2018 ANNUAL MEETING CALL FOR SUBMISSIONS
New York, New York • Friday, April 13–Tuesday, April 17

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Carla O'Connor, Annual Program Co-Chair
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I. Theme: "The Dreams, Possibilities, and Necessity of Public Education"

Let America be the dream the dreamers dreamed—
Let it be that great strong land of love
Where never kings connive nor tyrants scheme
That any man be crushed by one above.

(It never was America to me.)

O, let my land be a land where Liberty
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.

> —*Let America Be America Again* (1935), Langston Hughes

Alice laughed. "There's no use trying," she said: one *can't* believe impossible things."

"I daresay you haven't had much practice," said the Queen. "When I was your age, I always did it for half-an-hour a day. Why, sometimes I've believed as many as six impossible things before breakfast."

> —*Through the Looking-Glass, and What Alice Found There* (1871), Lewis Carroll

The 2018 program theme calls us to confront the struggles for public education, considering the times in which we are living, the historical arcs that shape our present(s), and the roles we can play in the fight for justice. Public education has the potential to be a central pillar of democracy and to foster civil deliberation. It is essential to democratic government, which both depends on and makes possible respect for diversity, justice, and human dignity. It has a crucial role to play in our divided world, bringing communities together to build an inclusive formation of "we the people."

Although public education's possibilities inspire us, they are elusive. As researchers and practitioners, we have a special responsibility to make possible what often seems impossible about the dreams for public education. We must build knowledge to support the quest for equitable educational opportunity. We must (re)imagine and contribute to developing what public education can and must be for today's children, their families, and communities, and for the billions who will be inheritors of this earth. Ours is a theme of criticism and debate, but also of celebration and hope, and above all, of understanding and action.

Disciplined and diverse scholarship is crucial for this agenda. We must generate and learn from a wide range of research, including empirical, philosophical, critical, and historical analyses. We must include a broad variety of voices, evidence, sources, and perspectives to inform our deliberations. And we must apply these diverse methods, methodologies, and epistemologies to a host of pressing questions: What is and should be the relationship between "publicness," educational opportunity, place, and democracy? What and who constitutes the *public,* and how does that vary in education systems around the globe and diverse epistemologies within those systems? For whom, when, where, how, and why has public education been established? When and for whom has it succeeded, failed, or been reinvented? What explains the recurrent quest for common ground, from the inception of common schools in the 19th century to desegregation in the mid-20th century, to the Common Core in the 21st? And why has resistance to this quest been necessary in some cases and oppressive in others?

Introspection is also essential in the development of knowledge and evidence about public education; we must ask questions also about how education research can recognize the perspectives and knowledge of historically marginalized peoples. We must ask how we can advance the tools and methods of our fields to create new forms of rigor and discipline, new kinds of tools and evidence, and thus, ultimately new knowledge. We must learn from scholars who examine the histories of the struggles for and over public education from diverse standpoints. What have scholars learned from their own first-person experiences? How are the voices and efforts of those in communities and schools connected to the generation of knowledge? These questions invite us to hear wrenching truths, critical perspectives, and dissent. They also invite us to learn from triumphs and possibilities and to see and realize the seemingly impossible.

Our Annual Meeting will take place in New York City, a fitting site for our focus on public education. New York represents the composite nature of our society, with its histories of struggle to form a union of diverse peoples. Before Dutch, British, and French settlers arrived and appropriated it, Mannahatta was (as it continues to be) Lenni Lenape land. It is the gateway through

which immigrants from many lands have entered the United States, some displaced and fleeing hatred and persecution, some seeking opportunity. In the 20th century, New York was a destination for the migration of Black people from the South and the landing for thousands from Latin America. It was home to the Harlem Renaissance and the Black Arts Movement. At City College of New York, open access higher education first thrived in the mid-19th century. Comprising islands, waterways, and estuaries, New York is one of the frontlines for the impacts of climate change and people's fights against environmental racism. New York represents hope in new possibilities and renewals, as well as loss—of culture, land, nation, and names. New York is at once connection and separation, crowdedness and isolation, gentrification and neighborhoods, poverty and wealth. It is beautiful patchworks of culture and language, of experimentation and activism.

Struggles for public education are embedded in stories from around the globe. Respecting the particularities of cultures, times, and places, how can we learn sensitively from one another's contemporary experiences and histories? How can we contribute to building the necessary wisdom, commitment, and capacity for meeting the challenges of public education? At the 2018 Annual Meeting, we will come together to share insights and analyses of efforts past and present, which make the impossibility of public education possible. We ask of the AERA community to hope radically, imagine creatively, and act inspirationally to build knowledge and take enlightened next steps for public education.

II. General Information

- AERA 2018 Annual Meeting: Friday, April 13–Tuesday, April 17, New York, New York.

- The vast majority of the Annual Meeting program consists of papers and sessions selected through this open call and based on a peer-review process guided by program chairs of divisions, special interest groups (SIGs), and committees. Other elements of the program include 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 Division, 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 2018 Annual Meeting and click "Online Program Portal."

3. **Submissions must arrive by the deadline.** The submission system opens on **June 1, 2017**, and closes on **July 24, 2017**, at 11:59 PM Pacific Time. No late submissions will be accepted. All submitters will be notified on **November 1, 2017**, if their submission has been accepted or rejected.

4. **Types of submission.** AERA accepts two types of submissions: an individual paper submission 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—as part of 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 submit only complete papers. Proposals to write a paper are not eligible for consideration. The paper may be preliminary, with upload of the final paper required by March 16, 2018, but the initial submission must be a complete paper.

