

List of Invitees for 2012 DR K-12 PI Meeting. sorted by PI last name

Award	Project Title	PI First	PI Last	PI Email Address	Institution	St
1020393	Formative Assessment in Mathematics: Current Status and Guidelines for Future Developments	Jamal	Abedi	jabedi@ucdavis.edu	University of California-Davis	CA
0733350	Validation and Refinement of a Model for Teacher Professional Development that Leverages a Major Applied Research Laboratory	Jamal	Abedi	jabedi@ucdavis.edu	University of California-Davis	CA
0746936	CAREER: Work Contexts, Teacher Learning Opportunities, and Mathematics Achievement of Middle School Students	Motoko	Akiba	akibam@missouri.edu	University of Missouri-Columbia	MO
0918683	Cyber-enabled Earth Exploration: Development of Materials for Middle School Earth Science Instruction	Heather	Almquist	heather.almquist@umontana.edu	University of Montana	MT
1020187	A Learning Progression-based System for Promoting Understanding of Carbon-transforming Processes (CCE)	Charles	Anderson	andya@msu.edu	Michigan State University	MI
1134919	Arcadia: The Next Generation -- Transforming STEM Learning through Transmedia Games	Jodi	Asbell-Clarke	jodi_asbell-clarke@terc.edu	TERC Inc	MA
1119144	Leveling Up: Supporting and Measuring High School STEM Knowledge Building in Social Digital Games	Jodi	Asbell-Clarke	jodi_asbell-clarke@terc.edu	TERC Inc	MA
0822119	The Role of Educative Curriculum Materials in Supporting Science Teaching Practices with English Language Learners	Jacqueline	Barber	jbarber@berkeley.edu	University of California-Berkeley	CA
0918834	Math Pathways and Pitfalls: Capturing What Works for Anytime Anyplace Professional Development	Carne	Barnett-Clarke	cbarnet@WestEd.org	WestEd	CA
0732217	A Longitudinal Examination of Children's Developing Knowledge of Measurement: Mathematical and Scientific Concept and Strategy Growth from Pre-K through Grade 5	Jeffrey	Barrett	jbarrett@ilstu.edu	Illinois State University	IL
0821988	Building BLOCKS for Science: What Young Children Should Know and Be Able to Do When They Enter Kindergarten	James	Barufaldi	jamesb@mail.utexas.edu	University of Texas at Austin	TX
1119034	Development of a Cognition-guided, Formative-assessment-intensive, Individualized Computer-based Dynamic Geometry Learning System for Grades 3-8	Michael	Battista	battista.23@osu.edu	Ohio State University	OH
0903441	Closing the Math Achievement Gap for English Language Learners: Technology Resources for Pre-algebra	Carole	Beal	crbeal@email.arizona.edu	University of Arizona	AZ
0918621	Exploring Engineering Design Knowing and Thinking as an Innovation in STEM Learning	Kurt	Becker	kbecker@engineering.usu.edu	Utah State University	UT
1020083	Virtual Learning Communities: An Online Professional Development Resource for STEM Teachers	David	Beer	dwbeer@uchicago.edu	University of Chicago	IL
0953046	CAREER: Supporting Middle School Students' Construction of Evidence-based Arguments	Brian	Belland	brian.belland@usu.edu	Utah State University	UT
0733209	Physical Science Comes Alive: Exploring Things that Go	Gary	Benenson	benenson@ccny.cuny.edu	CUNY City College	NY

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1020207	Pre-K Early Algebra through Quantitative Reasoning (PreKEA)	Zaur	Berkaliev	berkaliev@iit.edu	Illinois Institute of Technology	IL
1020186	Data Explorations in Ecology Project (DEEP)	Alan	Berkowitz	berkowitza@caryinstute.org	Institute of Ecosystem Studies	NY
0918610	Ecosystems and Evidence Project (Collaborative Research: Berkowitz)	Alan	Berkowitz	berkowitza@ecostudies.org	Institute of Ecosystem Studies	NY
0822241	Community for Advancing Discovery Research in Education (CADRE)	Barbara	Berns	bberns@edc.org	Education Development Center	MA
0918340	Investigations in Cyber-enabled Education (ICE)	Kathy	Berry Bertram	kberry@gi.alaska.edu	University of Alaska Fairbanks Campus	AK
1118897	Ready for Robotics: The Missing T and E of STEM in Early Childhood Education	Marina	Bers	marina.bers@tufts.edu	Tufts University	MA
1118664	ScratchJr: Computer Programming in Early Childhood Education as a Pathway to Academic Readiness and Success (Collaborative Research: Bers)	Marina	Bers	marina.bers@tufts.edu	Tufts University	MA
1154355	Children's Understanding of Functions in Grades K-2	Maria	Blanton	Maria_Blanton@terc.edu	TERC Inc	MA
0918239	Developing Algebra-ready Students for Middle School: Exploring the Impact of Early Algebra	Maria	Blanton	Maria_Blanton@terc.edu	University of Massachusetts, Dartmouth	MA
1118677	Promoting Spatial Thinking with Web-based Geospatial Technologies	Alec	Bodzin	amb4@lehigh.edu	Lehigh University	PA
1019503	Agency in Sustained Problem-based Inquiry: Learning Science Through and as Innovation	John	Bransford	bransj@u.washington.edu	University of Washington	WA
1019576	Supports for Science and Mathematics Learning in Pre-kindergarten Dual Language Learners: Designing a Professional Development System	Kimberly	Brenneman	kimberly@ruccs.rutgers.edu	Rutgers University New Brunswick	NJ
0733642	Chemistry Education Research Doctoral Scholars Program	Stacey	Bretz	bretzsl@muohio.edu	Miami University	OH
0917540	An Investigation of the Impact of Strengthening the "T" and "E" Components of STEM in High School Biology and Chemistry Courses	Debra	Brockway	Debra.Brockway@stevens.edu	Stevens Institute of Technology	NJ
1020264	SimScientists Human Body Systems: Using Simulations to Foster Integrated Understanding of Complex, Dynamic, Interactive Systems	Barbara	Buckley	bbuckle@wested.org	WestEd	CA
1019842	The Evidence Games: Collaborative Games Engaging Middle School Students in the Evaluation of Scientific Evidence	Janis	Bulgren	jbulgren@ku.edu	University of Kansas Center for Research Inc	KS

