American Educational Research Association 2017 Annual Meeting Call for Submissions

San Antonio, Texas
Thursday, April 27 – Monday, May 1

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Angela E. Arzubiaga, Annual Program Co-Chair
James Earl Davis, Annual Program Co-Chair

I. Theme: "Knowledge to Action: Achieving the Promise of Equal Educational Opportunity"

Contemporary research discussions regarding educational opportunity bear a resemblance to those of past decades. They affirm the importance of equal opportunity while highlighting the significance of empirically rigorous research for improving opportunity and access. As a result, these discussions have reignited research and policy debates dating back more than 60 years (see Clark & Clark, 1947, and the Coleman Report, 1966), about segregation and civil rights in the United States. There is little dispute that considerable change has occurred in legal and institutional mandates, as well as in social practices that once served as barriers to equal opportunity. However, a series of recent research articles, book volumes, and national initiatives have reexamined this change by focusing on the tensions between opportunity and outcomes in relation to several factors, among them educational attainment, academic achievement, and college enrollment and retention. They have raised questions about the meanings and uses of terms such as *equal educational opportunity*, about the social barriers that contribute to inequality, and about approaches to increasing educational attainment and achievement for all children.

We are left asking: Are we better positioned today to improve educational opportunities than we were in the past? What are the pathways to achieving equal educational opportunity? How do we transform the power of knowledge and scholarly discourses into public will, engaging practice, and responsive policy? These questions of knowledge and action to achieve equal educational opportunity will be the focus of the 2017 Annual Meeting.

The theme of the Annual Meeting is framed around historical and contemporary discussions about unequal educational opportunity as they relate to four critical dimensions. The first dimension has to do with the meanings and interpretations of educational opportunity, access, and equity for the purposes of understanding and addressing perennial issues, such as school quality, and recently intensified problems, such as violence in schools. The second dimension relates to questions about whether the problems associated with unequal opportunity and the methods used to study them are conceptualized to capture the diversity and complexity of circumstances facing countless children, families, and communities (e.g., those who are poor and underserved). The third dimension involves reinforcing the need for interdisciplinary research and intersections between education research and other fields invested in eradicating social disparities that lead to marginalization and poor school outcomes. The fourth dimension involves underscoring the possibilities for linking educational, social, and public policies that can respond to longstanding educational issues such as teaching and student engagement, while also attending to increasingly visible problems such as homelessness, trauma, and incarceration that affect students' ability to thrive.

As we begin AERA's second century, the theme of the 2017 Annual Meeting is a call to examine these critical dimensions of educational opportunity and rigor in research as they pertain to the diversity of issues, populations, and contexts served in and by educational inquiry. These range from young children to their parents and families, from pre-K–12 to postsecondary education and adult learning, from affluent districts to financially struggling ones, and from immigrant to low-income communities in urban and rural

settings alike. They are studied in large data sets and in field studies, and through multiple methods, including qualitative approaches, experimental designs, and discourse analyses. They are investigated in both vastly different and complementary theories of learning, human development, literacy, sociolinguistics, and culture, and in different contexts. They are connected to race, language, and gender and are embedded in systemic inequalities. Finally, they exist alongside enormous technological innovation, new approaches to studying diverse and historically underserved populations, refinement of existing methodologies, recurrent policy revisions, and the wide reach of global exchanges.

We invite AERA members to deliberate on the expanse of issues associated with equal educational opportunity and to contribute submissions that consider the following groups of questions:

• What counts as educational opportunity, for whom has it improved over the past 60 years, for whom has it not improved, and with what sustainability and potential for the future?

• How do we conceptualize educational opportunity, who is studied and who is not, and what are the implications for research, policy, and praxis of such conceptualizations?

• How do we ensure that our inquiry and research questions are relevant, and in what ways is the rigor of our research matched by the rigor of methodological frameworks and approaches, interpretation of results, and application of knowledge?

• How do we leverage knowledge from research and practice to ensure that the most pressing issues reach the forefront of major policy decisions and action, from longstanding issues of teaching and learning, to persistent problems of racial and economic inequality, to understudied topics such as homelessness and incarceration and their effects?

• What steps might research help craft across educational, social, and public policies at all levels of government and in philanthropy—and what partnerships are needed—to reimagine equity and reduce the risks faced by students, families, schools, and related institutions?

We approach the 2017 Annual Meeting with a deep sense of enthusiasm and hope in the renewed attention to inequality of educational opportunity and ongoing research. We approach the meeting as well with a heightened sense of urgency about the need for enduring change that eliminates barriers to opportunity, engagement, and success. We encourage submissions that motivate members to answer the call to action and to draw decisively upon the strengths of research, practice, and policy to fulfill the promise.

Works Cited

Clark, K. B., & Clark, M. P. (1947). Racial identification and preference in Negro children. In T. M. Newcomb & E. L. Hartley (Eds.), *Readings in social psychology*. New York: Holt, Rinehart & Winston.

Coleman, J. S., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). *Equality of educational opportunity*. Washington, DC: National Center for Education Statistics, U.S. Office of Education.

II. General Information

- AERA 2017 Annual Meeting: Thursday, April 27–Monday, May 1, San Antonio, Texas
- Program consists primarily of presentations selected through this open call for submissions and a peer-review process guided by program chairs of divisions, special interest groups (SIGs), and committees, as well as invited speaker sessions, professional development courses, and graduate student programs.
- Submitters acknowledge that their work complies and is in accord with the AERA Code of Ethics.
- Submitters are strongly encouraged to review the elements of presenting well-warranted and transparent work as described in the *Standards for Reporting on Empirical Social Science Research in AERA Publications* and the *Standards for Reporting on Humanities-Oriented Research in AERA Publications*.
- For questions related to specific divisional, SIG, or committee areas of interest, contact the respective program chairs listed in the Call Details.
- For general questions, contact the AERA meetings team at annualmtg@aera.net or 202-238-3200.

III. Submission Procedures and Policies

The following procedures and policies must be adhered to. Failure to follow these policies will result in submissions being removed from consideration.

1. **Submission is open to AERA members and non-members.** Any AERA member or non-member may advance a submission to any division, SIG, or committee regardless of AERA membership or membership in a specific unit. All submitters need to have a "My AERA" user profile with a username and password to submit. However, AERA membership is not required to create the profile.

2. **Submissions are accepted online only, at www.aera.net.** Click "Login" at the upper right of the screen. After you log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2017 Annual Meeting and click "Online Program Portal."

3. **Submissions must arrive by the deadline.** The submission system opens on June 1, 2016, and closes on July 22, 2016, at 11:59 PM Pacific Time. No late submissions will be accepted.

4. **Types of submission.** AERA accepts two types of submissions: an individual paper and a session submission. An individual paper submission is one paper with one or more authors for presentation at a paper, poster, or roundtable session. To submit a paper, you select "paper." During the submission process, you select your preferred mode of presentation for that paper in a paper, poster, or roundtable session. Individual papers that are accepted will be grouped into sessions by program chairs. Your accepted paper will be considered for presentation only in the formats selected. To submit a session, you select "session." A session submission is a fully planned session, involving multiple presentations or participants and a chair.

5. **Completeness of submissions**. Authors should only submit complete papers. Proposals to write a paper are not eligible for consideration. The paper may be preliminary with an upload of the final paper by March 31, 2017.

6. **Originality of submissions.** Only paper and session submissions that have not been previously published or presented at another professional meeting are eligible.

7. **A submission may be submitted only to a single division, SIG, or committee.** Should the author(s) submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration. This includes submissions that are submitted multiple times with slight changes in the title and content.

8. **All abstracts, paper uploads, and session summary uploads must be submitted without author identification.** For paper submissions, all submissions are reviewed blind. For session submissions, each division, SIG or committee selects blind or non-blind review. For the non-blind reviews, the system will be set up to show author identification to reviewers for units that specify that this information should be included for review. Failure to exclude author identification from the abstract, paper upload, and session summary upload will disqualify the submission from consideration. References may include citations from the author(s) if applicable.

9. **Word limits.** Submissions of papers or sessions may not exceed the word limits specified in the "Advancing a Paper Submission" and "Advancing a Session Submission" section. There are different word limits for different submission types. Please read the requirements carefully. Only submissions that adhere to the requirements will be considered. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count.

10. **IRB Review**. If the research being reported in a submission involves human subjects, then the author must ensure, and indicate on the submission, that the study has been reviewed and approved by an institutional review board (IRB) or an equivalent research ethics review board. If IRB review was not obtained or is not applicable, the authors should specify "No," "Pending," or "Not Applicable" and must provide a detailed explanation.

11. **Online repository.** Authors are encouraged to participate in the voluntary AERA Online Paper Repository and share their papers widely with other scholars in an open access environment. The online paper repository authenticates and time dates all uploaded papers and allows for subject publication citation to be added.

12. **Participant registration and attendance requirement.** All presenting authors of accepted papers and all participants in accepted sessions (presenting authors, chairs, and discussants) are

expected to register and attend the Annual Meeting and be present at the scheduled sessions. Submission is a commitment to do so.

13. **First author participation limits.** To promote broad participation in the Annual Meeting, an individual may not appear as first author on more than two paper submissions. You may be first author on more than two submissions but you will need to withdraw papers if more than two are accepted where you are first author. The purpose of this requirement is to limit the number of first author submissions in any one year, not to change authorship position for purposes of submission (see AERA Code of Ethics.)

14. **Other participation limits**. In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not include participation in invited speaker sessions or any session connected with an AERA office, committee, or award (such as AERA division/SIG business meetings, invited addresses, award ceremonies, or professional development courses).

IV. Advancing a Paper Submission

Paper Requirements

- A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster or roundtable session.
- Papers must be in the form of a complete narrative paper, whether these papers are still in progress or are the final papers for presentation. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.
- Word Limits:
  o 15 words or fewer for paper title.
  o 120 words or fewer for abstract.
  o 2,000 words or fewer for paper upload containing no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Submissions will be removed from consideration if the paper exceeds the word limit or includes author identification.
- Paper must address and will be reviewed on the following six elements:
  1. Objectives or purposes
  2. Perspective(s) or theoretical framework

3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view
6. Scientific or scholarly significance of the study or work

It is understood that theoretical or methodological papers will include information that is the equivalent of element 4 for those genres of scholarly work.

- Specific format or style, such as APA, is not required
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised paper. Uploading a revised paper automatically replaces the one previously uploaded.
- Authors of accepted papers may upload a final paper by March 31, 2017. The initial narrative paper submitted will constitute the final paper unless an author uploads a revised paper.

Session Formats for Paper Submissions

When you submit an individual paper, you will be asked to select your preferred format for presentation—paper, poster, or roundtable. To submit, you select "paper," not poster or roundtable. During submission, you then select your preferred presentation format of paper, poster, or roundtable. All formats provide a means for grouping related papers into sessions, with different opportunities for discussant and audience participation. Meeting rooms for paper sessions will be set up theater-style; poster sessions will be set up with poster boards; and roundtable sessions will be set up with roundtables. The following session formats are used by program chairs to group accepted papers.

Paper Sessions. In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique if there is a discussant, and audience discussion. Paper sessions have a chair; discussant(s) are optional. Chairs and discussants for paper sessions are identified by unit program chairs. A discussant (or discussants) is included as part of a paper session only if a discussant's expertise can add to the understanding of the papers. A typical structure for a session with four or five papers allows approximately 5 minutes for the chair's introduction to the session, 10 minutes per presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust

the timing based on the number of presentations and discussants (where applicable) scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters must divide among the presenters the total time available to them. They should take steps to ensure that including more than one speaker does not detract from the overall presentation of the work or infringe on the time allotments for other presentations.

Poster Sessions. Poster sessions combine graphic display of materials with the opportunity for individualized, informal discussion of the research throughout a 90-minute session. Papers accepted for poster sessions will be grouped by the program chair into appropriate poster sessions. Individual presenters set up displays representing their papers in a large area with other presenters. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided.

Roundtable Sessions. Roundtable sessions allow maximum interaction among presenters and with attendees. Papers accepted for a roundtable session will be grouped by the program chair into tables with three to five papers per table, clustered around shared interests. Each roundtable at a roundtable session will have a designated chair, who is knowledgeable about the research area, to facilitate interaction and participation. Because the emphasis is on interaction, there will be no discussants. Each roundtable session will be scheduled for a 90-minute time slot. Because of the physical configuration of this type of session, no additional audiovisual equipment, such as a screen or LCD projector, is provided. Authors wishing to display information may do so from their own laptop computer screens. If you plan to use a laptop, please be sure the battery is charged, as a power source will not be provided.

Paper Submission Process

Follow these step-by-step instructions to submit a paper for presentation in a paper, poster, or roundtable session.

STEP 1: Go to www.aera.net. Click "Login" at the upper right of the screen. After you login, click "My AERA" at the top of the page. On the "My "AERA'" page, scroll down to the 2017 Annual

Meeting and click "Online Program Portal." All submitters need a "My AERA"user profile with a username and password to submit; AERA membership is not required to create a profile.

STEP 2: Underneath the Submitter Menu, click "Submit or Edit a Paper or Session Submission." On the next page, click "Submit a New Paper or Session."

STEP 3: Select a division, SIG, or committee to submit to. A submission may be submitted only to a single division, SIG, or committee. Should you submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration.

STEP 4: **Select "Paper" as the submission type for paper, poster, and roundtable presentations.** This is for an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session. To submit, you select "paper," not poster or roundtable. When you continue through this submission process you can select your preferred presentation type of paper, poster, or roundtable. You may select more than one mode of presentation. If your paper is accepted, you will not be placed in a presentation mode you have not selected.

STEP 5: On the next page, enter the following information about your paper:
  o Title of 15 or fewer words.
  o Abstract of 120 words or fewer.
  o Provide responses for the following: recording, descriptors, research method, preferred session format, special requests, accessibility needs, human subjects research protection, and online paper repository.
  o Click "Accept and Continue."

STEP 6: Select author(s) and indicate presenting or non-presenting. If you cannot find a co-author(s) name in the system, you can add them. Co-authors do not need to be AERA members to add them. Click "Accept and Continue."

STEP 7: Specify any audiovisual equipment needs. Click "Accept and Continue."

STEP 8: Review your submission information and upload your paper. Papers must be in the form of complete narrative papers whether they are still in progress or are the final papers for presentation. Papers must be 2,000 words or fewer and contain no author identification; references, tables, charts, graphs, images, and figures should be

added to the end of the document and are not included in the word count. Click "upload paper" located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click "Accept and Continue."

