undergoing theoretical turns that

incorporate more than human, anti-racist, decolonizing, and socioecological perspectives on learning, we are still grappling with tensions between methods and theories. This working roundtable session is intended to foster a discussion of the ways in which our methodological theories must also shift, in particular how as analysts, we reorient approaches to data and methods in light of changing social theories. The goal of the session is to engage in a collaborative thinking and working group across a series of interrelated, informal research collaborations that explore how we attune analytic approaches to align with theoretical commitments.

Session Title: Education's Role in Cultivating Indigenous Futures
Session Time and Location: Mon, April 25, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), AERA Presidential Session Virtual Session Rooms, AERA Presidential Session Virtual Paper Session Room
UCLA Represenation: Presenter: Ananda Maria Marin
Session Type: Invited Speaker Session
Abstract: What forms of education are necessary for thriving Indigenous futures, given the many and intersecting challenges of our time? Indigenous peoples have illuminated the impacts of imperial educational systems driven through colonial practices. Economic, social, and educational systems are working as they were intended--to harm, exclude, and erase Indigenous peoples. In the last year there have been discoveries of children's bodies at boarding schools in the U.S. and Canada, followed by promises of reconciliation. How does one reconcile the future for children who are no longer alive? One way is to imagine the conditions that are necessary for their peoples, lands, and waters to thrive. In this session, Indigenous scholars will respond to the framing question and share forms of Indigenous education from specific territories, the conditions needed for such models to grow, and the ways scholarship can contribute.

Session Title: Critical Race Educational History: Methodological Commitments and Praxis With and for Chicana/o Students and Communities
Session Time and Location: Mon, April 25, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Marriott Grand Ballroom 13
UCLA Represenation: Chair and Discussant: Daniel Solorzano; Bryant Partida
Session Type: Symposium
Abstract: The papers in this session interconnect through the use of a Critical Race Educational History (CREH) methodology. By spotlighting the methodological tools that constitute a CREH approach, the scholars in this session (a) reclaim and share historical narratives of Chicana/o education throughout the Southwest, and (b) bridge critical race theory (CRT) in education, history, and pedagogy as a present praxis of empowerment. This research and writing of educational history is especially informed by the panelists' personal, professional, and academic commitments to more equitable Chicana/o-Latina/o education. This session also serves as an open space for furthering a dialogue on the possibilities and challenges associated with explicitly applying CRT frameworks to historical research in the pursuit of educational equity.

Session Title: Exploring Contours of Race and Culture in the Educational Lives of Youth
Session Time and Location: Mon, April 25, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom I
UCLA Represenation: Presenting Authors: Brianna Marche' Harvey, Tyrone Howard, Demontea Thompson
Session Type: Paper Session
Paper abstract: Black families have historically experienced state sanctioned family separation for decades; originally via the institution of slavery and currently through the present-day child welfare system. Schools act as an agent of surveillance for the child welfare system and report more Black families for suspected child maltreatment than any other race. Black foster youth disproportionately experience disparate educational outcomes in K-12 schools such as high rates of suspension, special education placement, chronic absenteeism, and low graduation rates. This article calls for a more complex understanding of the ways that schools collude with child welfare to impact Black foster youth students. Lastly, using an intersectional lens, we seek to further analyze the role of race and the foster care identity.

Session Title: Community Colleges and English Learners: Perspectives on Transfer, Structure, and Equity
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom H
UCLA Represenation: Presenting Authors: Cecilia Rios-Aguilar, Davis Vo
Session Type: Symposium
Abstract: Linguistically diverse students are part of the "New Mainstream" in community colleges, and many are placed into English as a second language courses and/or developmental English courses before they can enroll in college-credit, transferrable English coursework. We refer to these students as community college English learners (CCELs). Creating equitable education systems for CCELs requires understanding the multifaceted nature of their experiences and the structural elements which impact their educational outcomes. This symposium presents five papers which draw from student-level data, faculty/staff perspectives, college catalog data, and state-level policies. They examine CCELs' curricular pathways into transfer-level English courses, CCEL engagement in community colleges, CCEL four-year-college transfer, as well as investigate how structural elements can negatively impact CCELs' educational outcomes.

