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MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

JOHN R. PETRY, EDITOR
LORRAINE ALLEN, ASSOCIATE EDITOR   &   ELIZABETH WELCH, ASSISTANT EDITOR

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Wednesday

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**If your abstract is missing, please send the abstract to Lorraine Allen, lallen@memphis.edu.

Session 1.1
9:00 – 9:50 A.M.   EARLY CHILDHOOD (Displays)... Avon

Positive Approaches in the Prevention of Childhood Overweightness and Obesity in a Preschool Population

Debra K. Goodwin and Paul K. Napoli, Jacksonville State University

This project was designed to address the issues of childhood overweightness and obesity in an age-appropriate and developmentally-appropriate manner for children ages three and four. Currently, there are few projects of this nature dealing with overweightness and obesity in the preschool setting. The project was comprised of learning modules that addressed all areas of development and curriculum in the framework of healthy lifestyles.

The objective of the learning modules was to present positive principles involving body image, healthy lifestyle choices, and family education that will impact the issues of overweightness and obesity in a preschool population. In view of the fact that obesity is a major national problem and early childhood is a crucial time for awareness, education, and adoption of lifestyle habits (including food and activity habits), this project was designed to have significant impact on the issues of overweightness and obesity in this population by promoting healthy lifestyle choices. The learning modules were designed to inform, elicit participation, and foster knowledge acquisition of healthy lifestyles in the preschool classroom.

Parental surveys relating to healthy lifestyles were completed to collect pre-intervention data. Intervention methods used included healthy lifestyle principles taught through music, movement, multi-cultural food exploration and preparation, science, and literature. Post-intervention parental surveys were completed to collect data to measure any changes in lifestyle habits as a result of the application of learning modules.

How Do Kindergarteners Express Their Mathematics Understanding?

Kyoko M. Johns, University of Alabama

A limited number of investigations have been conducted in the past decade on how young children express their mathematical understanding in order to guide classroom teachers to teach more effectively. Previous studies have shown that children can successfully represent their mathematical ideas and knowledge while constructing their own understanding of mathematical concepts when provided with opportunities to explore, investigate, discuss with others, and problem solve creatively in open-ended situations. In order to become mathematically literate and to be able to function in today's society as a productive citizen, children must be able to represent and interpret mathematical ideas and concepts. Studies have indicated the importance of focusing on children's thought processes rather than end products, but a very few studies have focused on young children and their use of representations. A great need exists to investigate the use of representation in the primary grade settings.

This study was conducted to advance understanding of the ways kindergarten students express and represent their understanding of mathematical ideas and knowledge and how a classroom teacher could assess students' mathematical understanding. Data were collected from 18 kindergarten students during a four-week period using observation, interviews, students' journal entries, and field notes. The following research questions guided the inquiry: (1) How do kindergarten students express their mathematical understanding? and (2) How does a kindergarten teacher assess children's mathematical knowledge and ability?

The findings of the study revealed how young children communicate and represent mathematically and their positive attitude toward doing mathematics. The study has curriculum implications for early childhood teachers about how to incorporate more mathematics activities in a daily classroom routine and how to utilize various assessment methods to help children become mathematically literate.

First-Grade Readers' GORT-4 Miscues: Effects of Reading Skill and Instructional Methods

Deborah L. Edwards, Brenda L. Beverly, Keri L. Buck, and Rebecca M. Giles,
University of South Alabama

Beverly, Giles, and Buck (2006) compared reading performance for an experimental group who read decodable texts to one control group that received phonics instruction but no decodable texts and a second control group that heard literature read aloud. Although participants showed significant gains compared to non-participants on a school-based measure (DIBELS), a differential effect of decodable texts was not established. Comprehension findings varied for reading level: below-average readers demonstrated greater increases given decodable texts, but average readers benefited from literature read aloud.

The current study was a miscue analysis using GORT-4 stories from Beverly et al.'s 32 first graders. Audiofiles were transcribed and miscues coded (>85% reliability). Real word substitutions were classified as grapho-phonemically similar or dissimilar with preserved or removed meaning, function word substitutions, and additions and omissions that preserved or removed meaning. Children also produced nonwords and morphological changes.

Mean percentage of miscues decreased significantly (p < .000) from pretesting to posttesting, 22% to 14%. A repeated measures ANOVA revealed a significant interaction between miscues and enrichment group (p < .05). Post hoc analysis revealed that the Phonics control group had a nonsignificant decrease in miscues; however, both the Literature and Decodable Texts groups showed significant decreases. A second ANOVA revealed significant differences in miscues based on reading level. Significant decreases were observed for "average" readers, but their increase in total words read was nonsignificant. Participants who were "below average" (i.e., 1-1.5 S.D.s below the GORT-4 mean) had nonsignificant decreases in miscues from pre- to posttesting. Children considered "significantly below average" (i.e., >1.5 S.Ds below) showed a significant decrease in miscues and a significant increase in total words read. Differences in percentages of specific miscue categories from pre- to posttesting were described, but statistical significance was not achieved. Findings were discussed in light of

instructional methods and first-graders' reading abilities.

Session 1.2
9:00 – 9:50 A.M.   EVALUATION.. Berkshire

Presider: Jarrett M. Landor-Ngemi, University of Southern Mississippi

Examining Relationships Between DIBELS and SAT 10

Susan A. Seay, University of Alabama

As schools have come under increasing pressure to conform to the public's expectations of higher student achievement, the role of assessment and the use of high-stakes tests have increased proportionally. In an effort to document early reading growth, the Alabama Department of Education mandated that Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments be administered to students in grades K-2; the Stanford Achievement Test, 10th Edition (SAT 10) was mandated to be administered to students for the first time in the third grade. State education officials report that this test sequence enables educators to identify students experiencing reading difficulties as early as kindergarten level. Key questions answered by this study included how and whether the DIBELS Oral Reading Fluency (ORF) assessment results individually or sequentially were correlated with student scores in reading comprehension as measured by the SAT 10 and whether reading scores of at-risk students improved to grade-level proficiency after these students were identified by DIBELS testing.

Research hypotheses examined relationships, including the effect of variables of gender, ethnicity, and socioeconomic status, among DIBELS ORF measures and the SAT 10 Reading Comprehension subtest by using student scores from a population of third-grade students from a large Alabama school district. Two longitudinal samples of student scores were made up of all 2004-2005 third-grade students with scores on the third-grade SAT 10, as well as DIBELS ORF scores for the first through third grade.

Data were examined with descriptive statistics and stagewise multiple linear regression analyses. Findings revealed that DIBELS ORF measures in first grade predicted 36% of variance in SAT 10 scores for students in this study. An examination of scores for the entire study period (2002-2005) revealed that up to 36.79% of students whose ORF scores identified them as needing reading intervention never reached benchmark.

"Professors in the Schools": A Multicultural Evaluation

Beverly M. Klecker, Morehead State University

This paper described the evaluation for the fourth year of a continuing "Professors in the Schools" program at a regional state university in the South. A common concern in teacher education programs has been the cultural disconnect between higher education and P-12 schools. Professors selected to participate in the "Professors in the Schools Fellowship" (N=22) partnered with public school personnel and classrooms of their choice. Each professor spent a minimum of 45 hours during the 2005-2006 school year in her/his selected public school.

Many studies have centered on the participation of university professors in the public schools (e.g., Carino, 1990; Faetz & Warner, 2001; Hudson-Ross & McWhorter, 1997; Smith, 1969). Some researchers have specifically investigated the difference between the cultures of higher education and public schools (e.g., Barnett, Aagaard, & Stanley, 2003; Brookhart & Loadman, 1989, 1992a, 1992b).

The evaluators designed a 10-question survey. Each question was followed by a five-point Likert-type item rating scale. Following each quantitative item, an open-ended question asked respondents to illuminate their quantitative ratings. The quantitative and qualitative data were collected through electronic Blackboard in October and May. Triangulation (Patton, 1990) was used to verify and validate findings.

Results indicated a very high degree of cultural learning by the professors. The professors' ratings of satisfaction increased from data point one at the beginning of the year to data point two at the year's end. Although only one of the quantitative questions asked about school culture, the qualitative data yielded multi-dimensional, rich descriptions of the university professors' perceptions. This study adds to the body of university/public school multicultural research. The "Professors in the Schools Fellowship Program" continues to be valued by both the university professors and the regional public schools in which they participate.

Early Childhood Supports and Services: A Model Early Childhood Mental Health Program

Beverly A. Mulvihill, Tonia Crossley-Lewis, and Carl Brezausek, University of Alabama at Birmingham

Mental health concerns in young children often go undetected until school age. This one-to-five year delay exacerbates untreated social, emotional, and behavioral problems. Timely identification of high-risk children and families permits more effective interventions. Early intervention may prevent or ameliorate later developmental and related issues. The quality of parent-child interactions is related to early childhood development, and parenting stress has been shown to be related to poor parent-child relationships. Since 2002, the Early Childhood Supports and Services (ECSS) program has demonstrated the effectiveness of a mental health intervention in six Louisiana regions. This program promotes collaboration among agencies to provide family and child interventions to improve the child's learning capabilities and school readiness.

Families receiving TANF are eligible for ECSS. Demographics, family and child risk factors, employment barriers, and parenting stress were assessed at baseline and six-month follow up. Frequencies, T-tests, and Pearson correlations were used to describe the study population, compare mean scores at baseline and six months, and explore the relationship between parenting stress scores and services received. This paper reported evaluation results for 261 families.

Families reported a significant reduction in three of the five employment barriers: personal/ financial, emotional/physical and training and education barriers (p<.05). Parenting stress was significantly reduced for two of three subscales and the total score (p<.05). The services families received and total parenting stress scores were positively correlated (p<.01). These results indicated that families perceived fewer employment barriers and less stress in their parent-child relationship after six months in ECSS. Families experiencing more stress received more services. Services provided to these families appeared to assist in the critical areas of employment and parenting, consequently promoting a healthier and more stable environment for early childhood mental health development.

Session 1.3
9:00 – 9:50 A.M.   EARLY CHILDHOOD EDUCATION... Cornwall

Presider: Barbara N. Young, Middle Tennessee State University

Young Children's Use of Environmental Print in Journal Writing

Karyn W. Tunks and Rebecca Giles, University of South Alabama

Spontaneous forms of writing appear when children make their first attempts to communicate through writing. Sulzby (1992) identified six different forms of spontaneous writing, also called kid writing, used by young children: scribbles, letter-like forms, letter strings, conventional spelling, and invented spelling (Sulzby, 1992; Sulzby, Barnhart & Heishima, 1989; Sulzby, 1985). The spontaneous forms of writing are not stages and do not occur in a sequence. Children use different forms under varying circumstances (Sulzby, 1986) and may combine forms by incorporating conventionally spelled words among inventive spellings (Morrow, 1996). Their choice of writing may be based on the message to be conveyed, knowledge of letter sounds, ability to form specific letters, knowledge of memorized standard spellings, and the availability of print in the environment.

The study examined approximately 750 journal entries collected from August 22, 2005 – January 30, 2006 of 17 children enrolled in a full-day, parochial kindergarten classroom. Entries were reviewed and independently coded by the two researchers. Results revealed a seventh form of spontaneous writing used by children making early attempts to communicate through print. This form was labeled "environmental spelling" (Tunks & Giles, 2006) and included conventional forms of print copied from the environment, such as a classroom display or the cover of a book.