STEP 9: If the paper is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may login and edit your submission during the submission open period, including uploading a revised paper. Uploading a revised paper automatically replaces the current one.

V. Advancing a Session Submission

Session Requirements
- A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.
- 15 words or fewer session title.
- 120 words or fewer session abstract.
- 500 words or fewer overall session summary without any author/participant identification addressing the following session elements:
  1. Objectives of the session
  2. Overview of the presentation
  3. Scholarly or scientific significance
  4. Structure of the session
- 15 words or fewer paper/presentation title that is different from the overall session title for each presenter/participant in the session
- 500 words or fewer paper/presentation summary for each presenter/participant in the session.
  o This is a summary for each presenter/participant, not a paper for each; only one upload that is a consolidated document of the summaries is required.
  o Paper/presentation summaries are required for each presenter/participant in a session, including participants in symposium submissions for formats of panel discussions and town halls.
  o Each paper/presentation summary in the session must address and will be reviewed on the following six elements:
    1. Objectives or purposes

2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view
6. Scientific or scholarly significance of the study or work
It is understood that theoretical or methodological papers will include information that is the equivalent of element 4 for those genres of scholarly work.
  o See session formats below for minimum and maximum presentations and participants for each session format.
- Session summary upload with no author identification that is a consolidated document of the 500 words or fewer session summary and 500 words or fewer paper/presentation summary for each presenter in the session. The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count. Submission will be removed from consideration if the upload exceeds the word limit or contains author identification.
- Session submissions need to include chairs and, if applicable, discussants, with appropriate expertise. Chairs and discussants need to have substantive background and expertise appropriate to the session, and the knowledge and skill to guide the session (beyond keeping time).
- Specific format or style such as APA is not required.
- Submitters can review and make changes to a submission during the open submission period, including uploading a revised consolidated session summary. Uploading a revised consolidated session summary automatically replaces the one previously uploaded.
- All presenters (excluding any discussants) in an accepted session format of symposium, structured poster session, working group roundtable, and demonstration/performance are required to upload a paper or commentary paper addressing all of the six elements noted above by the deadline to upload final papers, March 31, 2017. Papers or commentary papers for sessions are not limited in length but may be shorter than final full papers (e.g., 1,000 words). These papers/commentary

papers are required for presentations of accepted session submissions only; these are not required for submission.

Session Formats

A session submission provides opportunities, not afforded by a single paper, to examine a specific education research problem or topic from a variety of perspectives, engage in intensive discussion, or draw on a wide range of experiences. Organizers of sessions propose the topic, identify participants, and describe the format to be used. The organizer must obtain the consent of all participants before advancing a session submission.

In general, session submissions include presenters from different institutions or from different research groups or teams. Session submissions may, however, include participants from the same institution or from a single research group or team under unusual circumstances. The rationale for focusing on the work of a single group must be specified in the submission, and reviewers are expected to address this element in their evaluation. Furthermore, in the case of a session submission that presents work from a single unit, there must be at least one discussant who is external to the project, group, or team included in the session submission to permit constructive critique and commentary.

Demonstration/Performance. Demonstration/ Performance submissions are directed to using, showing, or illustrating a particular technique, tool, or method to convey the value of the approach for research or to illustrate or present understandings or findings through such a method. Participants in demonstration/performance sessions are expected to prepare a brief commentary paper addressing what the performance or demonstration is, what it is seeking to convey or illustrate, and what has been learned or could be learned through that tool or method. These papers may include information about or links to information about demonstrations or performances. Submissions for demonstration/performance may have a maximum of six (6) participants. Demonstration/performance submissions are expected to include a chair; discussant(s) are optional.

Off-Site Visits. Off-site visits offer participants site-specific learning, such as observation of a school in session. This format takes advantage of the unique attributes of the city in which the Annual Meeting takes place and connects researchers with concrete examples of relevant work. The organizer makes arrangements for a block of supervised and structured time—as little as two hours or as much as a day—to be spent at a site other than the meeting rooms (e.g., a school, museum, science lab, or community agency) toward a goal compatible with the Annual Meeting's theme and content. It is useful to protect a period of time for shared reflection on the visit. Organizers of off-site visits need to work with the AERA Meetings Department on implementation. Fees covering costs are typically assessed. Off-site visit submissions are expected to include a visit leader and/or chair; discussant(s) are optional.

Structured Poster Sessions. This format provides for overarching consideration of a research topic or issue while permitting significant opportunity for visual and graphic presentation and individualized discussion with presenters. Submissions for structured poster sessions must have a minimum of six (6) and a maximum of 12 posters. There must be a chair who offers an introduction. Discussant(s) are optional. Poster sessions can also include brief oral presentations to the audience gathered as a group. Much of the time is devoted to direct discussion between attendees and poster presenters. We encourage submission of sessions with poster presentations that are conceptually linked in terms of education research issues, problems, settings, methods, analytic questions, or themes. All presenters are expected to prepare a paper or commentary paper.

Symposia. A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive: A large portion of the session may be devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction. Innovative formats (e.g., town meetings) can be proposed under this rubric. All presenters are expected to prepare a paper or commentary paper. Session submissions for symposia must have a minimum of three (3)

participants. Session submissions for symposia are limited to six (6) participants for 90-minute sessions and seven (7) participants for 120-minute sessions. The number of participants includes presenters and any discussants. These limits are in addition to the chair. The presentation limits are to allow for meaningful presentation, discussion, and audience participation.

Working Group Roundtables. Working group roundtables encourage substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. Such roundtable submissions are encouraged from organizers working in areas that are cross-cutting where there are shared research problems or issues that would benefit from cooperation and exchange, or where researchers with complementary interests would benefit from new, synergistic discussions. Working group roundtable submissions are not eligible for consideration if all of the participants are at the same institution or already involved in formal or ongoing research collaboration. The working group roundtable submission is designed to bring individual researchers or teams of researchers together for discussion where there is potential for new substantive gains and research communication or cooperation. All presenters are expected to prepare a brief paper or commentary paper that frames the issues or problems they wish to advance or examine. Submissions for working group roundtables must have a minimum of three (3) and a maximum of six (6) participants. A working group roundtable submission includes a chair; there is no discussant, however, for such a roundtable.

Workshops. A workshop provides an opportunity to exchange information or work on a common problem, project, or shared interest. Presentations are brief, allowing adequate time for reflective discussion and interaction. The workshop format is designed for sessions that provide information relevant to the research process or other elements of the work of research professionals (e.g., obtaining research funding, serving as a peer reviewer, presenting research to public audiences, integrating diverse theories, using a particular research method or technique). Workshop submissions need to be sessions related to the research process or other elements of the work of research professionals. Workshop submissions are expected to include a chair. (Submissions for courses and mini-courses should be submitted to the AERA Professional Development and Training Committee through the Online Submission System. Special submission instructions are available online.)

Session Submission Process
Follow these step-by-step instructions to submit a session.
STEP 1: Go to www.aera.net. Click "Login" at the upper right of the screen. After you login, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2017 Annual Meeting and click "Online Program Portal." All submitters need a "My AERA" user profile with a username and password to submit; AERA membership is not required to create a profile.
STEP 2: Underneath the Submitter Menu, click "Submit or Edit a Paper or Session Submission." On the next page, click "Submit a New Paper or Session."
STEP 3: Select a division, SIG, or committee to submit to. A submission may be submitted only to a single division, SIG, or committee. Should you submit a paper or session to more than one unit (division, SIG, or committee), all versions of the submission will be removed from consideration.
STEP 4: **Select the "session type" of demonstration/performance, off-site visit, structured poster, symposium, working group roundtable, or workshop.** This submission is for a fully planned session, involving multiple presentations or participants and a chair.
STEP 5: On the next page, enter the following information about your session and do not include any author/participant information.
  o Session title of 15 or fewer words.
  o Session abstract of 120 words or fewer.
  o Session summary of 500 words or fewer.
  o Provide responses for the following: estimated attendance, length of session, recording, descriptors, research method, special requests, accessibility needs, and alternative session format.
  o Click "Accept and Continue."
STEP 6: On the next page, you will add your presenters/participants. You need to click "Add a Paper" to add each presenter/participant to the session. Each presenter/participant in a session submission, including symposiums to be panel discussions or town hall meetings, is required to have a 500 word or fewer abstract that provides

a summary framing the particular aspect of the session topic that will be addressed. When you click "Adding a Paper," it is for providing this summary for each presenter/participant; it is not a paper for each. Only one upload that is a consolidated document of the summaries is required. Enter the following information about each and continue adding until all papers/presentations and presenters/participants are added. Do not include any author/participant identification.

 o Paper title of 15 words or fewer that is different from the session title.
 o Abstract of 500 words or fewer for each presenter/participant in the session.
 o Provide responses for the following: human subjects research protection and online paper repository.
 o Click "Accept and Continue."
 o On the next screen, select author(s)/presenters/participants and indicate presenting or non-presenting. If you are adding a co-author(s) and the names are not in the system, you can add them. Co-authors do not need to be AERA members to add them. Click "Accept and Continue."

STEP 7: Add a Chair and Discussant if applicable and then click "Accept and Continue."
STEP 8: Specify any audiovisual equipment needs. Click "Accept and Continue."
STEP 9: Review your submission information and upload your session summary document. The session summary upload should have no author identification and must be a consolidated document of the 500 words or fewer session summary and 500 words or fewer paper/presentation summary for each presenter in the session. The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count. Click "upload session summary document" located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click "Accept and Continue."
STEP 10: If the paper is submitted successfully, a confirmation screen appears and you will receive a confirmation email within 24 hours. You may login and edit your submission during the submission open period, including uploading a revised paper. Uploading a revised paper automatically replaces the current one.

VI. Common Mistakes and FAQs

Common Mistakes
• Uploading papers with author identification.
 o All paper uploads for individual paper and session submissions are submitted without author identification.
 o Some divisions and SIGs do session submission review with author identification, but the uploaded session summary document still should not include author identification; the reviewer system is set up to show author identification as applicable.
• Exceeding the word limit (paper and session submissions have different word limits).
• Submitting a proposal to write a paper rather than a complete paper, even if it is preliminary.
• Submitting the same submission to multiple divisions/SIGs/committees; submissions may be submitted only to one unit.
• Submitting a previously published or presented paper.
• Forgetting to upload the paper as a PDF document.
• Uploading the incorrect paper to a particular submission.
• Submitting the wrong type of submission—paper versus session submission. To submit for a poster or roundtable, select individual paper because it is only one paper and then select your preferred session format; do not select the session types "structured poster" or "working group roundtable" because those are fully planned sessions with multiple presentations and participants.
• Using Internet Explorer—the system is not compatible with that browser; please use Chrome or Firefox.

FAQs
• **Do I need to be an AERA member to submit to the Annual Meeting?** No, you do not need to be an AERA Member to submit. You need to have or create a user profile with username and password on www.aera.net. AERA membership is not required to create a user profile and it is free to create a user profile.
• **What is the deadline for the 2017 Annual**

Meeting submissions? July 22, 2016 at 11:59 PM Pacific Time.

• **What is the difference between a paper submission and a session submission?**

o **Paper Submission**: A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session.

o **Session Submission**: A session submission is a fully planned session, involving multiple presentations or participants and a chair. Session formats are demonstration/performance, off-site visit, structured poster session, symposium, working group roundtable, and workshop.

• **What is the word count for a paper submission?**

o 15 words or fewer per title.

o 120 words or fewer per abstract.

o 2,000 words or fewer per paper (with no author identification).

o References, tables, charts, graphs, images, and figures should be added to the end of the paper and do not count toward the word count.

• **What is the word count for a session submission?**

o 15 words or fewer for session titles.

o 120 words or fewer for session abstracts.

o 500 words or fewer for overall session summaries.

o 500 words or fewer for summaries for each paper/commentary in a session.

o Session summary upload with no author identification that is a consolidated document of the 500 words or fewer session summary and 500 words or fewer paper/presentation summary for each presenter in the session. The consolidated document should not extend or expand upon the summaries. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the consolidated word count.

• **How do I submit for a poster or roundtable?** Select "Paper" as the submission type because you are submitting only one paper. When you continue through the submission process you can select your preferred presentation type of paper, poster, or roundtable. Do not select the session types "structured poster" or "working group roundtable" because those are fully planned session with multiple presentations and participants.

• **Should I include author identification?** No. Author identification should not be included for any abstracts, paper or session submissions.

• **The division/SIG/committee I am submitting**

to has non-blind reviews for session submissions. **Why shouldn't I include author identification?** For the units with non-blind reviews where sessions are reviewed with author identification, the system will be set up to show author identification to reviewers.

• **Can I submit the same submission to more than one division/SIG/committee?** No. Each submission can be submitted to one unit only.

• **How many times can I be listed as the first author or participant in the program?** Each individual can be listed as the first author twice and may not appear on the program more than four times, e.g. in the role of co-author, chair, and discussant. This limit does not include participation in invited sessions or any session connected with an AERA office, committee, or award.

• **Is there a limit on the number of co-authors on my paper?** No. There is no limit for co-authors listed as long as they all contributed to the paper.

• **I forgot to add my co-author or I cannot find them in the system.** Prior to the submission deadline you can login and edit your submission, including adding co-authors and adding people that are not already in the system. An individual does not need to be an AERA member to be in the system or to add them to the system.

• **Do I need to use a specific format or style, such as APA?** No, you do not need to use a specific style.

• **Why is my submission removed from consideration?** Submissions are removed from consideration if you do not follow AERA polices and you: submit a proposal to write a paper rather than a complete paper, even if it is preliminary; include author identification; exceed the word limit (there are different word limits for paper and session submissions); submit the same paper to more than one division/SIG/committee; or submit a paper that has been previously presented or published.

• **Can I change the division/SIG/committee I am submitting to once I have already submitted?** You can change the unit you submit to if the submission deadline has not passed. The only way to change the unit is to completely delete your original submission and then resubmit to the new unit.

• **I submitted my paper to a journal for publication or another conference for presentation. Can I still submit to AERA?** Yes, as long as the paper has not been previously published or presented. If you find out after submitting to AERA that your paper has been accepted for publication or presentation

at another conference, you can still present at AERA as long as the publication or presentation date is after AERA. If it is before, you should withdraw from AERA.

• **What if my affiliation/university has changed and I want to update my information?** Once you login to your AERA account and land on the "My AERA" homepage, you can click the "My Profile" link to edit your profile.

