



DISCOVERY
RESEARCH
PREK–12

PI Meeting
June 28–30, 2023 Arlington, VA



ADDENDUM

This addendum reflects changes submitted before June 28, 2023.

AGENDA

Revised Presenters

WEDNESDAY, June 28, 2023

3:00–4:00 PM

First-Time PI Orientation REGENCY BALLROOMS A–D

Program Officers, National Science Foundation; Ilana Horn, Vanderbilt University; Eric Wiebe, North Carolina State University

This session guides first-time PIs in managing a DRK-12 award. Program directors provide strategies for working with them, documenting changes, and reporting requirements. The session includes a Q&A with PIs and program directors.

THURSDAY, June 29, 2023

2:15–3:30 PM, Concurrent Sessions

Classroom-based Assessment: Implications for Researchers and Practitioners WASHINGTON

Christopher Harris, WestEd; Eric Wiebe, North Carolina State University; Okhee Lee, New York University; Xiaoming Zhai, University of Georgia; Ryan Seth Jones, Middle Tennessee State University

This session covers the CADRE-sponsored report *Classroom-based STEM Assessment: A Synthesis Report*. Presenters lead an interactive discussion of the implications of the report for STEM practice and DRK–12 research and policy.

Defining DEIJ Within Contemporary DRK–12 Research and Praxis and Determining the Future of “Social Justice” Work (Working Session) POTOMAC 2 & 4

Terrell Morton, University of Illinois Chicago

This working session unpacks how the DRK–12 community defines, operationalizes, and envisions the future of diversity, equity, inclusion, justice, and/or liberation within K–12 STEM.

FRIDAY, June 30, 2023

10:15–11:30 AM, Concurrent Sessions

Asset-based Approaches to Broadening Participation in STEM CONFERENCE THEATER

Shakhnoza Kayumova, University of Massachusetts Dartmouth; Beatriz Quintos, University of Maryland; Marta Civil, University of Arizona; Lucia I. Méndez, University of North Carolina Greensboro; María González-Howard, The University of Texas at Austin

In this session, multiple projects describe applications of various asset-oriented pedagogies (including translanguaging, community-sustaining pedagogies, and STEAM) to support broadening participation in STEM.

Opportunities, Obstacles, and Solutions: Collaborating with School Districts on Large Classroom-based Studies POTOMAC 1 & 3

Patrick Smith, Horizon Research, Inc.; Christopher Wilson, BSCS Science Learning; Christian Doabler, The University of Texas at Austin; Megan Rojo, University of North Texas; William Penuel, University of Colorado Boulder

Attendees learn from DRK–12 PIs about recruiting school districts, schools, and teachers for large school-based studies and have opportunities to discuss their own experiences in small groups.

PARTICIPANT LIST

Additions

Christina Chhin

Institute of Education Sciences, National Center for Education Research

Email: Christina.Chhin@ed.gov

Lara Faust

Institute of Education Sciences, National Center for Education Research

Email: Lara.Faust@ed.gov

Santiago Gasca

Environmental Innovation Challenges: Teaching and Learning Science Practices in the Context of Complex Earth Systems

TERC

Email: santiago_gasca@terc.edu

Stephen Hwang

Supporting Teachers to Teach Mathematics Through Problem Posing

University of Delaware

Email: hwangste@udel.edu

Ellen Meier

Systemic Transformation of Inquiry Learning Environments for STEM

Teachers College, Columbia University

Email: ebm15@columbia.edu

Megan Rojo

Broadening Participation in Mathematics for English Learners with Mathematics Difficulties: A Multi-Site Impact Study

University of North Texas

Email: megan.rojo@unt.edu

Cancellations

Cory Buxton

Supporting Students' Language, Knowledge and Culture Through Science

Oregon State University

Email: buxtonc@oregonstate.edu

Michele Carney

Improving Grades 6-8 Students' Mathematics Achievement in Modeling and Problem Solving Through Effective Sequencing of Instructional Practices

Boise State University

Email: michelecarney@boisestate.edu

Carolyn Hetrick

Examining an On-line, International Exchange Professional Development Program for High School Teachers

University of Michigan

Email: hetrickc@umich.edu

Ceily Moore

Community for Advancing Discovery Research in Education (CADRE): Expanding the Reach and Impact of Innovations in STEM Education

University of Illinois Chicago

Email: cmoore40@uic.edu

William Therrien

Broadening Participation in Mathematics for English Learners with Mathematics Difficulties: A Multi-Site Impact Study

University of Virginia

Email: THERRIEN@VIRGINIA.EDU

POSTER HALL

Additions

THURSDAY, June 29, 2023 | 4:00–5:00 PM

Table 30: Incorporating professional science writing into high school STEM research projects (PI: Sarah Fankhauser, Emory University)

FRIDAY, June 30, 2023 | 9:00–10:00 AM

Table 64: SimSnap: Orchestrating Collaborative Learning in Biology through Reconfigurable Simulations (Collaborative Research PI: Michael Tissenbaum, University of Illinois at Urbana-Champaign)

Cancellations

THURSDAY, June 29, 2023 | 4:00–5:00 PM

Table 18: Bilingualtek: An Integrated Science-Language Approach for Latinx Preschoolers (Lucía I. Méndez, University of North Carolina Greensboro)

Table 30: Supporting Students' Language, Knowledge and Culture Through Science (PI: Cory Buxton, Oregon State University)

Changes

Moved to THURSDAY, June 29, 2023 | 4:00–5:00 PM

Table 34: Investigating Impact of Different Types of Professional Development on What Aspects Mathematics Teachers Take Up and Use in Their Classroom (PI: Karen Koellner, Arizona State University). *Originally scheduled for Friday.*

Table 36: Improving the Implementation of Rigorous Instructional Materials in Middle-Grades Mathematics: Developing a System of Practical Measures and Routines (Collaborative Research) (PIs: Marsha Ing, University of California-Riverside; Kara Jackson, University of Washington). *Jackson originally scheduled to present on Friday but is now presenting this collaborative research with Ing.*