



2020 ANNUAL MEETING CALL FOR SUBMISSIONS

San Francisco, California • Friday, April 17 – Tuesday, April 21

Vanessa Siddle Walker, President

Sheryl J. Croft, Annual Meeting Program Co-Chair

Michelle A. Purdy, Annual Meeting Program Co-Chair

I. Theme: “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate”

The 2020 theme calls upon us as education researchers to situate our annual convening at the crossroads of deliberate reconnection. Informed and inspired by a “future-oriented historiography” (Kelley, 2018) of our past, we will intentionally come together with stakeholders representing a variety of educational organizations to expand our platform for research, practice, and policy. For over 50 years, AERA has been structurally disconnected from the educational communities about whom we write. The time has come for AERA to reclaim the historic possibilities of connectivity and collaboration in educational problem solving and to include organizational stakeholders, both national and local, as full participants in the Annual Meeting.

We will look consciously to our past as we seek to engage organizational stakeholders in the present. In 1968, amidst a national school desegregation crisis, education researchers exited the National Education Association (NEA) to form their own separate organization, the American Educational Research Association (AERA). For more than 50 years prior, education researchers had been structurally connected to NEA, indeed “born in the context of city school systems” (Mershon & Schlossman, 2008, p. 328). However, in 1967, the NEA Council of Researchers adopted the recommendations of a Blue Ribbon Committee that explored the possibilities of becoming a “separate entity.” Consistent with its ongoing efforts to establish respectability for education research, the following year, the group voted 10 to 1 to leave NEA to form an independent organization. They said they wished to “dramatize that we aspire to be a society of scholars” (“In Memoriam: Richard A. Dershimer,” 2007).

The formal departure of AERA researchers from NEA coincided with NEA’s concurrent struggles to contend with race, equity, and opportunity for all children. Fueled by a federal climate in which the U.S. Office of Education’s budget increased from \$160 million in 1956 to \$3 billion in 1966 and tied the funding to local school districts’ compliance with more pupil and faculty integration, NEA officially merged with its Black counterpart, the American Teachers Association (ATA) at the Miami NEA annual meeting in July 1966 and mandated the desegregation of all its state affiliates. The newly merged organization elected its first Latino president

(Braulio Alonso) to serve in 1967, followed immediately by its first Black president (Libby Koontz) in 1968 (Urban, 2000; Walker, 2018). As the Supreme Court issued its 1968 decision in *Green v. County School Board of New Kent County* requiring desegregation of all NEA affiliates’ de jure segregated schools and, concurrently, as student protests against varied forms of educational inequity erupted in America and across the world, AERA established an organizational structure separate from NEA.

The corollary relationship between the exit of higher education researchers and the new challenges, resources, and leadership of NEA could remain a historical happenstance of AERA’s organizational independence, merely uninterrogated behavior aligned with its earlier vacillation on the ability of education research to influence public policy and its downplaying of school inequalities (Mershon & Schlossman, 2008). However, if contemporary scholars refuse to relegate history to a remote past, we must ask ourselves: What exactly did education researchers leave when they departed NEA? Through the lens of presentism, a simple consequence appears evident. Education researchers formally distanced themselves from an organization of educational stakeholders as the country and the world confronted the daunting challenge of creating equitable school policies. Moreover, they unknowingly disconnected from the decades-old, intentioned organizational collaborations utilized by the ATA that stitched national, state, and local school communities together with education researchers to address widespread problems of inequality (Perry, 1975; Walker, 2009, 2018).

More than 50 years have passed since this structural disconnection. In 2020 let us harness possibilities and choose as a body of scholars to reconnect with organizational leaders to examine collaboratively continuing educational problems. By reconnecting, we do not mean realigning with NEA, but we do mean programmatically engaging with educational organizations. We wish to invite to the Annual Meeting not simply individuals who are *members* of organizations. Rather, we believe we can make reconnection more effective by inviting *organizational leaders* who bring knowledge, status, and constituents to critical educational topics and by engaging these leaders as equal-status professionals. While organizational separation from educational stakeholders may be part of our historical legacy, inviting reengagement can be our current response.

What possibilities for new research and problem solving in educational communities could be prompted if we committed, as an organized body of 25,000 members, to engaged deliberation with organizational

stakeholders across the programming in 2020? Suppose Presidential, division, and SIG sessions intentionally identified critical topical areas of unsolved educational problems that dominate the public interest, and invited leaders of a variety of educational organizations to participate on the same panels with researchers to address these areas. We can envision researchers and organizational stakeholders engaging these topical areas with each other and with audience members to imagine new possibilities in research and educational practices, from pre-K to professional schools, both within the United States and beyond our borders into the world.

This call to connect researchers with an audience of organizational stakeholders aligns with AERA's increasing commitment to address educational challenges through policy and community engagement and to work with diverse institutional and organizational stakeholders. Although heretofore, Annual Meeting themes have also invoked and engaged the participation of the worlds of policy and practice, the 2020 theme seeks to catalyze engagement and collaboration at the organizational level. The intentionality of this emphasis we hope offers new payoffs. Organizational stakeholders often work in ways disconnected from one another and disconnected from education research. In 2020 let AERA take the lead in connecting research findings to the experiences and challenges of other educational and related organizational professionals.

This invitation to organizational leaders to join AERA members during sessions at the 2020 meeting can serve two purposes, both of which are foundational to AERA's mission:

- First, sharing the stage with organizational stakeholders who fight educational battles daily will open the possibility of new, previously un contemplated research questions and, perhaps, different methodological approaches to old problems. This possibility can enhance the quality of our research and extends the first part of the AERA mission: to advance research in education.
- Second, the presence of organizational stakeholders with researchers at the Annual Meeting increases the potential for research findings to be disseminated more widely. Leaders of organizations explicitly concerned with educational challenges have already demonstrated their commitment to the issues, and they bring with them, collectively, the numeric capacity to enable research findings to influence legislation and policy in ways that may exceed the influence of individual researchers. By seeking to engage these leaders, the 2020 theme pushes us closer to the second part of AERA's mission: to serve the public good.

Come join a collaborative educational conversation in San Francisco in 2020 as AERA education researchers and organizational stakeholders put research in the service of the educational good. The city provides a powerful setting to revisit the pressing educational problems that have persisted from our organizational separation into the present. In the 1960s, despite longstanding inequality, California boasted one of the nation's best public school systems. Today its students mirror the nation and score poorly on standardized assessments of performance—only 49% proficiency in English and 38% in math. For Black and Brown children in San Francisco, the scores by these measures are even more sobering: 14% for Black students and 22% for Latino students in English; 10% for Black students and 16% for Latino students in math. While wealth and neighborhood revitalization

increase as gentrification reconfigures the Bay Area, the schools continue to struggle to attain the educational progress required by federal definitions of educational success (Rivano, 2018).

And yet San Francisco offers a site of hope. California is leading the country in a new visionary educational plan that eschews the “test and punish” of earlier educational policies and partners with students, families, communities, school districts, researchers, and professional learning networks to create multiple measures of success. Already this “California Way” is providing research evidence of the potential for changes in learning communities when educational stakeholders on varying levels engage collaboratively (Roberta, Hernandez, & Darling-Hammond, 2019). Moreover, California is home to numerous community-based organizations already supporting the educational challenges of educators, students, and universities in the Bay Area and beyond. These existing organizing frameworks on multiple levels in San Francisco provide significant opportunities for collaborative engagements with researchers, and they provide a destination vision for other educational organizations and stakeholders who wish to engage in broader, more united educational changes. Bring yourselves and your research findings. Bring your social media outlets to take the conversation beyond the physical borders of the meeting. In this city, let us imagine the possibilities for the public good that organizational collaboration could bring.

References

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II. GENERAL INFORMATION AND POLICIES

Walker, V. S. (2009). *Hello Professor: A Black principal and professional leadership in the segregated South*. Chapel Hill, NC: University of North Carolina Press.

Walker, V. S. (2018). *The lost education of Horace Tate*. New York, NY: New Press.

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II. General Information and Policies

- **AERA 2020 Annual Meeting: Friday, April 17–Tuesday, April 21, 2020, San Francisco, California.**
- 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 Presidential and AERA-wide invited sessions, professional development courses, and graduate student programs.
- Submitters or those invited to participate at the AERA Annual Meeting acknowledge that they adhere to the highest standards of professional conduct, including with respect to nondiscrimination, nonexploitation, and harassment in accord with the AERA *Code of Ethics*. They also 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](#).
- Submitters are also encouraged to indicate their interest in participating in the AERA Online Paper Repository for accepted papers in order to widen the visibility of their work and authenticate the presentation of their papers. All papers in the repository receive digital object identifiers (DOIs) to support accurate citation and discoverability.
- 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 only online 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 2020 Annual Meeting and click “Online Program Portal.”
3. **Submissions must arrive by the deadline.** The submission system opens on **May 10, 2019**, and closes on **July 10, 2019, at 11:59 PM Pacific Time**. No late submissions will be accepted.
4. **Types of submission.** AERA accepts two types of submissions: an individual paper and a session submission. An individual paper submission is one paper with one or more authors for presentation at a paper, poster, or roundtable session. To submit a paper, you select “paper.” During the submission process, you select your preferred mode of presentation for that paper—in a paper, poster, or roundtable session. Individual papers that are accepted will be grouped into sessions by program chairs. Your accepted paper will be considered for presentation only in the formats selected. To submit a session, you select “session.” A session submission is a fully planned session, involving multiple presentations or participants and a chair.
5. **Completeness of submissions.** Authors should submit only complete papers. Proposals to write a paper are not eligible for consideration. They will be removed from consideration. The paper may be a preliminary paper with an upload of the final paper required by **March 20, 2020**.
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 only be submitted 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 review of session submissions, the system will be set up to show author identification to reviewers for units that specify that this information should be included for review. Failure to exclude author identification from the abstract, paper upload, and session summary upload will

disqualify the submission from consideration. References may include citations from the author(s) if applicable.

9. **Word limits.** Submissions of papers or sessions may not exceed the word limits specified in the “Advancing a Paper Submission” and “Advancing a Session Submission” section. There are different word limits for different submission types. Please read the requirements carefully. Only submissions that adhere to the requirements will be considered. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count.
10. **Institutional review board review.** If the research being reported in a submission involves human subjects, then the author must ensure, and indicate on the submission, that the study has been reviewed and approved by an institutional review board (IRB) or an equivalent research ethics review board. If IRB review was not obtained or is not applicable, the authors should specify “No,” “Pending,” or “Not Applicable,” and must provide a detailed explanation. The explanation is a required field.
11. **Online repository.** Authors are encouraged to participate in the voluntary AERA Online Paper Repository and share their papers widely with other scholars in an open access environment. The Online Paper Repository authenticates and time-dates all uploaded papers and assigns a Digital Object Identifier (DOI). The repository also allows citation to subsequent publication 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 be present at the scheduled sessions. The preliminary program will be released by January 15, 2020; presenting authors must register by or before February 10, 2020, to be retained as presenting authors. Submission is a commitment to do so.
13. **First author participation limits.** To promote broad participation in the Annual Meeting, an individual may not appear as first author on more than two paper submissions. You may be first author on more than two submissions but you will need to withdraw papers if more than two are accepted where you are first author. The purpose of this requirement is to limit the number of first author submissions in any one year, not to change authorship position for purposes of submission (see AERA *Code of Ethics*).
14. **Other participation limits.** In addition, an individual may not appear on the program more than four times (e.g., in the role of chair, discussant, or participant). The participation limit does not include participation in invited speaker sessions or any session connected with an AERA office, committee, or award (such as AERA division/SIG business meetings, invited addresses, award ceremonies, or professional development courses).