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 for sessions may not exceed the word limits specified in the "Advancing a Paper Submission" and "Advancing a Session Submission" sections. 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 need to provide a detailed explanation. The explanation is a required field.

11. **Online repository.** Authors are encouraged to participate in the voluntary AERA Online Paper Repository to 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 for and attend the Annual Meeting and to 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. You should not 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 versions 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 16, 2018. 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, first select "paper." Later, you will select your preferred format for presentation of the paper—as part of a paper, poster, or roundtable. All formats provide a means for grouping related papers into sessions, with different opportunities for discussant, audience, or attendee 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 no power source will 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 log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2018 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 words or fewer.
- 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 it. Co-authors do not need to be AERA members to be added. Click "Accept and Continue."

STEP 7: 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 versions for presentation. Papers must have 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; then choose your document and 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 log in 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 for session title.

- 120 words or fewer for session abstract.

- 500 words or fewer for overall session summary without any author/participant identification. The summary must address 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 for each paper/presentation title

- 500 words or fewer for the 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 consolidates the summaries is required.

  o Paper/presentation summaries are required for each presenter/participant in a session, including in a symposium submission or in any other session format (e.g., 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 containing the session summary (500 words or fewer) and a paper/presentation summary for each presenter in the session (500 words or fewer). 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. The 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, or demonstration/performance are required to upload a paper or commentary paper addressing all of the six elements noted above by the deadline for uploading final papers: March 16, 2018. 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; they 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. Under unusual circumstances, however, session submissions may include participants from the same institution or from a single research group or team. 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. A working group roundtable encourages substantive exchange and interaction among researchers working on a common set of research issues, problems, or themes. 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 submissions 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 log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2018 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 session submission 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 symposia taking the form of panel discussions or town hall meetings, is required to have an abstract (500 words or fewer) 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—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 co-authors and the names are not in the system, you can add them. Co-authors do not need to be AERA members to be added. 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 containing the session summary (500 words or fewer) and the paper/presentation summary for each presenter in the session (500 words or fewer). 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 log in 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/SIG/committee; submissions may be submitted only to one unit.
- Submitting a previously published or presented paper.
- Uploading the incorrect paper to a particular submission.
- Indicating the wrong category for you 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 2018 Annual Meeting Submissions?** **July 24, 2017**, at 11:59 PM Pacific Time.
- **What is the difference between a paper submission and a session submission?**
    - **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.
    - **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?**
    - 15 words or fewer per title.
    - 120 words or fewer per abstract.
    - 2,000 words or fewer per paper (with no author identification).
    - References, tables, charts, graphs, images, and figures should be added to the end of the paper and do not count towards the word count.
- **What is the word count for a session submission?**
    - 15 words or fewer for session titles.
    - 120 words or fewer for session abstracts.
    - 500 words or fewer overall for session summaries.

- 500 words or fewer for summaries for each paper/commentary in a session.
- Session summary upload with no author identification that is a consolidated document containing the session summary (500 words or fewer) and the paper/presentation summary for each presenter in the session (500 words or fewer). 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 abstract, 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.
- **What do I do if I forgot to add my co-author or I cannot find them in the system?** Prior to the submission deadline you can log in 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 be added 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 policies and if you submit a proposal to

write a paper rather than a complete paper (though the paper may be 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 after 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 to 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 log in 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 have 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 of proposals to write papers will not be considered. AERA should be notified at (annualmtg@aera.net) once final IRB action is taken. "Not applicable" is intended for work that is theoretical, methodological, or involves using only public information. An explanation is important to understand why IRB review was not undertaken, needed, or applicable.

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 division, 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: Rosa L. Rivera-McCutchen

In the description of this year's program theme, "The Dreams, Possibilities, and Necessity of Public Education," the program chairs ask: "What is and should be the relationship between "publicness," educational opportunity, place, and democracy? What and who constitutes the *public* and how does that vary in education systems around the globe and diverse epistemologies within those systems? For whom, when, where, how, and why has public education been established? When and for whom has it succeeded, failed, or been reinvented? What explains the recurrent quest for common ground, from the inception of common schools in the 19th century to desegregation in mid-20th century, to the Common Core in the 21st? And why has resistance to this quest been necessary in some cases and oppressive in others?" This year's theme builds on prior years' calls that challenged us to become more public scholars and to move from knowledge production to action in the service of equal educational opportunities for all.

The Division A call for submissions solicits scholarship that explicitly responds to the call, clearly outlining the role of leadership, administration, and organizations in considering the purpose and potential of public education, and in (re)imagining its possibilities. 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 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, nontraditional, 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 policy makers 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 2018 Annual Meeting.

Please note the following important guidelines for submission to Division A sections:

- Please indicate *three topic descriptors at the end of your abstract*. These will be used to assign reviewers and to group accepted submissions appropriately.

- All submissions—including symposia—should be made *without author identification*, for blind review. Proposals that are not blinded will automatically be rejected.

- AERA requires that proposal submissions must represent *completed* work, not works in progress.

- Authors submitting individual paper proposals are encouraged to select all presentation formats as preferred types (e.g., paper, poster, *and* roundtable sessions).