Children used environmental print to write in three different ways. First, they copied print from their immediate environment with no regard for word selection or meaning. Second, they used environmental print to help them spell correctly an actual word they wanted to use in their message. Third, environmental print influenced or inspired new writing topics. In all three cases, children relied on the print from their immediate environment to write their messages.

School Readiness: Is Age an Appropriate Indicator?

Tracie Sempier, Mississippi State University

School readiness has been a highly debated topic for over a century (Kagan, 1990). Most recently, the issue gained considerable attention with the adoption of the National Education Goals 2000: Educate America Act of 1994, which stated that "by the year 2000 all children will start school ready to learn (Section 102)." In simple terms, school readiness refers to a child's capabilities at the time of school entry that are important for later success in school or in life. School readiness has been defined in numerous ways, including physical, social, and cognitive preparedness for entering the school environment. Multiple definitions of school readiness make it hard to define the problem in a universal way. Traditionally, compulsory education has been mandated for children age five and above. However, the idea of age as an indicator for school readiness is highly debated because the developmental level of children generally varies at each age.

This paper reviewed the current literature and centered on: (1) the various conceptual definitions of school readiness, (2) the challenges children face as they enter formal schooling, (3) the inconsistencies of defining kindergarten eligibility by age and entry skills, and (4) the questions that need to be addressed if readiness is to be made achievable for more children.

Early Reading First Project – Teacher Implementation

Marcia R. O'Neal, Kathleen Martin, Kay Emfinger, and Scott W. Snyder,
University of Alabama at Birmingham

The Early Reading First project was implemented during the 2003-2004 school year in Bessemer, Alabama. Project goals included improving outcomes for children through professional development, curriculum, and high quality literacy environments so that children in the community will enter kindergarten with skills and abilities that ensure that they will become successful readers and learners. In its first year, the project served over 200 three- and four-year-old children and 16 classrooms at eight independent, school-affiliated, or Head Start centers, each of which was designated as either a treatment or comparison site. During the second year, the project served over 300 children in 19 classrooms at seven centers. In its third year, the project provided services to nearly 300 children in 19 classrooms at five centers.

Project activities included screening, coaching sessions, parent education workshops, professional development in literacy education, transition planning, parent lending libraries, and curriculum materials. Teacher assessments included the Early Language and Literacy Classroom Observation (ELLCO), as well as the Assessment Profile, a locally developed checklist, and three locally developed surveys of knowledge and perceptions. ELLCO subscales measure literacy environment, as well as literacy activities, and involve an extended observation by a trained examiner.

Results have consistently revealed evidence that treatment classrooms provided more literacy-rich environments and activities than did comparison classrooms. The differences were evident during the first year and have been sustained over the three-year period of the project. Items from the ELLCO were also combined by project staff to reflect structure (classroom materials and their arrangement) and process. Results again revealed consistent differences between treatment and comparison classrooms.

Session 1.4
9:00 – 9:50 A.M.   MATHEMATICS EDUCATION.. Devon

Presider: Jay Feng, Mercer University

Math Anxiety in Teachers and Students: Research Theories and Perspectives

Mary Kay Bacallao and Rena Faye Norby, Mercer University

This paper sought to address the root causes of math anxiety in elementary teachers and students. Some possible solutions, based on research, were also provided. One might assume that teachers with math anxiety could pass their tendencies on to the students that they teach. Does research confirm this? If so, what can be done to reduce math anxiety in both teachers and students?

According to the National Council of the Teachers of Mathematics Content and Process Standards, it is important to allow students to freely explore and communicate mathematically in a supportive group environment. Students should be permitted to explore and relearn basic math concepts. They should also be given an opportunity to apply these relearned concepts to real life and authentic situations. To alleviate math anxiety in preservice teachers, the students need to be a part of a mathematics community wherein they perceive that they are supported.

Research discussed included the effects of a mathematics intervention program on the computational skills and attitudes of preservice elementary and secondary teachers.   Mathematical competence increased for the group as a whole, but the anxiety levels did not change. In this case, it was possible to increase competence without decreasing anxiety. Another interesting finding was that there was no significant correlation between math performance and anxiety level. This means that math anxiety can happen to any student, regardless of the math skill level.

This paper discussed the importance of addressing math anxiety in preservice teachers before they began teaching. In this way, they were able to identify the causes of their own anxiety, overcome math anxiety,

and meet the needs of their students so that both student and teacher were competent and confident in their ability to teach and learn math in meaningful and creative ways.

The Relations Among Self-regulated Learning, Motivation, Anxiety, Attributions, Student Factors, and Mathematics Performance Among Fifth- and Sixth-Grade Learners

Melanie L. Shores, University of Alabama at Birmingham

The purpose of this study was to investigate: (1) whether relations existed among the factors of self-regulated learning, motivation, anxiety in mathematics, attribution and mathematics performance among fifth- and sixth-grade learners; (2) whether relations existed between individual variables (i.e., gender ethnicity, SES), self-regulated learning, motivation, anxiety in mathematics and attributions; (3) whether developmental differences existed between individual learner variables and mathematics performance; and (4) whether differences existed in the degree to which individual learner variables affect mathematics achievement for fifth- and sixth-grade learners.

Of the 761 students taking a mathematics course, group 1 was made up of 301 fifth graders, and group 2 was made up of 460 sixth graders. Of the participants, 58.1% were female, 42.6% were African American, 49.7% were white, 1.3% were Hispanic American, 2.1% were Native American, 1.7% were biracial/multiethnic; 1.6% indicated something other than listed; 60.0% reported receiving free or reduced lunch, and 95% indicated that English was the primary language spoken at home.

The researcher used analysis of the data through multiple regression analyses, a factorial MANOVA procedure, a two-group path analysis, and responses to each of the six learning contexts (coded as SU and SF) that led to rejecting each of the null hypotheses. Demographic data relating to gender, age, grade, ethnicity, SES, and language were also considered for the possible perplexing effects of those factors. Upon completion of the MSLQ, TAI-R-M, and the SRLIS, results indicated: (1) that relations exist among gender, ethnicity, and SES with motivation, anxiety, and attributions; (2) relations were noted between SES and test score and between gender, SES, and mathematics grade; and (3) results suggested differences for the two grade levels in regards to strategy use and frequency and among those strategies used across different learning contexts as measured by the SRLIS.

Teaching Mathematics to Elementary School Students

Jennifer R. Bradley, C. A. Donehoo Elementary School,
and Charles E. Notar, Jacksonville State University

The researcher was looking for the most effective way(s) to teach mathematics that would effectively convey the objectives stated in the Alabama Course of Study, resulting in 80% accuracy on chapter tests. Mathematics is a challenge to teach. Unlike reading and writing, mathematics lacks a common form of communication. Symbols represent operations; operations are performed in different ways for different formulas. Symbols can be interchangeable and mean different things in different situations. This can all be quite confusing for a young student who is trying to form an understanding of new and abstract concepts having to do with numbers and operations. A literature search, surveys, and practical application was used to gain insight into the best way(s) to teach mathematics.

The data does support the hypothesis that successful mathematical instruction must include a variety of tools, methods, manipulatives, and parental involvement. These findings show that implementing the simplest things such as music, oral reading and small group work can significantly change the interest level of every student in a class. This, in turn, results in a significant increase in success in mathematical instruction. Parental involvement also proved to be a factor. Several students returned to class and reported that they practiced the objective at home with the parent and used the entertaining techniques used in class. Carefully planned units that include all the tools cited in the literature such as group work, intervention groups, parental involvement, entertainment elements, and explicit instruction increases students' enjoyment and curiosity in learning about mathematics. This enjoyment and curiosity ultimately seems to have translated into student understanding and learning.

Project PRISM = HQT Producing Results in Science and Mathematics for Middle School Teachers

Gwen H. Autin, Southeastern Louisiana University

This study examined middle school teachers of mathematics and physical science through professional development on the campus of a working laboratory and observatory. The project served as a stem of the National Science Foundation and was designed to prepare more highly qualified middle school teachers for the NCLB Act. An extension of the project was to develop local school teams to improve science and mathematics education in grades 5-8 in a rural, low socioeconomic school district. The project was developed specifically to identify misconceptions, strengths and weaknesses of physical science and mathematics teachers.

The content rich curriculum incorporated integrated mathematics and physical science content using methods of discovery and inquiry for six-and-one-half hours daily during a 15-day period of a summer. The goals of this project were threefold: (1) to increase the subject matter knowledge and teaching skills of middle school science and mathematics teachers, (2) to affect improvements in student outcomes in the areas of science and mathematics, and (3) to increase the number of highly qualified middle school science and mathematics teachers.

The institute was composed of 30 teachers in the initial sample. Participants showed significant content knowledge gain (63 % average pre/posttest gain and a normalized gain of 0.8476) with a significant gain in abilities and confidence to implement integrated physical science and mathematics inquiry teaching practices in their classrooms.

The teacher opinions of the institute showed that: (1) 97% of participants felt that they had improved their content knowledge; (2) 85% felt they had gained skills in complex thinking and reasoning, and (3) 85% increased their ability to see connections between science and mathematics.

Session 1.5
9:00 – 9:50 A.M.   TECHNOLOGY... **Dorset**

Presider: Cynthia Harper, Jacksonville State University

An Examination of Inservice Teachers' Perceptions of Science, Technology, and Society Issues

Sumita Bhattacharyya, Nicholls State University

This qualitative study attempted to examine the development of awareness in inservice teachers' perceptions about the potential impacts of human-made changes in coastal areas through a technology enhanced

Project Based Approach (PBA). The 67 participants in this study were inservice teachers enrolled in a three-consecutive-semester Master of Education program.

The researcher posed a broad research question based on local ecology issues, namely, intrusion of salt water in Bayou, pollution affecting animal and plant populations in the local area, transmission of diseases owing to water and other environmental factors, and changes in land use. The research design integrated questions from both science and social sciences. Participants were also required to write reflective essays on Bayou's connection to local economies and culture before and after their experiences with PBA.

Methodologically, multiple sources of data were identified to be relevant for this study. Accounts of participants' reflective essays, observations of their experience, their reactions to the subject matter, and their interactions with peers were recorded along with informal conversations. Journal and activity logs were maintained to ensure trustworthiness and academic rigor of the study. Preliminary findings were communicated to the participants, as well to gather some "response" data. The data analysis tool like Inspiration highlighted the iterative process of research and how early analysis of data can identify key themes that can reshape the design of the study. The critical emergent themes evolved during the implementation of PBA were identified.

Findings based on inservice teachers' field experiences, banters, an analysis of their pre- and post-reflective essays and researcher's observations indicated that inservice teachers' perception, after participating in a technology enhanced project based learning environment, changed their: (1) perceptions of future instructional practices, (2) awareness of previously unidentified issues in the environment, and (3) interaction patterns with a technology-enhanced learning environment.

Perceived Barriers to the Implementation of Web Enhancement of Courses by Full-Time Tennessee Board of Regents Faculty

Tom B. Wallace, Northeast State Technical Community College

This study examined faculty reluctance to provide students with access to course resources via the Internet. The study explored known barriers to the use of technology and the Internet within educational settings and provided opportunity for new barriers to be presented. Personal and professional demographic factors were collected to determine if certain characteristics were identifiable as predictors to web enhancement.