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0821967	Geometry Assessments for Secondary Teachers (GAST)	William	Bush	bill.bush@louisville.edu	University of Louisville Research Foundation Inc	KY
1119359	School Structure and Science Success: Organization and Leadership Influences On Student Achievement (Collaborative Research: Butler)	Malcolm	Butler	mambutler@mail.usf.edu	University of South Florida	FL
1019236	Language-rich Inquiry Science with English Language Learners (LISELL)	Cory	Buxton	buxton@uga.edu	University of Georgia Research Foundation Inc	GA
1020086	Cyber-enabled Learning: Digital Natives in Integrated Scientific Inquiry Classrooms (Collaborative Research: Campbell)	David	Campbell	todd.campbell@usu.edu	Utah State University	UT
1019431	Professional Development for Culturally Relevant Teaching and Learning in Pre-K Mathematics	Thomas	Carpenter	tpcarpen@wisc.edu	University of Wisconsin- Madison	WI
0733228	SPIRIT 2.0: Silicon Prairie Initiative for Robotics in Information Technology 2.0	Bing	Chen	bchen@mail.unoma.edu	University of Nebraska- Lincoln	NE
0844556	CAREER: A Study of Strategies and Social Processes that Facilitate the Participation of Latino English Language Learners in Elementary Mathematics Classroom Communities	Kathryn	Chval	chvalkb@missouri.edu	University of Missouri- Columbia	MO
1119290	Enhancing Games with Assessment and Metacognitive Emphases (EGAME)	Douglas	Clark	doug.clark@vanderbilt.edu	Vanderbilt University	TN
1019170	Scaffolding Understanding by Redesigning Games for Education (SURGE)	Douglas	Clark	doug.clark@vanderbilt.edu	Vanderbilt University	TN
1019925	Using Rule Space and Poset-based Adaptive Testing Methodologies to Identify Ability Patterns in Early Mathematics and Create a Comprehensive Mathematics Ability Test	Douglas	Clements	Clements@buffalo.edu	SUNY at Buffalo	NY
1119122	Investigating and Supporting the Development of Ambitious and Equitable Mathematics Instruction at Scale	Paul	Cobb	paul.cobb@vanderbilt.edu	Vanderbilt University	TN
1118858	Completing, Validating, and Linking Learning Trajectories for K-8 Rational Number Reasoning Tied to the Common Core Standards	Jere	Confrey	jere_confrey@ncsu.edu	North Carolina State University	NC
0733272	Diagnostic E-learning Trajectories Approach (DELTA) Applied to Rational Number Reasoning for Grades 3-8	Jere	Confrey	jere_confrey@ncsu.edu	North Carolina State University	NC
1119342	Investigating the Impact of Math Teachers' Circles on Mathematical Knowledge for Teaching and Classroom Practice	J. Brian	Conrey	conrey@aimath.org	American Institute of Mathematics	CA

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0918216	Integrating Computing Across the Curriculum (ICAC): Incorporating Technology into STEM Education Using XO Laptops	Shelia	Cotten	cotten@uab.edu	University of Alabama at Birmingham	AL
1020176	Reasoning Tools for Understanding Water Systems	Beth	Covitt	beth.covitt@mso.um t.edu	University of Montana	MT
1020201	The Value of Computational Thinking Across Grade Levels	Margaret	Cozzens	midge6930@comcas t.net	Rutgers University New Brunswick	NJ
0733223	Fossil Finders: Using Fossils to Teach about Evolution, Inquiry and Nature of Science	Barbara	Crawford	bac45@cornell.edu	Cornell Univ - State: AWDS MADE PRIOR MAY 2010	NY
1019945	Changing Curriculum, Changing Practice	Albert	Cuoco	alcuoco@edc.org	Education Development Center	MA
0733015	Linear Algebra and Geometry: Advanced Mathematics for More Students	Albert	Cuoco	alcuoco@edc.org	Education Development Center	MA
1158615	An Examination of Science and Technology Teachers' Conceptual Learning through Concept-based Engineering Professional Development	Rodney	Custer	rlcuster@ilstu.edu ethan.danahy@tufts. edu	Black Hills State University	SD
1119321	InterLACE: Interactive Learning and Collaboration Environment	Ethan	Danahy	edu	Tufts University	MA
0918505	Science and Mathematics Integration for Literacy Enhancement (Project SMILE)	Pradeep	Dass	dasspm@appstate.e du	Appalachian State University	NC
0918309	Mathematics and Culture in Micronesia: Integrating Societal Experiences (Macimise)	Alexander	Dawson	dawsona@hawaii.ed u	Pacific Resources for Education and Learning	HI
0744486	CAREER: A Comprehensive Modeling Approach to Cognitively Diagnostic Assessment: Methodological Developments and Practical Implementations	Jimmy	de la Torre	j.delatorre@rutgers. edu	Rutgers University New Brunswick	NJ
0733169	Chemistry Facets: Formative Assessment to Improve Student Understanding in Chemistry	Angela	DeBarger	angela.haydel@sri.co m	SRI International	CA
0822314	Developing Contingent Pedagogies: Integrating Technology- enhanced Feedback into a Middle School Science Curriculum to Improve Conceptual Teaching and Learning	Angela	DeBarger	angela.haydel@sri.co m	SRI International	CA
1118530	EcoMobile: Blended Real and Virtual Immersive Experiences for Learning Complex Causality and Ecosystems Science	Christopher	Dede	Chris_Dede@harvard .edu	Harvard University	MA
0918648	Ecosystems and Evidence Project (Collaborative Research: DeLisi)	Jacqueline	DeLisi	jdelisi@edc.org	Education Development Center	MA