- Graduate students are encouraged to submit proposals for consideration for the Division A Graduate Student Poster Session. *Note: Poster session must be selected as one of the preferred formats if the submission is to be considered for this session.*

- For general questions, contact *Program Chair Rosa Rivera-McCutchen, Lehman College CUNY,* rosa. riveramccutchen@lehman.cuny.edu*, or *Assistant Program Chair Cristóbal Rodriguez, Howard University, cristobal.rodriguez@howard.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 its 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 who have been traditionally underserved. *Section Co-Chairs: Sharon Radd, St. Catherine University, siradd@stkate.edu; Angela Urick, University of Oklahoma, urick@ou.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 which 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: Patrice A. McClellan, Lourdes University, pmcclellan@lourdes.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 they relate to 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: Fernando Valle, Texas Tech University, f.valle@ttu.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: David DeMatthews, University of Texas at El Paso, dedematthews@utep.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 levels* (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 United States and around the globe. *Section Chair: Soribel Genao, Queens College CUNY, soribel.genao@qc.cuny.edu.*

Division B: Curriculum Studies

Program Co-Chairs: K. Wayne Yang and Vonzell Agosto

We invite you to craft submissions that contribute to exciting, unsettling, and field-building conversations in Curriculum Studies at the 2018 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.

We invite you to think about how the 2018 annual theme, "The Dreams, Possibilities, and Necessity of Public Education," resonates with the program sections of Division B to inspire, activate, or reconnect your line of inquiry and analysis to the struggles for public education. Division B sessions take critical perspectives on how the (im)possibilities of public education are enacted by curriculum. The hidden and not-so-hidden curriculum of schooling, of media institutions, and of the nation-state naturalize certain impossibilities—borders, enclosures, erasures, and displacements that are overdetermined by race, gender, sexuality, religion, citizenship, etc. Yet curricula—in their plural forms within and beyond schools, media, and nation-states—are also sites of contestation, of possibility. We invite proposals that address (im)possibility and dreaming.

The 2018 call also emphasizes critical examinations of method, which invoke the question "Whose knowledge?" Method involves not only how research is conducted. Method also involves dreaming: the how-to of futurity, of presencing. We invite proposals that recognize survivance and complexity in discussions of people and communities. We invite proposals that are answerable to the lived experiences of diverse and/or dispossessed people and communities.

The 2018 Annual Meeting is located in New York City, a place where histories of Black thought, of migrant imaginaries, of queer embodiment, of displacements and emplacements that have produced knowledges come into sharp relief with one another. New York is a *site* of politics and is also a *somewhere* on Indigenous land, and the Annual Meeting theme reminds us to acknowledge the places where knowledge sits. We invite proposals that address

the imbrication of land, place, and knowledge here and elsewhere.

Following each title of the 2018 sections, below, are keywords that aim to provoke you to interrogate, for instance, hegemonies that can typify curriculum studies and education research. The sections are meant to be in conversation and tension with one another. Your submissions may speak to one or more section options, but each option will yield different considerations and possibilities. We invite those whose works have been foundational to the field to engage newer scholars in path-breaking and rejuvenating dialogue. We invite those who have not yet participated in Division B to consider how your work can fit within or expand the sections.

Paper submissions and session submissions (e.g., symposia) should not identify the author(s) in any way; however the session submission system will be set up to show author identifying information to reviewers. For more information, please contact the appropriate section chairs. For general questions, you may contact the Program Co-Chairs: *K. Wayne Yang, University of California, San Diego, kwayne@ucsd.edu* and *Vonzell Agosto, University of South Florida, vagosto@usf.edu*

Section I: 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: Hollie Kulago, Elmira College, hkulago@elmira.edu; Gabriel Huddleston, Texas Christian University, g.huddleston@tcu.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, Indiana University–Purdue University Fort Wayne, nunezi@ipfw.edu; Julie Gorlewski, Virginia Commonwealth University, julieg6662@gmail.com*

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

New and reclaimed methods, the arts, 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: Veronica Velez, Western Washington University, veronica.velez@wwu.edu; M. Francyne Huckaby, Texas Christian University, f.huckaby@tcu.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: Crystal Laura, Chicago State University, claura@csu.edu; Nichole Guillory, Kennesaw State University, nguillo1@kennesaw.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: Fikile Nxumalo, University of Texas at Austin, fnxumalo@austin.utexas.edu; Valerie Shirley, University of Arizona, Vshirley@email.arizona.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: Troy Richardson, Cornell University, tar37@cornell.edu; Kevin L Henry, University of Arizona, klhenryjr@email.arizona.edu*

Division C: Learning and Instruction
Program Chair: Nicole Barnes
Division C invites submissions of 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. Moreover, Division C encourages submissions pertaining to race, culture, or equity in learning and instruction. 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 the 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 select 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 *500 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. We encourage papers and sessions that directly address the AERA 2018 program theme: "The Dreams, Possibilities, and Necessity of Public Education." Finally, we are hoping to pilot an AERA Division C Youth Track in which students in Grades 4 to 8 are invited to learn about topics similar to those we formally present at the 2018 Annual Meeting. These sessions for youth will use innovative strategies for teaching about evidence and applications of educational research to daily life.

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 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: Nicole Barnes, College of Education and Human Services, Montclair State University, barnesn@montclair.edu.* Questions or ideas about submissions that emphasize equity and inclusion issues can also be addressed to *Jamaal Matthews, Chair of Division C's Equity and Inclusion committee, matthewsj@mail.montclair.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. Foci include cultural, cognitive, or affective processes that underlie word recognition, phonological awareness, reading fluency, spelling, vocabulary, reading comprehension, writing, and second language learning. We also invite submissions pertaining to race, culture, and equity in literacy. *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 and multicultural settings, and may emphasize content knowledge, disciplinary procedures, instructional design, equity methodologies, and ideas about the purpose of learning, or the influence of factors such as social identity. *Section Chair: Antero Garcia, Stanford University, anterog@stanford.edu*