An online survey was designed to collect data to address research questions in the study. The survey consisted of 48 questions, including areas for comments and remarks from faculty members. One thousand two faculty out of a possible 4,990 responded to the survey. Based on the results, conclusions were drawn.

Female faculty and faculty ranked as assistant, associate, or full professors were most likely to web enhance. Faculty who had taught for between 1 and 15 years at a four-year university were also more likely to web enhance than other faculty. Faculty in the fields of biology, business administration, communications, computer science, education, English, nursing, and psychology appeared most likely to web enhance their courses. Major barriers to enhancement included increased time commitment, concerns regarding faculty work load, lack of person-to-person contact, and difficulty keeping current with technological changes.

Recommendations for removing some barriers included the need to recognize and reward innovation, provide incentives to enhance, and establish cultural change within institutions. Meaningful professional development training on enhancement techniques was also recommended, as well as providing released time for enhancement development. Contact standards on campus websites, providing a contact at each institution for research inquiries, and becoming more accessible to the public at large were also needed. Recommendations for further research included completing this study on an institutional basis and studying the need for "revamping" the concept of "office hours" when used in connection with online courses.

College Students' Perceptions of the Use of Web-Based Quizzes on Course Achievement

Linda W. Morse, Mississippi State University

While there is considerable research on using computers in adaptive testing, there is relatively little information on how web-based testing facilitates instructional outcomes within a web-based or web-enhanced course. The purpose of this study was to investigate students' perceptions of the impact of web-based formative assessments on preparation of and success on major course outcomes (i.e., unit tests). Participants included 46 college students enrolled in a senior-level, required course in learning theories. For each of the six units within the course, the instructor posted a brief, 10-item, true-false quiz that was available prior to taking the main unit test, and with graded results and feedback made available to the student. The purpose of the quizzes was to facilitate earlier study and to correct misconceptions the student may have had prior to taking the main unit test. To evaluate students' perceptions of the influence of the quizzes on the course outcomes, a 10-item, Likert-scale evaluation form was used at the completion of the course.

Results indicated that the students were positive in their assessment of the quizzes and would encourage the use of the quizzes. However, they were less enthusiastic about whether the quizzes made them prepare more for the tests, or if they performed better on the main unit tests as a result of the quizzes. An exploratory factor analysis yielded three factors that accounted for 70% of the variance: (1) positive impressions of the quizzes, (2) impact on course preparation, and (3) WebCT quiz conditions.

This study's findings illustrated the conflicting viewpoints of the use of the quizzes by the students and the instructor. Additionally, the lack of perceived benefit on facilitating learning of the course outcomes was surprising. Additional study is needed to investigate how to facilitate the use of web-based technology on student learning strategies and achievement.

9:00 – 9:50 A.M.   EXHIBITS/Internet Café.. Essex

Session 1.6
9:00 – 9:50 A.M.   MAKING PROFESSIONAL PRESENTATIONS: TIPS, TRICKS, AND WORDS...   TO THE WISE (Training Session) Yorkshire...

Jane Nell Luster, LSUHSC - Human Development Center,
and Scott Bauer, George Mason University

MSERA has traditionally been a wellspring of knowledge for novice researchers, graduate students, and new faculty alike. Each year, MSERA proudly sponsors sessions on publishing, job seeking, and a bewildering assortment of research methods. Yet, in recent years at least, an important skill area has been neglected: making presentations at research meetings. This training session was designed to remedy this situation by offering guidance on how to make presentations at meetings like MSERA and AERA.

Specifically, two (much too seasoned) veterans of educational research meetings first demonstrated in graphic detail how NOT to present ones' brilliant research findings in 14 minutes or less, highlighting many of the all-too-often distracting misuses of handouts, overhead projectors, and video-display technologies. No expense was spared in simulating the kinds of presentations that leave audiences shaking their heads in dismay and pondering how such seemingly skilled scholars could imagine that they are communicating with members of their species. Second, the authors provided guidelines on preparing, practicing, and presenting research findings, including the Top Ten checklist for designing effective presentations. The authors also discussed the variety of formats available at meetings, including what to expect at national meetings like AERA.

Though the authors strived to practice what they preached in conducting this training session (hence it was both entertaining and at least slightly humorous), the material presented was of a very serious nature. However elegant and technically proficient the research, authors are judged at meetings by their ability to communicate effectively and efficiently. Job seekers, novice scholars, and veterans benefited from this presentation.

Session 1.7
9:00 – 9:50 A.M.   CULTURE (Displays)... Avon

Bridging the ESL Gap Between Families and Schools

Barbara N. Young and Wendi Cook, Middle Tennessee State University

Over the past few years, the country has had an increase in ESL/ELL families and school-age children. Educators need to make a "plan" to include these different cultures within the classrooms and school systems. The core of this project consisted of three innovative parent meetings, held at John Colemon Elementary School, that opened communication between the school and faculty and its Hispanic parents in fall 2005. In fact, the meetings also served to open communication between the entire community and the Hispanic parents. John Colemon has a high percentage of its population that is Hispanic, and many of the ESL Hispanic families live in the Wherry Housing Project that is located adjacent to the school.

The display session highlighted and explained the public service grant project and its outcome in detail. The final evaluation paper and original grant proposal, as well as powerpoint slide handouts, were provided for participants. In addition, detailed instructions about how to replicate this project in other communities, as well specific results from implementation of this particular public service grant project, were also available in hard copy.

Planning and implementing these three meetings at John Coleman provided a public service to the school, its staff, the ESL/ELL children within the school, and the parents of the ESL/ELL children attending this elementary county school. This project increased community awareness, school awareness, and presented information regarding school practices and practical community information in a welcoming and nonthreatening manner to parents of ESL/ELL learners. It is hoped that the "Bridging the Gap" Project will be the beginning of initiatives that address helping ESL Hispanic parents to gain greater proficiency in speaking English and be more comfortable participating in both school and community activities.

Using Photoessays to Explore Culturally Relevant Teaching
in an African American Middle School and Community

Sherry E. Nichols and Dee Goldston, University of Alabama

This display session presented research describing the use of photoessays to support teachers' exploration of culturally relevant science and language arts teaching. This qualitative study involved four African American teachers (two science and two language arts) and two white science teacher educators having a shared interest to develop "culturally relevant teaching" at a recently resegregated all-black middle school. The research group has been involved in collaborative research since 2004.

Two questions guided this specific study: (1) How might photoessays help educators begin envisioning culturally relevant teaching? and (2) What social, religious, historical, or political referents do African American teachers perceive as important toward enacting culturally relevant science teaching and learning in their classrooms? The study methodology drew across feminist theory, visual ethnography, and narrative inquiry to examine multiple layers of identity within this work (Clandinin & Connelly, 2000; Pink, 2001; Rose, 2001).

Primary sources of qualitative data used to inform the study included: researchers' field notes of classroom observations, transcripts of group meetings and conversational interviews with individual teachers, school documents, and teacher-created photoessays of the school and community. Study results were presented as layered narratives that pointed to a central theme of "fracturing" that challenged bringing community funds of knowledge into classroom teaching. For example, a narrative about "Easter Speech" presented insights about community-based literacy practices that teachers could draw upon in teaching. This narrative intersected with another storied account about a literacy approach teachers were trained to use by the local school board. The study will be of interest to those interested in teaching and researching "culturally relevant pedagogy," specifically in contexts concerning "Deep South" African American communities.

Exploring Cultures Forum: A Project-Based Experience for Authentic Learning

Dawn Basinger, Louisiana Tech University

There is widespread recognition that diversity and multiculturalism are critical components of initial and advanced teacher preparation programs. To help candidates achieve diversity-related program outcomes, K-12 education undergraduate and graduate candidates are typically required to complete one or more courses in the area of multicultural education. These courses are designed to provide candidates with educational foundations for the effective implementation of culturally diverse education in a democratic society. Multicultural and intercultural awareness courses often include field-based components that immerse candidates in authentic learning environments and compel them to (re)examine their worldviews.

This paper described one such multimedia, project-based field experience, the "Exploring Cultures Forum," wherein candidates independently and collaboratively examine their cultural identities and the influence of these life experiences and personal backgrounds on teaching practices. Additionally, the project required candidates to engage in shared decision making in the preparation and presentation of a diversity quilt poster session open to College of Education faculty and students. The cultural forum served as a real-world opportunity for showcasing and discussing similarities, differences, and multilevel aspects of culture within a democratic society. Through the forum, candidates made connections between culture and teaching and gained an understanding and appreciation of their own students' cultures, cultural pluralism, education for democracy, and responsible citizenship.

Session 2.1
10:00 – 10:50 A.M.   COMMUNITY COLLEGE.. Berkshire

Presider: Jane L. Newman, University of Alabama

Community College Academic Advisors' Perceptions of Non-Traditional
Students: A Grounded Theory Study

Tamara L. Payne and Natailya Ivankova, University of Alabama at Birmingham

Students' success in college was found to be significantly affected by problems with academics, indecisiveness about college major, adjustment issues, disconnection or feeling of isolation from peers, a disconnect between students' and college expectations, and languid commitments (Ness, 2003; Tinto, 1993). Within this framework, academic advisors would be the vital point of contact for students providing help so that students succeed academically. However, it is not fully clear what role academic advisors' perceptions play in advising services provided to students, particularly non-traditional learners.

This paper presented a qualitatively-based, pilot-grounded theory study to explore the role of academic advisors' perceptions in advising non-traditional students at an urban southeastern community college. The study participants were three academic advisors and two administrators from an urban southeastern community college. Participants were purposefully chosen because of their work as academic advisors and because of their range of experience: entry and mid- and advanced-level. The participants' age range was 23 to the late 40's. There were two African American males, one African American female, and two Caucasian females.

Data analysis was conducted at open, axial, and selective coding levels. Analysis involved a constant comparison between the data and asking questions about the data until saturation was achieved. Three themes emerged: role variations, student distinctions, and relevance of perceptions. Academic advisors had clear perceptions on the advisor role: perceptions of non-traditional students based on experiences and communications with students.

An Historical Analysis of Teaching Methods Within the Journalism
and Communication Departments at Selected Alabama
Community Colleges from 1995-2005

Merrill B. South, University of Alabama

The purpose of the study was to review the offerings of three Alabama community colleges in an historical, qualitative manner and determine what methods were used in teaching the journalism and communication classes based upon the categories established by a review of the literature. This study analyzed the community college curriculum at three Alabama community colleges over the past decade. The general categories of journalism and communication instruction appear to be literature orientation, communication studies orientation, and hands-on/real-world orientation based on the relevant literature.

According to some scholars, journalism education has entered a period of change. Having observed this change in the profession and thus the education of the skill set needed to function in the profession, this study traced journalism and communication curricula at the community college level through the past decade and analyzed what types of methodologies were used at each respective institution in hopes of bettering the curricula. Utilizing an historical lens, current and future educators have the potential to learn from the past and grow in future endeavors of educating effective communication professionals.

This qualitative study was conducted using inductive document analysis of 10 years of class offerings at three different Alabama community colleges and sought to determine which teaching methods were utilized at each school, thus providing insight on the evolution of the discipline at the community college. Data were collected in three separate cities from back editions of college catalogs.

Over the past 10 years, mass communication and journalism teaching methodologies have changed only slightly at the three institutions analyzed in this study. Journalism and mass communication classes are taught primarily in the practical/hands-on orientation and/or the literature orientation, the only exception being one class offered at Jefferson State Community College beginning in 2001.