Session Title: Chicana/Latina Feminista Pláticas in Educational Research: Methodological Considerations and Tensions
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Rancho Santa Fe 1
UCLA Represenation: Presenting Authors: Yadira Valencia, Magali Campos

Session Type: Symposium
Abstract: Historically, pláticas have existed in the Chicanx/Latinx community for generations. In the 1970s, academics began to use pláticas as part of the research process. Since then, the theorization of pláticas has expanded. In 2016, Fierros and Delgado Bernal's, Vamos a Platicar, article helped change the conversation on the use of pláticas in research by shifting them from simple entryways or "small talk," to a valid methodological approach. This panel highlights the work of scholars who not only ground their use of pláticas in Chicana/Latina feminista frameworks but are also expanding on Fierros and Delgado Bernal's plática methodology. The papers all examine and interrogate what methodology entails in the context of higher education.

Session Title: COVID-19 and Alternative Learning Environments (Roundtable Session 14)
Session Time and Location: Mon, April 25, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), San Diego Convention Center, Exhibit Hall B
UCLA Represenation: Presenting Authors: Jia Wang, Deborah M. La Torre; Nonpresenting Authors: Seth Leon
Session Type: Roundtable Session
Paper abstract: COVID-19 changed all aspects of our lives, especially the experiences of K–12 students and teachers. This paper provides insights into teaching and learning during the pandemic from the perspective of students and teachers at 23 magnet schools. Preliminary analysis indicates that at least two-thirds of teachers thought that their students were learning as much or more as they were prior to the pandemic. The majority of students surveyed in each school also reported that they learned about as much or more than before the pandemic, with the exception of one school. Additional analyses should provide valuable information for policymakers and educators on successes and challenges experienced by teachers and students in magnet schools during the pandemic.

Session Title: Spit What You Know: Critical Notions of Knowing, Showing, and Educational Assessment Through Hip-Hop
Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 1, Point Loma
UCLA Represenation: Presenting Author: Alexander Williams
Session Type: Symposium
Abstract: Assessment dominates many aspects of schooling, and its coupling with accountability positions it as a powerfully oppressive force. This session builds from Hip Hop-Based Education to cultivate an interactive environment where conveners and participants collectively examine and expand perspectives on assessing what people know. Each paper restructures assumptions about knowing and showing, generating approaches to challenging colonial processes furthered in traditional educational assessments. Weaving together culturally sustaining approaches, critical literacies, and critical making, this session invites discussion and imagining of new futures for the what, the how, and the why of youth demonstrations of knowledge and practice. The session's format offers a revision to traditional

symposia presentations by inviting the collective, interactive production of shared knowledge, experience, and message.

Session Title: Comprehensive Approaches to Complex Problems: Using Quantitative/Mixed Methods to Study Cognition and Motivation in Context (Virtual Poster Session 6)
Session Time and Location: Mon, April 25, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), AERA Virtual Poster Rooms, AERA Virtual Poster Room 1
UCLA Represenation: Presenting Author: Linli Zhou
Session Type: Poster Session
Abstract: This structured poster session presents a variety of different qualitative and mixed-methods research designs for studying motivation, engagement, identity, academic dishonesty, and equity in education.

Session Title: Recasting Assessment to Support Diverse Learning and the Affirmative Development of Learners
Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6C
UCLA Represenation: Presenting Author: Eva L. Baker
Session Type: Invited Speaker Session
Abstract: Drawing on President Gordon's vision, we examine a potential paradigm shift from current assessment practices emphasizing accountability to those tuned to the affirmative development of individual learners across their lifespans. Assessments will be integrated with learning, present extensive options, and capture students' progress in cognitive processes, outcomes, and personal-social development. Diverse, distinctive assessment entwined with learning must inevitably generate more frequent, singular evidence and rely less on familiar, uniform group measures. The panel will discuss attributes and obstacles to operationalize these ideas. New assessment methods must yield valid, credible, and useful results for learners, teachers, and the community. Can accountability be reconceived so that these purposes are not overrun? What about curriculum, teacher buy-in, and cost? These topics will consume the panel.