• **What purpose does the online repository serve?** The AERA paper repository allows scholars to widely disseminate their papers in an open-access environment. All papers are authenticated with date and time. The repository is a vehicle for sharing papers and does not constitute publication. Authors may subsequently provide citations to final publication, further widening access to their scholarship .

• **Why do I need to provide an explanation if IRB review (or equivalent research ethics review board) has not been obtained or is not applicable for the study?** In accordance with the Code of Ethics, AERA seeks to ensure that all papers presented at the Annual Meeting involving human subjects received appropriate review and adhere to the association's ethical standards.

• **What if I am awaiting IRB approval for my study or if IRB review is not applicable?** Studies that are awaiting IRB approval should be noted as "pending," and must be noted with an explanation. As indicated in the call, submissions to write papers will not be considered. "Not applicable" is intended for work that is theoretical, methodological, or involves using only public information.

VII. Descriptors

The descriptors used for preparing the subject index of the Annual Meeting Program will be available online on June 1. The Online Submission System will prompt submitters to select descriptors from a pull-down list.

VIII. Call Details

The following sets forth the specific Calls for divisions, SIGs, and committees. All AERA policies and procedures regarding submission apply to all units with the exception that units may decide whether to blind reviews of session submissions. Questions regarding AERA policies may be directed
to the AERA meetings team at **annualmtg@aera.net** or **202-238-3200.**

A. Divisions

Division A: Administration, Organization, and Leadership
   Program Chair: Scott Bauer
   In the description of this year's Program Theme, *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*, the program chairs ask: Are we better positioned today to improve educational opportunities than we were in the past? What are the pathways to achieving equal educational opportunity? How do we transform the power of knowledge and scholarly discourses into public will, engaging practice, and responsive policy? We are invited, as scholars, to deliberate questions related to how we conceptualize educational opportunity; how we ensure that our scholarship is relevant to the pursuit of educational opportunity; whether and how we focus our work on questions that have the promise of informing the advancement of knowledge and policy and educational practice; and what steps we need to take to reimagine equity and reduce the risks faced by students, families, schools, and other institutions.

   The Division A call for submissions solicits scholarship that clearly outlines the role of leadership, administration, and organizations in education that embraces the very idea of Dewey's notions of democracies, articulates an argument grounded in the multiple perspectives of the intellectual, and grapples with the deep and often contentious meanings ascribed to both diversity and democracy. At the core of our work are questions related to the role of leaders in fostering opportunity for students, families, and communities and how the organizations they lead work to promote educational opportunity for all.

   Division A is broadly committed to supporting scholarly research in the field of educational organization, leadership, administration, and school reform; to disseminating knowledge about and for the field; and to improving the capacity of the profession in our field to enhance educational opportunity. Division A welcomes submissions that focus on the long history of the Division while concomitantly addressing the multiplicity of ideologies, theoretical constructs, and social, economic and political exigencies that have compelled our field to consider and reconsider the basic tenets of our research and scholarship. We invite

research on all types of schools and school systems, including traditional, non-traditional, public, private, charter, virtual, or other school organizations involved in preK-12 education. We invite submissions using a range of methodologies—qualitative, quantitative and mixed-methods. We also invite papers and sessions that show how scholars' broad range of interests creates knowledge that engages policymakers and publics to meet the challenges of education in increasingly diverse democracies. We encourage submissions that incorporate new strategies, media, and other formats of scholarship into the 2017 Annual Meeting.

Please Note: All submissions—including symposia—should be made **without author identification** for blind review. At the end of abstracts please indicate **three topic descriptors**. These will be used to assign reviewers and group accepted submissions appropriately. For general questions, contact: Program Chair: *Scott Bauer, George Mason University, sbauer1@gmu.edu* or Assistant Program Chair: *Rosa Rivera-McCutchen, Lehman College CUNY, rosa.riveramccutchen@lehman.cuny.edu*.

Section 1: Leadership

This section focuses on research that examines leadership in PK–12 education, in terms of forms, values, approaches and practices that leaders enact; the distribution of leadership with and among others as shared practice; systems level leadership; and the impact of leadership on schools and student learning. Submissions for this section span four primary areas. First, we invite papers that focus on *leadership forms, approaches, and practices*, but more specifically, papers that consider the moral, ethical, and spiritual dimensions of leadership or that investigate different leadership approaches such as instructional leadership, transformational and change leadership, and democratic leadership, among others. Second, we invite papers that focus on *leadership as shared practice*, rather than on the leaders themselves. This includes a focus on distributed leadership, as well as leadership in communities of practice within and among schools and districts and the relationship among principals, and teacher leaders, assistant principals and other school leaders.

Third, we invite papers that emphasize local, state, and federal *systems-level leadership* and their impact on student learning and other outcomes. In particular, we invite papers that investigate the nature of effective practices, including forms of leadership,

models of district-level leadership, school and district relationships, and superintendent–school board relations. Fourth, we invite papers that focus on research that examines *leadership effectiveness*. In particular, papers focusing on research that examines innovative school and district leadership practices that result in positive change in PK–12 schools. Also, papers can consider the role of leadership in the teaching and learning process and its impact on student learning and other student outcomes. This includes research on how school and district leaders foster social justice, influence curriculum and instructional effectiveness through teacher supervision and support, and other leadership practices to support learning for all students, particularly those that have been traditionally underserved. *Section Co-Chairs: David Brazer, Stanford University, dbrazer@stanford.edu and Daniel Reyes-Guerra, Florida Atlantic University, dreyes@fau.edu.*

Section 2: School Organization and Effects

The focus of this section is research on the organization and effects of schools and school systems. Researchers interested in practices and policies associated with the organizational operations and effectiveness of schools are strongly encouraged to submit work to this section. Relevant submissions related to organizational operations may investigate routines, practices, and structures for coordinating students' activities within the school (e.g., grade-level structures, classroom assignment, grouping practices, etc.), the formal and informal organization of teachers' work across classrooms, the work and role of administrators, school governance, time considerations such as calendaring and scheduling, budgeting, data use, human resources allocation, and how schools respond to pressures in their external environments. Relevant submissions related to organizational effectiveness may investigate issues related to student learning and achievement, factors affecting teachers' performance and retention, the impact of school administrators and the overall organizational capacity of schools. Of particular interest is research that examines how organizational operations mediate school effectiveness. This section is open to research on all types of schools and school systems. This includes traditional, non-traditional, public, private, charter, virtual, or other school organizations involved in preK-12 education. Other submissions relating to school and district organization and effects are also encouraged,

particularly those that attend to the broader convention theme by seeking to understand how the organization and effectiveness of schools can be leveraged to promote educational opportunity. *Section Chair: Ebony Bridwell-Mitchell, Harvard University, ebony_bridwell-mitchell@gse.harvard.edu.*

Section 3: School and District Improvement

This section focuses on research studies that examine school and district improvement innovations and the impact of school improvement approaches on students, staff and leaders, families, and school communities. We invite submissions that use a range of methodologies and that offer new insights into school improvement models, approaches, and processes and the impacts of school improvement projects, models, or approaches on a broad range of school and district quality indicators.

First, we welcome submissions on ***improvement approaches and processes*** that focus on improvement innovations, school and district readiness, policy development, implementation, and the school and district conditions and contexts as relate improvement efforts. We also invite papers that focus on governmental and privately-supported policy and funding initiatives to foster school and district improvement, address the role of public and private organizations in fostering school change, development, and improvement through grants, mandates, community and cross-sector collaborations, and other inducements.

Further, we invite submissions that focus on the ***impact of school and district improvement approaches***. Such submissions should report findings that illuminate the ways improvement efforts are associated with improvement in school and district quality and how particular approaches advance the public good and goals of social justice in education. We are especially interested in papers that explore the relationship between improvement approaches and the educational opportunities and outcomes of historically marginalized students and communities. Impact studies might include analyses of improvement theories of action, experiences for individuals or groups of schools and districts, impacts on the broader democratic goals of schooling, including student equity and access, family and community engagement, and social justice issues such as the relationship between school and district change and public advocacy, community development, and social

movements more generally. *Section Chair: Jessica Rigby, University of Washington, jrigby@uw.edu.*

Section 4: School Context and Schools

This section focuses on scholarship that explores the reciprocal relationship between schools, districts, their communities, and diverse democracies. This includes how contexts (local, regional, or national) and environments shape racial, ethnic, and social-class dynamics in schools, districts, and their communities.

We invite research that investigates the relationship between schools and their community context and the resulting effects on democracy as an enterprise. This includes research that investigates how schools foster parent engagement, school-district-community relationships, and community involvement among stakeholders in schools. It also investigates school leaders' efforts to address diversity among family and community constituencies and how schools make use of their neighborhoods and communities as contexts for teaching, leading, and learning opportunities. We invite scholarship that focuses on district-community relationships, including community agency, university and business partnerships with schools and districts, and governmental relationships including city and school relationships with school districts and their impact on students, their schools, and the larger "publics." *Section Chair: Terri Watson, City College of NY, twatson@ccny.cuny.edu.*

Section 5: Leadership Preparation Development

This section focuses on research that examines innovations in research and practice related to the preparation and development of school and district leaders (including principals, building-level leaders, teacher leaders, central district staff, superintendents, school board members. This section welcomes scholarship that serves to inform school leadership preparation and development models which focus on: 1) Research that investigates the conceptualization, description, and evaluation of ***models for leadership preparation*** (including certification, masters, and doctoral programs) and leadership development promoted by schools, districts, higher education, not-for-profits, and other organizations; 2) Research that examines ***the roles of standards, assessments, accreditation, funding,*** as well as ***policies at the local, state and national level***. These examinations could include the changing nature of the field of leadership preparation as influenced by foundation

and governmental policies, initiatives and emergence of alternative pathways to licensure, preparation, and development; 3) Research that examines how **leadership preparation and development influence leadership practices, teaching and learning, schools, and student and school outcomes**. These examinations could include the impact of leadership preparation that brings to light engaged research and researchers in the US and around the globe. *Section Chair: Cristobal Rodriguez, Howard University, cristobal.rodriguez@ howard.edu.*

Division B: Curriculum Studies
Program Co-Chairs: Eve Tuck and K. Wayne Yang

We invite you to craft submissions which contribute to exciting, unsettling, and field-building conversations in Curriculum Studies at the 2017 Annual Meeting. In 2016, we reimagined the sections of Division B in order to unleash, decouple, and recombine the themes that have been so important to the field in recent years, hopefully in ways that inspire new thought and action in curriculum studies.

The sections are meant to be in conversation with each other, to be a little overlapping as well as in tension with each other. Your submissions may speak to one or more section options, but each option will yield different considerations and possibilities. We invite you to think about how your submissions attend to the 2017 annual theme, *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*. Considering the annual theme through the program sections of Division B will surely activate new and reclaimed lines of inquiry and analysis.

Following each title of the 2017 sections below, we provide keywords rather than lengthy descriptions that may over-determine the program. We anticipate these keywords will provoke our colleagues to interrogate the hegemonies that can typify Curriculum Studies and educational research. We invite those whose works have been foundational to the field to engage newer scholars in pathbreaking dialogs that will rejuvenate our field. We invite those who have never been part of Division B to consider how your work can make a home in these needed conversations.

Paper submissions should not identify the author(s) in any way; session submission (e.g., symposia) uploads should be blind as well; however, the system will be set up to show author identification to reviewers. For more information, please contact the appropriate section chairs. For general questions, you may contact the Program Co-Chairs: *Eve Tuck, Ontario Institute for Studies in Education (OISE), University of Toronto, evetuck@gmail.com and K. Wayne Yang, University of California, San Diego, kwayne@gmail.com.*

Section l: Culture and Commentary (The Reading/ Making of Curriculum)

Critical multiliteracies and popular culture, cultural production, cultural studies, social commentary, cultural analysis, stories, social movements, hashtags, postcolonial, anticolonial, queering, transnational, feminisms, not of the father, critical disability studies, media representations, the more than human world, digital everything. *Section Co-Chairs: Nirmala Erevelles University of Alabama, nerevell@bamaed. ua.edu; Hollie Kulago, Elmira College, hkulago@elmira. edu*

Section 2: Histories and Futurities (The Moment(s) of Curriculum)

Suppressed histories and emerging futurities in/ of curriculum studies, Posts, hyphens, asterisks, multi-, gender, race, trans*, critical race theory, critical disability theories, Afrofuturisms, confronting antiblackness, (Black/Latinx/Asian/Native/…) feminisms, QT*POC futurities, (nonlinear) temporalities, Indigeneity and memory, historical memory, social suffering, survivance, daydreams, deferred, ephemeral, virtual, unrecorded, subversion, parallel, multiverse, utopic visions, manifestoes, counter-narratives, mythologies, tactics and strategies, unearth, underground, archaeology, birth, death, genealogy, projected, heterotopia, habits, rituals, prophets and prophecy, divergent actualization, problem-posing. Questioning the assumptions, limitations, effects, or orthodoxies of any of the above. *Section Co-Chairs: Isabel Nunez, Concordia University Chicago, isabel.nunez@cuchicago.edu; Julie Gorlewski, Virginia Commonwealth University, julieg6662@gmail.com.*

Section 3: Methodologies and Ethics (The Shapes of Curriculum)

New and reclaimed methods, theories of change, theories of knowledge, ontologies, ethics, the shape of/ shaping the field, epistemologies, pragmatism, critical and postfoundational, decolonizing, humanizing, refusals, materials, materialities, dematerialization, beyond coding, beyond data, agency, agents, audiences, genres. critical disability studies as transformative

methodology. *Section Co-Chairs: Tim San Pedro, Ohio State University, sanpedro.1@osu.edu; Veronica Velez, Western Washington University, veronica.velez@wwu.edu*

Section 4: People and Politics (The Who of Curriculum)

Youth, communities, schools, land, educators and researchers, families, participations, co-theorizations, collective epistemologies, difference, mattering, policy, voice, postvoice and representations, ontologies, social justice, competing notions of justice, sovereignty, agency, dispossession, austerity, school closings, school reforms, Common Core, non-humanity, politics beyond ideology, public education, schooling, settler states, globalization, neoliberalism, special education, confrontation and resistance. *Section Co-Chairs: Michelle Bae-Dimitriadis, Buffalo State College, State University of New York, baems@buffalostate.edu; Crystal Laura, Chicago State University, claura@csu.edu*

Section 5: Place and Praxis (The Places of Curriculum)

Border Pedagogy, critical pedagogies of place, critical geographies, curriculum of place(s), place-making, space and communities, significance of space and/or place, border crossing, land, public and private spheres, ecologies, formal and informal educational environments, institutionalization (special education/ alternative schooling/ residential settings), spatiality, spaces of and for social justice, third space, embodied pedagogy, space and representation, racial formation and education, place-based education, theorizing space and place in education, sites of resistance, landscapes of education, space, place, and power, fronteras, war fronts, politics and curriculum, lived lives, material excesses to theory, materials, materialists, labor, transnationalism. *Section Co-Chairs: Katrina-Ann Kapāʻanaokalāokeola (Kapa) Nākoa Oliveira, University of Hawaii Manoa, katrinaa@hawaii.edu; Fikile Nxumalo, University of Texas at Austin, fnxumalo@austin.utexas.edu*

Section 6: Decolonization and the Next Hundred Years (The Desires of Curriculum)

Decolonizing, Indigenous, antiracist, mash-ups mangles and agentic cuts, and new contingent collaborations in curriculum studies. New materialist turn(s), ontological turn(s), trans*colonial imaginaries, #Blacklivesmatter, resisting dispossession, refusing the academy; refusing the state; refusing schooling; refusing knowledge; refusing research, refusing the refuse, otherwise, otherworlds, suspensions of terms. *Section Co-Chairs: Michael Dumas, University of California Berkeley, michaeldumas@berkeley.edu; Troy Richardson, Cornell University, tar37@cornell.edu*

Division C: Learning and Instruction
Program Chair: Jeff Greene

Division C invites submissions concerning high-quality research on learning and instruction and the relations between them. Appropriate research topics include learning and instruction in various content areas such as literacy, history, fine arts, mathematics, science, engineering, or computer science; cognitive, social, affective, motivational, biological, and cultural influences on learning and instruction; and the nature and effects of designed environments either with or without technology. Submissions to Division C span a wide range of theoretical orientations, research methodologies, and settings. Submissions must report findings drawn from actual data rather than report anticipated results, and should be based on methodology appropriate to address identified research questions. In addition to traditional empirical studies, Division C also considers alternative forms of inquiry, including literature reviews or meta-analytic studies that systematically draw on the extant literature to inform understandings about learning and instruction or their relation.