Motivational and Learning Strategies

Sandra M. Harris and Rebecca R. Jacobson, Troy University, Montgomery,
and Larry B. Edmundson, San Bernardino Valley College

Success in college is a function of the learning strategies adopted by an individual. The purpose of this study was to investigate the motivational and learning strategies of community college students as measured by the MSLQ. An 81-item, self-report inventory, the MSLQ consists of a motivation and learning section, that are subdivided among 15 scales.

Participants consisted of 114 students from four community college campuses located in the western United States. A reliability analysis produced coefficient alphas that ranged from .54 to .93 for the scale scores. Consistency existed in the coefficient alphas for eight of the 15 scales, and inconsistencies existed on seven scales. Of the areas of inconsistencies, the differences in values for coefficient alpha ranged from .07 to .24.

An item analysis was conducted to determine the nature and source of the inconsistencies. The results revealed poorly performing items on three of the seven scales. Further comparison of item means for current participants against the normative sample revealed statistically significant differences between the group means on 15 of 35 items.

Results from the current study revealed that while data gathered using the MSLQ may produce consistent results across samples, researchers must exercise caution when interpreting scores generated from the instrument. Scales on a given instrument are designed to summarize in a succinct manner large quantities of information gathered by the instrument. However, as the current research revealed, responses from participants were statistically and significantly different from responses of the normative sample on 20% of the items contained on the MSLQ. Consequently, interpreting only results from the scale scores may mask important characteristics of individual groups. Interpreting results from individual items may provide more insightful information that could be used to structure intervention and remediation programs designed to enhance student motivation and performance. Implications for further research were discussed.

Session 2.2
10:00 – 10:50 A.M.   ATTITUDES.. Cornwall

Presider: Leslie L. Griffin, Delta State University

Evaluation of Abstinence Education: Outcomes and Lessons Learned

Gerald Halpin and Glennelle Halpin, Auburn University

That early sexual involvement may have negative consequences has long been claimed. In response to concerns, government funding for abstinence-only sex education has been provided with a most noteworthy instance being Section 510(2) of Title V of the Social Security Act. However, few rigorous evaluations of these Title V programs have been conducted. Reported here are results from one evaluation with an aim being to determine program impact centering on eight legislative priorities federally mandated for Title V abstinence education interventions.

Participants were 1425 students from five schools representing four school systems. At each school, classes within grade (seventh/eighth) were randomly assigned to intervention (posttest) or comparison (pretest) condition with assessment being via the Youth Survey, a measure designed to assess knowledge and attitudes related to the legislative priorities, as well as intentions to abstain. Choosing the Best Life was the abstinence-

only curriculum implemented.

Multivariate analyses showed that means of an optimally weighted combination of scores on the legislative priority scales for the comparison group and the intervention group were significantly and meaningfully different [Eta = .20; F(8, 1407) = 7.25, p = .000]. Follow-up univariate tests and Eta values indicated that means for seven of the eight legislative priority scales were significantly and meaningfully lower following interventions, with lower means indicating increased agreement with the abstinence message. Of the intervention group, significantly more reported that they would certainly or probably abstain from sex for the next year, as well as until marriage, as contrasted with those in the comparison group [C = .15;  2 (4) = 335.65; p = .000]. These results provided support for the conclusion that the abstinence-only intervention in this study effected a change in participant knowledge and attitudes related to abstinence, as well as a change in their intentions to abstain from sex.

Perspectives of Others: Initial Teacher Candidates Views of Diversity

Michelle G. Haj-Broussard and Rose Henry, McNeese State University

In McNeese teacher preparation program accountability surveys, it was found that diversity and human relations issues were mentioned as weak areas for its recent graduates and its alumni and by the employers of its graduates. Haberman and Post (1992) found that preservice teachers, despite intensive coursework in multicultural education and over 100 hours of field experience with low-income minority children, reinforced their initial preconceptions rather than reconstructing their views of children of color.

Given the importance of learning to work with diverse students and addressing this weakness in the program, this study sought to determine McNeese's beginning teacher education majors views on cultural diversity before and after they took either SPED 204 (undergraduate) or EDUC 647 (graduate) foundation courses that address multicultural education and the education of students with exceptionalities. Participants enrolled in either SPED 204 or EDUC 647 in fall 2005 were asked to answer the Cultural Diversity Awareness Inventory (Henry, 1991) at the beginning and end of the semester. Data from this inventory were analyzed using t-tests and an ANOVA to determine if there are pre/post test differences between and within various subgroups. The subgroups that this study examined included the students' academic levels, ages, socioeconomic levels, genders, ethnicities, and travel experiences.

The researchers found that the post-course inventories demonstrated significantly more positive attitudes but that this growth was only significant in certain subgroups. Limitations to this study, including attrition because of Hurricane Rita, were also discussed.

What Does Generation Y Know and Think About Perimenopause/Menopause? Implications for Teaching Developmental Psychology at the College Level

Kirsten M. Larsen-Vansant, Amber Lumpkin, Irene Staik, Kristen Gilbert, and John Burling, University of Montevallo

Any American born between the years 1977 and 1994 (ages 12-29) is identified as a member of Generation Y. A large number of women in Generation Y will experience perimenopause within the next 10 to 15 years or have experienced the effects of perimenopause/menopause with members of their families. There has been no research conducted on the women in this age group on either the attitudes toward perimenopause/menopause or the knowledge about the possible symptoms that this time of life may bring. A survey of several college-level developmental psychology textbooks showed only 1-15 pages of information dedicated to menopausal changes. No mention of the physical and emotional changes that are experienced in perimenopause, the years before the cessation of the menses, is included in the texts. In fact, no collegiate text even mentioned the word perimenopause.

The researchers assessed the knowledge about perimenopause/menopause and the attitudes toward this time of life in a sample of 55 female college students. To accomplish this assessment, they administered the Knowledge about Menopause Checklist (KAM) and the Attitudes toward Menopause Checklist (ATM). Both checklists required responses on a 1-5 Likert scale. An analysis of the frequencies of the students' responses indicated that the women in the sample did not have adequate knowledge of the psychological and physiological changes that they will experience in perimenopause/menopause nor did they view this time of their lives as positive.

These findings suggested that more information and discussion of what may happen during the time leading up to and during menopause needs to be included in college-level developmental psychology texts. Furthermore, a more open and lengthy discussion of this "change of life" could elicit a more positive attitude toward perimenopause/menopause in the female members of Generation Y.

Session 2.3
10:00 – 10:50 A.M.   LEADERSHIP.. Devon

Presider: James E. Witte, Auburn University

Who's Aspiring to the Principalship?

Edward P. Cox, University of South Carolina

An assessment team from the Department of Educational Leadership at the University of South Carolina recently contracted with two of the state's largest school districts to develop and implement a customized assessment center program for their assistant principals. One district was urban with a largely minority population, and one was rural with a primarily white population. Discussion regarding a higher education K-12 partnership led to a contract with each district that specified that six separate assessment instruments be administered and interpreted for participants during the course of five one-day workshops. A combination of personality and leadership inventories was selected and administered by two university faculty members. A total of 107 assistant principals from the two districts participated.

The resulting data were used to write a leader's profile on each participant that was shared with the district administration. Demographic, geographic, and grade-level information on the participants was also gathered. The assessment results provided a comprehensive profile of assistant principals aspiring to the principalship in two South Carolina districts. They depicted the preferred personality types and leadership styles of those most likely to move to the principalship in two South Carolina school districts representing very different parts of the state.

The paper discussed the importance of understanding interpersonal aspects of leadership, shared the profile results from these assessments, and discussed the implications for educational leadership preparation and professional development programs.

Alignment of ELCC Standards with Degree Comprehensive Examinations

Ronald A. Styron, Kyna Shelley, and Gary Peters, University of Southern Mississippi

The Educational Leadership Constituent Council (ELCC) has established standards for the accreditation of Educational Leadership Programs that must be addressed at the program level. Mastery of the ELCC standards is expected of all Department of Educational Leadership (DEL) graduates. As such, reliable assessment of student mastery levels has become an important aspect of program development, and implementation as the assessment data generated must serve as the foundation for yearly program improvement plans.

Comprehensive examinations, suggested by ELCC as one form of their mandatory 6-8 program assessments, were selected by DEL as a program assessment. To assess the mastery of ELCC standards addressed in degree comprehensive examinations, a 57–item questionnaire was distributed to each student taking the comprehensive exam during the spring semester. These students were pursuing a doctoral or specialist's degree found within the Educational Leadership Program. The questionnaire was comprised of two sets of questions. Forty-three items, representing six dimensions or sub-scales, addressed the students' attitudes regarding the exam content, as well as the exam process. Second, students were asked to indicate their notion of the actual comprehensiveness of the test. Further, there were 15 final items that were not specific to the comprehensive exam process. These items attempted to measure not only awareness of, but also how well, the students believed their coursework and program addressed ELCC standards.

Relationships Among Personality Type, Job Satisfaction, and Job Performance
in the Mississippi State University Extension Service

John L. Long, Mississippi State University

The purpose of this study was to determine the relationships among personality type, job satisfaction, and job performance in the Mississippi State University Extension Service (MSU-ES). The study followed a descriptive correlational design. A version of the Job Satisfaction Index developed by Brayfield and Rothe (1951) was sent to 180 Mississippi State University Extension agents. Agents who participated in the job satisfaction survey consented to the use of their Myers-Briggs Type Indicator profile and 2005 performance evaluation score from the MSU-ES Performance Evaluation Instrument (PEI) in the study. Both of these records are on file in the personnel office of the MSU-ES. The data were analyzed by descriptive statistics, Cramer's V, point-biserial correlations, rank-order correlations, and linear regressions.

The study suggested that personality profiles of MSU-ES county directors, area agents, and 4-H agents mirrored Reeves 1995 profile of MSU-ES county professionals and Graham's 1983 profile of Arkansas Extension agents. Based on 143 usable responses to the job satisfaction survey, agents were found to be very satisfied with jobs regardless of position, gender, age, race, length of service, and area in which they worked. Only a small percentage was dissatisfied with their jobs. Performance evaluation scores indicated an overall high level of job performance for all agents in the study. Relationships were found to exist among the demographic characteristics of age, position, years in that position, and job performance. This study also found the best predictor for job satisfaction to be the age of the agent, and the best predictor of job performance to be the position of the agent.

Session 2.4
10:00 – 10:50 A.M.   HIGHER EDUCATION... Dorset

Presider: Susan K. Spezzini, University of Alabama at Birmingham

Christian Faith on the Christian College Campus

Gerald I. Akata and James H. Lampley, East Tennessee State University

The site for this pilot research project was a private, church-related, four-year college located in northeast Tennessee. Undergraduate and graduate students were surveyed to gain an understanding of the decision-making process when deciding to attend a Christian college. Social, religious, and academic areas were addressed in the survey questions.

Prayer in the classroom, chapel and convocation requirements, and faith-based opportunities beyond the required on-campus religious services were addressed. The level of commitment to Christian values displayed by the student body, as well as faculty and staff at the college, was also of interest.

The findings of this research were surprising in some areas and predictable in other areas. This study will serve as a pilot study for a comprehensive study of Christian colleges in the southeastern United States.

