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ACKNOWLEDGEMENTS

Like you, I am a member of several professional organizations. In some of those organizations, my membership goes farther back than 1981, the year I became a member of MSERA. Today, I can truly say that my feelings towards MSERA are unmatched. MSERA is very special. And, what makes MSERA so special? YOU, you the members and the leaders of MSERA. Year after year, I have seen how you volunteer your time, expertise, and resources and assume the responsibilities of leadership and carry them out diligently and efficiently. You are special because you have a unique spirit: spirit of sharing, giving, supporting, guiding, mentoring, and nurturing others.

This copy of the Proceedings reflects the richness of the Program at this year's annual conference. From my frequent communications with Jane Nell Luster, this year's Program Chair, I know the amount of work involved in preparing a conference program. The Program Committee is the largest committee because of the volume of work involved. Thank you, Jane, for your leadership in this major undertaking; thank you Program Committee members; and thank you Session Presiders. This copy of the Proceedings is in your hands because of John Petry, the Executive Secretary, who has published it for years. Thank you, John, for your labor of love and for your encouraging e-mail messages through the year.

Last year we learned that our Local Arrangement Chair was unable to conduct her responsibilities because of a serious illness. I appointed Judy Boser as Acting Chair. Judy, MSERA does not have an Oscar. And even the Oscar is not good enough for the manner in which you have acted. You are a gem. You personify the spirit of MSERA. I am deeply grateful to you. Valerie Rutledge, I am also thankful to you for the excellent local hospitality.

Of all the professional organizations of which I am a member, MSERA is the least costly. For several years, Board members have worked extremely hard to keep the membership dues and conference registration low, while maintaining the high quality of services and benefits. It has been an ongoing struggle. One of my goals this year was to address the financial issue. We initiated a development campaign. Our first development effort under the leadership of Scott Bauer has proven to be very successful. Scott, you are a hard act to follow. Thank you. I also want to thank all of our Institutional Members. I am also grateful to the Colleges of Education and Applied and Professional Studies, University of Tennessee at Chattanooga for hosting the President's Reception. I know that each of your institutions of higher education is dealing with serious budget cuts at this time. Your financial support of MSERA shows your commitment to quality research in education.

At last year's conference I made a plea to you to share your scholarly works for the James E. McLean Outstanding Research Paper and Herbert Handley Dissertation/Thesis awards. I deeply appreciate your positive response. Thank you for helping MSERA maintain its valuable tradition. Without you it wouldn't happen. Chairperson Kathy Franklin and members of the Award Committee, I know the selection process is challenging because each submission is deserving of an award. Thank you for accomplishing this arduous task so efficiently.

Secretary/Treasurer Ernest Rakow has been kept busy with new members, recruited by Gahan Bailey and Linda Cornelious, Co-Chairs of the Membership Committee. Jean Clark, I am sure that the graduate students will remember the Rap and Wrap for years to come. Each of you, thank you.

Jim McLean and Alan Kaufman have performed an outstanding service as editors of Research in the School, an example of high quality scholarship. Like me, I am sure you have noticed the difference in the quality of the Researcher edited by

Nola Christenberry and Lynn Howerton. David Morse leaps from the Archives to the cyberspace and does it so well. Each of you, please accept my sincere appreciation. Glennelle Halpin, thank you and please convey our thanks to all the MSER Foundation Board members for our very own Web address, www.msera.org. Each time, I visit any office and try to recruit, I quickly access it and show it off with pride. Larry Daniel, thank you for chairing the Publication Committee, from across the states.

MSERA continues to seek your feedback to improve the organization. William Spencer, Chair of the Evaluation Committee collects valuable data from you. Bill, your comprehensive evaluation report each year shows us direction for the future. As Chair of the Future Site Selection Committee you are also leading us to our future conference sites. Thank you for doing double duty. Carolyn Reeves has also been seeking your feedback as she explores the possibilities of establishing and organizing a group of experienced MSERA members for mentoring the new members especially the graduate students. Carolyn, I appreciate your patience, sensitivity, and thoughtfulness demonstrated all through the year in this endeavor.

Cliff, you have every piece of pertinent MSERA information at your fingertips and the history of MSERA committed to memory. Thank you for being a valuable resource to me. Reflection and evaluation is one of the nine New Teacher Standards in Kentucky. I wish I could share Jim's e-mail messages with my students as exemplars of reflective thinking. Jim, I appreciated your reflective responses. Harry, working with you closely this year has given me a deeper appreciation of the significance of Harry Bowman Service Award. It has been an honor for me to have the benefit of your experience and wisdom.

I want to acknowledge and thank the past presidents of MSERA for leaving a rich legacy and for their advice, help, support, encouragement, and mentoring. Above all, I want to express my deepest appreciation to, the members of MSERA, for serving on numerous committees, for actively participating in the affairs of the organization, and for giving me the opportunity of being your President. You have enriched my life and have made it a memorable year. I will cherish these memories. Thank YOU!

Sincerely,

Qaisar Sultana,
2002 MSERA President

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OF THE
MID-SOUTH EDUCATIONAL RESEARCH
ASSOCIATION
CONTAINING THE ABSTRACTS OF DISCUSSION
SESSIONS,
DISPLAY SESSIONS, SYMPOSIA,
AND TRAINING SESSIONS
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Session 1.1

9:00 - 9:50 AM

ACHIEVEMENT (Discussion) Gallery A

Presider:

Dennis C. Zuelke, Jacksonville State University

The Impact of Surface and Reflective Teaching and Learning on Student Academic Success

Wade C. Smith and Sharada Sekar, Tennessee State University

High schools in Tennessee became research sites to assess the impact of surface and reflective teaching and learning on students' academic successes in their 9th - 12th grade classes. The student population participation rate was 92%. Each student was surveyed to ascertain their experiences in the classroom as they related to surface or reflective teaching and learning in their classes. Each student completed the Surface or Reflective Teaching Survey (SORTS) in each of her/his classes. Each survey was completed in 10 minutes, and the entire data collection process was completed in 40 minutes.

All teachers were encouraged to participate and complete the SORTS instrument from their perspective. Teacher participation rate was 98%. Participating teachers received class-level averages of their classes. This enabled the teachers to reflect on student perceptions of their teaching activities and make any pedagogical adjustments they deemed necessary.

The students and teachers were then resurveyed to ascertain if the feedback had any effect on teachers and students' surface and reflective teaching and learning. Then the student grade reports were analyzed and the relationship between students' perception of reflective and surface learning, teachers' perception of reflective and surface teaching, and student academic achievement outcomes were determined.

Do We Really Need to Know How to Spell?

Geraldine Smith-Mallete and Linda W. Morse, Mississippi State University

Recent standardized test scores on spelling achievement assessing students' performances across the United States indicate that test scores have declined over the last several years. Since today's technological advances demand a knowledge of or proficient skills in written communication, and since the ability to spell or communicate in writing is directly associated with literacy, parents, researchers and educators are concerned and seeking alternative instructional methods to address this problem that exists in our schools and society. This paper reviewed the current research that focuses on alternative spelling instructional methods to replace the traditional method of spelling instruction that has been utilized in schools for years but obviously has not been effective. This paper investigated the cognitive component associated with spelling instruction and gave insight into what teachers should incorporate into weekly spelling instruction in order to make the lessons more effective for the students. In reviewing the literature, there was an indication that written communication is very important when determining the percentage of the population who are literate because one cannot be considered literate without proficient skills that enables her/him to effectively communicate in writing.

What Counselors Do in High Achieving Schools: A Survey of 60 Schools

Trey J. Fitch, Columbus State University, and
Jennifer L. Marshall, University of Cincinnati-Raymond Walter's College

School counselors support the academic mission of schools. However, little is known about counseling roles and behaviors and their relationship to school performance. The authors of this study surveyed public school counselors in Kentucky and compared the role of school

counselors in high achieving schools to their role in low achieving schools. Two factors were found to be statistically significant. The presenters also discussed implications in light of school counselor reform.

Session 1.2

9:00 - 9:50 AM

EDUCATION REFORM (Discussion)..... Gallery C

Presider: Allison P. Potter, University of Memphis

School Improvement Planning: A Brief Overview

Howard A. Norris, Lincoln Memorial University

One of the most important responsibilities of school administrators is to continuously work to improve their schools, especially in the area of student academic achievement. For some school administrators, this means working with central office personnel to select and implement a commercially available, pre-packaged, comprehensive school reform model. Others, however, are left on their own to decide what needs to be improved and how to improve it. Consequently, school improvement efforts often become a hit-and-miss proposition with more miss than hit. If school improvement efforts are to result in significant, measurable improvement, they must be designed to address the specific needs of a particular school. Otherwise, human and material resources are wasted and interest (and faith) in the improvement efforts soon wane along with teacher morale.

During this presentation, a school improvement planning process that has been growing in popularity in recent years was briefly discussed. The process, that includes data collection and analysis (to determine precisely where improvement efforts need to be focused, why improvement is needed, and eventually, if improvement efforts have been successful), goal-setting (to give direction to improvement efforts), development of strategies to reach goals (expertise in designing solutions can usually be found within a school faculty), and evaluation of results (to determine if strategies are having the desired effect) can be used by any school administrator interested in school improvement. The role of alignment, common assessments, teamwork, and teacher training was also discussed, as well as common mistakes made by school administrators during the improvement process. School administrators can increase their competence in directing school improvement efforts by learning how to guide their faculties in improving their schools. Although this presentation briefly introduced the planning process, a number of excellent resources were offered for further study.

District Dialogues: Using Data and Dialogue for Districtwide School Improvement: A Louisiana Collaborative Model

Shana L. Corvers, Bobby Franklin, and Laura Boudreaux-Pitre,
Louisiana Department of Education

A key prerequisite to improving something as intricate as the public education system is the ability to perform a detailed analysis of its current status and understanding its various contributing components and their effects. This can only be accomplished through using accurate data representing the most recent information available on the education system. To this important end, the Louisiana Department of Education (LDE), in close cooperation with the school districts, has built an extensive repository of student-level longitudinal data on numerous indicators. This repository includes data relating to student attendance, test results, suspensions and expulsions, and the developmental/remedial courses high school graduates are required to take at the college level.

With this capability in mind, the State Board of Elementary and Secondary Education (SBESE) has initiated an important activity called a "District Dialogue." This innovative initiative revolves around meetings between the State Review Committee and a district's administrators and local board members, discussing various critical aspects of their district's educational performance. The State Review Committee is comprised of the SBESE and various community leaders, including state legislature members.

To prepare for such meetings, the LDE provides support to the dialogue process by supplying the analyses of the district data from numerous angles and by making comparisons to the state averages. Important findings and trends are documented. Significant improvements are noted, together with any setbacks on student performance results or other areas of concern. The meetings are then held to discuss the findings. The one key objective for the meeting can be summarized as "To understand and identify changes needed to improve the quality of education and to raise student achievement."

At the close of the 2001-2002 school year, six districts have dialogued with education leaders, resulting in the definition of concrete steps agreed upon by the participating districts and education leaders to be taken to improve the success of the students. This model is beneficial to key stakeholders and has been adopted as a standard future practice for the state.

Teacher Self-Efficacy and Site-Based Management as a Decentralization Strategy

Jack J. Klotz, University of Central Arkansas, and Catherine E. Newkirk, Gulfport Public Schools

This presentation reported on a research study that was designed to determine if teacher efficacy in site-based managed schools differs from teacher efficacy in non-site-based managed schools in a selected southern state. In addition, this presentation reported on the examination of whether there is a relationship between teacher efficacy in site-based managed schools and non-site-based managed schools in regards to age, gender, educational degrees, years of teaching experience, grade-level assignments and subject area assignment of teachers. Additionally, a review of the literature was also presented.

The justification for this study was rooted in the need for educational systems to facilitate means for increasing student learning and achievement, an expectation that has been on the front burner of America for several decades. Schools exist to promote student learning and achievement. Educators and others have focused on ways to promote effective schools for many years.

This research presentation provided educators and researchers with data relative to further investigation of school restructuring, site-based management, and teacher self-efficacy and their impact on the educational reform movement. The study results are based on data collected from teachers in site-based and non-site-based managed schools that responded to a 22-item research instrument with five sub-scales, i.e., efficacy to influence: (1) curriculum practices, (2) school resources, (3) instructional practices, (4) disciplinary procedures, and (5) demographics. Findings of the study were presented based upon an analysis of the data utilizing multiple linear regression.

Session 1.3

9:00 - 9:50 AM

INTEGRATING TECHNOLOGY INTO UNIVERSITY INSTRUCTION (Symposium)..... Findley

Organizer: Anatasia D. Elder, Mississippi State University

Overview

This symposium was organized around the experiences and evaluation of faculty trained to use technology in their teaching by a Preparing Tomorrow's Teachers to Use Technology (PT3) grant (award number P342A99024199121122). PT3 is a Department of Education-funded initiative dedicated to the infusion of technology in our educational system. The introduction of the symposium included a brief description of the grant and training at one institution. Next, two faculty members discussed their plans, implementation, and reflections for incorporating technology into their teaching. A wrap-up paper discussing some evaluation results finished the session.

Description of The PT3 Catalyst Grant and Training

Taha Mzoughi, Mississippi State University

This PT3 catalyst grant involves training Elementary Education candidates in a technology rich environment. One facet of this objective involves providing professional development to faculty members in innovative technologies such that they teach and model for future educators with a variety of technological means. Faculty members at one institution were trained on a variety of topics, including Adobe Acrobat, WebCT, Powerpoint, and more.

Technology Integration in Elementary Education

Margaret Pope, Mississippi State University

Technology was integrated into the courses taught in several ways. First, WebCT was used to make available to students the PowerPoint presentations, assignments, links to educational websites, and other needed course documents. Also used were the communication tools for discussions and e-mails. The use of the WebCT and the PowerPoint presentations were well received by the students. Second, the students used the Internet to complete several assignments for class, including finding a site with science or social studies content to incorporate into a lesson plan. Finally, how the use of other software and digital cameras could be used in the classroom was demonstrated.

WebCT as an Adjunct Aid Within Graduate Instruction

Linda W. Morse, Mississippi State University

This paper discussed how WebCT, a university-provided platform for distance education for nonprogrammers, was incorporated into a class on psychological foundations for graduate students in educational leadership. Within this application, WebCT was used in several ways: (1) for delivery of class information such as the syllabus, (2) to provide examples of course projects, (3) to provide lecture outlines, and (4) as a format for whole-class and small-group discussion by distance. It was noted that WebCT offered some advantages for student involvement, yet also posed some challenges, specifically in that discussions became artificially sequenced. This paper discussed improving the use of this aid

within graduate instruction.

Evaluation Results and Lessons Learned from the PT3 Project
Anastasia D. Elder and J. Burnette Hamil, Mississippi State University

Evaluation results from two years of training indicated that faculty responded favorably to training and implemented technology into their instruction. During the first year, 10 of the 12 trained faculty reported revising their curricula to integrate technology in 19 classes that included 1,204 students. Additional qualitative and quantitative results were available and were presented. In addition, successes, failures, and lessons learned were summarized and discussed regarding university faculty attempts to infuse technology into their teaching.

Audience Participation

In addition to responding to audience questions regarding the project and its findings, a number of questions that audience members may consider regarding their own instruction were posed: How has technology been beneficial or detrimental to your teaching? How has it changed your teaching? Has technology affected student learning? Involvement? Motivation?

Session 1.4

9:00 - 10:50 AM

TEACHER EDUCATION (Display)..... Roosevelt

Patterns in Teacher Preparation: A Survey of Current Practices in NCATE-Accredited Institutions

Barbara A. Salyer, Susan P. Santoli, and Crysti Varden, University of South Alabama

Over the past two decades, public concern about the nation's educational system led to calls for higher standards for what children know and should be able to do. Policymakers and educators recognized the need for reform of teacher preparation programs as key to reforming elementary and secondary education. Reports such as those from the Holmes Group in 1986 and the National Commission on Teaching and America's Future in 1996 provided goals and recommendations to help guide the reform of teacher education. More recently, the National Council for Accreditation of Teacher Education (NCATE) produced revised standards designed to facilitate the reform of teacher preparation in the 21st century.

This study was designed to provide a snapshot of current teacher preparation practices in 268 NCATE-accredited institutions following several decades of national reform initiatives. Examination of patterns among these practices can help teacher educators and policymakers gauge the progress of reform at the beginning of the 21st century. The results also provide a frame of reference that allows teacher educators to compare practices at their own institutions with the trends identified among the institutions studied. These comparisons may, in turn, spur the pace of reform at their home institutions.

A four-page survey, designed to profile current practices in teacher preparation, was mailed to 520 NCATE-accredited institutions in fall, 2001. Survey questions focused on four general areas: (1) undergraduate program requirements, (2) supervision of clinical experience, (3) nature of the clinical experience, and (4) university and public school coordination. Two hundred sixty-eight completed surveys were returned. Results were analyzed using the SPSS statistical package and were reported in terms of frequencies and percentages.

The Relationship Between Teacher Candidates' Beliefs About Education and Discipline Orientation

Ann E. Witcher and Terry L. James, University of Central Arkansas; Anthony J. Onwuegbuzie, Howard University;
Kathleen M.T. Collins, University of Arkansas, Fayetteville; and Lynn C. Minor, Valdosta State University

Recent research suggests that teacher candidates can be categorized according to their educational beliefs and discipline orientation. According to Doll (1992), two major instructional belief systems influence teachers' instructional decision making: transmissive and progressive. Teachers believe that the purpose of school is to develop the intellect, and they view their roles as one of dispensing important knowledge to students; lecture, demonstration, and recitation are the preferred teaching methods. Conversely, progressive teachers regard the school as a social institution and seek to align school programming with contemporary needs in order to make education meaningful and relevant to the knowledge, abilities, and interests of their students. In addition to these instructional belief systems, teachers' approaches to discipline can be classified as falling into one of three categories: interventionist, non-interventionist, or interactionalist. Interventionists are highly teacher oriented, whereas non-interventionists are highly student centered, with interactionalists lying in between these two approaches. Indeed, it is likely that a relationship prevails between teacher candidates' educational beliefs and their discipline orientation. Consequently, the purpose of this study was to examine the link between preservice teachers' educational beliefs and their discipline orientation.

Participants were 134 preservice teachers enrolled at a large university in a southeastern state. A discriminant analysis revealed a

statistically significant relationship between discipline orientation and educational beliefs (chi-square [4] = 11.17, $p < .05$). The effect size (canonical $r = .38$) was moderate. The standardized coefficients and structure coefficients indicated that teacher candidates who were the most interventionist also tended to be the most progressive. Similarly, teacher candidates with the most non-interventionist orientation also tended to be the most transmissive. Implications were discussed.

Summer Reading Kit Project: Enhancing Literacy Through Service

Daphne W. Hubbard, University of South Alabama

Creating summer reading kits for students in rural, urban or low-socioeconomic schools is one way preservice teachers and university faculty can enhance literacy abilities of students and provide service to the community simultaneously. This project had two goals: to build home libraries and increase reading for pleasure. A summer reading kit consists of three to four books and an inspirational poem or bookmark regarding the importance of reading. The books are packaged in a clear, plastic bag and tied with colorful ribbon. The kits are distributed to elementary students near the end of the school year.

This is a community service project that could be easily duplicated. It is grounded in the research of Jim Trelease and Stephen Krashen. First, a school is selected where there is a need among the student body for personal books. Second, a university faculty member contacts the principal to establish a relationship and to see if the principal is willing to participate in the program. Third, a book drive is conducted among preservice teachers to generate enough books to reach the goal of the project: every child in the school receives a kit. Fourth, once the book drive is complete, preservice teachers are assigned a classroom, so they can create kits targeted for a particular grade level and gender. Finally, preservice teachers deliver the summer reading kits to their designated classrooms on a designated date.

This is a service project that could easily be replicated. This year nearly 1,000 students in various elementary schools in Mobile and Baldwin counties were involved. It was a success because of the effort of 80 university students who collected books from thrift stores, conducted library sales and book drives in middle and high school classrooms, and gave personal donations.

Researching a Teaching Tool

Patricia D. Goldberg, Hanover College

This project explored teacher candidate metacognition and the impact of a particular assignment on the candidates' understanding of their professional growth. The purposes were: (1) to create an assignment that encouraged teacher candidates to consider their development in initial lesson planning, and (2) to create a category system for research that studied this development.

Teacher educators are responsible for preparing competent, first-year teachers who will work in reformed and diverse school environments. Reflection is considered key to assisting the teacher candidate to move away from "natural teaching theories" that are often built around one's own elementary and secondary school experiences. This investigator believes that self-examination and metacognition contribute to the development of new teachers who may be more able to respond to the individuality of learners and the uniqueness of a school community.

An assignment was developed for junior teacher candidates in their mathematics methods course that is taken the first semester of the teacher education program. The assignment asked the candidate to examine how she/he had changed over the semester in beliefs and biases, lesson planning, and understanding of good teaching. As part of the assignment, candidates were asked to make an oral planning videotape at the beginning of the term and at the end of the term. The think aloud protocol was used. Candidates were asked to talk out loud about what they were doing and thinking while they plan a mathematics lesson. Candidates could view their responses in preparation for completing the assignment. The assignments were analyzed. In addition, three of the candidates completed the oral planning after their student teaching and responded to another metacognitive assignment. In reviewing the tapes, the investigator developed a category system that may be used for further research.

Relationship Between Teacher Efficacy and Beliefs About Education Among Preservice Teachers

Lisa A. Witcher and Ann E. Witcher, University of Central Arkansas; Anthony J. Onwuegbuzie, Howard University; Kathleen M.T. Collins, University of Arkansas, Fayetteville; and Lynn C. Minor, Valdosta State University

Research indicates that candidates enter teacher preparation programs with beliefs about education that affect their learning in formal courses and subsequent behavior in field settings. The two major educational viewpoints that have emerged are transmissive and progressive approaches. The term transmissive denotes belief systems wherein the teacher transmits important knowledge to the student. Conversely, the term progressive denotes the notion that students must be active learners whose own personal and social experiences are important to the educational process. Consequently, these two belief systems oppose one another regarding educational objectives and practices and the uses of subject matter. Evidence suggests that teacher beliefs drive instructional pedagogy. Yet, although antecedents of educational beliefs have been identified (e.g., family influences), these factors tend to be immutable, thereby having only minimal implications for intervention.

Teacher efficacy appears to offer a viable avenue for research on the antecedents of educational beliefs. Indeed, teacher efficacy has

been identified as variable predicting differences in teaching effectiveness. Teacher efficacy comprises personal teaching efficacy (i.e., belief that one has the ability to induce student learning) and teaching efficacy (i.e., belief that any teacher's ability to effect change is limited by factors external to the teacher, such as home environment).

This study examined the relationship between candidates' teacher efficacy and their educational beliefs. Participants were 70 candidates enrolled in introductory-level classes for education majors at a southeastern university. Candidates were administered the Witcher-Travers Survey of Educational Beliefs on the first day of class, which contains a 40-item, five-point, Likert-type scale. Low scores indicate proclivity toward transmissivism, high scores suggest a tendency toward progressivism. Participants also were administered the Teacher Efficacy Scale. Findings revealed no relationship between educational beliefs and personal teaching efficacy. Conversely, transmissive viewpoint was statistically significantly (moderately) associated with lower teaching efficacy. Implications were discussed.

Session 2.1

10:00 - 10:50 AM

STUDENTS AT RISK (Discussion)..... Gallery A

President:

John A. Sargent, Donnie Bickham Middle School/Louisiana Tech University

The Effects of Motivation on At-Risk High School Students in Math Performance

Paula C. Wilson and Patrick N. Kariuki, Milligan College

The purpose of this study was to examine the effects of motivational teaching strategies and traditional teaching strategies on academic and student attitudes toward mathematics. Researchers have cited lack of student motivation in mathematics as a major problem in high schools across the United States. This holds true even more so among students who are at risk of educational failure in mathematics courses. What teachers do and the curriculum choices they make have a very important impact on many students' desire to make initial and persistent efforts in classes.

The sample consisted of 15 students from an adult high school who were seeking to pass the math Tennessee Competency Assessment Program exam. The students were taught one six-week unit using traditional strategies and one six-week unit using motivational strategies. Equivalent materials were used during both six-week periods. An attitude survey, publisher-created exams, and experimenter-created exams were used to collect data. The data from the exam scores and survey were both analyzed using t-tests for paired samples. The results showed a significant difference in teaching strategies on academic achievement and in student attitude toward mathematics.

The Validity and Reliability of the Juvenile Emotion Management Scale (JEMS): An Instrument Designed to Assess Emotion Self-Management Skills in Serious and Violent Juvenile Offenders

Arthur McLin, Jr., Arkansas State University

Many juvenile offenders grow up with below average interpersonal skills for dealing with others in a socially appropriate manner, which seriously puts them at risk for social functioning. Emotion and the role it plays in criminal behaviors raises the possibility of juveniles committing crimes as a way to cope with negative emotional states (frustration, depression, and anger). If a serious and violent juvenile (SVJ) offender is limited in being able to manage his negative emotional state, then his skill to repair his intense emotional state preceding the crime puts him at risk to offend.

The purpose of the study was to design a paper and pencil instrument that would specifically assess a SVJ offender's ability to manage emotions in various social contexts. The Juvenile Emotion Management Scale (JEMS) is a self-report measure of the emotion management construct, a component of emotional intelligence. Reliability and validity measures were constructed to determine the extent to which responses to scale statements provided evidence that the instrument assesses the emotion management construct: (1) create an item bank of potential questions, (2) establish item validity, (3) establish internal validity, (4) establish empirical validity with known group comparisons, (5) perform a factor analysis using principle component analysis, (6) do a discriminant analysis, and (7) establish construct validity (criterion, convergent, discriminant). The sample consisted of middle school males ages 12 to 14 ($n = 41$) and incarcerated serious and violent juvenile offenders ages 12 to 14 ($n = 6$).

Results of the study indicated the JEMS to be a valid and reliable instrument that can identify a SVJ offender's skill to manage his emotions: internal reliability $\alpha = .86$, inter-item correlations $r = .40$ to $.59$, criterion validity ($r = .95$), convergent validity ($r = .75$) correlation, and discriminant validity ($r = -.18$). Identifying a SVJ offender's skill to manage his emotional state is important for intervention and rehabilitation with this population, and further research is needed to further validate the findings of this study.

The Development of the GABI (General Educator Attitudes Toward Behavioral-Based Interventions) Rating Scale

Cindy M. Casebeer and Judith A. Burry-Stock, University of Alabama

The GABI (General Educator Attitudes Toward Behavioral-Based Interventions) Rating Scale is a 36-item, Likert-type instrument. It was developed to determine the match between practitioner attitudes and beliefs and the use of behavioral-based interventions. This discussion detailed the GABI's development process.

A review of the literature was completed. Then, the GABI was constructed and pilot tested to: (1) examine its psychometric properties, and (2) determine if items should be revised/deleted. Sixty experienced general educators were asked to complete the survey for the pilot test.

Seventy-one percent (n = 47) were female. Degree levels were as follows: 36% (n = 24) - bachelor's; 41% (n = 27) - master's; 18% (n = 12) - educational specialist; 5% (n = 3) - doctoral. Teaching experience was broken down as follows: 20% (n = 13) < 1 year; 17% (n = 11) > 1 year, but less than or equal to three years; 14% (n = 9) > 3 years, but < 5 years; 32% > 5 years, but < 10 years; and 18% > 10 years.

The item-to-total correlation (Cronbach coefficient alpha) was 0.9273. The standardized item alpha was 0.9281. The inter-item correlation coefficients ranged from -0.1717 to 0.9153. The standard error of measurement was 5.389. At the conclusion of the initial pilot study, it was decided that no items should be revised or deleted. However, subsequent analyses and discussion led to the revision of a couple of items. A pilot test with these revisions is pending completion and subsequent analysis.

Session 2.2

10:00 - 10:50 AM

RESEARCH METHODS (Discussion)..... Gallery B

Presenter:

Matthew A. Witenstein, Louisiana State University

Staff Satisfaction with Administration as a Measure of Consumer Satisfaction

Jesus Tanguma, University of Houston, Clear Lake, and Jane Nell Luster, Louisiana State University

Special School District (SSD) is an educational service agency, is classified as a state agency, and is required to meet most requirements for state agencies. The development of the survey in this study resulted from a requirement that state agencies have performance indicators, specifically one for customer satisfaction. For SSD, customer satisfaction was defined as satisfaction of the school site staff with administration.

A 42-item survey was developed. Items were initially drawn from a review of staff satisfaction surveys, including those from other government agencies, then adapted for SSD. It attempted also to capture major characteristics associated with administration both on-site and central/district office.

All items were written in the positive direction using a Likert-type scale of one being strongly disagree and six, strongly agree. Zero responses were allowed. The greater the satisfaction, the higher the rating.

To assess content and face validity, the survey was shared with one site and one central/district administrator. Based on their input, redundant items were deleted and adjustments made in wording.

To assess construct validity, data from the first year were subjected to factor analysis using principal component extraction with oblique promax rotation. Using eigenvalues greater than unity, six factors accounting for 70.04% of the total variance emerged. The reliability coefficient (Cronbach's alpha) for the survey was .974. Factors V and VI accounted for less than 3% of the variance and did not seem stable. A four-factor solution was first considered. Yet the literature and item review supported three factors. These factors accounted for 66.14% of the variance, with a reliability coefficient of 0.972. Similar reliability coefficients were found for the factors. Psychometric findings provided support for the construct validity and internal consistency of the scores derived from the survey.

A Conceptual Framework for Assessing Legitimation in Qualitative Research

Anthony J. Onwuegbuzie, Howard University

Although the importance of validity has long been accepted among quantitative researchers, this concept has been an issue of contention among qualitative researchers. Thus, the first purpose of the present paper was to provide a comprehensive discussion of the different ways that validity has been defined. Second, an argument was provided that in order to be taken seriously, the onus is on qualitative researchers to be accountable fully for their data collection, analysis, and interpretive methodologies. Moreover, it was argued that rigor in research is needed, and that qualitative researchers assess the truth value of their findings. This can be accomplished by re-framing the concept of validity in qualitative research, for example, by treating validity as an issue of choosing among rival interpretations and of examining and providing arguments for the relative credibility of competing knowledge claims, or by re-defining validity as having multi-faceted criteria. Finally, the Qualitative Legitimation Model, which attempts to integrate many of the types of validity identified by qualitative researchers, was introduced.

Factor Analysis of the Korean Adaptation of the Kaufman Assessment Battery for Children (K-ABC-K) for Ages 2 Through 12 Years

Soo-Back Moon, Catholic University of Daegu (Republic of Korea); James E. McLean, East Tennessee State University; and Alan S. Kaufman, Yale University School of Medicine

The Kaufman Assessment Battery for Children-Korean (K-ABC-K) is an individually administered test of the intelligence and achievement developed for Korean children between the ages of 2 and 12 years. The K-ABC-K is not merely a translation, but truly an adaptation of the K-ABC. Like the K-ABC, the definition of intelligence for the K-ABC-K rests on the two types of mental processing (simultaneous and sequential), and the K-ABC-K also includes an achievement scale. The purpose of this study was to explore the factor structure of the K-ABC-K and assess: (1) the existence of sequential and simultaneous factors across the age ranges, and (2) the emergence of a separate achievement dimension that corresponds in make-up to the K-ABC-K achievement scale.

Demonstrating the degree to which the factor structure of the K-ABC is constant or changes from one culture to another is important for interpreting the performance of children from diverse cultures. If the factor-analytic results differ across culturally different groups, then we cannot be confident that children who have different cultural backgrounds perceive and react to the stimulus material in the same manner. The standardization sample included 2,400 children ranging in age from 2 to 12 years.

Factor analysis of the 10 Mental Processing subtests for the 11 age groups produced two significant factors for each group: Sequential and Simultaneous. Joint analyses of the Mental Processing and Achievement subtests yielded three factors for ages four and above. As was true for the American K-ABC, only two factors emerged for ages two and three. In general, the factor analyses provided strong support for the construct validity of the K-ABC-K that is consistent across several other ethnic groups, including the American and Spanish versions of the instrument.

Session 2.3

10:00 - 10:50 AM

LEADERSHIP (Discussion)..... Gallery C

Presider:

Gail H. Weems, University of Memphis

A Community of Learners: A Case Study of the School Leadership Center of Greater New Orleans

Scott C. Bauer, University of New Orleans

The landscape of educational leadership has changed dramatically, owing in part to such things as increasing diversity among school children, loss of confidence in public schools, and increasing pressure on school leaders to act to improve test scores under high-stakes accountability policies. Research also demonstrates that principals' sense of isolation is considerable (Dussault and Thibodeau, 1997).

This paper presented a case study of the School Leadership Center of Greater New Orleans (SLC). A framework suggested by Peterson (2002) outlining components of effective leadership development programs was used to analyze qualitative data describing the lived experiences of school principals who have been involved in the Center's programs. The primary sources of data included interviews of 20 principals and three SLC staff members, document analyses, and participant observation at School Leadership Center events. A cross-case analysis was conducted to identify themes relating to the primary benefits principals ascribe to their involvement in the Center.

Results showed that principals involved in the fellowship program cited some predictable outcomes – access to more and better staff development, the ability to attend conferences, and so on. The more interesting theme related to the development of a community of learners through involvement at the Center and the manner in which involvement has broken down longstanding walls between peers. Fellows reported increased reliance on colleagues within and across their school systems, between public and private school leaders, and on matters that have historically been taboo to discuss.

Increasing Organizational Productivity Through Improved Emotional Intelligence

Wanda S. Maulding, University of Southern Mississippi

This review of literature examined the possibility of improving organizational productivity by reducing leader stress and improving work relationships through increasing a person's emotional intelligence. As stress is reduced and relationships are improved, an atmosphere will be created that will be conducive to improved performance and increased productivity within an organization.

The research for this paper included the information on multiple intelligences by Howard Gardner, the work and studies on emotional intelligence by renowned psychologist Daniel Goleman, and relevant literature by others in the field. Publications utilized include Goleman's books, *Emotional Intelligence*, *Working with Emotional Intelligence*, and *Primal Leadership*. A host of relevant journal articles on the topic was reviewed as well for this study.

Studies by those most deeply indoctrinated in the body of literature surrounding emotional intelligence have determined that our primal brain, most largely the structure of the amygdala, influences or is the precursor to, rational thought. Discussion included the pathways by which the emotional brain on occasion "short-circuits" the intellectual brain and becomes "commander-in-chief." When this happens, a person is

subject to momentary loss of rational decision making tools. This loss many times creates stressors including among other things the breakdown of working relationships. These ideas among others have recently been disclosed with the plethora of brain research available today. Unlike IQ, one's EQ or emotional intelligence is not set for life. With training, one may improve her/his emotional intelligence.

If increasing EQ could reduce a leader's stress and create improved relationships with others, perhaps its effects could ultimately improve the organization as a whole.

Principals' and Teacher-Leaders' Beliefs About What School Leaders Need to Know Regarding Data and Its Use in Educational Decision Making

Russell F. West and Josephine Macharia, East Tennessee State University

The purpose of the study was to identify Tennessee principals' and teacher-leaders' beliefs about the knowledge and skills required of leaders when using data to improve educational decision making. There has been a growing emphasis on educational data and its role in improving K-12 schools. Much of the literature has focused on principals' use of data. There has been a growing recognition that teacher-leaders also need to be able to use data in making decisions about curriculum and teaching. While the importance of general research competencies has been described in the literature, there has been a relative lack of research on the more specific knowledge and skills that professionals believe are most important.

Personal interviews were conducted with 10 elementary/middle school principals and 10 teacher-leaders that had achieved certification as Nationally Board Certified Teachers (NBCTs). Purposeful sampling was used to select participants from a seven-county area in Northeastern Tennessee. A semi-structured interview schedule was used to elicit participants' beliefs about specific knowledge and skills required to effectively use data in schools. The interview data were analyzed using constant-comparative methodology.

The following general categories of knowledge and skill were identified: (1) accountability in a historical context, (2) data and the school improvement process, (3) assessment quality, (4) assessment data and the curriculum, (5) survey design, (6) database management, (7) data analysis, and (8) making data public. Within each of these broad areas, participants described clusters of specific knowledge and skills. While there was a great deal of overlap in the responses of principals and NBCTs, certain elements were specific to a particular group.

The findings suggested that there is a set of identifiable skills and a body of knowledge that is needed by educational leaders in Tennessee.

Session 2.4

10:00 - 10:50 AM

TECHNOLOGY (Discussion) Gallery D

Presenter:

Jim Flaitz, University of Louisiana, Lafayette

Integrating Assistive Technology With Curriculum Standards

Kathleen S. Puckett, University of Tennessee, Knoxville

Assistive technology (AT) benefits students with high incidence disabilities in achieving higher academic standards and must be considered in developing the Individualized Educational Program. Factors impeding appropriate implementation of AT include teachers' lack of knowledge of possible AT applications, insufficient training in the selection and use of AT, and access to AT equipment and software in classrooms. Moreover, the current system for acquiring assistive technology requires a lengthy process of referral and assessment based on a model more appropriate for students with physical and sensory disabilities. Students with high incidence, or mild disabilities resulting in academic and cognitive difficulties, need more readily available access to AT tools that provide instructional support and further inform the established assessment and referral processes.

This paper discussed how training, support, and access to commercially available software empowered special education teachers to integrate assistive technology with general curriculum standards for students with high incidence disabilities. Participants were 15 K-8 special-education teacher volunteers recruited from eight schools representing urban, rural, and suburban school settings. Teachers participated in four weeks of asynchronous online training and discussion on AT and general curriculum standards, and attended a 25-hour workshop on the following AT applications: word prediction, voice input, speech output, concept mapping, multimedia, computer-based calculators, and alternative keyboards. The teachers received an AT tool kit for classroom use and developed lesson plans that integrated language arts and math general curriculum standards with technology. Follow-up activities included posting of technology lessons to a website and results of lesson implementation with students.

Results included: (1) improvement in teacher knowledge, confidence, and willingness to use assistive technology in lesson plans addressing state curriculum standards, (2) the need for timely training and support in implementing assistive technology, and (3) the necessity of ready access to necessary software and equipment for instructional purposes.

An Examination of Student Attitudes Regarding Perspective-Taking Assignments on the Internet

Wendy L. Jordanov, Tennessee State University, and Srilata Bhattacharya, University of Memphis

Fifty participating undergraduate students wrote four reflective papers during the course of the semester. The topics used to encourage multiple perspectives were nature versus nurture, gender roles, creativity, and moral development. These papers were posted on a class website, and students were required to review the papers of at least two peers.

At the end of the semester, students were asked to evaluate the value of these perspective-taking assignments. Students were asked to complete one Likert-type question and two open-ended questions. Forty-seven students agreed that participating in these assignments helped them to think more clearly and critically about the nature versus nurture debate, gender roles, creativity, and moral development. Three students were neutral.

For the open-ended questions, 38 students shared positive comments, 10 did not comment, and 2 wrote that they would rather turn in their papers to the professor. Several students reported that they found these assignments eye-opening and thought-provoking. They enjoyed exploring their classmates' opinions and views on various topics. A few students commented on the value of being exposed to perspectives different from their own in order to better understand a topic or issue. Some students reported that these assignments improved learning and encouraged critical thinking about topics covered in class. Students also shared that they enjoyed these assignments and put more effort into these assignments than they would have for traditional papers on the same topics. Students reported that they worked harder on their papers because they knew their classmates would be able to read them. Students also noticed that they were more willing and able to understand alternative perspectives.

Virtual Field Trips as Supplemental Instructional Materials

Steve Mitchell, University of Akron, and Faith Wesolik, Lakeland Community College

In this position statement, the authors support the case for integrating virtual field trips (herein defined as interactive Internet-delivered field trips) into the K-8 curriculums as supplemental instructional materials. With the advent of the Internet, virtual field trips substantially reduce or eliminate logistics associated with arranging physical field trips (Cooper and Cooper, 2000). Additionally, access to such instructional content located at a prohibitive physical distance from the learners' home schools can widely enhance learning (Griffin and Symington, 1997). As there is typically no commute involved, virtual field trips enable the learner to have access to and experience with a wider range and variety of instructional content than those typically provided for in physical field trips. Because of the Internet medium of virtual field trips, teachers can now expand and enhance their students' learning beyond the walls of the traditional classroom using this technology format.

In general, field trips have been shown to promote long-term recall (Falk and Dierking, 1997). However, in and of themselves, virtual field trips are not designed as a substitute for planned instructional interventions. Merely having students present at a virtual field trip is not curriculum integration, as both ILOs and assessment of learning have not been previously established. Virtual field trips must, therefore, be systematically chosen and integrated into the curriculum to address specific learning objectives.

From a constructivist point of view, properly selected field trips provide children with relevant new experiences in which they can build and extend their prior knowledge. Thus, teachers must choose virtual field trips that are relevant to the lives of young children, peak their natural curiosities, and arouse their thinking and feelings in pleasurable ways. The curiosity and positive feelings, in turn, can serve to motivate and invite children to reach out, discover, and develop new and interesting concepts (Bredenkamp and Copple, 1997).

Session 3.1

11:00 - 11:50 AM

TEACHER EDUCATION (Discussion)..... Gallery A

Presider:

Jimmy D. Lindsey, Southern University, Baton Rouge

Curricular Innovations: Findings From a Title II Teacher Quality Enhancement Grant

Leslie A. Suters and Cheryl Kershaw, University of Tennessee, Knoxville

Fifty percent of the novice teachers who begin teaching in urban schools leave the school or the profession within five years. This study described the restructuring of university coursework for preservice teachers to better equip them with the necessary knowledge, skills, and abilities to succeed in working with diverse student populations. The contextual teaching and learning framework was the theory guiding this research. In order to prepare preservice teachers to succeed within urban schools, they need authentic experiences within the urban schools and community.

This study examined the implementation of the following experiences for secondary preservice teachers: service learning, community mapping, community agency field experiences, co-teaching, a prison visit, and the use of electronic portfolios. Data collection included pre- and post-assessments of diversity and technology, questionnaires, and focus-group interviews. Quantitative analysis techniques were used to provide statistical data from the pre- and post-assessments. Qualitative analysis produced emergent themes from the focus group interviews and open-ended questions on the questionnaires.

The results collected from this study indicated that the preservice teachers were positively impacted by the curricular innovations

that were implemented in their university coursework experiences. Participants had several suggestions to improve the quality of the activities that have been taken into consideration for future cohorts. Most of the preservice teachers felt they were better prepared to meet the needs of diverse students as a result of their experiences and recommended that the university continue to use these methods.

The findings of this study suggested that providing direct opportunities to involve preservice teachers in urban communities increases their confidence in meeting the needs of urban students. Co-teaching allowed two interns to work together with the same mentor and eased their transition into teaching. Electronic portfolios increased the communication between interns and their university faculty.

Teacher Resilience in Urban Schools

Janice H. Patterson, Loucrecia Collins, and Gypsy Abbott, University of Alabama, Birmingham

This qualitative study identified strategies used by urban classroom teachers to build personal resilience. These data suggested that teachers who are personally resilient, who see themselves as having a positive capacity to cope with stress and direct their own lives, are less likely to burn out and/or leave the profession. A purposeful sample was selected from schools with student achievement scores equal to or above state averages in reading or mathematics (Council of Great City Schools, May, 2001). Respondents had taught in urban school settings for a period of at least three years and were working in urban schools at the time of the interview. A three-cycle interview process was used to increase the validity of responses as recommended by Seidman (1998).

Data were analyzed using qualitative methodology as delineated by Patton (2001). Interviews with teachers were the primary source of data. Secondary sources were archival data provided by the schools and observations of the researchers while at the schools.

Findings indicated that resilient teachers created climates that offered them caring and support in professional and personal contexts. Resilient teachers avoided burnout by identifying at least one person who would listen to them and offer unconditional support. Resilient teachers focused intently on their teaching and, at the same time, often had other professional goals and believed that they had many options in their professional lives. Teachers reported other specific strategies they used to bolster them in facing difficult challenges, changes in how they thought about their roles as teachers, and deliberate efforts to use and boost their strengths. These findings held particular implications for those colleges and universities that prepare teachers for urban schools because resilient teachers report higher rates of retention.