Topic descriptors. Please choose three topic descriptors for use in assigning reviewers and grouping papers in sessions. Use descriptors that characterize your submission and will help differentiate your topic within a section (e.g., if you are submitting to Section 1c on Mathematics, use of "Mathematics Education" is not specific enough to be a helpful descriptor, although it could be useful if submitting to a different section).

Submission types. Individual paper submissions (i.e., paper, poster, roundtable) should be ***2,000 words or fewer*** (not including tables and references) and will be reviewed without author identification. Therefore, the submission narrative must not include any author identification (see *How to Blind an Individual Proposal*, below). Please limit Tables and Figures to only those that are essential for understanding the proposal. Tables should not be solely composed of additional prose to bolster the main submission.

Session submissions (i.e., symposia, structured poster sessions, and other alternative formats) should contain no more than 5*00 words for the session summary* and no more than ***500 words for each paper summary***. Session submissions should be submitted with author identification and the review system will show the author identification. The AERA submission system will ask you to confirm that your session is blinded, but Division C believes that the quality, appropriateness, and diversity of the authors in a session submission are important criteria for session submission acceptance; therefore, author identification for session submissions is required.

Please include the actual word count under the title of the submission for both paper and session submissions. Submissions that do not follow the requirements outlined in the submission guidelines (e.g., based on anticipated data, exceed the word limit) will be removed from consideration. Finally, we encourage papers and sessions that directly address the AERA 2017 Program Theme: *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity.*

Presentation formats. The potential presentation formats that you may choose for individual paper submissions include papers, posters, or roundtables. Submissions will only be considered for the format selected by the submitter, so be sure to indicate all acceptable formats. Note that there are a limited number of paper sessions available and that posters and roundtables can provide a unique opportunity for scholarly interaction about a specific topic. Division C poster and roundtable sessions have a history of high attendance and active participation by members. Please consider selecting the option to present your work as in the poster and/or roundtable formats. *If you only select "paper" as a preferred session format, then your submission will not be considered for a poster or roundtable session, even if your submission is rated highly and space in a poster or roundtable session permits.*

The potential presentation formats for session submissions include symposia, structured poster sessions, and several alternative formats. Submissions for structured poster sessions and symposia should involve presenters who address related topics or a common theme. Symposia should include at least one person who is charged with facilitating helpful critique and synthesis of the presentations. This person could be a discussant and/or a chair who facilitates

discussion between presenters and the audience. A discussant is not required for a structured poster session. Alternative formats for sessions are invited, but authors must be explicit about the substantive aspects of the contribution, use of empirical data, session format, and relevance to the membership.

How to blind an individual paper proposal. Individual proposal authors are responsible for removing any information from their proposals that might lead a reviewer to discern their identities or affiliations. References in the author line, within the text (as citations, footnotes, webpages, etc.), and within the reference list for each author should be blinded. Within the text, mask self-citations of published work for each author and for each citation with any author, regardless of authorship order. Replace author names with "Author" in both in-text citations and reference entries. For example, instead of "In our previous analysis we found that… (Woods & Stone, 2004)" write "In our analysis we found that… (Authors, 2004)." The only exception to this rule is when blinding would increase the likelihood that a reviewer could infer authorship, such as when an author's work is prominent enough to be recognized regardless of citation information (e.g., "My work on social cognitive theory (Author, 2001)…"). In such cases, write in third person to blind the work (e.g., "Bandura's (2001) work on social cognitive theory…"). Be sure active website links are replaced with blinded placeholders (e.g., PROJECT WEBSITE), that identifying grant-numbers are blinded (e.g., PROJECT NUMBER), and that references in footnotes or tables are also blinded. Entries in the reference list for author self-citations should be re-alphabetized under "A" for "Authors" rather than leaving the entries in their original placement in the section. Reference entries for "Author" should show only Author and the year. DO NOT include article titles, DOIs, or other identifying information.

Determining whether a topic is appropriate for Division C. Individual and session submissions to Division C should primarily focus upon issues in Learning and Instruction. Submissions that emphasize assessment as it relates to measurement and school evaluation issues, as well as submissions on teacher education, teacher effectiveness, curriculum design, and research methodology, should be submitted to other AERA divisions or SIGs. Section Chairs may redirect a submission to another section, division, or SIG if the subject matter is deemed more appropriate

elsewhere. *General questions about submissions should be addressed to the Program Chair: Jeff Greene, Learning Sciences and Psychological Studies Program, School of Education, University of North Carolina at Chapel Hill, jagreene@email.unc.edu.*

Selecting the proper section. If your submission focuses on learning or instruction in a specific content area (e.g., literacy, history, fine arts, mathematics, science), then you should submit it to one of the subject-area-specific subsections (i.e., Section 1) rather than to one of the more cross-cutting sections (i.e., Sections 2 or 3). If your submission focuses on cognitive, social, affective, or motivational processes with an emphasis on processes within individuals, then you should submit it to Section 2a. If your submission focuses on cognitive, social, affective, and/or motivational processes within a group (e.g., classroom) or cultural setting, you should submit it to Section 2b. If your submission focuses on designed learning environments with an emphasis on the nature and/or effects of the environment on learning and instruction, then you should submit to Section 3a. If your submission focuses on designed environments with an emphasis on the specific role or use of technology in learning or instruction, then you should submit it to Section 3b.

Section 1: Learning and Instruction in a Discipline, Domain, or Subject Matter

Submissions to this section should focus upon research on learning and instruction that is situated within a particular discipline, domain, or school content-area (e.g., Social Studies or Science), but that research can be conducted across a range of formal or informal settings or environments. Importantly, submissions to this section should convey disciplinary, domain-specific, or subject-matter specific implications. Submissions to Section 1 should be sent to one of five subsections (1a–1e) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

Section 1a: Literacy. Research on learning and instruction in reading, writing, and the language arts. Focuses include cognitive and affective processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. *Section Chairs: Sharon Zumbrunn, Virginia Commonwealth University (skzumbrunn@vcu.edu);*

Jason Braasch, University of Memphis, (J.Braasch@ memphis.edu)

Section 1b: Humanities, Social Sciences, Fine Arts. Research on learning and instruction in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, citizenship/political science), and fine arts (e.g., art, music, dance). Research may involve formal or informal learning contexts, including international settings, and may emphasize content knowledge, disciplinary procedures, instructional design, and ideas about the purpose of learning, or the influence of factors such as social identity. *Section Chair: Antero Garcia, Colorado State University (antero.garcia@colostate.edu)*

Section 1c: Mathematics. Research on learning and instruction in mathematics. Focuses may include a range of topics including psychological, social, or cultural perspectives on problem solving, concept and skill development, strategy growth and change, or the use of technology to support educational practice in mathematics. *Section Chairs: Karl Kosko, Kent State University (kkosko1@kent.edu); Kristie Newton, Temple University (kkjones@temple.edu)*

Section 1d: Science. Research on learning and instruction in science. Focuses may include psychological, social, or cultural perspectives on problem solving, conceptual development and change, inquiry, equity, reform, and using technology to support educational practice in science. *Section Chairs: Doug Lombardi, Temple University (doug.lombardi@ temple.edu); Kevin Pugh, University of Northern Colorado (Kevin.Pugh@unco.edu)*

Section 1e: Engineering and Computer Science. Research on learning and instruction in engineering and computer science. Focuses may include cognitive, motivational, developmental, and sociocultural perspectives as they pertain to individual and collaborative problem solving; the design process; modeling, measurement, and assessment; knowledge change; technical innovation and entrepreneurship; and the integration of engineering and computing with science and mathematics. *Section Chair: Jonathan Hilpert, Georgia Southern University (jhilpert@ georgiasouthern.edu)*

Section 2: Cognitive, Social, and Motivational Processes

Submissions to this section should focus upon research on the cognitive, motivational, affective, social, contextual, and biological processes involved in

learning and/or instruction. Example research includes studies of self-regulation, metacognition, memory, skill acquisition, learning from text, reasoning, transfer, situated and embodied cognition, affect/emotions, goals, self-perceptions and beliefs. Submissions to Section 2 should be sent to one of two subsections (2a or 2b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

Section 2a: Cognitive and Motivational Processes. Research on learning, instruction, and/or academic achievement with an emphasis on cognitive, metacognitive, motivational, biological, and affective processes. Social processes may be examined, but the primary emphasis is on individuals' cognitive and motivational processes, as well as interactions between these processes. *Section Chairs: David Miele, Boston College (david.miele@bc.edu); Bobby Hoffman, University of Central Florida (bobby.hoffman@ucf.edu)*

Section 2b: Learning and Motivation in Social and Cultural Contexts. Research on learning, instruction, and/or motivation within specific social or cultural context (e.g., groups, classrooms, informal learning environments) including research using culturally based or social-cultural theories (e.g., culturally relevant pedagogy, critical race theory, etc). Cognitive processes and/or outcomes may be assessed, but the primary focus is on the social or cultural context. *Section Chairs: Jessica DeCuir-Gunby, North Carolina State University (jtdecuir@ncsu.edu); Nicole Barnes, Montclair State University (barnesn@mail.montclair. edu)*

Section 3: Designed Environments

Submissions to this section should focus upon research on learning and instruction within formal and informal environments designed for specific purposes (e.g., hands-on museum exhibit). Submissions to Section 3 should be sent to one of two subsections (3a or 3b) depending on their primary focus. Section chairs may forward submissions to other sections as they deem appropriate.

Section 3a: Learning Environments. Research on learning and instruction within designed learning environments. Focuses include the nature and/or effects of interdisciplinary, situated, collaborative, interactive, or informal contexts (e.g., out-of-school environments such as museums and workplaces) on learning and instruction. Research may include learning environments involving technology, but the primary focus of the research should be on the designed environment. *Section Chairs: Kui Xie, The Ohio State University (xie.359@osu.edu); Mike Thomas, University of Illinois at Chicago (micthom@uic.edu)*

Section 3b: Technology-Based Environments. Research on learning and instruction in technology-based environments. Focuses include multimedia, computerized, web-based, or other technology-based environments, or evidence-based constructive critiques of the role of technology in educational improvement. *Section Chairs: Matthew Bernacki, University of Nevada–Las Vegas (matt.bernacki@unlv. edu); Brian Belland, Utah State University (brian. belland@usu.edu)*

Professional development and mentoring opportunities. Division C offers a number of professional development activities for new faculty and graduate students, including mentoring opportunities and preconference seminars. For information on these awards and programs, please see the Division C website at http://www.aera.net/DivisionC/ LearningInstruction(C).

Division D: Measurement and Research Methodology

Program Chair: María Elena Oliveri

Division D welcomes proposals that engage the study, creation, development, and critique of a full range of methodologies in education research and evaluation, as well as debates related to epistemological, ontological, and ethical questions underlying these methodologies. This year's program theme, *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*, provides a compelling focus for bringing different methodologies to bear in service of a common purpose. We invite submissions in the areas of educational measurement, psychometrics, and assessment (D1); quantitative methods and statistical theory as applied to educational research (D2); and qualitative, post-qualitative, interpretive, and case-based methods, as well as critical, design-based, and participatory methods as applied to educational research (D3). We especially welcome methodologically diverse proposals that theorize and illustrate how programs of research can productively engage multiple research methodologies, philosophies, and social theories, thus spanning the traditional subdivisions listed above. These include mixed, complementary, complex

systems, and other approaches to methodologically inclusive research. Such multi-methodological proposals should be submitted to the overall program chair: *María Elena Oliveri, moliveri@ets.org.*

Division D encourages collaboration and innovation in presentation format. To increase the interactivity of sessions, the division encourages session formats that promote audience engagement, such as interactive symposia, panel discussions, and paper discussions. Scholars interested in developing working group roundtables and structured poster sessions are especially welcome. Sessions may also be cosponsored with other AERA divisions or SIGs. Submissions should be submitted to one group only, although joint review and sponsorship may be requested by the organizers or arranged by the program chairs.

Division D prioritizes submissions focusing on methodological issues, advancements, and innovations supported whenever possible by empirical results. Papers that focus solely on presenting findings without describing methodological advances or innovative applications are discouraged. A complete list of the references cited in the paper should be included. Use of tables, figures, and equations should be kept to a minimum. Word limits, as discussed in the general Call, should be honored. Submissions exceeding these limits will result in submissions being removed from consideration.