Using Mixed Methods to Develop Instruments to Assess Dental Faculty and Students'
Perspectives About the Implementation of Evidence-Based Dentistry

Brian F. Geiger, Kent Paicanis, Marcia R. O'Neal, Karen Werner, and Retta Evans,
University of Alabama at Birmingham

Mixed methods research combines qualitative and quantitative approaches within a single study that enables educational researchers to maximize the strengths while reducing the weaknesses of both methods. The sequential mixed design guided new instrument development to evaluate the level of curriculum implementation in university. Qualitative data collected and analyzed in phase one informed a second quantitative phase.

In 2005, the UAB School of Dentistry (SOD) received extramural support from NIDCR to enhance evidence-based dentistry (EBD) in its curriculum. The PI and grant steering committee retained the services of the UAB Center for Educational Accountability to plan and implement the curriculum evaluation.

The purpose of this exploratory, mixed-methods project was to develop a survey instrument grounded in the views of students, core faculty, and alumni. The first phase included exploring predisposing, reinforcing and enabling factors related to EBD as reported in professional literature, and then conducting structured interviews of small groups of SOD students, core faculty, and alumni. Themes extracted from qualitative data were developed into survey items and related scales. Feedback from dental faculty members guided revision of draft surveys. During the second phase, confidential surveys were administered to all SOD students and faculty for voluntary completion. Results from the survey will be used by the steering committee to integrate EBD into the four-year dental curriculum at UAB.

Engagement of Students of Color in the Campus Discourse of a Predominantly White Institution

Brian D. Bourke, University of Alabama

In higher education, the assumption is often made that students learn more, and in a deeper, more meaningful manner, in settings that are composed of students from a vast array of backgrounds. But in examining campus diversity at a deeper level, structural diversity becomes a means to an end rather than merely an end in and of itself, as it is currently utilized. The structural diversity, i.e. the numbers of students of color, at a predominantly white institution says little about the institutional environment, climate, and culture of that institution.

The purpose of this study was to examine the engagement of students of color in the campus discourse of a predominantly white institution. Structural diversity of the student population has been receiving increased attention and focus in recent years, with policies and initiatives providing greater access to higher education for groups who have been historically underrepresented in the academy. However, little attention has been given to how those students gain access to the campus discourse, and what that access may look like, and what factors may facilitate or impede engagement in the campus discourse.

Through this study, data emerged that provided insight into how students interact with difference, and how power is negotiated within the discourse space. As institutions of higher learning, particularly publics, seek to advance their educational missions, greater focus has to be placed on serving every student. Such service has to be extended to both members of dominant and subjugated groups, both in curricular reform and in the campus environment. Efforts in the campus environment have to involve more than attempts to welcome the other, and should reflect an environment that all students feel they can call their own and can welcome newcomers.

Doctoral Students' Reported Level of Support/Encouragement

Stansberry Reese and James H. Lampley, East Tennessee State University

Doctoral students usually represent a unique population at colleges and universities. This is especially true at East Tennessee State University (ETSU). Doctoral students at ETSU have a mean age of 49 years. Almost all (95%) of the doctoral students in the Department of Educational Leadership and Policy Analysis maintain full-time employment in addition to their graduate course load. Many doctoral students have 20+ years of experience in their current positions. Moreover, the students in this age bracket have professional, family, and academic demands that most undergraduate students do not have.

The intent of this study was to determine the level of support/encouragement that doctoral students experienced from the various areas of their private and professional lives (family, supervisors, peers, faculty, etc.). It also addressed, to a lesser extent, the level and source of financial support that doctoral students at ETSU reported. The findings of this study identified a number of the demands, other than academic, that doctoral-level graduate students encounter in their pursuit of terminal degrees.

10:00 – 10:50 A.M.   EXHIBITS/Internet Café.. **Essex**

Session 3.1
11:00 – 11:50 A.M.   ACHIEVEMENT (Displays).. **Avon**

Residential Summer Science Exploration Camps: Improving Middle School Students' Achievement and Preparation for Postsecondary Education

Randy Parker and Julie A. Holmes, Louisiana Tech University

In an era of increasing accountability, universities must collaborate with P-12 schools to develop programs that increase student achievement, as well as preparation for postsecondary educational opportunities. One way to collaborate is to provide on-campus experiences for at-risk students. Such opportunities have been shown to increase student attitudes and achievement, influence future career choices in mathematics, science, engineering, and technology, and provide for students a bridge to how science, technology, and engineering are used in society at large.

The purpose of this display session was to describe the La GEAR UP Summer Residential Science Exploration Camps and to report the effect of program participation on the science achievement and attitudes of at-risk middle school students from 38 low performing school districts. Students attended one of seven week-long camps on a college campus where they participated in leadership workshops, tutoring sessions, science fieldtrips and explorations in: (1) nature and biology, (2) engineering and chemistry, (3) physical science and physics, and (4) technology. During the four years of the program, over 1200 rising seventh-, eighth- and ninth-grade students have attended these camps.

Pre- and posttest data were gathered on science attitudes using the 28-item Science Attitude Survey (SAS) and on achievement using the abbreviated EPAS (Explore: Pre ACT). Data were analyzed with dependent t-tests and ANOVA with alpha set at .05. Results of this analysis showed significant increases in: (1) attitudes toward science, (2) math achievement, and (3) overall achievement for each year, for subgroups of race and gender, and for the total group. Effect sizes using Cohen's d were in the moderate to large ranges. The results of this program indicated the positive attributes of residential exploratory camps in raising student awareness, achievement, and attitudes toward science and in guiding student preparation for secondary and postsecondary education.

The Effectiveness of the Balanced Calendar In Maury County, Tennessee

Melinda W. Marks, Tennessee State University

This study examined the effectiveness of the balanced calendar in Maury County, Tennessee, in regard to improved standardized achievement test scores, improved student attendance, and the opinions and perceptions of the balanced calendar by elementary school teachers. The Balanced Calendar is a form of year-round education and was adopted by the Maury County School Board for students in grades K-12 beginning with the school year 2003-2004.

Tennessee Comprehensive Assessment Program scores (N = 7488) were obtained from the State of Tennessee website and consisted of sixth-grade students (N = 695) with a three-year record of scores. Attendance records for the nine elementary schools were obtained from the Maury County Attendance Office for the same three-year period as test scores. A survey was conducted with full-time elementary school teachers (N = 333) in nine elementary schools. Two hundred forty-nine teachers responded to 18 items on a Likert scale that were associated with benefits of the balanced calendar.

A repeated measure ANOVA was used to quantify the improvement of the Tennessee Comprehensive Assessment Program scores and to analyze the three-year attendance record for elementary school students. The frequency procedure was used to categorize the summary statistics such as mean and standard deviation upon collection of the survey data. Questions in the survey were analyzed using the T-test. The results of the study were used to determine if the balanced calendar had been effective.

The findings were as follows: (1) there were statistically significant differences found in reading/language arts, math, science, and social studies areas on the Tennessee Comprehensive Assessment Program standardized test; (2) there were no significant differences in attendance records over the three-year period; and (3) respondents (N = 95.2%) to the survey supported the balanced calendar implementation.

The Associations of Student Achievement and Classroom Practices Among
Third-Grade Teachers in Upper East Tennessee

Tausha L. Clay, Milligan College

In light of today's NCLB demands upon teachers and the accountability they must face, a study of teacher practices used in the classroom and their relationship to student achievement was relevant. The purpose of this study was to investigate and determine if an association existed between student achievement scores and classroom practices used among third-grade teachers in upper east Tennessee.

The variables included classroom environment, instructional context, and social context in regard to the use of developmentally appropriate practices (DAP). The instrument, Assessment of Practices in Early Elementary Classrooms (APEEC), was used to gather information; the Tennessee Comprehensive Assessment Program (TCAP/CRT) Reading/Language and Mathematics scores were used to determine students' achievement level. A demographic survey was used to collect teacher characteristic information.

An initial analysis of data incorporated simple descriptive statistics in the form of frequency tables. Independent samples t-tests, analyses of variance (ANOVAs), and Pearson product moment correlation coefficients were used to determine if there were any associations in DAP levels among teacher characteristics. One-way analysis of variance assessed the associations between the dependent variables (TCAP/CRT scores) and independent variables (environment, instruction, and social context).

ANOVAs indicated significant differences in APEEC physical environment and social environment scores among teachers having a great deal of DAP knowledge, but not in classroom instruction. ANOVAs indicated significant differences in classroom instruction and student achievement scores in Reading/Language, but not in Math. No significant differences were found in APEEC social and physical context scores.

The conclusion of the study included themes that emerged during observation of teachers at the advanced proficiency level in Reading/Language. Additional implications included a discussion of a teaching matrix identifying highly skilled teaching practices from the classrooms performing at the advanced proficiency level.

Session 3.2
11:00 – 11:50 A.M.   **READING.. Berkshire**

Presider: Debra K. Goodwin, Jacksonville State University

Efficacy Beliefs and the Student Reader

Jordan M. Barkley, Jacksonville State University

Four hundred middle school students and 40 middle school teachers were surveyed concerning their efficacy beliefs related to reading comprehension strategies and instructional practices. Student and teacher belief scores were compared to identify any statistically significant relationships. Further, student belief scores were used to identify statistically significant relationships between beliefs about using reading comprehension strategies and scores on standardized tests. Both descriptive and inferential statistical methods were used to analyze data.

Reading Performance of Elementary Students: Results of a Five-Year Longitudinal
Study of Direct Reading Instruction

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

In response to "No Child Left Behind" federal legislation, some school districts have implemented Direct Instruction (DI) for teaching reading, even though inconsistent findings have been reported in the literature based on short-term studies of DI. The purpose of this longitudinal study was to explore the impact of DI on literacy performance of students over a five-year period. Initially, 640 students in grades K-3 were randomly selected to participate in the study; an additional 100 randomly-selected kindergarten students were added to the sample for each subsequent year of the study.

Literacy performance was assessed using oral and silent reading performance measures from the Qualitative Reading Inventory (QRI), reading scale scores from the Mississippi Curriculum Test (MCT), and cloze scores from the Hunter & Grundin Literacy Profiles. For QRI analyses, students reading at the instructional or higher level were compared with students reading at the frustration level, based on both their oral and silent reading assessments. Because all students in the school system were receiving DI, no comparison group was available to aid interpretation of the findings.

In an attempt to overcome this difficulty, data were analyzed in three parts. First, only data for students who began DI in kindergarten were examined descriptively. Second, statistical comparisons by grade level were made between students who began DI in kindergarten and those who began DI in a later grade. Third, statistical comparisons of total group performance overtime were made between students who began DI in kindergarten and students who began DI in later grades. Although a few statistically significant differences were found between students who entered DI in kindergarten and those who entered DI in a later grade, the preponderance of data provided little evidence to support the viability of DI for reading. Tables and graphs of data results were presented for discussion.

Differences Between High and Low Level Preservice Teachers' Instructional Conversations
with Elementary School Students: A Grounded Theory Study

Shannon C. Henderson, Auburn University

This grounded theory study attempted to explain differences observed in preservice teachers' instructional conversations with elementary school students using an instructional framework and explicit conversational scaffold. Specifically, the study centered on how 23 preservice reading teachers engaged in weekly interactive read alouds with second- and fourth-grade students over a 10-week period. Three transcripts of each preservice teachers' instructional conversations, audio recordings, lesson plans, reflections, and a final paper were coded and analyzed using the constant comparative method of analysis.