Literacy Orientations of Preservice Teachers: Factors Influencing Changes During the Elementary Student Teaching Experience

Stacy R. Reeves, William Carey College

This study examined preservice teachers in elementary education during the semester of student teaching. The purpose was to determine if their initial literacy orientations changed during this semester. Additionally, these questions were investigated: (1) What initial literacy orientations these preservice teachers held before beginning the elementary student teaching experience? (2) Were the initial literacy orientations changed during the first eight weeks of student teaching? (3) Were the initial literacy orientations changed during the second eight weeks of student teaching? and (4) What factors in the elementary school classroom environment encouraged or influenced a change in preservice teachers' literacy orientations?

This study utilized a mixed method design incorporating a quantitative survey, the Literacy Orientation Survey (LOS) (Lenski, Wham, and Griffey, 1998), in a repeated measures design and a qualitative instrumental case study. The participants in the survey were 74 elementary education preservice teachers. The LOS was given three times during the semester. For the instrumental case study, three preservice teachers were selected. Interviews, observations, and document collection were used as instrumentation.

The results of the first and second LOS were analyzed with a paired sample t-test. The results of the third LOS were compared to the first and second LOS with a within-subjects repeated measures ANOVA. All results were found to be significant, signifying changes in literacy orientations by elementary education preservice teachers during the elementary student teaching experience.

Using an instrumental case study method of reflective analysis and direct interpretation, 23 factors were found that encouraged or influenced a change in literacy orientations, and nine dominant patterns and themes were found. The nine dominant patterns and themes were found in both student teaching placements for all three participants. The conclusions and implications of this study are important for teacher educators, mentor teachers, and preservice teachers in elementary education.

Session 3.2

11:00 - 11:50 AM

COUNSELING (Discussion) Gallery B

Presenter:

Linda W. Morse, Mississippi State University

Trainee's Expectations of Supervision

Debra G. Leggett and Katherine Dooley, Mississippi State University

The research study investigated the expectations of beginning supervisees on four supervisory roles: (1) teaching, (2) counseling, (3) consulting, and (4) evaluating. Nine supervisory issues were examined: skills and techniques, directive feedback, disclosure of supervisor's experiences, personal support, development of shared supervision goals, treatment planning, evaluation of counseling sessions, role playing, and clarification of theory. A second purpose of the study was to investigate the relationship between birth order and expectations for supervisors.

The sample consisted of 88 counseling supervisees who volunteered to participate in the study. Of the 88 participants, 26 were African American women, and 3 were African American men, whereas 47 were Caucasian women and 10 were Caucasian men. One participant was a Native American woman. The majority of the participants were in master's programs in community (31%) and school (27%) counseling.

Supervisees rated skills and techniques and directive feedback as the most important issues in the supervisory relationship. Over half of the participants indicated that they preferred the supervisor to approach supervision in a consultive manner. Ambivalence was noted between the supervisee's preference of a directive approach, skills development and directive feedback, and a consultive role for the supervisor. Follow-up studies of more experienced supervisors were recommended.

Evaluation of Electronic Blackboard Enhancement of a Graduate Course in School Counseling

Beverly M. Klecker, Morehead State University

Blackboard is one of the more popular software tools that many universities are providing to faculty to increase online teaching. There is a rapidly growing body of research that examines Blackboard and other online teaching delivery systems. However, there is little research on the combination of online delivery of counselor education courses. Although many elements of counselor education require face-to-face interaction, this study was undertaken to explore using Blackboard to enhance, rather than to replace, a face-to-face course.

Two questions drove the study: (1) Does Blackboard enhancement facilitate student learning? and (2) Is there a difference in student response to Blackboard by class site (i.e., off-campus v on-campus)? The participants in the study were 32 graduate students enrolled in Philosophy and Practice of School Counseling, a required course in the master's in counseling program. Ten students were enrolled in the off-campus section; 22 students were in enrolled in the on-campus section. All of the students were currently employed as public school teachers.

One instructor taught both sections. The university provided two identical Blackboard sites. Materials made available through Blackboard were: a syllabus, links to state counselor standards, links to professional information, lecture notes, practice tests, discussion board, and exams. Effectiveness measures included usage records from Blackboard, end-of-course student evaluations, and instructor's evaluation. Students in both sections rated Blackboard enhancement as very useful. They rated lecture notes as most useful, closely followed by access to course material through external links. There was no difference by class site. The presentation included discussion of the experience and sharing of websites for counselor education.

Evaluating a Multicultural Counseling Course Taught With ITV, E-Mail and the Traditional Classroom: Four Approaches

Ann D. Chapman, University of Alaska, Anchorage

This presentation described four approaches used to evaluate the effectiveness of an ITV section of Multicultural Counseling that integrated traditional classroom sessions, for class unification and closure, and e-mail, for student-to-student reflection, into the class format. The section had 65 students at five sites. Two traditional face-to-face classroom sessions were held on Saturdays (the first and last sessions). During the first Saturday, pairs of students who did not know each other, preferably from different ITV sites, were formed. They e-mailed weekly reflections to each other exploring their beliefs, biases, and stereotypical attitudes about topics discussed in one of the texts.

The first evaluation used a Likert-type scale to examine students' self-reports and the professor's perceptions in order to determine if the course syllabus objectives were met. Differences between perceptions of the students and the professor regarding amount of gain in knowledge versus amount of gain in affective growth were found. Implications were discussed.

The second evaluation examined the content of the e-mail reflections to determine if they had facilitated confrontation of student biases. Knowing how much support students can need as they face their biases, the professor was concerned that students would not effectively confront their biases "at a distance." For most of the students (approximately 80%), the weekly e-mail reflections appeared to be very successful; for approximately 10% of the students, the pairings reinforced biases. Additional benefits and problems with e-mail reflections were presented.

The third and fourth evaluation approaches involved using national standards: (1) the Multicultural Counseling Competencies, and (2) a post hoc evaluation with the standards for distance learning in counselor education (Albrecht and Jones, 2001). The results of these evaluations were presented. A process for integrating the four evaluations and the importance of predetermining the class evaluation(s) to be used was stressed.

Session 3.3

11:00 - 11:50 AM

MATHEMATICS (Discussion)..... Gallery C

Presenter: John R. Petry, University of Memphis

The Effects of Interspersing Brief Problems on Perceptions of Time

Eric J. Billington and Christopher H. Skinner, University of Tennessee, Knoxville

Eight studies involving mathematics assignments were analyzed to see if there was a relationship between problem completion rates and judgments of time. All studies contained a control and experimental assignment. Control assignments were made up of either multiplication problems or mathematics word problems (target problems). Experimental assignments contained similar target problems with additional, brief tasks interspersed after every third target problem (interspersal problems). Absolute problem completion rates were calculated for the experimental assignments (target problems plus interspersal problems per-unit-of-time) and control assignments (target problems completed per-unit-of-time). These values were then used to calculate a relative problem completion rate for each study (experimental rate/control rate). Regression analysis showed that as the relative problem completion rate grew so did the percentage of subjects judging the experimental assignments as being less time consuming ($r=.99$, $r^2=.98$). Discussion focused on how rate of activity can influence judgments of time.

A Preservice Teacher's Utilization of Spatial Visualization Activities: The Continuation of a Case Study

Rebecca R. Robichaux, Southeastern Louisiana University

The development of spatial visualization should be a goal of all K-16 mathematics curricula. Previous research indicates the possession of strong spatial visualization skills appears to enhance a student's learning of certain subjects, particularly mathematics and the sciences. To develop this ability in their students, teachers should engage students in activities such as drawing pictures and constructing two- and three-dimensional models. In this case study, the teaching practices of an elementary education major, Belle, were examined. This study was a continuation of a previous case study in which Belle was the participant. Previously, the development of Belle's spatial visualization ability was examined. The purposes of this study were to determine: (1) if Belle's level of spatial visualization remained constant six months after the initial study's posttest, and (2) if Belle utilized any activities that promoted the development of spatial visualization ability during her student teaching experience. Data for this study were obtained through observations, lesson plans, an interview, and a follow-up posttest.

During this study, Belle was not aware of the specific types of activities that were being sought nor was she aware that her lesson plans would be used for data. Although Belle was not assigned to a mathematics classroom for her student teaching experience, results of this investigation revealed that Belle did engage her students in several spatial visualization activities during science and reading lessons. Two themes regarding the utilization of spatial activities emerged from the analysis of the lesson plan data. Belle's score on the follow-up spatial visualization posttest was considered to be practically equivalent to her previous score. Results of the analysis and implications of these findings were discussed with respect to the discussion of the previous case study and with respect to preservice teacher preparation in general.

Session 3.4

11:00 - 11:50 AM

PARENT INVOLVEMENT (Discussion)..... Gallery D

Presenter: Connie Tollett, University of Memphis

Student Diligence and Student Diligence Support: Predictors of Academic Success

Christon G. Arthur, Tennessee State University

There is concern that students are severely disengaged from school. Public perception believes that schools and teachers cannot prevent or overcome this problem. Consequently, many educators have been seeking to academically engage students and thereby enhance their academic performance. The purpose of this study was to examine options in which students can become academically engaged.

This study's theoretical framework is based on the philosophical belief that education is a human partnership. Therefore, in order to academically engage students, it takes a collaborative effort between two major institutions, school and home, because family environment is strongly related to student academic achievement.

A correlational study was used to describe the degree of the relationships among student diligence, student support systems, and student academic performance. Diligence scores were collected from 458 students, and diligence-support scores were collected from 358 parents and 34 educators. Students were matched to their parents to determine a direct relationship between parental diligence support and student diligence.

The research findings were: (1) there is a significant correlation between student diligence and academic performance ($r = .248$ $p < .01$); (2) younger students, 14 years and under, ($M = 136.62$, $SD = 15.42$) are more diligent than older students, 16 year old's, ($M = 123.81$, $SD = 17.11$) and 17 years and older ($M = 124.65$, $SD = 15.54$) $p < .05$; (3) students who perceive that others expect them to succeed ($M = 128.29$, $SD = 15.70$) are more diligent than those who perceive that others are not expecting them to succeed ($M = 112.49$, $SD = 19.36$) $p < .001$; (4) there is a

significant correlation between parental diligence support and student diligence ($r = .279$ $p < .001$); and (5) educators ($M = 140.05$, $SD = 12.22$) provide more diligence support to students than do parents ($M = 133.79$, $SD = 19.92$) $p < .001$.

It was found that significant correlations exist between student diligence and academic performance. When parental diligence-support is high, student diligence tends to be high. Students who perceive others to have high expectations of them tend to be more diligent. Therefore, students should be encouraged to be more diligent because it may translate into better academic performance. Parents and educators should be encouraged to provide more diligence-support to students, since it may result in greater student diligence. Significant others in the lives of students should be encouraged to hold high expectations of students.

Show Me the Money!: Teacher Salary Equity Study for Catholic School Teachers In Middle Tennessee

Denise P. Dunbar, Tennessee State University

This study investigated the disparity between the salaries of Catholic school teachers and public school teachers in Middle Tennessee. The study's results were shared with educators and budget and policy makers to provide insight into the challenges non-public schools face in the rising costs of education.

Many seasoned Catholic school teachers will soon be retiring, and new teachers must be recruited. While many Catholic school teachers have not objected to receiving lower salaries than in the public sector, this may not be the case in the future. It is anticipated that the intangible benefits of teaching in the Catholic school environment alone may not be enough to keep teachers from leaving in light of attractive signing bonuses offered elsewhere.

The research questions were: (1) In the Middle Tennessee region, to what extent is there a disparity between the salaries of 322 public school teachers and 322 Catholic school teachers when matched using their terminal degrees and years of teaching experience? (2) In Catholic schools with little or no disparity with public school teacher salaries, what strategies are used to improve their teachers' salaries? and (3) In Catholic schools with great disparity with public school teacher salaries, what are the special challenges to attaining teacher salary equity?

Data were gathered on 322 Catholic school teachers' salaries for 1998-99 and 2000-2001. Comparisons were made between these salaries and those of the local public school systems. For those Catholic schools that have little or no disparity with the public school salaries, interviews were conducted to determine what strategies were used to improve salaries.

Session 3.5
11:00-11:50 AM

COLLABORATIVE ACTION RESEARCH IN THREE SETTINGS: COMMUNITY COLLEGE, UNIVERSITY AND SECONDARY EDUCATION (Symposium..... Findley

Organizer: John M. Peters, University of Tennessee, Knoxville

Collaborative Learning in the Counselor/Student Relationship
Mark Cotter, University of Tennessee, Knoxville

Collaborative Learning in Information Technology
Martha Merrill, Pellissippi State Community College

Fostering Professional Development and Evaluation Through Collaboration
Betty Ragland, Mountain View Youth Development Center

The focus of this symposium was action research and its use in three educational settings: (1) the practice of a counselor in a federal student support services program at a University, (2) the practice of an instructor of a community college course in information technology, and (3) a school administrator's practice in a juvenile facility.

Study One: The goal of the practioner-researcher was to move beyond an information-gathering role with students to a dialogical relationship in which the counselor and student jointly construct knowledge. Nine students participated in the first semester of the study that spanned two semesters of counseling sessions. The counselor initiated a phenomenological interview as part of the intake process for students applying to the federal TRIO Student Support Services (SSS) program. The interview was followed by a dialogue with students during the first semester, and a second round interviews was held in the second semester. A change in procedure from the first to the second semester was found to enhance the conversational qualities sought by the counselor. A qualitative analysis showed that three elements of dialogue helped to define the idealized conversation: (1) speech that carries its own momentum, (2) playing with concepts, and (3) the use of images and metaphor. Phenomenological interviewing was found to help the counselor and student develop rich conversations while preserving their respective roles.

Study Two: The researcher introduced a collaborative learning approach to working with students in an information technology (IT) course. She sought to identify features of collaborative learning that stood out for her and students. Data collection procedures included phenomenological and semi-structured interviews with students, field notes, and journaling. Twelve students were interviewed at midterm, and 10

of the 12 were interviewed again at the end of term. The instructor recorded field notes after each class session and wrote journal entries at least once per week during the 16-week term. Data were analyzed inductively by identifying salient domains and analyzing across domains to identify patterns or themes. Preliminary findings show that three features of collaborative learning were most notable for the instructor and students: relationships, roles, and dialogue. This study suggested that students and the instructor altered their roles and relationships in terms of expectations associated with a traditional IT courses and that they were able to identify changes positive changes in their way of being in a classroom, including an alteration of the nature of their classroom discourse.

Study Three: This study examined teacher reactions to an administrator's use of collaborative strategies in required staff development and evaluation activities. Four teachers who were engaged in action research projects were trained to script classroom observations for colleagues. Appraisal conferences were structured as a dialogue that included teacher, observer, and administrator, with individual follow-up interviews. Data were analyzed for value statements about evaluation, professional development and collaboration, and changes in instructional strategy. Results indicated that teachers developed more positive attitudes toward required evaluation and were more likely to initiate individual and group professional development activities without direct supervision. Less conclusive was evidence of teacher changes in instructional strategies.

Session 4.1

12:00 - 12:50 PM

INSTRUCTION (Discussion)..... Gallery A

President:

Jesus Tanguma, University of Houston, Clear Lake

Teaching Research With Critiques and Grant Proposals

Robert L. Kennedy, University of Arkansas, Little Rock

The study investigated the effectiveness of an approach to teaching an advanced research class by comparing students' test scores before and after the course. The classes that were the focus of this study were offered in the fall 2001 and spring 2002 terms under the same instructor. Both sections incorporated article critiques (based on an instrument from Wilson and Onwuegbuzie), a critique-based exam, and an oral presentation of a grant application completed by the student. The purpose of the critiques and grant application were to provide the students with opportunities to apply in some depth the research knowledge they had acquired from their basic research courses.

There were 26 participants, for whom there was complete information, comprised of 14 females and 12 males. Multiple-choice pretests and posttests on fundamental research topics were given. A 30-item posttest yielded a Cronbach's alpha of 0.76. A paired t-test was run comparing the pretest and posttest scores. The assumption of normality was verified by the Omnibus Normality of Residuals test, but random selection was not possible since students cannot be randomly assigned to classes. No control group was possible since the same instructor taught all sections of the course. The t-test indicated that the null hypothesis of no statistically significant difference between the mean pretest and posttest scores could be rejected at the 0.05 level [$t(1,24)=2.42$, $p=0.02$]. The effect size, $d=0.61$, was medium (Cohen). It was concluded, then, that offering the course using the described approach could be reasonably effective in improving the performance of the students to the extent measured by the multiple-choice tests.

The Effectiveness of Cooperative Learning as an Instructional Strategy to Increase Biological Literacy and Academic Achievement in a Large, Nonmajors College Biology Class

Kim Cleary Sadler, Middle Tennessee State University

Cooperative learning may be defined as an active learning strategy in which students work together to create their knowledge interdependently to maximize their own and each other's learning (Aronson, Blaney, Stephens, Sikes, and Snapp, 1978; Johnson and Johnson, 1978; Kagan, 1988; Sharan and Sharan, 1976; Slavin, 1977). Six nonmajor's biology lecture classes ($N=349$) at a moderately sized southern university in the fall 2002 semester participated in the study. One lecture class integrated daily cooperative group learning strategies throughout the semester; the other five classes were a continuum of direct lecture instructional practices.

The data collected to ascertain biological literacy were obtained using the Biology Self-Efficacy Scale (BSES) and the Texas high school Biology-End-of-Course Exam (BECE, Spring 2001) administered in a pre- and posttest design. The data on student achievement was determined by the final course grade as reported by the lecture instructor. Differential means were analyzed with a one-way ANOVA. Comparing the cooperative with the direct lecture classes, there was a significant difference between the differential means of BSES Factor 3, application of biological concepts ($F(5,343) = 3.737$, $p < .01$), and BECE overall knowledge ($F(5,343) = 12.455$, $p < .0005$). There was no significant difference between BSES Factor 1, methods of biology ($F(5,343) = 1.953$, $p > .05$), and Factor 2, generalization to other sciences ($F(5,343) = 3.351$, $p < .01$), or BECE process ($F(5,343) = 1.071$, $p > .05$) and content ($F(5,343) = 1.156$, $p > .05$) questions. There was no significant difference in academic achievement ($F(5,343) = 1.592$, $p > .05$). Although the cooperative lecture class reported greater confidence in applying biology to other areas and overall biology knowledge, this study's results were not consistent with primary through postsecondary research related to cooperative learning, biological literacy, and academic achievement.

Session 4.2

12:00 - 12:50 PM

ADMINISTRATION (Discussion)..... Gallery C

Presenter: Russell E. West, East Tennessee State University

Teacher Perceptions of Principals: Refining the Instrument

Otis K. LoVette and Susie Watts, University of Louisiana, Monroe

A major concern to educators, parents, and stakeholders at all levels has been the academic performance of students. Effective schools research over the last 30 years has consistently identified "effective school leadership" as a component of an effective school. Recognizing the key role the principal plays in the success of a school and the lack of reliable instruments designed to measure principal effectiveness, the development of such an instrument began in the fall of 1998. Graduate students in educational leadership were asked to identify characteristics of effective school leaders, and the development continued in the spring of 1999 when similar students were asked to evaluate their principals. After completing the survey, students were asked to critique the items and modifications were made. After subsequent administrations the instrument has continued to be refined and exists as the Teachers' Perceptions of Principals (TPOP).

After the instrument was administered to an entire school district in the spring of 2001, the data were analyzed and presented to the district for use as a tool for administrative improvement. The material was also presented at the MSERA Annual Meeting held in Little Rock.

The TPOP has since been administered by two additional school districts with the data being analyzed and presented to the districts for their use. The data from the first administration have been combined with that obtained in the last two administrations and have been analyzed for variance to determine items that will be retained for future use. The TPOP originally contained 133 items and has now been reduced to 50 using several measures of variability to determine those items that were perceived most consistently by respondents.

The researchers have produced an instrument that has a high degree of reliability and should be a useful tool for assessing and improving the effectiveness of school principals.

How Policy Makers Can Target Applicants for the Principalship

Rose Mary Newton and Peter Zeitoun, University of Alabama

There is a nationwide shortage of qualified applicants for vacancies in the principalship. Recent proposals call for ameliorating the applicant shortage by providing principals with more realistic job descriptions. This article demonstrated a methodological procedure for assessing whether the proposed changes are likely to influence either the type or number of applicants willing to seek vacant positions.

This paper focused on job choice theory to examine reactions of principals to four factors (percentage of time engaged in instructional leadership, salary level, time needed to fulfill the job responsibilities, and job security) that policy makers may alter to enhance attraction for the job.

A national sample of male (n = 350) and female (n = 350) public school principals rated 16 hypothetical job descriptions manipulating the four factors. To analyze the data, a regression analysis was computed with the four factors serving as the independent variables and a composite score of the ratings of the job descriptions serving as the dependent variable. Next, the participants were clustered with the most homogeneous regression equations. Finally, differences in the decision making policies of the individuals within each cluster varying by gender were examined.

The major findings were that the vast majority of the participants made their job choice decisions based on salary. However, the decision making policies of men and women differed with women being over three times as likely as men to make decisions based on the opportunity to engage in instructional leadership. The policies of the individuals within each cluster also varied by school level race, educational level, and job experience level.

It was concluded that policy makers could use this research procedure to identify attributes of the job that appealed to specific groups of applicants.

Session 4.3

12:00 - 12:50 PM

HIGHER EDUCATION (Discussion)..... Gallery D

Presenter: Gahan Bailey, University of South Alabama

Faculty Participation in Governance: A Six-Year Longitudinal Study

Jack Blendinger, Vincent McGrath, and Linda F. Cornelious, Mississippi State University

This qualitative case study reported experiences in shared governance at a college of education over a six-year period (1996-2002). Initial experiences were first reported at the 1997 annual meeting of the Mid-South Educational Research Association (MSERA). This paper

reported the most recent happenings that have occurred.

Shared governance at our college started strongly, drifted into a disappointingly weakened phase, and then tentatively moved toward a possible resurgence with a new leadership team. Although the faculty's original vision has not yet been translated into reality, hope in what could and should be continues. High turnover of faculty and failed efforts to restructure the college seriously inhibited shared governance from being realized.

Operational guidelines, memoranda, minutes, reports, faculty surveys, artifacts, and anecdotal data collected over a six-year period were shared with session participants. Reasons why the concept of shared governance has not yet been successfully implemented were explored. Participants attending the session were invited to share their own experiences.

Preservice Field Experience: A Case Study of a University Program

E. Stephanie Fiala Taylor, University of Tennessee, Knoxville

This discussion session examined the literature review of a qualitative dissertation proposal, "Preservice Field Experience: A Case Study of a University Program." The study examined a university field experience art education program in depth. Preservice teachers in this program teach an art lesson to a small group of children in an elementary school setting. The programs' intent is to familiarize students to the content and practice of art in the elementary classroom. Preservice teachers prepare for using art in their future curriculum through a semester-long simultaneous study of art-making approaches and field experience.

Does this field experience program offer the preservice teacher a means of transferring knowledge learned in the classroom to the practice of teaching? What is involved in designing and implementing this kind of art education field practice? What are the intentions of such a program, and does the preservice teacher perceive and/or value these intentions as an important component of their education? Lesson plans and journal reflections of nine preservice teachers, field observation of both the adopted and university schools, interviews of the professor, nine preservice teachers and art and generalist elementary teachers examined the above questions.

Because of the experiential philosophy of this field experience program, the literature review focused on experiential education, constructivism, and mediated action theory. National Society for Experiential Education (NSEE) advocates field experience because of the increasing questioning of higher education's ability to meet the needs of the university student. "The classroom is often thought of as a barren place, far removed from the more immediate and relevant concerns of students" (Katula and Threnhauser). Social constructivism, which builds upon Vygotsky's theories, affirms that it is "necessary to look not only at individuals but also at the social and material environment with which they interacted" (Wells).

Bringing the Traditional Research Methods Course Into the 21st Century

James E. McLean and Bruce A. Behringer, East Tennessee State University

Many master's programs in education require students to take research methods courses that typically cover traditional methodologies. For students who aspire to be better teachers or become school administrators, this requirement is often viewed as another requirement to check off their lists and forget about. The purpose of this paper was to describe and evaluate a hands-on substitute for this course designed to provide future practitioners with research skills that promote life-long growth in their professional lives.

Students enrolled in a special section of research methods that used a hands-on approach. For the first third of the course, the class met weekly to address the action research model, community partnership programs, and the theories behind both. After reviewing descriptions of numerous community partnership projects, students selected one they wanted to research. Each project involved people from the community and the university. The course was supported by a website that provided course documents, requirements, and discussion opportunities. Class meetings were suspended while the students met with project personnel from the community and university and completed action research proposals. Students then presented their proposals to the class and submitted written versions to the instructors. Upon approval, classes were again suspended while the students implemented their studies. At the end of the term, students presented their results to the class and submitted written reports. A dinner was held where they again presented their results to the project personnel.

Students indicated that the course workload was heavy, but felt they were prepared to apply action research to their own practice. The people representing the projects felt that they gained concrete ideas for improvement. The community partnership coordinator gained documentation of the results for the projects. It seemed that all stakeholders in the process benefited and the university gained a new, hands-on research methods course.

Session 4.4

12:00 - 12:50 PM

A QUALITATIVE ANALYSIS OF THE EFFECTS OF MULTICULTURALISM IN MULTIPLE EDUCATIONAL SETTING: AS A TEACHER, AS AN ADMINISTRATOR, AS A DOCTORAL STUDENT, AND AS A PROFESSOR (Symposium).....

Findley

Organizer: Wade C. Smith, Tennessee State University

An Analysis of the Effects of Multiculturalism on the Administration of a Middle School as Perceived by the Administrator Acting as the Researcher/Participant

Johnny Crow, Jr., Hickman County (TN) Schools

An Analysis of the Effects of Multiculturalism on Learning in Doctoral Level Classes at Tennessee State University as Perceived by a Non-American Doctoral Student as the Researcher/Participant

Sharada Sekar, Tennessee State University

An Analysis of the Effects of Multiculturalism on Teaching and Serving in the Speech Pathology and Audiology Department, TSU, as Perceived by the Professor Acting as the Researcher/Participant

Valaria Matlock, Tennessee State University

An Analysis of the Effects of Multiculturalism on Teaching in an English Language Learner (ELL) Classroom as Perceived by the Teacher Acting as the Researcher/Participant

Ping Whittaker, Metro-Nashville (TN) Public Schools

During the last three years, the symposium participants have had multiple conversations concerning multicultural education and its impact on the various aspects of the Tennessee educational system, K-20. These discussions have focused on the manner that multicultural education has changed the education milieu. During these conversations, each of the discussants used her/his own perspective to explain how each incorporated a transcultural aspect into the educational environment.

All participants agreed to use reflective analysis to ascertain the impact multicultural education theory and actions have had on their activities. All participants were acting as researcher/participant. Each researcher was embedded in the culture of their respective educational settings. As such they acted as participant observers, and all of their research was based on their subjective, reflective, critical analysis of their educational environment. Mr. Crow, the administrator, acting as a researcher/participant, focused on his observations and experiences with his teachers' and students' multicultural perspectives. Ms. Sekar, a non-American student, used her interactions with foreign teachers and students as a basis for furthering her understanding of multicultural education and her discussions on the effects multicultural education has had on her learning experiences. Ms. Matlock, professor, used as the basis for her paper the effects multiple cultural perspectives have had on her teaching and service in her department at Tennessee State University. The multiple cultural perspectives she had encountered were based on SES and ethnic identities. She has analyzed how these multiple perspectives have impacted her at the university and in the field. Ms. Whittaker, English Language Learner (ELL) teacher, discussed her experiences teaching in a classroom where five languages other than English were spoken. The multiple cultural perspectives she encountered were based on differing languages and nationalities. She discussed how these multiple linguistic perspectives and nationalities impacted her in the classroom

Session 5.1

1:00 - 1:50 PM

TEACHER EDUCATION (Discussion)..... Gallery A

Presider:

Vicki A. Wilson, Muskingum College

Teachers in Middle Level Schools: Implications and Recommendations from a National Study

Vicki N. Petzko, University of Tennessee, Chattanooga

This research reported on the characteristics of middle level teachers, their work environment, their professional and academic preparation, their leadership roles, and their competency levels as perceived by their principals. Implications for professional development of current middle level teachers were noted, as were recommendations for the recruitment of future teachers of middle level students.

The research design was constructed as the third of three “decade studies” that focused on middle- level schools and was sponsored by NASSP (National Association of Secondary School Principals). Previous studies were in 1982 and 1991. Trend data were addressed.

Consistent with previous NASSP studies, middle-level schools were defined in the 2000 study as those serving young adolescents in any combination of grades five through nine. Principals of all middle-level schools in the United States were invited to participate in the online survey. Over 1,400 principals completed the questionnaire. Survey questions addressed four major areas relative to middle level schools: (1) their context and environment, (2) the leaders and leadership structures, (3) curriculum, and (4) school improvement practices. This paper extracted the data specific to the teachers from each of those major areas.

Results presented characteristics of middle level teachers, their academic preparation and professional preparation, the environment in which they work, their perceived strengths and weaknesses, and their roles as teachers leaders. In addition, their involvement in teaming and interdisciplinary instruction was discussed.

Implications were discussed and recommendations made with reference to the recruitment of future middle level teachers, the needed expansion of their knowledge base regarding the specific developmental needs of early adolescents, the development of skills required to be

effective as members of a grade level team, the knowledge required to develop interdisciplinary curriculum, and their training as teacher leaders.

Adult Wellness Education: A General Survey

T. Ross Owen, Morehead State University

Health has historically meant the absence of disease, but expectations of a reasonable quality of life have surpassed that of merely existing disease free. Many adults now aspire to a higher level of health, often referred to as wellness. Wellness generally entails engaging in attitudes and behaviors that improve one's quality of life.

This paper reviewed the literature related to adult wellness education. Wellness within the context of higher education was reviewed in terms of definitions, theoretical perspectives, and research approaches. The definitions of wellness espoused by the following people were reviewed: Dunn, Ardell, Hettler, Dossey and Keegan, Travis and Ryan, and Pilch. The theoretical perspectives of health and wellness, holism, wellness readiness, and social support were reviewed. Both qualitative and quantitative measures of wellness can be found in the literature, and both research approaches were reviewed in terms of employees and students in higher education. Recurring themes included self-awareness, personal responsibility, growth and development, self-actualization, and the integration of mind, body, and spirit.

Professional Development Topics and Actualization Preferences of Inservice Educators

JoAnna Dickey, Eastern Kentucky University

What do inservice educators want for professional development, and how do they want to get it? To answer these questions, a study was conducted to examine the topics for professional development and actualization plans as listed by inservice educators. The topics were listed as goal areas in a professional improvement plan (PIP) or continuing professional improvement plan (CPIP). One or more actualization strategies were then developed for each goal topic. The participants were requested to match the goal topics to one or more of the 10 Experienced Teacher Standards as developed by the Kentucky Education Professional Standards Board.

The 44 participants in this study were attending an elementary curriculum course as partial fulfillment in a degree or non-degree, advanced, teacher preparation program during the spring 2002 semester. The following types of programs were represented: elementary education (n = 20), library media specialist (n = 10), reading specialist (n = 4), interdisciplinary early childhood education (n = 4), special education (n = 3), and educational leadership (n = 3).

Twenty-seven different topics were identified, listed, and tallied. The 10 most frequently listed topics for professional development were: technology, curriculum, classroom management, discipline, assessment methods, lesson planning, collaboration, literacy, special education, and research. These 10 topics represented 80% of the total 179 tallied. Fifteen different actualization strategies were identified from the 212 listed. The strategies of attending a class, attending a professional development workshop/seminar, reading, and talking to peers represented 83% of the total number of strategies.

The findings from this study suggested that the design of professional development programs should include topics such as technology, curriculum, and classroom management. Implementation strategies should include course offerings, workshops/seminars, professional literature interaction, and peer interaction.

Session 5.2

1:00 - 1:50 PM

ACHIEVEMENT (Discussion)..... Gallery B

Presenter:

Srilata Bhattacharyya, University of Memphis

The Impact of Distance from School on Academic Achievement of Low-Income Students

Paul G. Ketteman, Tennessee State University

Implementation of a post-court order, School Improvement Plan, in Nashville, Tennessee's public schools rests on the belief that "neighborhood schools" and shorter bus rides lead to increased student achievement. This study examined this belief about the impact of total bus riding time on student achievement by comparing two groups of low-income students who ride buses from their neighborhoods to the same suburban elementary school. The groups were selected because of their highly similar characteristics such as socioeconomic status, race, age, and family composition. The average total daily bus ride times were 35 minutes and 80 minutes for the respective groups.

In this study, no significant difference was found between the achievements of the two groups as measured by standardized achievement test score means. This finding did not support the belief that shorter bus rides lead to greater student achievement. However, the literature indicated that total bus ride time indirectly leads to lower student achievement by disruption of the family and by the reduction of student

buy-in and belonging in the school.

You Can Take Them to Water But You Can't Make Them Drink; BUT You Can Make Them Thirsty

Anisa Al-Khatib, Eastern Kentucky University

The belief that all children can learn and the drive for all students to succeed seem to face the challenge of students' motivation to learn and to achieve. Creating an "internal state that arouses, directs, and maintains" (Woolfolk, 1998, 327) students' inclination for learning and achievement is a major challenge for teachers.

This paper focused on the challenge of motivating students to learn and succeed. It consisted of two major components. The first component dealt with the nature and the significant of motivation from the point of view of the behaviorists and the cognitivists. This provided for understanding the nature of motivation and its effect on students learning. The second component provided practical and doable suggestions for teachers to create school and classroom environments that stimulate and strengthen students' desire to learn and succeed.

Relationships Among Self-Regulated Learning, Personality, and Achievement

Mary Sue Polleys, Columbus State University

The purpose of this study was to investigate the relationships among self-regulated learning, personality, and achievement. Specifically, the study investigated whether a relationship existed between personality and self-regulated learning, whether a relationship existed between achievement and self-regulated learning, and whether achievement moderated the relationship between personality and self-regulated learning.

Subjects were 126 college students, approximately half of whom were remedial students. All subjects completed both the Myers-Briggs Type Indicator and the Motivated Strategies for Learning Questionnaire. Statistical measures, including multiple regression correlations, a series of moderated regressions, and a MANOVA procedure was performed in analyzing the data.

Significant relationships between self-regulated learning and personality were found in 17 instances out of a possible 60 for the whole group of subjects. The multivariate test found no significant influence of achievement on self-regulated learning.

When subjects' scores were separated into the remedial and non-remedial groups, differing patterns emerged. The non-remedial group showed relationships in only seven of the 60 possibilities. The remedial group, however, showed relationships in 15 of the 60 possibilities. The JP personality preference was the most powerful predictor of self-regulated learning for both remedial and non-remedial groups. Although the relationships between personality and self-regulated learning were different in many factors between the non-remedial and remedial groups, the overall multivariate test showed no significance; hence, achievement was not found to be a moderator of the relationships between personality and self-regulated learning. Results suggested, however, that relationships between the constructs exist and that exploring the connections in greater depth might help enhance motivation for students who are being taught to use self-regulated learning strategies.

Session 5.3

1:00 - 1:50 PM

SCHOOLS (Discussion)..... Gallery D

President:

Abraham A. Andero, University of West Alabama

Smaller Learning Communities: A Ninth-Grade Academy Initiative

Allison P. Potter, University of Memphis

This review explored the Smaller Learning Communities literature as it related to the challenges facing 9th-grade students entering a large urban high school setting for the first time. The concept of "schools-within-schools," as well as research on school transitions was also included. A planned program evaluation was presented, designed to assess the progress of a Ninth Grade Academy project being implemented at a local urban high school in Fall 2002. The planned evaluation process incorporated multiple quantitative and qualitative methodologies that have been developed by researchers at The Center for Research in Educational Policy at University of Memphis. The author used self-designed instruments to specifically address the asked research questions. Research questions focused on changes in school climate for teachers, students, parents, and staff, as well as the degree of implementation of the Ninth Grade Academy program.

The review included information on the data that were collected through developing and using program implementation benchmarks, classroom observations, administration of school climate surveys to teachers, students and parents as well as principal interviews and teacher focus groups. Additions to the incoming freshmen curriculum were also discussed. These included "The 7 Habits of Highly Effective Teens" program as well as instruction on study skills and work habits in the classroom. Additionally, the discussion included parent surveys that will be used to solicit in-depth perceptions regarding the parental involvement component of the Ninth Grade Academy initiative. Additional school longitudinal data were solicited on ninth-grade students regarding retention rates, course grades, disciplinary referrals and participation in

extra-curricular activities. Documentation of Ninth Grade Academy teacher training, as well as information regarding faculty retention rates, was also discussed as it related to the planned evaluation.

What Principals and Teachers Should Know About School Violence

Donald F. DeMoulin, University of Tennessee, Martin

It is amongst the most shocking of social ills: violence by children. While the issue is not new – it has generated both concern and research studies in the United States and abroad for over 25 years – recent violent acts by children in public schools have again focused our attention on this most disturbing issue.

Violence is no respecter of persons, geography, region of the world, social class, color or ethnic origin. It can happen anywhere. Violence does not begin in schools—it walks onto school premises from the neighborhood. Violence evades metal detectors, counselors, psychologists, and teachers because fear, anger, hopelessness, longing and frustration are carried invisibly in hearts and minds.

The session concentrated on nearly 15 years of research in the area of childhood self-concept and behavior that has been featured in journals and presented across the United States and in 10 countries. A self-concept continuum model and current descriptors demonstrated to the participants the damage that an unchecked self-concept can cause early in a child's critical developmental years.

Participants received handouts of numerous warning signs that accompany a child headed down the path of an unhealthy self-concept, as well as possible explanations and resolutions for dealing with the problem before it becomes too late. Participants also received information on a personalized approach to enhance positive self-concept development in children ages 4 through 7--a program that has already involved some 300,000 children during the last two years. Finally, participants took part in a question and answer session to fully engage in the overall focus of the presentation. Participants came away with a better understanding of the lethal consequences that can result from an unhealthy self-concept.

Session 5.4

1:00 - 1:50 PM

IMPROBABLE RESEARCH AND IRREPRODUCIBLE

RESULTS (Symposium) Findley

Organizer:

Walter M. Mathews, Evaluation Associates of New York, Inc.

Postmodernist Rules of Diet - With Eating Tips

Walter M. Mathews, Evaluation Associates of New York, Inc.

Research Results You Didn't Know You Needed to Know

David T. Morse, Mississippi State University

The MSERA Blues

Ronald D. Adams, Western Kentucky University

Retrospective Time-Series Analysis of an MSERA Annual Meeting Social Function's Evolution

Harry L. Bowman, Council on Occupational Education

Reflections on Budgets, Board Meetings, and Wine Bottles

Robert H. Rassmussen, Louisiana State University

There's Sumpin Fishy About These Scales and Things

Charles M. Achilles Eastern Michigan University

Many presentations of research at the 30 annual meetings of MSERA have resulted in publication in refereed journals, successful dissertations, positive promotion and tenure decisions, and even awards and national recognition. The collected research in this session guarantees "none of the above."

The presenters, long-time members of MSERA, have demonstrated by their behavior at previous conferences [particularly in New Orleans] that they each are standard deviants--beyond everyone's level of insignificance.

"The Postmodernist Rules of Diet--with Eating Tips." Finally, the truth is revealed about how to eat what you want and as much of it as you want, and justify it with *real* research. Excerpts from this meta-analysis are expected to be published as front-page headlines in the National Enquirer.

"Research Results You Didn't Know You Needed to Know." Each year, many new scholarly journals are initiated, each seeking to fill some specific niche in the literature of some discipline. From the archives of MSERA and elsewhere, we were fortunate to locate findings that virtually nobody would ever have suspected they needed to know. This trailing-edge research was finally given the attention and respect it

deserves.

“The MSERA Blues” sung by its writer/composer is a little bit country, a little bit blues, and a little bit rock and roll...but it was all MSERA, research, and the paper chase that all have had to live with for most of our professional lives.

“Retrospective Time-Series Analysis of an MSERA Annual Meeting Social Function’s Evolution” was a post-hoc analysis of variables related to the MSERA Annual Meeting social function now called the President’s Reception. Viewed from an historical perspective, variables of particular interest were format of the event, financing the event, and benefits derived from members.

“Reflections on Budgets, Board Meetings and Wine Bottles” was a thoughtful analysis of the issues that helped shape the early history of the Mid-South Educational Research Association. Special attention was given to dispelling the myths have existed about the impact of selected wine and cheese receptions on the operating budget of the organization. No real names were used without their permission.

Session 5.5

1:00 - 1:50 PM

WRITING GRANT PROPOSALS (Training - 1 hour)..... Crystal

John R. Petry, University of Memphis

The session emphasized the following: (1) sources of grant and project funding (local, state, and federal sources and foundations), (2) initiating activities: personnel concerns, contract issues, ethical issues, work/task analysis, costing, scheduling, and network analysis, (3) project management: budgeting, meeting deadlines, noting resource changes, reviews and reports, and evaluation procedures, and (4) deliverables (products and materials). Knowledge bases and skill requirements were cited: (1) teamwork, (2) critical thinking, (3) problem solving, (4) professional responsibility, (5) values, (6) time management, and (7) best professional practice. Emerging computer applications were also discussed. Participants spent time in imagining an educational need, submitting a short proposal to a funding agency to create a project to meet the need, and managed the project, noting deficiencies in design, discrepancies meeting goals, and success in the achievement of objectives.

Session 5.6

1:00 - 2:50 PM

EXCEPTIONAL EDUCATION/STUDENTS

AT RISK (Displays)..... Roosevelt

Building Administrators' Knowledge, Disposition, and Performance Competencies for Technology Integration for Students with Mild/Moderate Disabilities

Jimmy D. Lindsey, Southern University, Baton Rouge, and Natee Banjerdsakul

The purpose of this study was to investigate building administrators' knowledge, disposition, and performance competencies for technology integration for students with mild/moderate (M/M) disabilities. The accessible population was 177 administrators in a metropolitan area (southeastern state), and a stratified, randomized sample technique was used to select a sample of 151 administrators to serve as subjects. One hundred six administrators participated in the study, completing a three-section questionnaire. One-way between subjects designs was used and the factors were professional (e.g., highest degree) and school (e.g., school type) characteristics, technology integration-practice activities, and special education experience. The dependent variables were the subjects' assessment of their technology integration knowledge, disposition, and performance competencies. SPSS 7.5 descriptive (e.g., mean, SD), parametric (MANOVA and ANOVA), and non-parametric (Kruskal Wallace H-Test) modules were used to analyze the data.

Results indicated that subjects agreed that the 10 knowledge, 10 disposition, and 10 performance competencies were essential for promoting technology integration for students with M/M disabilities. Results also suggested that school type (e.g., elementary, middle, high school, university laboratory/BESE) and number of students with M/M disabilities enrolled (1-14 vs. 16 or more students) affected the administrators' knowledge and performance competencies. Additionally, subjects recommended that professional development, software, technology budget, collaboration, and community involvement were the major areas that needed to be addressed if schools were to promote technology integration for students with M/M disabilities.

The findings of this study will contributed to expanding educational technology, general and special education, and educational administrator knowledge bases. They will also contribute to an understanding of the roles of and competencies related to building administrators and technology integration leadership.

Encouraging Collaboration Through Service Learning

Hollie C. Cost and Glee Whitsett, University of Montevallo

This display featured a description of a service-learning project established collaboratively by the university and a local self-contained special education program. Under the supervision of university faculty and a local special education teacher, seventh- and eighth-grade students with disabilities have been commuting to the university campus to complete clerical duties on a weekly basis. This program was developed

as an incentive program for those students who demonstrated significant behavioral improvement during each semester and has served to promote the relationship between the university and the local school.

Beginning fall of 2002, university students from the secondary education program were paired with the junior high school students to further facilitate the mentorship process. Informal student surveys have indicated that prior to taking an introductory special education course, secondary students are hesitant to interact with students with disabilities. This program is designed to enable preservice teachers' to implement instructional methods acquired in their special education course and will serve as a field experience for students in the secondary teacher education program.

Data presented on the display included: (1) behavioral changes for secondary students, (2) job skills acquired by secondary students, (3) changes in preservice teachers' attitudes toward students with disabilities, (4) knowledge of instructional methods of preservice teachers serving as mentors, and (5) knowledge of instructional methods of preservice teachers without field experience.

Selected Teachers' Perceptions of Special Education Laws

Jack J. Klotz, University of Central Arkansas, and Roy Brookshire, Lumberton Public Schools

The process for teacher certification varies significantly between states, thus allowing for a variety of preservice teacher experiences. With such a wide variation in teacher program methods, it is reasonable to speculate that teachers enter classrooms with a research-based variation in knowledge of subject area, classroom management skills, curriculum understanding, and an understanding of student learning styles. Similar, in fact, is their understanding of special education policies, procedures, and laws.