Session Title: AERA–World Education Research Association Executive Committee Meeting
Session Time and Location: Mon, April 25, 6:00 to 7:30pm PDT (6:00 to 7:30pm PDT), Marriott Marquis San Diego Marina, Floor: South Building, Level 3, Catalina
UCLA Represenation: Participant: Eva L. Baker
Session Type: Governance Session
Abstract: AERA–World Education Research Association Meeting

Session Title: Rethinking Policies for Justice and Equitable Education Systems

Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom E
UCLA Represenation: Chair: Joseph P. Bishop; Presenting Authors: Tyrone C. Howard, Earl J. Edwards, Ron Avi Astor, Joseph P. Bishop
Session Type: Symposium
Abstract: Counteracting the effects of four pandemics simultaneously: 1) COVID and its disproportionate impact on young people of color; 2) systemic racism 3) the growing economic crisis and 4) the devastating consequences of rising temperatures across the globe will require new, bold conceptions of policy. Highlighting insights from an edited volume, scholars will explore how interrelated policies beyond schools profoundly affect schools like neighborhood conditions, public health, community resources, housing, air quality, school safety, transportation, and segregation. Session authors will cast a new vision for dismantling four pandemics, underscoring the importance of considering in-school (educator capacity, curriculum, funding, course access) and out-of-school conditions (neighborhood conditions, public health, safety, etc.) simultaneously in education policy.

Session Title: Science and Engineering in Preschool Through Elementary Grades: The Brilliance of Children and the Strengths of Educators – A Report of the National Academies of Science, Engineering, and Medicine
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6C
UCLA Represenation: Discussant: Megan L. Franke
Session Type: Invited Speaker Session
Abstract: Science and Engineering in Preschool through Elementary Grades: The Brilliance of Children and the Strengths of Educators - A Report of the Natiional Academies of Science, Engineering, and Medicine

Session Title: Continuous Improvement Research and Critical Theoretical Perspectives: Bridging Two Conversations With a Common Goal?
Session Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6F
UCLA Represenation: Chair: Louis M. Gomez;
Session Type: Invited Speaker Session
Abstract: This symposium brings together the Continuous Improvement and Critical Theory communities in a shared intellectual space looking toward cross-fertilization and common ground. At the center of the symposium are two interventions. The first design emerges from Critical Theory, and the other arises from Continuous Improvement. The interventions will spark dialogue that bridges a common language across the Critical Race Theory and Continuous Improvement communities. Both communities are concerned with understanding and changing systems that lead to educational mistreatment and oppression of those who live with diminished opportunity. However, each community differs in how they talk about and how they engage in intervention and improvement. The symposium will be an opportunity to cultivate common ground through conversation and critique.

Session Title: Broadening the Story and Defying the Odds: The Experiences of Black Girls in Educational Settings
Session Time and Location: Mon, April 25, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), SIG Virtual Rooms, SIG-Critical Examination of Race, Ethnicity, Class and Gender in Education Virtual Roundtable Session Room
UCLA Represenation: Presenting Authors: Jamelia Nicole Harris, Brianna Marche Harvey
Session Type: Roundtable Session

Abstract: This work is an exploration of the educational journeys of four Black girls as they simultaneously navigate two systems that perpetuate violence against Black girls: the public school and the child welfare systems. Foregrounding a Critical Race Feminist theoretical lens, this paper traces these students' educational journeys in order to shed light on the navigational strategies and practices systems-impacted Black girls employ in order to persist, survive, and thrive in school. Their stories reveal how socio-contextual factors including family dynamics, poverty, and violence complicate their experiences in school. At the same time, these challenging life circumstances drive Black girls' academic persistence and motivation to succeed -- as these students embrace education as a pathway toward authoring a brighter future.