Section 1c: Mathematics
Research on learning and instruction in mathematics. Submissions 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. We also invite submissions pertaining to race and equity in mathematics. *Section Chairs: Kristie Newton, Temple University, kkjones@temple.edu; Jamaal Matthews, Montclair State University, matthewsj@mail.montclair.edu*

Section 1d: Science
Research on learning and instruction in science. Foci 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. We also invite submissions pertaining to race and equity 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. Foci 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: Rayne Sperling, The Pennsylvania State University, rsd7@psu.edu; Peggy Van Meter, The Pennsylvania State University, pnv1@psu.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: DeLeon Gray, North Carolina State University, dlgray2@ncsu.edu; Teya Rutherford, North Carolina State University, taruther@ncsu.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. Foci 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 learning environment. *Section Chairs: Mike Thomas, University of Illinois at Chicago, micthom@uic.edu; Christine Greenhow, Michigan State University, greenhow@msu.edu*

Section 3b: Technology-Based Environments

Research on the use of and learning, motivational, and performance improvement outcomes of technology-based environments, including multimedia, computerized, web-based, and other learning environments that involve technology. Diverse perspectives on learning, motivation, and performance improvement are welcome, as are studies that (a) examine contextual factors that sometimes moderate the impact of, use of, and access to technology-based learning environments, such as socioeconomic status, disabilities, and other factors associated with underrepresentation, and (b) employ diverse methodologies including but not limited to data mining, learning analytics, trace data, mixed methods, Bayesian approaches, and more traditional qualitative, mixed-method, and quantitative methodologies. *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 faculty and graduate students. These include mentoring opportunities and premeeting seminars. For information on these programs, please see the Division C website at http://www.aera.net/DivisionC/LearningInstruction(C) and the formal calls that will come through the listserv.

Division D: Measurement and Research Methodology
Program Chair: Kim Koh

The Division D Program Committee invites proposals that engage the study, design, development, and evaluation of a full range of methodologies in education research, as well as current debates related to epistemological, ontological, and ethical questions underlying these methodologies. Measurement and Research Methodology is at the core of many disciplines and research activities that aim to ensure the scientific rigor, appropriate study design, and integrity of data collection to generate new knowledge, inform policy, and improve practice. In accordance with the 2018 AERA program theme, "The Dreams, Possibilities, and Necessity of Public Education," we especially welcome submissions that advance our understanding of the creation, use, and validation of innovative measurement and assessment tools, as well as state-of-the-art methodologies to solve complex educational problems or address challenges in educational research and assessment in public K–12 and higher education in the United States and around the globe. We welcome submissions in the areas of educational measurement, psychometrics, and assessment (D1); quantitative methods and statistical theory as applied to educational research (D2); and qualitative, ethnographic, post-qualitative, interpretive, and case-based methods, as well as critical, design-based, and participatory and action research 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, *Kim Koh, at khkoh@ucalgary.ca.*

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 and conclusions. Submissions must adhere to the guidelines presented in the general call for submissions. Preference will be given to proposals describing completed work. Thus, we strongly encourage submitters to upload the most complete version of their papers. 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 must be reasonable and well explained. 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: Kim Koh, University of Calgary, khkoh@ucalgary.ca.*

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: Kim Koh, University of Calgary, khkoh@ucalgary. ca; Andreas Oranje, Educational Testing Service, Aoranje@ets.org

Section 2: Quantitative Methods and Statistical Theory
Section Chairs: Brian French, Washington State University, frenchb@wsu.edu; Hong Jiao, University of Maryland, College Park, hjiao@umd.edu

Section 3: Qualitative Research Methods
(This includes ethnographic, post-qualitative, interpretive, and case-based methods, as well as critical, design-based, and participatory and action research methods.) *Section Chairs: Audra Skukauskaite, Klaipeda University, audrasku@gmail.com; Nataliya Ivankova, University of Alabama at Birmingham, nivankov@uab. edu*

Multi-Methodological Proposals. (These are proposals spanning methodologies relevant to two or more sections.) *Kim Koh, University of Calgary, khkoh@ucalgary.ca*

Division E: Counseling and Human Development
Division E solicits submissions in the area of counseling and human development consistent with the Annual Meeting theme, "The Dreams, Possibilities, and Necessities of Public Education." 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, clinical, and/or 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) evidence-based 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 equity and diversity issues related to counseling, psychology, and human development; (e) the education and training of counselors, psychologists, and other members of the helping professions; and (f) research on counseling, 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: Kathleen Corriveau, Boston University, kcorriv@bu.edu*

Division F: History and Historiography
Program Chair: Jon N. Hale
The Division F Program Committee invites submissions in addressing all periods and topics in the history and historiography of education, especially those that contextualize current debates in the field of public education. In keeping with the 2018 AERA program theme, "The Dreams, Possibilities, and Necessity of Public Education," we especially welcome submissions that examine "the historical arcs that shape our present(s), and the roles we can play in the fight for justice." We encourage scholars to put forth critical historical examinations of the struggle for equitable and public educational opportunity that also demonstrate how history can assist in bringing communities together to build an inclusive

formation of "we the people."

Division F welcomes historical scholarship that examines the 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 diverse democracies, and uses innovative theoretical frameworks that transcend traditional boundaries. We seek studies on the history of African American, Asian American, Latino/a, Native American, and LBGTQ 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, civic education, sexuality and gender in education, rural education, urban education, education and state formation, and community-based 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 2018 Annual Meeting.

Submissions should clearly identify the historical sources on which the study is based and 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 public education broadly construed, as well as studies that utilize compelling theoretical frameworks.

All submissions, whether papers or sessions, will undergo a blind review; thus, they must not include author identification. For questions or comments, please contact the Division F Program Chair: *Jon Hale, College of Charleston, halejn@cofc.edu*.