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0822189	Cyber-enabled Design Research to Enhance Teachers' Critical Thinking Using a Major Video Collection on Children's Mathematical Reasoning (Collaborative Research: Derry)	Sharon	Derry	sjderry@education.wisc.edu	University of Wisconsin-Madison	WI
0822261	Quality Cyber-enabled, Engineering Education Professional Development to Support Teacher Change and Student Achievement (E2PD)	Heidi	Diefes-Dux	hdiefes@purdue.edu	Purdue University	IN
1118772	The Science and Mathematics Simulated Interaction Model (SIM)	Benjamin	Dotger	bdotger@syr.edu	Syracuse University	NY
0918435	Talk Science: Scalable, Web-based Professional Learning to Improve Science Achievement	Susan	Doubler	sue_doubler@terc.edu	TERC Inc	MA
1020155	Teachers Empowered to Advance Change in Mathematics (TEACH MATH): Preparing Pre K-8 Teachers to Connect Children's Mathematical Thinking and Community-based Funds of Knowledge	Corey	Drake	cdrake@iastate.edu	Iowa State University	IA
1020089	Biocomplexity: Transforming an Innovative High School Curriculum with UDL Scaffolds and Multimedia Resources	Brian	Drayton	brian_drayton@terc.edu	TERC Inc	MA
0821950	Fostering Mathematics Success in English Language Learners	Mark	Driscoll	mdriscoll@edc.org	Education Development Center	MA
1049437	Establishing a Roadmap for Large-scale Improvement of K-12 Education in the Geographical Sciences	Daniel	Edelson	dedelson@ngs.org	National Geographic Society	DC
0733268	Active Physics Teacher Community	Arthur	Eisenkraft	eisenkraft@att.net	University of Massachusetts Boston	MA
0733613	Disciplinary Experts in Science Education Research: A University of Maryland Program for Producing STEM Education Researchers	Andrew	Elby	elby@physics.umd.edu	University of Maryland College Park	MD
1019815	Confronting the Challenges of Climate Literacy (Collaborative Research: Ellins)	Katherine	Ellins	kellins@ig.utexas.edu	University of Texas at Austin	TX
0956223	Workshop on Assessment of 21st Century Skills	Stuart	Elliott	sellriott@nas.edu	National Academy of Sciences	DC
0952415	CAREER: Supporting Students' Proof Practices Through Quantitative Reasoning in Algebra	Amy	Ellis	aellis1@education.wisc.edu	University of Wisconsin-Madison	WI
1156629	Transforming Teaching through Implementing Inquiry (T2I2)	Jeremy	Ernst	jeremy_ernst@ncsu.edu	Virginia Polytechnic Institute and State University	VA

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1118571	Gateways to Algebraic Motivation, Engagement and Success (GAMES): Supporting and Assessing Fraction Proficiency with Game-Based, Mobile Applications and Devices	Michael	Evans	mae@vt.edu	Virginia Polytechnic Institute and State University	VA
0918223	Researching the Expansion of K-5 Mathematics Specialist Program into Rural School Systems	Reuben	Farley	rwwarley@vcu.edu	Virginia Commonwealth University	VA
0918735	Data Games: Tools and Materials for Learning Data Modeling (Collaborative Research: Finzer)	William	Finzer	bfinzer@keypress.com	KCP Technologies	CA
0822034	Project Delta: Digital Environments for the Learning and Teaching of Algebra	Catherine	Fosnot	ctfosnot@ccny.cuny.edu	CUNY City College	NY
1020002	Oceans of Data: What is Needed to Support Students' Learning with Large Scientific Databases? (Collaborative Research: Foster)	June	Foster	jfoster@edc.org	Education Development Center	MA
1019672	Discovery Research K-12	Ted	Fowler	ted.fowler@uc.edu	University of Cincinnati Main Campus	OH
0732143	Iterative Model Building (IMB): A Program for Training Quality Teachers and Measuring Teacher Quality	Enrique	Galindo	egalindo@indiana.edu	Indiana University	IN
0918583	Ecology Disrupted: Using Real Scientific Data about Daily Life to Link Environmental Issues to Ecological Processes in Secondary School Science Classrooms (Collaborative Research: Gano)	Steve	Gano	gano@amnh.org	American Museum of Natural History	NY
1108723	Curriculum and Assessment Partnership Conference	Solomon	Garfunkel	sol@comap.com	Consortium For Mathematics & Its Applications Inc	MA
0733188	Astrobiology in the Secondary Classroom Project: An Interdisciplinary Curriculum Developed by a Collaboration of Scientists and Educators from Three Different Minority Communities	Todd	Gary	tgary@coe.tsuniv.edu	Tennessee State University	TN
0733189	Project M2: Maturing Mathematicians -- Advanced Curriculum for Primary Level Students	M. Katherine	Gavin	kathy.gavin@uconn.edu	University of Connecticut	CT
0733286	ASSISTments Meets Inquiry	Janice	Gobert	jgobert@wpi.edu	Worcester Polytechnic Institute	MA
0732233	Learning Progressions for Scientific Inquiry: A Model Implementation in the Context of Energy	Fred	Goldberg	fgoldberg@sciences.sdsu.edu	San Diego State University Foundation	CA

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1119163	Implementing the Mathematical Practice Standards: Enhancing Teachers' Ability to Support the Common Core State Standards	E. Paul	Goldenberg	pgoldenberg@edc.org	Education Development Center	MA
0917958	Transition to Algebra: A Habits of Mind Approach	E. Paul	Goldenberg	pgoldenberg@edc.org	Education Development Center	MA
0732186	An Examination of the Impact of Teachers' Domain as a Professional Development Tool on Teacher Knowledge and Student Achievement in Biology	Lauren	Goldenberg	lgoldenberg@edc.org	Education Development Center	MA
0733252	Exploring the Frontiers of Science with Online Telescopes	Roy	Gould	rgould@cfa.harvard.edu	Smithsonian Institution Astrophysical Observatory	MA
1020163	Differentiated Professional Development: Building Mathematics Knowledge for Teaching Struggling Learners	Fred	Gross	fgross@edc.org	Education Development Center	MA
0918438	Formative Assessment in the Mathematics Classroom: Engaging Teachers and Students	Fred	Gross	fgross@edc.org	Education Development Center	MA
0845632	CAREER: Learning About Complex Causality in the Classroom	Tina	Grotzer	tina_grotzer@pz.harvard.edu	Harvard University	MA
0821965	Simulation and Modeling in Technology Education (SMTE)	Michael	Hacker	mhacker@nycap.rr.com	Hofstra University	NY
0733172	Application of Evidence-centered Design to State Large-scale Science Assessment	Geneva	Haertel	geneva.haertel@sri.com	SRI International	CA
1020019	The Influence of MESA Activities on Underrepresented Students	Christine	Hailey	chris.hailey@usu.edu	Utah State University	UT
1119654	Student Mathematics Learning through Self-Explanation, Peer Tutoring and Digital Media Production	Eric	Hamilton	eric.hamilton@pepperdine.edu	Pepperdine University	CA
0822178	Educating about Statistical Issues in Large Scientific Data Sets	James	Hammerman	jim_hammerman@terc.edu	TERC Inc	MA
1019769	Evaluating the Developing Mathematical Ideas Professional Development Program: Researching its Impact on Teaching and Student Learning	James	Hammerman	jim_hammerman@terc.edu	TERC Inc	MA
1020407	Efficacy Study of Project-based Inquiry Science	Christopher	Harris	christopher.harris@sri.com	SRI International	CA
0952460	CAREER: Changing the Landscape: Towards the Development of a Physics Identity in High School	Zahra	Hazari	zahra@clemson.edu	Clemson University	SC
0733280	Planting Science Research in Education	Claire	Hemingway	chemingway@botany.org	Botanical Society of America	MO