Session Title: Cultivating Multilingual Beliefs in Teacher Education: Exploring Frameworks, Pedagogies, and Instructional Approaches
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 18
UCLA Represenation: Presenting Authors: Olivia Obeso; Nonpresenting authors: Marjorie Orellana, Andrea Kern
Session Type: Paper Session

Paper abstract: Academic language has long been a central focus in the preparation of teachers of multilingual students. Yet, there is increasing recognition that teacher education plays a role in disrupting the ways that it has historically led to constructing linguistically marginalized students as deficient. In this paper, we explored how teacher candidates took up the construct of academic language in a teacher education program focused on social transformation and justice. Drawing on candidates' class assignments for analysis, we found that they thought of academic language as a social justice issue in two distinct ways, continued to frame academic language as dichotomous with "everyday language", and began to expand their ideas about what language counts as academic.

Session Title: The Affordances and Limitations of Different Analytic Models for Data From Classroom Observation Systems
Session Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 3rd Level, Harbor Tower, Hillcrest AB
UCLA Represenation: Discussant: Jose Felipe Martinez
Session Type: Symposium

Abstract: Standardized classroom observation systems are an important tool in the direct observation of teaching. Recent research with observation systems has adopted a wide range of models that make drastically different assumptions about the nature of teaching quality, viewing teaching quality alternatively as a categorical or continuous construct. This research has generally worked to promote the usefulness of the chosen model with only modest attempts to explore the model dependency of conclusions. This symposium will bring researchers together to discuss across the different modeling approaches, exploring their limitations and affordances. In doing so, we hope to promote greater integration and discussion across research groups.

Session Title: Race Matters: Higher Education Policy, Minority-Serving Institutions, and Racially Marginalized Demographics
Session Time and Location: Mon, April 25, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), Marriott Marquis San Diego Marina, Floor: North Building, Lobby Level, Presidio 1 & 2
UCLA Represenation: Discussant: Joseph John Ramirez
Session Type: Paper session
Paper abstract: Minority-Serving Institutions (MSI) are unique in their ability to support the educational advancement of students of color. Approximately one in five institutions are eligible for funding under an MSI designation, where more than half of all undergraduate students of color are enrolled in such institutions. However, there continues to be great disagreement about how to define MSIs. Researchers, policymakers, advocacy organizations, and even institutions have advanced inconsistent definitions. Given these contrasting constructions, the purpose of this proposal is to offer for a uniform typology to define MSIs. We assert that this approach will yield more accuracy to the description and study of MSIs, which will greatly benefit and inform the work of institutional leaders, advocates, policymakers, and MSI researchers.

Session Title: Education, Emancipation, and Political Struggle: Celebrating the 100th Anniversary of Paulo Freire
Session Time and Location: Mon, April 25, 4:15 to 5:45pm PDT (4:15 to 5:45pm PDT), SIG Virtual Rooms, SIG-Paulo Freire Virtual Paper Session Room
UCLA Represenation: Discussant and Presenting author: Carlos Alberto Torres
Session Type: Symposium
Abstract: This session presents some key examples on how Freire's work continues to reinvent education worldwide and how scholars continue to reinvent his work. We specifically use reinvention because Freire vehemently argued for the "social theoretical recontextualization [of his work] and a rejection of unreflexive, mechanical efforts to 'import' his pedagogy into different social and cultural contexts" (Morrow & Torres, 2019, pp. 247-248). Countering fatalistic teaching that reproduces and justifies oppressions for working towards better futures, our presentations focus on past, current, and future needs of Freirean reinventions of environmental pedagogies, activism for social justice, amplifying voices silenced from fatalism, using Southern epistemologies to counter Northern domination,

local-to-global contextualization, and Freirean studies from voices of those who Freire directly communicated with.