Division G: Social Context of Education
Program Co-Chairs: David E. Kirkland (dk64@nyu.edu) and Wanda S. Pillow (wanda.pillow@utah.edu)
We encourage inquiry that creatively and rigorously examines and engages the Annual Meeting themes across the following areas and constructs analysis by considering the multiple lenses and methods described in the below Sections. Theoretical and empirical papers are welcomed. When applicable, authors should demonstrate 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: Antonio Martinez, University of Massachusetts–Amherst, antoniom@umass.edu; Christine Malsbary, Vassar College, christine.brigid@gmail.com*

Section 2: Studies of diversity and variation within social contexts of education
This section invites studies that center "diversity" as a theoretical and empirical construct in its own right. We encourage engagements of diversity that include but go beyond the commonsense notion that education values it. In addition to diversity and variation in its demographic sense, we welcome understandings that unpack what they mean in specific ways, either theoretically or empirically, which complicate our current understandings. This section also includes 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: Joseph D. Nelson, Swarthmore College/University of Pennsylvania, jnelson719@gmail.com; Michael Dumas, University of California Berkeley, afrographia@yahoo.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, translanguaging, biliteracies, and multiliteracies in either formal or informal educational settings (including foreign language, bilingual, and English-as-a-second-language classrooms, and language socialization). Literacy studies may include new, critical, and media literacies in classroom and out-of-classroom contexts. This section highlights the role and power of language and language education in schools. *Section Chairs: Tatiyana Kleyn, City College of New York, tkleyn.ccny@gmail.com; Maneka Brooks, Texas State University, maneka@txstate.edu*

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 political contexts of education. Papers may include a macro or micro focus on policy process, outcomes, methodologies, or theoretical approaches. Applied papers may take up a range of education policy and politics issues that reflect Division G commitments to understanding social contexts. Studies of politics may be taken up broadly as processes that involve negotiations around power, meaning, or social relations. *Section Chairs: Jessica L. Dunning-Lozano, Ithaca College, jdunninglozano@ithaca.edu;Terah Venzant Chambers, Michigan State University, terah@msu.edu*

Section 5: Macro-analysis of the social contexts of teaching and learning
This section focuses on critical analyses of macro structures that shape schools, neighborhoods, and communities and how they respond to these structures. Methodologically, this section welcomes studies that are multi- or mixed-method, transdisciplinary, culturally appropriate, collaborative (e.g., PAR and YPAR), and methods that have potential for creating positive change in K–12 schools and their communities. A macro focus necessitates that social structures play a central part in explanation or investigation of education phenomena. *Section Chairs: Cindy Cruz, University of California, Santa Cruz, ccruz3@ucsc.edu;*

Ezekial Dixon-Roman, The University of Pennsylvania, ezekield@ sp2.upenn.edu

Division H: Research, Evaluation, and Assessment in Schools

Program Chair: Kecia L. Addison

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 2018 AERA Annual Meeting theme, "The Dreams, Possibilities, and Necessity of Public Education," focuses on learning from our past to build on our future in the fight for social justice in public education. The theme is a call for examining the democratization of public education and increasing understanding of educational approaches to equity that bring about envisioning the dreams and gifts of public education to current and future generations. 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 and equity 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 Kecia L. Addison, Montgomery County Public Schools, Kecia. Scott@gmail.com. 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 and increased student achievement. 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, vrangel4@central.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: Raphael Heaggans, Niagara University, rch@niagara.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. *Whitney Wall Bortz, Radford University, wwallbortz@radford.edu.*

Division I: Education in the Professions

Program Chair: Maria A Blanco

Division I—Education in the Professions—invites submissions for the Division I program at the 2018 Annual Meeting on this topic as it relates to the education of professionals. We encourage submissions that address the realities and possibilities of the public sectors in professional education as well as others. We welcome work highlighting the significance of theoretical or empirically rigorous research for reimagining public education in the professions. Studies on the changing faces of education in the professions that focus on refining meaning and interpretation, problems and methodological issues, interdisciplinary research, and interactions between educational, social, and public policies are encouraged. Topics may include building bridges across different sectors of education in the professions to promote inclusion in this conversation as well as work that demonstrates the relationship of the public sector to communities in 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 in the professions.

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 2018 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 2018 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 2018 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 *completed* work and thus must include results and conclusions. *Works in progress will not be considered.*

- *To enable blind review, all individual papers 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 (symposia) can be submitted *with* author identification—if you are preparing for a session submission, please include all author information in the document (PDF file) that will be uploaded to the submission system. *Session submissions submitted to Division I will be reviewed with author information,* regardless of whether author information is included in the submission document (PDF file). The Program Chair will link author information to the session submission document and send them to reviewers assigned to your submission.

- 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)* (www.aera.net/DivisionI/UpdatesNewsletters/tabid/11245/Default.aspx), 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 2018.