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0918117	Mathematics Discourse in Secondary Classrooms: A Case-based Professional Development Curriculum	Beth	Herbel-Eisenmann	bhe@msu.edu	Michigan State University	MI
0918425	Supports for Learning to Manage Classroom Discussions: Exploring the Role of Practical Rationality and Mathematical Knowledge for Teaching	Patricio	Herbst	herbert@geo.tamu.edu	University of Michigan Ann Arbor	MI
1118658	Further Development and Testing of the Target Inquiry Model for Middle and High School Science Teacher Professional Development (Collaborative Research:Herrington)	Deborah	Herrington	herringd@gvsu.edu	Grand Valley State University	MI
0918383	Investigating the Effect of Professional Development, Mathematical Knowledge for Teaching, and Instruction on Student Outcomes	Heather	Hill	heather_hill@gse.harvard.edu	Harvard University	MA
1020312	Transition to College Mathematics and Statistics	Christian	Hirsch	christian.hirsch@wmich.edu	Western Michigan University	MI
1033934	A Framework for Assessing Environmental Literacy	Karen	Hollweg	khollweg@stanford.edu	North American Association for Environmental Education	DC
0822213	Evolution Readiness: A Modeling Approach	Paul	Horwitz	paul@concord.org	Concord Consortium	MA
0901311	Examining Different Curricular Approaches and Their Impact on High School Students' Understanding of Algebra: Phase 1 -- Studying the Intended Curriculum	Mary Ann	Huntley	huntley@math.cornell.edu	Cornell University	NY
0822153	A Longitudinal Randomized Trial Study of Middle School Science for English Language Learners (Project MSSELL) (Collaborative Research: Irby)	Beverly	Irby	edu_bid@shsu.edu	Sam Houston State University	TX
1125621	Diagnosing Teachers' Multiplicative Reasoning	Andrew	Izsak	izsak@uga.edu	University of Georgia Research Foundation Inc	GA
1118168	LOCUS: Levels of Conceptual Understanding in Statistics	Tim	Jacobbe	jacobbe@coe.ufl.edu	University of Florida	FL
0732212	Toward a Scalable Model of Mathematics Professional Development: A Field Study of Preparing Facilitators to Implement the Problem-solving Cycle	Jennifer	Jacobs	jenniferj@davidslane.com	University of Colorado at Boulder	CO
0918744	Dynamic Geometry in Classrooms	Zhonghong	Jiang	zj10@txstate.edu	Texas State University - San Marcos	TX
0952661	CAREER: Teaching Practices That Support Fraction-based Algorithmic Thinking	Debra	Johanning	debra.johanning@utoledo.edu	University of Toledo	OH



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1019860	Beyond Bridging: Co-education of Preservice and Inservice Elementary Teachers In Science and Mathematics	Bruce	Johnson	brucej@email.arizona.edu	University of Arizona	AZ
1052662	Helping Mathematics Teacher Become Culturally Relevant Educators: New Tools for a New Generation-Conference II	Martin	Johnson	mljohnso@umd.edu	University of Maryland College Park	MD
1020367	Embodied STEM Learning Across Technology-based Learning Environments	Mina	Johnson-Glenberg	mina.johnson@asu.edu	Arizona State University	AZ
0918589	Ecosystems and Evidence Project (Collaborative Research: Jordan)	Rebecca	Jordan	jordan@aesop.rutgers.edu	Rutgers University New Brunswick	NJ
0949241	Assessing Instructional Quality in Mathematics: A Comparative Study of High and Low Value-added Teachers' Videotaped Lessons	Nicole	Kersting	nickik@email.arizona.edu	University of Arizona	AZ
1157534	SAVE Science: Situated Assessment Using Virtual Environments for Science Content and Inquiry	Diane	Ketelhut	djk@umd.edu	University of Maryland College Park	MD
0918126	Assessing Teachers' Pedagogical Design Capacity and Mathematics Curriculum Use (Collaborative Research: Kim)	Ok-Kyeong	Kim	ok-kyeong.kim@wmich.edu	Western Michigan University	MI
0732184	Teachers' Use of Standards-based Instructional Materials	Karen	King	karen.d.king@nyu.edu	New York University	NY
0733690	Scaling Up Mathematics Achievement (SUMA)	Cathy	Kinzer	cakinzer@nmsu.edu	New Mexico State University	NM
1019228	DRK12-Biograph: Graphical Programming for Constructing Complex Systems Understanding in Biology	Eric	Klopfer	klopfer@mit.edu	Massachusetts Institute of Technology	MA
0918832	Collaborative Online Projects for ELL Students (COPELLS)	Carolyn	Knox	cknox@uoregon.edu	University of Oregon Eugene	OR
1119518	Mathematical Argumentation in Middle School: Bridging from Professional Development to Classroom Practice	Jennifer	Knudsen	jennifer.knudsen@sri.com	SRI International	CA
1020152	INK-12: Teaching and Learning Using Interactive Ink Inscriptions in K-12 (Collaborative Research: Koile)	Kimberle	Koile	kkoile@mit.edu	Massachusetts Institute of Technology	MA
0733299	Logging Opportunities in Online Programs for Science (LOOPS): Student and Teacher Learning	Kimberle	Koile	kkoile@concord.org	Concord Consortium	MA
0918653	Data Games: Tools and Materials for Learning Data Modeling (Collaborative Research: Konold)	Clifford	Konold	konold@srri.umass.edu	University of Massachusetts Amherst	MA
1118643	Energy: A Multidisciplinary Approach for Teachers (EMAT) Designing and Studying a Multidisciplinary, Online Course for High School Teachers	Susan	Kowalski	skowalski@bscs.org	Biological Sciences Curriculum Study	CO