IV. Advancing a Paper Submission

Paper Requirements

- A paper submission is an individual paper with one or more co-authors to be presented in a paper, poster, or roundtable session.
- Papers must be in the form of a complete narrative paper, whether still in progress or in final form for presentation. PowerPoint slides, summary tables, abstracts, or proposals to write a paper will not be considered.
- Word limits:
 - 15 words or fewer for paper title.
 - 120 words or fewer for abstract.
 - 2,000 words or fewer for paper upload. containing no author identification. Paper must 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. Submissions will be removed from consideration if the paper exceeds the word limit or includes author identification.
- Papers 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 20, 2020. The initial narrative paper submitted will constitute the final paper unless an author uploads a revised paper.

Session Formats for Paper Submissions

When you submit an individual paper, you will be asked to select your preferred session format for presentation; that is, in a paper, poster, or roundtable session. To submit, you select “paper” submission. During submission, you then select your preferred

IV. ADVANCING A PAPER SUBMISSION |

presentation format of paper, poster, or roundtable. All formats provide a means for grouping related papers into sessions, with different opportunities for discussant and audience participation. Meeting rooms for paper sessions will be set up theater-style; poster sessions will be set up with poster boards; and roundtable sessions will be set up with roundtables. The following session formats are used by program chairs to group accepted papers.

Paper sessions. In paper sessions, authors present abbreviated versions of their papers, followed by comments/critique if there is a discussant, and audience discussion. Paper sessions have a chair; discussant(s) are optional. Chairs and discussants for paper sessions are identified by unit program chairs. A discussant (or discussants) is included as part of a paper session only if a discussant's expertise can add to the understanding of the papers. A typical structure for a session with four or five papers allows approximately 5 minutes for the chair's introduction to the session, 10 minutes per presentation, 20 minutes of critique, and 15 minutes of discussion. Session chairs may adjust the timing based on the number of presentations and discussants (where applicable) scheduled for the session. Individuals must be attentive to the time allocation for presenting their work in paper sessions. In the case of multiple-authored papers, more than one person may present, but multiple presenters must divide among the presenters the total time available to them. They should take steps to ensure that including more than one speaker does not detract from the overall presentation of the work or infringe on the time allotments for other presentations.

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

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

Paper Submission Process

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

STEP 1: Go to www.aera.net. Click "Login" at the upper right of the screen. After you log in, click "My AERA" at the top of the page. On the "My AERA" page, scroll down to the 2020 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 a paper, poster, and roundtable presentation. 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:

- Title of 15 words or fewer.
- Abstract of 120 words or fewer.
- Provide responses for the following: recording, descriptors, research method, preferred session format, special requests, accessibility needs, human subjects research protection, and online paper repository.
- Click "Accept and Continue."

STEP 6: Select author(s) and indicate presenting or non-presenting. Take care to ensure that authors designated as presenting authors will attend, present, and register. 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 add them. 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 papers for presentation. Papers must be 2,000 words or fewer and contain no author identification. References, tables, charts, graphs, images, and figures should be added to the end of the document and are not included in the word count. Click "upload paper" located in the lower right. Affirm that your paper follows the policies for uploaded documents. Click the button at the bottom of the page in the middle to upload your document, choose your document, and then click "Accept and Continue."

STEP 8: 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 addressing the following session elements:
 1. Objectives of the session
 2. Overview of the presentation
 3. Scholarly or scientific significance
 4. Structure of the session
- 15 words or fewer for paper/presentation title that is different from the overall session title for each presenter/participant in the session.
- 500 words or fewer for paper/presentation summary for each presenter/participant in the session.
 - This is a summary for each presenter/participant, not a paper for each; only one upload that is a consolidated document of the summaries is required.
 - Paper/presentation summaries are required for each presenter/participant in a session, including participants in symposium submissions for formats of panel discussions and town halls.
 - 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.

See session formats below for minimum and maximum presentations and participants for each session format.

- Session summary upload with no author identification that is a consolidated document of the 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. 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 to upload final papers, **March 20, 2020**. Papers or commentary papers for sessions are not limited in length but may be shorter than final full papers (e.g., 1,000 words). These papers/commentary papers are required for presentations of accepted session submissions only; these are not required for submission.

Session Formats

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

In general, session submissions include presenters from different institutions or from different research groups or teams. Session submissions may, however, include participants from the same institution or from a single research group or team under unusual circumstances. The rationale for focusing on the work of a single group must be specified in the submission, and reviewers are expected to address this element in their evaluation. Furthermore, in the case of a session submission that presents work from a

single unit, there must be at least one discussant who is external to the project, group, or team included in the session submission to permit constructive critique and commentary.

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

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

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

Symposia. A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may be quite interactive, where 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 hall meetings) can be proposed under this rubric. Accordingly, organizers of symposia may use (and are encouraged to use) a range of presentation modes—including brief opening remarks, ed-talks, or similar short comments—to convey key points and catalyze discussion.

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. In general, symposia sessions include presenters from different institutions or from different research groups or teams.

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

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.

VI. COMMON MISTAKES AND FAQs

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 2020 Annual Meeting and click “Online Program Portal.” All submitters need a “My AERA” user profile with a username and password to submit; AERA membership is not required to create a profile.

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

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

STEP 4: Select the “session type”: 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.

- Session title of 15 or fewer words.
- Session abstract of 120 words or fewer.
- Session summary of 500 words or fewer.
- Provide responses for the following: estimated attendance, length of session, recording, descriptors, research method, special requests, accessibility needs, and alternative session format.
- Click “Accept and Continue.”

STEP 6: On the next page, you will add your presenters/participants. You need to click “Add a Paper” to add each presenter/participant to the session. Each presenter/participant in a session submission, including symposiums to be panel discussions or town hall meetings, is required to have 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 that is a consolidated document of the summaries is required. Enter the following information about each and continue adding until all papers/presentations and presenters/participants are added. Do not include any author/participant identification.

- Paper title of 15 words or fewer that is different from the session title.
- Abstract of 500 words or fewer for each presenter/participant in the session.
- Provide responses for the following: human subjects research protection and online paper

repository.

- Click “Accept and Continue.”
- On the next screen, select author(s)/presenters/participants and indicate presenting or non-presenting. If you are adding co-author(s) and the names are not in the system, you can add them. Co-authors do not need to be AERA members to 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 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 session 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 summary abstract. Uploading a revised summary abstract or a consolidated document automatically replaces the current one.

VI. Common Mistakes and FAQs

Common Mistakes

- Uploading papers with author identification.
 - All paper uploads for individual paper and session submissions are submitted without author identification.
 - 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 submitting a complete paper. A complete paper is

VI. COMMON MISTAKES AND FAQs

required, even if it is preliminary.

- Submitting the same submission to more than one division/SIG/committee; submissions may be submitted to only one unit.
 - Submitting a previously published or presented paper.
 - Uploading the incorrect paper to a particular submission.
 - Indicating the wrong category for your submission (paper versus session submission). To submit for a paper, poster, or roundtable session, 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.
- 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.

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 a username and password on www.aera.net. AERA membership is not required to create a user profile, and there is no charge for creating a user profile.
- **What is the deadline for the 2020 Annual Meeting submissions?** July 10, 2019, 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 toward 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
- **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: paper, poster, or roundtable. Do not select the session types “structured poster” or “working group roundtable” because those are fully planned sessions 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 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 who are not already in the system. An individual does not need to be an AERA member to be in the system or to 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 polices, for example if you submit a proposal to write a paper rather than submit a complete paper, even if it is preliminary; include

author identification; exceed the word limit (there are different word limits for paper and session submissions); submit the same paper to more than one division/SIG/committee; or submit a paper that has been previously presented or published.

- **Can I change the division/SIG/committee I am submitting to 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.
- **If I have 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 your AERA presentation. If it is before, you should withdraw from AERA. 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 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 AERA online repository serve?** The AERA Online Paper Repository allows scholars to widely disseminate their papers in an open-access environment. All papers are authenticated with date and time. The repository also enhances potential citation to and discoverability of the paper by assigning a Digital Object Identifier (DOI) to the paper. 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 AERA *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 divisions, SIGs, and committees. All AERA policies and procedures regarding submission apply to all units with the exception that units may decide whether to blind reviews of session submissions. Questions regarding AERA policies may be directed to the AERA meetings team at annualmtg@aera.net or 202-238-3200.

A. Divisions

Division A: Administration, Organization, and Leadership

Program Co-Chairs: Soribel Genao and Vincent Cho

Inspired by “future-oriented historiography” (Kelley, 2018), AERA President Vanessa Siddle Walker has introduced the AERA 2020 theme, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” The theme calls upon us to connect researchers and organizational stakeholders and to connect research findings to the experiences and challenges of other educational and related organizational professionals. As scholars, we are invited to connect with organizational leaders to learn about new questions, unsolved questions, and different approaches in order to advance research. In addition, we are being called upon to seek and engage leaders who have demonstrated their commitment to these issues in educational leadership, organizational improvement, and school communities in order to ensure that our findings influence legislation and policy, not just within our field.

The call, a reflective response to action, looks consciously to our past to engage stakeholders while reclaiming “the historic possibilities of connectivity and collaboration in educational problem solving” (from AERA 2020 theme). The time has come to be part of a collective that is seeking answers in unison. Consequently, we aspire to cultivate a dialogue that will create a collaborative space that is safe, supportive, and sustainable in our search for ideas, methods, and research. We encourage members to respond to the call from a holistic place of action and share their research in the spirit of inter/intra-disciplinary, multimodal, and transnational learning.

Division A 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 our roles and 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 equity and educational opportunity for all.

Division A is 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/district systems, including traditional, nontraditional, public, private, charter, virtual, or other school organizations involved in preK–12 education (i.e., community-based, advocacy, policy). We invite submissions using a range of methodologies — qualitative, quantitative, mixed-methods, decolonized. We also invite papers and sessions that show how scholars' broad range of interests create 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 2020 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.
- Submissions should be aligned to both the AERA and Division A calls for submissions, as they will be reviewed with such consideration.
- All submissions—including symposia—should be made **without author identification**, for blind review. Those that are not blinded will automatically be rejected.
- AERA requires that submissions must represent **completed** work, not work in progress.
- Authors submitting individual papers are encouraged to select all presentation formats as preferred types (e.g., paper, poster, and roundtable sessions).
- *Graduate students* are encouraged to submit papers for consideration for the Division A Graduate Student Poster Session. *Note: "Poster session" must be selected as one of the preferred formats if your submission is to be considered for this session.*
- For general questions, contact *Program Chair Soribel Genao, CUNY Queens College, Soribel.Genao@qc.cuny.edu*; or *Assistant Program Chair: Vincent Cho, Boston College Vincent.cho@bc.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 relationships among principals, 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 that have been traditionally underserved. *Section Co-Chairs: Virginia Snodgrass Rangel, University of Houston, vrangel3@uh.edu; Samantha M. Paredes Scribner, IU School of Education, smpscrib@iupui.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, nontraditional, public, private, charter, virtual, and 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: DeMarcus Jenkins, University of Arizona, dajenkins@email.arizona.edu*

Section 3: School and District Improvement

This section focuses on research that examines school and district improvement innovations and the impact of improvement approaches on students, families, school communities, and educators (i.e., school leaders, teachers, faculty and staff, etc.). We invite submissions that contribute broadly to the scholarship of improvement. In particular, we encourage submissions that use a variety of research methodologies; those that offer new insights into improvement models, approaches, and processes; and those that explore the impacts of improvement projects, models, or approaches on a broad range of student, school, district, and community performance indicators.

First, we welcome submissions that consider specific *improvement approaches and processes* or more broadly examine the development and implementation of innovative improvement models, practices, or conditions. For example, papers might examine policy development and implementation, organizational conditions in schools and districts related to improvement efforts, assessment techniques or practices related to the introduction of improvement initiatives, partnerships between improvement-focused organizations, as well as efforts to induce or incentivize improvement practices using grants, mandates, community and cross-sector collaborations. We also invite papers that focus on governmental and privately supported initiatives which incentivize changes in school and district improvement practices or processes and thereby consider the role and agenda of public and private partners in shaping district and school understandings of district transformation and school change.