This presentation reported the findings of a research study designed to investigate the perceptions and level of knowledge of special education law, policies, and procedures among regular education teachers and special education teachers in a selected southern state. A review of the pertinent literature was presented within the paper. The following seven principles of IDEA that ensure the delivery of educational services for students with disabilities were specifically addressed in this study: (1) parent participation, (2) least restrictive environment, (3) individualized education program, (4) procedural safeguards; (5) appropriate evaluation, (6) zero tolerance, and (7) related services. Data were collected from a random sample of 355 teachers representing both regular education and special education teachers using a modified questionnaire instrument initially developed by Hines (2001) and consisting of 31 items. A multivariate analysis of variance (MANOVA) was utilized to test for differences in seven hypotheses contained within the study.

Based upon analysis of the collected data, a series of implications emerged that were reported as they have implications for administrative action given their bearing on the educational environment and the delivery of instruction in schools. Finally, the presentation closed with nine specific recommendations for schools based upon the findings of this study.

Whole Language Reading Education For Middle School Students with Learning Disabilities

John A. Sargent, Donnie Bickham Middle School/Louisiana Tech University

This literature review first examined what constituted a whole language approach to reading instruction. From the research examined, it was determined that its origins were research based, and the approach primarily relied on a constructivist view of learning that emphasized active rather than passive learning.

Recent research on whole language education showed that students in whole language classrooms do as well or better on standardized reading tests and subtests. Additionally, the students in these classrooms seemed to develop a greater ability to use phonics knowledge more effectively than students in traditional classrooms where skills were practiced in isolation. Phonics instruction took place routinely in whole language classrooms, primarily by a whole to part method rather than part to whole. Recent research detailing the effectiveness of whole to part instruction was examined.

The research surrounding whole language reading and language arts instruction for middle school students with learning disabilities was also explored. While much of the research focused on reluctant readers, students with special needs were also included because they were often the most reluctant readers. Numerous studies were cited that underlined the parts of a whole language reading program.

Overall, whole language reading instruction was considered to be an effective instructional methodology for middle school students with learning disabilities. Students took charge of their learning and were invited to join a community of learners in reading.

The Relationship Between Library Anxiety and Reading Ability

Qun G. Jiao, Baruch College/CUNY, and Anthony J. Onwuegbuzie, Howard University

Library anxiety represents an uncomfortable feeling or emotional state that is characterized by fear, apprehension, worry, and the like. These feelings typically may be experienced by individuals who are contemplating using the library, or reflecting on its use. Evidence is emerging that library anxiety is a multidimensional construct that is believed to hinder students' effective library use. As such, recent research has sought to identify antecedent correlates of library anxiety in an attempt to identify students who are most at risk of experiencing debilitating levels

of this psychological phenomenon.

Because the main purpose of libraries is to serve as an avenue for obtaining a multitude of text in various forms, and because reading is the key activity undertaken by library users, it is likely that students with the poorest reading skills are the most uncomfortable in a library setting. Yet, surprisingly, no research exists investigating the relationship between levels of reading ability and library anxiety. This was the purpose of the present inquiry. Specifically, the current study examined the relationship between reading comprehension and reading vocabulary and five dimensions of library anxiety (i.e., barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers). Participants were 45 African American graduate students from various disciplines who were administered the Library Anxiety Scale and the Nelson-Denny Reading Test. A canonical correlation analysis ($R_c = 0.39$) revealed that reading comprehension and reading vocabulary were related statistically significant to barriers with staff, comfort with the library, and knowledge of the library. Implications were discussed.

Drugs, Tobacco, and Violence Prevention/Intervention Through Project C.H.A.N.G.E.

Dennis C. Zuelke and Gordon Nelson, Jacksonville State University, and
 Donna Taheri and Gelane Nelson, DeKalb County (AL) Public Schools

Begun in 1999-2000 as one of only four funded projects in Alabama's county school systems, Project C.H.A.N.G.E. is a drugs, tobacco, and violence prevention and intervention program for hundreds of middle school-aged children, grades five through nine, in the county's schools. Four project coordinators provided the research and assessment necessary for the development of a grades five through nine curriculums in drugs, tobacco, and violence prevention. Further, these personnel coordinated distribution of needed information, training, and intervention. Teachers and counselors are trained in the curriculum; students to assist peers, and youth service agencies are networked with schools to provide intervention as necessary. Project coordinators network with over 70 public and private organizations to provide services to middle school-aged children and their families.

Displayed were materials showing the changes that have occurred since 1999-2000 in the attitudes and behaviors of middle school children in the county. The display uniformly showed the awareness and involvement impact the project has had on youth across the county. As one anti-drug law enforcement officer put it, "Project C.H.A.N.G.E. is by far the most successful youth anti-drug program in the state of Alabama." Typical of school administrator comments is the following: "It used to be I didn't know who or where to call when students in my school needed immediate help. Now I just call Project C.H.A.N.G.E., and, in 20 minutes, someone is here to help."

Through the little understood and, therefore, often underutilized administrative function of coordination, Project C.H.A.N.G.E. staff have been able to engage in activities that ranged from assessment of needs to the evaluation of outcomes. These activities have resulted in the outcomes displayed and informally discussed with interested attendees. A brief outcomes, summary paper was available along with displayed project materials.

Session 6.1

2:00 - 2:50 PM

COLLEGE STUDENTS (Discussion)..... Gallery A

Presenter:

Larry G. Daniel

Self-Reported Perceptions of Computer Courses by Gender and Ethnicity

Glennelle Halpin, Gerald Halpin, and Todd Johnson, Auburn University

There is still a so-called "digital divide" in the U.S. between black and white computer users. African Americans still lag behind white users in computer use. Teachers and the educational system are also being pointed out as the reason for the gender gap in computer use. One argument states that the gender separation in the use of computers goes as far back as kindergarten. Males gravitate toward computer games and mechanical toys. Females, on the other hand, are more likely to play with dolls or be involved in more social games.

This study examined pre-engineering freshman preferences regarding their experience taking computer classes and the grades they received. Specific questions explored in the study were whether there were any significant differences in perceptions of computer classes and grades related to: (1) gender differences, (2) racial differences, and (3) changes of perceptions for students entering as freshman for the years 1997 to 2000.

A total of 2,127 students were included in the sample, with each of the respective years contributing between 22.8% ($n = 485$) to 27.1% ($n = 576$) students. For the entire sample, there were 466 females and 1,661 males with 219 of the students being African American and 1,908 being Caucasian students. ANOVA were run for each of the dependent variables of perceptions of computer courses and grades received in the courses. Results and findings based on these four years of student samples draws into question who is being digitally divided and falling through the gap in the education system.

Comparison of Study Skills of Graduates and Undergraduates

Mary H. O'Phelan, Neresa B. Minatrea, and Mary Beth Haydon, Western Kentucky University

Sternberg (1998) says that an awareness of cognitive functioning can influence the type of activities students use to learn material, and even whether they try to learn. Although efforts to teach learning and thinking skills are becoming more common in K-12 schools (Bransford et al., 1989), college students get little help with these skills and are often unaware of their own processes for learning (Jacobson, 1998). Comparisons of effective and ineffective learners have found differences in metacognitive behaviors (Jedege, Taplin, and Fan, 1999). Some may assume that once a student has been in college for a while, she/he will know how to study and what to do. The purpose of the study was to investigate whether students with more credit hours actually have better study skills and habits.

Approximately 20 classes ($n = 500$) at beginning (less than 30 credit hours), intermediate (more than 60 credit hours), and graduate levels were randomly selected from the course listings at a southern comprehensive university. Surveys assessing metacognitive awareness and study skills were distributed to each instructor of selected classes with an explanation of the purpose of the study and procedures. Surveys contained 56 items, each describing a situation to which students responded by judging how often (always to never) the item applied to them. Instructors were asked to administer the surveys to their students and return the completed surveys to the researchers by campus mail.

Analysis of data consisted of comparison of frequencies and percentages of answers in each category for the three groups as well as chi-square analysis for differences between groups. Implications of the study were that instructors may be able to increase the success of college students by helping students become more aware of their cognition and study habits.

Predicting Student Performance in a College Self-Paced Introductory Psychology Course: The Role of Motivational Orientation, Learning Strategies, Procrastination, and Perceptions of Daily Hassles

Ronald L. Skidmore, Morehead State University

This study examined the effectiveness of using selected self-report measures assessing motivational orientation, learning strategies, procrastination, and perception of daily hassles to facilitate the prediction of student engagement in a self-paced introductory psychology course. Research has shown these factors to be associated with academic success and of concern to instructors and students alike.

Surveys that economically and effectively assess these factors would be invaluable for the instructor attempting to predict student engagement and determining possible interventions to promote academic success. Four surveys purporting to measure the constructs were chosen. A demographic survey was also administered.

The course utilized a local area network of personal computers to administer all materials and to collect relevant data for each participant. Students agreeing to participate in the study were administered the surveys during the first three class sessions of the semester. The course was self-paced, with students determining their rate of engagement. A criterion level of accumulate points determined course letter grade and course completion. Data were collected on 149 students, 122 of whom completed the course.

For students completing the course, engagement was determined relevant to the number of days to course completion. A median-split was used to determine early finish versus late finish groups. Non-finishers comprised the third group. Discriminant function analysis to discover and interpret combinations of predictors determined that group membership could be predicted reliably.

Implications for using these surveys to predict student engagement, as well as instructor intervention, were discussed.

Session 6.2

2:00 - 2:50 PM

QUALITATIVE RESEARCH (Discussion)..... Gallery B

Presenter:

Karen B. Dahle, University of Alabama, Birmingham

The Influence of Cultural Synchronization on a Teacher's Disciplinary Practices: A Case Study of An African American, Middle School Classroom

Carla R. Monroe, Emory University

Although a significant body of research addresses teachers' perceptions of student disruption, the views of African American teachers remain underrepresented. In particular, little is known about African American teachers' disciplinary practices with students of the same race. The purpose of this study was to examine if and how the concept of cultural synchronization relates to an African American middle school teacher's responses to student disruption.

In light of literary findings regarding the importance of cultural synchronization in schools that serve African American students, understanding how the concept relates to classroom management is particularly important. Yet, most empirical studies address curricular rather than disciplinary connections (Delain, Pearson, and Anderson, 1985; Ladson-Billings, 1994; Paul, 2000). Whereas this scholarship has enhanced educators' awareness of the application of cultural synchronization in school environments, the imbalance has precluded the development of a broad understanding of the concept. The findings from this case study, however, mark one important step in addressing this gap.

This research project was a qualitative case study of an African American, middle school classroom. The participants were 22 students (12 African American boys, nine African American girls, and one white girl) from lower middle and working class backgrounds and one African American teacher with 10 years of experience. The data collection included 36 field visits, two semi-structured teacher interviews, 12

informal teacher interviews, and copies of all handouts relevant to disciplinary issues that the teacher provided to the students. The data were coded based on emergent themes (Rubin and Rubin, 1995). Two primary behaviors typified the teacher's responses to disruption: (1) patterns of cultural humor, and (2) demonstrations of emotion and affect.

The results of this study suggested that classrooms characterized by cultural synchronization reflect a unique type of humor found among African Americans who live in southern urban areas. Often engaging in playful bantering with her students, Ms. Simpson used humor and her authority to regulate boundaries of appropriate behavior. Forms of humor that the teacher used distinctly echoed her students' culture and language patterns. Her decision to engage and support momentary asides also suggested that she did not perceive her role or authority as the teacher being threatened, nor did she seem to fear that she would lose control of the class. Furthermore, the students' participation and compliance with her cues indicated that they accepted Ms. Simpson's efforts to support, as well as to end humorous, off-task interactions.

In the vein of warm demanders, Ms. Simpson periodically employed a tough, and what may be perceived as a harsh, style with her students. Findings in this area were less common than her displays of humor and were generally reserved for a few incidents that the teacher perceived to be severe.

The results of this study supported previous research and have added to scholars' understanding of cultural synchronization and effective classroom management practices. The findings back previous empirical research and conceptual articles because the teacher's actions demonstrate the salience of cultural synchronization in the professional practice of effective teachers of African American students. However, the findings from this study enhanced current literature by directly juxtaposing culturally relevant education and cultural synchronization against classroom management practices in a middle school context.

Class Consciousness: A Phenomenological Study of Graduate Students' Experiences

Kathleen C. York and Renee Falconer, University of Southern Mississippi

The research literature related to social class has revealed that: (1) a person's success in an academic setting may be limited by her/his class position, (2) class may affect whether the person is engaged with lessons, and (3) class may affect how teachers and students interact with one another. Educators lack a solid understanding of how school shapes class identities and how consciousness of class identities affects relationships, belief systems, and teaching practices.

This phenomenological study focused on the following overarching question: What concept of class-consciousness in teaching and learning can be derived from the experiences of working-class graduate students? During the course of the research study, the following subset of questions naturally emerged: (1) How has class shaped the identities of these graduate students? (2) What were the problems and challenges these students faced when they entered academies? (3) How did these students negotiate a sense of belonging and inclusion at their academies?

A concept of working-class consciousness in teaching and learning contexts was derived from the perspectives of three, working-class graduate students. Data were collected by means of field notes (both descriptive and reflective notes obtained from the participants' verbal descriptions and written memoirs) and taped, semi-structured interviews. The tapes were transcribed and the memoirs were examined. The researcher looked for significant statements about how each participant experienced class consciousness in teaching and learning contexts, used horizontalization of the data to identify significant statements, treated each statement as having equal worth, and compiled a list of non-repetitive, non-overlapping statements. These statements were clustered into meaningful units and grouped thematically. Lastly, an overall description of class consciousness was developed based on the emergent themes. Implications for educators were identified.

Undergraduate Students as Threaded Discussion Leaders

William F. Brescia and James Swartz, University of Arkansas

Approximately 200 undergraduate students took a one-hour, online, educational technology lecture course at the University of Arkansas. The students participated in weekly threaded discussions of major issues in educational technology. The questions were concerned with were: (1) How do undergraduate students communicate as participants in threaded discussion groups? (2) To what degree were leadership strategies we taught students to use in threaded discussion groups successful? and (3) To what degree were undergraduate students successful as leaders of threaded discussion groups?

Since the publication of the "Seven Principles for Good Practice in Undergraduate Education" there have been several attempts to apply the principles to World Wide Web learning environments. In this research were examined principles two, three, four, and seven that applied directly to the student involvement in online discussions. Those principles are: develop reciprocity and cooperation among students, use active learning techniques, give prompt feedback, and respect diverse talents and ways of learning.

Students served as online discussion leaders and question stimulators during their twice a semester assignment as discussion leader. Students were randomly selected until all students were chosen. Participation was valued as one third of their grade. There were 14 groups with 14 students in each group. On the first day of class students were trained how to be discussion leaders and what constituted acceptable. Each week the faculty member posted a case study with an associated task to be completed.

The data indicated that most undergraduate students functioned reasonably well as threaded discussion groups. Many students were able to use the discussion support strategies fairly consistently and successfully. However, students showed considerable variability in the performance as threaded discussion leaders.

Further research should analyze the effects of additional support on the success of discussion leaders.

Session 6.3

2:00 - 2:50 PM

TEACHER EDUCATION (Discussion)..... Gallery C

Presenter: Beverly M. Klecker, Morehead State University

An Application of Angoff's Method for Deriving an Admissions Cut Score

Jennifer Sanders and Rod Roth, University of Alabama

When faculty members of a university department decided to use a standardized writing test as a part of their assessment of applicants to the teacher education program, they needed a method to determine a reasonable cut score. This paper reviewed the procedure, based on Angoff's Method, developed to meet this requirement. Angoff's Method relies on the judgments of individuals who are qualified to decide what minimum level of knowledge, as measured by the test, is required for the program. Once this procedure was implemented and an appropriate cut score derived, the score was scaled according to the process of the specific test. Rationales and methods were developed for the department to adjust the cut score to take into account the broader context of the test and its typical population.

Predicting Performance on Praxis I: Academic Skills Assessment

Garfield Burke and Patricia Brooks, Mississippi Valley State University

All students in Teacher Certification Programs at Mississippi Valley State University (MVSU) must pass the PRAXIS Series (Professional Assessments for Beginning Teachers) for partial fulfilment of the requirements for a degree in Teacher Education. The faculty members in the Education Department need reliable information that can provide an accurate assessment of a student's potential for completing the educational requirements for a degree in Teacher Education.

Several studies have been done to examine factors that predict performance on standardized achievement tests from which strong relationships between a student's scores on the sub-tests of the American College Test (ACT) and performance on standardized achievement tests were found.

A sample of 30 students ($n = 30$), 20 women and 10 men, who had taken both the ACT and the Praxis I: Academic Skills Assessment, was used as reference group. Another sample of 15 students ($n = 15$), 10 women and five men, who had also taken the ACT and the Praxis I: Academic Skills Assessment, was used as a cross-validation group. Scores on ACT sub-test (English, mathematics, reading, science reasoning, and composite) were obtained from the Office of Admissions and Recruitment, and the Praxis I: Academic Skills Assessment scores (reading, writing, and mathematics) were obtained from the Department of Teacher Education. The means and standard deviations on all variables for both groups were calculated. A correlation for ACT sub-test scores and the Praxis I: Academic Skills Assessment scores was developed. Regression analysis was performed for the Praxis I: Academic Skills Assessment scores using ACT sub-tests as predictors. The regression equation, used in the regression analysis, was used to correlate predicted scores with obtained scores from the cross-validation group to test the accuracy of the equation.

The predicted and obtained scores of the cross-validation group on the Praxis I (reading, writing, and mathematics) were correlated and found to be strongly related. Currently, a passing score on Praxis I is a requirement for admission to Teacher Education. The significant relationship found between ACT sub-tests and Praxis I: Academic Skills Assessment scores (reading, writing, and mathematics) should promote realistic advising of students and aid students in making career decisions.

What the Students Have to Say: Institutional Barriers in a Secondary Teacher Preparation Program

Gary M. Stiler and Carrie Andersen, University of Southern Indiana

The preparation of secondary teachers is often uniquely separated from teacher education departments. While teacher education faculty generally advise and instruct elementary education majors, liberal arts faculty often retain the primary responsibility for advisement of secondary education majors. Furthermore, many of the instructional strategies preservice secondary students learn from their content area instructors are not what teacher educators consider being best practices. If teachers are being prepared by faculty outside of departments of teacher education, are they learning INTASC mandated student-centered instructional strategies? What do students perceive as the relative quality of advisement and teaching by faculty outside of teacher education departments? Would they prefer to be advised and taught by teacher education faculty?

In order to examine the dimensions of these issues, three groups of students participated in a survey that was designed by a student and a faculty member. The survey attempted to correlate the 10 INTASC standards with student perceptions of the relative quality of their coursework and of the advisement they had received.

The results of the survey offered directions for secondary preparation programs on how best to coordinate their advisement and instruction with content specialists outside of teacher education. The presenters described why and how the study was planned and implemented. They discussed findings and implications important to both students and faculty.

Session 6.4

2:00 - 2:50 PM

EDUCATION REFORM (Discussion)..... Gallery D

Presider: Otis LoVette, University of Louisiana, Monroe

Should We Have Faith or Should We Have Post-Tenure Review?

Matthew A. Witenstein, Louisiana State University

This review of the literature covered three important aspects of post-tenure review. The first element was an examination of statements on post-tenure review given by the American Association of University Professors (AAUP) over the course of the last 30 years. Information on several institutions and higher education systems that have instituted post-tenure review policies was detailed as well. Finally, there was an examination of recent articles by scholars who have commented in the literature or done studies on the subject.

Articles were selected to reflect the views of several constituencies affected by post-tenure review. To gain an historical perspective, an analysis was included of statements endorsed by the AAUP and critiques of those statements by scholars. An array of articles sharing and critiquing information on institutions and educational systems were included to reflect the variation of post-tenure review systems instituted. A synthesis section shared critiques by academics determining how tenure can be saved through post-tenure review in this era of greater accountability, while also giving examples of how some academic departments have been utilizing it in a productive manner.

Constituents, including parents, students, local and state governments, Boards of Regents, and university administrators, are increasingly interested in receiving adequate academic services. They require more than just the notion of faith to rest on to determine sufficient service. Post-tenure review may be able to provide that function if institutions use it as a measure for faculty enhancement, not as a penal measure.

Examining an Education Specialist's Role in an Era of High-Stakes Testing: An Analysis of Power

Peter Zeitoun, University of Alabama

The use of nationally developed standardized tests has proliferated during the past decade, and as a result, thousands of schools systems around the nation are paying increased attention to student achievement. Efforts by members of school systems to increase their ratings on state report cards range from revamping schedules to rethinking priorities to redesigning curriculum. One such effort is contracting educational specialists whose intended purpose is to help teachers increase students' low standardized test scores and overall academic achievement.

Using a multiple-site case study design with four levels of analysis (the superintendent, one education specialist, two principals, and teachers), this study examined the effects the introduction of a new position, the education specialist, had within the hierarchy of one of the poorest county systems in the Black Belt of Alabama. As this study mainly sought to delineate power relations as a result of the new position, the theoretical framework consisted of critical theory. Using a grounded theory approach to data collection and analysis, interview data (in-depth, semi-structured, and open-ended) were relied on primarily to gain insights into the participants' perspectives. Documents and teacher questionnaires corroborated and challenged themes that emerged from the interview data. The questionnaires completed by teachers helped to delineate perceptions and experiences with regards to the education specialist. The superintendent and the education specialist may claim student academic achievement is improving. However, when challenged from a critical theory perspective, it is clear from the lines of power that the superintendent has taken much of the principals' power and autonomy away. Principals though, by working with the education specialist, have enhanced their bureaucratic power over teachers. Implications indicated that hiring an education specialist could be an effective manner by which to increase student achievement, but its implementation must be well planned.

Utilizing Action Research as a Tool in Systematic School Reform: A University-School District Partnership Pilot Project

Sharon Sanders, Duval County (FL) Public School District,
and Larry G. Daniel, University of North Florida

Partnerships between schools and institutions of higher learning (IHLs) are becoming increasingly important in light of: (1) governmental mandates (e.g., No Child Left Behind legislation) requiring partnerships, (2) heavy emphasis on data-informed decision making within classrooms and schools as a result of the current standards-based movement, and (3) emphasis on partnerships in accreditation standards for teacher education programs (e.g., National Council for Accreditation of Teacher Education). Although IHL/school partnerships can have a variety of foci, within school reform environments, a common focus is on efforts linked to the achievement of P-12 students. The present paper described a

pilot project designed to assess the feasibility of forming a larger partnership between a large urban school district, Duval County (FL) Schools, and the teacher education program at the University of North Florida.

The project focuses on assisting teachers in implementing action research projects with the immediate goal of improving the achievement of students within their classrooms. Teacher participants in the pilot project (n = 10; all volunteers) were selected from a variety of elementary and middle school sites within the district. Schools are involved in one or more of several district-based reform initiatives, with each initiative focused on the improvement of student achievement per its particular emphases. The ultimate goal of the pilot project was to determine the efficacy of action research as a tool for educational leaders and teachers within their school reform efforts. The present paper included a description of the project planning activities along with early feedback on the project's first four months of implementation. Descriptions of the action research projects implemented by each teacher were also presented.

Session 6.5

2:00 - 3:50 PM

INSTRUCTIONAL STRATEGIES FOR ONLINE COURSES IN EDUCATION (Training - 2 hours)..... Crystal

Bonnie V. Daniel, Michelle P. Arant, and Amy M. Coleman, University of Tennessee, Martin

This two-hour training session presented current research on the efficacy of online teaching and learning, as well as practical steps in converting traditional, classroom material to asynchronous learning. Specifically, the presentation focused on three areas: (1) recent research on the efficacy of online courses, (2) how online teaching requires a paradigm shift in the way instructors approach teaching, learning, and class management of course content, and (3) strategies for developing community.

With increasing demands for professors to teach online, those who teach how to teach should be informed about how to best deliver learning via this medium. This session began with recent research about online teaching and how the balance between teaching and learning is redefined. Likewise, the presenters facilitated activities that allowed participants to reflect on their own biases and/or fears toward online learning. The session moved from philosophical underpinnings of online teaching to the more pragmatic issues of how to create a community of scholars in online coursework.

The training session content focused on four specific objectives: (1) provide research that describes best practice in online teaching, (2) learn steps in transferring a course taught in traditional setting to an online format, (3) examine online course management strategies, and (4) assess novel ways to develop community in the absence of classroom meetings.

Acknowledging that online courses are not appropriate for all course content, nor for all faculty members, the presenters led participants in exploring their own biases, misinformation, and reservations towards this technological supplement to teaching. The activities consisted of the following: (1) simulating traditional course planning and comparing that process to the demands of planning an online course, and (2) discussing how different levels of community can be established in asynchronous learning.

Session 7.1

3:00 - 3:50 PM

FIELD EXPERIENCE (Discussion)..... Gallery A

Presenter:

Rebecca Robichaux, Southeastern Louisiana University

Emotional Intelligence: An Investigation of its Potential Impact on Teacher Effectiveness

Daphne W. Hubbard, University of South Alabama, and Michael C. Ross, Kennesaw State University

It is possible and expected for teacher educators, classroom teachers, administrators, and field placement supervisors to delineate the characteristics of effective teachers based on research, field observation, and personal experience; however, too often problems occur because of the limitations of communicating to and giving feedback to preservice teachers about what is not happening in their teaching, or the areas in which they need to improve in order to be an effective teachers. Another problem in teacher education is the misconception among preservice teachers that expertise in a content area or pedagogical knowledge is the primary characteristic of an effective educator. Because past research dealing with teacher effectiveness concentrated on the observable aspects of teaching, Collinson (1999) suggested that effective teachers possess three areas of knowledge: (1) professional knowledge, (2) interpersonal knowledge, and (3) intrapersonal knowledge, which is based on Goleman's (1995) theory of emotional intelligence and Perkin's (1995) theory of reflective intelligence. Goleman (1995) defined emotional intelligence as the abilities that help people fare better in life, including self-control, zeal, persistence, and the ability to motivate oneself. Goleman's (1995) research gives teacher educators and field placement supervisors a concrete way of addressing those illusive, enigmatic characteristics of effective teaching in the areas of interpersonal and intrapersonal knowledge. According to Reissman (1999), the five areas of emotional intelligence that apply to teachers are as follows: (1) know thyself, (2) keep emotions in check, (3) exercise empathy, (4) get motivated and set goals, and (5) use social skills and manage relationships. When teachers understand their own level of emotional intelligence and its impact on their choices as individuals and as teachers, they will more likely understand the needs of their students, form strong bonds with students and colleagues, cut stress, manage time better, and reach goals more readily and easily.

Decreasing the Inappropriate Vocalizations and Increasing the Assignment Completion of a Fifth-Grade Student

Renee Oliver and Christopher H. Skinner, University of Tennessee, Knoxville

Through the process of behavioral consultation, this action research project examined the effectiveness of an intervention to improve the behavior of a male, African American, fifth-grade student in a general education classroom.

The target student was initially selected because of his inappropriate vocalizations during time designated for independent seatwork. Three forms of data were collected: (1) narrative functional behavior analysis data, (2) the percentage of daily assignments completed by the student, and (3) teacher evaluations of the student's behavior on a daily behavior evaluation form. Baseline data showed that the student was often displaying inappropriate behaviors, as measured by the daily behavior evaluation form, and was completing less than 50% of his daily assignments. Functional behavior analysis data identified the function of the behavior was to gain the teacher's attention.

The researcher and the classroom teacher designed an intervention to give the student systematic teacher attention while promoting his completion of assignments. During the baseline period, the classroom teacher wrote all of the assignments for the day on the board in the morning, passed out materials, and reviewed the instructions for each assignment. The students were then given until lunch to complete all of these assignments. During the intervention phase, the teacher presented only one assignment at a time to the student and instructed him to raise his hand when he was done. Upon completion of each assignment, the student would raise his hand, be called up to the teacher's desk, receive some verbal praise for his work, and be presented with the next assignment.

The result was that the student rarely displayed inappropriate vocalizations and began completing at least 70% of his daily assignments. The results suggested that changes in the presentation of assignments accompanied by positive reinforcement could improve student behavior in the classroom.

Responding to Supervisee Impairment: Role of the Supervisor

Ronica D. Arnold and Katherine Dooley, Mississippi State University

Supervisee impairment is an area about which many authorities have written, but few have empirically investigated. According to Wiggins-Frame and Stephens-Smith, the client may experience a negative therapeutic relationship if the therapist is impaired. Impairment of the therapist may include: (1) unresolved personal issues, (2) unaddressed personal stressors, and/or (3) and extreme lack of personal insight and awareness (Lamb, Presser, Pfof, Baum, Jackson, and Jarvis, 1987).

This study was an attempt to empirically examine the area of supervisee impairment in counseling training. The counselor supervisors responded to a questionnaire that assessed the supervisor's method of: (1) identifying, (2) addressing, and (3) remediating supervisees whose impairment emerged in the the master's level counseling training experience.

Of the 13 instruments distributed to counselor supervisors, only 10 were useable. Of the 10 participants, eight were women and two were men. Four of the participants were beginning supervisors, two had been supervising for a year, and four had five years of experience.

Neither experienced nor inexperienced supervisors indicated having a plan to identify, address, or remediate the impaired supervisee. Only 30% had been trained in working with the specific problems of impaired supervisees. However, more than 60% had discussed the impact of personal issues (i.e., stress, drug dependence) on the effectiveness of therapy with a client. Only one supervisor reported having been involved in dismissing a supervisee.

The results of the study implied to the researcher that more study targeting the identification and remediation of the impaired counseling supervisee was needed. Since little training was provided to trained supervisors, it may have been that this area had not been resolved by training programs in counseling. Research that explores the counseling programs's response and the training of supervisors in dealing with impaired supervisees was suggested.

Session 7.2

3:00 - 3:50 PM

STATISTICS (Discussion)..... Gallery B

Presenter:

Randy Parker, Louisiana Tech University

Post-Hoc Power: A Concept Whose Time Has Come

Anthony J. Onwuegbuzie, Howard University, and Nancy L. Leech, University of Colorado, Denver

The purpose of this paper was to discuss the importance of reporting post-hoc power. Robinson and Levin (1997) proposed a two-step procedure for analyzing empirical data, whereby researchers first evaluate the probability of an observed effect (i.e., statistical significance) and, if and only if statistical significance is found, then they assess the effect size. Recently, Onwuegbuzie and Levin (2002) proposed a three-step procedure when two or more hypothesis tests are conducted within the same study that involves testing the trend of the set of hypotheses at the third

step. Although both methods are appealing, their effectiveness depends on the statistical power of the hypothesis tests. Specifically, if power is lacking, the first step of both methods that serve as "gatekeepers" for computing effect sizes, may lead to the non-reporting of a non-trivial effect (i.e., Type A error; Onwuegbuzie, 2001).

The typical level of power for medium effect sizes in the behavioral and social sciences is around .50 (Cohen, 1962). With power of .50, the incidence of Type A error is high. Clearly, this can be reduced if researchers conduct a priori power analyses to select appropriate sample sizes. However, such analyses are rarely employed (Cohen, 1992). When this is the case, researchers should conduct post-hoc power analyses, especially for non-statistically significant findings. Doing so would help researchers determine whether low power threatens the internal validity of findings (i.e., Type A error).

This paper advocated the use of post-hoc power analyses. First, a definition and history of statistical power were provided. Next, reasons for the non-use of a priori power analyses were presented. Third, post-hoc power was defined and its utility delineated. Finally, a heuristic example was provided to illustrate how post-hoc power can help to rule in/out rival explanations to observed findings.

Interpreting and Reporting Effect Sizes in Research Investigations

Martha Tapia, Berry College, and George E. Marsh, II, University of Alabama

Statistical significance tests have been essential for social science and educational research for the past 70 years, but they have been criticized for dependency on sample size. In an effort to correct for this limitation, the 1994 edition of the APA publication manual encouraged the use of effect size reporting, and many journals now require it. In 1999, the APA Task Force on Statistical Inference emphasized that effect sizes should always be reported along with p values. Subsequently, in 2001, the fifth edition of the APA Publication Manual stressed the importance of including an index of effect size. Although the concept of effect size has existed for many years, it remains somewhat of a mystery to many researchers. Reporting effect sizes remains infrequent. This paper discussed some basic effect size choices, provided formulas for computing different, corrected and uncorrected, effect size statistics, and offered guidelines for interpreting effect sizes. A heuristic example illustrated how interpretation of measures of effect size can provide the researcher with better information about the nature of research results.

Methods for Resampling Meta-Analyses With Multiple Effect Sizes

Robert G. Stewart, East Tennessee State University

For the last decade, the use of meta-analytic methods in educational research has been widespread. Indeed, few aspects of education have escaped the meta-analytic revolution. However, the acceptance of findings has not been outright, as several validity threats remain debatable. Prominent among these are: (1) the "normality" problem, and (2) the "independence" problem (i.e., should multiple effect sizes from a single study be analyzed independently). Accordingly, resampling methods have been proposed when it is assumed that: (1) distributions are non-normal, and (2) multiple effect sizes are independent. Incidentally, however, resampling methods suitable for non-normal dependent multiple effect sizes have not been found.

Herein, methods for resampling meta-analyses with dependent multiple effect sizes are discussed. First, the literature regarding the use of resampling for a univariate meta-analysis was reviewed. Second, a review of the "independence problem" (i.e., multiple effect sizes) was provided. (Note that a technical discussion was appended to clarify the differences between existing methods for modeling dependent effect sizes.) Finally, resampling methods for countering the problems of "non-normality" and "non-independence" for the multivariate meta-analytic case were described.

For educational researchers involved with meta-analysis, it is likely that multiple effect sizes will be of issue. In most cases (if not all), multivariate methods will be preferred over univariate. Moreover, resampling methods can improve multivariate meta-analytic applications.

Session 7.3

3:00 - 3:50 PM

CULTURE (Discussion)..... Gallery D

Presenter:

Doug E. Masini, East Tennessee State University

A Confirmatory Factor Analysis of the Middle School Description Survey Using Data From Middle Grade Teachers, Administrators, and Counselors

W. Scott Hopkins and Larry G. Daniel, University of North Florida,
and Gahan Bailey, University of South Alabama

A series of confirmatory factor analyses of the Middle School Description Survey (MSDS) were conducted using data from a sample (n = 351) of middle grade teachers, administrators, and counselors within a selected school district. Based on Schein's (1985) model of organizational culture, the MSDS proposes to measure the organizational culture of a middle school across five dimensions: human activity, human

relationships, school environment, reality and truth, and human nature. A previous study using exploratory factor analysis of data from a national sample of principals yielded support for these five dimensions, with scores on the first three subscales also yielding satisfactory alpha reliability estimates (i.e., > .70). The present study extended this previous work by positing and testing several confirmatory models.

Confirmatory models were tested using LISREL8 software. The initial five-factor model had a less than satisfactory fit to the data. Subsequently, a four-factor model was tested, with scores on items intended to correlate with the original fifth factor dropped from the data set. Fit was improved over the five-factor model; however, several fit statistics remained below conventionally adequate levels. Finally, scores on the items intended to correlate with the original fourth factor were dropped, and a three-factor model was tested. This model yielded adequate fit statistics, providing support for the validity of scores on the human activity, human relationships, and school environment factors. The alpha reliability estimates for scores on the full scale (both with and without the "dropped" items) exceeded .90, and alphas based on all three subscales' scores exceeded .70. Findings were consistent with the previous exploratory results, particularly for the first three factors. Further refinement of the MSDS should include adding items to the intended reality/truth and human nature subscales and conducting further construct validity studies to determine the efficacy of addition of items.

Addressing Cultural Diversity in Secondary Schools

Helen S. Brinson and William A. Person, Mississippi State University

The demographics among secondary students in several districts across the United States are rapidly changing. For instance, the 1990 and 2000 Census Reports from California indicated that the ethnic distribution had been shifting during the 1990s from white to Hispanic and Asian/Pacific Islander. This shift resulted in a decline of the white population from 57% in 1990 to 47% in 2000 and an increase in Hispanic and Asian/Pacific Islander population from 35% in 1990 to 40% in 2000. This review of literature examined why it is necessary to address cultural diversity in secondary schools, and considered pertinent factors related to this need.

Specifically, this paper focused on the following topics: (1) redefining the cultural norms of the schools, (2) refocusing the content, methods, and priorities of the instructional program, (3) attending to the personal/affective needs of students and staff, (4) establishing new relationships between the school, home and community, and (5) school policy. The implications of addressing cultural diversity in secondary schools will necessitate changes in curriculum, funding, preservice teacher programs and higher education.

The Use of E-Prime Language in Improving Oral and Written Communication in Leadership

Karen L. Stevens, Tennessee State University

Many of the problems in communication have to do with clarity and preciseness, but just as often these problems occur because of the inflexibility of certain words. The overuse of the verb "to be" is often the culprit, when this intransitive verb becomes dogmatic in its application. "I am. . .You are" is so definitive that the statement often becomes a confrontational one.

E-Prime Language simply put is English without the verb "to be." It becomes more than that as a discipline that encourages, even forces, the user to write, speak and think more clearly and accurately. As a discipline it works to achieve a congruency between the verbal maps made of experience and the actual territory or experience itself. So E-Prime consists of a more descriptive and extensionally oriented derivative of English that automatically tends to bring the user back to the level of first person experience. It also removes the use of the passive voice and allows the user to be more vivid in her or his communication.

This paper addressed what E-Prime Language is and how it can be used in improving communication in leadership.

Session 7.4

3:00 - 3:50 PM

INVESTIGATING SELF-DIRECTED LEARNING IN CULTURE, LEARNING STYLES, AND CREATIVITY (Symposium)..... Findley

Organizer:

Dessa M. Beswick, University of Tennessee, Knoxville

Overview

After three decades of research, Self-Directed Learning has become a foundational concept of adult education. This symposium presented findings that addressed the relationship of Self-Directed Learning with culture, learning styles, and creativity.

Self-Directed Learning and Cultural Adaptability in the Global Society

Larissa Chuprina, Bridge Refugee Services

The purpose of this study was to investigate the relationship between self-directed learning readiness and cross-cultural adaptability among United States expatriate managers with the help of the Self-Directed Learning Readiness Scale by Guglielmino (1977) and the Cross-Cultural Adaptability Inventory by Kelley and Meyers (1992). The found strong relationship between the two phenomena indicated that self-directed learning skills could be the factors that fostered cross-cultural adaptability. In the age of globalization, it is essential for educators to identify factors that can aid in the development of cross-cultural adaptability for designing more effective programs and training techniques.

Self-Directed Learning and Learning Styles

James Canipe, Morehead State University

The purpose of this study was to examine the relationship between self-directed learning readiness and learning styles. The Self-Directed Learning Readiness Scale (SDLRS), developed by L. M. Guglielmino (1977), and the Learning Style Inventory (LSI) developed by D. Kolb (1984), were administered as a means of exploring the relationship between the two variables. Self-directed learning readiness in this study appeared to occur across all learning styles, instead of being identified with a particular learning style.

For the most part, self-directed learning readiness appeared to occur across all modes of learning, and this relationship between the SDLRS and the modes of learning of the LSI can be described as an amalgamation. Furthermore, this relationship could perhaps be described as "apples and oranges." Yet, the lack of strong relationships and the lack of significant differences may also suggest that self-directed learning readiness is a part of all learning styles and all the modes of learning and does not relate to one particular learning style or mode of learning.

Self-Directed Learning and Creativity

Barry Cox, University of Mississippi

The purpose of this study was to investigate the relationship between creativity and self-directed learning readiness. Participants were administered the Self-Directed Learning Readiness Scale (SDLRS), the Khatena Torrance Creative Perception Inventory (KTCPI), and a demographic questionnaire. A significant moderate positive correlation was found between creativity and self-directed learning readiness. There were also significant positive correlations between self-directed learning readiness and the components of the KTCPI (SAM and WKOPAY?). The SAM and WKOPAY? had a moderate positive correlation. There were significant positive correlations, ranging from moderate to weak, between self-directed learning readiness and seven of the 11 factors of the KTCPI.

The results suggested that there was a relationship between creativity and self-directed learning readiness that reinforced earlier accounts. It is possible that these related attributes, especially if used together, will help the achievement of adult community college students.

Dialogue with Audience

The symposium concluded in a dialogue with the audience around the concept of self-directed learning in culture, learning styles, and creativity.

3:00 – 3:50 PM GRADUATE STUDENT..... Directors’ Room

A Time To Rap and Wrap – come talk with us.

**Session 7.5
3:00 - 4:50 PM TECHNOLOGY (Displays)..... Roosevelt**

Making Technology Teacher-Friendly: A University Partnership Between Preservice and Inservice Teachers

Vivian H. Wright and Laurie Fowler, University of Alabama

With increased emphasis on technology integration from preservice to inservice teacher use, The University of Alabama's Department of Secondary Curriculum, Teaching, and Learning (SCTL) developed a new program, Master Technology Teachers (MTT). The program was developed to encourage technology integration at clinical placement sites and to build student and teacher knowledge of effective technology integration. Additionally, preservice teachers gain authentic learning experiences and knowledge to enhance teaching and learning with technology, while inservice teachers benefit from use of university resources and valuable professional development workshops that demonstrate technology infusion.

Technology has permeated our educational experiences, and educators are seeking strategies to use technology to enhance teaching and learning experiences for the preservice and inservice teacher. Research has established that teachers often teach as they were taught (Bennett, 1991). Therefore, teacher educators must not only model technology practices; they must ensure that preservice teachers are provided with

opportunities to observe and participate in technology practices in their clinical experiences. Wang (2000) asserted that preservice teachers should be provided with effective models of effective technology teaching that are university and field based. Bielefeldt (2001) noted the importance of professional development for successful technology integration that transfers into today's classrooms.

This poster presentation focused on: (1) importance of the partnership involving university faculty, inservice and preservice teachers, and the inservice center, (2) procedural details of the MTT program, from conception, to workshops, to implementation, (3) via online delivery, showcase of various projects and how technology is infused at each MTT site, (4) student electronic portfolio presentations featuring MTT projects, and (5) an overview of professional development modules.

Participants left this session with new ideas, new knowledge, and a deeper understanding of how to build successful technology partnerships between clinical sites and teacher education programs. Ongoing professional development is the key to this success.

Using Technology to Redesign a Candidate Evaluation System

Jane H. McHaney, University of Central Arkansas

Universities and colleges have a professional responsibility to ensure that its programs and graduates are of the highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of information and making use of that information to strengthen the unit and its programs. This presentation described the unit assessment plan at a university and how the plan incorporates the use of a web-based system.

In 2000, the NCATE board ratified a new performance-based accreditation system and standards. With the advent of performance-based accreditation, teacher candidates are expected to show mastery of the content knowledge in their fields and to demonstrate that they can teach effectively. This presentation described one institution's unit assessment system that is designed to provide systematic and continuous documentation and evidence of candidate performance in area of initial and advanced licensure. This database is designed to handle large amounts of text, to allow for user-friendly forms, to allow access from the web, and accommodate current data. This system provided data for continued improvement of the programs to ensure the preparation of quality teachers for our schools.

Elementary Education Candidates' Attitudes Toward Technology

Meiko Negishi and Anastasia D. Elder, Mississippi State University

As part of a larger evaluation, this study examined elementary education candidates' attitudes toward technology, including: (1) general use of technology, (2) motivation of technology use in instruction, and (3) knowledge of assistive technology for peoples with disabilities.

This study was a part of a larger evaluation project that examined the effectiveness of infusing technology in the Mississippi Education system, funded through a grant by the U.S. Department of Education, Preparing Tomorrow's Teachers to Use Technology program. One aim of this grant is to train Elementary Education candidates in a technology rich environment. At one institution, this included providing training in instructional technologies (e.g., Internet), assistive technologies, and project-based environments during their coursework.

Surveys were administered to elementary education candidates at their entry into the elementary education curriculum (pre-survey) and again immediately prior to their graduation (post-survey). Candidates were asked Likert-scaled items about their general use of technology (e.g., how satisfied are you with your use of technology?), beliefs about technology for instruction (e.g., students are excited about using computers in the classroom), and also items about knowledge of assistive technology (e.g., I feel knowledgeable about how to accommodate students with impairments).