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1118671	Developing and Testing a Model to Support Student Understanding of the Sub-microscopic Interactions that Govern Biological and Chemical Processes	Joseph	Krajcik	krajcik@msu.edu skramer1958@verizo	University of Michigan Ann Arbor	MI
0732161	Reform Math Students' Transition from High School to College	Steven	Kramer	n.net	Arcadia University	PA
1020132	Preservice Teachers Knowledge for Teaching Algebra for Equity in the Middle Grades	Gerald	Kulm	gkulm@coe.tamu.edu u	Texas A&M Research Foundation	TX
1020013	Rethinking How to Teach Energy: Laying The Foundations in Elementary School (Collaborative Research: Lacy)	Sara	Lacy	sara_lacy@terc.edu	TERC Inc	MA
0918780	Mapping Developmental Trajectories of Students' Conceptions of Integers	Lisa	Lamb	Lisa.Lamb@sdsu.edu	San Diego State University Foundation	CA
0918060	A Study of the Struggling Learner's Knowledge and Development for Number and Operation	John	Lannin	LanninJ@missouri.ed u	University of Missouri- Columbia	MO
0822343	A Longitudinal Trial Study of Middle School Science for English Language Learners (Project MSSELL) (Collaborative Research: Lara-Alecio)	Rafael	Lara-Alecio	a-lara@tamu.edu plarke@tamu.edu	Texas A&M Research Foundation	TX
1048544	Cultivating Hispanics and African Americans Reading, Math, Science (CHARMS) in Elementary Schools for Girls Conference	Patricia	Larke		Texas A&M Research Foundation	TX
0918474	Engaging Secondary Students and Teachers Through a Proficiency-based Assessment and Reassessment of Learning Outcomes (PARLO) System in Mathematics	Nancy	Lawrence	lawrence@tradenet. net	The 21st Century Partnership for STEM Education	PA
1019721	Confronting the Challenges of Climate Literacy (Collaborative Research: Ledley)	Tamara	Ledley	tamara_ledley@terc. edu	TERC Inc	MA
1118766	Promoting Science among English Language Learners (P-SELL) Scale-Up	Okhee	Lee	olee@miami.edu	University of Miami	FL
1054280	CAREER: Engaging Elementary Students in Data Analysis through Study of Physical Activities	Victor	Lee	victor.lee@usu.edu	Utah State University	UT
0907896	Mathematics Attainment and African-American Students: Discourse from Multiple Perspectives (Collaborative Research: Leonard)	Jacqueline	Leonard	jleo@temple.edu	Temple University	PA
0822200	Developing Science Problem-solving Skills and Engagement Through Intelligent Game-based Learning Environments	James	Lester	lester@csc.ncsu.edu	North Carolina State University	NC
1020229	The Leonardo Project: An Intelligent Cyberlearning System for Interactive Scientific Modeling in Elementary Science Education	James	Lester	lester@csc.ncsu.edu	North Carolina State University	NC
1119118	Next Generation Preschool Math	Ashley	Lewis	alewis@edc.org	Education Development Center	MA

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1118951	Examining Formative Assessment Practices for English Language Learners in Science Classrooms (Collaborative Research: Li)	Min	Li	minli@u.washington.edu	University of Washington	WA
0733024	Beyond Penguins and Polar Bears: Integrating Literacy and IPY in the K-5 Classroom	Kimberly	Lightle	lightle.16@osu.edu	Ohio State University Research Foundation -DO NOT USE	OH
1119670	CLASS: Continuous Learning and Automated Scoring in Science	Marcia	Linn	mclinn@berkeley.edu	University of California-Berkeley	CA
0822388	Cumulative Learning using Embedded Assessment Results (CLEAR)	Marcia	Linn	mclinn@berkeley.edu	University of California-Berkeley	CA
0918743	Visualizing to Integrate Science Understanding for All Learners (VISUAL)	Marcia	Linn	mclinn@berkeley.edu	University of California-Berkeley	CA
0918295	Connected Chemistry as Formative Assessment	Xiufeng	Liu	xliu5@acsu.buffalo.edu	SUNY at Buffalo	NY
1119584	Constructing and Critiquing Arguments in Middle School Science Classrooms: Supporting Teachers with Multimedia Educative Curriculum Materials	Suzanna	Loper	sjloper@berkeley.edu	University of California-Berkeley	CA
0918697	Persistent, Enthusiastic, Relentless: Study of Induction Science Teachers (PERSIST)	Julie	Luft	Julie.Luft@asu.edu	Arizona State University	AZ
1118851	Multiple Instrumental Case Studies of Inclusive STEM-focused High Schools: Opportunity Structures for Preparation and Inspiration (OSPrl)	Sharon	Lynch	slynch@gwu.edu	George Washington University	DC
0918434	An Architecture of Intensification: Building a Comprehensive Program for Struggling Students in Double-period Algebra Classes	James	Lynn	jlynn@uic.edu	University of Illinois at Chicago	IL
1119444	An Innovative Approach to Earth Science Teacher Preparation: Uniting Science, Informal Science Education, and Schools to Raise Student Achievement	Maritza	Macdonald	maritza@amnh.org	American Museum Natural History	NY
0822204	Cyber-enabled Design Research to Enhance Teachers' Critical Thinking Using a Major Video Collection on Children's Mathematical Reasoning (Collaborative Research: Maher)	Carolyn	Maher	carolyn.maher@gse.rutgers.edu	Rutgers University New Brunswick	NJ
0918109	Coherent Implementation of Mathematics Instructional Materials: A Study of the Variations and Effects of District Supports for Implementation	June	Mark	jmark@edc.org	Education Development Center	MA
0952160	CAREER: Creating Effective, Sustainable Inquiry-based Instruction in Middle School Science Classrooms	Jeff	Marshall	marsha9@clemson.edu	Clemson University	SC

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Award	Project Title	PI First	PI Last	PI Email Address	Institution	St
0733276	Improving Teacher Preparation and Student Learning through Physics Education Research	Lillian	McDermott	lcmcd@phys.washin gton.edu	University of Washington	WA
0821996	Untangling Mathematical KnotSS (Knowledge for Teaching Secondary School): An Investigation of Collaborations Between Mathematicians and Mathematics Educators	Rebecca	McGraw	rmcgraw@math.ariz ona.edu	University of Arizona	AZ
1119485	Teacher Residency Academy Alliance	William	McHenry	Willacad@aol.com	National Board for Professional Teaching Standards	VA
1118894	PROJECT ATOMS: Accomplished Elementary Teachers of Mathematics and Science	Ellen	McIntyre	ellen_mcintyre@ncs u.edu	North Carolina State University	NC
1019703	Confronting the Challenges of Climate Literacy (Collaborative Research: McNeal)	Karen	McNeal	ksm163@msstate.ed u	Mississippi State University	MS
1118993	The Effectiveness of Inclusive STEM Schools at Scale: A Multistate Longitudinal Quasi-experiment	Barbara	Means	barbara.means@sri.c om	SRI International	CA
0918702	Electronic Teacher Guide: Its Development and Use in Supporting Educative Curricula	Jacqueline	Miller	jsmiller@edc.org	Education Development Center	MA
1119736	Taking Foundation Science to Scale -- Digitally: Transforming a Print Curriculum into an Innovative Learning Tool for Commercial Distribution	Jacqueline	Miller	jsmiller@edc.org	Education Development Center	MA
0822313	Supporting Staff Developers in the Implementation of Professional Development Programs to Improve Mathematics Education for Students with Disabilities	Babette	Moeller	bmoeller@edc.org	Education Development Center	MA
0822175	The Development of Student Cohorts for the Enhancement of Mathematical Literacy in Under Served Populations	Robert	Moses	pamoss@umich.edu	Algebra Project Inc	MA
0822039	Accessing Science Ideas: Enhancing Curriculum to Support Scientific Reasoning of Students with Learning Disabilities	Karen	Mutch-Jones	karen_mutch- jones@terc.edu	TERC Inc	MA
1063360	Investigating the Relationship Between Teacher-level and Student-level Factors and NAEP Mathematics Test Performance by American Indian and Alaska Native Students	Sharon	Nelson-Barber	nelsons@prel.org	Pacific Resources for Education and Learning	HI
1119678	Model of Research-based Education for Teachers	Chris	Ohana	chris.ohana@wwu.e du	Western Washington University	WA
0929774	High Adventure Science	Amy	Pallant	apallant@concord.or g	Concord Consortium	MA
0844445	CAREER: Examining the Role of Context in the Mathematical Learning of Young Children	Amy	Parks	amyparks@uga.edu	University of Georgia Research Foundation Inc	GA