Individual paper and session (e.g., symposium) submissions must be prepared for blind review, with names and any identification of the author(s) removed. Failure to remove this identifying information will result in disqualification of the submission. ***To avoid document conversion issues, it is strongly recommended that submitters create a PDF version of their submission, view it to be sure that it has been converted correctly (particularly with respect to tables, figures, and equations), and then upload the PDF version to the online submission system.***

For general questions or questions about multi-methodological proposals, email the Program Chair: María Elena Oliveri, Educational Testing Service, moliveri@ets.org.

For questions about submitting papers to specific sections, including questions about session format, please directly contact the section chairs listed below.

Section 1: Educational Measurement, Psychometrics, and Assessment. *Section Chairs: María Elena Oliveri, Educational Testing Service,* *moliveri@ets.org, Kim Koh, University of Calgary, khkoh@ucalgary.ca.*

Section 2: Quantitative Methods and Statistical Theory. *Section Chairs: Stephen Stark, University of South Florida, sestark@usf.edu, Brian French, Washington State University, frenchb@wsu.edu.*

Section 3: Qualitative Research Methods, including post-qualitative, interpretive, and case-based methods, as well as critical, design-based, and participatory methods. *Section Chairs: Lesley Bartlett, University of Wisconsin-Madison, lb2035@gmail.com, Lalitha Vasudevan, Teachers College, Columbia University, vasudevan@tc.columbia.edu.*

Multi-Methodological Proposals, spanning methodologies relevant to two or more sections: *María Elena Oliveri, Educational Testing Service, moliveri@ets.org.*

Division E: Counseling and Human Development

Division E solicits submissions in the area of counseling and human development consistent with the Annual Meeting theme, *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*. This theme represents a critical focus for Division E. As researchers in counseling and human development, we are dedicated to creating, promoting, and disseminating research that engages us more fully in increasing equal access to high-quality education and to better supporting students, families and educational professionals in their efforts to thrive in those contexts. We favor submissions that report findings from completed research and welcome the use of diverse methodological approaches. Studies in the disciplines of counseling psychology, school psychology, school counseling, educational psychology, and human development are strongly encouraged. Areas of focus for submissions include but are not limited to (a) developmental processes for children, adolescents, and adults, including the role that social processes and context play in life-span development; (b) innovative counseling practices in educational, work, and health settings; (c) vocational and career development, particularly as it pertains to advancing justice in equal educational and employment opportunities; (d) national and global diversity issues related to counseling, school psychology, and human development; (e) the education and training of counselors, school psychologists, and other members of the helping professions; and (f) research on counseling, school psychology, and human

development intervention programs. Symposium submissions are strongly encouraged and should present systematic research programs or multiple perspectives on important theoretical, applied, and/or methodological issues. Submissions that represent the mutual interests of Division E and AERA SIGs or that serve to integrate counseling and human development are strongly encouraged. Both paper and session submissions will be reviewed blind and should not include author identification in the submission text. Submissions must adhere to the guidelines presented in the general Call for Submissions. The division accepts submissions in two sections:

Section 1: Counseling. *Section Chair: Amie Grills, Boston University, agrills@bu.edu.*

Section 2: Human Development. *Section Chair: Eric Buhs, University of Nebraska-Lincoln, ebuhs@unl. edu.*

Division F: History and Historiography
Program Chair: Ann Marie Ryan

The Division F Program Committee invites submissions in addressing all periods and topics in the history and historiography of education, especially those that address current debates in the field. In keeping with the 2017 AERA Annual Meeting theme, *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*, we especially welcome submissions that examine historical cases that "raise questions about the meanings and uses of the concept, equal educational opportunity." We encourage scholars to put forth historical examinations of "the social barriers that contribute to educational inequality" and that focus on the question of how the past can assist us in understanding the contemporary inequities we face.

Division F welcomes historical scholarship that examines the historical linkages between educational research and public policy, focuses on how migration and immigration transformed the American landscape, enriches our understanding of the experiences of underrepresented groups as part of the diverse democracies, and uses innovative theoretical frameworks that transcend traditional boundaries. We seek studies on the history of African American, Asian American, Latino/a, and Native American education, as well as investigations of the education of contemporary immigrant groups, the working classes, and those in poverty. We also seek historical and comparative studies on topics such as colonial education, the origins of mass schooling, civic

education, sexuality and education, rural education, urban education, education and state formation, nonpublic and community-based education, and gender and education. Division F welcomes innovative formats for research presentation. We also encourage submissions that incorporate new strategies, media, and other formats of public scholarship into the 2017 Annual Meeting.

Submissions need to identify the historical sources on which the study is based and should discuss the paper's larger significance within the historiography of the topic and/or period. In keeping with the program theme, we encourage historical research with substantive implications for contemporary understanding and practices in education broadly construed.

All submissions, whether papers or sessions, will undergo a blind review; thus, they must not include author identification. For questions or comments, please contact: *Program Chair: Ann Marie Ryan, Loyola University Chicago, aryan3@luc.edu.*

Division G: Social Context of Education
Program Co-Chairs: David Kirkland (New York University) and Kevin Roxas (Western Washington University)

Division G examines processes of teaching and learning within a social context. Such an examination takes under consideration social, cultural, political, discourse, and economic influences. Hence, cognition, language, learning processes, and social organization are considered as they are situated in local and global contexts and in relation to demographic, linguistic, and cultural diversity. These complex views of teaching and learning provide a context in which to shed light on the ways in which significant social and technological change shapes our educational research, policy, and practices.

We encourage submissions that examine the ways in which the new knowledge economies operate to include and exclude, embrace and marginalize, offer access and create barriers for learning in formal and informal contexts. We welcome submissions for theoretical and/or empirical papers that draw on perspectives from education, anthropology, learning sciences, economics, philosophy, political science, social and cultural psychology, sociolinguistics, discourse studies, gender and ethnic studies, and sociology. We are particularly interested in submissions that cut across both methodological

and disciplinary boundaries and address educational issues that intersect with health, urban development, employment, social welfare, migration, immigration, the judicial system, and other key sectors. The division encourages submissions that employ qualitative, quantitative, ethnographic, mixed-methods, and discourse methodological approaches to the study of the social context of education. We welcome collaborative, transformative, and empowering studies that create greater opportunities for historically marginalized and oppressed communities.

The five sections described below represent different ways of analyzing or focusing on educational issues in social contexts. Division G invites submissions that consider issues of social and cultural differentiation and inclusion, addressing categories such as gender, race, ethnicity, social class, sexual orientation, age, immigration status, religious affiliation, and the language(s) of students and educators.

The division encourages critical analyses of intra-, inter-, and transcultural issues, as well as research that views culture in dynamic, situated, and contextualized ways, rather than in reified or essentialized ways. *In accordance with the AERA theme for 2017, we encourage submissions for sessions that move knowledge within the field of educational research to action and works towards achieving the promise of equal educational opportunity.* Further, we hope that your submissions will explore the possibilities and problems of school and other communities in economic transition, new technologies, and media of communication. It is important to note that the primary submitter must blind (without author identification) all submissions to Division G. Submissions, whether papers or sessions that are not blinded will not be sent out for review.

We strongly encourage studies that examine the following areas and constructs analysis through multiple lenses and methods of inquiry. For all proposals, authors should demonstrate that they have already collected data and be able to offer at least preliminary analyses.

Section 1: Micro-analyses of the social contexts of teaching and learning

This section encompasses scholarship about local contexts and settings of teaching and learning in both formal and informal venues. We invite papers with a diversity of topical interests that bring into view the local contexts and situated organizations of action and meaning. Units of analysis may be particular lessons, assessment practices, tasks, identities, structures, classroom interactions, and the language of social interaction in educational settings both in and out of formal schooling. *Section Chairs: Phitsamay Uy, University of Massachusetts-Lowell, Phitsamay_Uy@uml.edu; Antonio Martinez, University of Massachusetts-Amherst, antoniom@umass.edu.*

Section 2: Studies of diversity and variation with social contexts of education

This section encompasses studies that focus on race, ethnicity, gender, language, social class, sexual orientation, immigration status, age, and other forms of demographic diversity. We also include studies on students' trajectories across social and cultural contexts, adaptation from home to school, ethnic identification and cultural variation, social barriers and constraints, and sources of agency that may contribute to achievement and educational opportunity. *Section Chairs: Ann Mason, University of Minnesota, mason@umn.edu; Joseph D. Nelson, Swarthmore College/University of Pennsylvania, jnelson719@gmail.com.*

Section 3: Studies of the multiple languages and literacies of varied social contexts

This section includes studies that focus specifically on bilingualism, bidialecticalism, multilingualism, biliteracies, and multiliteracies in either formal or informal education (including foreign language, bilingual, and English-as-a-second-language classrooms) and social settings. *Section Chairs: Leah Stauber, University of Arizona, lstauber@email.arizona. edu; Tatyana Kleyn, City College of New York, tkleyn. ccny@gmail.com.*

Section 4: Social Contexts of Educational Policy and Politics

This section is appropriate for papers that examine the role of education in the larger society and the political contexts of education. Some of the issues studied include social change, stratification and inclusion, pedagogical critique, and political and policy analyses. *Section Chairs: Joseph Flynn, Northern Illinois University, flynnjo1970@gmail.com; Jessica L. Dunning-Lozano, Ithaca College, jdunninglozano@ ithaca.edu.*

Section 5. Macro-analysis of the social contexts of teaching and learning

This section focuses on critical macroanalytic analyses within schools, neighborhoods, and communities. We include studies that are multimethod, transdisciplinary, culturally appropriate, collaborative, and that have potential for creating positive change in K-12 schools and their communities. *Section Chairs: Brian Lozenski, Macalester College, blozensk@macalester.edu; Roey Ahram, New York University, rahram@gmail.com.*

Division G encourages submissions that will stimulate dialogue and debate among session participants. To increase the number of accepted submissions and the likelihood of dialogue, applicants are encouraged to submit under the revised "roundtable" session format, which allows for grouping of multiple papers and a chair and provides a longer period for discussion. Paper submissions for roundtable presentation format and session submissions may highlight a methodological or conceptual issue grounded in a research study or studies, with which the researchers and the field are "struggling." We also encourage submissions that include the perspectives of community activists, teachers, parents, and youth, alongside those of researchers.

We encourage you to create cross-cutting interdisciplinary working groups to engage these issues and present your work.

All submissions will be reviewed without author identification. Please submit them without author names on the abstracts or summaries. Submissions that bear the names of the authors and/or participants will not be considered for review and, consequently, will not be considered for the Division G program of the 2017 AERA Annual Meeting. The deadline for submissions is July 22, 2016 at 11:59 PM Pacific Time.

For general questions, contact the Division G Co-Program Chairs: *David Kirkland, New York University, dk64@nyu.edu; Kevin Roxas, Western Washington University, roxask@yahoo.com.*

Division H: Research, Evaluation, and Assessment in Schools

Program Chair: Brett Campbell

Division H encourages poster, roundtable, symposium, and paper session submissions that focus on research, evaluation, assessment, and accountability across schools and school districts to inform decision making and establish advances in methodology. Such studies can include:

- Identifying educational interventions that improve instructional and student outcomes;
- Evaluating school reform, programs, professional development, and/or policy implementation;
- Developing innovative methods and approaches that improve program evaluation practice, student assessment, and accountability practice;
- Investigating ways to improve classroom assessment processes;
- Investigating the validity of data used for effective decision making and differentiated instruction;
- Investigating school district, educator, or student accountability;
- Evaluating the impact of teacher and principal evaluations on students and teachers;
- Investigating the implementation and impact of new standards, educational policies, and testing mandates on districts, schools, and students; and
- Examining the implementation of college and career readiness strategies, promotion practices, and graduate requirements.

The 2017 AERA Annual Meeting theme, *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*, focuses our attention on the meanings, uses, and opportunities of equal education. The theme is a call to examine how we conceptualize and measure educational opportunity. Additionally, this is a call to leverage knowledge from research and practice to ensure that the most pressing issues reach the forefront of major policy decisions and action. To that end, we encourage submissions that advance education praxis, research, theory, and policy to inform and engage the public. In particular, submissions that align more closely with the question of equal educational opportunity are encouraged.

AERA has asked that only completed work be submitted. Do not submit proposed or incomplete research.

All submissions—for paper sessions, roundtables, posters, and symposia—must be ***without author identification,*** for blind review. All submissions will be reviewed by a minimum of three expert reviewers and rated according to the following criteria: (a) choice of problem (i.e., significant or not significant); (b) theoretical or conceptual framework; (c) study, research, or evaluation design; (d) data collection

and analysis procedures; (e) quality of writing/ organization; and (f) overall contribution to the field. *For general questions and comments, please contact Program Chair Brett Campbell, Brigham Young University, brett_campbell@byu.edu.* **Please contact section chairs directly for questions about submitting papers to specific sections.**

Section 1: Applied Research in Schools

This section encourages submissions that (a) are based on research conducted within or between school districts, state departments, universities, or research organizations; and (b) examine data-driven, research-based methods, interventions, and best practices for school improvement, increased student achievement, and enhanced educational opportunities for all children. Submissions may include but are not limited to in-house institutional research, action research, or studies conducted by external researchers. *Section Chair: Virginia Snodgrass Rangel, University of Houston, vrangel3@uh.edu.*

Section 2: Program Evaluation in Schools

Submissions for this section are formal evaluations of school or district programs. Submissions may include (a) formative or implementation evaluations of programs, policies, or initiatives; (b) summative or outcome evaluations of programs or initiatives; (c) innovative approaches to, or methods for, the practice of program evaluations; (d) meta-evaluations; or (e) professional development evaluations. *Section Chair: Kathy Ann Hernandez, Eastern University, khernand@ eastern.edu.*

Section 3: Assessment in Schools

We encourage submissions dealing with the development of effective assessments or assessment systems, the use of assessment results to inform instructional decisions/practice, validations of state, district, or school assessment systems and results (including sensitivity), and studies focused on perceptions of assessment as well as participants involvement in their own assessments. Submissions can include studies related to (a) district, state, and national assessment programs; (b) large-scale assessment development; (c) formative, benchmark, and performance assessments (ranging from informal to formal academic assessments and including those focused on college and career readiness); or (d) feedback from stakeholders on assessment instruments

and/or practices. *Section Chair: Rachel Hickson, Montgomery County Public Schools, Rachel_A_ Hickson@mcpsmd.org.*

Section 4: Accountability in Schools

This section seeks submissions examining the characteristics, implementation or impact of state, national, or local accountability systems in the schools. Submissions can include (a) accountability of teachers, principals, school districts, and/or schools; (b) validity of accountability results; (c) accountability criteria (e.g., student achievement, college and career readiness, student dispositions); (d) accountability models (e.g., growth/value added); or (e) the impact of such systems on students, teachers, schools or districts, including intended and unintended consequences, as appropriate. *Section Chair: Whitney Wall Bortz, Radford University, wwallbortz@radford.edu.*

Division I: Education in the Professions
Program Chairs: Yoon Soo Park

The theme for the 2017 AERA Annual Meeting is *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity.*

Division I—Education in the Professions—invites submissions for the Division I program at the 2017 Annual Meeting on this topic as it relates to the education of professionals. We encourage submissions that address equal opportunity while highlighting the significance of theoretical or empirically rigorous research for improving opportunity and access. Studies on equal opportunity, access, and equity that focus on refining their meaning and interpretation, problems and methodological issues, interdisciplinary research, and interactions between educational, social, and public policies are encouraged; topics may include eliminating barriers to opportunity, engagement, and success, such as pipeline programs that facilitate equity in the education in the professions. We call for submissions that draw decisively upon the strengths of research, practice, and policy to fulfill the promise of equal educational opportunity.