Candidates reported gains in their satisfaction of their technology skills (from about 40% highly satisfied at pre-survey to 70% highly satisfied at post). Furthermore, there was an increase in the percentage of candidates reporting that they work on the computer 6 - 15 hours per week (from 30% at pre-survey to 60% at post). In addition, pre- to post-comparisons regarding students' beliefs about the motivating quality of technology for instruction and knowledge of assistive technology were presented. Overall, the findings of this study indicated an impact of technology education on elementary education candidates' attitudes toward use of technology.

Understanding Copyright in the Information Age: Implications for the Classroom and Beyond

Robert M. Gray, Jon Beedle, Susan Lucas, Grinell Smith, and Robert Youngblood, University of Alabama

This paper addressed the current state of copyright law and its implications on education. With the revolutionary growth of the Internet in recent years, the availability of information to teachers and students has grown tremendously, causing the classroom to undergo a remarkable transformation and opening previously unseen opportunities for teaching and learning. However, somewhere in this increase in the availability of information, the actuality of copyright seems to have been forgotten, or at least conveniently shrouded behind a fuzzy doctrine known as "Fair Use." The truth is that, while there are a lot of opinions out there about what is legal and acceptable, many of these assumptions are based on myths and misconceptions rather than actual copyright law.

The presentation began with an overview of copyright law and what the doctrine of Fair Use actually allows. Research for this

section included Section 106 of the US Legal Code, Title XVII, and recent relevant court decisions, as well as several recent publications on the subject (Dagley and Lan, 1999; Carter, 2001; Patterson, 2002; Crews, 2001; Templeton, 1998).

Many common questions about the use of copyrighted materials in the traditional and online classroom (e.g., text, images, links, films, etc.), and common scenarios were presented where such questions come into play. The discussion of each scenario was supported by relevant case law.

Several teaching ideas were introduced, aimed at various grade levels that will enable teachers to educate their students about the importance of copyright compliance.

A new website that presents all of the information on copyright provided in our presentation in an easily accessible format was introduced. It also included many more copyright scenarios and teaching ideas, as well as an extensive FAQ page and links to other resources.

Session 8.1

4:00 - 4:50 PM

COGNITION (Discussion)..... Gallery A

Presenter:

Jack Klotz, University of Central Arkansas

**Cognitive Deficits in Breast Cancer Patients With Adjuvant Chemotherapy and Radiation:
An Exploration of Everyday Cognition and Related Factors**

Linda W. Morse, Kristine M. Jacquin, and Carolyn E. Adams-Price, Mississippi State University

Cancer patients receiving chemotherapy or radiation frequently report difficulties in cognition. Although several studies have attempted to empirically identify the nature of the potential cognitive deficits, these studies are inconclusive and limited in their findings because of their lack of comprehensive, meaningful assessments of cognitive functioning and related factors. The present pilot study examined the relationship among everyday cognitive thinking processes (e.g., balancing a checkbook), reported neuropsychological symptoms, depression, and positive psychology factors (e.g., social and cognitive factors thought to help people cope with stressful life events) among breast cancer patients.

Ten women (mean age = 55), all of whom had received or were completing chemotherapy and/or radiation in their treatment for breast cancer, completed the following instruments: (1) the Everyday Cognition Battery (ECB), (2) the Neuropsychological Symptom Inventory (NSI), (3) the Geriatric Depression Scale, and (4) the Positive Psychology Protective Profile (PPPP). Statistically significant correlations were found for all factors of the PPPP (e.g., positive outlook, negative symptomology, and problem solving), and the NSI factors of reported physical symptoms, motor functions, and attention/concentration, as well as for depression. Relative to everyday cognitive functioning, only one correlation was observed between the PPPP factor of positive outlook and the ECB score for declarative memory. Breast cancer patients with a positive outlook were more likely to report less depression and fewer neuropsychological symptoms. They also had a higher correlation between positive outlook and one subscore on the ECB, declarative memory (i.e., the test for information from a checkbook register or money-related information).

Additional research is needed to examine more ecologically valid measures of cognitive functioning along with other measures related to psychosocial and neuropsychological functioning in individuals undergoing chemotherapy and radiation. Implications from this study and suggestions for future research were discussed.

The Relationships Between Graduate Students' Learning Perceptions and Their Academic Self-Efficacy

John L. Byer, University of West Alabama

The challenges of graduate school require that students persevere in making sustained and determined academic efforts in order to overcome obstacles and achieve goals. Bandura (1977,1997) described academic self-efficacy, or cognitive self-regulatory power, to overcome obstacles in order to accomplish goals, as being susceptible to positive influence from environmental stimuli. Academic self-efficacy is influenced by intervening variables (Bong, 1999). These intervening variables include the environmental stimuli variables of students' learning perceptions including involvement and affiliation perceptions, and the extent to which students perceive that instruction has met their needs to gain knowledge, critical thinking skills, and professional skills. Absences was the sixth predictor variable.

Therefore, this study checked for relationships between graduate students' learning perceptions and their academic self-efficacy. One hundred forty-five graduate students attending the evening school of a southern university completed a short form of the Student Assessment of Teaching and Learning Instrument, reported their number of absences, and also completed the Personal Learning Efficacy Measurement. Eighty-five of these participants were females, and 60 were males, and approximately 60% were African American, while 40% were white.

Statistically significant ($p < .05$) positive relationships ranging from $r = .16$ to $r = .41$ were found between five of the predictor variables and academic self-efficacy. Similar relationships were found between these variables one year earlier. Subjecting the intercorrelation matrix of seven variables to factor analysis indicated that four factors explained 67% of the variance.

These findings provide evidence about the relationships between students' learning perceptions and academic self-efficacy, thus promoting a knowledgeable foundation for eventually promoting improvements in graduate students' academic self-efficacy.

New Paradigm for the “Digital Natives”: A Social Cognitive Perspective

Srilata Bhattacharyya, University of Memphis

Radical changes in recent years in epistemological beliefs of educators have resulted in viewing learning as a function of students' own meaningful experiences. Along with this, technological advances in computing technology have resulted in creating a new genre of computer games that provide the environment in which the learner experiences and constructs new knowledge. The nature of the learner has undergone dynamic changes, too. Digital technologies have introduced cognitive changes in the new generation leading to new learning needs and preferences. The generation “X” has been aptly referred to as “digital natives.” Computer games now form the new paradigm for learning.

The conceptual framework for this study was based on Bandura's social cognitive perspective, emphasizing the integration of instructional design. It posits that, for today's learners, learning strategies should not be entirely predetermined and the learning environment should be highly adaptive to suit specific student actions and requirements. Interaction with these computer-generated virtual environments will facilitate learning for these students.

The games generation is born with fingers poised at the keyboard. Exposure to the digital media and multiple forms of technological stimulation have made this generation develop fast reflexes, necessitating intense concentration, and programming their brains to the speed and interactivity of the games. The psychological impact of these new technologies implies that besides the traditional strategies of learning, the new generation requires nonlinear learning strategies. Computer games provide just that.

The purpose of this study was to examine the effects of computer games on learning for the digital natives from the theoretical framework of the social cognitive perspective. In this study, self-regulation of learning was discussed in terms of social cognitive theory and instructional design, focusing on computer games. It was proposed that computer games facilitate the development of cognitive components like self-regulatory learning processes.

Increasing Problem Solving Through the Metacognitive Skills of Planning, Monitoring, and Evaluating

Patricia D. Goldberg, Hanover College

Researchers studying children's intelligence and problem solving introduced metacognition. They discovered that some children are more likely to monitor their own problem solving and to correct their errors. Many instructional strategies are offered in the educational literature; however, there is little to support direct instruction of metacognition for eight- to nine-year-olds in science, mathematics, or the visual arts. The primary purposes of this action research were: (1) to gather data about what aspects of metacognition might develop naturally in the eight to nine year old, and (2) to examine the effects of the direct instruction of metacognitive strategies on problem solving in different subject areas.

Two research tools were developed: (1) a "think aloud" protocol in which students talk out loud about what they are thinking during an assigned task, and (2) a category system that is used to categorize student statements.

Two classes of third-grade students participated in the study; each class had 26 students. Students were assigned to classes to ensure a balance in gender, achievement, behavior problems, and special education students. In the investigator's class, a culture of thinking was created using several different instructional strategies composed of a two-pronged approach: (1) strategies focused on raising student awareness of their own thinking, and (2) strategies focused on planning, monitoring, and evaluating within the subject domains of mathematics, science, and visual arts. Each student was videotaped completing a science, mathematics, and visual arts task using the think aloud protocol in September and April.

The analysis of the data provided patterns of responses for understanding eight- to nine-year-old students' natural metacognitive thinking, as well as implications for teachers on direct instruction of metacognitive strategies in problem solving for science, mathematics, and the visual arts.

Session 8.2

4:00 - 4:50 PM

GENDER ISSUES (Discussion)..... Gallery B

Presider:

Kathy K. Franklin, University of Alabama

The Effect of Single Gender Group Work on the Attitudes and Achievement of Female Chemistry Students

Jill D. Tennant and Jesus Tanguma, University of Houston, Clear Lake

The study examined the effect of single gender versus coeducational group work on the achievement and attitude of female students during a six-week chemistry unit taught by the same instructor. The unit objectives and test questions were based on the Texas Essential Knowledge and Skills (TAAS) for Science guidelines for seventh grade.

The subjects, seventh-grade female students at a suburban junior high school, were randomly assigned to either single gender or coeducational groups. Group work included hands-on experiments, problem-solving activities, and projects. Before each activity, treatment and

control subjects were randomly assigned to groups. Therefore, although females in the treatment group always worked with other females and females in the control groups always worked with several males, the students did not necessarily work with the same group members each time.

Chemistry achievement was measured using pretest/posttest gain scores. The pretest and posttest were parallel forms of the same test and each contained 40 multiple-choice questions. To assess content and face validity, the test was shared with a subject matter expert.

The attitude survey consisted of 10 declarative statements using a five-point (1 = strongly agree, 5 = strongly disagree), Likert-type scale. The survey was piloted using a different set of seventh graders. Based on the responses, no changes were made to the instrument.

Although previous studies demonstrated cognitive and attitudinal benefits of single gender classes and schools, hands-on activities, and small group work, this study found no statistically significant differences between the chemistry achievement of the subjects assigned to the single gender group versus the coeducational group. Likewise, there were no statistically significant chemistry attitude differences between the subjects assigned to the single gender group versus the coeducational group.

Who Are Our Students?: Effects of Geographic Region and Religion on Gender Identity

Janet R. McNellis, Catie Strickland, and Chan Roark, Troy State University

Over the last 30 years, as marked social change has occurred in the United States, the influence of culture on gender roles has become a subject of increasing interest to feminist scholars across disciplines. In general, throughout most of the United States, conceptions of appropriate roles for men and for women have undergone a noticeable shift towards more liberal egalitarian attitudes. However, some research suggests that this may not hold true for Southerners, especially those of fundamental Christian religions. This study was designed to test and expand the findings of previous gender role research in order to help southern college educators better understand their students.

The specific research questions focused on: (1) whether Self-Identified Southern College Students (SISCS) displayed different gender identities and/or different rates and degrees of sexism than college students who did not identify themselves as southern, and (2) whether SISCS who self-identified themselves as fundamental Christians displayed different gender identities and/or different rates and degrees of sexism than SISCS who did not self-identify themselves as fundamental Christians. Participants were 226 college students: 133 SISCS and 93 non-SISCS. They each completed a demographic questionnaire, the Bem Sex-Role Inventory, the Ambivalent Sexism Inventory, and the Attitudes Toward Women Scale.

The data were analyzed using statistical methods. Findings included significant differences on some of the measures between the Fundamental Christian SISCS and the non-Fundamental Christian SISCS. Significant differences were also found between SISCS in general and non-SISCS. Conclusions were drawn on the effect of "Southernism" and "Fundamental Christianity" on gender identity. Implications for college educators were discussed.

Parental Attitudes Toward Cross-Gender Behavior

Robin Leonard and Andrea D. Clements, East Tennessee State University

The purpose of this study was to investigate the differences in parental attitudes toward cross-gender behavior in children. Research questions were: (1) Do gender differences exist between mothers and fathers with regard to attitudes toward cross gender behavior? (2) Are attitudes different as an effect of the sex of the child? and (3) Do attitudes change as an effect of the child's age? Attempts have been made to explain gender stereotyping and a child's socialization to a respective gender role (Antill, 1987; Burge, 1981; Fagot and Leinbach, 1995; Raag and Rackliff, 1998). Differential treatment of children by parents has been widely studied as it relates to gender development (Campagnola, 1995; Fivush, Brotman, Buckner, and Goodman, 2000; Rothbart and Maccoby, 1966).

In this study two instruments were sent to both parents of 446 elementary school children (172 were returned: male = 51, female = 121). One instrument, which measured Parental Attitudes Toward Cross-Gender Behavior, and its results were described. Participants rated 40 statements (15 statements regarding girls, 15 statements regarding boys, and 10 neutral statements) on seven-point Likert scale. Items were worded so that a high score would indicate an egalitarian viewpoint and a low score would indicate a traditional viewpoint. Possible scores ranged from 40 to 280. Subscores (Boy Score, Girl Score, and Neutral Score) were used for analyses.

Results indicated that fathers generally hold more traditional attitudes toward cross-gender behavior than mothers do (Wilks' Lambda = .818, $p < .001$). A multivariate analysis of variance was followed by descriptive discriminant analysis as recommended by Huberty. The greatest contribution to the total score was the restrictive views held for behavior of boys. No significant relationship was found between attitude toward cross-gender behavior and age of the child; therefore, research questions one and two were supported, while three was not.

Session 8.3

4:00 - 4:50 PM

READING (Discussion)..... Gallery D

Presenter:

Robert L. Kennedy, University of Arkansas, Little Rock

Reading Together: A Study of the Impact of Volunteer Tutoring Programs

on the Reading Achievements of Second and Third Graders

Sharada Sekar, Tennessee State University

XXX and YYY elementary schools in Tennessee, one a public school, and the other a private, Christian school became research sites to assess the impact of volunteer tutoring programs on the reading achievement of second and third graders. A volunteer group tutored the children from the public school. The students in the private school had no reading intervention programs. Those children who were seen by the teachers as needing extra assistance in reading were chosen for the study. The study was limited to the Accelerated Reader Program, and the assessment scores generated by the AR program were used. A two-way ANOVA was done with the two independent variables, School ID and Month. The mean of the total scores obtained, the total number of books read, and the frequency of reading for each child, for each month was compared and analyzed. The results of the ANOVA were as follows: (1) for the dependent variable "Number of books read," there was a significant difference by school ID and by month and school ID together, (2) for the dependent variable, "Frequency of reading," there was significant difference by school ID, month, and by month and school together, and (3) for the dependent variable "scores," there was significant difference by school ID.

A one-way ANOVA was done to analyze the gains in GE (Grade equivalent), PR (Percentile Rank), and NCE (National Curve equivalent) values from STAR 1 to STAR 2. (The STAR test is a computerized reading comprehension test administered to the students two-three times a year in order to assess reading improvement.) There was a significant difference: (1) in the mean of the NCE values of the two schools, (2) in the mean of the PR values of both schools, and (3) in the mean of the differential values for PR for both schools.

An Investigation of Listening and Listening-While-Reading Accommodations on Reading Comprehension Levels and Rates In Students with Emotional Disorders

Beth D. Winn, Andrea D. Hale, Christopher H. Skinner, Renee Oliver, and
Jessica D. Allin, University of Tennessee, Knoxville

Adapted alternating treatments designs were used to investigate the effects of listening-while-reading (LWR) and listening interventions on comprehension levels and rates in four middle school students with emotional disorders. During LWR, students were instructed to read passages silently along with experimenters. During the listening condition, students were not given a printed copy of the passage but were merely instructed to listen as experimenters read passages. The control condition consisted of students reading passages silently. After each condition, students answered 10 comprehension questions without referring back to the printed passage.

Although neither intervention resulted in consistently superior comprehension levels than the silent reading control condition, LWR and listening resulted in higher rates of comprehension than the silent reading control condition. Additionally, LWR yielded higher levels of comprehension than listening. These results suggested that LWR might be an efficient procedure for enhancing comprehension across content areas with groups of students who have heterogeneous reading skills. The discussion focused on future applied classroom research with students with disabilities.

An Examination of Preliminary Data from the Mississippi Reading Excellence Evaluation

Malenna A. Sumrall and Thomas W. Nix, University of Alabama at Birmingham

The Mississippi Department of Education (MDE) received a three-year Reading Excellence Act (REA) grant in the year 2000. In January 2001 MDE contracted with the Center for Educational Accountability to conduct the statewide evaluation of REA implementation. One of the primary goals of the REA project is to have every child reading on grade level by the end of the third grade. To evaluate progress toward this goal, students in grades K-3 were pretested in fall 2001 using the Woodcock Diagnostic Reading Battery with follow-up tests administered in spring 2002 and spring 2003.

Data from the Fall 2001 pretest, the only data analyzed to date, revealed a dramatic drop in student reading performance between first and second grades. Student demographic data failed to provide an explanation for this drop. The same was true for survey data from teachers and principals. School data on failure rates and discipline referral rates provide some insight into the impact of this drop in performance but offered no clues about the reason for the drop. This paper presented the student test data, relevant data from schools, principals, and teachers, and offered possible explanations for the observed pattern.



Thursday

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Session 9.1

9:00 - 9:50 AM

GENDER ISSUES (Discussion)..... Gallery A

Presider:

Dana L. Key, University of Alabama

Gender Equity in Authorship in the Journal of Educational Psychology

Eileen Talento-Miller and Mary Margaret Merrill, Mississippi State University

Previous research examining the gender composition of authors of articles in educational psychology journals has shown an increase in the number of female authors over time, as well as an increase in the total number of authors. Based on the studies, the reason for the apparent increases seems to be due to more females being added on as secondary authors. The present study specifically examined the Journal of Educational Psychology (JEP) during the years of 1991-2000 to determine what trends of female authorship occurred during this time. In general, articles were more likely to have a male first author and second author, but a female last author. Looking at overall numbers of authors showed a male dominance in the early years with the trend reversing in the later years. Similar to previous research, there is evidence of an increase in the number of female authors; however, these authors do not have prominent placement on their relative articles. Further research examining a longer time period and the most recent trends in the JEP and other journals in the field is warranted.

Women in Information Technology: A Literature Review

LaDonna K. Morris, Florida Community College, Jacksonville

Few women pursue careers in information technology (IT) despite training that is readily available and an abundance of high-wage, high-demand jobs. Of those who do complete IT training, many do not persist in the career field. The purpose of this literature review was to examine factors that have influenced women to: (1) pursue college majors in IT (recruitment factors), (2) persist in college majors in IT (retention factors), and (3) persist in careers in IT (persistence factors).

Relevant articles and studies were selected in each of the three categories. In addition to utilizing the standard academic databases such as Dissertation Abstracts, ERIC, and Wilson Select, articles were selected from publications directed at IT professionals in order to provide richer qualitative data. Results of surveys conducted by IT professional associations, such as Women in Technology International (WITI), were included as well.

Findings indicated a wide range of factors that have both influenced women to pursue careers in technology and have deterred them from it. Recruitment factors included access, confidence in math ability, high school GPA, scores on college admission tests, science and math electives taken in high school, career counseling and decision making, gatekeeping, stereotypes, family and peer feedback, financial aid for part-time students, fear of skills becoming obsolete, and salaries. Retention factors included perception of a supportive environment, female-friendly instructional methodologies, role models, mentoring, peer support, and support services. Career persistence factors included perceptions of being welcome in the field, career satisfaction, balancing work and family roles, ability to stay current in the field, and pay equity.

Implications were that educators must help girls in middle and high schools develop and become more confident in their math and technology abilities, provide a supportive environment for women in college, and prepare women for the realities of work in IT.

Understanding the Conditions That Encourage the Persistence of Women in Science, Mathematics, and Engineering Career Pathways

Linda C. Kondrick, Arkansas Tech University

Lack of parity for women in Science, Math, and Engineering (SME) career fields has plagued all levels of our education system and exacerbated a critical shortage of labor in the science and engineering sector. False positives, identified in the extant SME persistence literature, supported evidence that important variables were missing in current SME career-decision models. The purpose of this study was to develop a better understanding of the conditions that encourage the persistence of women in the pursuit of SME careers. Social Force Field Theory and Confirmation/Disconfirmation Theory informed the analysis of the data from this quantitative/qualitative study. Results were synthesized in a Causal Event Flow Network, a cognitive map of the longitudinal effects of both positive and negative push/pull vectors operating on women in pursuit of an SME career goal.

In Phase I, direct-mail surveys with parallel pairs of theory and history questions regarding the importance and the aptness of each of the variable were completed by 205 SME career women. The variables covered three educational levels: (1) high school, (2) undergraduate, and (3) graduate. Results revealed which variables fit the experiences of these women and were also believed by them to be important to women in the pursuit of an SME career goal. The additional revelation of false negatives, women who should not have persisted but did, provided a key piece in resolving the persistence puzzle.

In Phase II, follow-up telephone interviews with 19 respondents identified important affective variables. An intrinsic love of math or science was credited as a singularly powerful motivator. Respondents also made program recommendations for interventions to encourage the development of that abiding interest. Mentors, role models, and social networks were identified as crucial supports in building the confidence and sustaining the focus needed to cope with the rigorous curriculum and negative sex-bias encountered in SME programs.

Session 9.2

9:00 - 9:50 AM

INSTRUCTION (Discussion)..... Gallery B

Presider:

Beth H. Hensley, University of Memphis

A Study of Electronic Copyright Issues in Public Schools

Susan K. Patterson, University of Alabama

The purpose of the study was to examine perceptions of technology coordinators in Alabama public school systems with regard to electronic copyright education of teachers and teachers' compliance with electronic copyright laws. Specifically, the study focused on teacher education, teacher compliance, common myths surrounding electronic copyright, and school system policy documents concerning electronic copyright.

The research design was descriptive in nature, examining the status of e-copyright issues in K-12 public school systems in Alabama at a single point in time. A 43.8% response rate was obtained using a Web-based survey. Respondents were school system technology coordinators in the state of Alabama. Content analysis was also used to analyze policy documents available through the school systems.

The most commonly found method of information dissemination concerning e-copyright was inservice training. In most school systems, the topic of e-copyright was covered in the school systems' acceptable use policy rather than creating a separate copyright policy document. According to the technology coordinators' perceptions, most teachers in Alabama believed commonly held e-copyright myths and misconceptions. Also based on their perceptions, there was not a significant problem found with e-copyright infringement among teachers in Alabama.

It was concluded that additional training needs to be done in the state of Alabama to educate teachers in copyright laws and compliance to dispel common e-copyright myths and misconceptions. More frequent inservice training will bring teachers into greater compliance with current e-copyright laws.

An Assessment of Streaming Video in Web-Based Instruction

Jay L. Cofield, University of Montevallo

Streaming video used as an augmentation in Web-based instruction was investigated to determine: (1) if demographic characteristics would lead to significantly different beliefs about the use and perceived effectiveness of streaming video, and (2) whether there are characteristics of streaming video that would lead to beliefs about the effectiveness of streaming video when used as an augmentation to a text and still image-based, Web-based tutorial.

Sixty-nine college students received a Web-based database tutorial that was either text with still images only or one augmented with streaming video clips. All participants took an online pretest/posttest, and participants viewing the streaming video clips also took an online survey to gauge beliefs. Five participants were interviewed to further explore their beliefs and attitudes towards streaming video and Web-based instruction. Demographic characteristics measured were gender, age range, academic college, undergraduate/graduate status, Internet access

location used for the study, either home or campus computer lab, and prior experience level with the World Wide Web.

Age range, academic college, undergraduate/graduate status, and Internet access location resulted in significant chi-square differences on certain beliefs about streaming video relating to learning and attention holding. Significant correlations were found between age range, undergraduate/graduate status, Web experience level, and beliefs about learning, attention holding, and problems with streaming video in a Web-based instructional environment. Phenomenological analysis of the interviews revealed a number of themes. The first was that subjects felt that the streaming video clips acted as a learning reinforcement. Related to the theme of reinforcement, the subjects believed the clips helped hold their attention and fit their learning style. Additionally, the streaming video clips created a feeling of the presence of the instructor. The size and appearance of the streaming video clips did not seem to affect beliefs or attitudes towards the clips.

Studying Dialogue as a Mode of Discourse in a Course on Dialogue

John M. Peters and Steve Alderton, University of Tennessee, Knoxville

The study focused on the experience of graduate students in a nontraditional classroom environment as perceived by themselves and by outside observers. The content of the course was dialogue, and dialogue was the principal mode of discourse employed by course participants. Ethnographic and phenomenological techniques and outside observer ratings were sources of data. Both qualitative and quantitative procedures were used to analyze data. The results pointed to the critical role of strong interpersonal relationships in creating and sustaining dialogue. Other factors identified as correlates of dialogue included time to learn, practice, skill development, and how dialogue is understood by participants. The incidences of failure to dialogue were attributed to lack of sufficient time for participants to form a sustainable group. Results were in line with related studies in the areas of collaborative learning and group dynamics.

Session 9.3

9:00 - 9:50 AM

ATTITUDES (Discussion)..... Gallery C

Presider:

Charles L. McLafferty, University of Alabama, Birmingham

Confirmatory Factor Analysis of the Attitudes toward Mathematics Inventory

Martha Tapia, Berry College, and George E. Marsh, II, University of Alabama

The Attitudes Toward Mathematics Inventory (ATMI) was developed to measure students' attitudes toward mathematics. The ATMI was initially produced using samples of high school students in a private, American school. The initial pool of items was submitted to exploratory factor analysis, and four factors were identified: Self-confidence, Value, Motivation, and Enjoyment of Mathematics.

Because ATMI was developed using high school students, it was unknown if the four factors would hold for a college population. Moreover, the ATMI was derived using a predominantly Hispanic sample, so there was a question about the possibility of a different factor structure for an American sample. The present study used responses of 134 college-aged American students. Confirmatory factor analysis was used to determine if the four-factor model previously identified would hold for college-aged American students.

The confirmatory factor analysis resulted in a ratio of the P2 goodness-of-fit to degrees of freedom of 1.42 and a root mean square error of approximation (RMSEA) of .056. The goodness-of-fit index (GFI) and the adjusted goodness-of-fit index (AGFI) were .99 and .94. Furthermore, the normed fit index (NFI) was .99; the expected cross-validation index (ECVI) for the model was .14 and .15 for the saturated model. This goodness-of-fit statistic indicated a good model fit. It was concluded that the four-factor model of students' attitudes toward mathematics holds for American college students.

Perspectives on Building Trust in Secondary Classrooms: A Qualitative Inquiry

Jerry Worley and Renee Falconer, University of Southern Mississippi

Research on the social/emotional interaction between teacher and student has disclosed that unconditional respect by the teacher will most likely lead to a student who is highly motivated, creative, and self-fulfilled with a highly defined, authentic self-image. Educators, in an ever-changing world that can sometimes be confusing and baffling for students, must support students in seeking naturally effective methods for self-actualization. The problem is how to achieve this in the schools.

Dennis McLoughlin's "Trust Psychology" approach to human interaction is based on unconditional respect, kindness, and patience in order to lead the student to feel a sense of achievement, respect, fun, and freedom both in the classroom and in their lives. McLoughlin believes that teachers who seek a sense of achievement, respect, fun, and freedom in their own personal lives will be able to "influence the students to think and be responsible with trust, respect, joy, and gusto." His theories reflect the work of Glasser, Maslow, Carl Rogers, and Kohn, and the philosophy of Lao-Tzu.

The purpose of this qualitative study was to explore the reactions of high school students, and preservice and inservice secondary

teachers in southern Mississippi to McLoughlin's "Trust Psychology" methods. McLoughlin's tenets were taught to them, and they were asked to respond freely and candidly through journal responses and in-depth interviews focusing on the concepts of achievement, respect, fun, and freedom. The data were coded using the tenets of Trust Psychology as a framework and analyzed for themes and patterns. The overwhelming response was positive and included some important insights about the learning and teaching which leads one to believe that McLoughlin's idea that trust is the most important variable in human relationships is indeed a valid and valuable necessity in teaching.

Feeling Good About Mathematics: Are There Sex Differences?

George E. Marsh, II, University of Alabama, and Martha Tapia, Berry College

The effects of mathematics anxiety and gender on attitudes toward mathematics were examined with the inventory called Attitudes Toward Mathematics Instrument (ATMI). A sample of 134 students enrolled in mathematics classes in a state university was asked to complete the ATMI. Subjects were to provide their gender and level of math anxiety from four previously identified levels of math anxiety (none, little, some, and a great deal).

Data were analyzed using a multivariate factorial model with four factors of Math Attitude as dependent variables (self-confidence, value, motivation, and enjoyment of mathematics) and two independent variables (mathematics anxiety and gender). Assumptions were examined with multivariate analysis of variance.

The interaction of math anxiety and gender, and the effect of gender, were not significant with small effect sizes. There was an overall significant effect of math anxiety on three of the four factors of the ATMI. The effect of anxiety on value was found to be nonsignificant with small effect size. There was an overall significant effect of math anxiety on self-confidence, motivation, and enjoyment with large effect size. In motivation, students with no math anxiety scored significantly higher than students with a great deal of math anxiety. Students with little or no math anxiety scored significantly higher than students with some or a great deal of math anxiety in self-confidence and in enjoyment of mathematics. Students with some math anxiety scored significantly higher in enjoyment of mathematics than those with a great deal of math anxiety.

Session 9.4

9:00 - 9:50 AM

TEACHER EDUCATION (Discussion) Gallery D

Presenter:

Loucretia Collins, University of Alabama

Assessing the Impact of Problem-Based Learning on Student Teachers

Linda T. Jones and Donna K. Pearson Mississippi State University

The purpose of this research was to assess the impact of problem-based learning on student teachers. Problem-based learning is defined as an instructional strategy that promotes active learning. New information is gained through self-directed learning. During the professional seminar that is taught concurrently with student teaching, preservice teachers were divided into groups to read, discuss, and develop possible solutions. Problems focused on classroom management, teaching and learning issues, relationships with students, and relationships with teachers and other school staff. At the end of the semester, an evaluation assessing the benefits of PBL was administered to the student teachers. A Likert-type scale indicated the degree to which students strongly agreed, agreed, had no opinion, disagreed, or strongly disagreed with each item. The number of students completing the evaluation included 45 elementary and 21 secondary majors. Both majors, 75% of the elementary and 66% of the secondary, agreed and strongly agreed that the problem-based learning experience assisted in gaining a greater understanding of learning and teaching. Of elementary preservice teachers, 73% indicated that these problem-based scenarios increased their confidence in solving a range of problems compared to 58% of secondary preservice teachers. A wide disparity between elementary and secondary was noted when asked if problem-based learning was a beneficial component of the teacher education program. One unanticipated outcome was that, overall, 13% of the elementary majors expressed no opinion, and 22% of the secondary majors also expressed no opinion. PBL is an instructional strategy that can be incorporated into the student teaching seminar experience, but it was not shown to be a panacea. Student-generated problems may conceivably produce better results.

Environmental Science Misconceptions - Resolution of an Anomaly

Fred H. Groves and Ava F. Pugh, University of Louisiana, Monroe

Research on the ability of a short-term intervention to increase elementary preservice teacher knowledge of major environmental issues has been conducted each semester for seven years, with modest gains in understanding of global warming, ozone depletion, and local groundwater problems. However, results of the fall 2001 semester study showed no gains. Lack of sufficient motivation to attend to material presented during the intervention was considered a major factor. The spring 2002 semester study added a motivator by notifying students that the

material would be on a test, and this resulted in modest gains in performance.

The short-term intervention consisted of a 34-item pretest survey, followed by a 90-minute presentation that included small group work to create concept maps of the issues. The instructor met with each small group to check for comprehension and answer questions. Students were reminded during later classes that the material would be on an upcoming test. At the end of the semester, students were given a posttest.

T-tests revealed the following: for ozone depletion, $p < 0.052$; for global warming, $p < 0.0002$; for local groundwater problems, $p < 0.059$; and overall, $p < 0.0001$. Scores increased for 21 survey items, while nine dropped. Comparison of students' GPA's with scores were highly correlated ($p < 0.00001$). The overall pattern was the same as for earlier studies - students conflate cause-effect relationships and fail to develop adequate conceptual understanding of these issues, although factual knowledge increases to some degree. Although student performance increased significantly, it was still low. Because students continue to hold misconceptions about these issues, they are likely to pass them along to their students. This is serious because these types of issues are included in the state's Science Framework and form part of the knowledge base for the high-stakes testing program.

A Comparison of Preservice Teachers' and Elementary Students' Alternative Conceptions Related to Weather

M. E. Spencer, University of Montevallo

Research has shown that science alternative conceptions are persistent, resistant to change, and consistent across diverse populations regardless of learners' gender, age, ability, or nationality. They may occur because of experiences, formal and informal instruction, and everyday language (Driver and Easley, 1978; Blosser, 1987; Osborne and Cosgrove, 1983; Osborne and Freyberg, 1985; Driver and Oldham, 1986; Henriques, 2000). Prior knowledge influences what can be learned in the future and thereby limits a person's ability to become scientifically literate. It has been recommended that teachers identify, understand, and utilize common alternative conceptions (Driver and Easley, 1978; Bar, 1989; Schoon 1995).

The major purpose of this study was to identify and compare alternative conceptions related to weather held by 31 elementary children in grades K-6 and 32 preservice elementary teachers. Data were collected using a questionnaire and analyzed quantitatively.

Results showed that both groups held several common alternative conceptions about concepts related to the weather. Preservice teachers often omit or ignore students' alternative conceptions. Inadvertently, they perpetuate alternative conceptions because of their own limited understanding of accurate scientific concepts. The designing and implementation of a science methods course with content specialists' input where students develop scientific skills and understanding is recommended for future study.

9:00 – 9:50 AM **FOR GRADUATE STUDENTS..... Findley**

Arthur E. Wise, MSERA Keynote Speaker
President of the National Council for Accreditation of Teacher Education (NCATE)

Session 9.5

9:00 - 10:50 AM **RESAMPLING META-ANALYTIC RESULTS USING THE SAS SYSTEM:
A GUIDE TO UNIVARIATE AND MULTIVARIATE APPLICATIONS
(Training – 2 hours)..... Crystal**

Robert G. Stewart, East Tennessee State University

A course was developed from a paper delivered in 2001, Using Resampling Methods to Improve the Results of Meta-Analysis, and a proposed 2002 MSERA paper (Resampling Methods for Meta-Analyses with Multiple Effect Sizes). The course is a guide to resampling meta-analytic results for both univariate and multivariate cases. Participants were tasked with re-analyzing data from a meta-analysis on the effectiveness of coaching for the Scholastic Aptitude Test (a data set widely cited in the literature) using the SAS System (PC). (Instruction was "step-by-step"; therefore, familiarity with SAS was not required). Upon completion of the course, participants were able to: (1) create a SAS data set for each primary study, (2) concatenate data sets, (3) assess the assumption of independence, (4) assess the assumption of normality, and (5) apply resampling methods based on the findings from (3) and (4).

Participants received a CD-Rom containing all SAS templates and programs used in the course. Although the computational aspects of resampling meta-analytic data were emphasized, conceptual aspects were highlighted. It was expected that educational researchers would profit from knowing how to resample the results of meta-analysis.

Session 10.1

10:00 - 10:50 AM **CULTURE (Discussion)..... Gallery A**

Presenter: Daphne W. Hubbard, University of South Alabama

The Cultural Rhythms of Life

Karen L. Stevens, Tennessee State University

This study referred to people's frame of reference as a result of their sense and use of time in human communication. How is time conceived, organized, and used in different cultures, and does this affect interactions in education and business? The anthropologist, Edward T. Hall, takes the stance that time is culture; he maintains that instead of being governed by natural rhythms of the sun and seasons, human behaviors are governed by the shared system of ideas about the nature of the world and how people should behave in it.

Out of this study and others like it, distinctions have been made between what is called Monochronic and Polychronic cultural times. For Polychronic people (more likely those of Hispanic or Asian descent) time is seldom experienced as being wasted. These people are drawn to the orientation of other people as opposed to schedules and tasks. For Monochronic people (more likely Caucasian), the world revolves around such tasks and procedures, and time takes on a life of its own.

Because appointments are taken much less seriously by Polychronic people, they are often late or often break appointments. They take on multiple tasks at the same time and seldom do things sequentially. They tend to be more intuitive and less mechanical in their use of time.

In the Polychronic mode, time is conceived and understood as discreet units of measurement. To a great extent, Monochronic time emphasizes the completion of tasks according to a present schedule; it embodies a linear orientation of time.

This paper addressed comparisons, contrasts, and insights for the workplace when people from different cultural orientations work together.

The Effects of Multicultural Literature on Elementary Students' Social Distance Attitudes Toward Selected Racial Groups

Kavatus R. Newell, University of Southern Mississippi

A posttest-only-control-group design was used to examine the effects of instruction using multicultural literature on elementary students' social distance scores toward selected racial groups: African American, Asian, European American, Hispanic, and Native American. The participants ($n = 108$) were second- and sixth-grade students who had been assigned to treatment and comparison groups for each of the grade levels, using stratified random assignment procedures based on race.

For 10 consecutive weeks, the researcher and classroom teachers alternately taught multicultural literature lessons to the treatment groups followed by discussion, questioning, and hands-on activities related to the customs, cultural, and/or linguistic aspects of each racial group. During the same 10-week period, students in the comparison groups received literature lessons taught by the researcher and classroom teachers that focused on a variety of themes, excluding multicultural literature, followed by discussion, questioning, and hands-on activities related to each book's theme.

At the end of the treatment period, the Social Distance Attitude Survey (SDAS) was used to measure social distance attitudes of the treatment and comparison groups toward each of the five racial groups. Results of the $2 \times 2 \times 2 \times 2$ (group \times grade level \times gender \times race) analysis of variance (ANOVA) indicated statistically significant treatment effects ($p < .005$) for all five racial groups and a statistically significant race effect ($p < .005$) for two of the five racial groups. There were no statistically significant grade or gender effects.

The findings of the study suggested that the use of multicultural literature followed by interactive, language arts experiences with classmates may be a viable instructional strategy for positively influencing the social distance attitudes of elementary students toward selected racial groups.

We are More Alike Than Different: Comparing Student Characteristics and Racial Attitudes Between African Americans and Caucasians

William Spencer, James Witte, Sean Forbes, and A. J. Guarino, Auburn University

An increased understanding of student commonalities can make a substantial contribution in the attenuation of racial tensions found in both colleges and universities. This study examined African American and Caucasian students' high-school grade point average, academic self-efficacy level, racial attitudes, and first-year university grade point average. The participants included in this study were a sample of 3,064 first-year students enrolled in a southeastern, four-year university. During an on-campus orientation period prior to the start of the fall semester of their freshmen year, participants were requested to complete the Cooperative Institutional Research Program Freshman Survey (CIRP). Data were collected for the period 1998 to 2001. A series of independent samples t-tests and a one-way multivariate analysis of variance (MANOVA) were conducted. Although significant differences were reported for the variables of interest, these differences demonstrated no practical significance. This study indicated that both African American and Caucasian students entering this university shared similar values. If this similarity could be communicated, perhaps this could be the first step in reducing racial tensions.

Session 10.2**10:00 - 10:50 AM****INSTRUCTION Gallery B****Presenter:** Rose Mary Newton, University of Alabama**Lesson Planning Revisited: Preservice Teachers Connect Classroom Instruction to Practice**

Patricia K. Lowry and Judy H. McCrary, Jacksonville State University

The purpose of this study was to determine the thought processes and steps in lesson plan development by preservice elementary education majors. The sample consisted of 150 students during the spring 2002 semester.

Because of the time necessary to write out instructional objectives, students often resist by stating, “I don’t see why we have to do this.” Yet, an important component of lesson planning is the development of instructional objectives. Teacher educators teach students to write objectives first and then gather learning activities for the lesson plan. This research focused on the thought processes of students after determining the subject for the lesson plan. Did the next step involve writing the objectives or gathering learning activities?

A questionnaire was developed to gather data. It consisted of questions designed to determine how the preservice teacher views the lesson planning process and focused on the subject of the lesson plan, writing objectives, and gathering learning activities. Background information was also collected for students to determine their year in the education program and to determine completed teaching methods courses. A cross case analysis was used to determine the results.

The findings indicated that the majority of students, after determining the subject for the lesson plan, wrote their objectives before gathering learning activities. The findings also indicated that more than 50% of the students, whether juniors, seniors, or alternative fifth-year, began lesson plan development by writing objectives.

In a previous study, students indicated that they began with a general idea for the lesson plan and then developed the objective. As a result of this finding, professors spent more time emphasizing lesson plan development. The implication for professors was to help preservice teachers focus on writing objectives before gathering learning activities.

Home Schooling - What's the Deal?

Denise P. Dunbar, Tennessee State University

A growing number of parents are home schooling their children. Since 1985, the number of home-schooled students has increased between 15% to 20% each year, according to recent statistics from the U.S. Department of Education. Nationwide, it is estimated that at least 1,500,000 children are learning at home. The goal of this project was to enable educators to better understand the nature of the growth of home schooling in the United States. With a clearer understanding of this recent trend, educators will be better able to build bridges between the family and the traditional public school.

Why do parents choose to home school? What are the advantages and disadvantages of home schooling? What is the education policy in each of the states regarding home schooling?

There is a growing body of literature on home schooling that has not been reviewed in a systematic way. Although much has been written about home-school students, less is written about the parents who teach them. State educational policy relating to home schooling varies from state to state. Myths and misconceptions abound regarding home schooling.

This qualitative study identified the reasons parents have reported for home schooling their children. Structured interviews with home-school parents were conducted. The review of the research revealed the advantages and disadvantages of home schooling. The study also researched and reported on education policy in the states regarding home schooling.

The Effectiveness of the Transition First-Grade Program in a Southern School District

Betty G. Porter, School Leadership Center of Greater New Orleans, and Scott C. Bauer, University of New Orleans

The purpose of this study was to assess the efficacy of transition first-grade (T-1) as a policy option intended to provide a “gift of time” to children considered developmentally ill-prepared for first grade. Research on T-1 presents a murky picture; while some studies show the practice to be promising, others suggest that transition programs amount to nothing more than an alternative form of retention. There are several common deficiencies in existing literature, however, including problems associated with scope, sampling procedures, and the use of a limited variety of student outcomes. The present study sought to contribute to this body of research by addressing these deficiencies.

An ex post facto design was used to assess the impact of T-1 on cohorts of fourth- (n=2,584), eighth- (2,014), and eleventh-

(n=2,124) grade students who were separated into two groups: those who participated in T-1 and those who did not. Extant data on cognitive, affective, and behavioral outcomes were used to determine the impact of transition first grade for each cohort and over time.

Results showed little support for the use of these programs. Transition first-grade students scored lower on all indicators and at all grade levels, and further, they scored lower over time, and the gap remained consistent over time. The effect size on all analyses was moderate, indicating that T-1 did not help students.

Limitations associated with an ex post facto design made it impossible to determine why T-1 did not realize its goals in the present study. However, the study suggested that policy makers exercise caution before adopting transition programs, and clearly indicated the need for more focused study on its efficacy and issues associated with implementation.

Session 10.2

10:00 - 10:50 AM

STATISTICS..... Gallery C

Presenter: Matthew Witenstein, Louisiana State University

Self-Direction in Organizations: An Instrument for the Assessment of Learner and Employee Initiative

Robert C. Donaghy, University of Tennessee, Knoxville

With personal computers and now the Internet, the phrase “information age” is more important than ever as our society keeps up with the demands placed on our lives for learning. Research has shown that as much as 90% (Matthews and Candy, 1999) of learning is incidental and that self-directed activities play a key role in the process. The purpose of this research was to develop a new scale for self-directed learning (SDL) that would be oriented primarily to adult learners in not only academic settings but also other environments such as the workplace.

According to Kolb (1984), the “organizing principle for education” (p. 18) is self-direction, at least as grounded in themes originating from the literature of Lewin, Dewey, and Piaget. The scale developed is oriented toward everyday settings (Candy, 1991) in industry, leisure, and family responsibilities.

The participants in this study were all employees of the state of Tennessee. In order to obtain reliability, items were developed that asked questions about the employees’ behavior in their work environments. Validity was established through separate scales concurrently developed to measure behavior toward volunteering and continuing education. All data were analyzed utilizing SPSS software.

In conclusion, this study developed a test that would demonstrate the degree to which learners and employees exhibited behavior consistent with being a “self-starter,” or what scholars would call “self-directed behavior.” Regarding self-direction, approximately 82% of the participants tended to exhibit this behavior. Note that initiative is likely to favorably impact learners and employees’ problem-solving ability, attitude toward personal change, creativity, and outlook on continuous improvement. Initiative or what should really be called self-direction is nothing more than taking personal responsibility for one’s learning process.

