American Educational Research Journal
Volume 56, Number 6—December 2019

2043  Teaching Critically Where Rural and Nonrural Cultures Intersect
Jennifer T. Stephens

2077  Why High School Grades Are Better Predictors of On-Time College Graduation Than Are Admissions Test Scores: The Roles of Self-Regulation and Cognitive Ability
Brian M. Gala, Elizabeth P. Shulman, Benjamin D. Plummer, Margo Gardner, Stephen J. Hutt, J. Parker Goyer, Sidney K. D'Mello, Amy S. Finn, and Angela L. Duckworth

2116  The Consistency of Composite Ratings of Teacher Effectiveness: Evidence From New Mexico
Siy Doan, Jonathan D. Schweig, and Kata Mihaly

2147  A Look Inside Online Educational Settings in High School: Promise and Pitfalls for Improving Educational Opportunities and Outcomes
Carolyn J. Heinrich, Jennifer Darling-Aduana, Annakay Good, and Hulting (Emily) Cheng

2189  Forestalling Preschool Expulsion: A Mixed-Method Exploration of the Potential Protective Role of Teachers’ Perceptions of Parents
Courtney A. Zulauf and Katherine M. Zinszer

2221  Exploring the Situated and Cultural Aspects of Communication in the Professions: Implications for Teaching, Student Employability, and Equity in Higher Education
Matthew T. Hora, Bailey B. Smolaret, Kelly Norris Martin, and Luke Scrivener

2262  Extracurricular Settings as a Space to Address Sociopolitical Crises: The Case of Discussing Immigration in Gender-Sexuality Alliances Following the 2016 U.S. Presidential Election
V. Paul Poteat, Jerel P. Calvo, Hirokazu Yoshikawa, Sarah B. Rosenbach, Christopher J. Ceccolint, and Robert A. Marx

2295  Emergent Change: A Network Analysis of Elementary Teachers’ Learning About English Learner Instruction
Megan Hopkins, Maxie Gluckman, and Tana Vabdani

2333  A Canonical Correlational Analysis Examining the Relationship Between Peer Mentorship, Belongingness, Impostor Feelings, and Black Collegians’ Academic and Psychosocial Outcomes
Jerome Graham and Shannon McClain

2368  Looking Inside and Outside of Mentoring: Effects on New Teachers’ Organizational Commitment
Yihua Hong and Kawita Kapadia Matsko

2408  A Study of the Implementation of Formative Assessment in Three Large Urban Districts
Carla C. Johnson, Tony A. Sondergeld, and Janet B. Walton

2439  The Provision of Public Pre-K in the Absence of Centralized School Management
Lindsay Bell Weixel, Jane Arnold Lincove, and Alica Gerry

2474  Gender Achievement Gaps in U.S. School Districts
Sean F. Reardon, Erin M. Fable, Demeira Kalogrides, Anne Podolsky, and Rosalia C. Zarate

2509  Evaluating the Efficacy of a Learning Trajectory for Early Shape Composition

2531  The Impossibility of Being "Perfect and White": Black Girls’ Racialized and Gendered Schooling Experiences
Dorinda J. Carter Andrews, Tasbal Brown, Eliana Castro, and Effat Id-Deen

2573  Standing Out and Sorting In: Exploring the Role of Racial Composition in Racial Disparities in Special Education
Rachel Elizabeth Fish

2609  Heretical Discourses in Post-Katrina Charter School Applications
Kevin Lawrence Henry Jr.

2644  Juggling With Both Hands Tied Behind My Back: Teachers’ Views and Experiences of the Tensions Between Student Well-Being Concerns and Academic Performance Improvement Agendas
Alison Willis, Merryn Hyde, and Ali Black

2674  Reviewer Acknowledgments

All articles were accepted under the co-editorship of Mark Berends, Francesca López, Julianne C. Turner, and Suzanne Wilson.

INSTITUT FÜR ERZIEHUNG WISSENSCHAFT
Bibliothek Freiestrasse
Freiestrasse 36 / 8032 Zürich

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

SAGE