Division I also welcomes research submissions on other topics including **but not limited** to: (a) curriculum development, reform, innovation, and evaluation; (b) teaching and instructional methods; (c) integration of instructional technology, including simulation, into professional education; (d) faculty development and mentoring; (e) assessment of student motivation, learning, competence and performance;

(f) the nature of professional identity, socialization, and responsibility; (g) expertise development; (h) interprofessional education and interdisciplinary collaboration; (i) social, cultural, political, economic, and organizational efforts that relate professional education to improvement of professional practice; and (j) leadership development. New Division I members are particularly encouraged to submit for the 2017 meeting.

Division I invites two types of submissions: (a) *paper submissions* and (b) *session submissions*. A paper submission involves the presentation of an individual paper that, if accepted, will be grouped by the program committee with other papers on a similar theme into a paper presentation, a roundtable presentation, or a poster. To allow maximum flexibility by the program committee and to increase the likelihood for inclusion in the Division I 2017 Program, *please consider selecting more than one presentation format for your paper submission*.

A session submission is for a symposium or other fully planned session (e.g., a structured poster session, working group roundtable, demonstration/performance, or workshop; please see the AERA 2017 Call for Submissions for more details on session submission types and specific requirements). Session submissions for a symposium must include at least 4 coordinated papers or participants.

Please note (and closely follow) the following requirements for Division I submissions:

- All papers, regardless of format, must represent <u>completed</u> work and thus must include results and conclusions. *Works in progress will not be considered*.
- **To enable blind review, <u>all individual papers</u> must be submitted without author identification within the paper itself**.
- Session submissions for a symposium **must include at least 4 paper presenters (above and beyond a discussant)**. Session submissions must indicate that all participants have agreed to be present at the Annual Meeting, should their session be accepted. Session submissions must include a presentation title for each speaker. **Session submissions must be submitted without author identification. Session submissions will be reviewed with author identification and the review system will be set up to show author identification to reviewers**.
- Division I strictly abides by AERA word limits

on submissions and cannot consider submissions that exceed those limits. All individual paper submissions should be 2,000 words or less in length (excluding references, tables, charts, graphs, and figures).

- In addition to other required materials, a 100–120-word abstract must be included with all submissions. Abstracts of accepted submissions will be published in the *Professions Education Researcher Quarterly* (*PERQ*) (<u>www. aera.net/DivisionI/UpdatesNewsletters/ tabid/11245/Default.aspx</u>), which is made available to Division I members in advance of the meeting.
- If the research being reported in a submission involves human subjects, then the author must ensure, and indicate on the submission, that the study has been reviewed and approved by an institutional review board (IRB). If an IRB review was not sought or is not required, the authors should specify "No" or "Not Applicable" and must provide a detailed explanation. **Division I will not consider submissions that fail to address IRB review**.
- All authors of accepted individual paper submissions (including those presented as roundtables or posters), as well as all coordinated symposium presenters, are expected to upload a final version of their submission that incorporates reviewer comments by late March 2017.

The division strongly encourages submissions that (a) have broad application across professions; (b) intersect with the work of other divisions to foster joint sponsored sessions wherever appropriate; (c) demonstrate an explicit and sound theoretical framework and appropriate research methods/analyses; and (d) are related to the Annual Meeting theme. The program committee also encourages authors to draw connections to the Division I Learning Communities Initiative in their paper and session submissions. Session submissions may be sponsored by one or more of the three Learning Communities: (a) Teaching and Learning Community; (b) Assessment Community; (c) Professional Development Community.

Criteria for assessment of submissions include (a) theoretical and/or practical significance; (b) originality; (c) soundness of scholarship and research design; (d) proper study execution; (e) relevance

and appropriateness of findings and conclusions; (f) implications for theory and/or practice; and (g) clarity and organization of the paper. Submissions summarizing well-conducted inquiry, including theoretical analyses and integrative reviews, that are grounded in any discipline or research tradition are welcome.

Please address any questions to the 2017 Program Chair: Yoon Soo Park, University of Illinois – College of Medicine at Chicago, yspark2@uic.edu.

Division J: Postsecondary Education
  Program Chair: Judy Marquez Kiyama
The 2017 conference theme is *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity.* With this theme in mind, Division J invites paper, symposium, roundtable, and poster submissions that consider how theory, research, and policy can advance the promise of equal educational opportunity. We are particularly interested in novel presentations, in both content and format, which approach higher education research from innovative perspectives.

We continue to urge international scholars to submit their work to enrich our division with more global perspectives and comparisons, and we call on U.S. researchers to think about their work within a global or international context. Submissions might consider how the issues raised in our work are considered or addressed in other countries and systems as well as what our field might learn from more international or comparative perspectives.

General questions about the 2017 Annual Meeting and division should be directed to the *Program Chair: Judy Marquez Kiyama – Judy.Kiyama@du.edu.* Questions about paper and session submissions, or the individual sections, should be directed to the appropriate section co-chairs.

Section 1: College Student Learning and Development
Submissions focused on how students learn formally and informally and how they develop across a variety of domains (e.g., cognitive, social, psychological, moral, and identity). Topics on learning may focus on formal classroom-based learning as well as learning through co-curricular experiences. Submissions in this section also include assessment of programs and practices aimed at fostering learning or development. *Section Chairs: Brian Burt, Iowa State, burt@iastate.*

edu and Casandra Harper, University of Missouri, harpercas@missouri.edu.

Section 2a: College Student Access
Submissions focused on factors (e.g., structural, systematic, individual) that influence student access (e.g., college preparation, tracking, college choice, financial aid). This includes work on policies and programs designed to promote access and educational mobility for all students. We encourage submissions to engage in discussions that center on un/equal educational opportunities. *Section Chairs: Chrystal George Mwangi, UMass Amherst, chrystal@umass. edu and Amanda Tachine, Arizona State University, Amanda.Tachine@asu.edu.*

Section 2b: College Student Success & Outcomes
Submissions related to student success, achievement, and factors that influence students' pathway to degree/program completion and/or educational opportunity. This also includes work on assessment of programs and practices aimed at fostering students' sense of belonging, student engagement, persistence, retention, aspirations and other outcomes. We also encourage submissions that examine students' career development and post-college outcomes. *Section Chairs: Thai Nguyen, Seattle University, nguyetha@ seattleu.edu and Susana Hernandez, California State Univ, Fresno suhernandez@csufresno.edu.*

Section 3: Organization, Management, and Leadership
Submissions that consider organizational cultures and climates, institutional structures, management practices, and leadership approaches in higher education. This includes work on the impact of institutional, state, and national policies on the behavior of postsecondary institutions. *Section Chairs: Gerardo Blanco-Ramirez, UMass Boston, Gerardo. Blanco@umb.edu and Leslie Gonzales, Michigan State University, gonza645@msu.edu.*

Section 4: Faculty, Curriculum, and Teaching
Submissions that concern the preparation of faculty and administrators through graduate education and professional development, faculty work lives and experiences, and the assessment of policies and programs that serve current or prospective faculty. We also encourage submissions related to all issues of teaching (including, but not limited to, pedagogy,

curriculum, advising, technology, assessment) and the ways in which those aspects of teaching shape student outcomes, institutional environments, and the like. *Section Chairs: Jody Jessup-Anger, Marquette University, jody.jessup-anger@marquette.edu and Vijay Kanagala, University of Vermont, vijay.kanagala@uvm.edu*

Section 5: Policy, Finance, and Economics

Submissions centered on higher education policy issues (such as affirmative action and financial aid policy) and topics related to finance and policy incentives in higher education. This includes work dealing with policy at the institutional, state, national, and international levels related to postsecondary education. Scholarship investigating the intersection of economics, politics, and policy on educational opportunity and equity in higher education is especially encouraged. *Section Chairs: Brian Sponsler, Education Commission of the States, bsponsler@ecs.org and Cecilia Orphan, University of Denver, Cecilia.Orphan@du.edu*

Section 6: Society, Culture, and Change

Submissions focused on issues related to higher education's societal and cultural contexts such as poverty, wealth distribution, economic opportunity, political engagement, language issues, and demographic shifts. We also welcome papers that focus on the interaction of higher education and society, such as campus-community partnerships, town-gown relationships, college and university partnerships with business and industry, and the impact of higher education institutions on their surrounding communities. *Section Chairs: Susana Munoz, Colorado State University, Susana.Munoz@colostate.edu and Amalia Dache-Gerbino, University of Missouri, dachegerbinoa@missouri.edu*

Division J encourages papers covering a broad range of approaches, including those that employ alternative paradigms, theoretical approaches, and methods to inform the study and practice of postsecondary education. The division is especially interested in papers that will allow us to consider higher education topics in ways that place them in an international context.

Symposia that promote dialogue among persons of diverse interests, disciplinary affiliations, and backgrounds are also encouraged. Submitters may

propose innovative presentation formats and/or joint sponsorship with other AERA divisions or SIGs by providing information about the format or sponsorship intentions in the body of the paper. If the paper describes or addresses "work in progress," we encourage submitters to select the poster format for the paper.

Criteria for assessment of papers include (a) practical and theoretical significance; (b) innovation and originality; (c) soundness of research methods/execution and/or scholarship; (d) paper clarity; and (e) membership appeal. This year, we particularly welcome presentations that are novel in content and format.

All papers must be submitted electronically to the AERA online paper submission system at http://www.aera.net. Papers for individual presentations must be submitted without author identification to allow for blind review. Individual papers involve a single presentation or paper, including papers with multiple authors. Symposium, session, or multiple presentation submissions must also be submitted without authors identified. Session submissions will be reviewed with author identification and the review system will be set up to show author identification. In making decisions on individual submissions, the program committee will emphasize the highest quality papers, building coherent sessions, and developing an overall program for Division J related to the major theme of the Annual Meeting.

Division K: Teaching and Teacher Education Program Co-Chairs: Tricia Niesz and Kenny Varner

As we look forward to next year's AERA Annual Meeting in San Antonio, we want to recognize and build on this past year's theme of public scholarship in diverse democracies. The sessions and conversations around the role of research in shaping public policy were especially powerful and lead seamlessly to next year's theme: *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*. Given the location of our next annual meeting in San Antonio, Texas, the meeting's focus will provide an opportunity to focus on the struggles and successes of new immigrant youth whose futures are critical to our own lives and professional understandings.

We invite you to submit papers to follow and extend this theme. In particular, we encourage you to submit work that addresses the threats to equal educational

opportunities for the most marginalized youth in schools around the world. We encourage you to submit papers, panels, and symposiums in a range of formats that introduce new knowledge and ways of thinking that push our thinking forward and blur conventional boundaries. The current teacher shortages across the U.S. suggest that the profession of teaching has become a different and possibly less desirable profession than it was in the past, threatening the gains policymakers and educators have made toward achieving educational opportunities for all youth. We encourage you to submit work that documents how and where our teaching and teacher education programs have failed to achieve these goals as well as the courageous work of people and programs, including the remarkable work of teachers and teacher educators in the most challenging circumstances.

In order to guide you in your decision about where to submit your work, we provide brief descriptions of each of the ten sections of our division. Please read them carefully before you select where you submit your work.

Section 1. Teaching and Teacher Education in the Content Areas

This section invites investigations of quality teaching and teacher education in the content areas in PK -16+ school or community settings. This could include examinations of a single content area, or inquiry into the intersections between multiple content areas, in relation to teaching practices, knowledge(s), roles, teacher preparation, and perceptions of students, teachers, and teacher educators. *Section Chairs: Steven Bickmore, University of Nevada Las Vegas, steven. bickmore@unlv.edu; Cleveland Hayes, University of Laverne, chayes@laverne.edu; James Hollar, Central Washington University, hollarJ@cwu.edu.*

Section 2. Teacher Leadership Within and Beyond the Classroom

This section invites investigations of teachers who demonstrate leadership, expert knowledge, and advocacy both from within the classroom and/or school settings, as well as beyond individual or local school contexts. This could include examinations into the definition and conceptualization of teacher leadership, the impact of teacher leadership on practice/curriculum/policy, innovative programs and models that support the identification and development of teacher leaders, case studies of teachers

who lead, teacher research, etc. *Section Chairs: Cynthia Carver, Oakland University, carver2@oakland.edu; Melinda Mangin, Rutgers University, melinda.mangin@ gse.rutgers.edu*

Section 3. Teachers' and Teacher Educators' Lives: Lived Experiences, Identities, Socialization and Development

TThis section invites investigations of teachers or teacher educators—who they are, how they come to be, what they believe and how they think, dilemmas and challenges they face. Proposals might focus on teacher knowledge(s) and understandings about their work and lives, autobiographies and personal or professional histories; thinking and decision-making; beliefs, conceptions and perspectives; ideologies, attitudes and dispositions; etc. Included also could be inquiry into the spiritual, moral, socio-political, affective, emotional dimensions of teaching. *Section Chairs: Chonika Coleman-King, University of Tennessee, Knoxville, ccolem21@utk.edu; Cindy Cruz, UC Santa Cruz, ccruz3@ucsc.edu; Katie McGinn Luet, Rowan University, kcmcginn@gmail.com.*

Section 4. Multicultural, Inclusive, and Social Justice Frameworks in PK–16+ Settings