Session Title: Global Pedagogies of Self-Determination: Indigeneity as a Response to Structural Violence Within Schools

Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 15
UCLA Represenation: Presenting author: Kenjus Terrel Watson
Session Type: Symposium
Abstract: This symposium explores the relationship between critical pedagogies and self-determination. As a response to "settler colonial" schooling models, we draw upon de-colonial models of education (Miranda, 2013; Smith, 2013; Milne 2013), critical pedagogies (Freire, 2000; Duncan Andrade & Morrell, 2008), cultural relevance (Delpit, 1995; Akom, 2003; Howard, 2001; Ladson-Billings, 1994) and personal experience to argue that education for high school students must better understand and engage the indigenous traditions of students and communities to best facilitate processes of self-actualization. Essentially, educational practices must pay closer attention to the research on indigenous methodologies, social determinants of health, and culturally & community responsive pedagogies if we are going to prepare students to become self-determined warrior scholars (Milne, 2013).

Session Title: Social and Emotional Learning During the Pandemic

Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom I
UCLA Represenation: Presenting author: Kate Watson; Nonpresenting author: Ron Avi Astor
Session Type: Paper session
Abstract: This study explored school social workers' (SSWs) views about trauma and student and staff mental health and well-being during the COVID-19 pandemic. Data came from written responses to open-ended questions on a national survey of SSWs in June/July 2020. Analysis began with a literature-informed conceptual model for a trauma-informed school. Emergent themes included recognition of COVID-19 and 2020 social unrest as potentially traumatic experiences; the need for a trauma-informed school response; the challenges of simultaneously addressing all facets of safety; and the essentiality and difficulty of maintaining school-based relationships during remote learning. Results demonstrated SSWs inherently understood key components of a trauma-informed approach and were trying to implement it. Successful implementation will require cross-disciplinary collaboration and an organization-wide response.

Session Title: Centering Cultural and Artistic Practice in Scientific Design

Time and Location: Mon, April 25, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), AERA Presidential Session Virtual Session Rooms, AERA Presidential Session Virtual Paper Session Room
UCLA Represenation: Participant: Casey Philip Wong
Session Type: Invited Speaker Session
Abstract: Cultivating equitable education systems requires anchoring our research practices in the ways of knowing and development that are important in the communities we serve, and seeking to understand the contexts in which they occur. This presidential session features scholars whose work utilizes scientific discovery to sustain cultural and artistic practice and/or explores innovative ways to make the knowledge thus produced accessible to multiple communities. The goal of this session is to highlight ways in which researchers' membership within a culture/community and mastery of its practices can help us rethink scientific design, as well as inform our understanding of the shared constructs upon which equitable education systems can be created and sustained.

Session Title: Journal of Educational and Behavioral Statistics Closed Editorial Board Meeting

Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Mezzanine, Room 14A
UCLA Represenation: Participant: Minjeong Jeon
Session Type: Governance Session

Session Title: Strengthening California Community Colleges: Research and Leadership Frontiers at a Time of Recovery

Time and Location: Mon, April 25, 8:00 to 9:30am PDT (8:00 to 9:30am PDT), San Diego Convention Center, Floor: Upper Level, Ballroom 6E
UCLA Represenation: Participant: Cecilia Rios-Aguilar
Session Type: Invited Speaker Session
Abstract: This symposium will feature an interactive conversation between researchers and leaders about the current challenges and opportunities for strengthening community colleges to meet the needs of the communities and students they serve. The conversation will be anchored in several research-practice partnerships between scholars and California Community College leaders. These partnerships will feature work aimed at understanding: (1) leadership for equity during turbulent times; (2) efforts to strengthen basic needs and resources for key student populations; and (3) structural and policy changes that center racial equity. The symposium will conclude with a broader conversation on the critical research and practice needs facing community colleges amidst pandemic recovery efforts.