A Call for Greater Use of Nonparametric Statistics

Nancy L. Leech, University of Colorado, Denver, and Anthony J. Onwuegbuzie, Howard University

All univariate parametric analyses, including analyses of bivariate relationships, are subsumed by the general linear model (GLM), and are, therefore, bounded by its assumptions. One assumption that prevails for all univariate GLM analyses is that the dependent variable is normally distributed. The more the normality assumption is violated, the less justified it is to rely on parametric statistics to conduct null hypothesis significance tests. Unfortunately, the majority of data in the social and behavioral sciences are not normally distributed. Further, even when variables are used whose scores are normally distributed in the population, the fact that 95% of studies do not involve random samples, coupled with the fact that many data sets are generated via small samples, render it likely that the underlying samples yield scores from dependent measures that depart from normality. In these cases, nonparametric analyses could be used. Yet, use of nonparametric statistics is scant among researchers. This lack of use likely has arisen from graduate-level instruction in which statistics are taught in a rote manner; from graduate-level programs that minimize students’ exposure to statistical content and methodology; and from a failure, fear, or even refusal to recognize that analytical techniques that were once popular no longer reflect best practices, and, moreover, may now be deemed inappropriate, invalid, or obsolete.

Thus, this paper advocated use of nonparametric statistics. First, the consequence of using parametric inferential techniques under non-normality were described. Next, the advantages of using nonparametric techniques were presented. The third purpose was to demonstrate empirically how infrequently nonparametric statistics appear in studies, even those published in the most reputable journals. Fourth, a typology of nonparametric statistics was presented for all univariate GLM analyses. Fifth, the nonparametric statistics that are available in the most commonly used statistical software were delineated. Finally, nonparametric effect size indices were outlined.

Attitudes Toward Statistics in an Activity-Based Course

Robert L. Kennedy, University of Arkansas, Little Rock

The study investigated the attitudes toward statistics of graduate students for whom the focus of instruction was the use of a computer program that made it possible to provide an individualized, self-paced, student-centered, and activity-based course. The six sections involved in this study were offered in the spring 2001, fall 2001, and spring 2002 terms. There were 43 participants for whom there was complete data. All were enrolled in advanced statistics, with two-thirds being white females. The instrument used was the Statistics Attitude Survey (Roberts and Bilderback, 1980). Both chi-square (21.69, $p=0.0002$) and Kendall's Coefficient of Concordance W (0.36) indicated that there were differences in the distributions of ranks between the pretest and posttest results. Most of these differences occurred as increases in the rankings marked at each end of the scales. That is, after the course, more students felt more strongly that they agreed or disagreed with statements about some aspects of statistics. For example, students agreed more strongly that "Statistics will be useful to me to test the superiority of one method over another" and "Statistics will be useful to me in my profession when I evaluate other people." On the other hand, they disagreed more strongly that "You should be good at math before attempting statistics" and "It is unreasonable to expect the average professional to master and apply statistics." Comments from open-ended evaluation forms may help explain the results of the survey: "given the freedom to learn at my own pace and style," "class flexibility," "relaxed environment," and "I feel like I have learned a lot about stat and can apply it to my profession as a useful tool." It was concluded, then, that offering the course using computers may help improve students' attitudes about certain aspects of statistics.

Session 10.3

10:00 - 10:50 AM

EDUCATION REFORM..... Gallery D

President:

Beverly M. Klecker, Morehead State University

A Study to Examine the Problem of Teacher Shortage and Solutions

Qaisar Sultana, Eastern Kentucky University

Kentucky schools are experiencing a shortage of qualified teachers. The number of teacher candidates has steadily declined. A record number of teachers are retiring each year. This study intended to: (1) examine what can be done to retain existing teachers, and (2) identify the positives of the profession to better market it.

The researcher discussed the study with personal contacts in school buildings and asked for help with data collection. Those who agreed were sent copies of the questionnaire for distribution to teachers in their buildings. In addition to the demographic questions, the questionnaire consisted of one forced choice yes/no and four open-ended questions. Responses from 210 general education and 80 special education teachers from 26 schools in 17 counties were received. Frequencies of responses from 96 elementary, 128 middle school, and 66 high school teachers were computed and ranked.

Seventy-seven respondents were considering a career change. Eleven were "may-be," and 12 did not answer the question. The biggest reason for this response was the Commonwealth Accountability Testing System (CATS) and other mandates of the Kentucky Education Reform Act (KERA). Low pay, high level of stress, no job satisfaction, paperwork, and students' conduct ranked second, third, fourth, fifth, and sixth, respectively.

Of the 28 positives of the teaching profession, identified by respondents, schedule ranked highest. It "coincided with the schedule of my own children." Satisfaction of seeing students achieve, summer vacations, numerous holidays, interactions with students, and opportunities to learn followed closely behind.

Of the many recommendations given by the respondents to attract others in the profession, higher salaries, respect, positive public image, relief from administrative duties, reduction in paperwork, and accountability of students and parents received the highest rankings.

Appropriate action on the findings of this study may help with teacher retention and recruitment.

Teacher Training Needs and Job Satisfaction

Esther K. Leung and Tong Liu, Eastern Kentucky University

There are serious shortages and a serious retention rate of qualified general education and special education teachers across the nation. Concurrently, there are widespread dissatisfaction and distress among teachers. This phenomenon could be related to demographic shifts, sociocultural realignments, evolving legislation and public policy that drive the inclusive movement in public schools. Both general and special education teachers are not adequately equipped to address the cultural-linguistic diversity, the multifold abilities and disabilities, and the expanded demand on knowledge and technology in today's classroom. This lack of adequate preparation, coupled with increasing workload and demands, may have contributed to the unprecedented number and rate of teachers exiting from the profession, thus further depleting the already low teaching force.

If teacher preparation and job satisfaction are indeed related to teacher retention and teacher shortages, then a college of teacher education, as a societal agent, needs to identify and meet training needs, and be instrumental to enhance job satisfaction. However, there is a paucity of published hard data on specific teacher needs, job satisfaction variables, and relationship between the former and the latter. The purpose

of this research was to obtain current and local data on teacher preparation needs and job satisfaction through a survey research. A questionnaire with two parallel forms was developed and differentially administered to local general and special education teachers. Results were compiled and analyzed to identify the critical training needs and satisfaction variables as reported by respondents. The data were further analyzed for relationship between needs and satisfaction and for differential needs and satisfaction factors between general education and special education, experienced and inexperienced, male and female, as well as elementary, middle, and secondary school teachers. The findings provided a base for further investigation towards improvement and reform in teacher education.

Session 10.4

10:00 - 10:50 AM

THE ACT AND GENERAL EDUCATION COURSES

(Symposium)..... Findley

Organizer:

J. Reid Jones, Delta State University

Overview

This symposium analyzed ACT results of 930 entering freshmen at a public, regional, southeastern university during 1997 and 1998. Students were tracked until the end of the spring 2002; associating demographics, ACT results, and performance in selected General Education courses. ACT scores were all shown to be significantly associated with grades in required courses. Combining these data with high school grade point averages (GPA) and demographics allowed construction of useful regression equations.

Data Capture, Variable Definition, and Design

Mary Hankins, Delta State University

Data were captured from a university-wide administrative software package. Forty-one variables included high school and college GPA, all ACT scores, demographics, grades for 18 general requirements, and overall college GPA. Data were analyzed in various ways including all 930 students as one group, comparisons of the two cohorts ($n = 427$ and $n = 503$), and comparisons of African American students ($n = 252$) with other students. Also, data on 49 developmental students were analyzed. Correlations, multiple regression, and MANOVA were employed, setting alpha levels at $p < .05$ throughout.

ACT Regression Models for Placement and Prediction in General Education Courses

J. Reid Jones, Delta State University

Results for combined cohorts showed that all correlations between the ACT, high school GPA, and the selected courses were significant. When cohorts were analyzed separately, these results were replicated. Regressions models were constructed for the separate cohorts. For each cohort, general education course grades were significantly "predicted" by independent variables (ACT scores and high school GPA) with multiple R^2 's ranging from .37 to .73. Generally, high school GPA and ACT composite were the best predictors.

ACT Validity and the African American Student

Tina M. Woods, Delta State University

Over 27% of those students involved in this study were African Americans, compared to 13% in the ACT normative sample. A local validation study was conducted, as recommended by the Code of Fair Practice in Testing. The pattern of significant correlations was replicated for African Americans, although only 71% were significant. It was somewhat interesting that ACT Social Science scores were involved in most non-significant associations.

ACT Placement and Developmental Studies

Nita B. Thornell, Delta State University

Students failing to meet minimum admissions standards at the university were encouraged to participate in an intensive Summer Developmental Program (SDP). Successful completion of the SDP program enabled students to enter as freshmen. ACT Composite and high school grades were substantially lower than other freshmen. Some correlations and regression were replicated in the SDP group, but the small number of subjects ($n = 49$) and severe restriction of range in ACT (13 to 19) lowered associations. ACT scores were significantly correlated with high school and college GPA. Students successfully completing the SDP were shown to have a 50% success rate during their freshman year.

The ACT Enrollment Services and Student Development

Steve Watson, Delta State University

While the ACT represents significant cost and threat to the emerging collegian, it also provides valuable information to the student, advisor, and administrator. Yet, most postsecondary institutions use ACT results only for admissions and placement decisions. This paper explored ways to make more use of ACT. Internal applications at the university included distribution of course-specific regression models to appropriate departments along with a bibliography of ACT Research Reports. Pilot studies included: (1) student reaction to projected general education course grades, and (2) characteristics of students who perform substantially better or worse than their regression predictions. Audience discussion was solicited.

Session 10.5

10:00 - 11:50 AM

SCHOOL IMPROVEMENT (Displays)..... Roosevelt

2001/2002 Results of Alabama's Statewide Technology Initiatives

Scott Snyder, Feng Sun, and Tracee Synco, University of Alabama, Birmingham, and
Shannon Parks and Stephanie B. Ash, Alabama Department of Education

Alabama has made giant leaps in placing technology into the P-20 classroom with the assistance of ERATE, Goals 2000, Technology Literacy Challenge Fund, and state and local monies. The missing link is not just the use of technology but the infusion of these tools into the teaching experience. All learning communities across the nation are struggling with the definition of technology integration and the preparation skills needed to achieve an effective integration model. Alabama is working to develop effective models for the undergraduate, graduate, and administrator certification programs.

The Alabama Department of Education has initiated programs to facilitate the integration of technology into the P-20 community. These initiatives have been funded by federal, state, and foundation grants that include Alabama's Preparing Tomorrow's Teachers to Use Technology (AlaPT3), Alabama Renaissance Technology Academy for School Leaders funded through by the Gates Foundation, and Title II. The 17-member consortium developed through AlaPT3 is working to evaluate the current levels of technology integration, develop approved technology standards, and provide resources to aid in the training of all teachers and administrators.

Alabama used literary research of effective technology standards and programs, online and off-line surveys, and focus groups to pilot and develop new technology standards, and provided resources for training and innovative methods for assessing effective technology. This display allowed participants to informally review and discuss the surveys, factor analysis of the surveys, and summary results from the four main projects presented: (1) How is Alabama using technology to improve teacher evaluators? (2) How are new teacher education standards being implemented (baseline status)? (3) How are Alabama's educational leaders integrating TSSA standards? and (4) How are Alabama's teachers integrating ISTE standards in the classroom?

School Safety Perceptions of K-12 Inservice Teachers: A Pilot Study

Johan W. van der Jagt and Nicki Anzelmo-Skelton, Southeastern Louisiana University;
Carolyn F. Woods, Harrison County (MS) Schools; and Marion Madison, University of West Alabama

The main purposes of this study were to investigate the perceptions of inservice teachers regarding: (1) their present school safety concerns (e.g., general school safety climate and specific security concerns), and (2) knowledge and awareness factors regarding violence and safety (e.g., causes, acts, effects, and safety programs).

The subjects in this sample consisted of 62 county inservice teachers: elementary (23), middle (23), and high school (16), in a southeastern state. Of these teachers, 14 were males and 48 were females; 60% were Caucasian and 2% were African American. There were 52 general education and 10 special education teachers. The teachers considered themselves to be drawn from urban (44), suburban (8), and rural (10) areas.

A survey instrument was sent to the subjects. Subjects indicated their school safety-violence perceptions and their agreement to a minimum of 10 statements under each heading.

Data were analyzed using SPSS PC+ 7.5 descriptive and inferential statistical procedures. The independent variable was school type (elementary, middle, or high), and the dependent variables were factors related to school security climate, specific security concerns, and perceptions of general school safety-violence (e.g., causes, acts, effects, and school safety programs).

The results indicated that subjects had significant differences both in their perceptions of school violence in the schools (e.g., school security climate, specific security concerns), and in knowledge and awareness factors. Limitations and implications for future research were presented.

An Exploration of Sociocultural Issues in Education

Barbara N. Young and Gloria Morrissey, Middle Tennessee State University

The following questions were utilized as a framework for the ethnography-based approach to the multicultural course and resulting study: (1) How do people relate to others from diverse populations and what are the main concerns facing people across the Mid-South, (2) How do practicing teachers relate to students from diverse populations, and what are the main concerns facing teachers across the Mid-South, (3) After research, guided readings, other class-related activities noted above, and reading and discussing a set of literature titles focusing on different culture groups, would teachers be able to view their “classroom” world and the world in general through a lens of multiple perspectives, and (4) Would the interactions, activities, reflections, dialoging, and discussions assist teachers in better meeting the needs of their own diverse student populations in particular and their society in general?

The participants came away from the session with a clear idea of how one might design a cultural issues graduate class in education in order to give practicing teachers the opportunity to explore within themselves and others’ perceptions of sociocultural topics, issues, and trends. They also had access to a study that provided a view of multiple forms of collected data detailing study participants’ (practicing teachers enrolled in the cultural issues class) personal views of experience and stories created by them as they moved through the course content during the semester.

The poster display included an abstract of study, course syllabus, questions framing the study, themes or categories of meaning emerging from student responses and results, implications for teachers (displayed on poster-sized, laminated pages), authentic student examples of activities, lesson plan revisions, reflective journal entries, and meta-comment papers. A 10-page paper was available describing the study, methodology, and results, and listing references in detail.

Introducing Arts-Infused Instruction: A Case Study

Jack Blendinger and Vincent McGrath, Mississippi State University,
and Lauren Rabb Wells, University of West Alabama

The Mississippi Arts Commission (MAC) established a school reform program in 1992 that views the arts as fundamental to how students learn and teachers should teach. The program is called the Whole Schools Initiative (WSI). Its primary goal is to educate every child in and through the arts. In a WSI school, the arts are integrated throughout the curriculum. According to the latest research results, schools that successfully integrate the arts into regular classroom instruction are seeing overall increased scores on standardized achievement tests, improved literacy, better attendance, greater parent involvement, and decreased discipline problems.

The case study presented in this display session shared the steps that were taken to introduce the arts-infused WSI approach to the teachers, parents, and students in a 700-student, K-12, rural school. The display featured field notes, memoranda, reports, surveys, and artifacts. Materials that were available to participants visiting the display included a brief paper, a flowchart showing the steps for introducing arts-infused instruction throughout the school, survey samples, and copies of various artifacts.

The Reformatting of an Existing Educational Specialist Program in Educational Leadership to Not Only Meet the New Standards but to Also Allow Graduates to Seamlessly Continue on for a Doctoral Degree in Educational Leadership

Jack J. Klotz, Bobby Altom, and Rudy Duran, University of Central Arkansas

This presentation detailed the systemic efforts of one department of educational leadership's efforts to effectively redesign its existing Educational Specialist degree program for training future school superintendents, to first meet the new program standards as prescribed by the ELCC (Educational Leadership Constituent Consortium) and, second, to afford its graduates the opportunity to seamlessly move from this degree's completion to the pursuit of a doctoral degree in educational administration at another university. Participants were provided with a road map of the step-by-step actions taken to fashion this program, along with a crosswalk comparison of the new degree program's course format with that of the old degree's program format. Additionally, sample syllabi and curriculum maps of each course contained within the new program were provided to all participants.

Projecting Change: A Look at Organizational Baseline

Jane Nell Luster and W. Alan Coulter, Louisiana State University

How does a state organization respond when confronted by the forces of regulatory compliance, litigation, and national initiatives? Mississippi's special education system is facing these three challenges. This display provided a visual representation of the external forces for change that are affecting special education in Mississippi, as well as depict baseline data that will be used to measure change over the next three to

five years.

External forces include requirements by the U.S. Department of Education, Office of Special Education Programs (OSEP), to develop a document that ensures compliance with IDEA regulations specifically in the areas of least restrictive environment, identification and evaluation of eligible children, as well as participation in and performance on state assessments. Litigation comes in the form of a more than 25-year-old consent decree that covers such concerns as the under-identification of eligible children, over-identification of minority children, and restrictiveness of placements of students receiving special education services. The final force comes in the form of the No Child Left Behind policies that specifically impact the inclusion of students in state assessments and set expectations for improved performance.

Baseline data showed the "state of the state" currently. Graphic representations showed projections for target performance over the next several years as the state begins to incrementally address areas needing improvement. This display session began the process of following organizational change in response to external forces and provided a demonstration of how data can be used for projection and tracking progress over time.

Session 11.1

11:00 - 11:50 AM

READING (Discussion)..... Gallery A

Presenter:

Naomi Coyle, Centenary College of Louisiana

Transfers of Basic Reading Skills Across Languages

Ping S. Whittaker, Eakin Elementary School

This study examined the relationship between L1 and L2 literacy by identifying basic reading skills and processes developed in the first languages that are transferable to the second language literacy. Examples of such skills are: (1) phonemic awareness, (2) grapheme-phoneme knowledge and decoding skills, and (3) word recognition strategies. The purpose of this research was to answer the following research question: Does L1 reading literacy had a significant impact on the acquisition of L2 basic reading skills? The hypothesis was that there is no significant positive transfer between L1 literacy level and L2 basic reading skills during the second language acquisition process.

Two sub-hypotheses were: (1) L1 literacy has no significant effect on L2 basic reading skills such as phonological awareness, and (2) Beginning reading literacy in an L2 largely depends on L2 acquisition and proficiency. ELL Children participating in this study came from an urban K-4 elementary school in a large metropolitan area. They were provided a daily pullout ELL program service. A stratified random sampling of beginning ELL students from the first grade to the fourth grade was drawn from 53 ELL students with active ELL status. The subjects were recruited via a consent letter that requested their parents' permission to participate in the survey. Four language groups, Chinese, Malay, Spanish, and Russian, which represent the first four large language groups among ELL students, were selected. The subject group consisted of 16 children from the first grade to the fourth grade, ranging from 6.6 to 11.3 years old.

Data were collected from the home language and English language surveys and other eight subtests. All of the data were analyzed using ANOVA and multiple regressions. The analysis of survey data indicated no significant correlation between L1 literacy and L2 basic reading skills. Three out of eight sub-tests showed significant differences among the four language groups. The results supported the hypothesis and the two sub-hypotheses. The study resulted in two important implications for teaching English as a second/foreign language: (1) training ELL students in phonological awareness allows the use of processing for analyzing new words because of the orthographical differences in different languages, and (2) phonological awareness requires explicit instruction for development.

Levels of Reading Ability Among African American Graduate Students

Kathleen M.T. Collins, University of Arkansas, Fayetteville,
and Anthony J. Onwuegbuzie, Howard University

Poor reading ability has been identified as the cause of underachievement among undergraduate students. However, reading deficiencies usually are not identified at the college level until students are far into their programs of study. This failure to diagnose reading difficulties early stems from the fact that reading ability is rarely evaluated at college; yet, ironically, outcomes from reading are assessed both formally and informally throughout students' college lives.

Even less attention is paid to the reading ability of graduate students, likely because many educators assume that these students, who are among the highest academic achievers, have adequate reading skills. Yet, recent research has found that graduate students, in contrast to undergraduates, are 3.5 times more likely to procrastinate on their weekly reading assignments. Moreover, a moderate positive relationship between graduate students' reading ability and achievement in research methodology courses has been documented. However, these studies in the area of reading have focused either exclusively or at least primarily on white graduate students. In contrast, there is scant research evaluating the impact of reading ability on the achievement of minority graduate students, specifically African American students.

To address this limitation, the purpose of this inquiry was to examine 105 African American graduate students' levels of reading comprehension and reading vocabulary by comparing their scores on the Nelson Denny Reading Test (NDRT) to scores obtained by two samples of

white graduate students and a large normative sample of undergraduates. Findings revealed that graduate students across the three samples had significantly higher scores on the reading comprehension portion of the NDRT than did the normative sample of undergraduate students. However, the African American graduate sample had significantly lower levels of reading comprehension and reading vocabulary than did two comparison groups of white graduate students. Implications were discussed.

The Elementary Reading Attitude Survey: Factorial Invariance Across Gender and Race

Richard Kazelskis, Dana G. Thames, and Carolyn Reeves-Kazelskis, University of Southern Mississippi

The Elementary Reading Attitude Survey (ERAS), one of the more widely used measures of reading attitude, is purported to measure attitudes toward recreational and academic reading. The present study examined the factorial invariance of the two-factor model across gender and race. Since measurement characteristics are often group specific, factorial invariance cannot be assumed, but should be tested.

The ERAS was administered to a sample of 728 elementary students in grades four through six from a state in the southeast. The sample consisted of 353 European Americans and 375 African Americans of which 371 were males and 341 were females (gender was not designated for some of the students).

Establishing factorial invariance is a multi-step process involving: (1) establishing baseline factor models using confirmatory factor analysis, (2) placing cross-group constraints on model parameters, and (3) devising a plan for investigating sources of lack of fit if the constrained model is inadequate. Application of such procedures for the present data indicated that the two-factor model provided a good fit for the gender and racial groups. No statistically significant difference was found between the combined baseline model and the constrained models for males and females, indicating factorial invariance across gender. However, there was a statistically significant difference ($p < .05$) between the combined baseline and constrained models for the two racial groups. Follow-up analyses indicated that the sources of the invariance were three of the recreational reading attitude items ($p < .05$) and the recreational reading attitude factor variance ($p < .005$), the variance being greater for the African American than for the European American students. Implications of these results were discussed.

Session 11.2

11:00 - 11:50 AM

ACHIEVEMENT (Discussion)..... Gallery B

Presenter:

Linda F. Cornelious, Mississippi State University

The Effects of Poverty, Ethnicity, and Special Education Status on Louisiana School Performance Scores

Sara J. Lindsey and Tonja Fillippino, University of Louisiana, Monroe

The Louisiana high-stakes testing program has raised questions about equity issues. Students from lower socioeconomic groups are less likely to have access to quality preparation tools, and, like minority students, are less likely to have the same set of knowledge and skills of their more affluent peers (Kohn, 2000; Miller, 2001). Students in special education have special needs that place them at a higher risk of school and work failure (Donlevy, 2000), and the high-stakes environment conflicts with many of the practical realities of regular and special education (Donlevy, 2001).

The purpose of this study was to examine the effects of poverty, race, and special education status on School Performance Scores (SPS) in Louisiana. Data from 1,054 Louisiana public schools in the year 2000 were collected from the Louisiana Department of Education website, and the independent variables recoded into discrete groups of low, medium, and high for three variables, numbers of students classified as living in poverty, belonging to a minority, or classified as needing special education. The data were analyzed using a three-way ANOVA. Results showed a statistically significant three-way interaction with the mean of the low group ($m = 103.27$, $SD = 11.24$) significantly higher than that of the high group ($m = 56.88$, $SD = 14.10$), $F(df\ 8) = 3.48$, $p < .01$ (Observed power was calculated at .982). However, more research is suggested in order to ascertain the precise relationship between the variables.

Seeing Through Race and Socioeconomic Status

Kirmanj S. Gundi, Tennessee State University

Historically, the concept of race has been used to divide humane species with the intention to promote one particular race over another. The endeavors to assort individuals of different races into lower groups or subspecies have perpetually created obstacles for various races to live in harmonious relationships (Reese, 1998). Notwithstanding other social problems, race is considered to be the conception deeply inculcated in the minds and hearts of many people across America (Vernay, 1990).

As a society, it is pivotal to acknowledge, address, and pay more attention to controversial or different issues regarding racism, stereotyping, poverty, cultural differences, and socioeconomic obstacles that lead us to live in an unhealthy society, that diminishes the quality of

America's life (Littejohn, 1999).

Children, at an early age, realize dissimilarities amidst the people in all various sides around them. They will soon notice that power and prerogative create all the differences. Living in such a culture, they feel that intolerance toward other races or socioeconomic classes is all right. Such an environment creates in children uneasy, unpleasant, and rejection of dissimilarities (Schwartz, 1994).

Disparity in socioeconomic status affects health through lack of proper education, fair income, or social classes. Often times, environmental fallout that stems from an intentional neglect because of the social class or racial discriminations in destitute areas contribute components that are conducive in creating health hazards (American Academy of Pediatrics, 2002).

To perorate socioeconomic and race-related issues one must focus on education. The pedagogy in an education system must provide for instructors and students opportunities not only to engage in genuine discussion, but also to analyze the causes of such disparities in power structure and economic status that are detrimental to harmonious race relations (Vernay, 1990).

Nevertheless, a nation whose motto is E Pluribus Unum, in which its freedom form has influenced millions throughout the globe, cannot condone bigotry against any racial group without betraying its own history (Vision of Race Unity, 1999).

A Preliminary Study of Ways Predominantly Low Income African American Parents Support the Literacy Development of Their Children: Implications for Teachers, School Administrators and Teacher Educators

Danjuma R. Saulawa, Alabama State University

This research concerned an ongoing study of parental involvement in schools in the Black Belt region of Alabama, a region named for its rich black soil, but now mostly populated by low-income African American families. It was an attempt to find out what parents in this region thought about the roles they could play in the literacy development of their children. A Likert-type scale questionnaire was prepared and sent to parents to respond. Specifically, the survey was aimed at answering the following questions: (1) Do parents in this region believe they have responsibility for their children's literacy development? (2) What do parents in this region do to ensure their children's success in reading? and (3) Would parents in this region like to participate in decision making regarding the literacy program in their children's schools? Preliminary results indicated that these parents do accept responsibility for their children's literacy development. They also seemed to indicate that they provided reading materials for their children at home. Moreover, these parents seemed to be willing to participate in decision making about the literacy programs of their children's schools. These results seemed to stand in contrast to teachers' expectations of this group as reported in an earlier study. A further analysis of the data will be made to determine if responses vary with the levels of education and income.

Implications of this study for teachers, school administrators, and teacher educators for training in parent-teacher collaboration, both at inservice and preservice levels, were discussed.

Session 11.3

11:00 - 11:50 AM

EARLY CHILDHOOD EDUCATION (Discussion)..... Gallery C

Presenter:

Dennis C. Zuelke, Jacksonville State University

Perspectives of Instructional Practices About Early Childhood Education Held by Parents and Teachers in Taiwan

Yu-Hsing Chang, Mary Beth Evans, and Carolyn Reeves-Kazelskis, University of Southern Mississippi

This study compared parents' and teachers' perspectives of instructional practices for four- and five-year-old children, who were attending private and public schools in Taiwan, to determine if the two groups differed in their beliefs about developmentally appropriate and inappropriate classroom instructional practices (based on NAEYC guidelines) and educational home practices. Demographic variables included: parents' and teachers' education levels, teachers' ages, years of teaching experience, family income, children's ages, and school category.

Two questionnaires, a demographic data inventory and a questionnaire titled "Perspectives of Instruction in Early Childhood Education," were used to collect data. Teachers (N=410) from 67 public and private kindergartens in Taiwan participated in the study. From the group of parents whose children attended these schools, 20 parents per school were randomly selected and invited by administrators to participate in the study; a total of 847 parents participated.

A 2X2 (parent/teacher by child age level) multivariate analysis of variance was used to analyze the data. The results indicated that parents and teachers had statistically significantly ($p < .001$) different perspectives about classroom instructional practices for young children (Partial Eta-square = .111). Teachers scored higher than parents on both developmentally appropriate and inappropriate classroom instructional practices, but parents scored higher than teachers did in inappropriate educational home practices. No statistically significant differences were evident for age levels, and no statistically significant interaction was found between age levels and the parent/teacher groups.

From this study, it appeared that several issues should be addressed in Taiwan's early childhood education: parent-teacher interaction, parent involvement, parenting education, and teacher professional development.

A Comparison of the Perceptions of Teachers, School Administrators, and Central Office Personnel on the Appropriate Involvement of Parents in Their Child's Education

John D. Light and Laura C. Stokes, University of North Alabama

Most parents and educators agree that parent involvement in their child's education positively impacts the child's learning. The National Parent and Teacher Association, as well as the Southern Association for Colleges and Schools, both set standards for parental involvement. However, despite extensive literature, research and discussion of this topic, parent involvement remains diverse and ambiguous. Teachers, administrators and central office personnel need to examine their own views about appropriate roles for parents in the educational arena. Educators must clarify appropriate parent involvement. Only when parents know what involvement is expected and encouraged by professional educators can parents respond responsibly.

A Likert-type scale questionnaire about parent involvement was administered to teachers, administrators, and central office personnel from north Alabama. This instrument also included demographic information. The data were then analyzed and graphs were made indicating the responses of each group. Analysis of variance was used to show the degree to which agreement existed between the groups about parent involvement.

The results presented the perceptions of a sample of North Alabama teachers, administrators, and central office personnel of appropriate roles for parents in their children's education. Some issues of role and gender of respondents seemed to suggest variance in expectations and perceptions.

The study has implications for practicing educators relative to effecting SACS Standards and National PTA Standards for parent involvement. Additionally, it has implications for teacher and administrator preservice programs. The study pointed out the need for teachers, administrators, and central office personnel to openly communicate and develop a shared vision of parent involvement.

The Effects of an Interdependent Group Contingency Game on Disruptive and Off-Task Behavior

LaRonta M. Upson and Christopher H. Skinner, University of Tennessee, Knoxville

A withdrawal design (A-B-A-B) was used to evaluate the effects of an interdependent group contingency game, in which every member of a team received the same reward contingent upon some specified level of the class; disruptive and off-task behavior. A variation of the good behavior game was used with a sample of 19 first-grade students during the morning instructional period. The number of participants varied daily dependent upon the number of absences.

Prior to the start of the game, the teacher divided the class into two teams, making sure to divide the most disruptive students evenly among the two groups. The intervention was presented as a game and students were asked for input in constructing classroom rules to follow and rewards they would like to receive if their team won the game. The rules were visibly displayed and the rewards were placed on individual slips of paper and placed in the reward box. At the beginning of the game, the students were informed that each time a member of their team violated a rule, they would receive a demerit. The team with the fewest demerits at the end of the game would win the game, be allowed to line up first for lunch, wear victory name tags, and chose a reward from the reward box. Each time a demerit was received by a team, the teacher stated which rule had been violated to underscore the purpose of the game as following the rules and not simply winning a prize.

Levels of on-task, off-task, and disruptive behavior were compared across baseline and intervention phases. Intervention phases showed a 50% decrease in disruptive and off-task behavior from baseline levels. On-task behavior increased from 27% (baseline) to greater than 60% (intervention). Discussion focused on positive and negative side effects associated with these procedures.

Session 11.4
11:00 - 11:50 AM

MAKING SENSE OF CLASS-SIZE RESEARCH, THEORY, AND USE (Symposium)..... Findley

Organizer: Charles M. Achilles, East Michigan University

STAR Reanalysis

J. D. Finn, SUNY, Buffalo, New York

Title I: Use of Small Classes (Three-Year Outcomes)

Sheldon Etheridge, Berkeley County, South Carolina

Interactions in Small and Large Classes

Jean D. Krieger, Woodlake Elementary, Mandeville, Louisiana

Class-Size Uses in SERVE Region

Art Hood, SERVE Laboratory

Small Classes and the Model Classroom Outcomes

Gilde Howard Outz Laurens, South Carolina Schools

Educators for Excellence, Class Size and Science Achievement

Marie Miller-Whitehead, Tennessee Valley Association of Educators

Class Size and Indoor Air Quality: Costs of Small Classes

Charles M. Achilles, Eastern Michigan University

Class Size and PTR: What is the Difference?

Mark Sharp, Eastern Michigan University

Serious class-size initiatives really started with Project STAR (Student Teacher Achievement Ratio) conducted in Tennessee. It seems fitting to synthesize what has been learned from class-size research (1984-2002) in a MSERA symposium in Tennessee.

Major class-size concerns for educators have been: (1) how to implement small classes (K-3) within available spending limits, and (2) why small classes (e.g. 13-17 students) in early grades (K-3) effect improved student outcomes. The symposium addressed key class-size findings from historical, research, implementation, evaluation, and policy perspectives.

The symposium drew from recent (1995-2002) studies (n's in parentheses are not mutually exclusive): dissertations (n=5), implementation efforts (n=2), re-analyses or extended analyses of STAR data (n=3), observations of professional practice (n=2), and critiques of class-size issues. The symposium included five-minute synopses on the topics listed followed by discussion/question and answer guided by the symposium presenters: (1) introduction and framing the research and policy issues, (2) analyses of class size (CS), pupil-teacher ratio (PTR), average class-size, and the availability of accurate class-size data (2 studies), (3) effects of implementing small classes, especially in Title-I schools (2 studies), (4) re-analyses and extended analyses of STAR and related data; (3 studies), (5) class size and science achievement, (6) serendipity: class-size, student and teacher health, and indoor air quality (IAQ). (1 study), (7) implementation within reasonable budget limits (theory and actual practice), (8) wrap-up; and (9) audience participation.

Numerous methodologies were included in the studies presented. The design and method (approaches) were not reviewed individually here for each study. Quality of the research was assumed from: (1) the fact that the dissertations have all been accepted based upon Ed.D. committee recommendations, and (2) the re-analyses have been accepted for publication in refereed journals.

Authors (see list at end) responded about their works in question-and-answer sessions, and serve as part of a symposium panel. Based upon the collected results of the studies described here, plus recent summaries of national class-size initiatives, four conclusions seemed important: (1) There is no consensus on a definition of class size (CS) and of PTR (or average class size). The terms represent vastly different concepts, but often are used as synonyms. This imprecision confuses policy, practice, and evaluations of outcomes. (2) Class-size research helps explain the “Fade Effect” in Head Start and other Pre-K experiences. (3) Generally, educators have not understood the class-size research and have implemented large-scale class-size reduction (CSR) poorly. (4) If small classes are implemented in accordance with the research, long and short-term benefits accrue. Given a reasonable building-level PTR (K-5 or so), small classes can be affected (K-3) at essentially no extra funding. Other interventions have added costs associated with them, often annually.

Three symposium results were: (1) clarification of misleading or erroneous media and policy use of “class size,” (2) research, theory, and professional practice reasons why small classes “work,” and (3) identification of needed research.

Session 11.5

11:00 - 11:50 AM

HOW TO PREPARE FOR AN NCATE ACCREDITATION REVIEW

(Training – 1 hour)..... Crystal

Stephanie B. King and Sue S. Minchew, Mississippi State University

The objective of this session was to help prepare participants for NCATE accreditation visits. The co-authors, who have served as NCATE coordinator and assistant NCATE coordinator, shared techniques used to help their institution prepare for its successful NCATE continuing accreditation review. They provided an overview of the accreditation process from start to finish with detailed advice on the following: how to organize the NCATE committee and ensure participation, how to involve and inform faculty, how to write to NCATE standards, how to organize the institutional report, how to polish the report, how to organize the online and the onsite exhibit rooms, how to prepare for the BOE team visit, how to host the visit, how to respond to requests for information during the visit, and how to rejoin the BOE Report. Collaborative brainstorming activities for each standard allowed participants an opportunity to reflect on appropriate materials to include in their institutional reports and exhibition rooms. The session concluded with a discussion about writing an assessment plan and transitioning to performance assessment.

Session 12.1

12:00 - 12:50 PM

QUALITATIVE RESEARCH (Discussion)..... Gallery A

Presenter: Doug E. Masini, East Tennessee State University

Reliability and Qualitative Data: Are Psychometric Concepts Relevant Within an Interpretivist Research Paradigm?

Larry G. Daniel, University of North Florida, and Anthony J. Onwuegbuzie, Howard University

Reliability is one of the chief characteristics researchers consider when judging the quality of data utilized in their studies. Within the positivist paradigm, data are typically quantified, and, thus, it is relatively easy to derive estimates of reliability based on various statistical indices developed for this purpose. In qualitative research, however, the idea of data reliability is a looser science if, indeed, as some argue, reliability can be estimated or assessed at all. In fact, many who advocate for the importance of an interpretivist research paradigm refrain from using the term "reliability," fearing that the positivist framework of reliability will be considered as the standard against which all data integrity issues are conceptualized and assessed. In this paper, however, it was argued that the positivist and interpretivist paradigms are not as disparate as many suppose in terms of conceptualizations of reliability.

Interpretivists often note that qualitative data should be "trustworthy" or "dependable"; otherwise, any themes the researcher develops to summarize these data will not be credible. A variety of methods for assessing the trustworthiness of qualitative data have been proposed, including the important process of triangulation, which involves the use of multiple and different methods, investigators, sources, and theories to obtain corroborating evidence. Triangulation reduces the possibility of chance associations, as well as of systematic biases, thereby allowing greater confidence in any interpretations made. Three outcomes arise from triangulation, namely, convergence, inconsistency, and contradiction. In this paper, data examples were used to illustrate how these same three outcomes for assessing interpretivist data also guide reliability analysis within the positivist paradigm. Logical connections between the two paradigms as regards these outcomes were discussed. Additionally, examples were given to show how conventional positivistic indices of reliability could be used with qualitative data.

A Reflective Strategy for Learning the Methods of Qualitative Research

Lou Ann Sevier, East Tennessee State University

The application (and acceptance) of qualitative research has increased over the last decade. In response, numerous texts and courses have been developed in the vein of "how to conduct qualitative research." However, empirical information with regard to "how one should learn qualitative methods" is scant. It is reasonable to assume that learning strategies are tenable for qualitative instruction.

In this paper, a "reflective" strategy for learning the methods of qualitative research was described. The author's experiences in a graduate qualitative methods course provided the impetus. The author's reflections prior to, during, and following the course were referenced to illustrate how one might profit from a reflective approach. (Note that guidelines for reflection within the context of learning qualitative methods were appended.)

While the use of "reflection" is not new to education (or qualitative methods for that matter) the application herein is thought to be unique. Based on the author's experience, it was expected that instructors and students of qualitative research would profit from this learning strategy.

Theory Becomes Practice: Combining Reader-Response Theory and the New Rhetoric in Describing the Meaning-Making Processes of College Freshmen as They Respond to Poetry

Sandra L. Tompkins, Hiwassee College

For a dissertation, the meaning-making processes of college freshmen at Hiwassee College as they interpreted and discussed poetry were investigated. Operating from a theory base involving Reader-Response Theory and the New Rhetoric, the students' individual construction of meaning and their social construction and negotiation of meaning, respectively, as they interpreted poems, was studied. The methods of qualitative researchers in gathering the data used participant observation; a collection of artifacts that included student compositions, written notes, and audiotaped discussions from small-group work; purposive sampling of these artifacts; questionnaires; and field notes. The author was a full participant observer, serving as both professor and researcher in the classroom. For each theory, the author identified and described categories of the meaning-making processes derived from the artifacts, and used the constant comparative method for refining them. For the purposive sampling procedure, the author used maximum variation sampling of the student compositions and the audiotaped discussions in selecting salient examples to demonstrate these meaning-making processes for both theories.

By identifying descriptive categories to delineate the students' thinking processes both individually and communally, the author has demonstrated how Reader-Response Theory and the New Rhetoric could be practiced in the classroom. Progression from the individual construction of meaning to the communal construction and negotiation of meaning resulted in the students' producing comprehensive compositions

about poems. Professors and researchers can observe how the students constructed their interpretations by rethinking their initial responses, by negotiating their points of difference and points of agreement, and by incorporating into their own compositions their reactions to each other's views.

Through studying the meaning-making processes inherent in these theories, professors and researchers can understand how students interpret poetry and how theory informs practice. The results of this study provided more awareness of the possible thinking behaviors of students, that is, the different ways they relate to poetry and to each other in discourse communities. The categories of meaning construction identified for both theories provided the author with a better understanding of student work as the author continued to teach poetry interpretation.

Session 12.2

12:00 - 12:50 PM

CURRICULUM (Discussion)..... Gallery C

Presenter: Vicki A. Wilson, Muskingum College

Is There An Advanced Placement Advantage?

Susan P. Santoli, University of South Alabama

Confronted with increasing academic accountability and decreasing financial resources, the feasibility of offering Advanced Placement (AP) courses is under scrutiny by school systems across the nation. This study examined potential advantages that exist for schools and for students through the offering of AP courses. Current research was reviewed and information was synthesized in the areas of: effects of AP courses on students, AP implications for college admission, AP economic implications, and concerns about AP programs. Results indicated that advantages existed for students and for schools participating in the AP program that go beyond college admissions factors and that, despite some concerns, the numbers of schools and students participating in this program were increasing dramatically.

Dimensions Impacting Teachers' Concerns in Alabama

Hyacinth E. Findlay, Alabama State University

Glickman et al. (2001) found that teachers tend to focus their concern on different instructional matters depending on their level of experience. Certain factors, such as years of teaching, race, gender, trust in administration, collaboration, classroom management, working conditions, and curriculum decisions impact learning in public schools. Studies that may impact learning as a function of curricular decision and group dynamics have focused on several dimensions including commitment to teaching, commitment to school, trust in administration, trust in teachers, and desire for collaboration (Ebmeier and Nicklaus, 1999).

The theoretical framework for the study is based on the work of Ebmeier and Nicklaus (1999). They reported that although there is no evidence that collaborative supervision directly impacts student learning, their study and others have suggested that collaborative supervision can play a major role in increasing teachers' commitment, collaboration, efficacy, and trust.

The population for the study consisted of selected K-12 public school teachers in Alabama. Surveys were administered to a random sample of 250 teachers, with a response rate of 212. The teachers were surveyed to ascertain their concerns about instructional matters. A two-part instrument was designed, pilot tested and used to collect data for the study. Factor analysis was used to categorize the teachers' concerns into five dimensions: trust in administration, collaboration, classroom management, working conditions, and commitment to teaching. Data were further analyzed using the t-test and ANOVA to determine if significant differences existed in the teachers' concerns when they were grouped into gender, race, educational qualifications, and years of experience. Findings showed that statistically significant differences existed on three of the five dimensions.

The investigator concluded that teachers involved in the study were more concerned about collaboration; trust in administration, and commitment to teaching. These findings have implications for informed curricular decision making.

The Financial Literacy of African American Fourth Graders

Thomas A. Lucey, University of Memphis

Three recent, well-publicized surveys by the Jumpstart Coalition show poor understandings of financial concepts by high school seniors, but no personal economic knowledge studies of elementary-level students have been conducted since 1970. Because attitudes toward money relate life circumstances, including personal relationships, patterns in financial learning represent an important educational issue. Both academic achievement and financial attitudes have been related to economic status and self-esteem. Academic achievement has also been related to outside activities. Literature also relates financial habits to gender and learning method.

The sample involved 172, fourth-grade students from nine Memphis schools. The instrument contained 24 items about personal finance based on the Jumpstart Coalition's original fourth curriculum standards. The remaining items identified students' gender, race, first-

language, family income, learning method, extracurricular activities, and self-esteem.

The analysis discovered significant relationships between race, income, and self-esteem (separately) within the African American portion with personal financial literacy. The findings suggested that different cultural elements related to financial literacy. Future research should explore the dynamics of economic learning processes in children of different economic, racial, and esteem cultures.

Session 12.3

12:00 - 12:50 PM

TECHNOLOGY (Discussion)..... Gallery D

Presenter:

Doug Feldmann, Franklin College

Factors Affecting the Integration of Instructional Technology by Teacher Education Faculty Into the Core Curriculum Education Courses

Connie L. Elrod, Harding University

This study examined faculty in a college of education preservice teacher preparation program. The total number of respondents was 15. The purpose of this study was to determine whether teacher educator's self-perception of ability and beliefs toward technology integration and computer use would have an affect on their integration of instructional technology in their classroom practice.

NCATE and ISTE technology standards are provided to schools of higher education to implement into their teacher education programs. The preservice teacher educator program in this study had adopted these guidelines into the teacher education program, as well as created a technology document of its own. College of Education faculty members were expected to exhibit the 29 skills that are divided into four different levels. The instrument was designed to enable preservice teacher educators to adequately and appropriately incorporate technology into their teaching practices.