This section invites investigations of multicultural, inclusive, and social justice frameworks for teaching and teacher education in preservice, professional practice/development, and PK–16+ settings. This could include examinations of vulnerable and underserved populations, and capacity-based approaches to supporting their learning and development; multiple diversities within school and community settings; teaching practices that purposefully address issues of equity and access; preparing teachers to be socially just, critically conscious advocates; etc. *Section Chairs: Beatrice Fennimore, Indiana University of Pennsylvania, bzfennim@iup.edu; Beth Wassell, Rowan University, wassell@rowan.edu.*

Section 5. Preservice Teacher Education Coursework: Curriculum and Teaching to Improve Teacher Knowledge, Understanding, and Pedagogical Practices

This section invites investigations of preservice teacher preparation for complex and diverse settings. Proposals could include, but are not limited to, practices intended to enhance teacher knowledge and understanding; different pedagogical practices and

perspectives on learning to teach; practices intended to improve the quality of teaching in PK-16+ settings; becoming competent and caring teachers of culturally, linguistically diverse learners in various settings; and assessment practices in teacher preparation and development. *Section Chairs: Ysaaca Axelrod, University of Massachusetts, Amherst, yaxelrod@umass.edu; Jung Kim, Lewis University, kimJu@lewisu.edu; Elizabeth A. van Es, University of California, Irvine, evanes@uci.edu.*

Section 6. Field Experiences: Student Teaching, Supervision, School/Community Collaborations, and Innovative Approaches and Models

This section invites investigations of field experiences, including student teaching, early field experiences, community-based field experiences, and approaches to facilitating candidates' understanding of teaching and learning through inquiry, observation, and practice. Examinations could focus on questions of quality placements or experiences, the relationship between field experiences and coursework, quality supervision, selection and support of cooperating teachers, the sequence and substance of student teaching, etc. *Section Chairs: Dana Bickmore, University of Nevada Las Vegas, dana.bickmore@unlv.edu; Kristine Pytash, Kent State University, kpytash@kent.edu.*

Section 7: Teacher Recruitment, Induction, Mentoring, and Retention For and From Diverse Communities and Contexts

This section invites investigations of strategies, programs, and collaborations for attracting, supporting, and retaining qualified P-16+ teachers from various diverse communities, and for the range and complexity of cultural, linguistic, social, and political contexts that influence and inform teaching, student learning, and learning to teach. *Section Chairs: Margarita Jimenez-Silva, Arizona State University, margarita.jimenez-silva@asu.edu; Pablo Ramirez, Arizona State University, pablo.c.ramirez@asu.edu.*

Section 8: Teacher Learning and Professional Development

This section invites investigations of teacher and teacher educator learning and professional development. Of particular interest are studies that examine both the processes and outcomes of professional learning related to, for example,

teaching practices, self-efficacy, teacher thinking and knowledge(s), educator engagement and activism, as well as student learning and access to rich, culturally responsive, and anti-oppressive learning opportunities. Specific approaches or designs as well as general issues and conceptual concerns are welcome. *Section Chairs: Elizabeth Dutro, University of Colorado, Boulder, Elizabeth.Dutro@colorado.edu; Liz Meyer, University of Colorado, Boulder, Elizabeth.J.Meyer@colorado.edu; Jamy Stillman, University of Colorado, Boulder, Jamy.Stillman@colorado.edu.*

Section 9: Teacher Education Program Design and Innovations

This section invites investigations of creative, innovative, or previously unexplored approaches to designing teacher education programs. Examples could include new directions in online (distance learning) or hybrid programs; use of social media platforms and digital learning; program assessment and documentation; internships and residency approaches; professional development schools or other university-school partnership models; and school coalitions and community collaborations. *Section Chairs: Kenneth Anderson, Howard University, kenneth.anderson@howard.edu; Vera Lee, Drexel University, vjw25@drexel.edu.*

Section 10: Teaching and Teacher Education Policy and Research

This section invites submissions that target or transcend local, national, or international policy mandates or debates that affect teaching and teacher education. Examples could include policies related to the distribution of teacher expertise and labor, teacher education curriculum, teacher evaluation, program accreditation, teacher licensure/certification, and ongoing professional development. Submissions that critically interrogate the relationship between policy and educational equity along the lines of race and ethnicity, language, culture, socioeconomic class, gender, sexuality, citizenship and other identity markers are particularly encouraged. *Section Chairs: Terry Flennaugh, Michigan State University, flennaug@msu.edu; Ebony McGee, Vanderbilt University, ebony.mcgee@vanderbilt.edu; Emery Petchauer, Oakland University, petchaue@oakland.edu.*

Paper submissions: type of inquiry

Division K accepts proposals for papers, symposia, and posters featuring a variety of types of inquiry, including but not limited to philosophical, historical, ecological, ethnographic, descriptive, correlational, or experimental studies, as well as school-based practitioner inquiries within these approaches. There are three classifications for papers: empirical work, documentary accounts, and theoretical/conceptual analyses. AERA policy requires that all studies must be completed at the time of submission. Work in progress will not be accepted.

Empirical Work must include (a) a clear and significant description of the problems or objectives addressed, (b) a theoretical framework or perspective, (c) connection to the literature, (d) articulated mode of inquiry, (e) selection and use of evidence to support conclusions, (f) a description of the conclusions or interpretations and how they extend understandings, and (g) contribution to the field or significance of results or findings.

Documentary Accounts must include (a) a clear description of the event(s) and practices being addressed, including a description of the context and background of the programs; (b) the theoretical framework or perspective; (c) connection to the literature; (d) articulated mode of inquiry; (e) an explanation of how these events and analyses extend our understandings of teaching and learning; and (f) a discussion of the contribution to the field.

Theoretical/Conceptual Analyses must include: (a) a clear statement of the issue that the analysis will address; (b) the theoretical/conceptual framework or perspective; (c) connection to the literature, with reference to other relevant work; (d) a theoretical analysis of the concepts being discussed; and (e) the contribution to the field, or significance of the work.

Selecting a section for submission

All Division K papers must be submitted to one of ten specific Sections, which are described above. Please pay close attention to these descriptions as they may have changed since you last submitted a proposal to Division K. Taking the time to review the section descriptions carefully to find the appropriate fit will ensure the best and most appropriate review of your work.

Review process

Please read all of the Division K guidelines carefully before submitting a proposal for review. Submissions should address both the general call for proposals as well as the Division K call at the beginning of this section. Relevance to Division K and potential contribution to the program are critical to the acceptance of papers and symposia. All submissions will be reviewed without author names or identification. Please ensure that you have blinded your submission completely as proposals not blinded will be rejected without review. Proposals must be 2,000 words or fewer in length (excluding references, tables, charts, graphs, and figures). We encourage you to be open to a variety of types of formats for presentation (e.g., paper session, roundtable, and poster session). Stating your preference as well as acceptable alternative formats will improve your chances of participating in the 2017 Annual Meeting. Finally, please note that Division K encourages interactive and experimental symposia or individual submissions to provide a variety of perspectives and presentation formats.

As noted above, all submissions are due by July 22, 2016. General inquiries can be directed to the AERA meetings staff at annualmtg@aera.net or 202-238-3200. Questions related to the Division K Call for Proposals and review process can be sent to *Program Co-Chairs: Tricia Niesz and Kenny Varner at divkchairs@gmail.com*. We look forward to your submissions and to working with you as a session presenter, discussant, or chair.

Division L: Educational Policy and Politics
Program Chair: Daphna Bassok

The theme for AERA's 2017 Annual Meeting focuses on inequality of educational opportunity. Division L invites paper and session submissions that use rigorous, scholarly inquiry to address the role of education policy and politics in narrowing opportunity gaps as well as gaps in educational and other outcomes from birth through adulthood. Embracing the full spectrum of research in educational policy and politics, we encourage submissions that can help shape the public's knowledge and the political environment within which policy decisions are made, as well as help improve educational practice both in and outside of schools and institutions of higher education.

To connect with the meeting's theme and promote recent conceptual and methodological advancements in the field, we have added two sections to the Call.

The first, *social policy and education*, recognizes that a research base around educational improvement must acknowledge the lives children and young adults lead outside the schoolhouse walls. We encourage studies of the intersection of education and urban social change; workforce, housing, healthcare, welfare and policing policies; and the politics of poverty and place. Second, to encourage the thoughtful promotion of high-quality research and its relevance for educational practitioners, we have added a section on *policy implementation and going to scale*. Research use for educational improvement depends on understanding not only what works, but *what works, for whom and under what conditions*. As such, studies that explore ways to measure and/or promote implementation within and across organizational units as well as those that consider (or reconsider) the role of researchers in educational improvement are welcome.

Papers from a variety of disciplinary perspectives (e.g., political science, public policy, economics, sociology, anthropology, law/legal studies) as well as theoretical and conceptual frameworks that explore policy and political topics in the early childhood, K–12, and postsecondary areas are encouraged. Quantitative, qualitative, and mixed-methods submissions are encouraged, noting that rigor and creativity in research design and analysis are key criteria in the selection process. We strongly encourage submissions that examine how policy addresses issues related to equity and diversity, including the education and life opportunities of racial and ethnic minorities, English Language Learners, LGBTQIA youth and educators, immigrant populations, students without documentation, students with disabilities, religious minorities, and other subpopulations. Analyses of the design, implementation, and evaluation of policies are welcome in all sections, as are submissions dealing with educational policy and politics at the international level, including comparative/cross-national analyses and area studies from countries outside the United States. Session organizers are encouraged to seek panelists and discussants who represent multiple disciplinary backgrounds.

Submissions will be reviewed by at least three reviewers and evaluated according to choice of research topic, conceptual framework, analytic method, validity of inferences, quality of writing/organization, and overall significance/contribution to the field. All submissions, including sessions/symposia, will be reviewed anonymously without author identification, using blinded submissions; ***submissions failing to adhere to the blind submission policy will not be reviewed***.

Submitters are strongly encouraged to review all AERA guidelines prior to submission, and the Division L Program Committee reserves the right to reject or decline to review papers violating these guidelines. Accepted papers must be provided in advance to discussants and be made available to conference attendees.

Any general questions about the divisional program should be directed to the Program Chair: Daphna Bassok, University of Virginia, dbassok@virginia.edu.

Section 1: Governance, Politics, and Intergovernmental Relations

This section welcomes submissions that analyze micro- and macro-political processes and governance structures in and/or outside of the United States. Studies may include formal political structures, interest groups, media, policy elites, networks, coalitions, and alliances among groups based on socioeconomic status, race/ethnicity, culture, and/or gender. Examinations of strategies used by policy entrepreneurs and other educational stakeholders to infuse ideas and knowledge into the public sphere are also welcome. Papers focusing on the relationships and tensions among political actors and organizations involved in decision making and implementation, particularly across branches and/or levels of government in the U.S. and other federal systems, are encouraged, including examination of inter-agency governmental alliances or policy strategies between education and other sectors such as housing, health, and transportation. Also invited are studies of public opinion and the policymaking processes in education at the international, national, state/provincial, district/school board, and school levels. Empirical analyses of the effectiveness of governance structures and their consequences are welcome, as are studies of recent innovations in governance (e.g., diverse service providers, regional coalitions, reform in collective bargaining agreements, intermediary organizations, foundations, family-school partnerships, student voice). *Section Chair: Kara Finnigan, University of Rochester, kfinnigan@UR.Rochester.edu.*

Section 2: Legal and Judicial Issues for Equity and Access

This section invites analyses of legal and judicial

issues in the United States and/or other countries, how they shape educational policy and practice, and their consequences for equity and access. This includes legal studies of issues such as affirmative action, desegregation, teacher tenure and other staffing concerns, special education, immigration, English Language Learners, school finance, and adequacy and equity litigation within a legal, political, and/or intergovernmental context. Studies that consider the implementation of court decisions among federal, state, and local actors are also encouraged, as are submissions on traditional and innovative approaches to the study of judicial issues, such as critical race theory. We also invite submissions that consider best practices in the teaching of law to educational researchers and practitioners. Studies that focus on the implementation and outcomes of court decisions are welcome across all institutional levels, including postsecondary education. *Section Chair: Dana Thompson Dorsey, University of North Carolina at Chapel Hill, dtdorsey@unc.edu.*

Section 3: Curriculum and Instruction

This section welcomes papers addressing the politics and policies of curriculum and instruction in and/or outside of the United States and their implications for performance, equity, and diversity, and other outcomes of interest. This work includes but is not limited to studies of national, state, and local curricula, rules governing the language of instruction or the placement of children with disabilities, and policies whose main focus is changing instructional practice. Papers that analyze the macro- and micro-level forces that shape the design or implementation of curriculum and/or instruction policies are also invited; studies of the Common Core State Standards and their implications for students, teachers, leaders, and classrooms are particularly relevant. We welcome papers that evaluate both the intended and unintended consequences of these policies for students of color, children from low-income backgrounds, English learners, immigrants, LGBTQIA students, and other student groups. *Section Chair: Mimi Engel, Vanderbilt University, mimi.engel@Vanderbilt.Edu.*

Section 4: School Choice and Other Market Reforms

This section encourages papers from the United States and/or other countries that focus on school choice, including charter schools, vouchers, private schools, tuition tax credits, homeschooling and other means of providing students and parents with alternatives to traditional schooling options. We welcome the study of market reforms in postsecondary settings as well. We encourage analyses of the implementation of school choice, as well as on the effects on student achievement overall and on racial and ethnic groups, language groups, immigrants, students of various sexual orientations and/or gender identities, children with disabilities, and economically disadvantaged children, in particular. We also invite submissions that consider the dynamics of political advocacy in market-based reforms in education, including the role of foundations, grassroots community groups, and other intermediary organizations. *Section Chair: Janelle Scott, University of California at Berkeley, jtscott@berkeley.edu.*

Section 5: Testing, Accountability, and Data Use

This section welcomes papers related to testing, accountability, and data use policy and practices in PreK-16 education at federal, state, and local levels in or outside the United States. Of particular interest are analyses of the development, implementation, and intended and unintended effects of such policies on a range of student outcomes, including social-emotional learning and other non-achievement variables. Also encouraged are papers that explicitly examine how testing, accountability and/or data use policies can influence the distribution of these outcomes, ameliorating or exacerbating gaps for socioeconomically disadvantaged students, racial minority students, English language learners, and other groups. Finally, we encourage papers examining conceptual and methodological issues in measurement, assessment, and data analysis and their implications and consequences for testing, accountability, and data use policies at all levels. *Section Chair: Andrew McEachin, RAND, mceachin@rand.org.*