Session Title: Toward the Fulfillment of Full Personhood: The Persistent Invisibility of Latinx Communities Across Institutions

Time and Location: Mon, April 25, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), AERA Presidential Session Virtual Session Rooms, AERA Presidential Session Virtual Paper Session Room
UCLA Represenation: Presenting author: Cecilia Rios-Aguilar
Session Type: Invited Speaker Session
Abstract: The demand for "paramount national citizenship" was the creed of the abolitionists after the civil war. And it has been an ambition of Mexican immigrants who settled in the US since the first communities were formed: to be treated equally and justly. (See: J. Gomez-Quiñones "Roots of Chicano Politics.") A call to be treated as fully human has endured within and across the hugely diverse Latinx communities.

This session brings together intergenerational pairs of Latinx scholars to engage a range of relevant topics that both remain central or at the edges of new scholarship with implications for the field, the academy and communities. The pairs will engage a series of questions to create dynamic conversations that will cumulatively contribute to the larger focus on achieving full personhood as a community.

Session Title: AERA International Relations Committee: Closed Meeting

Time and Location: Mon, April 25, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Mezzanine, Room 14B
UCLA Represenation: Participant: Marjorie Orellana
Session Type: Governance Session

Tuesday, April 26, 2022

Session Title: Action Research: Engaging Across Diverse Interests and Fundamentals
Session Time and Location: Tue, April 26, 9:45 to 11:15am PDT (9:45 to 11:15am PDT), AERA Virtual Poster Rooms, AERA Virtual Poster Room 1
UCLA Represenation: Presenting Author: Miguel N. Abad
Session Type: Poster Session
Abstract: This structured poster session showcases action researchers engaging in systematic and intentional inquiry. The focus is on bringing about change in practice, improving outcomes, and empowering participants across diverse interests and topics in action research.

Session Title: Keys to the City: Nipsey Hussle, Marathon Education, and the Celebration of South Central
Session Time and Location: Tue, April 26, 2:30 to 4:00pm PDT (2:30 to 4:00pm PDT), SIG Virtual Rooms, SIG-Critical Educators for Social Justice Virtual Paper Session Room

UCLA Represenation: Discussant: Tyrone Howard
Session Type: Symposium
Abstract: We offer this session in memory of Nipsey Hussle, 33 years old at the time of his passing – as his growth over time embodies the type of learning and civic engagement we aspire to teach towards. This symposium illuminates the Black brilliance, Black excellence, Black culture, and Black joy of the Marathon District of Los Angeles and offers insights for how educators can more effectively serve the needs Students of Color by celebrating their community's influence in youth culture and local politics. This symposium includes three papers that can help attendees consider ways to transform potential perceptions of cultural deficits in Black and Brown students into potential cultural and academic strengths.

Session Title: Considering Culture as/Through Language and Social Processes
Session Time and Location: Tue, April 26, 11:30am to 1:00pm PDT (11:30am to 1:00pm PDT), San Diego Convention Center, Floor: Upper Level, Room 9
UCLA Represenation: Participant: Casey Philip Wong
Session Type: Workshop
Abstract: This session is meant to encourage cross-"generational" dialogue within the LSP SIG. The workshop will begin with a 55-minute panel discussion. The panelists--scholars of language and social processes who engage in "build[ing] systems that realize the full potential of people and communities" as they "conceptualize and engage a whole range of human experiences, identities, and practices," as detailed in the AERA call. Then, panelists and a moderator will offer insights about how community-driven research collectives can help scholars nuance understandings of language and interactions. Following the panel, a 60-minute paired mentoring session will occur. Here, graduate students and/or early-career LSP scholars will discuss a manuscript with senior LSP scholar-mentors with whom they have been matched in advance of the conference.

Wednesday, April 27, 2022

Session Title: World Education Research Association Council Meeting
Session Time and Location: Wed, April 27, 8:00am to 5:00pm PDT (8:00am to 5:00pm PDT), San Diego Convention Center, Floor: Upper Level, Room 1A
UCLA Represenation: Participant: Eva L. Baker
Session Type: Governance Session
Abstract: World Education Research Association Executive Committee Meeting