Further, we invite submissions that focus on the *impact of school and district improvement approaches*. Such submissions should report results that highlight the ways improvement efforts are associated with improvement in school and district quality and how particular approaches broadly advance goals related to equity and social justice in public education. We are especially interested in papers that explore the relationship between improvement approaches and the educational opportunities and outcomes of historically marginalized students, families, and communities. For example, papers might examine particular theories of action or improvement, experiences for individuals or groups of schools and districts, and impacts on the broader democratic goals of schooling, including student equity and access, family and community engagement, and social justice issues (i.e., the relationship between school and district change, community development, and social movements more generally). *Section Chair: Chad Lochmiller, Indiana University Bloomington, clochmil@iu.edu*

Section 4: School Contexts and Communities

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 "public." *Section Chair: Ain Grooms, University of Iowa, ain-grooms@uiowa.edu*

Section 5: Leadership Preparation and 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). We welcome scholarship that informs school leadership preparation and development models focused 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, colleges and universities, nonprofits, and other organizations; (2) Research that examines the roles of standards, assessments, accreditation, and 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: Frank Perrone, University of New Mexico, fperrone@unm.edu*

Division B: Curriculum Studies

Program Co-Chairs: Anthony L. Brown and Keffrelyn D. Brown

Division B invites you to submit exciting, unsettling, and field-building submissions for the 2020 Annual Meeting in San Francisco, CA—a site of politics, *somewhere* on Indigenous land. Division B uses critical perspectives in the studies of curriculum and curricula within, across, and beyond sites of formal education. This has included various engagements, contestations, and deliberations concerning the hidden (and not-so-hidden)

curriculum of schooling, education, and education research.

This year’s theme, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate,” calls on researchers and educational stakeholders to turn to the past to examine perennial concerns in education. In addition, the theme calls for AERA to engage historical issues with an eye to the future. Therefore, we (the program chairs and the VP) pose this question in relation to the conference theme: **How can curriculum—past and present—inform education concerns for the public good?** Given the theme and question, we envision a program attuned to the intersection of the past and the present across the six areas of consideration:

- The complexity of working toward *survivance* (survival and resistance)
- The various expressions of democratic practice and spaces
- The sensorial and relational curriculum involving bodies, flesh, and guts
- The depths of curriculum experiences: feeling deeply, deep fakes, dis/trust
- The issues of surveillance, sustainability, and movement(s)
- The lived experiences with displacement, dispossession, death, and decay

These statements will guide the division planning team in constructing its overall program, one that grapples with the practices, policies, processes, and outcomes of research within micro- and macro-level educational spaces.

Below, you will find sections (1–6) that serve as guideposts to help you decide which conversation you want your work (submission) to join. Each section includes a title and keywords illustrating their overlapping tensions and resonances, and invites submissions that will:

- Reflect a variety of approaches to curriculum studies (i.e., conceptual/theoretical, ethnographic, textual, media, historical, philosophical, activist/advocacy, policy, arts-based, community-based, pedagogical, content-specific inquiries)
- Account for a variety of spaces where curricular discourses reside (i.e., classrooms, libraries, community centers, museums, state and federal policy, historical archives, textbooks, movies, social media)
- Offer path-breaking and rejuvenating research/scholarship and dialogue
- Come from those who have not yet participated in Division B
- Come from those whose works have been foundational to the field
- Come from collaborative teams of newer and senior scholars

Before submitting, remove information that identifies the author(s). Reviewers will not consider submissions that include authors’ identifying information. The submission system is set up to show authors’ identifying information to reviewers of proposals for a symposium. For more information, please contact the appropriate section chairs. For general questions, you may contact the *Program Co-Chairs: Anthony L. Brown, University of Texas–Austin, alb@austin.utexas.edu; Keffrelyn Brown, University of Texas–Austin, keffrelyn@austin.utexas.edu*

2020 Division B Sections

Section 1: Cultural Inquiry in Curriculum Studies

This section calls for submissions that complicate conversations shaping the *culture* of curriculum studies. We encourage authors to submit papers that explore issues of *culture* through theoretical discourse, qualitative inquiry, and curricular practice (inside and outside of schools).

Keywords: multi-literacies, hybridity, popular culture, cultural relevance, cultural imperialism, cultural studies, cultural production, identity, cultural analysis, stories, social movements, postcolonial, anticolonial, queering, abling/disabling, transnational, security, digital, data, and media

Section Chairs: Lagarrett King, University of Missouri, Columbia, kinglj@missouri.edu; Ryan Crowley, University of Texas at Austin, ryan.crowley@uky.edu

Section 2: Exploring Past and Present Curricular Questions

This section calls for submissions that engage curriculum questions within the context of past and present concerns. We encourage authors to submit papers concerning historical and perennial issues such as curriculum policy, textual analysis, and culture wars.

Keywords: memory, remembering, erasing, amending, storytelling, counter-story, dystopia, utopia, temporalities, archaeologies, genealogies and futurisms

Section Chairs: Reagan Mitchell, Colgate University, rmitchell1@colgate.edu; Gabriel Reich, Virginia Commonwealth University, greich@vcu.edu

Section 3: Theories, Methodologies, and Philosophies of Curriculum Studies

This section calls for submissions that take on approaches and ideas that are shaping curriculum and curriculum studies, including topics concerned with the following: curriculum and social theory, theories of history, methodology, and activist engagement.

Keywords: cultural memory, critical theory, collective memory, structure, discursivity, agency

Section Chairs: Walter Gershon, Kent State University, wgershon@kent.edu; Justin Grinage, University of Minnesota, grin0060@umn.edu

Section 4: Policies and the Politics of Curriculum

This section calls for submissions that critically engage varied policies and politics informing curriculum and curriculum studies. We encourage authors to submit papers that speak to curricular issues that are engaged at the levels of classrooms, schools, districts, and state-, federal-, and community-based projects.

Keywords: curriculum revision, curriculum policy, community engagement

Section Chairs: Boni Wozolek, Loyola Maryland, blwozolek@loyola.edu; Christopher Crowley, Wayne State, cbcrowley@wayne.edu

Section 5: The Places and Praxis of Curriculum

This section calls for submissions that consider where curriculum and curriculum studies live and what they attempt to accomplish. We encourage authors to submit papers that consider these issues of *place* through historical, theoretical and ethnographic modes of inquiry.

Keywords: spaces, borders, communities, land, labor, publics, ecologies, environments, fronteras, excess, counter-public spaces, transnational

Section Chairs: Lisa Weems, Miami University, weemsl@miamioh.edu; Amelia Kraehe, University of Texas at Austin, akraehe@email.arizona.edu

Section 6: De/Colonization and Transformative Curriculum Studies

This section calls for submissions that engage realms of possibility in and through curriculum and curriculum studies. We encourage authors to submit papers that engage questions about curriculum as a pathway to freedom and transformation.

Keywords: decolonization, Indigeneity, Mestizaje, Africentricity, intersectional anti-isms, agentic cuts, contingent collaborations, cosplay, mangles, oneness, mindfulness, land, trans*colonial imaginaries, dispossession, queer, refuse, renew, #Blacklivesmatter

Section Chairs: Licho Lopez, University of Melbourne, ligia.lopez@unimelb.edu.au; Amelia Kraehe, University of Arizona, akraehe@email.arizona.edu

Division C: Learning and Instruction

Program Chair: April Z. Taylor

Division C invites submissions of high-quality research on learning and instruction and the relationships between them. Appropriate research topics include learning and instruction in various content areas such as literacy, history, fine arts, mathematics, science, engineering, and 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 relationship.

In developing your submissions, we particularly encourage you to think about the theme of the 2020 meeting, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” We seek strong evidence-based studies that are rigorously conducted but also relevant and compelling, and that speak to the lived experiences of multiple stakeholders, including those from educational organizations. In doing so, we invite submissions that tackle important problems in learning and instruction from multiple perspectives and utilize a variety of session formats that are interactive and encourage engagement with the audience. The 2020 meeting will take place in San Francisco, an ethnically diverse, international city in California—the most populous state in the United States, boasting the largest K–12 enrollment and the greatest number of postsecondary institutions in the nation. It is therefore a fitting location for exploring and harnessing the power of change that can be realized when various educational stakeholders work in collaboration.

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 counting tables and references). Please limit tables and figures to only those that are essential for understanding the submission.
- *not* include any author identification (see “How to blind an individual paper submission,” below).
- include the actual word count under the title of the 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.
- be submitted *with* author identification. The AERA submission system will ask you to confirm that your session is blinded. However, 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.*

- include the actual word count under the title of the submission

Submissions that do not follow the requirements outlined in the submission guidelines (e.g., if they are based on anticipated data or exceed the word limit) will be removed from consideration.

Presentation formats. The potential presentation formats that you may choose for individual paper submissions include paper, poster, and roundtable sessions. Submissions will only be considered for the format selected by the submitter, so be sure to indicate *all* formats that you find acceptable. 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 of presenting 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 symposia and structured poster sessions 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, and relevance to the membership.

How to blind an individual paper submission. Individual paper authors are responsible for removing any information from their submissions 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 not adequately decrease 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 that 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. The section chairs reserve the right to redirect a submission to another section, division, or SIG if the subject matter is deemed more appropriate elsewhere.

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 and 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 Co-Chairs: Nicole Mirra, Rutgers University, nicole.mirra@gse.rutgers.edu; Lyn Scott, California State University, East Bay, Lyn.Scott@csueastbay.edu*

Section 1b: Humanities and Social Sciences

Research on learning and instruction in the humanities (e.g., history, literary studies), social sciences (e.g., economics, geography, citizenship/political science). 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 Co-Chairs: Karon LeCompte, Baylor University, Karon_LeCompte@baylor.edu; Alexandra List, Pennsylvania State University, azl261@psu.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 Co-Chairs: Jamaal Matthews, Montclair State University, matthewsj@montclair.edu; Laura Bofferding, Purdue University, lbofferd@purdue.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 Co-Chairs: Doug Larkin, Montclair State University, larkind@montclair.edu; Joshua Rosenberg, University of Tennessee, Knoxville, jmrosenberg@utk.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 Co-Chairs: Andrea Tyler, Tennessee State University, dralt@att.net; Zenaida Aguirre-Munoz, University of Houston, zaguirre-munoz@uh.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 Co-Chairs: Jerrell Cassidy, Ball State University, jccassady@bsu.edu; David Wakefield, California State University, Northridge, david.wakefield@csun.edu*

Section 2b: Learning and Motivation in Social and Cultural Contexts

Research on learning, instruction, and/or motivation within specific social or cultural contexts (e.g., groups, classrooms, informal learning environments), including research using culturally based or social-cultural theories (e.g., culturally relevant pedagogy, critical race theory). Cognitive processes and/or outcomes may be assessed, but the primary focus is on the social or cultural context. *Section Co-Chairs: Alyson Lavigne, Utah State University, alyson.lavigne@usu.edu; Karen Johnson, University of Utah, johnson.karen.ann@utah.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 Co-Chairs: Shadi Roshandel, California State University, East Bay, shadi.roshandel@csueastbay.edu; Engida Gebre, Simon Fraser University, engida_gebre@sfu.ca*

Section 3b: Technology-Based Environments

Research on the use of technology-based environments and the learning, motivational, and performance-improvement outcomes of such 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 Co-Chairs: Teya Rutherford, North Carolina State University, taruther@ncsu.edu; Kui Xie, The Ohio State University, xie.359@osu.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 pre-meeting seminars. For information on these programs, please see the Division C website at [http://www.aera.net/DivisionC/LearningInstruction\(C\)](http://www.aera.net/DivisionC/LearningInstruction(C)) and the formal calls that will come through the Division C listserv.