A survey was administered using a Likert-type scale that ranged from one to five. The survey items were designed to reflect the ISTE (International Society of Technology in Education) and NCATE (National Council for Accreditation for Teacher Education) standards. Standard deviation, Pearson r, and t-test were conducted on individual items. None of the tests administered yielded any statistically significant results. The findings of the study suggested further research needed to be conducted to determine if faculty members actually model instructional technology in their classroom practices as reported, and if preservice teachers were instructionally technology literate as a result.

Solving the Problems of Technology Integration or Creating Fallacies: A Training Dilemma

Mabel CPO Okojie and Anthony A. Olinzock, Mississippi State University

Integrating technology into the process of teaching and learning has been applauded as a beneficial idea. Most people agree that modern day economy is technology driven, and they also believe that schools and colleges should prepare students who will meet the demands of a techno-workplace. Even teachers who are not computer literate believe that computers and the related technologies should be part of the teaching and learning resources. The questions are: (1) Why does technology integration present such perennial problems? and (2) Why are some teachers resisting the introduction of technology into the classroom? Training has been hailed as one of the effective methods of helping teachers learn the skill they need to integrate technology into teaching. As a result, school districts have invested thousands of dollars in organizing short training sessions and workshops for teachers. The aim of this paper was to address the shortcomings in the traditional training sessions, and to show how the shortcomings hinder technology integration.

This paper discussed an alternative approach for organizing and presenting training sessions and workshops that included trainees as active participants who recognized their own need for knowledge and challenge the trainer to satisfy that need. This training method is called the doctor-patient diagnostic approach. Like a patient who feels some health problems and approaches her/his doctor for treatment, the trainer listens to the participants and, based on her/his knowledge and expertise, customizes training. Without prior assessment of the problems (training needs), the trainer may not be able to address specific issues that are troublesome. Unless teachers are able to communicate their problems, the generic training sessions and workshops being offered at present will have minimal success. This paper showed that computer intimidation is magnified by the present mechanistic approach to technology training sessions.

Web Teaching: Design, Safety, and Legal Issues

Chien Yu, Mississippi State University

For the past decade, the web has been emerging as a powerful force in many different ways. No matter that the web activity is for personal, commercial, or educational purposes, web development seems to be the center stage of emerging technology and innovation.

The trend of web development has driven educators to create online courses or web-based course supplements. As a number of studies indicated, almost every major university has provided some sort of online courses, so students can access information anytime, anywhere.

Without a doubt, distance education has become an “educational evolution” that has deeply impacted the form and structure of our teaching and learning; development of online courses forced educators to use technology for teaching and integrate technology for learning effectiveness. As a result, teachers need to develop skills and senses to use web in their teaching and communicate with their students.

This research first reviewed the different goals/purposes for each web-activity. Based on the goals/purposes, different designing principles were applied. This study also examined the issues for web teaching, such as safety and legal, and described how to deal with these issues. Finally, this study provided research-based tips and suggestions for teachers who can improve their teaching using the web.

Session 13.1

1:00 - 1:50 PM

COLLEGE STUDENTS (Discussion)..... Gallery A

President: Connie Tollett, University of Memphis

Assessing Knowledge of Professional Burnout in College Students Entering Helping Professions: A Pilot Study Addressing the Need for Inclusion of Burnout Information in Undergraduate Curricula

Irene M. Staik, Lesley Ross, Brad Harwell, Tracey Attaway, and John Burling, University of Montevallo

A plethora of websites, professional journal articles, and popular magazine and news articles address the ever-increasing problem of burnout in professions that provide services to human beings. Professional organizations in social work, psychology, and medicine have published information on identifying stressors and developing effective ways of coping with them, allowing helping professionals to alleviate stress and burnout. These organizations are suggesting a reactive approach to burnout. Little research is devoted to the proactive approach of including information on stress and coping strategies in the undergraduate curricula of future helping professionals.

The current pilot study assessed the level of information about burnout demonstrated by 51 undergraduates in social work, psychology, and pre-medicine. Additionally, the relationships between this knowledge and self-efficacy, provision of social support, and self-esteem were assessed. A preliminary principal components analysis somewhat supported the published three-factor structure of the Maslach Burnout Inventory (MBI) (1996), with Factors I, II, and III being Personal Satisfaction, Emotional Exhaustion, and Depersonalization, respectively.

Pearson product moment correlations among the MBI factors and self-efficacy, provision of social support, and self-esteem, produced only one significant finding. A negative correlation, $r = -.298$ ($p < .04$), was found between the Depersonalization factor and generalized feelings of self-efficacy. A trend toward significance was found between Factor 3, Depersonalization, and self-esteem ($r = -.251$, $p < .08$). These results will likely gain in strength when additional students are included in the sample in the next academic year. With a larger sample of students, an ANOVA will be done to assess the differences, if any, in the understanding of burnout among psychology, social work, and pre-medicine undergraduates. These data may be used by faculty to strengthen the curricula in the area of burnout as a real and potentially damaging phenomenon.

An Analysis of College Students With AD/HD at a Private and Public Institution in Arkansas Using a Grounded Theory Model

Susan N. Perry, University of Arkansas, Little Rock, and Kathy K. Franklin, University of Alabama

Less than 9% of students with reported attention deficit/hyperactivity disorder (AD/HD) attend college. In a study completed in 1999 by the National Center for Education Statistics, researchers found that the southeast region of the United States, that includes Arkansas, matriculates more college students with disabilities than any other part of the country. Whereas the percentage of students reporting AD/HD is known, there exists a paucity of research in extant literature explaining the phenomenon of their college experience and their attitudes about that experience. Likewise, little is known about the support networks of these students and their ability to adapt to the demands of the academy.

Therefore, the intent of this qualitative study was to explore the experiences of those college students with AD/HD enrolled in two universities located in southern Arkansas. The researcher chose a public and private university to explore maximum variation within the phenomenon of student experiences. Using the grounded theory model of Strauss and Corbin, the researcher conducted eight personal interviews and one focus group session with 10 students from the universities. Volunteers for the study were recruited with the assistance of the Office of Disability Support for each university. The data were analyzed using the grounded theory structure of open, axial, and selective coding with the purpose of developing a theoretical framework, a posteriori, to explain the phenomenon.

The resulting theoretical framework included the following constructs: (1) strategies employed to manage the AD/HD diagnosis, (2) attitudes concerning prescriptions needed to manage disability, (3) experiences of adolescents with AD/HD, (4) the first-year experience, (5) adapting to college, (6) navigating the college environment, (7) understanding student attitudes, (8) attitude toward institutional type, and (9) recommendations for the future. From these constructs, the researcher developed recommendations for universities enrolling students with AD/HD.

Locus of Academic Control of College Students With and Without Disability: A Comparison

Amy L. Skinner and LeeAnn Grubbs, University of Tennessee

The underlying philosophy of rehabilitation in the 1990's has focused on empowerment of the consumer. According to Rotter and social learning theory, an individual can learn or improve her/his perception of control without control necessarily being given to them through behavior outcomes. In social learning theory, a reinforcer acts to strengthen the expectancy that a certain behavior will recur or cease occurring. Locus of control (LOC) theory is based on the premise that the effect of the reinforcer is not so much its intrinsic value but whether or not the individual being reinforced perceives a causal relationship between the reinforcer and her/his behavior.

Students are exposed to academic reinforcers at least 12 years before beginning college and may have developed responses to reinforcers that negatively affect their academic success. If counselors and teachers who work with college students can help the students learn that they have control over many academic situations, it may improve the students' academic careers in many ways, from improved grades to overall feelings of empowerment. This study expanded traditional LOC research by adding the variable of academic locus of control (ALOC) to examine the perceived control college students with and without disabilities have over academic factors. Results provided a framework college counselors and teachers may use to help students use their personal resources to succeed in higher education.

Session 13.2

1:00 - 1:50 PM

TEACHER EDUCATION (Discussion)..... Gallery B

Presider:

Jane Brower, University of Tennessee, Chattanooga

Preservice Teacher Perceptions of Their Best and Worst K-12 Teachers

Lola Aagaard and Ronald Skidmore, Morehead State University

This study investigated the perceptions of preservice teachers regarding their best and worst teachers in elementary and high school. Participants were enrolled in a sophomore-level Teacher Education Program prerequisite course at a regional university in the Mid-South. Procedures ensuring informed consent and confidentiality were employed with the students. They were asked to write half-page descriptions of their best and worst teachers from elementary and high school, focusing on what behaviors or attitudes made those teachers the best or worst.

Over 400 teacher descriptions were coded according to the six themes developed by Witcher, Onwuegbuzie, and Minor (2001): student-centeredness, enthusiasm for teaching, ethicalness, classroom and behavior management, teaching methodology, and knowledge of subject.

Results indicated that student-centeredness was the predominant theme in the descriptions of the best teachers, and the lack thereof was the most predominant theme for worst teachers. Effective teaching methodology was a frequent characteristic of the best teachers and absent in descriptions of the worst teachers. Ethicalness (impartiality, fairness) was mentioned more often when it was lacking, that is, in the descriptions of the worst teachers. Knowledge of subject was the least evident theme in the descriptions of either type of teacher. Results were compared with other research in the area of effective teacher characteristics.

Student Perceptions of Effective Teaching: What Students Want From Their Teachers

Daphne W. Hubbard, University of South Alabama

There are limits to the nature of the research on effective teaching because too often the voices, ideas, and opinions of students are missing from the research. Determining student perceptions of effective teaching methods and finding out what students want from their teachers may not be a panacea for making all classrooms equitable in terms of high-quality, engaging curricula, and effective teacher performance; however, asking students for their opinions regarding effective teaching criteria may be a beginning point in creating a dialogue about the subject between educators and students and increasing teacher awareness.

The purpose of this study was to determine student perceptions of effective teaching criteria in four areas: planning, instruction, grading, and classroom management. The sample consisted of 101 participants in eleventh-grade English. By indicating responses on a survey instrument, participants addressed three research questions: (1) What are eleventh-grade English students' perceptions of effective teaching methods? (2) Are the perceptions of eleventh-grade English students seeking the Alabama High School Diploma with Advanced Academic endorsement regarding effective teaching methods different from eleventh-grade English students seeking the standard diploma? and (3) What qualities do eleventh-grade English students think are important for one to be an effective teacher?

Research question one was addressed by calculating percentages for each statement on the instrument. Research question two was addressed by conducting an independent t-test to compare the raw scores of the two groups of participants. Research question three was addressed by the open-ended question at the end of the survey where student responses were tallied to see where trends emerged. The results of this study suggested that all students regardless of academic track had similar expectations regarding effective teaching. Teachers who want to be highly effective in the classroom must also address their intrapersonal and interpersonal qualities.

Preservice Teachers' Perceptions of Characteristics of an Effective Teacher as a Function of Discipline Orientation

Ann E. Witcher and Terry L. James, University of Central Arkansas; Anthony J. Onwuegbuzie, Howard University;
Kathleen M.T. Collins, University of Arkansas, Fayetteville; and Lynn C. Minor, Valdosta State University

Preservice teachers enter college with preconceived beliefs about teaching. These beliefs include perceptions of the most effective approaches to classroom discipline. According to Wolfgang and Glickman (1986), approaches to discipline can be classified into three categories: non-interventionist, interventionist, or interactionalist. Non-interventionists are highly student centered. Conversely, interventionists are highly teacher oriented. Finally, interactionalists can be classified as lying somewhere in between these two disciplinary perspectives. Unfortunately, relatively little is known about preservice teachers' orientation prior to participating in their teacher education programs. Yet, knowledge of such beliefs is consistent with the expectations of the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992) and the National Council for the Accreditation of Teacher Education (NCATE, 2002), who stipulate that preservice teachers be given the opportunity to reflect upon entering beliefs and to change ill-founded beliefs. Therefore, in order to change teaching practices, preservice teachers' beliefs should be taken into consideration (Hart, 2002).

Thus, the purpose of this mixed methodological research study was twofold. The first objective was to determine whether preservice teachers tend to possess a dominant discipline style. The second purpose was to ascertain the degree to which preservice teachers' endorsement of each of the three discipline styles predicts their perceptions of characteristics of effective teachers. Quantitative and qualitative data collected were subjected to a five-stage, mixed-methods data analysis process as outlined by Onwuegbuzie and Teddlie (in press). Participants were 63 preservice teachers enrolled at a large university in a southeastern state. Interventionism received the greatest endorsement. A phenomenological analysis revealed seven characteristics that many preservice teachers considered to reflect effective teaching: student-centered, effective classroom and behavior manager, competent instructor, ethical, enthusiastic about teaching, knowledgeable about subject, and professional.

A canonical correlation analysis revealed that the degree of discipline orientation was a predictor of some of these characteristics. Implications were discussed.

Session 13.3

1:00 - 1:50 PM

RESEARCH METHODS (Discussion)..... Gallery D

Presenter:

Raj Rai, University of Tennessee, Knoxville

Attitudes Toward Research of African American Graduate Students as a Function of Locality

Gloria D. Richardson, University of West Alabama, and Anthony J. Onwuegbuzie, Howard University

Virtually all graduate students in colleges of education are required to enroll in research methodology courses as a required component of their degree programs. Unfortunately, most of these students are extremely frightened about taking such courses. These students deem educational research courses to be the most difficult in their programs of study, revealing that they would not have enrolled in these classes if they had not been required. Thus, clearly, research suggests that many students have negative attitudes toward research. However, studies in this area primarily have involved white populations. In particular, little is known about the attitudes toward research of African American students, despite the fact the latter tend to attain lower levels of achievement in research methodology courses than do their white counterparts (Onwuegbuzie, 1999).

Consequently, this two-stage study examined the attitudes toward research of African American graduate students. The first stage of the investigation involved comparing these attitudes between African American students enrolled at an institution located in an urban setting and those enrolled in a rural setting. Specifically, these comparisons were made with regard to research self-efficacy, perceived professional utility of research, and learning preferences. The second stage of the study involved the development and score validation of the Attitudes Toward Research Design (ATRD) Scale, using exploratory factor analysis, reliability analysis, and descriptive/inferential statistics. In particular, the psychometric properties of the ATRD scale were assessed (e.g., structural validity, score reliability, normative data). Both sets of students were administered the ATRD scale.

With respect to the first phase of the investigation, after applying the Bonferroni adjustment, findings revealed that African American graduate students enrolled at the urban institution reported statistically significantly higher levels of research self-efficacy and perceived professional utility of research. The Cohen's effect sizes associated with these differences were moderate. Implications of these and other findings were discussed.

Profiles of Respondents Who Respond Inconsistently to Positively-Worded and Negatively-Worded Items on Rating Scales

Gail H. Weems, University of Memphis, and Anthony J. Onwuegbuzie, Howard University

Many instruments, especially Likert-type scales, contain both positively-worded and negatively-worded items within the same scale (i.e., mixed item format). A major reason for this practice appears to be to discourage response sets from emerging. Using this format also helps the analyst to detect response sets that occur in data sets, and thus eliminate them from subsequent analyses. However, some psychometricians seriously question the use of mixed item formats, positing that positively- and negatively-worded items within a scale are not measuring the same underlying trait. For example, strongly disagreeing to a positively-worded item may not induce an identical response (as it should) if the same item had been negatively worded (in this latter case, a strongly agree response would be the equivalent response). Moreover, methodologists have found that the mean item response to the positively-worded items can be statistically significantly different than the corresponding mean item response to the negatively-worded items within the same scale, with large effect sizes. Further, the score reliability coefficient pertaining to responses to positively-worded items can be significantly lower than that estimated for negatively-worded items. Most recently, evidence has suggested that certain individuals are more predisposed to providing differential response patterns when responding to a mixed item format scale. However, to date, only a few characteristics of these differential-responding individuals have been identified. Thus, the purpose of this present study was to extend this line of research. Specifically, the researchers analyzed responses to several scales utilizing mixed item formats. For example, using a canonical correlation analysis, a sample of 185 students revealed a relationship between degree of differential responses between positively- and negatively-worded items on three six-item measures of foreign language anxiety (i.e., input, processing, and output anxiety) and several dimensions of self-perception, study skills, and locus of control. Implications of all findings were discussed.

Determining the Factor Structure of the Technology and Teaching Effectiveness Scale

Jesus Tanguma and Nolie Mayo, University of Houston, Clear Lake,
and David Underwood, Arkansas Tech University

The Technology and Teaching Effectiveness Scale was developed to assess the impact of technology training for preservice teachers as part of a Department of Education grant, Learning to Integrate Technology within the Curriculum. The objective of the grant was to prepare teacher candidates to develop and to deliver technology-integrated lesson plans. The instrument was designed to measure the participants' feelings of technology self-efficacy and to assess changes in the level of self-efficacy as a part of the project evaluation.

Self-efficacy is defined as a person's sense of being able to take action to attain specific outcomes. It is developed through transactions with the world; therefore, education should improve feelings of self-efficacy. A sense of self-efficacy may vary according to an activity and its associated difficulty, and studies related to specific subject areas are needed.

The Technology and Teaching Effectiveness Scale was employed to assess teachers' confidence in their abilities to: (1) implement technology into their classes, and (2) promote students' success. The items were rated on a five-point Likert-type scale using a strongly disagree to strongly agree response format. This locally developed scale was determined to have a Cronbach's alpha reliability of 0.930, indicative of good reliability.

To assess construct validity, data from the first year of the grant were subjected to a factor analysis using a principal component extraction method with orthogonal varimax rotation. Five factors emerged accounting for 69.56% of the variance. However, factors IV and V accounted for less than 9% of the variance and did not seem stable. Consequently, a three-factor solution was sought. These three factors accounted for 60.63% of the variance with a reliability coefficient of .925. Similar reliability coefficients were found for the subscales.

Psychometric findings provided support for the construct validity and internal consistency of the scores derived from the survey.

Session 13.4
1:00 - 1:50 PM

WRITING AND GETTING PUBLISHED

(Training – 1 hour)..... Crystal

John R. Petry, University of Memphis

Opportunities and problems associated with writing and publishing articles and manuscripts were discussed. Topics included sources of ideals for research and writing, guides for effective writing, elements of style, publication sources, preparing and submitting a manuscript, ethics in authorship, understanding the publishing process, and using writing/publishing for professional development. Objectives of the session were to increase the awareness of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth. This session addressed pertinent information designed to aid in the achievement of these goals. Activities included a diagnosis of the basic writing skills of attendees, analysis of articles ready for submission to publications, and administration of a predictive measure for publication success. A number of sources for publishing were presented and discussed that gave the manuscript submitters a higher chance of achieving success or acceptance. Participants' manuscripts were evaluated for their content, style, impact on the reader, and value to the scholarly community. Important emphases included: (1) knowing the audience to whom the publication is intended, (2) knowing the expectations of the editor and journal and making sure the article addressed its main point effectively, (3) having a definite message and reason for writing, (4) writing effectively and distinctly, (5) writing about subjects that the author knew, (6) following the style of the publisher's writing, knowing the editor's preferences, and using the journal's format, (7) understanding the publishing process: how journal articles have been requested,

reviewed, rewritten, and accepted, (8) recognizing that the writing, reviewing, and editing processes are time consuming, and (9) following up on every submission, contacting the editor to determine status, and learning how to edit personal submissions.

Session 13.5
1:00 - 2:50 PM

ATTITUDES/COLLEGE STUDENTS (Display)..... Roosevelt

The Influence of Course Delivery Regarding the Attitudes of Preservice Educators on the Inclusion of Students With Disabilities in the Survey of Exceptionalities Course

Linda B. Smith, University of Tennessee, Chattanooga, and Larry Beard, Jacksonville State University

The need for preservice educators to understand the concept of inclusion is almost mandatory by today's educational standards. All students enrolled in college-level courses in the area of education must have a strong understanding of best practices for educating a very diverse student population. With the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, regular educators have become a major player in the education of students with disabilities. It is important to know and understand their role as it relates to the education of students with disabilities.

The Survey of Exceptionalities Course is a requirement for all education majors on most college campuses. This study was designed to determine if course delivery in the Survey of Exceptionalities Course had an impact on the attitudes of preservice educators regarding the inclusion of students with disabilities in the regular education classroom. Two areas were explored: (1) To determine if the survey course was an appropriate venue for changing attitudes of preservice educators toward inclusion, and (2) Which course delivery method was the most effective for changing the attitudes of preservice educators toward inclusion.

The study was conducted at three NCATE-accredited universities. The three delivery methods were: (1) an outline course, (2) a professional development school, and (3) a traditional college lecture format. Each university utilized a different means. A pretest-posttest design was utilized to determine if there was a difference between the pretest and posttest mean scores of the Likert-scale instrument with students responding to 10 opinion questions. Results indicated that attitudes changed among preservice teachers enrolled in the Survey of Exceptionalities Course in a positive way, regardless of the delivery style.

Changing Misperception: A Comprehensive Approach to Reduce High-Risk Drinking Among College Students

Amy M. Dendy, Maylen Aldana, and Katherine Dooley, Mississippi State University

The current widespread use of alcohol among college students has earned much attention as one of the most serious health problems for U.S. colleges and universities. Many campus programs to reduce heavy alcohol use among college students have adopted the Social Norms approach to change misperceptions of peer alcohol use. The A.F.T.E.R. (Alcohol Free Thursday Evening Recreation) Hours program offers a multi-faceted approach guided by Social Norms theory to reduce the prevalence of high-risk drinking among first-year MSU students. The program's primary components include: (1) peer education programs in the residence halls, (2) an interactive website to provide alcohol-reduction messages, and (3) alcohol-free social activities to MSU students. The AFTER Hours program, which began in fall 2001, aims to reduce the negative consequences associated with high-risk drinking by providing accurate information on current alcohol use among MSU students. Effectiveness of this social-norms-based program was measured by surveying the freshmen students using the CORE Alcohol and Drug Survey to measure alcohol use and perceptions and the Mississippi State University Student Health Practices Survey to measure negative consequences and behaviors associated with alcohol use. Descriptive statistics, primarily percentages, were used as a comparison analysis of students' drinking behaviors and perceptions of campus alcohol use before and after the implementation of the A.F.T.E.R. Hours program. The purpose of this display was to discuss the planning and implementation activities conducted for the AFTER Hours program. Preliminary findings on campus alcohol use and associated negative consequences were also discussed.

Anxiety - Expectation Mediation Model of Library Anxiety

Qun G. Jiao, Baruch College/CUNY, and Anthony J. Onwuegbuzie, Howard University

This study presented a test of the Anxiety-Expectation Mediation (AEM) model of library anxiety. The AEM model contains variables that are directly or indirectly related to research performance, as measured by students' scores on their research proposals. This model posits that library anxiety and self-perception serve as factors that mediate the relationship between performance in writing a research proposal and other cognitive, personality, and demographic variables. This model was tested using 225 graduate students enrolled in several sections of an introductory-level course at a mid-southern university. Path analysis techniques supported the AEM model. In particular, there was a direct negative path from library anxiety to research performance, as well as a direct negative path from research performance to library anxiety. That is, library anxiety and research achievement were reciprocally related. Furthermore, anxiety mediated the relationship between research performance and the

following variables: age, academic achievement (i.e., grade point average), learning style, academic procrastination, and self-perception. The path analysis also revealed a direct positive path from self-perception to research performance. In addition, self-perception moderated the relationship between research achievement and academic procrastination, perfectionism, and hope. The AEM model of library anxiety suggests that Wine's (1980) Cognitive-Attentional-Interference theory and Bandura's (1977) Self-Efficacy theory can be applied to the library context. Moreover, the present results suggested that interventions designed at reducing students' levels of library anxiety, as well as improving self-perception of their ability to undertake effective library research may have direct positive educational outcomes. These findings were discussed within the framework of current social-psychological models of educational achievement.

Application of NETS-T Standards During Internship (An "ISTE" Day in the Life of an Intern)

Rachel B. Fowler, Virginia Avery, and Beth Counce, University of Montevallo

The National Educational Technology Standards for Teachers (NETS-T) were developed by the International Society for Technology in Education (ISTE). At one university, the curriculum for each teacher education program was designed to include all the NETS-T standards and indicators. As candidates progress in their programs, they develop their knowledge and skills to incorporate these standards/indicators into the lessons they design and teach. Opportunities to demonstrate candidate understanding are provided in coursework and field experiences. Assessment of this understanding is included in benchmark evaluations. One of the last evaluations addresses the 15 performance indicators for interns. This study focused on candidate responses to those indicators and provided suggestions of ways the fundamental concepts, knowledge, skills, and attitudes of technology could be incorporated into the classroom during internship.

Effective learning strategies must be incorporated into lesson plans to meet the needs of all students, and technology is a vehicle to innovative instructional techniques that can meet these needs. ISTE recognizes that new learning environments must be established for collaborative work, decision making, communication, information exchange, and authentic problem solving. Through established benchmarks, standards, and performance indicators in technology, interns work toward the incorporation of these effective learning strategies into their classrooms.

At the beginning of the internship, the 15 NETS-T performance indicators for interns were addressed in a seminar. Candidates identified the different indicators represented in various classroom examples. Also, candidates completed a survey indicating how they incorporated technology in their field experiences and how they would like to implement instructional techniques they have learned. The display session, as in the seminar, included each of the NETS-T performance indicators for interns and examples of HyperStudio, Inspiration, and Webquests. Virtual field trips, video clips of interns sharing the importance of planning, testing online, sites for ESL students, and best practices were discussed.

The Effects of Mathematics Methods Courses on Preservice Teachers' Attitudes Toward Mathematics and Mathematics Teaching

Stephanie O. Robinson and Gerri Lyn Adkins, Carson-Newman College

Since 1989, when the National Council of Teachers of Mathematics (NCTM) published Curriculum and Evaluation Standards for School Mathematics, there has been a call for reform in mathematics education. This document challenged the way that mathematics was being taught by presenting changes that were necessary in mathematics content, instruction, and assessment at the K-12 levels. With such a demand for change, it is important to note the ways in which teacher education programs are influencing preservice teachers.

Educators involved in the current mathematics reform movement stress a constructivist approach to learning, where students are encouraged to actively build their own knowledge, as opposed to memorizing procedures. This method of teaching requires many teachers to change their beliefs about mathematics, mathematics teaching, and mathematics learning. Preservice teachers tend to possess a less favorable attitude toward mathematics than other college majors. Preservice teachers' attitudes toward mathematics not only affect their learning to teach mathematics, but they can also affect their students' performance in mathematics.

This research project examined the effects of mathematics methods courses on preservice teachers' attitudes toward mathematics. It also examined the effects on preservice teachers' pedagogical beliefs and content knowledge. Preservice teachers seeking elementary licensure take methods courses in mathematics at the K-8 levels. Students were surveyed at the beginning and end of four hours of coursework to determine attitudes about mathematics and mathematics teaching. Among other questions, they were asked to rate their attitudes on a scale of 1 to 10, and to describe how their attitudes toward mathematics were formed. Follow-up also included assessing strategies that students used as they taught mathematics. Data from field experiences revealed whether students used strategies related to constructivist teaching. Results indicated that students changed attitudes in the short term; however, long term changes still need to be examined.

Teacher Perceptions as Correlates to Treatment Integrity in the Functional Assessment and Behavior Intervention

Louann I. Gum, Tennessee Technological University, and Marion Madison, University of West Alabama

Treatment integrity, a measurement of how accurately a treatment is carried out, is integral to the concept of effective behavioral analysis and intervention. This study sought to correlate teachers' perceptions of the functional behavior assessment and behavior intervention process (FBA/BIP) with their confidence that the process is an effective and efficient one.

Convenience samples of currently employed regular education teachers in two states in the southeast United States were asked to complete a questionnaire regarding their perceptions of the effectiveness of the FBA/BIP process and their confidence in carrying out behavioral interventions. Some of the variables investigated included prior experiences with the FBA/BIP process; formal and informal training in the FBA/BIP process; amount of support received from special education personnel, administrators, and other teachers; amount of input into the FBA/BIP process; years of experience; and numbers of children with problematic behaviors. Descriptive and correlational statistics were presented and discussed.

Locating White Anti-Racist Activists as Exemplars and Role Models in the Development of Multicultural Educators

Pamela A. Taylor, University of Southern Indiana

While the student population is becoming increasingly diverse, the teaching force remains predominately white. Consequently, a wide racial gap exists between teachers and a growing percentage of the nation's children. White educators need to look inside themselves and realign their assumptions and perceptions regarding diversity, particularly about race. In order to narrow the gap between the backgrounds of teachers and their students, progressive new interventions or reforms in their preparation are needed.

It must be understood that prejudice and racism are the product of a larger local and national cultural context. The eradication of racism is often thought to be the issue and problem of the oppressed. Historically, those held out as role models in the fight for social and political equality have been predominately persons of color. Students are often hard pressed to find examples and role models upon which to pattern their lives. Educators have a responsibility to guide students through the steps of not only defining what good role models look like, but also finding examples that look like them.

The presentation displayed the results of student research projects in their search for white, anti-racist role models. Biographical thumbnails of activists who have fought against racism were chronicled. These examples of activism have been deemed worthy because of values embodied, contributions to their cause(s), obstacles overcome, and acts of moral courage.

Smith (1996) identified four requirements for the development of white antiracist multicultural educators. In addition to interracial/intercultural relationships, experiencing constructive forms of guilt, and methods for confronting resistance, they must have white role models who are antiracists. An educator in a system of oppression is either a revolutionary or an oppressor. Teacher educators have a duty to help students overcome social discouragement and frustration and become empowered not to settle for society as it is.

Session 14.1
2:00 - 2:50 PM

NOVICE/EXPERT STUDIES (Discussion)..... Gallery A

Presenter: Robert L. Kennedy, University of Arkansas, Little Rock

Teacher Perceptions of the Mentoring Component of the Louisiana Teacher Assistance and Assessment Program

Scott C. Bauer, University of New Orleans, and Gerard LeBlanc, Jefferson Parish (LA) Schools

The purpose of this study was to determine new teacher perceptions of the impact of mentoring as evidenced through their experiences in the Louisiana Teacher Assistance and Assessment Program (LTAAP). The primary research question addressed whether participants experience mentoring as an aid to completion of their certification. The study also touched on whether mentoring increased teachers' sense of efficacy.

Focus group interviews were conducted to collect data on teachers' lived experiences with mentoring. A total of 35 teachers employed by the Jefferson Parish (LA) Schools participated in five focus group sessions. Data were tape recorded and transcribed verbatim, and analyzed to identify themes associated with the LTAAP mentoring process.

Results showed that three primary themes were associated with the efficacy of mentoring, each with related sub-themes: (1) mentoring conditions included four factors that dealt with the set-up and structure of mentoring, (2) mentoring relationships had to do with personal contact and trust building between mentor and mentee, and (3) mentoring processes had to do with the operation of mentoring itself.

One goal of qualitative research is theory generation. In conclusion, the findings culled from the data were arrayed to suggest a parsimonious, yet potentially powerful, integrated theory that described the practices necessary for mentoring to realize its potential in the context of teacher induction. A great deal of further research will be necessary to determine the usefulness and validity of the proposed theory, but it provides a point of departure for additional work.

The Relationship Between Teachers' Years-of-Teaching Experience and Students' Mathematics Achievement

Beverly M. Klecker, Morehead State University

Many prior research studies have reported "years-of-teaching experience" as being positively related to student achievement. This study examined the relationship between teachers' years of teaching experience and their students' scores on the 2000 National Assessment of Educational Progress (NAEP) Mathematics Tests. Data examined were from fourth- and eighth-grade national public school students and fourth- and eighth-grade Kentucky public school students. Kentucky was chosen because of the statewide systematic reform that has taken place in the last 12 years. The research question was: Are mathematics scores of students of more experienced teachers higher than those of less experienced teachers? The National Assessment of Educational Progress data include "years-of-teaching-experience" with five categories: two years or less, three to five years, eight to 10 years, 11-24 years, and 25 years or more.

National Data: Mean scale scores for fourth-grade mathematics (N=11,879) across years-of-teaching categories were: 223, 224, 226, 227, 230. There was no statistically significant difference ($p < .01$) by years-of-teaching experience. Mean scale scores for eighth-grade mathematics (N=13,288) across categories were: 270, 277, 276, 278, 282. Scores of students with teachers with 11-24 years-of-teaching experience and 25 or more years-of-teaching experience were statistically significantly ($p < .01$) higher than scores of other students.

Kentucky Data: Mean scale scores for fourth-grade Kentucky mathematics (N=2,080) across years-of-teaching categories were: 217, 219, 219, 223, 228. There was no statistically significant difference by years-of-teaching experience. The mean scale scores for eighth-grade Kentucky mathematics (N=2,066) by years-of-teaching experience were: 266, 267, 270, 279, 281. Scores of students with teachers with 11-24 years-of-teaching experience were statistically significantly ($p < .01$) higher than scores of students with teachers with two years or less, three to five years, and six to 10 years-of-teaching experience.

Discussion included experienced teachers' roles in school reform and teacher self-efficacy.

Mentoring: Findings From a Title II Teacher Quality Enhancement Grant

Leslie A. Suters and Cheryl Kershaw, University of Tennessee, Knoxville

This study examined the efforts of a Title II Teacher Quality Enhancement Act partnership grant called Urban Impact in supporting the development of new strategies and structures to support the preparation and induction of beginning teachers in urban settings. With a national attrition rate of approximately 50% in urban schools, there is a critical need to establish a support system during the first three to five years of teaching. Eleven schools that established mentoring teams were involved in this study over a two-year period.

Participants of mentoring teams included five to eight teachers per school and at least one administrator from five elementary schools, three middle schools, and three high schools. Data collection included mentor and novice teachers' pre-assessments of needs, a mentor and novice teacher post-assessment survey, a mentor record of activities, and focus-group interviews conducted with novice teachers, mentor teachers, and principals from each school. Data analysis consisted of developing themes from the interviews and statistical accounts from survey documents.

Results indicated that mentoring teams were a positive impact on participating schools. The development of a mentor core team provided structure to mentoring activities and empowered mentors to effectively meet the needs of novice teachers. Novice teachers felt that they had someone to talk to about their concerns and in most situations attributed their successes to their mentor. Several, but not all, of the schools had incorporated the mentoring program into their school improvement plans.

The findings of this study suggested that the incorporation of a structured mentoring team within urban schools increased the morale of all participants. Further research needs to be conducted to determine the retention rate of the teachers in these schools. Initial findings indicated that schools that have received the mentoring training were substantially impacted by the program.

Session 14.2

2:00 - 2:50 PM

FINANCE (Discussion)..... Gallery B

Presider:

Bobby Franklin, Louisiana Department of Education

How Do Expenditures Affect School Accountability Scores?

Edward B. Reeves, Morehead State University

Whether expenditures affect how much students learn is a hoary, unresolved problem in educational research. The present study joined this problem with school accountability research. If expenditures were shown to have either a direct or an indirect effect on accountability scores and/or gains in scores, school finance could become a tool for boosting performance.

Equality of Educational Opportunity (Coleman et al., 1966) found that school expenditures explained less than 5% of the variance in student achievement. Numerous studies followed attempting to confirm or to refute this finding. Hanushek (1989) performed a meta analysis of studies from 1967 to 1986, and confirmed the findings of the EEO. In 1994, Hedges, Lane, and Greenwald reported a fresh meta analysis and

disputed Hanushek's findings. Hanushek (1997) responded by updating and expanding his original meta analysis, again finding little relation between achievement and expenditure. Meanwhile, Wenglinsky (1997) adopted a different approach hypothesizing that the effects of expenditures were indirect when the mediating variable was the number of teachers per student.

The present study examined expenditure effects on school accountability scores and gains in scores using a sample of 1,134 Kentucky public schools in 172 school districts. HLM was used to analyze the effects of different categories of expenditures while controlling numerous school and district characteristics.

The results showed no relationship between expenditures and accountability scores. However, both direct and indirect effects on the gain in scores were found. Expenditures for instructional support had a direct negative effect, while central office support had an indirect negative effect when mediated by the pupil-teacher ratio. Expenditures for instruction and instructional staff support had indirect positive effects.

These results have implications for improving accountability scores in Kentucky, although more detailed research was suggested before making recommendations to school and district administrators.

Allocating Fiscal Resources for Improved Student Performance

Cindy Schneider and Lotte Smith-Hansen, Charles A. Dana Center, University of Texas, Austin,
and Zena H. Rudo and Diane Pan, Southwest Educational Development Lab

The presentation shared findings on fiscal resource allocation in school districts with longitudinal student performance improvements. The challenge to use funds more effectively to dramatically improve student achievement for all students poses new types of education reform questions. The complexity of resource allocation issues and the diversity of research results require researchers to search for ways to validate findings and ground them in local experience in order for results to be useful in guiding education spending. Researchers examined resource allocation and student performance in school districts in the southwest.

Twelve districts that exhibited consistent student performance improvement over time, representative of the study states, were studied more in-depth. Researchers collected five years of fiscal, staffing, and demographic data from the Common Core of Data and three years of student performance data from state Departments of Education. Data included revenues by source and operating expenditures by function. A description of the expenditures and revenues in per pupil dollars and percentage of spending in the improvement districts and districts of comparable size was compiled.

The majority of improvement districts spent more per pupil, on average, than comparison districts on instruction, student support, instructional staff support, other support (central and business support services), and total current expenditures. Further, the majority of improvement districts was found to receive less local revenue per pupil and had smaller increases in the percentage change over time in their local revenue per pupil than comparison districts. The results help further the dialogue on how spending impacts student success. Additionally, the study's focus on district resource allocation practices within a state context has provided a regional perspective pursued in relatively few studies on resource allocation. Further investigation was suggested, but the message seems clear that money does matter although resource reallocation is not yet on everyone's agenda.

Session 14.3

2:00 - 2:50 PM

ACHIEVEMENT (Discussion)..... Gallery C

Presenter:

Susan P. Santoli, University of South Alabama

All We Need Is a Little Class

Jean D. Krieger, University of New Orleans

Primary students who attend school in classes with fewer children have been shown to have increased achievement (Word, Johnston, Bain, Fulton, Boyd-Zaharias, Lintz, Achilles, Folger, J., and Breda, 1990). More information is needed to discover what happens when fewer children are in primary classrooms (Finn, 1998).

This study was designed to discover the nature of interactions between effective teachers in regular-size classes with 25 or more students and small-size classes with less than 18 students. Eleven public school primary classrooms were observed, and the interactions between the teacher and students were studied. Verbal and nonverbal interactions were recorded and categorized using emergent and a priori categories to discover similarities and inconsistencies when comparing regular and small-size classes.

French and Galloway's (1970) a priori categories of institutional, task, personal, and mixed were used to determine if the data gathered were consistent with interactions previously recorded (Evertson and Folger, 1989). As in previous studies, teachers in the small-size classes spent more time on task-related interactions than the teachers in regular-size classes. Those teachers in regular-size classes spent more time on institutional interactions (Achilles, Kiser-Kling, Owen, and Aust, 1994).

The emergent categories of positive attention and examples, negative attention, acknowledgement, directives, and procedural were documented. When all of the interactions were compared, teachers in small classes were observed during more separate directive interaction events

than teachers in regular-size classes, and they were devoting more time to interactions that were task-related and less time to negative behaviors than the regular-size classroom teachers. The regular-size class teachers spent more of their time on interactions that were not related to the learning objectives.

Assessing the Technology Needs of Educational Administrators

Linda F. Cornelious and Jack Blendinger, Mississippi State University

During the past decade it has become increasingly evident that knowledgeable school administrators contribute significantly to the implementation of technology in schools. However, there has been more attention given to the need for teachers to be trained in the use of technology than administrators. In fact, the technology training needs of administrators appears to have received very minimal attention. Administrators, as instructional leaders, must be technologically competent. Technology training for educational administrators is key, if technology is to be embraced by teachers and successfully implemented across the curriculum. Yet, several studies revealed that few administrators reported that they had participated in technology training courses or workshops.

The purpose of this paper was to review the literature to determine the technological competencies needed by administrators, to describe the role of administrators in implementing technology in their schools, and to examine the necessary technology skills and understandings needed by administrators to provide competent guidance for their instructional programs. Administrators set the tone for the work environment. Because of new and emerging technologies, administrators must be able to empower and motivate teachers and others to use technology to bring about positive educational change. Administrators must not only develop the necessary skills to promote the use of technology, but they must also have the technological competence themselves to effectively perform their jobs.

Although the appropriate role of the administrator in the use of technology in schools has yet to be clearly defined, suggestions were provided that guide in identifying administrator's technological competence needs. The authors suggested how research can be used to assist higher education programs in identifying the key areas of technology competence that are crucial to the administrator's ability to assume a leadership role in schools. Recommendations were made on how educational programs can better prepare administrators in becoming more knowledgeable and experienced in the use of technology.

Enhancing Academic Performance in a Classroom Serving Students With Emotional Disturbance: Interdependent Group Contingencies With Randomly Selected Components

Joan E. Popkin and Christopher H. Skinner, University of Tennessee, Knoxville

Students with serious emotional disturbance (SED) often have academic skill deficits. These deficits can increase the probability of these students engaging in inappropriate classroom behavior in order to escape or avoid assignments that they have difficulty completing without extensive time and effort. Procedures that enhance the probability of these students completing assigned work can decrease incompatible disruptive behavior and increase learning, which may decrease the motivation (negative reinforcement) for engaging in inappropriate behavior.

A modified multiple baseline across behaviors design was used to evaluate the effects of an interdependent group contingency program with randomly selected contingency components on the academic performance of an intact middle school class serving five male students with SED. During baseline, typical classroom procedures were followed. During the initial intervention phase, students had to meet a randomly selected criterion (e.g., 80% or 90% class average) on daily spelling assignments or tests (each student had different activities each day). If they met this criterion, the entire class received a randomly selected reward. After this initial intervention phase, mathematics and English assignment performance were added to the program in subsequent phases and target assignment, (either spelling, mathematics, or English), criterion, and rewards were randomly selected.

Results showed rapid and educationally valid increases in academic performance as target assignments were added to the program. Average spelling performance increased from 62% to 96% (letter grade D to A). The average mathematics performance increased from 67% to 87% (letter grade D to B), and the average English performance increased from 86% to 93% (letter grade B to A). Analysis of individual student performance showed increased performance across all students and subjects. Discussion focused on applied advantages of using randomized contingency components and sequentially adding target behaviors to such programs.

Session 14.4

2:00 - 2:50 PM

POSTSECONDARY EDUCATION (Discussion)..... Gallery D

Presenter:

Jim Flaitz, University of Louisiana, Lafayette

Student-Reported Preparedness to Enter a Pre-Engineering Undergraduate Program: A Four-Year Review

Gerald Halpin, Glennelle Halpin, and Todd Johnson, Auburn University

Engineering programs require students to declare their major in the first year of college, which makes enrollment an early indicator of undergraduate engineering degrees and interest in engineering careers. During the fall term of each year, all entering freshman into the engineering undergraduate program complete a self-report survey on academic related skills and abilities.

The long-term trend has been for fewer students to enter engineering programs. From 1983 to 1990, engineering enrollment decreased sharply, followed by fluctuating and slower declines in the 1990s. At the bachelor's degree level, undergraduate enrollment declined by more than 20% from 441,000 students in 1983 to 361,000 students in 1999. Whether students are prepared academically with the skills and abilities to meet the rigors of the engineering academic program is a growing concern. Whether women and minorities have the skills and abilities is also of student, college, university, and national interest. The reason for this interest lies in the fact that together they make up the majority of the labor force, and they have traditionally not earned degrees at the same rate as the white male majority. Their successful completion of degree programs will determine whether there will be an adequate number of potential employees to meet the growing future needs of the engineering workforce.

This longitudinal review of entering freshman into the pre-engineering program covered four years (1997-2000). A total sample of 2,143 students was included in this sample. Reviews of self-reported academic ability, social skills, study skills, and perceptions of success in the program were reviewed in this study. The results provided a guiding and illuminating light into the perceptions and perceived skills of these entering students that impact teachers and classroom practices.

The Influence of Parents' Education Levels on Postsecondary Students

Debbie L. Hahs, University of Alabama

A student's socioeconomic status, including parents' education level, has been documented as an impediment in preparation for and achievement in college. If students are qualified for college and take the steps required to apply for and enroll in college, then enrollment rates among first-generation and non-first-generation students are virtually identical and students attain similar outcomes regardless of initial demographic background differences. Nonetheless, what happens to college-qualified students after college enrollment remains to be thoroughly investigated.