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Award	Project Title	PI First	PI Last	PI Email Address	Institution	St
1005460	Life On Earth: Biodiversity and Evolution	Neil	Patterson	napatterson@mindspring.com	E.O. Wilson Biodiversity Foundation	NC
1019644	Oceans of Data: What is Needed to Support Students' Learning with Large Scientific Databases? (Collaborative Research: Peach)	Cheryl	Peach	cpeach@ucsd.edu	University of California-San Diego Scripps Inst of Oceanography	CA
0935879	National Symposium on K-12 Engineering Education	Greg	Pearson	gpearson@nae.edu	National Academy of Sciences	DC
1114829	Toward Integrated STEM Education: Developing a Research Agenda	Greg	Pearson	gpearson@nae.edu	National Academy of Sciences	DC
0732090	Evaluation of the Cognitive, Psychometric, and Instructional Affordances of Curriculum-embedded Assessments: A Comprehensive Validity-based Approach	James	Pellegrino	pellegjw@uic.edu	University of Illinois at Chicago	IL
1020362	Expanding PhET Interactive Science Simulations to Grades 4-8: A Research-based Approach	Katherine	Perkins	katherine.perkins@colorado.edu	University of Colorado at Boulder	CO
1119468	Teaching Evolution through Human Examples (TEtHE)	Briana	Pobiner	PobinerB@si.edu	Smithsonian Institution	VA
0822354	Science Literacy through Science Journalism	Joseph	Polman	polman@umsl.edu	University of Missouri-Saint Louis	MO
1118888	Computer-supported Math Discourse among Teachers and Students (Collaborative Research: Powell)	Arthur	Powell	powellab@andromeda.rutgers.edu	Rutgers University Newark	NJ
0918769	Engaging Youth in Engineering Module Study	Susan	Pruet	spruet@maef.net	Mobile Area Education Foundation	AL
0733345	CalipersII: Using Simulations to Assess Complex Science Learning	Edys	Quellmalz	equellm@wested.org	WestEd	CA
1020027	Zydeco: A Mobile "Nomadic Inquiry" System to Support and Bridge Science Inquiry Between Classroom and Museum Contexts	Christopher	Quintana	quintana@umich.edu	University of Michigan Ann Arbor	MI
0953448	CAREER: Teaching and Learning Social Science Inquiry and Spatial Reasoning with GIS	Joshua	Radinsky	joshuar@uic.edu	University of Illinois at Chicago	IL
0918642	The NextBio Project: A Student Collaboratory for Biology Cyberlearning	Frieda	Reichsman	freichsman@concord.org	Concord Consortium	MA
1020316	Supporting Scientific Practices in Elementary and Middle School Classrooms	Brian	Reiser	reiser@northwestern.edu	Northwestern University	IL
0918141	Assessing Teachers' Pedagogical Design Capacity and Mathematics Curriculum Use (Collaborative Research: Remillard)	Janine	Remillard	Janiner@gse.upenn.edu	University of Pennsylvania	PA

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1019396	ScratchEd: Working with Teachers to Develop Design-based Approaches to the Cultivation of Computational Thinking	Mitchel	Resnick	mres@media.mit.edu	Massachusetts Institute of Technology	MA
1118682	ScratchJr: Computer Programming in Early Childhood Education as a Pathway to Academic Readiness and Success (Collaborative Research:Resnick)	Mitchel	Resnick	mres@media.mit.edu	Massachusetts Institute of Technology	MA
0922410	Conference Series for Recent Graduates and Advanced Doctoral Students in Mathematics Education	Barbara	Reys	reysb@missouri.edu	University of Missouri-Columbia	MO
0958058	Considering the Future of K-12 STEM Curricula and Instructional Materials: Stimulating and Supporting New Developments	Barbara	Reys	reysb@missouri.edu	University of Missouri-Columbia	MO
0954222	CAREER: Learning to Make Mathematical Connections	Lindsey	Richland	lerich@uci.edu	University of California-Irvine	CA
1119589	Persistence of Teacher Change in Rural Schools: Assessing the Short- and Long-term Impact of Professional Development on K-2 Science Instruction	Cathy	Ringstaff	ringst@wested.org	WestEd	CA
0822128	NanoTeach: Professional Development in Nanoscale Science	John	Ristvey	jristvey@mcrel.org	Mid-Continent Research for Education and Learning	CO
1020166	The Challenge of Interdisciplinary Education: Math-Bio	Fred	Roberts	froberts@dimacs.rutgers.edu	Rutgers University New Brunswick	NJ
1020243	Integrating Engineering & Literacy	Chris	Rogers	Crogers@tufts.edu	Tufts University	MA
0918339	A Digital Resource for Developing Mathematics Teachers' TPCK	Jeremy	Roschelle	jeremy.roschelle@sri.com	SRI International	CA
0733284	Inquiry-based Laboratories for Engaging Students of Creative and Performing Arts in STEM	Gail	Rosen	gailr@ece.drexel.edu	Drexel University	PA
0822286	The INSPIRES Curriculum for Engineering and Technology Education	Julia	Ross	jross@umbc.edu	University of Maryland Baltimore County	MD
0733303	Enhanced Earth System Teaching Through Regional and Local (ReaL) Earth Inquiry	Robert	Ross	rmr16@cornell.edu	Paleontological Research Institute	NY
0918277	Science Teachers Learning from Lesson Analysis (STeLLA) Professional Development Program: Scaling for Effectiveness	Kathleen	Roth	krath@bscs.org	Biological Sciences Curriculum Study	CO
0957996	Video Analysis of Science Teaching: Developing a Shared Words-to-images Analytical Tool	Kathleen	Roth	krath@bscs.org	Biological Sciences Curriculum Study	CO