General questions about submissions should be addressed to the Program Chair: *April Taylor, California State University Northridge, ataylor@csun.edu*. Questions or ideas about submissions that emphasize equity and inclusion issues can be addressed to the Chair of the Division C Equity and Inclusion Committee: *DeLeon Gray, North Carolina State University, dlgray2@ncsu.edu*.

Division D: Measurement and Research Methodologies

Program Chair: Dubravka Svetina

The Division D Program Committee invites submissions that address the study, design, development, and evaluation of an increasingly widening range of methodologies and types of evidence in education research, as well as current debates related to epistemological, ontological, and ethical questions underlying these methodologies. Measurement and research methodologies are at the core of many disciplines and research activities and are ever more important to ensure that reasoning and decision making in education are based on a rigorous and valid body of evidence rather than personal belief and emotional appeal. In accordance with the 2020 AERA program theme, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate,” we particularly invite submissions that advance scientific understanding of both traditional and developing educational measurement and assessment modalities, build and analyze sources of evidence that are multifaceted and cross-disciplinary in nature by considering different stakeholders, and advance methodologies and tools that can help democratize evidence.

We welcome submissions in the areas of (D1) educational measurement, psychometrics, and assessment; (D2) quantitative methods and statistical theory as applied to educational research; (D3) 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; and, recently added, (D4) educational mixed- and multiple-method research that theorizes and illustrates how programs of research can productively engage multiple research methodologies, philosophies, and social theories.

Division D encourages collaboration and innovation in presentation format and particularly encourages session formats that promote audience engagement, including interactive symposia, structured poster sessions, panel discussions, and paper discussions. 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, including word limits. Preference will be given to submissions describing completed work that entails methodological advances and innovative applications. 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.

All 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, email the Program Chair: *Dubravka Svetina, Indiana University, dsvetina@indiana.edu*.

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 Co-Chairs: Dubravka Svetina, Indiana University, dsvetina@indiana.edu; Qiwei He, Educational Testing Service, qhe@ets.org

Section 2: Quantitative Methods and Statistical Theory

Section Co-Chairs: Xinya Liang, University of Arkansas, xl014@uark.edu; Zhenqiu (Laura) Lu, University of Georgia, zlu@uga.edu

Section 3: Qualitative Research Methods

Section Co-Chairs: Barbara Dennis, Indiana University, bkdennis@indiana.edu; Tony L. “Poppy” Talbert, Baylor University, Tony_Talbert@baylor.edu

Section 4: Multi-Method and Mixed Methods

Section Co-Chairs: Burke Johnson, University of South Alabama, bjohnson@southalabama.edu; Thomas W. Christ, University of Bridgeport, tchrist@bridgeport.edu

Graduate Student Liaisons: *Katrina Borowiec, Boston College, Katrina.Borowiec@bc.edu; Hyunah Kim, University of Toronto, tohyunah.kim@mail.utoronto.ca*

Division E: Counseling and Human Development*Program Co-Chairs: Lisa De La Rue and Sungok Serena Shim*

Division E solicits submissions in the area of counseling and human development consistent with the Annual Meeting theme, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” As researchers in counseling and human development, we are committed to creating, promoting, and disseminating research that engages us more fully in the educational communities that we serve. We are dedicated to collaborating with diverse institutional and organizational stakeholders in order to address critical educational challenges and to envision new possibilities in research and educational practices in order to best support students, families, and educational professionals in a variety of contexts and to serve the public good. 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. Individual 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: Lisa De La Rue, University of San Francisco, ldelarue@usfca.edu*

Section 2: Human Development. *Section Chair: Sungok Serena Shim, Ball State University, sshim@bsu.edu*

Division F: History and Historiography*Program Chair: Valinda Littlefield, University of South Carolina*

The Division F Program Committee invites submissions 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 2020 AERA program theme, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate,” we welcome submissions that use historical analysis to reshape current understandings of the past, and public-facing projects that seek to use history to bring communities together to build a more inclusive present. 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 2020 Annual Meeting, as well as submissions that will draw interest both within Division F and beyond.

Division F welcomes historical scholarship that examines the linkages between education 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 LGBTQ 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, suburban education, education and state formation, education and the law, teachers’ work, curriculum and instruction, and community-based education.

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.

All submissions, whether papers or sessions, will undergo blind review; thus, they must not include author identification. For questions or comments, please contact the *Program Chair: Valinda Littlefield, University of South Carolina, littlevw@mailbox.sc.edu*

Division G: Social Context of Education*Program Co-Chairs: Roland Sintos Coloma and Cleveland Hayes*

The 2020 AERA theme calls for serious thinking about the power and possibilities of education when researchers and other stakeholders collaborate to pursue a greater public good. To this end, Division G (Social Context of Education) invites the education research community writ large to respond with thoughtful analyses about the status of socially informed research toward the improvement of education for all students, children, or adults. Producing rich theoretical and robust empirical studies is perhaps the best way to preserve the integrity of research in the context of deep suspicion about the role that research plays in understanding the dilemmas of education, such as disparities of many kinds. Division G’s leadership invites the AERA community to prepare submissions in an effort to address the most pressing issues that have divided our society and in doing so, help to address these disparities. Our call includes the

combination of themes that are longstanding concerns in education, such as literacy and policy, as well as those that are more recent, such as intersectionalities at the level of identities, structures, places, and times. Thank you for reading our call for submissions below, which outlines Division G's sections, abstracts, and co-chairs.

Section 1: Education and Space, Place, Time

Education and Space, Place, Time encompasses research related to geographical (space and place) settings as well time—the past, present, and futures of teaching and learning in formal and informal venues. Spatial units of analysis may be comprised of classroom, school, community, region, nation, and/or global scales. Temporal considerations may include historical and contemporary conditions as well as imagined and potential futures that are currently being conceptualized. The purpose is to build descriptions of and theoretical insights about teaching and learning across time and for present futures. *Section Chairs: Pedro Nava, Mills College, pnava@mills.edu; Lindsay Perez-Huber, California State University, Long Beach, lindsay.perezhuber@csulb.edu*

Section 2: Differences and Intersectionalities

Differences and Intersectionalities emphasizes scholarship focused on experiences and implications of race, ethnicity, gender, sexuality, language, nationality, social class, dis/ability, region, religion, spirituality, and additional forms of diversity. This section considers work regarding the intersection of differences across and between education institutions and home/community, theory and practice, social barriers and constraints, as well as sources of agency that may contribute to education opportunity and change. *Section Chairs: Ed Brockenbrough, University of Pennsylvania, edbrocke@upenn.edu; Erika Bullock, University of Wisconsin-Madison, ecbullock@wisc.edu*

Section 3: Languages, Literacies, and Representations

Languages, Literacies, and Representations centers on the power, intricacies, and effects of languages, literacies, and representations. It documents and examines sign and representational systems that are textual, oral, visual, and affective; that engage embodied ways of knowing; and that draw from different literacies (Indigenous, global South, etc.). It addresses bilingualism, multilingualism, and bi-/multi-cultural literacies in formal or informal education (including foreign language, bilingual, and English as a Second Language settings). It examines representations in schools, popular cultures, music, media, and other informal educational sites. *Section Chairs: Claudia Cervantes-Soon, Arizona State University, ccsoon@asu.edu; Lamar L. Johnson, Michigan State University, john5589@msu.edu*

Section 4: Policies, Mattering, and Praxis

Policies, Mattering, and Praxis highlights inquiry into micro and macro education policies, politics, and praxis. This section encourages analyses of sociocultural contexts of education policy through approaches that highlight processes, histories, lived experiences, and outcomes. How and where policies, politics, and praxis matter; to whom and for what purposes; and how across pasts, presents, and futures are foci of this section. Innovative ontological, epistemological, and methodological approaches are welcome. *Section Chairs: Venus Evans-Winters, Illinois State*

University, vevansw@ilstu.edu; Binaya Subedi, The Ohio State University, subedi.1@osu.edu

Section 5: Inquiry, Transformation, and Communities

Inquiry, Transformation, and Communities highlights the possibilities, insights, and challenges of education research. Analyses—including race/ethnic, feminist, queer, indigenous studies; decolonial, transnational; quantitative, qualitative, mixed-methods; ethnography; participatory action research; socio-cultural; historical; geographical; and new methodologies—that are situated within local and/or global contexts of education; are transdisciplinary, collaborative, culturally appropriate; activist/advocacy oriented; theoretically and methodologically innovative; and that have the potential for fostering transformative outcomes in education and communities are encouraged in this section. *Section Chairs: Nirmala Erevelles, University of Alabama, nerevell@ua.edu; Aria Razfar, University of Illinois at Chicago, arazfar@uic.edu*

Division H: Research, Evaluation, and Assessment in Schools

Program Chair: Whitney Wall Bortz

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;
- Highlighting uses of researcher-practitioner partnerships;
- 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 theme for the 2020 AERA Annual Meeting is “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” This theme encourages scholars and practitioners to engage in research and practice that is characterized by cross-stakeholder collaborations that

ultimately improve the public good. As a result, we encourage submissions that highlight the possibilities for powerful positive impact that result from efforts uniting researchers, practitioners, and organizational leaders. In particular, we seek submissions that investigate how such collaborations may address some of the persistent and unsolved problems that permeate education globally. 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 Whitney Wall Bortz* at whitney8@vt.edu, or *Assistant Chair Virginia Snodgrass Rangel* at vrangel4@central.uh.edu. Please contact section chairs directly for questions about submitting papers to specific sections.

Section 1: Applied Research in Schools

This section encourages submissions that (a) are based on research conducted within or between school districts, state departments, universities, or research organizations; and (b) examine data-driven, research-based methods, interventions, and best practices for school improvement 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: Rachel Durham, Johns Hopkins University, rdurham@jhu.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: Rachel Hickson, Montgomery County Public Schools, rachel_a_hickson@mcpsmd.org*

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: Matt Lavery, Bowling Green State University, mlavery@bgsu.edu*

Section 4: Accountability in Schools

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

Division I: Education in the Professions

Program Chair: Monica M. Cuddy

The theme for the 2020 AERA Annual Meeting is “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” This inspiring theme highlights the value of purposeful integration among communities of scholars conducting education research and communities of learners and educators engaged in educational practices. It encourages us to think about how to meaningfully connect individuals and organizations working within academic, policy, and practice settings such that research can be informed, conducted, and applied iteratively to best serve the needs of our educational systems.

Submission Content

Division I: Education in the Professions invites submissions focused on the 2020 theme as well as other related topics. In support of the 2020 theme, Division I encourages submissions that focus on collaborative work among professions education researchers, educators, and learners, as well as among the educational institutions, professional associations, and governing and regulatory bodies that support the professions. Work that incorporates perspectives of the populations that the professions serve and the public more broadly is likewise welcomed.

Division I also encourages submissions on other topics important to professions education including but not limited to: (a) curriculum development, reform, and evaluation, (b) teaching and instructional methods, (c) competency-based education frameworks, (d) interprofessional collaboration in instruction and assessment, (e) team-based education, practice, and assessment, (f) technology in instruction and assessment, (g) assessment of student learning and performance, (h) assessment of learning and assessment for learning, (i) program evaluation, (j) program accreditation and certification requirements (k) professional regulation and policy, (l) professional identity and professional socialization, (m) structural and cultural influences, (n) system factors at individual, group, and/or organizational levels, (o) issues of inequality, (p) faculty development and mentoring, and (q) leadership development.

VIII. CALL DETAILS | A. DIVISIONS | DIVISION I

Division I supports a variety of methodological approaches and encourages submissions that focus on quantitative, qualitative, or mixed study designs. Both cross-sectional and longitudinal studies are welcomed. Submissions should carefully and thoughtfully integrate theoretical perspectives and methodological considerations. Division I invites submissions that help to advance our understanding of the uniqueness of professions education, with practical implications across a range of professions.