Data from this study revealed that preservice teachers varied little in their initial instructional conversations before introduction of the instructional framework and explicit conversational scaffold. Findings also suggested that the use of an explicit conversational scaffold raised the level of preservice teachers' instructional conversation during an interactive read aloud with elementary school students. Further, three indicators were identified as distinguishing between higher and lower levels of instructional conversation. These indicators comprised of a preservice teacher's ability to: (1) engage in effective uptake and responsivity, (2) maintain a "themal coherence" throughout the instructional conversation, and (3) model, teach, and reveal use of situation appropriate research-based comprehension strategies. Finally, this study provided preliminary support for the use of

transcript analysis to facilitate preservice teachers' instructional conversations when engaged in interactive read alouds with elementary school students.

Session 3.3
11:00 – 11:50 A.M.   AT-RISK STUDENTS... Cornwall

Presider: Beverly M. Klecker, Morehead State University

Brief Experimental Analysis (BEA) and Reading Interventions with Consultation

LaQuanta Mashell Watson, Masanori Ota, Laura Kuhn, Mary Cole, Marylyn Miller,
and Kristin Johnson-Gros, Mississippi State University

The current study examined the effects of BEA to identify an effective oral reading fluency intervention and examine whether the interventions influenced generalization and comprehension. Specifically, a second-grade student who had been referred to a university clinic for reading difficulties participated in fall 2005. The student's reading level was first-grade frustrational, which was based on curriculum-based measurement (CBM). The student's baseline, BEA, and intervention data were collected in the areas of reading fluency, generalization (high word overlap probes), comprehension questions, and mazes in fall 2005; however, comprehension questions were omitted in spring 2006.

In fall 2005, after collecting baseline data using first-grade reading probes, four reading interventions were implemented with the student: (1) repeated reading (RR), (2) listening passage previewing (LPP), (3) phrase drill (PD), and (4) contingency reinforcement (CR). RR, identified as most effective in the BEA, enhanced the student's performance to first-grade instructional and mastery levels in fluency and comprehension. Additionally, the student's performance in reading fluency, generalization, and comprehension maintained on first-grade probes.

Thus, second-grade probes were introduced in spring 2006. In spring 2006, baseline, BEA, and intervention data were collected using second-grade reading probes. After baseline, a BEA was conducted, in which the same four interventions were implemented. RR was selected as most effective in the BEA. Additionally, the student's parent and teachers implemented RR with the student with consultation provided by graduate students. The student's skills enhanced to second-grade instructional and mastery levels in fluency and comprehension. Also, the student, parent, and teachers showed high social validity.

This case study provided the audience with the effects of BEA to determine reading interventions and the effects of consultation, including collaborative relationships among clinic, home, and school settings.

An Assessment of Selected Developmental Education Programs

John D. Osborn, University of Alabama at Birmingham

The study examined the effectiveness of selected instructional and curricular interventions for a group of developmental education students. A grounded theory qualitative approach was used to conduct the study within the context of William Perry's stages of Intellectual and Ethical Development. This proposal reported the results of the preliminary pilot analysis that was conducted as a part of a larger study.

The general research questions that guided the larger study were: (1) What teaching methods or style challenge students to think about and approach the college experience in a more complex fashion? (2) What factors are associated with students' adopting a more complex mode of thinking? (3) What are students expectations related to college, their performance and the developmental education program course? (4) What are faculty expectations for these students related to their performance in the developmental education program course? and (5) What are the barriers associated with learning for this group of students.

The pilot data analysis of the student questionnaires involved a content analysis that sought to identify themes in the responses of students through the use of the open-ended questions. The capturing of emergent themes provided the essence of participant perceptions related to the developmental education program. Eight general themes emerged and appeared to be common to all the students completing the questionnaire: (1) positive attitude toward the learning process, (2) appreciation for reading, (3) appreciation for writing, (4) appreciation for critical thinking skills, (5) quality of the instruction, (6) quality and usefulness of the materials, (7) openness to new/different points of view, and (8) benefit of working in groups. These findings have implications for university teaching pedagogy and they validate prior research related to the affective characteristics of students at academic risk.

Session 3.4
11:00 – 11:50 A.M.   RESEARCH METHODOLOGY... Devon

Presider: Mary Kay Bacallao, Mercer University

Generalization Practices in Qualitative Research: A Mixed-Methods Case Study

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

The purpose of this mixed-methods case study was to examine the generalization practices in qualitative research published in a reputable qualitative journal. In order to accomplish this, all qualitative research articles published in Qualitative Report since its inception in 1990 (n = 273) were examined. A quantitative analysis of all 125 empirical qualitative research articles revealed that a significant proportion (i.e., 29.6%) of studies involved generalizations beyond the underlying sample that were made inappropriately by the author(s). A qualitative analysis identified the types of over-generalizations that occurred, including making general recommendations for future practice and providing general policy implications based only on a few cases. Thus, a significant proportion of articles published in Qualitative Report lack what the researchers call "interpretive consistency."

Using Likert-Type Scales in Quantitative Research

James H. Lampley, East Tennessee State University

Likert-type scales have been around since the 1930s. A Likert scale is a type of psychometric scale often used in questionnaires and is the most widely used scale in survey research. A typical item is a declarative

statement followed by a scale for respondents to indicate their level of agreement or disagreement. A Likert scale is most often used to measure attitudes, preferences, opinions, or other subjective reactions.

Likert scales are very popular because of the power and simplicity of the format. The principal advantages of this type of scale include flexibility, cost, and ease of administration. When coupled with demographic items (grouping variables), this format provides the needed components for parametric and non-parametric statistical analyses.

However, there are some technical difficulties with Likert scales. Most of the issues with Likert scales center around two points: (1) level of measurement and (2) whether the scales produce continuous or discrete data. This presentation addressed these two issues, as well as others, that

Session 3.5
11:00 – 11:50 A.M.   TEACHER EDUCATION.. Dorset

Presider: Tom B. Wallace, Northeast State Technical Community College

The Student Teacher Journey: Voices from the Field

James D. Kirylo, Southeastern Louisiana University,
and Edward L. Shaw, Jr., University of South Alabama

Through their reflective daily journal entries, student teachers have a lot to say about their student teaching experience. Their meaningful insights and suggestions can be extremely beneficial for both the supervisory professor and cooperating teacher in order to better serve the teacher candidate during the student teaching experience. Moreover, their journal reflections can be an integral, informative asset for teacher candidates preparing to enter the student teaching experience. To that end, this research presentation explored what student teachers were thinking through their daily student teaching journal entries.

The data were collected from 20 student teachers working in lower and upper elementary-level classes spanning across urban, rural, and suburban areas in the southern region of the United States during an entire spring semester of student teaching. Four main sources were utilized: student teacher journals, field notes, post-observation tape-recording interviews, and an end-of-student-teacher experience survey.

To identify the critical information from the mass of collected data, the researchers read and reread the data, intensely discussed, reflected, and debated what was noticed, and what seemed to be the emerging themes and patterns. Among other things, it was found that the teacher candidates had much to say about their initial anxieties of the student teaching experience to the important role of preparation and the complexity of behavior management to the sometimes complicated relationships with the cooperating teacher to best pedagogical practices.

In short, primarily through their journal entries, this presentation was driven by the "real" voices and reflections of former student teachers, offering their unique insights, suggestions, and experiences. The invaluable contribution of what they expressed may better assist the cooperating teacher/supervisory professor in facilitating a positive student teaching experiencing, as well as offer empathetic understanding and suggestions to future student teachers.

Levels of Wholetheme Instruction and Student Outcomes: A Mixed-Methods Study

Yuejin Xu and Asghar Iran-Nejad, University of Alabama

Wholetheme instruction, grounded in biofunctional theory, has become an increasingly popular approach in teacher education. This study examined how teachers appropriate wholetheme instruction in their teaching and how differentiated levels of wholetheme appropriation influence student outcomes. It distinguished three different levels of teaching varying in the degree of integrated wholethemeness: direct, eclectic, and integrative.

This study employed a mixed-methods design. The sample was composed of three instructors and 96 students. Students took a survey package twice over the semester, once in the beginning, the other near the end of the semester. The survey package included the California Critical Thinking Disposition Inventory (CCTDI) and Defining Issues Test 2 (DIT2). Students also took an essay test as part of their final course examination. Of the dependent variables, critical thinking was measured by CCTDI scores. Ethical decisionmaking was assessed by DIT2. Students' academic achievement was measured by essay ratings and GPA. Qualitative data were collected from the interview with each instructor and their videotaped lessons.

Qualitative results from the interviews and the videotaped lessons revealed three distinguishable approaches, varying overall in the direct, eclectic, and integrative levels of wholetheme instruction. Quantitative results from the analysis of ratings on an essay test suggested that students in the integrative level wrote significantly better than those in direct level. Moreover, students in the integrative level also demonstrated significant gains from pretest to posttest in an ethical decision-making measure (DIT2).

This study has special significance for the fields of education and psychology. It focused on a relatively under-explored area, used a framework that considered both learners and their teachers, and, through a mixed-methods design, it also expanded the understanding of critical thinking and ethical decision making.

The Effectiveness of National Board Pre-Candidacy Training at Harding University

Linda H. Thornton, Clara Carroll, and Jamee Berningfield, Harding University

The importance of the teacher-to-student learning cannot be minimized. A belief underlying the No Child Left Behind Act of 2001 is that "the quality of a teacher is one of the most critical components of how well students achieve" (http://www.whitehouse.gov/infocus/education/teachers/ quality_teachers.html). Vandervoort, Amrein-Beardsley, and Berliner (2004) found that students of teachers who were certified by the National Board for Professional Teaching Standards (NBPTS) scored higher in reading, mathematics, and language arts than students of other teachers, and the effect size was equivalent to one additional month of instruction.

As teachers seek to improve the quality of their practice through seeking NBPTS certification, it has fallen to universities to assist them in developing the skills they need. The purpose of this study was to determine the effectiveness of the pre-candidacy course offered at Harding University for graduate students seeking certification by National Board for Professional Teaching Standards (NBPTS). There is evidence (Auton, Browne, & Futrell, 1998) that detailed knowledge about the NBPTS process is one of the key factors in teacher success. Therefore, the dependent variable was knowledge of: (1) the five core propositions, (2) the writing styles required for the certification process, and (3) portfolio and assessment center requirements.

Pretests and posttests were administered to the participants (n=36). A paired-sample t-test revealed that the posttest scores (M > 14) were higher than the pretest scores (M < 5) and the difference was statistically significant (p < .01). These scores were also compared with the scores of a control group of graduate students not seeking NBPTS certification.

11:00 – 11:50 A.M.   EXHIBITS/Internet Café.. Essex

Session 4.2
1:40 – 2:30 P.M.   PERFORMANCE ASSESSMENT.. Berkshire

Presider: Sherry E. Nichols, University of Alabama

Assessing Service-Learning : A Delphi Study

Shu-Ching Wang, Margaret Ross, and You-Jen Guo, Auburn University

Service-learning activities have a long history of being integrated into educational curriculum and course design. The goals of service-learning have progressed from merely focusing on better learning outcomes of students to transforming social structures that cause injustice in society. However, as its popularity increased a comprehensive definition of service-learning and essential components of a service-learning program were still missing.

The purpose of this study was to develop a representative definition of service-leaning and an instrument that operationalized the newly developed definition of service-learning. Delphi techniques were designed for achieving these objectives. The Delphi study featured anonymous iterative discussion among its panel members. This approach overcame geographic limitations and allowed its panel members to participate in a research as long as they had access to discussion.