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0822181	Making Sense of Global Warming and Climate Change: Model of Student Learning via Collaborative Research	Anita	Roychoudhury	aroychou@purdue.edu	Purdue University	IN
0742614	CAREER: Teacher Learning Communities: Centering the Teaching of Mathematics on Urban Youth	Laurie	Rubel	lrubel@brooklyn.cuny.edu	CUNY Brooklyn College	NY
1019841	INK-12: Teaching and Learning Using Interactive Ink Inscriptions in K-12 (Collaborative Research: Rubin)	Andee	Rubin	andee_rubin@terc.edu	TERC Inc	MA
1118876	Examining Formative Assessment Practices for English Language Learners in Science Classrooms (Collaborative Research: Ruiz-Primo)	Maria	Ruiz-Primo	maria.ruiz-primou@ucdenver.edu	University of Colorado at Denver	CO
1019482	Using Routines as an Instructional Tool for Developing Students' Conceptions of Proof	Susan Jo	Russell	susan_jo_russell@terc.edu	TERC Inc	MA
0953987	CAREER: Exploring the Role of Variability as an Organizing Concept for the Teaching and Learning of Statistical Reasoning in Middle School	Luis	Saldanha	luis.saldanha@asu.edu	Arizona State University	AZ
1020118	Early Childhood Education in the Context of Mathematics, Science, and Literacy	Julie	Sarama	jsarama@buffalo.edu	SUNY at Buffalo	NY
0918733	Introducing Dynamic Number as a Transformative Technology for Number and Early Algebra	Daniel	Scher	dscher@kcptech.com	KCP Technologies	CA
1027629	Modeling Engineered Levers for the 21st Century Teaching of STEM (Collaborative Research: Schunn)	Christian	Schunn	schunn@pitt.edu	University of Pittsburgh	PA
0732757	Learning and Teaching Geometry: VideoCases for Mathematics Professional Development	Nanette	Seago	nseago@wested.org	WestEd	CA
1119349	School Organization and Science Achievement: Organization and Leadership Influences On Equitable Student Performance	John	Settlage	john.settlage@uconn.edu	University of Connecticut	CT
0918409	AutoMentor: Virtual Mentoring and Assessment in Computer Games for STEM Learning	David	Shaffer	dws@education.wisc.edu	University of Wisconsin-Madison	WI
1019866	Achievements and Challenges of Modeling-based Instruction (ACMI) in Science Education: from 1980 to 2009	Ji	Shen	ji.shen1221@gmail.com	University of Georgia Research Foundation Inc	GA
0822038	Developing an Empirically-tested Learning Progression for the Transformation of Matter to Inform Curriculum, Instruction and Assessment Design	Namsoo	Shin	namsoo@umich.edu	University of Michigan Ann Arbor	MI
0918560	Learning Science as Inquiry with the Urban Advantage: Formal- Informal Collaborations to Increase Science Literacy and Student Learning	James	Short	jshort@amnh.org	American Museum of Natural History	NY
0733195	Teacher Helping Teachers Teach Science Inquiry: The "Just ASK" Project	James	Shymanskyj	jshymansky@umsl.edu	University of Missouri-Saint Louis	MO

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1019513	Using PISA to Develop Activities for Teacher Education (UPDATE)	Edward	Silver	easilver@umich.edu	University of Michigan Ann Arbor	MI
1020154	Measurement Approach to Rational Number (MARN)	Martin	Simon	msimon@nyu.edu	New York University	NY
1019306	Effective Programs for Elementary Science: A Best-evidence Synthesis	Robert	Slavin	rslavin@jhu.edu	Johns Hopkins University	MD
1020385	Bridging the Gap Between High School and College Physics: An Exploratory Study	Cary	Sneider	csneider@pdx.edu	Portland State University	OR
0822362	Design and Use of Illustrations in Test Items as a Form of Accommodation for English Language Learners in Science and Mathematics Assessment	Guillermo	Solano-Flores	guillermo.solano@colorado.edu	University of Colorado at Boulder	CO
1118844	Examining Formative Assessment Practices for English Language Learners in Science Classrooms (Collaborative Research: Solano-Flores)	Guillermo	Solano-Flores	guillermo.solano@colorado.edu	University of Colorado at Boulder	CO
0918590	Change Thinking for Global Science: Fostering and Evaluating Inquiry Thinking About the Ecological Impacts of Climate Change	Nancy	Songer	songer@umich.edu	University of Michigan Ann Arbor	MI
1055067	CAREER: Mathematics Instruction for English Language Learners (MI-ELL)	Alejandra	Sorto	sorto@txstate.edu	Texas State University - San Marcos	TX
1119383	CyberSTEM: Making Discovery Visible through Digital Games	Kurt	Squire	kurt.squire@gmail.com	University of Wisconsin- Madison	WI
1118773	Computer-supported Math Discourse among Teachers and Students (Collaborative Research: Stahl)	Gerry	Stahl	Gerry.Stahl@drexel.edu	Drexel University	PA
0918522	Developing, Researching, and Scaling Up SmartGraphs	Carolyn	Staudt	carolyn@concord.org	Concord Consortium	MA
0910672	Mathematics Attainment and African-American Students: Discourse from Multiple Perspectives (Collaborative Research: Stinson)	David	Stinson	dstinson@gsu.edu	Georgia State University Research Foundation, Inc.	GA
1052958	CAREER: Noticing and Capitalizing on Important Mathematical Moments in Instruction	Shari	Stockero	stockero@mtu.edu	Michigan Technological University	MI
0822402	Effective Science Teaching for English Language Learners (ESTELL): A Preservice Teacher Professional Development Research Project Across Three Universities in California	Patricia	Stoddart	stoddart@cats.ucsc.edu	University of California- Santa Cruz	CA
1118392	Overcoming Obstacles to Scaling-up with a Cyberlearning Professional Development Model (Collaborative Research: Sumner)	Tamara	Sumner	sumner@colorado.edu	University of Colorado at Boulder	CO
1118745	Developing Teaching Expertise in K-5 Mathematics	Kara	Suzuka	ksuzuka@umich.edu	University of Michigan Ann Arbor	MI