Division I 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 Research Communities: (a) Teaching and Learning; (b) Assessment; (c) Professional Development; and (d) Diversity and Equity. If you are interested in learning more about one of these communities please contact the Division I community leaders who chair them:

- **Teaching and Learning:** *Toni Ungaretti, Johns Hopkins University, toni@jhu.edu*
- **Assessment:** *Brad Brossman, American Board of Internal Medicine, BBrossman@ABIM.ORG*
- **Professional Development:** *Anne McKee, Kings College London, anne.mckee@kcl.ac.uk*
- **Diversity and Equity:** *Ara Tekian, University of Illinois at Chicago, tekian@uic.edu*

Submission Types

Division I invites two types of submissions: (a) **paper submissions** and (b) **session submissions**.

- A **paper submission** includes an individual paper with one or more co-authors, to be presented in a paper, poster, or roundtable session format. To allow for maximum flexibility by the Program Committee and to increase the likelihood for inclusion in the 2020 Division I Program, please consider selecting more than one presentation format when submitting an individual paper.
- A **session submission** includes 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.

Submission Requirements

When submitting your work for possible inclusion in the 2020 Division I program, please note and adhere to the following requirements:

- All papers must represent original work. Division I will only consider paper and session submissions that have not been previously published or presented at another professional meeting.

- All submissions must be submitted only to a single AERA division, SIG, or committee. Division I will not accept submissions that have also been submitted to another AERA unit.
- All papers must represent completed work, including results and conclusions. Works in progress will not be considered.
- All papers must abide by AERA word limits. Division I cannot consider submissions that exceed those limits.
- Abstracts must be included with all submissions. Note that abstracts do not count toward the overall word limit requirements. Include the abstract in both the submission form (via an open text box) and within the submission document (the .pdf file including the full submission). Abstracts of accepted submissions will be published in the *Professions Education Researcher Quarterly (PERQ)* (<http://www.aera.net/Division-I/News-Announcements>), which is made available to Division I members in advance of the Annual Meeting.
- If the research being reported involves human subjects, then the author must ensure and indicate that the study has been reviewed and approved by an institutional review board (IRB). If an IRB review was not sought or was not required, the authors should specify this and 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 session presenters, are expected to upload a final version of their submission that incorporates reviewer comments to the AERA website by March 2020.
- Paper submissions undergo blind review. To enable blind review, paper submissions must be submitted without author identification within the paper itself.
- Session submissions do not undergo blind review. Include all author information in a session submission. 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.
- Session submissions must include at least 4 paper presenters (above and beyond a discussant), and must indicate that all participants have agreed to be present at the Annual Meeting, should their session be accepted. Session submissions must also include a presentation title for each speaker.

Submission Evaluation

Criteria for evaluating 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 2020 Program Chair: *Monica M. Cuddy, National Board of Medical Examiners, mcuddy@nbme.org.*

Division J: Postsecondary Education

Program Chair: Xueli Wang

In 2020, AERA Division J will focus on reconnecting and collaborating with organizational stakeholders. The theme, “The Power and Possibilities for the Public Good: When Researchers and Organizational Stakeholders Collaborate,” is contextualized within the postsecondary education landscape by considering how organizational stakeholders influence, and in some cases drive, decision-making and policies. The challenge for us as scholars is to initiate, preserve, and amplify our collaboration with these stakeholders.

AERA 2020 offers us the opportunity to collaborate and interrogate postsecondary education systems in the most populated and diverse states in the U.S., including California, the location of this year’s annual meeting. Historically, California followed the Master Plan for Higher Education that provided specific roles for each of the higher education systems in the state. Today, changes in education, workforce, and demographics call for adaptations of the Master Plan. As higher education scholars, we can both learn from and collaborate with policymakers to consider how this large and diverse system is—or is not—helping to serve the shifting demographics of the state. In doing so, we have a unique opportunity to come together in a state that is leading such collaborative efforts, allowing us to witness and leverage these endeavors toward a renewed vision of postsecondary education serving the public good.

This year’s theme influences Division J programs by promoting the idea that the complexity of postsecondary education issues requires new approaches to engage stakeholders in understanding, using, and improving our research. We seek to highlight ways that the Division can collaborate to create evidence-based, problem-solving approaches that can be used by organizational stakeholders. Accordingly, we encourage submissions that address the role of research in advocacy, assessment, policymaking, and state and national levers to promote equitable college student access, learning, development, and success. We are also interested in work that explores the multi-faceted nature of power and collaboration in postsecondary education among researchers and organizational stakeholders within colleges or universities, extending to the community, state, nation, and society as a whole.

Division J welcomes submissions that reflect a diversity of paradigms, theoretical or conceptual approaches, and

methodological designs and techniques that inform and extend the study and practice of postsecondary education. The Division particularly encourages submissions that engage significant and influential organizational stakeholders, appropriately defined and situated within the specific contexts of each submission.

General questions about the 2020 Annual Meeting and Division J should be directed to the Program Chair: *Xueli Wang, University of Wisconsin-Madison, xwang273@wisc.edu.* Questions about paper and session submissions or the individual sections should be directed to the appropriate section co-chairs listed in the section descriptions below.

Section 1: College Student Learning and Development

Submissions for this section explore 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 on assessment of programs and practices aimed at fostering learning or development are also relevant to this section. *Section Co-Chairs: Ebelia Hernández, Rutgers University, ebelia.hernandez@gse.rutgers.edu; Zak Foste, University of Kansas, zfoste@ku.edu*

Section 2: College Student Access, Success, and Outcomes Assessment

Submissions for this section fall under three subsections: college student access, college student success, and outcomes assessment. These sections focus on factors that shape student access, student pathways and success, and assessment of practices and programs related to student outcomes. For all three subsections, we welcome submissions that consider the influence and potential of collaborations with higher education organizational stakeholders.

Section 2a: College Student Access

Submissions for this section focus on structural, systematic, individual, and other factors that influence student access (e.g., college preparation, tracking, pathways, college choice, and financial aid). This section also welcomes submissions on policies and programs designed to promote access to postsecondary education. *Section Co-Chairs: Darris Means, University of Georgia, dmeans@uga.edu; Federick Ngo, University of Nevada, Las Vegas, federick.ngo@unlv.edu*

Section 2b: College Student Success

Submissions for this section address student success across a variety of domains and contexts (e.g., achievement, retention, and graduation), as well as factors that influence students’ pathways to degree/program completion and/or educational opportunity. *Section Co-Chairs: Manuel González Canché, University of Pennsylvania, msgc@upenn.edu; Teniell Trolian, University at Albany, State University of New York, ttrolian@albany.edu*

Section 2c: Outcomes Assessment

Submissions for this section focus on assessment of programs and practices aimed at fostering student outcomes (e.g., achievement, completion, aspirations, career development, and other

outcomes). *Section Co-Chairs: Mei-Yen Ireland, Bill & Melinda Gates Foundation, Mei-Yen.Ireland@gatesfoundation.org; Jason Taylor, University of Utah, jason.taylor@utah.edu*

Section 3: Organization, Management, and Leadership

Submissions for this section center the influence of institutional, state, and national contexts on the behaviors of postsecondary institutions and their stakeholders in serving the public good. This section invites submissions that broadly employ organizational, structural, leadership, and management theories to examine dynamics of higher education organizations, including organizational cultures and climates, institutional structures, management practices, governance, leadership approaches, and enactment of power in higher education. Submissions that include collaborations between researchers and organizational stakeholders, speak to challenges within non-academic educational organizations (e.g., foundations, political bodies, and reform organizations), and explicitly consider power dynamics within and across organizations and stakeholders are highly encouraged. *Section Co-Chairs: Jeongeun Kim, Arizona State University, Jeongeun.Kim@asu.edu; Desiree Zerquera, University of San Francisco, ddzerquera@usfca.edu*

Section 4: Faculty, Curriculum, and Teaching

Submissions for this section examine 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. In addition, this section invites submissions that address all issues of teaching (e.g., pedagogy, curriculum, advising, technology, and assessment) and the ways in which those aspects of teaching shape student outcomes and institutional environments. We invite and encourage submissions that look at the ways faculty and teaching practices may connect with leaders and stakeholders outside the classroom. *Section Co-Chairs: Erin Doran, Iowa State University, edoran@iastate.edu; Sarah Hurtado, University of Denver, Sarah.Hurtado@du.edu*

Section 5: Policy, Finance, and Economics

Submissions for this section are centered on higher education policy issues (e.g., access and financial aid) as well as topics related to funding and incentives in higher education. Submissions that consider higher education policymaking and its ramifications from institutional, state, national, and international perspectives are also relevant to this section. *Section Co-Chairs: Awilda Rodriguez, University of Michigan, awilda@umich.edu; Edward Smith, The Kresge Foundation, ejsmith@kresge.org*

Section 6: Society, Culture, and Change

Submissions for this section address issues related to higher education's societal and cultural contexts such as poverty, wealth distribution, economic opportunity, political engagement, language issues, and demographic shifts. This section also invites papers that focus on the interaction of higher education and society, such as campus-community partnerships, town-gown relationships, and college and university partnerships with business and industry at the local, national, and global levels.

Section Co-Chairs: Zarrina Talan Azizova, University of North Dakota, zarrina.azizova@und.edu; Lucy LePeau, University of Indiana-Bloomington, llepeau@indiana.edu

Submissions are open to both AERA and non-AERA members. Submissions are accepted only online at www.aera.net. An individual paper submission is one paper with one or more authors for presentation at a paper, poster, or roundtable session. A session submission is a fully planned session, involving multiple presentations or participants and a chair. A submission may only be directed to a single division, SIG, or committee. Individual papers must be submitted without author identification to allow for blind review. Session submissions will be reviewed with author identification and the review system will be set up to show author identification. However, per AERA guidelines, the uploaded session summary document should not include author identification. For full details regarding submission procedures and policies, refer to the enclosed corresponding section earlier in the AERA 2020 Annual Meeting Call for Submissions.

Criteria for assessment of papers and sessions 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. In making decisions on submissions, the program committee will identify the highest quality papers to build coherent sessions and develop an overall program for Division J in light of the theme of the 2020 Annual Meeting.

Division K: Teacher and Teacher Education

Program Co-Chairs: Kevin Roxas and Kenny Varner

We invite your submissions related to the 2020 theme, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” The theme calls us to reconnect with the communities with whom we research to open the possibilities of new research questions and new methodological approaches to enduring and emerging problems. It reminds us that AERA separated from its organizational home in the NEA in 1968, at the moment during which the NEA and the nation were “confronted with the daunting challenge of creating equitable school desegregation.” The social and educational inequities that school desegregation sought to remedy remain deeply entrenched today in our schools, universities, and broader society.

We invite submissions that follow and extend this theme. We are particularly looking for submissions that engage leaders of relevant local and/or national organizations as co-equals whose knowledge enables us to engage in more powerful problem-solving around emerging and enduring questions of teaching and teacher education and their relationship to issues of racial and social justice. We invite you to submit work that documents how and where our teaching and teacher education programs have failed to address these issues and the work that people and programs are doing to meet these challenges.

We are also looking for submissions that engage researchers and practitioners across diverse theoretical and methodological perspectives to help develop a more expansive vision of teaching and teacher education that can address issues of equity across the multiple levels of practice and policy. Re-imagining teaching and teacher education for the public good, and especially for marginalized youth in the United States and around the world, requires full understandings of the technical, socio-cultural, political, economic, and moral dimensions of teaching and teacher education.

We encourage you to submit papers, panels, and symposia in a range of formats that introduce new knowledge and ways of thinking that blur conventional boundaries. We look forward to continuing to increase the presence of classroom teachers and activists on our panels and encourage you to include youth and teacher candidates to engage in re-imagining the problems and possibilities of teaching and teacher education. 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 to submit your work.