To form the expert panel for this study, reviewers from the Michigan Journal of Community Service-Learning were purposefully sampled. The Michigan Journal of Community Service-Learning was funded for the devotion to the development of service-learning and its involved individuals. One issue of the journal was used for this study. Invitations were sent to all 68 reviewers listed on the chosen issue. As a result, eight reviewers among the 68 invited agreed to participate in this Delphi study. They were all scholars at higher education institutions around the United States. Three rounds of iterations were designed for this study. Feedback was made available to panel members after each round of discussion. Every panel member was able to adjust her/his responses for the next round after referencing the provided feedback. After three rounds of iterations, a definition of service-learning and an instrument were developed.

Influence of Demographic Factors on Accountability Indexes in Kentucky: Variation by Grade Level and Type of Test

Stephen K. Miller and Beverly Derington Moore, University of Louisville

Despite extensive research on the Kentucky Education Reform Act of 1990 (KERA), there has been no examination of the influence of demographic factors on the accountability formulas that represent composite results across subjects. Kentucky utilizes two such indexes: (1) the Norm-Referenced Test (NRT) Index, composed of the Total Battery Score of the CTBS/5 Survey Edition, converted into a 140-point scale by weighting the proportion of students in each quartile of performance according to Normal Curve Equivalents, and (2) the Academic Index, a weighted composite of the criterion-referenced Kentucky Core Content Tests in reading, mathematics, science, social studies, writing, arts/humanities, and practical living, converted to a 140-point scale. For this study, those two indexes were regressed on seven socio-demographic variables computed at the school level: %High SES, %Black, %Two Parents, Mobility Rate, %Female, %Gifted, and %Special Education.

Jefferson County Public Schools, the largest urban district (Louisville), comprised the population. Separate analyses were performed for 87 elementary, 24 middle, and 21 high schools. After calculating population parameters, forward stepwise multiple regression was utilized to eliminate superfluous variables. A criterion of 2% increment in the R2 change for each predictor was established as representing "substantial" impact (the optimum equation).

Results indicated exceptional influence of demographic factors on the two cognitive indexes. For elementary schools, Total R2 values were .60 and .74 for the NRT and Academic Index, respectively. The corresponding figures for middle schools were .89 and .89; for high schools, this variance explained was .88 and .89. Specific independent variables that met the 2% increment were all related to the primary dimensions of stratification in America: elementary--%High SES and Mobility Rate; middle--same two variables plus %Black; and high--%Two Parents and %Black. Such effect sizes are almost unheard of for schools.   These and other equity issues were discussed with respect to accountability.

Fueled by Theory: Does Research Move on the Wheels of Measurement?

Abraham A. Andero, Mississippi State University

It has been stated that research is fueled by theory but moves on the wheels of measurement. If this is correct, then it is appropriate to carefully examine the role that measurement plays in the conduct of research. In quantitative inquiry, the identification of variables must be followed by careful definition and precise measurement. Two measurement concepts that require elaboration are validity and reliability.

The quality of the instruments used in research is very important, for the conclusions researchers draw are based on the information they obtain using these instruments. Validity refers to the appropriateness, meaningfulness, and usefulness of the inferences a researcher makes. Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.

A major task of the researcher is to locate tests that provide consistent scores and measure the variables that are to be explored in the research. The degree to which a test actually measures the variables it claims to measure is called validity. Reliability represents a relatively straightforward concept and does not stray far from its everyday meaning. A reliable measure is one that can be trusted to yield similar results when used a second time in similar circumstances. A reliable weight scale is one that gives consistent results as we step on, step off, and step on again. A reliable measure of math achievement should yield results that do not vary widely when administered at reasonable time intervals. Reliability coefficients are expressed in values from 0 to 1.0 with 1.0 representing a measure that is perfectly reliable.

Each of the approaches to validity and reliability provides an estimate of the degree to which one can have confidence in one's measures. Regardless of the care and concern with which one designs studies, no matter how carefully one selects and describes the samples, in spite of how appropriately one selects and implements appropriate statistical procedures, one's efforts will be for naught if the concepts are measured with faulty instruments. Therefore, research truly does move on the wheels of measurement.

Session 4.3
1:40 – 2:30 P.M.   CURRICULUM.. Cornwall

Presider: Tamara Payne, University of Alabama, Birmingham

A Case Study of Textbook Use in a High School Mathematics Classroom

John A. Sargent, East Texas Baptist University

The purpose of this study was to investigate the impact of student achievement in a high school mathematics class that did not use textbooks. The research question guiding this qualitative intrinsic case study was: How does learning Algebra I without a textbook impact student achievement in a single mathematics classroom in northeast Texas?

The participants in this case study were 23 high school math students in a suburban high school located in northeast Texas, a teacher who was in her 11th year of teaching high school mathematics, and the researcher. The case study took place over a 14-week period. Action research methodology facilitated insights on a daily basis because of interaction between the participants and researcher. Data collection procedures included observations/field notes, reflective journal, student interviews, and teacher interviews. Categories were generated through the constant comparison method with continual refining and analysis. Three themes emerged from the data analysis. First, students were more easily frustrated in class. Second, students became bored and disengaged more quickly during class. Third, the students' learning process was stalled. Implications from this case study are in several areas and are important for teachers who teach high school mathematics.

Teaching mathematics without a textbook has a negative effect on student achievement. Textbooks serve as a base to anchor instruction and provide new teachers in particular with a blueprint for instruction. Additionally, textbooks, when correlated with state standards, provide a coherent and logical sequence to present instruction to students. Because of time constraints, teachers who were forced to create lessons generated an atmosphere of stress that resulted in lessons presented the same way every day. When instruction is presented in the same way every day, students become bored and disengaged with the process. A textbook serves as a way by which to differentiate instruction.

The Effects of the Talents Unlimited Model on Student Creative Productivity

Jane L. Newman, University of Alabama

This study investigated the effects of the Talents Unlimited instructional manual, Talents and Investigative Research: What Works! to determine the effects of these lessons on the quality of students' creative products and on the number of students who completed their products. Through investigative research and the development of creative products, students learned to assume the roles of first-hand investigators, writers, artists, or other types of practicing professionals who deliver products and services. The teacher's role was changed from a didactic presenter of information to a mentor who guided the students through the research process.

Of the 198 gifted students in grades three through six composing the initial sample, 147 completed the full program. Students in the treatment group received training in applying the Talents Unlimited model to steps of investigating a real problem. Students in the comparison group continued to follow guidelines described in the Schoolwide Enrichment Model (Renzulli & Reis, 1985) as they pursued their investigations. Data collection included tallies of the number of research investigations initiated, the number actually completed, and the number of students who did not complete their research studies. In addition, logs and conferences were used to provide an internal check on the consistency of procedures, as well as to determine student and teacher perceptions, attitudes, and reactions to the treatment lessons.

Treatment group students showed a statistically significant difference in finishing their projects, as opposed to control group students ($X2=(1, N=160)=20.198; p<7.05$). In addition, treatment group students were of significantly higher quality, as measured by the Student Product Assessment Form (Reis, 1981) than products completed by students in the control group. Finally, qualitative analysis supported the statistical analyses and indicated favorable reactions from students and teachers toward the treatment. The findings suggested implications for teacher educators and classroom practices.

A Study of Teacher Efficacy in the Application of Bloom's Taxonomy in the Classroom

Leslie L. Griffin and Ronald J. Garrison, Delta State University

For half a century, the pioneer work of Benjamin Bloom and his associates has dominated textbook theory regarding how learning should be structured in the classroom to maximize the thinking potential of each student.

The Taxonomy of Educational Objectives: Cognitive Domain (Bloom, 1956a) undergirds the planning structures throughout many P-12 schools. The premise of Bloom's work is that the educational objectives of the school can be classified according to behaviors and content areas. This study examined elementary teachers' application of Bloom's Taxonomy within their classrooms.

The sample for the study was comprised of 20 elementary school teachers enrolled in specified classes in the Master of Elementary Education degree program at a regional university. All of the teachers had completed traditional undergraduate teacher preparation programs at accredited universities prior to enrolling in the master's degree program, during which they received training in the application of Bloom's Taxonomy. Procedures were implemented during regular class meetings, and all data/responses were collected during designated class periods.

The researchers devoted one class meeting to a review of the levels of the taxonomy. At the conclusion of the review, teachers were asked to provide examples of their teaching that represented each level. Prior to the class session, the subjects were instructed to bring their lesson planning books from the previous year for use in the in-class assignment. They were allowed to refer to their plan books as they identified examples. Each participant's lesson plan examples were analyzed according to a rubric designed by the researchers to determine their congruence with the levels of Bloom's Taxonomy. Tentative conclusions were drawn in order to suggest implications for classroom practice and teacher educators.

Session 4.4

1:40 – 2:30 P.M.   PROFESSIONAL DEVELOPMENT.. Devon

Presider: Gerald Halpin, Auburn University

Relationships Among Classroom Literacy, Balanced Assessment Practice and Student Achievement

Beverly Ruthvan, Pulaski County (AR) Special School District, and Gail D. Hughes,
University of Arkansas, Little Rock

With the emphasis on accountability, student achievement has and continues to be a major focus in education. Balanced assessment, a classroom tool that supports learning, a vehicle for reporting individual achievement, and a means for public accountability, is increasingly viewed as essential to learning. However, research suggests that teachers do not fully understand or implement the formative and summative components of balanced assessment that result in greater student achievement on high stakes tests.

The mixed-methods study was designed to investigate: (1) the teacher's amount and extent of balanced assessment professional development, (2) confidence of balanced assessment practice, (3) implementation of balanced assessment practice, and (4) what effects these have on high stakes testing. Using a sequential explanatory strategy, quantitative data were collected (assessment instrument) and analyzed, followed by

qualitative data collection (observations) that served to confirm the findings. Finally, class summary results for the Benchmark Literacy Exam for participating fourth-, fifth-, and sixth- grade literacy teachers were compared.

Results indicated that teacher confidence was impacted by the extent of balanced assessment professional development (r = .59). However, correlations between training and classroom knowledge and confidence and balanced assessment knowledge revealed no statistical significance. Classroom observations of balanced assessment practice supported the relationship between the extent of professional development and the implementation of classroom practice. The impact of balanced assessment practice on high stakes testing also resulted in no statistical significance.

Red Zone Training: A Post-Pilot Report

James E. Witte, Auburn University; Bille Crannell, East Alabama Medical Center;
and Julie McClanahan, Southern Union State Community College

This study examined the effectiveness of an additional basic adult education skills program in relation to furthering employee workforce development within the East Alabama Medical Center. The additional skill development program centered on increasing reading skills in order for lower-level hospital employees to enter further training to support job change and advancement. The Test of Adult Basic Education (TABE) was used to determine entrance cut-off scores for entry into the hospital's established program for employee advancement training, referred to as the School at Work (SAW) program.

Of the initial 42 employees tested, only 16 met the cut-off necessary for SAW program entry. Changing the entry-level cut-off score was not an option. Upon review of the employee test scores, reading ability was identified as the primary shortfall. By careful review of the TABE scores over time of those who were GED candidates, the team of researchers identified a cut-off score below the SAW entrance requirements that was determined to be a most likely return on the investment of time and effort to raise the existing scores to and acceptable level. Time was essential for the success of an additional skill development course inasmuch as the first SAW class was underway and further courses were forthcoming. Borrowing from the football analogy, the additional skills program was called "Red Zone" Training.