This study investigated the influence of parents' education on collegiate outcomes utilizing data from the NCES Beginning Postsecondary Students Longitudinal Study 90/92/94 and reviewing first-time, beginning, traditional-age students who are United States citizens pursuing an associate's degree or higher (n=1,481). A two-way MANOVA was used to determine if differences existed for first-generation versus non-first generation students on cumulative GPA, highest undergraduate degree attained, and interest or application to graduate school.

The MANOVA indicated significant main effects for father's education (F=5.982, p=.000) and mother's education (F=3.425, p=.017) but no significant interaction between father's and mother's education (F=1.071, p=.360). The effect size for the main effects (.019 for father's and .011 for mother's) were small with little practical significance. Father's education main effect indicated that first-generation students were less likely to be interested in or apply to graduate school and more likely to have lower degree attainment and lower cumulative GPAs. Mother's education main effect indicated that first-generation students were less likely to be interested in or apply to graduate school.

A greater detrimental impact exists for college students whose father rather than mother does not have a college education. Higher education institutions should emphasize assisting students from first-generation homes, and, most importantly, those from first-generation single father homes, to provide measures supporting increased GPA, degree attainment, and likelihood of applying to postbaccalaureate programs.

Session 14.5

2:00 - 2:50 PM

2001/2002 RESULTS OF ALABAMA'S STATEWIDE TECHNOLOGY

INITIATIVES (Symposium) Findley

Organizer:

Scott Snyder, Center for Education Accountability

Overview

The State of Alabama has recently initiated a number of programs to facilitate the integration of technology into P-20 education. These initiatives have been funded by federal and state sources, including a Preparing Tomorrow's Teachers to Use Technology (PT3) catalyst grant and Title II resources. This symposium presented an overview and current results of the programs. The audience received copies of the instrument's results and resources. The audience participated through traditional questions and answer opportunities following the presentations.

The five-minute overview described the context of technology reform on Alabama and provided a preview of the four programs that were described during the symposium.

How Is Alabama Using Technology to Improve Teacher Evaluations?

Tracee Synco, Feng Sun, and Stephanie Ash, University of Alabama

The Alabama Professional Education Personnel Evaluation Program (PEPE) is a multiple method teacher evaluation system applied to most K-12 teachers in Alabama’s public schools. The traditional form of the tools relies heavily on paper and pencil observational recording, transcriptions, scoring and reporting. During the spring of 2002, a pilot study was conducted with eight administrators to test a technology-based observation, scoring and reporting system (using laptops and personal digital assistants, web-based score submission, and database construction) designed to improve the efficiency and accuracy of evaluation process. This presentation reported the findings of the pilot study.

How Are New Teacher Education Standards Being Implemented (Baseline Status)?

Thomas W. Nix, Scott Synder, and Jennifer Fritschi, University of Alabama

The purpose for the survey of Alabama teacher preparation programs was to obtain baseline information on the colleges’ efforts to implement new undergraduate/graduate teacher and administrator technology standards for higher education that were adopted during 2002. Full implementation must occur by January 2003. This presentation outlined the methods and results of the survey and examined some of the challenges of surveying higher education personnel regarding standards implementation during the summer.

How are Alabama’s Educational Leaders Integrating Technology Standards for School Administrators (TSSA) Standards?

Feng Sun, Shannon Parks, and Blanche Collins, University of Alabama

With state, federal, and other professional entities promoting the integration of technology into teaching and learning, the Alabama Department of Education is interested in getting a clear perspective regarding the current abilities of school leaders to support such reform. An online survey was developed based on the five standards comprising Technology Standards for School Administrators (TSSA). Superintendents and school principals (n=342) who attended the Alabama Renaissance Technology Academy for School Leaders training workshop in March 2002 took the 27-item survey. This presentation presented the survey, factor analysis of the survey, and summary results.

How Are Alabama’s Teachers Integrating the International Society for Technology in Education (ISTE) Standards in the Classroom?

Stephanie Ash, Malenna Sumrall, and Robert Sundin, University of Alabama

The Alabama Department of Education is emphasizing effective integration of technology within the P-12 educational environment. An online survey was developed based on the five areas of the ISTE standards for teachers. Alabama school districts utilized this survey to measure the effectiveness of technology integration in 2001/2002. This presentation presented the survey, factor analysis of the survey, and summary results.

Session 14.6
2:00 - 2:50 PM

INTERNET CHEATING: EASY TO DO, EASIER TO DETECT
(Training - 1 hour)..... Crystal

Charles L. McLafferty, Jr., University of Alabama, Birmingham, and Karen M. Foust, Nicholls State University

The World Wide Web has given the student unprecedented access to information that can easily be cut and pasted into research papers without attribution. Never in the history of academia has information been so accessible and easily abused. Teachers and professors need to be aware of signs that a student has plagiarized the Internet. Several methods can be used to maximize efficiency in trying to determine whether Internet plagiarism might have taken place.

While it is impossible to prove that copying did not occur, it should be possible to determine within several minutes if a student has copied Internet resources without attribution. Based on the experience of the presenters, participants in this workshop were given an overview of signs that were congruent with potential Internet plagiarism and techniques that can be used to determine sources of copied material. Participants were encouraged to bring knowledge (and examples) of student plagiarism of Internet sources for discussion.

Session 14.7
3:00 - 3:50 PM

COUNSELING (Discussion)..... Gallery B

Presenter: M. E. Spencer, University of Montevallo

An Adlerian Model of Eating Disorders

Jennifer L. Marshall, Berea College, and Trey J. Fitch, Columbus State University

Counselors in educational settings do not receive much training that applies counseling theories to eating disorders. This study examined two female college students in a case study format by exploring: (1) Adlerian counseling theory perspectives regarding social factors of eating disorders, (2) Adlerian theory and individual factors of eating disorders, and (3) Adlerian theory and treatment factors of eating disorders.

Two female college students currently being treated for eating disorders were interviewed using questions applicable to an Adlerian framework to better understand the nature of their disorder. The interviews were videotaped, and the researchers applied the contents of the interview to the fundamental themes of Adlerian psychology.

The findings of the study suggested that Adlerian theory was an appropriate model for understanding the effects of these individual's eating disorders. Implications for treatment in educational and clinical settings were outlined in the study.

Divorce Aftermath: Strategies for Parent Empowerment

Wanda L. Staley and Beverly M. Klecker, Morehead State University

In recent years, divorce has become a reality for many of us, either through the dissolution of our own marriage or that of a family member. The increase in divorce rates following the American adoption of no-fault divorce is correlated with radical changes in the lives of many parents and children. However, the dissolution of a marriage does not mean the end of a family. This position paper began with the statement that family ties are forever. The authors suggested some research-based strategies and therapeutic techniques to help parents develop self-care and child-care skills.

Research indicates that about half of the divorced couples that are parents of children are unable to accept a new, post-divorce reality. Often, children are left to fend for themselves because of their parents' inability to parent for extended periods of time. Parents need assistance to rise above their own adult agony to see their children's pain. Although some children are more resilient than others, even the strongest will eventually weaken if their parents are not mature enough to work together for their benefit.

Therapists can make a difference in this painful scenario. Through providing guidance for parents as they make their journey through the divorce process, therapists can provide information and skill training that will enable caring parents to forget themselves and focus on the needs of their children as they make the transition from spouse to co-parent.

After a presentation of a research-based therapeutic program focusing on ways to help professionals equip parents with co-parenting skills, ideas were exchanged with session participants. The paper included an annotated bibliography of resources for counselors and therapists.

An Examination of Referrals to School Counselors

Jennifer R. Adams and Sonja Y. Harrington, University of Tennessee, Chattanooga

Although the actual incidence of school violence has been on the decline over the past decade, the severity of such incidents has magnified. If students at risk for school violence were identified and received specialized services from school counselors, the potential for these extreme violent acts could be lessened. Within existing literature, there is little information about how students come to receive direct services from school counselors. The purpose of this study was to examine trends in ways teachers refer students to school counselors.

The study used a weighted sample of participants from the National Education Longitudinal Study who were high school seniors in 1992. The participants were examined by family structure, race, and gender. Participants from these categories were further examined by reasons given for referrals. Reasons examined included behavior problems, academic problems, or the combination of academic and behavior concerns. Results indicated the greatest distinction in referrals were by gender.

Data were analyzed using logit loglinear analyses of the categorical counts of students referred. Results of the analyses related to gender and reasons for referral were presented and discussed. Implications for counselors and educators were discussed. Continuing research related to referrals was outlined. Handouts were provided.

Session 15.1

3:00 - 3:50 PM

MATHEMATICS (Discussion)..... Gallery C

Presenter:

Randy Parker, Louisiana Tech University

The Effects of an Accelerated Mathematics Program on a Student Who Has Average Abilities in Mathematics but Above Average Ability in Reading

Natalie N. Griggs, Tennessee State University

This study investigated the impact of an accelerated mathematics program on a student who previously displayed average ability in mathematics on achievement tests. The relationship between the achievement test scores before and after being in an accelerated mathematics program were analyzed. One major area of the literature review was the current status of mathematics education in the United States. Mathematics education in the United States continues to lag behind that of other industrial nations. The students in American schools are not behind in earlier grades, but they fall behind in the middle years and stay behind. They repeat facts that should have been mastered in earlier years such as basic arithmetic skills while most countries are teaching algebra and geometry. By twelfth grade, they are some of the lowest performers mathematically in the world. The problem is even more prominent in school systems that score below the national average, such as many of those in the southeastern United States. Clearly, higher expectations are needed for students as they progress in their education through the public school system, not only as they begin the journey, but throughout the entire process.

The subjects for this study were 25 middle school students enrolled in a magnet program. For the purpose of this pilot study, permission to use data was requested, and no further data were obtained. The research design was quantitative and SPSS software was used. Stepwise linear regression was used to examine the data as well as ANOVA and descriptive statistical. Analyses were conducted in which the test scores of the 1998-1999 test scores were the independent variables and the 2000-2001 scores were the dependent variables. The students were enrolled in the accelerated mathematics course for a total of two years, and the differences in the scores after having been exposed to the accelerated program were the focus of the study.

There is no significant effect on the TerraNova scores of students who are in accelerated mathematics courses who have displayed average ability in mathematics on achievement tests.

The null hypothesis was rejected because there was a definite increase in the scores of the students in the accelerated mathematics courses who had displayed average ability in mathematics on achievement tests. Their stanine scores increased by an average mean of 1.2. It is clear through the analysis of the stepwise linear regression model that prior learning in mathematics was not a factor in the increase of scores, but that prior learning in reading was a factor. This is an important observation from the study and calls for further investigation because of its possible effect on learning theory and practice. It may also be assumed that the fact that the children were in an accelerated program was a major factor in the improvement of scores. Another area that should be examined more thoroughly is the exact type of program the children were involved in and its effects on these and other students over a period of time.

Influencing Student Assignment Choice by Interspersing Brief Problems

Eric J. Billington and Christopher H. Skinner, University of Tennessee, Knoxville

College students were exposed to two sets of mathematics assignments. For each set students were given an experimental and a control assignment. The control assignments contained 15 three-digit by two-digit target problems. The experimental assignments contained 18 similar target problems, as well as six one-digit by one-digit multiplication problems interspersed after every third target problem. In the first assignment set, students were asked to work each assignment for five minutes. Although the experimental assignments contained more target problems, results showed that significantly more students chose the experimental assignment and rated it as less difficult and as requiring less effort to complete. In the second assignment set, students were asked to complete both assignments. Again, significantly more students rated the experimental assignment as being less difficult and as requiring less effort to complete. Although more students chose the experimental assignment for homework, this difference was not significant. Discussion focused on using the interspersal procedure to enhance students' perceptions of assignments and alter their choice behavior.

The Validation and Testing of the Mathematics Placement Test

Michele J. Liebman and Jesus Tanguma, University of Houston, Clear Lake

This study assessed the predictive validity of the Mathematics Placement Test (MPT) scores to ensure that over time such scores reliably predict a student's performance in an advanced mathematics course. The MPT is a placement test created by faculty members in the Mathematics Department at a small university in the south. The test is composed of two domains: algebra and trigonometry. Knowledge of said domains are quintessential for success in calculus or other upper-level mathematics courses required for all degree programs offered at the university.

The sample included the entire population of incoming (first time to attend the university) students between the ages of 18 and 22, having no prior college credit in mathematics. The resultant sample consisted of 225 students of which 52.5% were female and 12.3% were minority (Hispanic, African American, Asian, or Native American). The MPT was administered to this population during three separate orientation sessions offered during the months of June, July, and August 2000. In the fall term following the orientation session, the subjects registered for a mathematics course recommended by advisors based on their MPT scores, SAT-M scores, and the highest level of high school mathematics reached.

The Pearson's r values obtained in this study indicated that there is a statistically significant relationship between MPT subtest scores, the MPT total score, and course GPA in college mathematics. The regression analysis revealed that the MPT total score reliably predicts student success in college mathematics as measured by course GPA. The results of this study confirmed that the scores the MPT produces can

predict course grade in mathematics. Therefore, the MPT could serve as a useful tool for university personnel to make decisions concerning course placement for individual students.

Session 15.2

3:00 - 3:50 PM

EXCEPTIONAL EDUCATION (Discussion)..... Gallery D

Presider:

Thomas A. Lucey, University of Memphis

Certification in Mild Disabilities: Perceptions and Preferences of Louisiana Special Education Professionals and Students

Jimmy D. Lindsey, Chhandra Ghose, and Regina Patterson, Southern University, Baton Rouge;
Nicki L. Anzelmo-Skelton and Johan W. van der Jagt, Southeastern Louisiana University; and
Carolyn F. Woods, Harrison County (MS) Schools

This study determined the mild disabilities certification perceptions and preferences of Louisiana special education (SPED) professionals and students. A stratified, random sampling procedure was used to select the subjects that included 114 undergraduate and 44 graduate students, 19 professors, 24 school system directors of SPED, and 10 state department SPED administrators (population = 576). Between-subjects designs were utilized and the factors were status/position, gender, ethnicity, having a disability, and knows Louisiana's mild disabilities certification. The dependent variables were the subjects' categorical certification perceptual scores for students with mild disabilities (learning disabilities, emotional disturbance, mental disabilities) by programming areas (assessment, behavior development/management, instruction, collaboration, and school-home cooperation) and preferences for categorical or multicategorical/ generic certification under three assumed roles (Louisiana SPED director, SPED teacher, parent child with mild disabilities). SPSS 10.0 descriptive, ANOVA, Krushal-Wallis, and chi-square statistics were used for data analysis (alpha level $p < .01$).

Findings suggested that status/position and having a disability affected perceptual scores for specific students with mild disabilities and programming areas (e.g., undergraduates and subjects with a disability had higher categorical scores) and preferences for mild disabilities certification under selected assumed roles (e.g., professors and subjects with a disability preferred categorical certification). Significant and non-significant results were presented and discussed. The findings of this study will add to the SPED literature and can be used by SPED policy makers addressing certification for teachers of students with mild disabilities.

African American Males - Still in the Education Game

Anne R. Faulks, University of Memphis

Educators are concerned with the number of black males who are losing ground in schools and thus ending up in penal institutions. The problem is that somewhere in their schooling African American males are becoming disenfranchised with what has been considered their last hope – education. From kindergarten until about the first semester of the third grade, African American males are maintaining levels of school success even with their white counterparts. Research indicates that African American males begin to experience difficulties in school starting in the third grade. African American males start to slip, and the gap widens as they move through elementary school. Factors such as devaluing of African American culture, educational challenges, economic obstacles, parental responsibility, and academic alienation have been suggested for these school difficulties. Most of the research on African American males and their attitudes toward school success has been collected in urban school settings. In a pilot study, data from African American males in a suburban school were collected. In this study, there was a pool of 35 African American males in grades three to five. Only 15 participants returned their parental permission forms. They completed surveys on decision making, school attitude, self-esteem, and school environment surveys. The surveys were prepared using a four-part scale. The scale ranges were strongly agree, somewhat agree, strongly disagree, and somewhat disagree. Findings from this study were much different from what had been anticipated based upon current literature and research. Participants in this study rated themselves as making good decisions, having positive attitudes about school, high self-esteem, and feeling safe in their school. The results showed that the self-reported self-esteem and attitudes towards school between these third-, fourth-, and fifth-grade African American males are extremely positive. Future studies may need to be done to see if this trend holds true.

The Identification and Placement of Students With Disabilities Receiving Special Education Services Through IDEA

James E. Whorton, University of Southern Mississippi, and David L. Naylor,
James C. Mainord, and Kathleen R. Atkins, University of Central Arkansas

As public school programs for students with disabilities continue in this third decade under federal mandate, a review of the number

of students participating in these programs and their placements seems appropriate. The federal mandate (P.L. 94-142) was passed by Congress in 1975, and implementation began in 1978.

Regarding students with disabilities, information currently monitored at the federal level includes 12 disability areas: autism, deaf-blind, hearing impaired, mental retardation, multiple disabilities, orthopedic impairments, other health impairments, serious emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments. The purpose of this investigation was to review the actual number, or count of students with disabilities, since the passage of Public Law 94-142, and their types of educational placements. These data were collected by an in-depth review of The Annual Report(s) to Congress by the U.S. Department of Education, Office of Special Education Programs, and the National Center of Educational Statistics. The presentation included a report and discussion of the number of students in each disability area and the major types of educational placements during the past 21 consecutive school years between 1979-80 and 1999-2000 (the most recent). The data were presented using both tabular and line chart formats.

The history of school programming for students with disabilities since its inception has been one of growth. Since the 1979-80 school year, most of the data reflect an increase in the number of students receiving special education services. While the research focusing on which type of administrative placement is best has been inconsistent and inclusive, the predominant placements today reflect a full continuum of services for students with disabilities.

Session 15.3

3:00 - 3:50 PM

**INTEGRATING TECHNOLOGY INTO THE CURRICULUM THROUGH
COMPUTER MAPPING (Symposium) Findley**

Organizer:

Michael Clay, East Tennessee State University

Introduction: Why Implement Curriculum Mapping?

James E. McLean, East Tennessee State University

Curriculum Mapping With IMSeries

H. Lee Daniels, East Tennessee State University

In the history of teacher education, there has never been a change with the potential impact of instructional technology. Since 1979 when the Apple II computer became generally available, education has been revolutionized. These changes have accelerated with the coming of age of the Internet and connectivity. However, changes have only made their way into the teacher education curriculum in a haphazard manner. The purpose of this seminar was to describe how one college of education used curriculum mapping as the vehicle to infuse instructional technology into its entire curriculum and make technology a teaching tool for all graduates.

The first presentation described the context in which curriculum mapping was implemented. This included why it was important, its potential benefits, and its potential impacts on faculty, students, and graduates. This presentation set the stage for implementation of the curriculum-mapping program. Philosophically, this curriculum-mapping approach was based on a standards-driven curriculum. The program described in this symposium was part of a federally-funded Preparing Tomorrow's Teachers to Use Technology grant.

The second presentation described the process of curriculum mapping and the approach chosen to implement it in the college. The college chose to implement the process using very sophisticated curriculum-mapping database software-IMSeries. The second presentation demonstrated the use of the software for performing a curriculum mapping and the information that can be gained from the process. It described what faculty must do to include a course as part of the curriculum-mapping process.

The final presentation described how curriculum mapping was implemented, the logistics of the process, as well as the outcomes. What resources are needed to implement such a program? What support is needed and what activities took place. The presentation also identified what has been learned from the process and what the next steps are. One key finding was that it takes a great deal of faculty commitment to implement. It is unlikely that this commitment will be forthcoming if faculty members are asked to do this on top of everything else. A faculty incentive plan was used. A second component that was important was that faculty development activities and faculty support were in place to avoid faculty frustration. Finally, it must be implemented in stages. That is, a timeline should be developed that includes feedback from the curriculum-mapping process.

Session 15.4

3:00 – 3:50 PM

**PAINLESSLY INCORPORATING 4MAT INTO METHODS COURSES
(Training – 1 hour)..... Crystal**

Naomi Coyle, Centenary College of Louisiana

Incorporating a brain-based learning technique, 4MAT, into education methods courses will be shared with professors teaching methods courses. Objectives were the following: (1) the participant gained an understanding of 4MAT System, (2) the participant was able to recognize 4MAT System principles in syllabi, and (3) the participant was able to design a syllabus incorporating 4MAT System.

Activities included the following: (1) a brief lecture on brain/mind research and the principles of 4MAT, (2) the group divided into

small groups and asked to review syllabi to determine how 4MAT is being used in those courses, (3) representatives from the small groups reported their findings to the large group, (4) after the reporting, the small groups designed a syllabus that incorporated 4MAT, (5) the small groups shared syllabi with the large group, and (6) the presenter closed the training session by reviewing the types of activities that support 4MAT.

Session 15.5

3:00 - 4:50 PM

HIGHER EDUCATION (Display)..... Roosevelt

Redesigning an Existing Master's Program in Educational Leadership to Meet the New Reform Standards

Jack J. Klotz, Bobby Altom, and Rudy Duran, University of Central Arkansas

This presentation described the process that one department of educational leadership evolved to redesign its master's degree program to meet the reform standards for the preparation of school principals. Participants were provided with detailed information explaining the step-by-step process employed to achieve this reformation. Additionally, sample instructional block syllabi was included along with a complete set of curriculum maps for each of the six instructional blocks. This new comprehensive program is student cohort configured, instructionally problem based, relies heavily on performance based assessment, and intensely involves students in numerous field-based activities specifically designed to meet the expectations of each of the program's six instructional blocks. Finally, participants were also provided with a sampling of student reflective evaluations regarding the program's design, delivery, and value as reported to date.

Attributes of and Perspectives From the First Graduates of the 2+2 Elementary Education Program at Murray State University's Regional Campuses

Nancy C. Boling, Susan Edington, and Sally West, Murray State University,
and Arlene Alexander, Henderson Community College

In 2000, the Kentucky legislature challenged regional universities to provide innovative educational opportunities for Kentucky residents, including those that did not have access to regional campuses. The College of Education (COE) at Murray State University (MSU) decided to implement a 2+2 Elementary Education Program at four of its regional campuses: Henderson, Hopkinsville, Madisonville, and Paducah.

The 2+2 Elementary Education Program consisted of agreements between MSU and the community colleges at the four sites. The community colleges provided the first two years of the elementary education curriculum, and MSU provided the last two years. Upon completion of the program, students graduated with a B.S. in Elementary Education.

While other states have initiated similar programs, this is the first 2+2 Program implemented by Murray State University. By focusing on the attributes and perspectives of the first graduates, MSU gained a better understanding of students serviced by the COE. More importantly, this data will allow other schools that have a 2+2 Program a chance to compare their results with MSU and provide schools that might implement a 2+2 Program invaluable information in avoiding some challenges that MSU had to overcome.

Students who began the program at the beginning of the fall 2000 semester and who graduated in May 2002 were considered cohorts. One cohort group was at each of the four regional campuses. These students were given three surveys that resulted in a compiled student profile, the students' understanding of COE's objectives, and the students' overall perspectives of the program.

An Innovative Interdisciplinary Instructional Project: A 300-Year Time Line

Gahan Bailey, Rebecca Giles, Daphne W. Hubbard, Edward L. Shaw, Kelly Byrd,
and Paige Baggett, University of South Alabama

Faculty members teaching the undergraduate method courses implemented an innovative interdisciplinary instructional technique with their students during the fall 2001 and spring 2002 semesters. The city in which the university is located is celebrating its Tricentennial in the year 2002; thus, in 27 cooperative groups, students randomly selected a decade for which they would be responsible. The instructors selected three decades in order to provide modeling.

The students were to research their respective decades and provide visuals of city events targeting the sequence disciplines: language arts, social studies, science, math, and reading. The three decades' Time Line was put up in the hall of the education building, and students were given a specified amount of space in which to display their visuals. Students gave oral presentations, completed a Tricentennial Time Line Survey and a Time Line Ballot. Students were assessed in each of the five disciplines, on their oral presentations, and on working cooperatively.

Students were very creative in how they chose to display the interesting, and sometimes unusual, information they discovered within their decades. For example, in 1879 the city got its first telephone; the first school was founded in 1799; the climate proved deadly for settlers in the late 1700s; and in the 1950s the city outlawed high heel shoes from downtown. Students provided graphs depicting population, percentage of registered voters, and the number of slaves in the county. Literacy in the city was examine, as well as major inventions and famous people.

The sequence faculty members displayed digital pictures and digital video of the Tricentennial Time Line. A paper was also distributed that included the specific activities students were given and all the handouts so that this project can be replicated.

Does Personality Type Effect Online Versus in Class Course Satisfaction?

Richard Daughenbaugh, Daniel Surry, Mohammed Islam, and
Lynda Daughenbaugh, University of South Alabama

The study sought to determine if different personality types expressed more or less satisfaction (Quenk, N. L., 1999) with courses delivered online versus those delivered in the classroom.

The methodology for this study employed two online surveys. The first survey was the Kiersy Temperament Sorter (KTS) that sorted each respondent into a personality type based on four dimensions (Berens, L. V., and Nardi, D., 1999): Extrovert / Introvert, Sensing / Intuition, Thinking / Feeling, and Judging / Perceiving. The second survey was a course satisfaction instrument (CSI) developed by the authors of the current study. The CIS measures students' course satisfaction such as interaction, feedback, amount of information, and assessment procedures. Results of the KTS and responses to the CIS use both descriptive and inferential statistics to determine if there is a correlation between personality type and course satisfaction. The surveys are linked from the study home page: <http://www.coe.usouthal.edu/bset/idd/research/>.

Subjects were college students in both online and in class courses. Both graduate and undergraduate courses students were from various courses offered by the college of education.

It was postulated that the conclusions drawn from this study identified personality types that expressed satisfaction with online courses and identified and modified areas of online courses that had low satisfaction ratings for different personality groups. This study served as the basis for other research by the authors into the area of satisfaction with online courses.

Inclusion in Higher Education: Are We Successfully Emulating What We Teach?

Lynetta A. Owens and Cynthia H. Harper, Jacksonville State University

Teacher educator programs have to change the way they operate because of the change in the student population. Students of years past that one is accustomed to are disappearing. New breeds of students are emerging in our colleges, and, they want to teach children. An increased number of special needs students are entering the field of education to become teachers of the nation's youth. It is very prevalent in this college's student population. The question is "Are colleges of education ready to properly train these students for the profession that they desire?"

In this five-year study, students, who choose to identify themselves through an instructor's survey, share what might affect their performance in class. Each student is dealt with individually and privately according to what their particular disability or difficulty happens to be. Many times different methodologies must be implemented to ensure success in the course. The aid of the university's disabled student services is utilized, as needed. Some students are first-generation college students of their families in addition to their disability or difficulty.

Just as public schools accommodate disabled students, so must higher education. Assistive technology, modifications and adaptations are oftentimes necessary.

This study showed the numbers and types of exceptional students, with varying majors, taking an introductory course to education. It examined the accommodations that the instructor performed based on the survey, conversations with the student, and possible recommendations from the university service for disabled students. Public school children are changing. Public schools are changing. College students are changing. How are colleges of education changing to meet the need before us?

Maintaining a Research Agenda at a Small Teaching College: A Faculty Dilemma

Vicki A. Wilson, Muskingum College

At many small liberal arts colleges, faculty are expected to provide "and are rewarded for" excellent teaching and service to students and the college community. Expectations for research may be quite minimal. Although this relieves faculty from the anxiety experienced by colleagues in research institutions to "publish or perish," it does not provide faculty with the incentive to maintain and develop the research agenda developed in graduate school or to share knowledge and expertise with others in their fields.

At Wilmington (OH) College, a group of five faculty members in education, biology, and athletic training met for a semester to support each other's efforts to develop and implement a continuing program of research and other scholarly activity. Their discussion resulted in several suggested action steps, including verifying the expectations for research on one's particular campus, developing short-term and long-term goals, examining one's own motives for research and other scholarly activity, becoming involved in a research and/or writing support group, combining research and pedagogy, and involving colleagues and students in your scholarship. These suggestions for efficiently increasing faculty scholarship should be of interest to researchers at large, as well as small institutions. Insights were shared in a display format, and conference participants were encouraged to add to the list.

Session 16.1
4:00 - 4:50 PM

ADMINISTRATION (Discussion)..... Gallery A

Presenter: Gloria D. Richardson, University of West Alabama

Factors That Influence Changes in Administrative Style

Cynthia H. Harper and Sheila Anne Webb, Jacksonville State University

The question guiding this research focused on administrative styles and whether they can change or if they remain status quo. The study examined how styles change and specific drivers that might contribute to a change in administrative style.

Lashway (1997) indicates that researchers following World War II found distinctive leadership behavior patterns prevalent among administrators. These leadership behavior patterns ranged from being task-driven and focused on technical challenges to reach goals, to those that were more concerned with the human dimensions of the job. These findings finally led to the idea of administrative style and how decisions are made, the uses of power, and interaction with others. Style has advanced to become an important part of effective leadership, staff development, and management. Can leader's style be changed, or is it ingrained in the individual as a part of personality traits?

This study examined issues surrounding administrative styles in light of management-style changes occurring in the 21st century. Researchers used survey data completed from a sample of 631 higher education administrators (Deans) randomly selected from the 2000 Higher Education Directory to add to the emerging literature about administrative styles of professionals employed by institutions of higher education.

Results provided data from a broad base of higher education administrators (Deans) that reflected administrative style changes for the 21st century. Relevant documentation about administrative style related to search committees, faculty, supervisors, and students provided attendees with valuable data regarding leadership.

This study was designed to research administrative styles and change in the 21st century. Results specified drivers that contributed to change in administrative style; administrative styles that were important to search committees, faculty, and supervisors; how administrators were involved in national administrative style movements; as well as how administrative styles were formulated or developed.

Relationship Between Building-Level Administrators Leadership Styles and School Districts Accreditation Status

Gloria McKennedy-Johnson, Jackson State University

The study sought to determine if a relationship between school administrators' leadership styles and Mississippi school districts' accreditation rating existed.

Bass (1985) advocated the use of transformational leadership to achieve organizational effectiveness and improve individual performances. Bass further noted that transactional leadership might be a necessary, but not sufficient, basis for organizational leadership. Bass and Avolio (1994) found that the behaviors of the leader promoted cooperation among staff and assisted them in working toward common goals.

The researcher used a survey instrument to collect data for the study. Surveys were mailed to 215 Mississippi K-12 principals and assistant principals. Frequencies and percentages were tabulated to describe and report the demographics of the participants. The Spearman rho correlation was used to determine if a relationship existed between the participants' leadership styles and school districts accreditation status.

The findings of the study determined that there was no relationship between the leadership styles of the administrators and school districts accreditation status.

The researcher concluded that administrators by themselves did not influence the overall performance of their schools. Implications from study findings suggested that building-level administrators must bring others within the organization into the decision making process. It was also implied that the collaborative process must begin at the top level.

Exploring Department Chair Roles in Metropolitan Universities

Kathy C. Trawick, University of Arkansas Medical Services,
 and Kathy K. Franklin, University of Alabama

During the 1980s, researchers pioneered studies concerning the role of university department chairs. Tucker (1981) identified 54 department chair roles. Similarly, Jennerich (1981) conducted research using a rank-order method asking department chairs to prioritize a list of competencies and tasks. Early researchers focused on chair roles from the perspective of the department chair. A paucity of research existed, and continues to exist, based on the role of the chair from the perspective of faculty and college deans.

Therefore, using the Tucker model as the conceptual framework, and replicating Jennerich's method, the purpose of this study was to investigate department chair roles from the perspective of three constituent groups: (1) chair, (2) faculty, and (3) dean. Using a cluster sample, the researcher sent a web-based survey to the three groups employed at three metropolitan universities. Each cluster was selected at random using

the membership list for the Coalition of Metropolitan and Urban Universities as the sampling frame. The survey measured the importance of eight roles and the corresponding tasks for each role.

Data from 130 surveys were analyzed for faculty, chairs, and deans in three phases: (1) prioritized the eight roles using the median rank score, (2) prioritized the tasks within the eight roles, and (3) used Kendall's W Coefficient of Concordance ($\alpha = .01$) to measure agreement on the tasks within each role. Results indicated that faculty and college deans ranked "department governance" as the most important role. Department chairs ranked "faculty affairs" as the most important. However, faculty ($W = .490$, $r = .000$) had more agreement for the tasks within the role of "external communication," college deans ($W = .832$, $r = .000$) had more agreement for the role of "office management," and chairs ($W = .476$, $r = .000$) had more agreement for the role of "student affairs."

Session 16.2

4:00 - 4:50 PM

TECHNOLOGY (Discussion)..... Gallery B

Presenter:

John A. Sargent, Donnie Bickham Middle School, Louisiana Tech University

Going the Distance: Active Learning

Charles E. Notar, Sherri Restauri, Janell D. Wilson, and Kathleen Friery, Jacksonville State University

The growth and development of distance learning (DL) programs is on the rise. The literature was reviewed looking for instructional techniques and methods for the teacher desiring to use DL technology for maximizing achievement, and student cognitive development and increasing student interaction.

A multiplicity of interactive distance learning possibilities exist to promote active learning, be it in the form of constructivism, progressive education, or behaviorism. Interactive technology can be used to develop a bond between instructor and student. The three major relationships within the instructional process student – teacher, student – student, and student – material are positively affected by the interaction through use of communication technology.

The various interactive technologies that are used in distance learning today are e-mail/digital mailbox, group work/pages, group appointments, individual appointments, web research/Online library resources, presentations, website assignments, discussion boards, virtual classroom, videotape/videostreaming, and audio (CD)/audiostreaming. All of these possibilities have been used to some extent in the Jacksonville State University DL program. To provide the broadest perspective possible, all potential uses of each interactive technology method were described. As many of these interactive possibilities as feasible should be used in order to enhance the presentation of instruction, as well as the learning processes.

A learner-centered learning environment and instructor as guide can be accomplished in the classroom and in distance learning. This learning can be accomplished through interaction of the student with teacher, other students, and the material either synchronously or asynchronously. Going the distance for the active learner takes planning and the understanding of the available interactive distance learning possibilities!

The Roles and Needs of Interactive School-Based Technology for Millennium Literacy

Oneida L. Martin, Tennessee Technological University

The purpose of the study was to examine the roles and needs of interactive technology with teachers and administrators in rural and urban schools. Technology has reshaped living environments into microscopic systems that can be understood with technological literacy. How information is received and processed is the greatest challenge for traditional educational systems.

Two questionnaire instruments with open- and closed-item statements were developed to collect data from 266 teachers and 20 administrators from rural and urban schools. Most of the teacher participants were Caucasian females with over 20 years of teaching experience, while most administrators were Caucasian males. Correlation analyses were employed to determine influential variables with technological perceptions, and chi-square examined significant differences between varied groups. Multiple linear regressions examined predictors for technological outcomes.

Some of the results from the study revealed teachers lacked classroom computers. Thus, teachers were unable to integrate technology into the curriculum. Comparatively, significant tech response differences were found with training and administrative support. High correlations were found between teaching and using technology for basic and remedial instruction. Tech teaching was only performed with adequate support and resources. Regression findings confirmed some correlation findings. For example, the number of students, computers, and tech courses were predictors of technological success at classroom levels.

Although the administrators understood the technological needs with teachers, some data from administrators were partially dissimilar to teachers. Tech utilization varied between teachers and administrators; yet, administrators supported teachers' views that undergraduate programs inadequately prepare teachers for technological environments.

Significantly, the study concluded that veteran teachers were more likely to be uncomfortable with technology. Yet, technological illiteracy exists in rural and urban settings. It was also clear that students would not be adequately prepared for high tech environments because

teachers would not be equipped to provide tech-based instruction.

Session 16.3

4:00 - 4:50 PM

DEVELOPMENT (Discussion)..... Gallery C

Presenter:

Fred H. Groves, University of Louisiana, Monroe

Online Teaching Impact on Reflective Teaching Practices

Amany I. Saleh, Arkansas State University

This paper reported on a study that examined the effects of online, asynchronous, structured class discussions on teachers' reflective practices. Reflection was defined in this research as the teachers' ability to look back and examine their practices and be willing to change, modify, or improve their teaching methods based on earlier experience and thoughtful consideration.

Thirty-one teachers, with experiences ranging from one to 26 years, participated in this study as students in an online course in their pursuit of a master's degree in educational leadership or curriculum and instruction at a university in the southern United States.

The students were asked to access class presentations online, answer specific questions on the class bulletin board, engage in asynchronous, structured discussions, and write reflective journals to be e-mailed individually to the instructor weekly. The students were also required to conduct an action research, collect data that answered specific questions, and reflect on the results of their research.

The researcher analyzed the reflective journals, discussion board comments, and the analyses and reflection of the action research for each student. The author also compared students' reflections to similar ones written by some of the same students in previous traditional classes.

The results indicated that the overwhelming majority of the students had raised their levels of reflection at least one level. A moderate number of them progressed from the lowest level to the highest level of reflection as classified by Van Manen. Very few students demonstrated no advancement in their levels of reflection. The author presented several examples of such reflection in the paper to illustrate the great impact online modems had on teachers' thinking skills and the implications for such practices for the education field in the future.

To Mentor or Induct: That is the Question

John J. Marshak, University of Southern Mississippi, and Jack J. Klotz, University of Central Arkansas

There is an exceedingly high rate of loss of beginning teachers in the field of public education. Out of the estimated 3.1 million teachers in the United States, 11% or 341,000 quit after their first year of teaching. The data also have revealed that after two years, another 651,000 quit, and at the magical five-year mark, another 1,209,000 teachers leave the profession. Taken individually, the data may not gain the attention it deserves; however, when aggregated, the numbers become staggering.

This program explored the interrelatedness of mentoring and induction programs, presented the four dominant components of a quality induction program, suggested that mentoring is not a stand-alone experience but rather an integral component of any induction program, strongly advocated a model based on a multiple-year concept, proposed nine varied yet intertwined educational themes that should be part of such programs, and finally, concluded with a series of strategies for amassing data to assess the effectiveness and quality of such programs.

Reinventing the Principalsip in Ways That Will Appeal to Women

Rose Mary Newton and Peter Zeitoun, University of Alabama

Nationwide, superintendents report difficulty in filling principal vacancies. The shortage of qualified applicants is predicted to intensify over the course of the next decade as more than one-third of the current cohort of principals reach retirement age. Women, a large untapped reservoir of talent for the vacant positions, have been reluctant to apply. Whether specified features were examined of the principal's role account for the reluctance was examined. Educational theorists (e.g., Blount, 1999; Hall, 1997; Shakeshaft, 1989) maintain that women have been reluctant to apply because the principalsip has become, primarily, a managerial position that is incompatible with the way women lead. It was hypothesized that such androcentric bias may become manifest in recruitment message content that accommodates the directive style of school administration preferred by males and the time commitment compatible with the male role in the family.

To test these hypotheses, the reactions were measured of male and female teachers to principal vacancy announcements specifying an administrative model and the number of hours to be worked each week. Data were collected from a national sample of male (n = 84) and female (n = 84) public school teachers. The participants read recruitment messages manipulating two independent variables: (1) administrative model (directive, democratic), and (2) time (45, 55, 65 hours weekly). The dependent variable was a composite score representing willingness to pursue principalsip.

The results of an analysis of variable procedure indicated that, contrary to expectations, males rated position announcements depicting the job attributes (democratic leadership style, shorter workweek) purported to appeal to women more positively than did females. The

results are promising because it appears that both male and female teachers value the democratic administrative style ascribed to women. Nevertheless, the research challenge remains: "How can organizational representatives reinvent the principalship in ways that will be more appealing to women?"

Session 16.4

4:00 - 4:50 PM

COLLEGE STUDENTS (Discussion)..... Gallery D

Presider: William Spencer, Auburn University

The Arkansas Mentoring Model and Pathwise: A Pilot Study

James D. Johnston, Harding University

The purpose of this paper was to describe the kinds of instructional learning and professional change that participants developed during a pilot year of the Arkansas Mentoring Model and Pathwise. The program was under the leadership of the Arkansas Department of Education's Teacher Quality Enhancement Office.

New teachers, mentors, and school supervisors participated in mentor training and agreed to participate for one school year in the program. Each participant responded to questionnaires for their area of expertise at Mid-Year and End-of-the-Year stages of the program.

The research report data originated from the responses to the nine to 22-item, Likert-scale questionnaires for each area. The data pool consisted of the educators who completed each instrument. The numbers of participants in the End-of-the-Year groups were: New Teachers, N=162; Mentors, N=197; and Supervisors/Administrators, N=53. Volunteers represented 17 different school districts throughout Arkansas.

Statistical analysis of simple t-tests and paired-analysis were calculated between Mid-Year and End-of-the-Year groups for each item on each questionnaire. Findings revealed significant differences in 21 of the 51 total questionnaire items with t as large as 4.30 at the .05 (two-tailed) level. The greatest significance was found in the Skills Perception Questionnaire for new teachers as 13 of the 22 items revealed a change/improvement from Mid-Year to End-of-the-Year and focused on the four domains of Pathwise.

New teachers, mentors, and supervisors showed a change toward accepting the Arkansas Mentoring Model and Pathwise as an effective mentoring model. Negative comments and results pooled around the amount of paper work required for Pathwise and inconvenient placement of mentors and new teachers. Interpretive descriptive analyses were made within and across groups to gather insight to the significant differences in responses. Results showed a definitive effort of the participants to answer truthfully rather than accommodatingly.

An Exploration of Mentoring Female Graduate Students in Southern Metropolitan Universities

Cindy B. Crum, University of Arkansas for Medical Services, and Kathy K. Franklin, University of Alabama

In the milieu of academe, women are less likely to participate in research as compared with their male counterparts. According to extant literature, diminished scholarly productivity cuts across disciplines, professional rank, and institutional classification. Scholars attribute this difference in research activity to marginalizing work environments and limited motivation (Bain and Cummings, 2000). Furthermore, it is reasonable to deduce that limited motivation may be fueled by negative research experiences during graduate studies.

Therefore, the purpose of this study was to explore female students' perceptions about research while enrolled in a graduate program. In the Husserlian phenomenological tradition, a theoretical framework was developed from extant literature a priori to inform the parameters of the study. The phenomenologist used a computer-mediated focus group method of inquiry to expand on previous studies and confirm the a priori theory. The purposive sample included 20 female graduate students from three southern metropolitan universities who had completed a research methods course.

The computer-mediated focus groups were conducted by means of the Internet via WebCT in an asynchronous discussion format. Following a one-week pilot study, the researcher engaged the participants in a four-week electronic discussion about research. To analyze the data, the researcher: (1) coded the data into pre-determined coding categories based on the literature, (2) merged the codes into themes with common attitude threads, and (3) combined the themes into patterns representing the theoretical constructs.

The resulting theoretical framework was divided into three sections: research barriers, supports, and solutions. Research barriers included: (1) the dissertation process, (2) time management, (3) family commitments, and (4) ethics. Included in the research support were: (1) mentoring, (2) field research experience, and (3) resources. Research solutions were described as: (1) restructuring the dissertation process, (2) wisely choosing dissertation committee members and chair, and (3) mentors.

Mentoring the Black Male: An Honors Vignette

Jason B. Brewer, Tennessee State University

The study examined if there was a significant relationship between the academic performance of black males and participating in a

mentoring program. The author has been interested in the success of black males in higher education, and this research has broadened the author's knowledge of mentoring, as well as the academic performance of black males.

In a review of some of the literature there has been educational theory derived in many instances that black males who have had some type of role model or mentor in their lives have performed better academically than black males who have had no role model or mentor in their life. Also, research has shown that black males tend to perform better academically when paired with other black male role models.

The researcher used responses from a survey to gather statistical data from which to draw a conclusion that there was not a significant relationship between participating in a mentoring program and academic success.



Friday

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Session 17.1

9:00 - 9:50 AM

TECHNOLOGY (Discussion)

Gallery A

President: Lawrence J. Leonard, Louisiana Tech University

Creating Effective Instructor Support Structures in Distance Education

Sherry L. Restauri and Frank King, Jacksonville State University

Numerous issues must be carefully examined when considering the special support needs of instructors teaching through Distance Education methods. Analysis of current levels of institutional support often reveal instructors managing the majority of administrative and technological functions, with extremely low levels of support from their institutions. Effective support structures for instructors during the course creation process, and continued throughout the course presentation and beyond, have been strongly correlated with student ratings for high quality education experiences. It is, therefore, essential to determine the key features influencing effective support of the Distance Education instructor.