Section 1. Teaching and Teacher Education in the Content Areas

This section invites investigations of quality teaching and teacher education, including preservice and in-service education and their overlap, 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. Content areas include conventionally understood subject matter areas, arts and music, and emerging areas, such as STE(A)M. *Section Co-Chairs: Steven Bickmore, University of Nevada Las Vegas, steven.bickmore@unlv.edu; Tutita Casa, University of Connecticut, tutita.casa@uconn.edu; Kerri Tobin, Louisiana State University, ktobin@lsu.edu*

Section 2. Teacher Leadership Within and Beyond the Classroom

This section invites investigations of teacher leaders and their support networks in furthering teachers’ spheres of influence beyond their classrooms to address pressing issues in education. We are particularly interested in critical teacher leadership – teacher leaders who are addressing injustice as advocates, agents of change, and activists. Studies could also include examinations of 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, and collaborative partnerships with families and communities. *Section Co-Chairs: Karla Scornavacco, University of Colorado at Boulder, karla.scornavacco@colorado.edu; Monica Taylor, Montclair State University, taylorl@montclair.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, and dilemmas and challenges they face. Submissions 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, sociopolitical, affective, and emotional dimensions of teaching. *Section Co-Chairs: Jake Bennett, Vanderbilt University, jacob.s.bennett@vanderbilt.edu; Alyssa Hadley Dunn, Michigan State University, ahdunn@msu.edu; Chyllis Scott, University of Nevada-Las Vegas, chyllis.scott@unlv.edu*

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

This section invites investigations of multicultural, inclusive, and social justice frameworks for teaching and teacher education in pre-service, professional practice/development, and PK-16+ and community settings. Submitted research should be deeply centered in complex dimensions of diversity, justice, and equity as supported and evidenced in school- and community-based practices. Studies should establish significance in terms of learning and developmental outcomes for pre-service teachers, teachers in their sites of practice, children in vulnerable and underserved populations, and families and communities. *Section Co-Chairs: Jennifer Bondy, Virginia Tech, jmbondy@vt.edu; Rita Kohli, University of California-Riverside, rita.kohli@ucr.edu; Norma Marrun, University of Nevada-Las Vegas, norma.marrun@unlv.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. Submissions could include, but are not limited to, research related to preparing teacher candidates to enact professional agency; enhancing teacher knowledge and understanding; different pedagogical practices and perspectives on learning to teach; improving the quality of teaching in PK–16+ settings; becoming competent and caring teachers of culturally, linguistically diverse learners in various settings; navigating the sociopolitical contexts of contemporary schooling; and assessment practices in teacher preparation and development. *Section Co-Chairs: Alison G. Dover, California State University, Fullerton, adover@fullerton.edu; Conra Gist, University of Houston, cdgist@uh.edu; Jon M Wargo, Boston College, wargoj@bc.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 Co-Chairs: Emily Smith, Fairfield University, esmith@fairfield.edu; Raven Jones Stanbrough, Michigan State University, jonesrav@msu.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 Co-Chairs: Margarita Jimenez-Silva, University of California, Davis, mjimenezsilva@ucdavis.edu; Danny C. Martinez, University of California, Davis, dcmar@ucdavis.edu*

Section 8: Teacher Learning and Professional Development

This section invites investigations of teacher learning and professional development. We welcome theoretically and conceptually grounded studies examining processes, evidence, and outcomes of professional learning related to, for example, teacher thinking and knowledge(s), self-efficacy, identity, teaching practice, engagement in activism, and shifts in student learning. Studies that contribute strong evidence about teacher learning and development are of interest. Critical theories and perspectives toward professional development approaches and assumptions about teacher learning are encouraged, as well as studies oriented toward advancing culturally responsive/sustaining and anti-oppressive learning opportunities. *Section Co-Chairs: Jim Hollar Alverno College, jimhollar1@gmail.com; Sarah Levine, Stanford University, srlevine@stanford.edu; Jill Newton, Purdue University, janewton@purdue.edu*

Section 9: Teacher Education Innovation and Policy

This section invites investigations 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 coursework, learning experiences, and 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 explorations might target or transcend local, national, or international policy mandates or debates that affect teaching and teacher education coursework, learning experiences, and programs. Submissions that critically take up issues of educational equity along the lines of race and ethnicity, language, culture, socioeconomic class, gender, sexuality, ability, citizenship, and other identity markers are particularly encouraged, as are submissions relating to innovations and/or policies around Minority-Serving Institutions (i.e., Historically Black Colleges and Universities; Tribal Colleges and Universities; Hispanic-Serving Institutions; Asian American and Native American Pacific Islander-Serving Institutions). *Section Co-Chairs: Rachael Gabriel, University of Connecticut, rachael.gabriel@uconn.edu; Nathan Jones, Boston University, ndjones@bu.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. These 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, ability, citizenship, and other identity markers are particularly encouraged. *Section Co-Chairs: David Lee Carlson, Arizona State University, dlcarlson2@gmail.com; Sonya Hayes, University of Tennessee-Knoxville, shayes22@utk.edu*

Paper Submissions: Type of Inquiry

Division K accepts paper and session submissions featuring a variety of types of inquiry, including but not limited to philosophical, historical, ecological, ethnographic, descriptive, correlational, and 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 submissions 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 your last submission 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 submission for review. Submissions should address both the general call for submissions and 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 paper and session submissions. All submissions will be reviewed without author names or identification. Please ensure that you have blinded your submission completely, as submissions that have not been blinded will be rejected without review. Paper submissions 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 2020 Annual Meeting. Finally, please note that Division K encourages interactive and experimental sessions or individual paper submissions to provide a variety of perspectives and presentation formats.

As noted above, all submissions are due by **July 10, 2019**. 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 Submissions and review process can be sent to Program Co-Chairs Kevin Roxas 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: Megan Tompkins-Stange

The theme of the 2020 AERA annual meeting is: The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate. This theme is especially aligned to the research in Division L in its call to better connect research to organizations involved in policy and schooling. AERA President Vanessa Siddle Walker and Co-Program Chairs Michelle A. Purdy and Sheryl J. Croft explain, “For over 50 years, AERA has been structurally disconnected from the educational communities about whom we write. The time has come for AERA to reclaim the historic possibilities of connectivity and collaboration in educational problem solving and to include organizational stakeholders, both national and local, as full participants in the Annual Meeting.” The Division L Program Committee invites submissions aligned with this theme that advance our understanding of education policy and politics.

We welcome submissions demonstrating rigorous and original scholarship across the wide range of empirical approaches and theoretical perspectives. Submissions located throughout the disciplines (political science, ethnic studies, sociology, public policy, economics, anthropology, law, history, et cetera) that address formal and informal education, and that explore policy and politics in early childhood, K–12, and postsecondary education, are encouraged. Analyses of the design, implementation, and evaluation of education policies are welcome in all sections, as are submissions dealing with educational policy and politics internationally, including comparative and cross-national analyses and area

studies from countries outside the United States. We strongly encourage submissions that seek to illuminate issues of equity, inequality, and justice, including the policy and political causes and consequences of inequality that disadvantage communities of color, English learners, LGBTQIA communities, immigrant and refugee communities, students and educators with disabilities, religious minorities, and other populations.

Submissions will be evaluated by at least three reviewers and ranked according to research objectives, theoretical framework, methods and data, results and conclusions, quality of writing, and scholarly significance. All submissions, including symposia, will be reviewed anonymously without author identification; submissions failing to adhere to the blind-submission policy will not be reviewed. Submitters are strongly encouraged to review AERA guidelines prior to submission. 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 co-panelists.

General questions about the Division L program may be directed to the Program Chair: *Megan Tompkins-Stange, University of Michigan, mtompkin@umich.edu*

Section 1: Governance, Politics, and Intergovernmental Relations

This section welcomes submissions that analyze political actions, governance structures, and relationships between distinct levels of government in and/or outside of the United States as well as the relationships among these issues. Studies may examine, for example, formal political structures, political alliances, interest groups, media, policy elites, networks, and affinity-based groups and coalitions. 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 examinations of the ways in which these relationships intersect with the needs of historically marginalized students and communities. 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). Consistent with the theme of the conference, of particular interest is research that is interdisciplinary, employs mixed-methods, and/or incorporates distinct modalities in order to connect analyses that use varied lenses to shed light on issues of politics and governance. Section Chair: *Carrie Sampson, Arizona State University, csampso4@asu.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, but is not limited to, 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: Adai Tefara, Virginia Commonwealth University, aatefera@vcu.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: Sarah Woulfin, The University of Connecticut, sarah.woulfin@uconn.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: Catherine DiMartino, St. Johns University, dimartinc@stjohns.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: Najeeb Shafiq, University of Pittsburgh, mnshafiq@pitt.edu*

Section 6: Human Capital and School Finance

This section invites empirical papers on policies and reforms focused on human capital and school finance. We seek to showcase human capital work on a broad range of topics such as recruitment, training, development, compensation, evaluation, career ladders, and working conditions for educators, administrators, and staff. We also welcome studies that seek to understand how education is financed at the individual, institutional, and system levels, as well as the effects of school finance reforms, taxation, scholarship programs, and related policy instruments. Empirical studies from a broad range of educational settings (pre-K, K-12, or postsecondary) and theoretical perspectives are welcome. *Section Chair: Walker Swain, University of Georgia, walker.swain@uga.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 in a “post-truth” era. 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, political, and institutional contexts of schooling and education as demonstrated through cross-boundary collaboration and interdisciplinary approaches to inquiry. *Section Chair: Carolyn Sattin-Bajaj, Seton Hall University, carolyn.sattinbajaj@shu.edu*

Section 8: Social Policy and Education

In light of the annual meeting’s emphasis on reasserting the value of research and evidence in a contentious, “post-truth” era, this section welcomes papers that use empirical methods to ask and answer important questions about the connections between P-20 educational policy and other social policies at all levels, domestically and internationally. 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. Submissions that address issues related to data availability and measurement of the effects of social policy on

educational outcomes are also welcome, as are interdisciplinary and collaborative studies. *Section Chair: Gabriel Rodriguez, University of Illinois, Chicago, grodrig2@uic.edu*

Section 9: Policy Implementation and Going to Scale

This section invites submissions that pertain to policy implementation and bringing effective programming and practices to scale in and/or outside the United States. We encourage studies that advance understandings about what works, for whom and under what conditions, as well as those that explore ways to measure and/or promote improvement within and across organizational units. Studies that draw on multiple/mixed methodologies are welcome and encouraged. Studies that describe and analyze the development of, support for, and effects of new approaches to educational improvement that bring together multiple communities to engage in evidence-informed collaborative decision-making, such as 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 improvement at scale itself a subject of inquiry. *Section Chair: Marisa Cannata, Vanderbilt University, marisa.cannata@vanderbilt.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 Promise, Power, and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” Consistent with the 2020 theme, we specifically encourage international, interdisciplinary comparative research that can contribute to improving dialogues and collaboration between researchers and organizational stakeholders, including communities and social movements. The IRC encourages submissions that address the broad question: What conditions are necessary for our research to serve a worldwide notion of public good? The IRC welcomes submissions across a range of issues related to the need to reimagine research in education and how educational opportunities and challenges are studied, analyzed, or assessed 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:

- 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 all levels of education;

- Engaging in international and interdisciplinary conversations beyond the often siloed and specialized research findings;
- Generating data-rich, multimodal narratives or stories of key findings on key education issues;
- The education of future educators and researchers;
- What is the role of advocacy in education research and its tense relationship with traditional understandings of doing ‘science’?
- How can education researchers improve their standing and image by doing more to serve the public good?

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 in an increasingly complex world. Session submissions should engage in discussions of more than a single a country. *Chair: Gustavo E. Fischman, Arizona State University, fischman@asu.edu*

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 Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate.” Submissions should focus on issues of gender, gender equity, and sexuality in primary, secondary, postsecondary, and other educational settings, in the U.S. 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 2020 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 about evidence and implications. *Chair: Joseph Cimpian, New York University, joseph.cimpian@nyu.edu*

Committee on Scholars of Color in Education

As educational institutions continue to serve increasingly diverse communities, the Committee on Scholars of Color in Education (CSCE) invites paper and symposia submissions that broadly

examine the factors influencing people of color in education.