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; and (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 2018 Program Chair: Maria A Blanco, Tufts University School of Medicine, Maria.Blanco@tufts.edu.*

Division J: Postsecondary Education
Program Chair: Susan Marine

The 2018 Annual Meeting theme is "The Dreams, Possibilities, and Necessity of Public Education." At our 2018 Annual Meeting in New York City, we will continue to foreground the three themes begun this year—research by and for indigenous people; research on international communities; and our focus on local higher educational issues. Our focus on local higher education issues will come in two forms. First, New York City is a city in which immigrants new and past define a melody of motley spaces and ways of being. New York is a city in which immigrants make claims (successfully and unsuccessfully) on a vast and varied postsecondary terrain. At our annual meeting in NYC in 2018, we will look to offer sessions on higher education's role in the lives of immigrants, especially those in greater New York metropolitan area. Second, our Social Justice Taskforce will work to identify a project in NYC to be supported by the Division membership. This year's success with the San Antonio Region 20 Education Service Center, the University of Texas San Antonio, and the San Antonio Education Partnership stands as a guide for our efforts in New York City. Our Division welcomes proposals that address the "dreams, possibilities, and necessities" of higher education, and that broaden and deepen our understanding of the complexities of postsecondary education today. General questions about the 2017 Annual Meeting and division should be directed to the *Program Chair: Susan Marine, marines@merrimack.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: Z Nicolazzo, Northern Ilinois University, znicolazzo@niu.edu; Natasha Croom, Clemson University, nncroom@clemson.edu*

Section 2: College student access, success, and outcomes assessment

Submissions focused on factors that influence student access (e.g., college preparation, tracking, college choice, financial aid), and policies and programs designed to promote access and educational mobility for all students. Also includes topics related to assessment of programs and practices aimed at fostering student success, achievement, retention, aspirations, career development, and other outcomes.

Section 2a: College Student Access
Section Chairs: Blanca Rincón, University of Connecticut, blanca.rincon@uconn.edu; Raquel Wright-Mair, University of Denver, Raquel.wright@gmail.com

Section 2b: College Student Success
Section Chairs: Jessica Harris, UCLA, jharris@gseis.ucla.edu; Chase Catalano, Western Illinois University, c-catalano2@wiu.edu

Section 2c: Assessment and Outcomes
Section Chairs: Ah Ra Cho, University of North Texas, ahracho1@gmail.com; Mandy Savitz-Romer, Harvard University, savitzma@gse.harvard.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, University of Massachusetts–Boston, Gerardo.Blnaco@umb.edu; Gene Parker, University of Kansas, eparker@ku.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, and assessment) and the ways in which those aspects of teaching shape student outcomes, institutional environments, and the like. *Section chairs: Angela Clark-Taylor, University of Redlands, angela_clark-taylor@redlands.edu; Kirk Robinson, Miami University, robins75@miamioh.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 funding and incentives in higher education. This includes work dealing with policy at the institutional, state, national, and international levels related to postsecondary education. *Section chairs: Andrés Castro Samayoa, Boston College, andres.castro.samayoa@gmail.com; Ray Franke, University of Massachusetts Boston, ray.franke@umb.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: Rachel Wagner, Clemson University, rwagne3@clemson.edu; Dian Squire, Iowa State University, dian.squire@gmail.com*

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 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: Teacher & Teacher Education

As we look forward to the AERA meetings in New York City, we plan to build our Division K program around the 2018 theme: The Dreams, Possibilities, and Necessity of Public Education. This theme is particularly relevant to our work as teachers, teacher educators, and teacher education researchers in this particular moment in our history. The threats—and opportunities—in public education and our democracy have never been greater and more consequential. The times we live in, and this theme, call on us to sharpen our tools to address issues of racial justice, equity, and opportunity in our schools and to raise critical questions about the uses of our research for policy and practice.

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 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, Alverno College, jimhollar1@gmail.com*

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

This 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; Katie McGinn Luet, Rowan University, kcmcginn@gmail.com; Camika Royal, Loyola University, Maryland, caroyal@loyola.edu*

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

Section Four invites proposals that are fully and deeply focused on investigations of multicultural, inclusive, and social justice frameworks for teaching and teacher education in preservice, professional practice/development, and PK–16+ settings. In keeping with the 2018 Annual Meeting theme, this section encourages proposals that include focus on the struggle for public education and the fight for justice and equity in public schooling. This could include examinations of vulnerable and underserved populations, diverse perspectives on capacity-based approaches to children who experience bias and insufficient resources in their schools, powerful family and community engagement in discriminatory school settings, issues of equity and access, and the preparation of teachers who are critically conscious advocates for social justice. *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 professional praxis; different pedagogical practices and perspectives on learning to teach; practices intended to improve the quality of teaching in PK–16+ settings; practices that prepare teachers who educate future citizens and contribute to public education; 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; Hosun Kang, University of California, Irvine, hosunk@uci.edu; Jung Kim, Lewis University, kimJu@lewisu.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: Melissa Braaten, University of Colorado, Boulder, Melissa.Braaten@colorado.edu; Vera Lee, Drexel University, vjw25@drexel.edu; Liz Meyer, University of Colorado, Boulder, Elizabeth.J.Meyer@colorado.edu*

Section 9: Teacher Education Innovation and Policy

This section invites submissions that address innovations in teacher education and/or analyses of teacher education policies. Studies of innovation might explore new and creative approaches to designing teacher education programs. Examples include online (distance learning), hybrid programs, professional development schools, and other university-school partnership models. Policy analyses might address the distribution of teacher expertise and labor, teacher education curriculum, teacher evaluation, program accreditation, teacher licensure/certification, and ongoing professional development. These policy explorations might target or transcend local, national, or international policy mandates or debates that affect teaching and teacher education. Submissions that critically take up issues of 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; Emery Petchauer, Michigan State University, petchau1@msu.edu*

Section 10: Teacher Educator Learning and Practice

This section invites investigations of teacher educator learning, development, and practice. Specific inquiry approaches or designs as well as general issues and conceptual concerns are welcome. This could include investigations of approaches to and strategies for teacher educator preparation, innovative teacher educator pedagogies, and/ or formal and informal contexts for professional learning and mentoring for teacher educators. Submissions that address connections between teacher educator learning, practice, and preparation and critical issues of race, language, culture, socioeconomic class, gender, sexuality, citizenship and other identity markers are particularly encouraged. *Section Chairs: Elizabeth Dutro, University of Colorado, Boulder, Elizabeth.Dutro@ colorado.edu; Jamy Stillman, University of Colorado, Boulder, Jamy. Stillman@colorado.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 2018 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 24, 2017**. 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: Kara S. Finnigan