Section 6: Human Capital and School Finance

This section invites papers from the United States and/or other countries that focus on policies and reforms targeting human capital and school finance, where human capital means teachers, administrators, and other district and school personnel. These include topics related to preservice training/recruitment; traditional and alternative routes into teaching and administration; personnel hiring, assignment, and retention; teacher and administrator induction /

professional development; teacher and principal evaluations; compensation; working conditions; and career ladder/advancement systems. We welcome studies of human capital reforms on district and school personnel from traditionally underrepresented groups, as well as those that pertain to improving human capital in low-performing schools and districts. We also encourage studies that seek to understand how schools are funded and the effects of school finance policies on schools and the students they serve. Studies of funding in pre-K and postsecondary settings are welcome, including research on voluntary/ universal pre-K programs, community colleges, lottery scholarships and other financial aid policies. *Section Chair: W. Kyle Ingle, University of Louisville, william. ingle@louisville.edu.*

Section 7: Social Context and Structural Inequalities

Focusing on cultural and social issues in education, this section invites submissions that address the institutional, organizational, and contextual factors affecting education and schooling, as well as structural inequalities in education, in the U.S. and around the globe. We encourage the submission of studies that examine the ways social institutions and individuals' experiences within them open up, stratify, or otherwise affect educational processes and opportunities. We welcome a wide range of qualitative and quantitative methodological approaches. Of particular interest are submissions that advance the theoretical understandings of and the methodological tools that reveal the social and institutional contexts of education and encompass the diverse communities of schooling. *Section Chair: Rand Quinn, University of Pennsylvania, raq@upenn.edu.*

Section 8: Social Policy and Education

This section welcomes papers that address the connections between PreK–16 educational policy and other social policies at the local, state, and federal levels in and/or outside of the United States. The section encourages studies bridging education to economic development, workforce policy, housing, health care, welfare, child care, criminal justice/ policing, and other policy areas; empirical analyses of the effects of social policy on educational programs, opportunities, and outcomes and of the effects of educational policies on non-educational outcomes are invited, as are analyses that contribute to our

understandings of how various social policies shape the educational experiences of educators, students, families, and communities. Studies of promise neighborhoods, policies that address food insecurity, segregation, immigration and/or language policy, and school-community partnerships are especially welcome, as are studies of prenatal and early childhood policy. Submissions that address issues related to data availability, data collection, and quantitative and qualitative measurement of the effects of social policy on educational outcomes are also welcome. *Section Chair: Megan Hopkins, University of Illinois at Chicago, meganh@uic.edu.*

Section 9: Policy Implementation and Going to Scale

This section invites submissions that pertain to policy implementation and bringing effective programming and practices to scale in and/or outside the United States. We encourage studies that advance understandings about what works, for whom, and under what conditions, as well as those that explore ways to measure and/or promote implementation within and across organizational units. Studies that draw on lessons from implementation and improvement sciences from outside the field of education are welcome. Those that describe the development of, support for, and effects of research-practice partnerships, improvement communities, and cross-institutional networks as they relate to organizational learning in education are of particular interest. We also invite studies that make the design and uses of educational research for improved implementation at scale itself a subject of inquiry. *Section Chair: Jennifer Russell, University of Pittsburgh, jrussel@pitt.edu.*

B. Committees

Submissions will be reviewed and considered for the following AERA committees. Individuals are encouraged to contact committee chairs for information on program topics.

International Relations Committee

The International Relations Committee (IRC) invites submissions related to the challenges of achieving the promise of equal educational opportunity. Consistent with the 2017 theme, we specifically encourage international interdisciplinary comparative

research that illustrates how educational scholarship can contribute to public policy and the politics of promoting Equal Educational Opportunities. The IRC encourages submissions that address the broad question: What counts as educational opportunity in the global arena? The IRC welcomes submissions across a range of issues related to education and the promises of equal opportunities – including how these concepts are studied, observed, or measured worldwide. The IRC scope of interest embraces the spectrum of interdisciplinary pedagogical, curricular and policy issues, in formal, non-formal and informal settings from early childhood education through higher and adult education.

Paper and session topics may include, but are not limited to, the following: the role of public education in promoting educational opportunities; pedagogical systems and policies leading to high quality and equal educational opportunities; the education of future teachers; school structures, ability grouping, tracking and other categorizations and policies that influence equitable access and treatment in educational settings; effects of international and national policies and regulations on student retention, educational advancement, and school-work transitions; understanding the societal and schooling factors related to inequalities in opportunities to learn across nations, and issues of equal opportunity related to admissions to higher education. The IRC invites submissions focusing on global trends, regional analysis and cross-country comparisons approached from various theoretical, empirical, and methodological perspectives that show promise of deepening understandings of, and ways of exploring issues related to education and in increasingly more complex societies around the world. *Chair: Gustavo E. Fischman, Arizona State University, fischman@asu.edu.*

Professional Development and Training Committee

See separate call details posted at www.aera.net.

Committee on Scholars and Advocates for Gender Equity in Education (SAGE)

The Committee on Scholars and Advocates for Gender Equity in Education (SAGE) invites submissions for symposia, individual papers, and innovative formats that explore this year's Annual Meeting theme, *Knowledge to Action: Achieving*

the Promise of Equal Educational Opportunity. Submissions should focus on issues of gender, gender equity, and sexuality in primary, secondary, postsecondary, and other educational settings. The Program Committee is particularly interested in submissions that interrogate historical and contemporary conceptualizations of educational opportunity as they relate to gender and sexuality. We welcome papers and sessions that highlight the ways in which education researchers can leverage the knowledge they generate to address some of the most pressing policy issues, including challenges to and opportunities for achieving the promise of gender equity across school settings. In keeping with the 2017 Annual Meeting Program objectives, the program committee is also interested in equity-focused research that reflects the broad spectrum of methodological approaches and theoretical perspectives, including but not limited to feminism, critical race theory, all branches of ethnic studies, postcolonialism, and queer theory. We encourage individual paper and session submissions that explore the myriad changes around gender and sexuality now facing educators globally, that address the intersection of different subject positions around race and class as well as gender, that consider the ways different technologies and forms of power shape individual and collective understandings of gender and sexuality, and that frame research on gender and sexuality in ways that critically analyze and seek to meaningfully address the longstanding tension between the promise of access to educational opportunity and the reality of gender inequity. *Chair: Cleveland Hayes, University of La Verne, chayes@ laverne.edu.*

Committee on Scholars of Color in Education

In keeping with the 2017 theme, *Knowledge to Action: Achieving the Promise of Equal Educational Opportunity*, the Committee on Scholars of Color in Education (CSCE) invites submissions for papers, themed roundtable discussions, or symposia which broadly addresses pathways to achieving equal educational opportunities as well as ways to eliminate barriers to opportunity, engagement, and success for people of color. Of special interest is research within the following dimensions: (a) meanings and interpretations of educational opportunity, access, and equity for the purposes of understanding and addressing perennial issues such as school quality and recently intensified problems such as violence

in schools; (b) issues associated with unequal opportunity and the methods used to study them; (c) interdisciplinary research and intersections between education research and other fields invested in eradicating social disparities that lead to marginalization and poor school outcomes; and (d) possibilities for linking educational, social, and public policies that can respond to both longstanding educational issues, such as teaching and student engagement, while attending to increasingly visible problems such as homelessness, trauma, and incarceration that affect students' ability to thrive. We encourage submissions from a diversity of disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, submissions that involve collaborations among senior and junior scholars are encouraged. *Chair: Dorinda Gallant, The Ohio State University, gallant.32@osu.edu.*

C. Special Interest Groups

Submissions will be reviewed and considered for the AERA SIGs listed below. Individuals are encouraged to contact SIG program chairs for information on program topics.

Academic Audit Research in Teacher Education, Jennifer Elizabeth Carinci, Council for the Accreditation of Educator Preparation, 302-383-4724, *Jennifer.Carinci@caepnet.org*

Action Research, Elena Yu Polush, Ball State University, 515-460-1443, *eypolush@bsu.edu*

Adolescence and Youth Development, Andrea Frazier, Columbus State University, 706-565-3493, *frazier_andrea@columbusstate.edu*

Adult Literacy and Adult Education, M. Cecil Smith, West Virginia University, 304-293-2174, *mcecil.smith@mail.wvu.edu*

Advanced Studies of National Databases, Jerry West, Mathematica Policy Research, Inc., 410-707-2548, *jwestsig6@gmail.com*

Advanced Technologies for Learning, Tamara Lynnette Clegg, University of Maryland–College Park, 919-271-4884, *tclegg@umd.edu*

Applied Research in Immersive Environments for Learning, Shari Metcalf, *shari_metcalf@harvard.edu*

Arts and Inquiry in the Visual and Performing Arts in Education, Amanda Nicole Gulla, Lehman College–CUNY, 212-675-2881, *amanda.gulla@lehman.cuny.edu*

Arts and Learning, Matt Omasta, Utah State University, 435-797-3103, *matt.omasta@usu.edu*

Arts-Based Educational Research, Alexandra Cutcher, Southern Cross University, +61412030205, *lexi.cutcher@scu.edu.au*

Bilingual Education Research, Kara Mitchell Viesca, University of Colorado–Denver, 303-349-7373, *kara.viesca@ucdenver.edu*

Biographical and Documentary Research, Pamela J. Konkol, Concordia University–Chicago, 708-209-3540, *pamela.konkol@cuchicago.edu*

Brain, Neurosciences, and Education, Mary Layne Kalbfleisch, George Washington University, 703-608-8856, *mkalbfle1@gmail.com*

Career and Technical Education, Victor M. Hernandez-Gantes, University of South Florida, 813-974-1277, *victorh@usf.edu*

Caribbean and African Studies in Education, Makini Z. Beck, 585-264-1425, *makini.beck@gmail.com*; Martin Timothy Hall, Charles Sturt University, 0269332740, *mahall@csu.edu.au*

Catholic Education, Ursula Aldana, University of San Francisco, 323-428-5137, *ualdana@usfca.edu*

Chaos and Complexity Theories, Matthijs Koopmans, Mercy College, 914-674-7485, *mkoopmans@mercy.edu*

Charters and School Choice, Chris Torres, Montclair State University, 808-561-1717, *torresch@mail.montclair.edu*

Classroom Assessment, Lee Ann Jung, University of Kentucky, 859-619-9773, *ljung@uky.edu*

Classroom Management, Tim Mainhard, Utrecht University, +31-30-2536715, *m.t.mainhard@uu.nl*

Classroom Observation, Danielle Bairrington Brown, Texas A&M University, 979-777-2172, *dbbrown@tamu.edu*

Cognition and Assessment, Russell Almond, Florida State University, 850-644-5203, *ralmond@fsu.edu*

Computer and Internet Applications in Education, Shiang-Kwei Wang, New York Institute of Technology, *skwang@nyit.edu*

Conflict Resolution and Violence Prevention, David Johnson, University of Minnesota, (952) 831-7060, *dwj@visi.com*

Confucianism, Taoism, Buddhism, and Education, Mei W. Hoyt, University of North Texas, 940-565-2986, *Mei.Hoyt@unt.edu*

Constructivist Theory, Research and Practice

Susan K. Donohue, University of Virginia, 434-982-2205, *skd9f@virginia.edu*

Cooperative Learning: Theory, Research and Practice, Roger T. Johnson, University of Minnesota, 612-624-7031, *johns009@umn.edu*

Critical Educators for Social Justice, Sandra Lucia Osorio, Illinois State University, 815-791-0618, *sosorio@ilstu.edu*

Critical Examination of Race, Ethnicity, Class and Gender in Education, Malik S. Henfield, University of San Francisco, *mshenfield@usfca.edu*

Critical Issues in Curriculum and Cultural Studies Gabriel Stephen Huddleston, Texas Christian University, 682-841-7521, *g.huddleston@tcu.edu*

Critical Perspectives on Early Childhood Education, Michelle Salazar Perez, New Mexico State University, 504-432-7500, *michelle.s.perez@gmail.com*; Lacey Elizabeth Peters, Hunter College - CUNY, 602-315-7662, *lacey.peters@hunter.cuny.edu*

Cultural Historical Research, Natalia Gajdamaschko, Simon Fraser University, 604-468-7920, *nataliag@sfu.ca*; Aria Razfar, University of Illinois at Chicago, 312-413-8373, *arazfar@uic.edu*

Data-Driven Decision Making in Education, Edith Gummer, Ewing Marion Kauffman Foundation, 816-932-1068, *edith.gummer@gmail.com*; Kay Uchiyama, Regis University, 719-264-7055, *muchiyam@regis.edu*; Elizabeth N. Farley-Ripple, University of Delaware, 302-831-3117, *enfr@udel.edu*

Democratic Citizenship in Education Rui Kang, Georgia College & State University, 979-324 5602, *rui.kang@gcsu.edu*; James M. Mitchell, California State University - East Bay, 510-693-3506, *mitchellcsueb@aol.com*

Design and Technology, Fengfeng Ke, Florida State University, 850-644-8794, *fke@fsu.edu*

Dewey Studies, Patrick M. Jenlink, Stephen F. Austin State University, (936) 468-1756, *pjenlink@sfasu.edu*

Disability Studies in Education, JJamie Buffington-Adams, Indiana University - East, *jabuffin@iue.edu*; Danielle M. Cowley, University of Northern Iowa, 319-273-7210, *danielle.cowley@uni.edu*

Doctoral Education Across the Disciplines, James E. Bartlett, II, North Carolina State University, 919-208-1697, *james_bartlett@ncsu.edu*; Pamela Petrease Felder, University of Maryland - Eastern Shore, 215-203-2945, *pamela.felder@gmail.com*

Early Education and Child Development, Anne Douglass, University of Massachusetts - Boston, 617-877-6594, *anne.douglass@umb.edu*; X. Christine

Wang, University at Buffalo - SUNY, 716-645-4056, *wangxc@buffalo.edu*

Education and Philanthropy

Educational Change, Corrie Stone-Johnson, University at Buffalo - SUNY, 716-645-1092, *corriest@buffalo.edu*

Educational Statisticians, Todd Christopher Headrick, Southern Illinois University - Carbondale, 618-453-1818, *headrick@siu.edu*

Elliot Eisner, Christy M. Moroye, University of Northern Colorado, 970-351-2438, *christine.moroye@unco.edu*

Environmental Education, John Joseph Lupinacci, III, Washington State University - Pullman, 509-335-6838, *john.lupinacci@wsu.edu*

Faculty Teaching, Evaluation, and Development, Andrea L. Beach, Western Michigan University, 269-387-1725, *andrea.beach@wmich.edu*; Jennifer D. Moss, Purdue University, 765-463-1582, *moss16@purdue.edu*

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