CSCE is especially interested in research that advances knowledge about how to address the systemic barriers to success for people of color and illuminates issues that disproportionately affect scholars of color who are committed to advancing transformative scholarship, policies, and practices in education.

CSCE is also interested in research that examines (1) the relationship between current sociopolitical contexts and the proliferation of inequities in education policy and practice across the education pipeline, (2) the relationship between systems (e.g., knowledge, assessment, accountability, institutional systems) and social inequities, (3) the relationship between communities of color and the transformation of educational institutions, and (4) effective strategies for professional researchers, policymakers, and practitioners advocating for communities of color.

We encourage submissions from diverse disciplinary, theoretical, methodological, and policy perspectives and welcome submissions that take interdisciplinary approaches. Finally, submissions that involve collaborations among senior and junior scholars, and between scholars and practitioners, policymakers, journalists, and activists, are encouraged. *Chair: Samuel D. Museus, University of California - San Diego, smuseus@ucsd.edu*

Professional Development and Training Committee

The AERA Professional Development and Training Committee seeks course proposals for possible inclusion in the 2020 AERA Annual Meeting. The Committee aims to offer a program of courses at the meeting that will be of significant skill-building value to education researchers. Professional development courses may provide training in specific research methods and skills, cover significant research issues in related disciplines (e.g., psychology, sociology); emphasize specialized areas (e.g., research on children placed at risk); address professional development issues (e.g., publication skills/strategies, research integrity); examine recent methodological developments in education research; and focus on research for the improvement of program design, practice, or implementation.

For the 2020 Annual Meeting, the Professional Development and Training Committee is particularly interested in course proposals that address research methods and data analysis across multiple areas (i.e., quantitative, qualitative, and mixed methods); statistical techniques (i.e., meta-analysis, propensity score matching, statistical modeling); use of large-scale data sets and other “big data”; data sharing and replication; survey and research design; writing for publication; and ways of communicating and presenting research to scholarly and public audiences.

Courses may be designed for various levels (e.g., basic, intermediate, advanced). Course participants may include advanced graduate students and early career scholars as well as more senior researchers or practitioners interested in becoming stronger users and consumers of research. The Committee encourages proposals that both originate from and are directed to

diverse groups such as women and underrepresented minorities.

Course Formats

Proposals are sought for two course formats:

- *Extended courses* are 1–2 days in length and typically precede the Annual Meeting. Courses that start before the meeting (typically on Thursday, April 16, 2020) conclude on the first day of the meeting. In some instances, courses may start the morning of the first day of the meeting (Friday, April 17, 2020) and conclude at the end of the day.
- *Mini-courses* are short courses, 4 hours in length, and are scheduled to take place during the Annual Meeting.

AERA-VRLC (Virtual Research Learning Center)

Courses selected for inclusion in the 2020 Professional Development Program may also be selected to be streamed live online or recorded and made available through the AERA-VRLC on-demand to viewers. Any course accepted for the meeting may at the discretion of the Professional Development Program be considered for inclusion in the VRLC. Submissions are encouraged that explicitly address how the course may be particularly suitable for virtual as well as in-person participants or contain modules that facilitate online viewing. The AERA-VRLC is a resource for introductory and advanced courses on research methods, data analysis, and professional/career development in education research. Researchers around the world can access the AERA-VRLC to enhance, expand, or refresh their research skills. Further information about the AERA-VRLC is available at www.aera.net/vrlc.

Selection Criteria

A goal of the Committee is to develop a balanced and comprehensive curriculum that crosses the spectrum of research knowledge and capacity building in areas such as translating theory to research, quantitative and qualitative research methods, and statistical analysis techniques, and is also directed to important areas of professional skill. Proposals that represent diverse perspectives or are relevant to the theme of the 2020 Annual Meeting, “The Power and Possibilities for the Public Good When Researchers and Organizational Stakeholders Collaborate,” are particularly welcome.

Proposals for sessions that represent commercial endeavors (such as the sale of services or products) will not be considered.

The course selection criteria include the following:

- The instructional staff is skilled and competent to plan and carry out the course.
- The course topic is important, topical, and aligned with AERA’s purpose (i.e., it will address critical research training needs).
- The proposal states the skills and/or knowledge that

participants are expected to have to participate effectively.

- Learning objectives are provided, are clearly stated, and drive the organization of the course.
- The planned activities are coherent with each other and support the achievement of the learning objectives.
- The learning objectives can be reasonably accomplished within the proposed time frame.
- The planned activities are appropriate for the intended participants.
- The proposal demonstrates the incorporation of effective pedagogical practices aligned with the learning objectives. Hands-on examples, opportunities to practice new skills, and active participant involvement are encouraged.
- Prior courses by the instructor(s), if applicable, have been successfully planned, executed, and received.
- The workshop title, abstract, proposal, and learning objectives are aligned with one another.

General Information

The instructor information and course proposal must be entered using the AERA 2020 Annual Meeting AllAcademic submission system *no later than the deadline* (July 10, 2019 at 11:59 PM Pacific Time). For proposal instructions and information on the submission system, please visit <http://www.aera.net>.

Questions may be directed to *George L. Wimberly, Director of Professional Development*, profdevel@aera.net or 202-238-3200. The deadline for submitting proposals for the 2020 Annual Meeting is July 10, 2019 at 11:59 PM Pacific Time. The Committee will select proposals and notify prospective course instructors by October 30, 2019.

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 J. Meyer, RMC Research Corporation*, meyer@rmcres.com

Action Research, *Julia Nell Ballenger, Texas A&M University - Commerce*, julia.ballenger@tamuc.edu

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

Adult Literacy and Adult Education, *Alisa A. Belzer, Rutgers*

University, alisa.belzer@gse.rutgers.edu

Advanced Studies of National Databases, *Jian Li, Kent State University*, jiannli.osu@gmail.com

Advanced Technologies for Learning, *Mike Tissenbaum, University of Illinois at Urbana-Champaign*, miketissenbaum@gmail.com

Arts and Inquiry in the Visual and Performing Arts in Education, *TBD*

Arts and Learning, *Amanda Claudia Wager, Lesley University*, awager@lesley.edu

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

Bilingual Education Research, *Maria R. Coady, University of Florida*, mcoady@coe.ufl.edu

Biographical and Documentary Research, *Pamela J. Konkol, Concordia University - Chicago*, Pamela.konkol@cuchicago.edu

Brain, Neurosciences, and Education, *TBD*

Career and Technical Education (formerly Vocational Education), *James E. Bartlett, II, North Carolina State University*, james_bartlett@ncsu.edu

Caribbean and African Studies in Education, *Joyanne Beverly De Four-Babb, University of Belize/UWI Open Campus*, jd4babb@gmail.com; *Verna Charleen Knight, The University of the West Indies*, verna.knight@cavehill.uwi.edu

Catholic Education, *Melodie Marie Wyttenbach, University of Notre Dame*, mwyttenb@nd.edu

Chaos and Complexity Theories, *Emma P. Bullock, Sam Houston State University*, ekpbullock@gmail.com

Charters & School Choice, *Heather Kathleen Olson Beal, Stephen F. Austin State University*, olsonbehk@sfasu.edu

Classroom Assessment, *Tonya R. Moon, University of Virginia*, trm2k@virginia.edu

Classroom Management, *Raol J. Taft, University of Missouri - Kansas City*, tafr@umkc.edu

Classroom Observation, *Stefanie A. Wind, The University of Alabama - Tuscaloosa*, swind@ua.edu

Cognition and Assessment, *Shiyu Wang, University of Georgia*, swang44@uga.edu

Computer and Internet Applications In Education, *Cassandra Scharber, University of Minnesota*, scharber@umn.edu

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

Constructivist Theory, Research and Practice, Kathy L. Schuh, University of Iowa, kathy-schuh@uiowa.edu

Cooperative Learning: Theory, Research, and Practice, Cary J. Roseth, Michigan State University, croseth@msu.edu

Critical Educators for Social Justice, Elizabeth Mendoza, University of California - Irvine, Elizabeth.M3ndoza@gmail.com; Oscar Navarro, California Polytechnic State University - San Luis Obispo, osnavarr@calpoly.edu

Critical Examination of Race, Ethnicity, Class and Gender in Education, Jemimah L Young, University of Iowa, jemimah-young@uiowa.edu

Critical Issues in Curriculum and Cultural Studies, Andrew T. Kemp, Augusta University, akemp4@augusta.edu

Critical Perspectives on Early Childhood Education, Sara C. Michael-Luna, University of Central Florida, Sara.MichaelLuna@ucf.edu; Haeny Susan Yoon, Teachers College, Columbia University, yoons3@tc.columbia.edu

Cultural Historical Research, Elina Lampert-Shepel, Touro College, elina.lampert-shepel@touro.edu

Data-Driven Decision Making in Education, Lisa M. Abrams, Virginia Commonwealth University, lmabrams@vcu.edu

Democratic Citizenship in Education, Rui Kang, Georgia College & State University, rui.kang@gcsu.edu

Design and Technology, Min Kyu Kim, Georgia State University, mkim120@gsu.edu

Dewey Studies, Margaret A. Macintyre Latta, The University of British Columbia - Okanagan, Margaret.Macintyre.Latta@ubc.ca

Disability Studies in Education, Catherine Kramarczuk Voulgarides, Touro College, cmvnyu@gmail.com; Saili S. Kulkarni, Ph.D., San José State University, saili.kulkarni@sjsu.edu

Districts in Research and Reform, Yilin Pan, Columbia University, yp2266@tc.columbia.edu

Early Education and Child Development, Debra J. Ackerman, Educational Testing Service (ETS), dackerman@ets.org; Michelle Bauml, Texas Christian University, m.bauml@tcu.edu

Educational Change, Mireille Hubers, University of Twente, m.d.hubers@utwente.nl

Educational Statisticians, TBD

Elliot Eisner, Bradley M. Conrad, Capital University, bconrad2@capital.edu

Environmental Education, Sara Soledad Garcia, Santa Clara University, sgarcia@scu.edu

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

Family, School, Community Partnerships, Nicole Megan Edwards, Rowan University, edwardsN@rowan.edu; Judy Paulick, University of Virginia, jhp7h@virginia.edu

Fiscal Issues, Policy and Education Finance, Tammy Kolbe, The University of Vermont, tkolbe@uvm.edu

Foucault and Contemporary Theory in Education, David L. Carlson, Arizona State University, dcarlson2@gmail.com

Graduate and Postdoctoral Education across the Disciplines, Amanda Rockinson-Szapkiw, University of Memphis, dr.rockinsonszapkiw@gmail.com; Susan L. Schramm, University of South Carolina, sschramm@mailbox.sc.edu

Grassroots Community & Youth Organizing for Education Reform, Lasana Kazembe, Indiana University - IUPUI, lkazembe@iu.edu

Hip Hop Theories, Praxis & Pedagogies, Sherell A. McArthur, University of Georgia - Athens, Sherell.McArthur@uga.edu

Hispanic Research Issues, Rebeca Mireles-Rios, University of California - Santa Barbara, rmireles@education.ucsb.edu

Holistic Education, Narelle Suzanne Lemon, Swinburne University of Technology, nlemon@swin.edu.au; Stephanie Ellen Shuler, University of Toronto, stephanie.shulerfages@mail.utoronto.ca

Inclusion & Accommodation in Educational Assessment, Laurene L. Christensen, Wisconsin Center for Education Research, llchristens2@wisc.edu; Sheila Wells-Moreaux, The University of Kansas, s724w006@ku.edu

Indigenous Peoples of the Americas, Robin Zape-tah-hol-ah Minthorn, The University of New Mexico, rminthorn@unm.edu

Indigenous Peoples of The Pacific, Kerry Laiana Wong, University of Hawaii - Manoa, kwong@hawaii.edu