The theme for AERA's 2018 Annual Meeting focuses on "the dreams, possibilities, and necessity of public education." Aligned with this theme, Division L invites paper and session submissions that consider what public education means for today's students and their families. We invite a wide range of rigorous scholarship focused on the idea of "publicness" in education, both within schools and institutions of higher education and outside of them. We seek submissions that recognize perspectives of the diversity of peoples that comprise "the public" and explore the struggles over public education from diverse standpoints. In so doing, we seek research to help illuminate how educational politics and policy can facilitate efforts toward diversity, justice, and human dignity in our P–20 educational system.

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 sought as are papers that help us advance the tools of our fields. 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 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 Annual Meeting attendees.

Any general questions about the divisional program should be directed to the Program Chair: *Kara Finnigan, University of Rochester, kfinnigan@warner.rochester.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: Megan Tompkins-Stange, University of Michigan, mtompkin@umich.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, discipline disproportionality, student privacy, First Amendment rights, 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: Darrell D. Jackson, University of Wyoming, Darrell.Jackson@uwyo.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: Terrenda White, University of Colorado Boulder, terrenda.white@colorado.edu*

Section 5: Testing, Accountability and Data Use

This section welcomes papers related to testing, accountability, and data use policy and practices in P–20 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: Elizabeth Farley-Ripple, University of Delaware, enfr@udel.edu*

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 Co-Chairs: Josh Cowen, Michigan State University, jcowen@msu.edu and Jane Lincove, University of Maryland, Baltimore County, jlincove@umbc.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 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 P–20 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 both 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. Studies of promise neighborhoods, policies that address food insecurity, immigration 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 and measurement of the effects of social policy on educational outcomes are also welcome. The section encourages studies that connect to this year's program theme on the dreams, possibilities, and necessity of public education. *Section Chair: Linn Posey-Maddox, University of Wisconsin, Madison, lposey@wisc.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 2018 theme, we specifically encourage international interdisciplinary comparative research that illustrates how educational scholarship can

contribute to better understand the "Dreams, Possibilities, and Necessity of Public Education". The IRC encourages submissions that address the broad question: What conditions are necessary to provide Public education with the potential to be a central pillar of democracy and to foster civil deliberation 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 public education; the education of future teachers; school structures, financing of public education, policies that influence equitable access and treatment in educational settings; effects of international and national policies and regulations on public education, 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, "The Dreams, Possibilities, and Necessity of Public Education." Submissions should focus on issues of gender, gender equity, and sexuality in primary, secondary, postsecondary, and other educational settings, in the US and internationally. The program committee is particularly interested in submissions that not only identify areas of concern but, more importantly, push the research to identify solutions for improving equity. In keeping with the 2018 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, but (for symposium submissions in particular) we prefer an emphasis on sessions that encourage a mix of methods and theories that may not be in conversation as often as we would like—for example, a symposium that includes an experimental design as well as rich ethnographic work, each tackling a pressing gender-equity issue from a different methodological approach but each offering something unique and pushing researchers of all approaches to think more deeply. *Chair: Joseph Cimpian, New York University, joseph.cimpian@nyu.edu*

Committee on Scholars of Color in Education
In keeping with the 2018 Annual Meeting theme, "The Dreams, Possibilities, and Necessity of Public Education," the Committee on Scholars of Color in Education (CSCE) invites submissions for papers, themed roundtable discussions, or symposia which broadly address the mechanisms and pathways that public education and educational systems can use to help children, their families, and communities, achieve their full potential and life chances. As schools and communities experience increased racial and ethnic diversity, we seek research that helps us understand how public education contributes to success for people of color, particularly those who historically have been marginalized and disenfranchised. Of special interest is research within the following dimensions: (a) the educational values, dreams, and expectations that schools can help instill in individuals and across communities; including the challenges for fulfilling these expectations; (b) an examination of the histories of the struggles for and over public education across multiple areas such as school desegregation, school funding, and educational equality; (c) issues associated with educational opportunity and the methods used to study them; (d) meanings and interpretations of the consequences of educational promises that are broken, deferred, or left unfulfilled; and (e) understanding the need for and power of public education in today's diverse society where students confront issues such as social media, multiple and changing technologies, and other resources meant to enhance their educational experience, along with poverty, violence, 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: James Earl Davis, jedavis@temple.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.

Alphabetical Listing of SIGs
Accreditation, Assessment, and Program Evaluation in Education Preparation, Stephen Meyer, RMC Research Corporation, meyer@rmcres.com

Action Research, Elena Polush, Iowa State University, elena.polush@gmail.com

Adolescence and Youth Development

Adult Literacy and Adult Education, M Smith, West Virginia University, mcecil.smith@mail.wvu.edu

Advanced Studies of National Databases, Amy Rathbun, American Institutes for Research, arathbun@air.org

Advanced Technologies for Learning, Mike Tissenbaum, Massachusetts Institute of Technology, miketissenbaum@gmail.com

Applied Research in Immersive Environments for Learning

Arts and Inquiry in the Visual and Performing Arts in Education, Aaron Bodle, James Madison University, bodleat@jmu.edu

Arts and Learning, Matt Omasta, Utah State University, matt.omasta@usu.edu

Arts-Based Educational Research, Kakali Bhattacharya, Kansas State University, kakalibh@ksu.edu