Studies examining the use of individual and team instructor support structures in Distance Education, including a range of theoretical and/or quantitative information, were reviewed. Instructors who reported being satisfied with support strategies in Distance Education at their institution received this support from various avenues, including: (1) technology training and trouble-shooting, (2) instructional design, (3) student training and student assistance from technical personnel, (4) administrative support in the form of release time, recognition, and/or compensation, and (5) mentoring from instructors who have previously taught through DE.

Individual institutional analysis can be used to reveal the use of either individual or team support structures. Based on this information, the initial administrative, technical, and instructional design concerns that instructors may face in the creation of Distance Education courses can be properly addressed and implemented. Additionally essential to these initial steps are the many forms of continuous support needed by instructors and students throughout the lifetime of the course.

Elements acknowledged as vitally important for effective support will serve to assist instructors involved in Distance Education, as well as corresponding administrators and staff, in their individualized institutional review, thus, allowing for the creation and maintenance of a successful and effective support structure for the Distance Education instructor and student.

Technology's Place in the Educational Environment

Linda F. Cornelious, Mississippi State University

The question has been asked by many teachers within the past decade, "How does technology fit into my teaching curriculum?" For some the answer seems quite simple: "Technology's place in the learning environment is wherever there is an outgoing and intake of knowledge." Technology can be structured to fit every subject within the curriculum, but the key is to know what works best with each subject. Often, because of a lack of training, few teachers clearly understand how technology can become an integral part of the learning environment.

The need for improved technology training for teachers has seen increased attention in recent years. Although computers are now available in most schools, not all teachers see the value of using them to complement their instructional practice. The purpose of this paper was to review the literature to identify and examine ways in which teachers can incorporate technology into the learning environment. Recommendations were made as to how teachers can become better prepared and comfortable in the use of technology to enhance teaching and learning.

Technology brings about many changes within the educational environment. The major change that it brings is the way in which students learn and their enthusiasm about learning. The No Child Left Behind Act of 2001 requires that more money be spent on schools for technology purposes and teacher training. With the focus on schools using technology as a tool to improve academic achievement, preparation must first begin with teachers serving as role models by using technology themselves to facilitate learning. This paper suggested how research on teacher's use of technology in the educational environment can enhance classroom practice and, ultimately, improve student achievement. Teachers

must remember that technology is a tool that works for them and has a place in the educational environment.

Using Online Textbooks: Are Hardcopy Versions Helpful Supplements?

Linda H. Thornton, Harding University

The purpose of this study was to determine whether graduate education students enrolled in an introductory research methods course that used both the online and the hardcopy version of the textbook would score higher on tests and quizzes than those who used the online version only.

The 29 participants were all enrolled in a four-week summer introductory graduate educational research methods course at a small, private, church-affiliated university. Eighteen of these students chose to use both the online and hardcopy version of the textbook. The other eleven chose to use the online textbook only. Three of the tests were entirely teacher-constructed. One of the tests included some teacher-constructed items and some items available from the test item bank provided by the textbook publisher. The quizzes were all provided on the textbook publisher's website. Students were required to complete the quizzes online and submit them electronically to the publisher's website for grading. The instructor retrieved the quiz grades from the website.

The means for each test and quiz were compared using t-tests. There was no statistically significant difference on any of the tests. On eight of the 10 quizzes, there was no statistically significant difference. On two of the quizzes, surveys and experimental design, the mean of the group who used both the online and hardcopy versions of the textbook was higher than that of the group who used the online textbook only.

The mean age of the group using both the online and hardcopy versions of the textbook was higher than the mean age of the other group, so age may have been an extraneous variable. It was recommended that future students be given the option of using the online textbook only or both the online and hardcopy versions.

Session 17.2

9:00 - 9:50 AM

INSTRUCTION (Discussion)

Gallery B

Presenter:

Richard Daughenbaugh, University of South Alabama

Using Cover, Copy, Compare to Increase Student's Academic Performance in Spelling and Math

Jessica L. Allin, Renee Oliver, Andrea Hale, and Christopher H. Skinner, University of Tennessee, Knoxville

Three action research studies implementing the cover, copy, compare (CCC) intervention to enhance either spelling or mathematics performance were presented. Three students from different classrooms were referred for their low academic performance. Together, the teacher and the experimenter chose to increase the target students' performance by using the CCC method.

CCC procedures consisted of three basic steps. First, the student looked at the academic stimulus (e.g., spelling word, math problem with answer). Second, the student covered the stimulus and made a response from memory (e.g., spelled the word, wrote the math problem and answer). Finally, the student uncovered the original stimulus and checked to see if her or his response was accurate. If the response was inaccurate, the student wrote the correct response.

Case 1 focused on increasing the weekly spelling test scores of a first-grade male by using the CCC intervention. Case 2 examined the use of the CCC intervention for improving mathematics scores in a third-grade male by focusing on multiplication tables. Case 3 examined the class-wide use of the CCC intervention to increase spelling test scores in a fifth-grade classroom and also on an individual student referred for spelling problems. All three action research projects showed improvement in academic performance after the CCC procedures were implemented. In Case 1, the student's scores improved from an average of 23% during baseline to 62% following CCC. The student in Case 2 improved from an average of 1.23% to 78% following CCC. In Case 3, the class' average improved from an average of 70.6% during baseline, to 80.6%. The referred student increased from an average of 0% to 65%. Discussion focused on applied strengths and weaknesses of the CCC intervention for individuals or class-wide use.

Attitude and Achievement Using Two Approaches for First-Grade Mathematics Instruction

Sallie L. Autry, University of Southern Mississippi

The study investigated the differences in attitude and achievement of first-grade students in constructivist and direct instruction classrooms to find out: (1) if there was a difference in attitude of first-grade students from the two classes, (2) if there was a difference in the achievement of first-grade students from the two classes, and (3) what the relationship was between attitude and achievement of first-grade students. To gather more in-depth information on attitudes of students toward mathematics, the researcher collected additional data through student observations, student interviews, and student journals.

Of the 44 students composing the study, 13 were African American, and 31 were Caucasian. Twenty-two students were represented

from each class and were randomly selected for placement by the elementary principal. Only six students were randomly selected from each classroom to participate in the qualitative part of the study.

There were several data sources for the study: MAT6, Roland Attitude Scale, student observations, student interviews, and student journals. The statistical procedure used in achievement and attitude was repeated measures ANOVA. A Pearson product moment correlation compared the relationship. The researcher visited the first-grade classrooms 18 times during the study to observe. Individual semi-structured interviews were conducted with six students from the constructivist classroom and six students from the direct instruction classroom. Additional data were collected from an average of 50 journal entries per student.

Achievement was analyzed by the researcher from scores on the mathematics section of the MAT6 tests. The student responses from the Roland Attitude Scale were scored using computational formulas. Qualitative data were triangulated through student observations, student interviews, and student journals. Each set of data from each classroom was coded for emerging themes. The findings of this study suggested implications for classroom practice and teacher educators.

The Discrete Task Completion Hypothesis: Behavioral Theory Supported by a Meta-Analysis of Interspersal Research

Christopher H. Skinner, University of Tennessee, Knoxville

Increasing students' academic responding promotes skill mastery. However, even when activities are structured to occasion high rates of responding, little learning will occur unless students choose to engage in assigned work. Enhancing rates of reinforcement for academic behaviors can increase the probability of students choosing to engage in assigned work. However, such procedures can require time and resources. Recently, researchers have posited that when working on assignments composed of many discrete tasks, each completed discrete task is a conditioned reinforcer. Thus, increasing student discrete task completion rates may enhance rates of reinforcement for working on assignments.

Interspersal procedure research has shown that interspersing additional brief discrete tasks increases task completion rates. In this paper, the discrete task completion hypothesis was evaluated by applying meta-analytic procedures to studies of the interspersal procedure. Studies included were published in refereed journals. Participants included middle school, high school, and college students. Results revealed a linear relationship (i.e., $y = 3.32x - 117.04$) between relative problem completion rates (x) and student choice behavior (y). The x-y correlation was $r = .099$, ($r^2 = 0.98$), and relative problem completion rates predicted the percent of students choosing one assignment over another within 3%.

Results supported the discrete task completion hypothesis and suggested that educators did not have to continuously monitor and evaluate each student's academic responding and deliver reinforcement contingent upon their responding. Instead, educators could enhance rates of reinforcement for academic responding, thereby increasing the probability of students choosing to engage and persist in academic assignments by merely including more work (i.e., additional interspersed tasks). Theoretical and applied implications of the discrete task hypothesis were discussed.

An Evaluation of the Block Schedule in Two High Schools

Leslie L. Griffin, Delta State University

An evaluation of the block schedule in effect in two Mississippi Delta high schools was conducted during the 2001 spring semester at the request of the associate superintendent. The evaluation was organized through the Delta Area Association for Improvement of Schools housed at Delta State University. A preliminary meeting was held with the associate superintendent and principals of the high schools to formulate clusters of questions related to the effects of the 4 X 4 block schedule that was instituted at these schools during the 1997-98 school years.

The following four clusters of questions were derived from the rationale provided for moving to a block format in scheduling at the two schools: (1) Is instruction being offered that provides students with in-depth study of the content? Are teachers employing student-centered strategies and acting as facilitators of learning? Is this reflected in student outcomes (products/grades)? (2) How do teachers feel about block scheduling with respect to student learning and behavior? How do students feel about block scheduling with respect to their learning? (3) Have the number and kinds of discipline problems changed in classes as a result of block scheduling and related changes in instruction? and (4) Has the absentee rate changed as a result of block scheduling and related changes in instruction? Has there been a change in the dropout rate since block scheduling was put into effect?

Quantitative data ranging from grade distributions to dropout rates were analyzed to answer selected questions. Qualitative data (i.e., surveys, observations) were used to assess classroom practices and attitudes toward block scheduling and associated practices. The study revealed that the majority of school stakeholders favored the practice and desired to see it continue. Each dimension of the assessment process yielded data and conclusions that suggested directions for the future success of programs within the block schedule at both schools.

Session 17.3

9:00 - 9:50 AM

ATTITUDES (Discussion)

Gallery C

Presider:

Gahan Bailey, University of South Alabama

Library Anxiety as a Predictor of Adult Learners' Attitude Toward the Internet

Robin E. Veal, St. Mary's University of Minnesota, and Kathleen M. T. Collins, University of Arkansas, Fayetteville

Contemporary libraries provide a variety of library and technological resources to facilitate students' retrieval of relevant information from a number of sources. Accessing these resources requires that students demonstrate facile use of computers and computer-related technologies (e.g., online data systems) (Jerabek, Meyer, and Kordinak, 2001). Recent research in the area of attitudes pertaining to library and computer usage has indicated that some students experience varying levels of anxiety as they seek to utilize these resources (Hickey, 1992; Mellon, 1986; Ovens, 1991; Rosen, Sear, and Weil, 1987).

The majority of empirical literature in the areas of library anxiety (Jiao and Onwuegbuzie, 1997; Jiao, Onwuegbuzie, and Lichtenstein, 1996; Mellon, 1986) and computer anxiety (Jerabek et al., 2001) has focused primarily on traditional college students who, typically, have nearby physical access to their home college or university library. In contrast, there is a paucity of research evaluating the library and computer anxiety levels of off-campus adult learners (i.e., graduate students attending classes at a distance of 50 or more miles from their home institution's library). Overall, off-campus adult learners face unique challenges in terms of physical access to library-based resources that elevate the importance of their facile use of computers and computer-related technologies.

Therefore, this study's purpose was to assess what factors associated with library anxiety predict off-campus adult learners' (n = 143) attitudes toward the Internet. All possible subsets regression analysis was performed with factors associated with library anxiety (Bostick, 1992) as the independent variables and a composite measure of attitude toward the Internet (Duggan, Hess, Morgan, Kim, and Wilson, 1999) as the dependent variable. Two factors associated with library anxiety, knowledge of the library, and affective barriers yielded a multiple R of .33, accounting for 10.8% of the variance in respondents' attitudes toward the Internet. Implications were discussed.

Developing Altruistic Behavior and Motivation to Donate Blood: A Role for Educators and Service Learning Projects

Anita Wells and Nola Christenberry, Arkansas State University

In the wake of September 11, 2001, many news reports cited blood donation as one of the most beneficial ways persons at great distances from New York City could respond to the crisis, and blood donations increased as they typically do in times of such crises. A concern for social psychologists and blood donation professionals, however, is how to maintain an adequate and steady supply in the absence of such crises.

An extensive review of the PsycInfo database yielded much research that examined various characteristics of first-time and repeat donors and what motivated or constrained their behavior. A common theme in the majority of this literature was the influence of an altruistic identity. Some authors equated blood donation with altruism, whereas a few questioned whether altruism even exists. Most included an altruistic identity as a significant characteristic of regular blood donors. Social psychologists engaged in this research have applied various models to explain the development of altruistic identity in committed blood donors.

The approach to developing altruism in committed blood donors has implications for the role of educators in promoting altruistic behavior of students both in blood donation and in other situations. For example, one way to reduce the violence and conflict that have plagued our nation's schools in recent years is by creating an environment where altruistic behavior is reinforced. To this end, some schools have instituted service learning projects with varying degrees of success. Findings were presented from the review of the blood donation literature that could increase the success of educators' efforts to develop altruism in their students.

9:00 – 9:50 AM

OUTSTANDING PAPER PRESENTATIONS

Gallery D

President:

Qaisar Sultana, Eastern Kentucky University

Session 18.1

10:00 - 10:50 AM

READING (Discussion)

Gallery A

President:

Susan P. Santoli, University of South Alabama

The Effects of Independent Reading on Reading Ability of Seventh-Grade Students

Denise M. Replogle and Patrick N. Kariuki, Milligan College

The purpose of this study was to determine the effectiveness of independent reading on reading ability. Numerous studies have

indicated that reading skills affect students' ability to comprehend, think critically, and express their thoughts and opinions orally and in writing. Research has identified many techniques and teaching methods on the subject of reading. One of the methods that research tended to underscore was independent reading. However, not many educators have engaged in teaching reading using independent reading strategies consistently.

This study was conducted in a rural middle school. The sample consisted of 43 students who were randomly selected from seventh-grade classes. The students were randomly assigned into experimental and control groups. The experimental group consisted of 21 students, and the control group had 22 students. The experimental group members read a book of their choice independently for 20 minutes every day at school for 12 weeks. The control group did not read independently. After 12 weeks, a Standardized Test for Assessment of Reading was administered. The scores for grade equivalent and zone of proximal development were analyzed using t-test for independent means. The results indicated no significant difference in scores. There was a significant difference in the scores of the females compared to the males in the experimental group.

Effects of Repeated Practice on Reading Comprehension and Reading Fluency

LaRonta M. Upson and Christopher H. Skinner, University of Tennessee, Knoxville

This action research project investigated the effectiveness of repeated reading to increase reading comprehension and reading fluency of one fourth-grade student who was having difficulty accurately completing independent reading assignments. The student was referred because of poor performance on weekly unit reading comprehension tests. The unit tests constitute a significant portion of the student's overall reading grade.

The investigator met with the student individually, twice a week, to administer reading probes and five corresponding comprehension questions. In each session, the student reads aloud, three times, one grade-level reading passage. Each reading was preceded by two explicit cues to direct the student attention to the purpose of reading. Specifically, the student was instructed to read as quickly and as accurately as he could and to recall as much about the story as possible. Following the first reading of the passage, the investigator reviewed all words that appeared unfamiliar. The number of words read per minute was recorded following the first, second, and third readings as a measure of reading fluency. Following the third reading, the student answered five questions directly related to the passage as a measure of reading comprehension.

Results showed increased fluency and comprehension with each subsequent reading. Additionally, following the implementation of the intervention the students' average, unit test scores increased from 35% to 85% accuracy. The findings suggested implications for teachers and school psychologists to engage in action research as a way of developing effective individual and school-based interventions.

Increasing Journal Writing Performance in Elementary Students Via Goal Setting, Feedback, and Positive Reinforcement

Beth D. Winn, Jessica D. Allin, James A. Hawkins, and Christopher H. Skinner, University of Tennessee, Knoxville

Three action research studies designed to enhance students' journal writing were presented. Journal writing is a common classroom practice used to increase skills in handwriting, grammar, and sentence structure. Each teacher referred to a student in her class who was having difficulty writing in a journal. The primary problem was that these students were writing too little.

Each case focused on one student. Case A's student was an African American male in the fourth grade. Case B and Case C's students were both first graders. Case B's student was an African American female, and Case C's student was a Caucasian male. Each case was conducted in a different elementary school. Each school mainly served a low-income area.

Each case used a goal chart in order to give the student visual progress and performance feedback. Case A and Case B used a picture of a thermometer, while Case C used a football field for his goal chart. After an initial goal was chosen, it was included on the goal chart. Once each student reached her or his goal, a reinforcer was provided. Examples of reinforcers included computer time, edibles, verbal praise, and free time. Case B and Case C also measured off-task behavior. Results showed educationally valid increases in journal writing performance for all three students and decreases in student off-task behavior. Discussion focused on the importance of goal setting and feedback for academics.

Session 18.2

10:00 - 10:50 AM

ADMINISTRATION (Discussion)

Gallery B

President:

Johan W. van der Jagt, Southeastern Louisiana University

Black Females and the Superintendency: Barriers Encountered and Strategies Utilized to Secure the Superintendency

Sylvia F. Casin-Brown, Jackson State University

The study sought to explore the unique barriers encountered by black women who had achieved the superintendency and the strategies these women used to overcome the identified barriers.

Alston (2000) postulated that even though women were moving into powerful positions in education and other occupations, only a small percentage of blacks, men or women, held these positions. Alston further noted that, despite increased support from the public and policy makers, women still represented a minority in administrative positions, and black females made up an even smaller minority and as a result were underrepresented in the superintendency in public education. Glass et al., (2000) found that this trend continued in the Study of the American School Superintendency by reporting that of the more than 13,700 school district superintendents occupying the position at that time, a mere 5.1% of the representative sample were black females.

The researcher used a survey instrument to collect data for the study. Surveys were mailed to 1,270 individuals to identify the study participants. Frequency distributions and percentages were tabulated to describe and report the participants' perceptions of the barriers and strategies. Subjects for the study were black female superintendents.

Race and gender discrimination were identified as the barriers that caused the most difficulty for black females when they sought a superintendency. Superior academic training and work experience were identified as being effective strategies in overcoming the identified barriers.

The researcher concluded that black women must be better prepared academically, have in-depth work experience, have a mentor, and have a strong self-concept to achieve a superintendency. Implications from study findings suggested that school boards must be proactive when seeking applicants for the superintendency. University preparation and training programs and white males in senior leadership positions must identify and mentor black women who aspire to senior leadership positions.

Unitary Status: The Perspectives of Administrators on the Ethical and Policy Issues Surrounding Resegregated Schools

Michael C. Ross, Kennesaw State University, and
John Freeman and Harold Bishop, University of Alabama

The purpose of this study was to analyze the perspectives of school administrators in regard to policy and ethical issues surrounding unitary status and neighborhood school practices. Specifically, this study sought to determine if there were any significant differences in the perspectives of administrators because of race or age. The study design was cross-sectional; thus, all the data were collected at one point in time. The method of data collection used for the study consisted of a 20-item survey instrument that was completed by school administrators.

The sample population for the study was based on an accessible target population of administrators in urban public school systems located in the southeastern section of the country. The participants included principals and assistant principals in elementary, middle school, and high schools for the entire system. The schools were selected based on having a significant African American student population and a significant Caucasian student population. Also, the school systems were either seeking unitary status or they were considering the effects of unitary status for their system.

The findings of this study revealed that school administrators indicated that they held mixed views of the policy and ethical issues surrounding unitary status. Specifically, the participants involved in this study indicated that, although they agreed on what constitutes moral and equity issues for neighborhood schools, they were not in agreement on how to implement policies and procedures that ensure equity for students attending neighborhood schools.

Recommendations and Implications Emerging From a National Study of Middle Level Leadership

Vicki N. Petzko, University of Tennessee, Chattanooga

This research reported the personal characteristics of middle level principals, their professional and academic preparation, the nature of their jobs, their future plans, and their recommendations for the development of future middle level principals. Implications for current middle level principals were presented, as were recommendations for the recruitment, development, and continuous training of future principals of middle level schools.

The research design was constructed as the third of three "decade studies" that focused on middle level schools and was sponsored by NASSP (National Association of Secondary School Principals). Previous studies were in 1982 and 1991. Trend data were addressed. Consistent with previous NASSP studies, middle level schools were defined in the 2000 study as those serving young adolescents in any combination of grades five through nine. Principals of all middle level schools in the United States were invited to participate in the online survey. Over 1,400 principals completed the questionnaire. Survey questions addressed four major areas relative to middle level schools: (1) their context and environment, (2) the leaders and leadership structures, (3) curriculum, and (4) school improvement practices. The focus of this paper was on the leaders and leadership of middle level schools.

Results presented characteristics of middle level principals, their academic preparation, prior experiences and professional preparation, the challenges of their work, and their future plans. In addition, specific information was presented about how they spend their time and their perceptions of roadblocks to successful school reform.

Recommendations and implications were presented regarding the recruitment of future principals, expanding their knowledge base regarding the specific developmental needs of early adolescents, and their training as transformational leaders. Recommendations were made for

university-based principal preparation programs. Additional recommendations were made regarding the appropriate role of the assistant principal, special needs of the "new" principal, and professional development.

Session 18.3

10:00 - 10:50 AM

TEACHER EDUCATION (Discussion)

Gallery C

Presenter: Abraham A. Andero, University of West Alabama

Schools as Communities of Learning: Perspectives of Louisiana Teachers

Lawrence J. Leonard, Louisiana Tech University

Teacher collaborative practice is commonly considered to be a desirable cultural characteristic of schools as they face what are now the new norms of high-stakes testing and the attendant accountability for learning outcomes. However, much remains to be learned about creating and sustaining schools as communities of collaborative practice (Fullan, 2001; Hord, 1997) and, particularly, the extent to which teachers value and practice such initiatives.

An appreciation for the subtleties of collaborative school cultures has been emerging over the past couple of decades and is increasingly seen as an antidote for the debilitating traditions of isolationism and individualized activity that have characterized the teaching profession (Joyce and Showers, 1988; Lortie, 1975; Welch, 1998). In spite of the widely held acknowledgement of just what those desirable school elements are, there has been limited success in transferring them to or re-creating them in schools struggling to foster collaborative norms.

A self-administered, 52-item survey questionnaire addressing components of collaborative beliefs and practices was distributed to 500 systematically randomly selected teachers in 88 schools in 10 public school districts parishes in Northern Louisiana.

Although there appeared to be a general sense among the teachers as to what is desirable in terms of sustaining schools as collaborative communities, conditions in their own schools continued to impede such realization, and some schools, by their very structure and size, may be more or less predisposed to collaborative orientations.

The teachers' reported perspectives were summarized in the following statements addressing: (1) expectations of, and support for, regular, high levels of collaborative involvement, (2) the nature of teacher work, (3) underlying values and beliefs about educational practice, (4) scheduling and appropriations of time, and (5) teachers need professional development directed in collaborative skills.

Implications of these findings were discussed, and suggestions for further research in the realm of professional learning communities were identified.

Engaging Prospective Teachers in the Development and Implementation of Interdisciplinary Curriculum Using a Web-Based Case

Amy B. Palmeri, Vanderbilt University

It is well documented that future teachers have difficulty connecting information learned in teacher preparation programs to information needed for evaluating and responding to unexpected situations in the classroom. Specifically, prospective teachers often have difficulty making connections among concepts representing multiple disciplines.

A web-based case focused on challenges associated with the planning for and teaching of interdisciplinary curricula has been developed and piloted. The case has been built around a nine-day unit, integrating science, mathematics, and literacy, taught in a second-grade classroom. The web-based materials have been organized around several challenges for prospective teachers to explore as they consider the use of interdisciplinary curricula in their own teaching.

The analysis of authentic events situated within the context of multimedia cases provides opportunities for prospective teachers to generate connections between prior knowledge and new information. Yet, little is known about what prospective teachers are learning and applying to their own teaching through the use of such multimedia environments. To better understand this process, teacher educators must: (1) explore ways prospective teachers consider issues embedded within case materials, and (2) facilitate a fluid interaction between theory and practice.

Specifically, this study examined the contribution of web-based case materials on student teachers' notions of interdisciplinary curriculum, planning and teaching. The research was conducted through the student teaching seminar. Data included video- and audiotapes of seminar sessions, student teachers' contributions to a web-based message board, and interdisciplinary units developed and implemented. Through this research, a better understanding emerged toward: (1) the mental strategies and processes that prospective teachers use when they study and reflect on interdisciplinary curriculum within the context of the web-based case, and (2) the decisions prospective teachers make when implementing their own interdisciplinary unit. Additionally, insight was gained into how to guide prospective teachers' learning through this process.

A Summer Program for Prospective Teachers

Jane Brower and Valerie Rutledge, University of Tennessee, Chattanooga

The Teacher Education Academy College Headstart (TEACH) was developed to address the shortage of qualified students entering the teaching profession. Even though able students have been recipients of great instruction, they see it as a limited career choice. It was decided to develop a residential summer program for high school students that would convince them otherwise. Especially important to this program was the recruitment of under-represented populations in the teaching professions. In addition, this program was intended as a recruitment tool for the University.

TEACH was designed to introduce students to both the college experience and the field of teaching. The program provided the opportunity for college credit in the initial education course and included a field placement in a K-8 classroom. In addition, the program offered a variety of experiences that can develop into experiential learning in the classroom. A primary goal of the program was to help students understand that the possibility does exist for them to teach in non-traditional ways that are exciting and fulfilling. The students were afforded the opportunity to experience the classroom and the community as a college student for four weeks.

Students were recruited for TEACH through a mailing to school counselors. The criteria included grade point average, extra curricular activities, and standardized test scores, as well as an interest in teaching. Twenty-five students were chosen. This research project looked at the students participating in TEACH. A qualitative study of participant responses examined the factors that have led them to investigate the field of education as a career, as well as the barriers they felt might keep them from continuing in the field of study. In addition, the use of a summer residential program as a college recruitment tool was examined.

Session 19.1

11:00 - 11:50 AM

COLLEGE STUDENTS (Discussion)

Gallery A

Presenter:

Linda Thornton, Harding University

Taking a Look at the Multidimensionality of Giftedness as an Identification Tool

Amy M. Dendy and Linda W. Morse, Mississippi State University

Identifying gifted and talented children has been a concern in education for many years. The perplexing question being asked is: How do educators identify gifted children? Assessment of children is an ongoing process in the regular classroom, yet there is not a clearly accepted method of identifying gifted children across all school districts (Fasko, 2001). Children's abilities have been assessed frequently by measurement instruments that reflect a narrow definition of their intelligence (Kranz, 1994). According to Hans and Marvin (2000), often, criteria used in traditional identification procedures for giftedness are inappropriate and biased, and many states continue to use the traditional assessed IQ scores as a single criterion for entrance into gifted programs, ignoring the multiple dimensions of giftedness such as visual and performing arts, psychomotor abilities, and creative thinking. Seventy (33 undergraduate and 37 graduate) college students enrolled at a mid-sized, southeastern university participated in this study. The data were collected with a one-time visit to various classrooms. The majority of the participants were teacher education majors (55.7%). An author-designed instrument, the Identification of Giftedness Survey (IGS), which assesses the ability to identify giftedness based on reading a mock profile describing a gifted child, was used in this study. Results of this study revealed that when asked to report the most important factor in determining whether a child was gifted approximately half of the participants reported IQ as their major identifying factor. The majority of this sample tended to focus on unidimensionality of the IQ score as the main determinant of a gifted student, thus ignoring other dimensions such as teacher observation, arts, and psychomotor ability.

Using Dewey's Theories with Education Students in the 21st Century

Janet R. McNellis, Troy State University

Teacher educators often teach their education students about the theories of John Dewey. Many of these college professors discuss the benefits that K-12 students can derive when their teachers follow Dewey's teachings. Often, however, teaching methods developed from Dewey's theories are absent from the college classroom. This author argued that Dewey's theories should be utilized in education students' college classes, and the approach to using Dewey's theories should be holistic, not eclectic.

Being in college classes that are run according to Dewey's principles may be beneficial to all college students. However, this approach promises great benefits to education students in particular. Teaching according to Dewey's theories encourage students to develop reflective teaching skills, community connections, and acceptance of diversity--all attributes desirable in teachers. In fact, requirements of College of Education accreditation agencies (i.e., NCATE) coincide well with Dewey's theories. Another important consideration is that teachers tend to teach as they have been taught. Teaching education students through a Deweyian approach makes it more likely that these teachers will teach their own students in the same way.

However, an eclectic approach to incorporating Dewey's theories in the college classroom may do more harm than good. Some

college teachers have advocated using Dewey's theories to develop service-learning projects for their students. Others design their course to encourage their students to become reflective thinkers and teachers. Still others advocate creating a classroom model that values community and democracy, often relying on group projects to accomplish these goals. While all of these methods can be beneficial in and of themselves, they lose their impact when they are used separately and unsystematically. In fact, some of these methods may be detrimental to the student when used in isolation. The different elements of Dewey's theories need to occur simultaneously for maximum benefit.

Comparison of the Multiple Intelligence Domains, Specific Skills, and Intellectual Styles of Freshmen and Seniors at a Metropolitan University in the South

Stephen R. Marvin, University of Arkansas, Little Rock, and Kathy K. Franklin, University of Alabama

Current educational practices in universities primarily favor a traditional, one-dimensional, view of intelligence. However, recent intelligence research supports evidence of intellectual plurality (Gardner, 1983, 1993). Therefore, a possible mismatch may exist between student intelligence and university practices. If this mismatch does indeed exist, it is reasonable to deduce that the intelligence domains of freshmen may differ significantly from the domains of seniors due to the "weeding-out" effect of incongruent educational practices.

Using Gardner's Theory of Multiple Intelligences as the conceptual framework, the purpose of this study was to determine if a statistically significant difference existed between freshman and senior intelligence with regard to students' multiple intelligence domains, specific skills, and intellectual styles. The researcher chose a quantitative research design drawing a random cluster sample of 98 classes from the fall 2001 Course Bulletin for a southern university. The cluster was divided into freshman 1000-level and senior 4000-level courses. The researcher used the Multiple Intelligence Developmental Assessment Scales (MIDAS) to test hypotheses related to the intellectual plurality of metropolitan freshmen and seniors. A total of 882 scales were distributed. Of that total, freshmen returned 142 useable scales and seniors 221.

The researcher used descriptive statistics to analyze the sample and the repeated measures analysis of variance to test for a statistically significant difference between freshmen and seniors. An alpha level of .01 was used for all statistical tests. With nine notable exceptions, the researcher found no statistically significant difference between freshmen and seniors with regard to domains, skills, and styles. The researcher identified a statistically significant difference between freshmen and seniors for the specific skills of composer and animal care. Additionally, post hoc comparisons identified statistically significant interactions between female freshmen and female seniors in the interpersonal domain, general logic style, and working with objects and spatial problem-solving skills.

Session 19.2

11:00 - 11:50 AM

RESEARCH METHODS (Discussion)

Gallery B

Presenter:

Gail H. Weems, The University of Memphis

A Model for Identifying the Level of Complexity of Action Research Strategies

Larry G. Daniel, University of North Florida; Anthony J. Onwuegbuzie, Howard University;
and Amy B. Dellinger, Southern University, Baton Rouge

A variety of practitioner-initiated research strategies, broadly referred to as "action research," have been developed for the purpose of allowing practitioners to investigate, reflect upon, and implement changes in their own practices. A growing body of literature has begun to focus on the amount of formal training that practitioners need in order to effectively utilize various action research strategies. The present paper extended this work by proposing a three-dimensional model by which action-based research strategies may be categorized. It was anticipated that the model would be useful in developing standards for assessing the sophistication or complexity of procedures used by action researchers, with the goal of identifying the research training needs of practitioners engaged in these projects.

The proposed model includes three dimensions, each focused upon a given characteristic of the research strategy employed, and each positioned at 90-degree angles to the other two. The first dimension, type of information or data, focuses on the level of technical sophistication of the data gathering procedures. Dimension 2, type of strategy, ranges across a subjective-objective continuum, categorizing strategies based on the degree to which the recording of the data is based on the researcher's own thinking as opposed to predetermined indicators external to the researcher. Dimension 3, technical sophistication, categorizes a strategy based on the degree to which it is similar to a normal activity within the practitioner's work (e.g., engaging in professional dialogue, preparing a test to measure students' classroom learning) versus its being more similar to the work of a researcher (e.g., gathering field notes, planning a formal experiment). Eight different scenarios were posed based on all possible intersections of "low" and "high" levels of these three dimensions, with example strategies depicting each scenario provided. Specific research training needs within each scenario were discussed.

Using Action Research to Measure Outcomes of a University-Community Partnership Program

Bruce A. Behringer and James E. McLean, East Tennessee State University

A southeastern regional university has sponsored community partnerships programs with rural Appalachian counties since 1992. As part of these efforts, a new model, the "give-get" model, was developed to describe expected contributions and benefits of the two sets of partners and was used as part of the proposal planning process to distribute funding for partnership projects requiring community-based student learning experiences. The proposed presentation described the theoretical bases of the community partnerships, the action research model, and how the theoretical models came together to produce a new approach to evaluation. Both the processes and results of applying an action research model were described.

While the evaluation took place in the context of a graduate research methods course and used an action research model, the emphasis of this paper was on the theoretical bases of the community partnerships, action research model, and how these theories worked together to enhance the evaluation of the programs. Specifically, students conceptualized six separate partnership projects, collected data, and interpreted differences in the initial and final community-university contributions and benefits model. The "give-get" model was used to identify the desired and actual outcomes of the program. This model used a 2 x 2 grid with one dimension representing the community and the university and the other dimension representing what they would "give" and "get" from the project. A second theoretical model, the "double rainbow" model, was used to identify the various constituency groups impacted by the projects.

Results were presented to community-university project teams to help improve project performance and describe outcomes to date. The marriage among the give-get model, the double rainbow model, and the action research model worked very well. In fact, the three models could be integrated into a single evaluation model to promote best practice.

Requirements for Training in the Ethical Treatment of Human Research Subjects: Implications for Educational Research

Andrea D. Clements, East Tennessee State University

Protection of human research subjects has been in the news lately with shutdowns of all research at institutions such as Duke University, The University of Alabama at Birmingham (UAB), and Johns Hopkins for a period of time because of human subjects protection issues. As a part of this vigilance, the National Institutes of Health (NIH) has imposed regulations for training of individuals involved in human subjects research. These regulations require that all "key personnel" involved in human subjects research at institutions receiving federal funding be trained in the ethical treatment of human subjects.

What do these requirements mean for educational, social, and behavioral researchers within higher education? What are the implications for the conduct of research in K-12 schools? There is the possibility that some will not seek IRB approval for their research because of the added burden of having to document training for themselves and all key personnel. There is the possibility that some potential researchers will choose not to do research they might have otherwise done because of the inconvenience of participating in training. There is the possibility that research designs will be modified to eliminate the use of human subjects, or limit the number of key personnel who are involved in a study. Another possibility is that researchers may lie about their training in order to receive study approval. None of these is encouraging. Hopefully researchers, seeing the benefit to the research subjects and the field of human research in general, will comply with training and not let it curtail their activities.

Some final areas worthy of discussion are: (1) the need to publicize and clarify training requirements, (2) the logistics of training many, many research personnel, and (3) the place of professional associations and organizations in encouraging, verifying, and possibly providing human subjects protection training.

Session 19.3

11:00 - 11:50 AM

COGNITION (Discussion)

Gallery C

Presenter:

Linda F. Cornelious, Mississippi State University

Piaget's Stages of Cognitive Development Reconsidered: Implications for Classroom Instruction

Gerald J. Calais, McNeese State University

Piaget proposed that cognitive development evolves through four distinct and qualitatively different stages and that each stage forms an invariant developmental sequence. Although some of his basic assumptions have stood the test of time, developmental psychologists of different theoretical persuasions have either seriously questioned or abandoned many of his ideas. Given Piaget's influence on today's school curricula, reconsidering how learners' ways of thinking are transformed throughout the course of development has important implications for teaching.

Articles and studies were selected from psychologists of different theoretical persuasions, including, but not limited to: Patricia Arlin, Albert Bandura, Ann Brown, Jerome Bruner, Robert Gagne, Howard Gardner, Robert Glaser, Robert Haskell, Jean Piaget, Lauren Resnick, Robert Sternberg, and Lev Vygotsky. These theoreticians' studies provided the framework from which to evaluate the common criticisms of Piaget's stage theory.

Piaget still influences today's curriculum: learning is viewed as an active process, concrete experiences precede abstract and detailed ideas in lessons, and language experience and whole language programs focus on children's experiences and naturally developing language. In

addition, the sequence in which various abilities unfold and the order in which children master different conservation tasks closely match what Piaget proposed. However, many aspects of his system are criticized empirically and philosophically: the nature of changes in learners' thinking, the existence of stages per se, stage sequences, stage generality, higher stages of intellectual development, the teaching of abstract reasoning, social influences on learning, movement into new stages, underestimation of young children's abilities, overestimation of older learners' abilities, effects of prior knowledge and experiences on logical thinking, spontaneous cognitive development, horizontal and vertical decalage, problem solving, and transfer of learning.

These new insights into Piaget's stage theory have implications for classroom instruction and assessment, curriculum design, teacher educator programs, national standards, and state standards and benchmarks.

The Online Constructivist Class: Theory Into Practice

Amany I. Saleh, Arkansas State University, and Candace Lacey, Barry University

This paper discussed the tenets of constructivism as they relate to the online classroom. Constructivism is defined as a learning theory that assumes that meaningful learning only happens when students construct their own knowledge and meaning from their previous experiences.

The presenters described alternative course designs for online classes that promote constructivist practices. A variety of formats were suggested, such as discussion boards, group chat rooms, virtual classrooms, and e-mails to encourage student's autonomy and independent learning.

The students in the constructivist, online classroom play a different role than in the traditional classroom. The students are in total control of their learning. They are actively engaged as they interact with the material presented online across the barriers of time, distance, and space. Students are challenged to make connections beyond the surface and dig deeper for better understanding of everyday practices.

The teacher in this class takes on a different role as well. The teacher is a facilitator of constructivist thinking, and an initiator and mediator of dialogue. The teacher acts a moderator of the discussion to focus the group work and enhance the outcomes in the form of critical reflection.

The classroom interaction is characterized by a healthy social interaction that is essential for critical thinking. The purpose of the social dialogue that takes place in the online classroom is to build a community of learners through the use of a variety of dialogue types and formats.

The authors of this paper shared their experience in building constructivist online classes and the implications of such format for the future. They also discussed the drawbacks of the online classroom based on their experience. They discussed the great potential for teaching advanced through this model.

An Interdependent Randomized Group Contingency for Increasing Chapter Book Reading in Minority, Second-Grade Students

Shannon Sharp, University of Tennessee, Knoxville

This consultation case attempted to utilize an interdependent group contingency, with random criteria and set criteria elements, to increase the number of chapter books read by a second-grade class. Specifically, the goal of the intervention was for each student to read a chapter book and pass an Accelerated Reader (AR) test on it by the end of the six-week intervention period.

The participating class consisted of 13 students, all of which were African American. Baseline data were obtained from computer records of the AR program, containing the number of books read, and number of AR comprehension tests passed. Records showed that for the first half of the school year, only two students attempted to read a chapter book, and only two AR tests had been passed on chapter books.

The intervention consisted of paired and individual chapter book reading for 30 minutes per day. A group contingency was put in place, such that a random number would be drawn each Friday, and if at least that number of tests had been passed in that week, the entire class would receive a half hour of free time. Additionally, if each of the students passed at least one AR test on a chapter book by the end of six weeks, the entire class would have an ice cream party.

Data regarding the number of chapter books passed by each individual student, as well as the class as a whole, were collected and graphed on a weekly basis. Results showed that by the end of the six-week intervention, the number of AR tests passed for chapter books increased from two (baseline) to 45 (intervention). The goal that each student passes a chapter book test was attained. The findings of the consultation case have implications for classroom practice.

Session 19.4

11:00 - 11:50 AM

GENDER ISSUES (Discussion)

Gallery D

Presenter:

Qaisar Sultana, Eastern Kentucky University

The Status of Mentoring Among Females of Various Cultures

Marie Byrd, The University of Memphis

One of the major barriers to career advancement for female public school administrators is the lack of proper mentoring relationships. Research has shown that males have perfected mentoring through the “Good Old Boy” network. Females, on the other hand, have struggled with securing and maintaining mentors during their climb up the administrative ladder and have failed to initiate a structured, formal mentoring program for themselves. As a replacement for supporting one another, many females have resulted to competing against one another in order to advance up the career ladder. It is imperative that female administrators take the initiative in counteracting the need to oppose each other and begin nurturing and mentoring young, female administrators so that more female administrative careers will flourish. The tendency for female administrators to “be their own worst enemies” is a trend that must be reversed.

Recent research has shown that females of different cultures have had varied in their success of forming and sustaining mentoring relationships. Hispanic females have shown themselves as being more successful in the networking process as compared to African American and white female administrators. In fact, many Hispanic female administrators have implemented strategies that male administrators have utilized for years. What must females of other cultures do to emulate the supportive nature of the Hispanic culture? This paper examined those strategies and more.

A Comparison of Academic, Non-Academic, and General Self-Concepts Among Seventh-Grade Males and Females in Single Gender and Coeducational Settings

Kathleen T. Campbell, Academy of the Sacred Heart New Orleans; Lisa Taylor, Archbishop Hannah High School;
and Elizabeth Cerise LaForge, University of New Orleans

Self-concept is a major factor affecting the academic achievement and the career aspirations of both males and females. Research suggests that higher self-concepts are linked to higher academic achievement, professional career aspirations, stable familial/social relationships, and emotional well-being. Because schools play an integral role in developing and maintaining the self-concepts of its constituents, efforts should be made by school administrators to provide optimum conditions that foster positive self-concepts.

Research indicates that middle school adolescence is the critical period during which the lowering of self-esteem is most dramatic, and it is different for boys than for girls. Proponents of single gender education provide evidence that separating students by gender will create environments that recognize and accommodate the gender specific academic, psychological, and social needs of their respective populations, thus leading to more positive self-concepts.

The present study investigated seventh-grade males and females in both single gender and coeducational settings regarding their academic, non-academic, and general self-concepts. Subjects completed the Self-Description Questionnaire II (SDQ II). Their responses on the domains of academic (mathematics, verbal, general school), non-academic (emotional stability, physical ability, physical appearance, honesty/trustworthiness, relationships with parents, relationships with same sex peers, relationships with opposite sex peers), and general self concept were analyzed, using a multivariate analysis of variance, to determine whether classroom setting was a significant factor in explaining the differences in the three domains among the various groups.

Results indicated that there were significant differences in the non-academic domain and noteworthy but not significant differences in the academic and general self-concept domains. A discussion included educational, social, psychological, and sociological implications, as well as suggestions for future studies.

Parental Gender Typing of Toys and Play Behaviors

Robin Leonard and Andrea D. Clements, East Tennessee State University

The purpose of this research was to investigate whether there was a difference in the number of toys that male and female parents assign as appropriate for a particular gender. Differential treatment of children by parents has been widely studied (Campagnola, 1995; Fivush, Brotman, Buckner, and Goodman, 2000; Rothbart and Maccoby, 1966). Campagnola (1995) found that fathers encouraged more gender appropriate play in both girls and boys. Therefore, it was expected that fathers would be more restrictive in their categorization of toys to one gender or the other.

In this study, two instruments were sent to both parents of 446 elementary school children (172 were returned; male = 51, female = 121). One instrument, which measured gender typing of toys or play behaviors, was described. The instrument was a list of 40 toys or play behaviors (15 girl items, 15 boy items, and 10 neutral items). Parents were asked to indicate whether they believed that the toy or play behavior mentioned was intended for boys, girls, or either gender. Mann-Whitney U analysis revealed that males (n = 51) and females (n = 121) differed little when categorizing toys and activities as intended for boys (Male M rank = 84.37, Female M rank = 87.40; $z = -0.365$, $p = .72$) or either gender (Male M rank = 85.55, Female M rank = 86.90; $z = -0.178$, $p = .86$), but many more males than females categorized toys as only intended for girls (Male M rank = 100.15, Female M rank = 80.75; $z = -2.348$, $p < .02$). This supported the hypothesis that male parents are more restrictive in their categorization of toys and play behaviors, which seems to be primarily attributable to gender typing of girl-only toys and behaviors.