Informal Learning Environments, Sara Clarke-Vivier, Washington College, sclarkevivier2@washcoll.edu

Instructional Technology, Lauren Eutsler, University of North Texas, lauren.eutsler@unt.edu; Kui Xie, The Ohio State University, xie.359@osu.edu

International Studies, Victoria Showunmi, UCL Institute of Education, London, v.showunmi@ucl.ac.uk

Ivan Illich, Rebecca A Martusewicz, Eastern Michigan University, rmartusew@emich.edu

Language and Social Processes, Diana J. Arya, University of California - Santa Barbara, darya@education.ucsb.edu

Large-Scale Assessment, Bo Zhang, University of Wisconsin - Milwaukee, boz@uwm.edu

Law and Education, Elisabeth M Krimbill, Texas A&M University - San Antonio, ekrimbill@att.net

Leadership for School Improvement, David Edward DeMatthews, The University of Texas at Austin, ddematthews@austin.utexas.edu

Leadership for Social Justice, Joshua Bornstein, Fairleigh Dickinson University, bornsteinj@fdu.edu; Leslie Ann Locke, University of Iowa, leslie-locke@uiowa.edu

Learning and Teaching in Educational Leadership, Kathleen M.W. Cunningham, University of South Carolina, katiemwinn@gmail.com

Learning Environments, Rekha Bhan Koul, Curtin University, R.Koul@curtin.edu.au

Learning Sciences, Eli Tucker-Raymond, TERC, eli_tucker-raymond@terc.edu

Lesson Study, Colleen M. Eddy, University of North Texas, Colleen.Eddy@unt.edu; Trena L. Wilkerson, Baylor University, trena_wilkerson@baylor.edu

Literature, Rachel Skrlac Lo, Villanova University, rskrlac@gmail.com

Lives of Teachers, Jackie Sydnor, Ball State University, jtsydnor@bsu.edu

Longitudinal Studies, TBD

Marxian Analysis of Society, Schools and Education, Zachary A. Casey, Rhodes College, caseyz@rhodes.edu

Measurement and Assessment in Higher Education, Angelo Joseph Letizia, Notre Dame University of Maryland, ajletizia@hotmail.com

Media, Culture, and Learning, Sandra Schamroth Abrams, Saint John's University, abramss@stjohns.edu

Mentorship and Mentoring Practices, Nora Dominguez, University of New Mexico, noradg@unm.edu

Middle-Level Education Research, Cheryl R. Ellerbrock, University of South Florida, ellerbro@usf.edu

Mixed Methods Research, Michelle Howell Smith, University of Nebraska - Lincoln, mhowellsmith@unl.edu

Montessori Education, TBD

Moral Development and Education, Di You, Alvernia University, di.you@alvernia.edu

Motivation in Education, Jennifer A. Schmidt, Michigan State University, jaschmid@msu.edu

Multicultural/Multiethnic Education: Theory, Research, and Practice, Marcela G. Cuellar, University of California - Davis,

marcuellar@ucdavis.edu

Multilevel Modeling, Benjamin Kelcey, University of Cincinnati, ben.kelcey@gmail.com

Multiple Linear Regression: General Linear Model, Jocelyn H. Bolin, Ball State University, jebolin@bsu.edu

Music Education, Ryan David Shaw, Michigan State University, rydshaw@gmail.com

NAEP Studies, Stacey Fisher, East Tennessee State University, fishersj@etsu.edu

Narrative Research, Becky M. Atkinson, The University of Alabama - Tuscaloosa, atkin014@ua.edu

Online Teaching and Learning, Mary F. Rice, The University of New Mexico, maryrice@unm.edu

Organizational Theory, David H. Eddy-Spicer, University of Virginia, dhe5f@virginia.edu

Out-of-School Time, Christina A. Russell, Policy Studies Associates, Inc., crussell@policystudies.com

Paulo Freire, Critical Pedagogy, and Emancipation, Sheila L. Macrine, University of Massachusetts - Dartmouth, Smacrine@umassd.edu

Peace Education, Margareth Lafontant, Medger Evers College, lafontantm@aol.com

Philanthropy and Education, TBD

Philosophical Studies in Education, Paula McAvoy, North Carolina State University, paulamcavoy@gmail.com

Politics of Education, Rachel Sue White, Old Dominion University, rswhite@odu.edu

Portfolios and Reflection in Teaching and Teacher Education, Regina M. Murphy, DCU Institute of Education, regina.murphy@dcu.ie

Postcolonial Studies and Education, Aparna Rita Mishra Tarc, York University, amishratarc@edu.yorku.ca

Problem-Based Education, Andrew Walker, Utah State University, andy.walker@usu.edu

Professional Development School Research, William L. Curlette, Georgia State University, wcurlette@gsu.edu; Marta Sánchez, University of North Carolina Wilmington, sanchezm@uncw.edu

Psychometrics in Higher Education Assessment and Accreditation, TBD

Qualitative Research, Andrea M. Hawkman, Utah State University, andrea.hawkman@usu.edu; Jennifer R. Wolgemuth, University of South Florida, jrwolgemuth@usf.edu

Queer Studies, Melinda M. Mangin, Rutgers University, melinda.mangin@gse.rutgers.edu

Rasch Measurement, Trent Haines, Morgan State University, trent.haines@morgan.edu

Religion and Education, Charles J. Russo, University of Dayton, crusso1@udayton.edu; Kimberly R. White, Carroll University, whitek@carrollu.edu

Research Focus on Black Education, Maisie L. Gholson, University of Michigan - Ann Arbor, mgholson@umich.edu; Chezare A. Warren, Michigan State University, chezare@msu.edu

Research Focus on Education and Sport, Siduri J. Haslerig, University of Oklahoma, shaslerig@gmail.com; Derek A. Houston, University of Oklahoma, derek.a.houston@ou.edu

Research in Mathematics Education, Sarah Theule Lubienski, Indiana University, stlubien@iu.edu

Research in Reading and Literacy, Rosalind Horowitz, The University of Texas-San Antonio, Rosalind.Horowitz@utsa.edu

Research on Evaluation, Rachael Lawrence, University of Massachusetts - Amherst, rblawren@umass.edu

Research on Giftedness, Creativity, and Talent, Jennifer L. Jolly, University of Alabama, jlolly1@ua.edu; D. Betsy McCoach, Ph.D., University of Connecticut, betsy.mccoach@uconn.edu

Research on Learning and Instruction in Physical Education, Risto Marttinen, George Mason University, rmarttin@gmu.edu

Research on Teacher Induction, Sarah K. McMahan, Texas Woman's University, smcmahan@twu.edu

Research on the Education of Asian and Pacific Americans, Amanda E. Assalone, Southern Education Foundation, Inc., assalone1@yahoo.com; Noreen Naseem Rodriguez, Iowa State University, noreenk@gmail.com

Research on the Education of Deaf Persons, Serena Johnson, California State University - Fresno, serenaj@csufresno.edu

Research on the Superintendency, Kimberley L. Chandler, Educational Consulting, 8kimberleychandler8@gmail.com

Research on Women and Education, Maureen M Doyle-Neumann, University of Vermont, Maureen.Neumann@uvm.edu

Research Use, Chris Brown, University of Portsmouth, christopher.brown@mac.com; Elizabeth N. Farley-Ripple, University of Delaware, enfr@udel.edu

Rural Education, Amy Price Azano, Virginia Polytechnic Institute and State University, azano@vt.edu; Daniella Hall Sutherland, Clemson University, dhall5@clemson.edu

School Community, Climate, and Culture, Adam Voight, Cleveland State University, a.voight@csuohio.edu

School Effectiveness and School Improvement, Alma Harris, University of Bath, almaharriswag@gmail.com

School Turnaround and Reform, Reginald D. Wilkerson, Clemson University, rwilkerson1906@gmail.com

School, University, Community Collaborative Research, Wendy M. Burke, Eastern Michigan University, wendy.burke@emich.edu

Science Teaching and Learning, J. Bryan Henderson, Arizona State University, jbryanh@asu.edu

Second Language Research, Liv Davila, University of Illinois at Urbana-Champaign, livtd@illinois.edu

Self-Study of Teacher Education Practices, Laura C. Haniford, University of New Mexico, haniford@unm.edu; Adrian D. Martin, New Jersey City University, adriannj@gmail.com

Semiotics in Education: Signs, Meanings, and Multimodality, Elvira K. Katic, Ramapo College, ekatic@ramapo.edu

Service-Learning & Experiential Education, Amanda F. Hall, Virginia Commonwealth University, hallaf2@vcu.edu; Emily Annette Nemeth, Denison University, nemethe@denison.edu

Social and Emotional Learning, Lorea Martinez, SEL Consulting, loreamart@gmail.com; Julia Mahfouz, University of Idaho, jmahfouz@uidaho.edu

Social Studies Research, Andrea M Hawkman, Utah State University, andrea.hawkman@usu.edu; Erin Casey, Louisiana State University, ecasey@lsu.edu

Sociology of Education, Julia Burdick-Will, Johns Hopkins University, jburdickwill@jhu.edu

Special Education Research, Deborah Taub, Trinity Washington University, drdtaub@gmail.com; Tami A. Augustine, The Ohio State University, augustine.19@osu.edu

Spirituality and Education, Robert H. London, California State University - San Bernardino, rlondon@csusb.edu

Stress, Coping, and Resilience, Richard G. Lambert, University of North Carolina - Charlotte, rglamber@unc.edu

Structural Equation Modeling, Elizabeth A. Sanders, University of Washington, lizz@uw.edu

Studying and Self-Regulated Learning, Alexis Battista, Uniformed Services University, alexis.battista.ctr@usuhs.edu; Aubrey Whitehead, George Mason University, awhiteh6@gmu.edu

Supervision and Instructional Leadership, Ian Mette, University of Maine, ianmette@gmail.com; Sam Stiegler, University of British Columbia, scstiegler@gmail.com

Survey Research in Education, Marvin Powell, George Mason University, mpowell11@gmu.edu

Systematic Review and Meta-Analysis, *Laura Dunne, Queen's University - Belfast, l.dunne@qub.ac.uk; James Eric Pustejovsky, The University of Texas at Austin, pusto@austin.utexas.edu*

Systems Thinking in Education, *Jackie Mania-Singer, Oklahoma State University, jackie.mania@okstate.edu*

Talent Development of Students Placed at Risk, *TBD*

Teacher as Researcher, *Cindy Ballenger, Tufts University, cindyballenger@gmail.com; Michelina MacDonald, P.K. Yonge Developmental Research School, mmacdonald@pky.ufl.edu*

Teacher's Work/Teachers Unions, *Denisha Jones, Trinity Washington University, denishanjones@gmail.com*

Teaching Educational Psychology, *Amanda R. Baker, Iowa State University, ambaker@iastate.edu*

Teaching History, *Colleen Fitzpatrick, Wake Forest University, fitzpacm@wfu.edu*

Technology as an Agent of Change in Teaching and Learning, *Beth Beschorner, Minnesota State University - Mankato, beth.beschorner@mnsu.edu*

Technology, Instruction, Cognition and Learning, *Stephen I. Tucker, University of Louisville, s.tucker@louisville.edu*

Test Validity Research and Evaluation, *Angel Arias, University of Ottawa, aarias@uottawa.ca*

Tracking and Detracking, *Marshall Jean, University of Chicago, marshall.jean@northwestern.edu*

Urban Learning, Teaching and Research, *Kimi L Wilson, California State University - Los Angeles, kwilso17@calstatela.edu*

Vocabulary, *Susan J. Chambre, Marist College, schambre18@gmail.com; Jill F. Grifenhagen, North Carolina State University, jfgrifjen@ncsu.edu*

Workplace Learning, *James E. Bartlett, II, North Carolina State University, james_bartlett@ncsu.edu*

Writing and Literacies, *Anna Smith, Illinois State University, amsmi11@ilstu.edu*