Bilingual Education Research, Patricia Martínez-Álvarez, Teachers College, Columbia University, pmartinez@tc.edu

Biographical and Documentary Research, Pamela Konkol, Concordia University–Chicago, pamela.konkol@cuchicago.edu

Brain, Neurosciences, and Education

Career and Technical Education

Caribbean and African Studies in Education, Chrystal George Mwangi, University of Massachusetts–Amherst, chrystal@umass.edu; Makini Beck, Rochester Institute of Technology, makini.beck@gmail.com

Catholic Education, Ursula Aldana, University of San Francisco, ualdana@usfca.edu

Chaos and Complexity Theories, Matthijs Koopmans, Mercy College, mkoopmans@mercy.edu

Charters & School Choice

Classroom Assessment, Nicole Barnes, Montclair State University, barnesn@mail.montclair.edu

Classroom Management

Classroom Observation, Susana Franco-Fuenmayor, University of Saint Thomas, francos@stthom.edu

Cognition and Assessment, Eunice Jang, University of Toronto, eun.jang@utoronto.ca

Computer and Internet Applications In Education

Conflict Resolution and Violence Prevention

Confucianism, Taoism, and Education, Seungho Moon, Loyola University Chicago, smoon.tc@gmail.com

Constructivist Theory, Research and Practice, Tingting Xu, Stephen F. Austin State University, tx06c@my.fsu.edu

Cooperative Learning: Theory, Research, and Practice

Critical Educators for Social Justice, Shanta Robinson, University of Chicago, srrobinson@uchicago.edu

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

Critical Issues in Curriculum and Cultural Studies

Critical Perspectives on Early Childhood Education, Lacey Peters, Hunter College–CUNY, lp10@hunter.cuny.edu

Cultural-Historical Research, Natalia Gajdamaschko, Simon Fraser University, nataliag@sfu.ca; Aria Razfar, University of Illinois at Chicago, arazfar@uic.edu

Data-Driven Decision Making in Education, Elizabeth Farley-Ripple, University of Delaware, enfr@udel.edu

Democratic Citizenship in Education

Design and Technology, Colin Gray, Purdue University, gray42@purdue.edu

Dewey Studies, Patrick Jenlink, Stephen F. Austin State University, pjenlink@sfasu.edu

Disability Studies in Education, Jamie Buffington-Adams, Indiana University–East, jabuffin@iue.edu; David Hernandez-Saca, University of Northern Iowa, david.hernandez-saca@uni.edu

Districts in Research and Reform, Sarah Woulfin, University of Connecticut, sarah.woulfin@uconn.edu

Early Education and Child Development

Education and Philanthropy

Educational Change, Corrie Stone-Johnson, University at Buffalo–SUNY, corriest@buffalo.edu

Educational Statisticians, Prathiba Natesan, University of North Texas, prathibachaj@gmail.com

Elliot Eisner, Christy McConnell Moroye, University of Northern Colorado, christine.moroye@unco.edu

Environmental Education, Carrie Tzou, University of Washington–Bothell, tzouct@u.washington.edu

Faculty Teaching, Evaluation and Development, Jennifer Moss, Purdue University, moss16@purdue.edu

Family, School, Community Partnerships, Dana Griffin, University of North Carolina–Chapel Hill, dcgriffi@email.unc.edu; Jaime Puccioni, University at Albany–SUNY, jpuccioni@albany.edu

Fiscal Issues, Policy and Education Finance

Foucault and Education, Suniti Sharma, Saint Joseph's University, ssharma@sju.edu

Graduate and Postdoctoral Education across the Disciplines, Susan Schramm-Pate, University of South Carolina, sschramm@mailbox.sc.edu; James Bartlett, North Carolina State University, james_bartlett@ncsu.edu

Grassroots Community & Youth Organizing for Education Reform, Veronica Terriquez, University of California–Santa Cruz, terriquez@ucsc.edu

Hip Hop Theories, Praxis & Pedagogies, Joycelyn Wilson, Virginia Polytechnic Institute and State University, drjoyce@vt.edu; Bettina Love, University of Georgia, blove@uga.edu

Hispanic Research Issues, Norma Guzman, Texas A&M University–Kingsville, NGuzmanPhD@aol.com

Holistic Education, Michelle Tichy, University of La Verne, drmichtich@gmail.com; Jennifer Killham, University of Cincinnati, dr.killham@gmail.com

Inclusion & Accommodation in Educational Assessment, Laurene Christensen, Wisconsin Center for Education Research, laurene.christensen@wisc.edu

Indigenous Peoples of the Americas, Stephanie Masta, Purdue University, szywicki@purdue.edu

Indigenous Peoples of The Pacific, Katrina-Ann Oliveira, University of Hawaii–Manoa, katrinaa@hawaii.edu

Informal Learning Environments Research, Ananda Marin, University of California–Los Angeles, marin@gseis.ucla.edu; Jennifer Jipson, California Polytechnic State University, San Luis Obispo, jjipson@calpoly.edu

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Large-Scale Assessment

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Literature

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Longitudinal Studies

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Moral Development and Education

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Multicultural/Multiethnic Education: Theory, Research, and Practice

Multilevel Modeling, Minjung Kim, University of Alabama, mjkim@ua.edu

Multiple Linear Regression: General Linear Model

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Organizational Theory

Out-of-School Time

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Philosophical Studies in Education

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Portfolios and Reflection in Teaching and Teacher Education

Postcolonial Studies and Education

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Research on Evaluation

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Semiotics in Education: Signs, Meanings and Multimodality

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Systems Thinking in Education

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