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1019934	Models of Professional Development for Mathematics Teachers	Paola	Sztajn	paola_sztajn@ncsu.edu	North Carolina State University	NC
1020177	Project AIM: All Included in Mathematics	Paola	Sztajn	paola_sztajn@ncsu.edu	North Carolina State University	NC
1114933	RAPID-System-level Professional Development: Articulating Research Ideas that Support Implementation of PD Needed for Making the CCSS in Mathematics Reality for K-12 Teachers	Paola	Sztajn	paola_sztajn@ncsu.edu	North Carolina State University	NC
0918836	Community Oriented Science Education	Herbert	Thier	thier@berkeley.edu	University of California-Berkeley	CA
1043144	Southeast Regional Technical Assistance and Information Follow-up Workshop for Minority-serving Institutions To Broaden Participation in NSF DRL Programs	Albert	Thompson	athompso@spelman.edu	Spelman College	GA
0946433	Conference on Research on the Enacted Mathematics Curriculum	Denisse	Thompson	thompson@tempest.coedu.usf.edu	University of South Florida	FL
1020386	Efficacy Study of Metropolitan Denver's Urban Advantage Program: A Project to Improve Scientific Literacy Among Urban Middle School Students	Kathleen	Tinworth	kathleen.tinworth@dmns.org	Denver Museum of Nature and Science	CO
1119512	Morehouse College DR K-12 Preservice STEM Teacher Initiative	Cynthia	Trawick	ctrawick@morehouse.edu	Morehouse College	GA
1119327	Cluster Randomized Trial of the Efficacy of Early Childhood Science Education for Low-income Children	Laurie	Van Egeren	vanegere@msu.edu	Michigan State University	MI
0733322	Improving Science Learning in Inquiry-based Programs (Collaborative Research: Van Vuuren)	Sarel H	Van Vuuren	sarel@colorado.edu	University of Colorado at Boulder	CO
0733255	Bioinformatics: Learning by Doing	Andrew	Vershon	vershon@waksman.rutgers.edu	Rutgers University New Brunswick	NJ
1019542	Signing High School Science	Judy	Vesel	judy_vesel@terc.edu	TERC Inc	MA
0822342	Honing Diagnostic Practice: Toward a New Model of Teacher Professional Preparation and Development	Stamatis	Vokos	vokos@spu.edu	Seattle Pacific University	WA
1020091	Cyber-enabled Learning: Digital Natives in Integrated Scientific Inquiry Classrooms (Collaborative Research: Wang)	Shiang-Kwei	Wang	skwang@nyit.edu	New York Institute of Technology	NY
0733323	Improving Science Learning in Inquiry-based Programs (Collaborative Research: Ward)	Wayne	Ward	wward@bltek.com	Boulder Language Technologies	CO
1135120	Educating the Imagination: A Studio Design for Transformative Science Learning	Beth	Warren	Beth_Warren@terc.edu	TERC Inc	MA

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1053767	Interactive Science and Technology Instruction for English Learners (RAPID)	Mark	Warschauer	markw@uci.edu	University of California-Irvine	CA
1020310	Measuring the Effects of a School-based, Data-driven Professional Learning Model for Raising Secondary Mathematics Achievement	David	Weaver	dave_weaver@rmccorp.com	RMC Research Corporation, OR	NH
0747536	CAREER: Collaborative Learning with Classroom Networks: Integrating Technological and Pedagogical Innovations	Tobin	White	twhite@ucdavis.edu	University of California-Davis	CA
0918794	Math Snacks: Addressing Gaps in Conceptual Mathematics Understanding with Innovative Media	Karin	Wiburg	kwiburg@nmsu.edu	New Mexico State University	NM
1020101	Enabling Modeling and Simulation-based Science in the Classroom: Integrating Agent-based Models, Real World Sensing and Collaborative Networks	Uri	Wilensky	uri@northwestern.edu	Northwestern University	IL
1119055	Designing an Integrated Framework for Genetics Education to Develop Innovative Curricula and Assessments	LaTonya	Williams	mwilliam@msu.edu	Michigan State University	MI
1135137	STEM Learning in the Context of Green School Buildings: A Curriculum Planning Project for the Middle Grades	Linda	Wilson	lwilson@aaas.org	American Association for Advancement Science	DC
0733334	Formative Assessment Delivery System (FADS)	Mark	Wilson	MarkW@berkeley.edu	University of California-Berkeley	CA
0822016	Tool Systems to Support Progress Toward Expert-like Teaching by Early Career Science Educators	Mark	Windschitl	mwind@u.washington.edu	University of Washington	WA
1020020	Rethinking How to Teach Energy: Laying The Foundations in Elementary School (Collaborative Research: Wisner)	Marianne	Wiser	Mwiser@clarku.edu	Clark University	MA
0918629	Ecology Disrupted: Using Real Scientific Data about Daily Life to Link Environmental Issues to Ecological Processes in Secondary School Science Classrooms (Collaborative Research: Wyner)	Yael	Wyner	yaelwyner@gmail.com	CUNY City College	NY
0918449	Enhancing Engineering Education with Computational Thinking	Charles	Xie	qxie@concord.org	Concord Consortium	MA
0822296	Nurturing Multiplicative Reasoning in Students with Learning Disabilities in a Computerized Conceptual-modeling Environment (NMRSD-CCME)	Yan Ping	Xin	yxin@purdue.edu	Purdue University	IN
1005328	Response to Intervention in Mathematics: Beginning Substantive Collaboration between Mathematics Education and Special Education	Kichoon	Yang	kyang@nctm.org	National Council of Teachers of Mathematics	VA

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1118749	Further Development and Testing of the Target Inquiry Model for Middle and High School Science Teacher Professional Development (Collaborative Research: Yeziarski)	Ellen	Yeziarski	yeziers@muohio.edu	Miami University	OH
0918326	Examining Coaching in Elementary (K-8) Mathematics Classrooms	David	Yopp	yopp@math.montana.edu	Montana State University	MT
0731739	Current Climate Changes over Eastern Siberia and Interior Alaska and their Impact on Permafrost Landscapes, Ecosystem Dynamics, and Hydrological Regime	Kenji	Yoshikawa	ffky@uaf.edu	University of Alaska Fairbanks Campus	AK
0733137	Mathematics Instruction Using Decision Science and Engineering Tools	Robert	Young	young@ncsu.edu	North Carolina State University	NC
1119202	Overcoming Obstacles to Scaling-up with a Cyberlearning Professional Development Model (Collaborative Research: Zahm)	Barbara	Zahm	bzahm@herffjones.com	It's About Time, A Division of Herff-Jones Inc.	NY
1019645	Studying Topography, Orographic Rainfall, and Ecosystems (STORE) with Geospatial Information Technology	Daniel	Zalles	daniel.zalles@sri.com	SRI International	CA
0733590	Assessment for Learning Research Scholars: Capacity Building in Mathematics and Science Education	Steven	Ziebarth	steven.ziebarth@wmich.edu	Western Michigan University	MI