Of the original 10 Red Zone participants, four withdrew for personal reasons. The remaining participants successfully completed the TABE test scoring sufficiently high scores to qualify for entry into the SAW program. The program was closely monitored in content, delivery, in-progress testing, and feedback. The end result was that the pilot program is now incorporated as part of the hospital's Human Resource Training Program.

Transforming Teachers into ESL Mentors Through a School/University Partnership

Susan K. Spezzini and Julia S. Austin, University of Alabama at Birmingham

Through a school/university partnership, an ESL certification program was delivered on-site to mainstream and ESL teachers in a large county school system. Although initially challenged by the need to embrace a new instructional paradigm, these teachers soon became empowered through self-accountability in site-based learning groups. Informed by their own action research, they began sharing their personal experiences and, in the process, became advocates for English language learners (ELLs) and their families. As documented by research literature, ongoing system-wide support provided by the school/university partnership facilitated the teachers' transformation into mentors, a transformation that evolved as a constructivist practice through awareness, engagement, monitoring, reflection, personal strengths, and reciprocal learning.

The quantitative data source was a questionnaire administered during the fifth of seven ESL certification courses (spring 2004, 2005, 2006) to 93 graduate students, of which 63 were teachers in the school/university partnership. This questionnaire elicited self-reported changes in mentoring activities since program onset. It was developed from research literature on mentoring, site-based professional development, and ESL best practices. Content validity was established by basing items directly on research literature and having items reviewed by a panel of experts. Data were analyzed using descriptive statistics.

Findings indicated that although both groups of teachers increased their mentoring activities, teachers in the school/university partnership experienced greater growth than other teachers in the certification program. The differences in percentage increase were 10% in giving ESL presentations at faculty meetings, 14% in giving presentations at ELL parent meetings and in daily/weekly sharing of ESL best practices with colleagues, and 23% in interactions lasting 15+ minutes. These differences suggested that the intervention, site-based delivery via a school-university partnership was a catalyst in transforming teachers into ESL mentors. Based on these findings, implications were described for educational policy and procedure related to professional development in ESL.

Session 4.5
1:40 – 2:30 P.M.   TECHNOLOGY... Dorset

Presider: John Long, Mississippi State University

You've Got Mail! An In-basket Simulation Gets an Extreme Makeover

Shelly Albritton, University of Central Arkansas

Principal preparatory programs have employed in-basket simulations for many years in efforts to provide training experiences that reflect the realities of a school administrator's work day. In-basket exercises afford graduate students opportunities to explore such leadership skills as organizing and prioritizing tasks, managing time, making decisions, taking initiative, practicing interpersonal skills, delegating responsibilities, and monitoring and following up on actions (Nowack, K. M., 1993). In today's schools, communication through e-mail has become the norm. More and more school leaders report spending one to two hours a day handling incoming and outgoing e-mail communications (Sharp, W. L., Malone, B. G., Walter, J. K., & Harmon, L. A., 2005). With electronic communications in mind, the valuable lessons learned with in-basket simulations should replicate the real world as closely as possible while providing students the experience of practicing leadership skills.

This presentation shared how the traditional in-basket received an extreme makeover to become the Principal's Inbox Simulation. The basic premise of the traditional in-basket remains intact, but the delivery of the in-basket was updated to reflect the way communication is practiced in today's schools; that is, to mirror as closely as possible a principal at her/his desk responding to messages in the e-mail in-box. The presenter provided participants a description of the online technology used to deliver the simulation to graduate students, the methods used to evaluate students' responses to the inbox items, and students' feedback about the effectiveness of the Principal's Inbox Simulation. Handouts were provided.

A Grounded Theory of Interactive Video Conferencing: Making a Difference in Preservice Teacher Education

Andrea M. Kent and Jennifer Simpson, University of South Alabama

This study examined the impact of implementing interactive video conferencing with preservice education candidates. Teacher education programs are accused of graduating candidates that fall into the category of failing teachers or teachers who flee the profession when their career is beginning. Teacher education programs have increased clinical experiences, offered guarantees and warranties that their new teachers are prepared

to meet the needs of diverse students, and established more rigorous admissions processes to help meet this challenge. In addition to these initiatives, one university in the southeast United States is using new and emerging interactive video technology as a tool to face this challenge.

The researchers met with preservice candidates twice a week for 16 weeks teaching theoretical foundations of methods of teaching reading. In addition to a three-day-per-week field experience, interactive video conferencing (IVC) was implemented four times throughout the semester in order to provide a guaranteed common experience for all preservice candidates, ensuring model teaching met standards that educators want new teachers to internalize and emulate. Preservice candidates engaged in pre-conferences with researchers prior to each IVC session, were given IVC listening guides to complete during each session, and engaged in post-conferences with the classroom teacher and researchers.

At the completion of the semester, an electronic survey including six closed items and two open-response items regarding the implementation of interactive video conferencing was sent to the 58 participating preservice teachers. Thirty-seven participants responded. Data were analyzed using simple percentages and coding of the open-response items and listening guides.

Results indicated that the implementation of IVC in preparing preservice candidates allowed participants to become more thoughtful and reflective practioners of their craft. They were able to observe an exemplary teacher in action, synthesize the information, and consider how they can apply new learning in their practice.

Technology Skills, Availability, and Attitude of Graduate Students Enrolled in Online Programs

Thomas A. DeVaney and Robert J. Hancock, Southeastern Louisiana University

As the availability of Internet-based courses and degree programs increases, the need for understanding the technological characteristics of the students completing these courses and programs increases. While past literature has addressed issues related to the development of effective Internet or distance education courses, there appears to be limited research focusing on understanding the population that is enrolling in these courses.

The purpose of this study was to examine the characteristics of graduate students completing online courses. A survey was sent to all graduate students (n > 1000) enrolled in online courses at a southeastern regional university during the summer 2006 semester. Students were sent a cover letter via e-mail explaining the nature of the study and a link to the survey. The survey included information regarding internet access and availability, competency related to technology, and attitude toward the use of technology.

The results of this study should assist faculty in developing courses that make the most effective use of technology. The results may also provide information regarding possible prerequisite technology skills needed for admission to online degree programs.

1:40 – 2:30 P.M.   **EXHIBITS/Internet Café**.. **Essex**

Session 5.2
2:40 – 3:30 P.M.   **MUSEUMS, K-12 SCHOOLS, AND UNIVERSITIES: COLLABORATIVE**
OPPORTUNITIES FOR TEACHING AND LEARNING
(Symposium).. **Berkshire**

Organizer: Susan P. Santoli, University of South Alabama

Paige V. Baggett, Edward L. Shaw, Jr., University of South Alabama;
Jennifer Fondren, Museum of Mobile; Melissa Morgan: Mobile Museum of Art,
and Ilka Porter, Gulf Coast Explorum

This panel discussion presented three different partnerships involving public schools, college of education faculty, and museums in Mobile, AL. The first partnership involved the Museum of Mobile and fourth-grade students from an inner city-elementary school. The second partnership involved the Mobile Museum of Art, an art education instructor at the University of South Alabama, and preservice teachers. The third partnership involved the Exploreum of Mobile, a professor of elementary science education at the University of South Alabama, and preservice teachers.

The goal of the Museum of Mobile's after school program, developing the BIG Picture, is to help selected fourth-grade students strengthen their knowledge of historical events, develop oral and written communication skills, and increase their levels of literacy. The projects and activities complemented what the students had been learning in social studies and emphasized cross-curricular learning.

The Mobile Museum of Art provided university students actual resources and experiences related to art education. Elementary art majors engaged in on-site experiences in the education wing of the Museum. In turn, the Museum had the opportunity to make preservice teachers aware of its resources. The Gulf Coast Exploreum is a regional science center that provides hands-on/minds-on experiences for students of all ages. Preservice teachers go to the Exploreum for an orientation and tour and to teach a lesson to a group of elementary students at a later date. These students become the contacts for their elementary schools when they are hired as teachers upon graduation. This was an open forum with panel presentations, then audience discussion and questions. Handouts were provided.

Session 5.3
2:40 – 3:30 P.M.   **ACHIEVEMENT**... **Cornwall**

Presider: Melinda W. Marks, Tennessee State University

The Relationship Between Character Traits and Academic Performance
of AFJROTC High School Students

Linda M. Williams and Patrick Kariuki, Milligan College

The purpose of this study was to examine the relationship between character traits and academic performance, as measured by grade point average of AFJROTC cadets. Demmon, Rice, and Warble (1996) surveyed educators and people in the community, and the results indicated strong support for character education programs in the schools. In 1985, Tennessee mandated through state legislation that schools implement character education programs (Tennessee Code, 2005). Morris (2003) surveyed high school principals in North Carolina about the JROTC program, and the opinion data indicated that the principals agree that cadets

benefited from the JROTC programs, especially in the areas of leadership, citizenship, and teamwork. Flowers (1999) evaluated survey and demographic information for significant differences between JROTC and non-JROTC cadets with regard to leadership, self-esteem, daily attendance, and school suspension. Flower's results indicated significant differences with regard to leadership and attendance, but no significant differences with regard to self-esteem and school suspension. The self-esteem results were contradictory to other research findings.

The sample in this study consisted of 20 randomly selected male cadets and 20 female cadets enrolled in AFJROTC classes at Sullivan South High School. Data were collected using a questionnaire modified from the "What Do You Really Believe" survey. Data were analyzed using Pearson product-moment correlation, t-test for independent samples, ANOVA, and multiple regression.

The results indicated a significant relationship between character traits and academic performance. No significant difference was found in gender on character traits and academic performance. Also, no significant difference was found on character traits and number of semesters completed. A significant multiple correlation was found on all four subcategories of the composite character traits with moral behavior indicating the greatest influence. This study suggested that cadets' behavior and academic performance were positively influenced by strong character education programs.

The Use of Quantile Regression In Educational Research

Edward B. Reeves, Morehead State University

Educational researchers often estimate the mean effects of school, student, and family characteristics on student achievement. It is of considerable concern if these estimates are not uniform throughout the distribution of the achievement response measure, since the methods that are typically used (multiple regression, ANOVA, and ANCOVA) assume that the mean adequately captures a predictor's effect. This assumption may not be warranted. When a predictor's effect changes significantly with location on the achievement response distribution, focusing on the mean effect is misleading and can have negative consequences. For instance, policymakers and practitioners may use such findings to devise one-size-fits-all interventions that turn out not to have their intended benefits for some segments of the student population.

Quantile regression is an econometric technique that was developed several decades ago to deal with this very sort of problem. The present paper provided an introduction to the use of quantile regression in educational research. Data for the Base Year sample (N = 20,763 eighth graders) of the National Education Longitudinal Research Study (NELS) were used to compare ordinary least squares regression with quantile regression results. Standardized math and science achievement test scores were regressed on school characteristics (private vs. public, urban or rural vs. suburban), student characteristics (gender, race/ethnicity, education plans), and family characteristics (family structure, income, parents' highest education level).

For eight of the 12 predictors, statistically significant differences in the effects were found in the OLS and quantile regression results for math achievement. Similar, though less striking, findings were obtained for science achievement. The implication of this study is that educational research must not confine itself to the estimation of mean effects alone. Doing so may contribute to flawed understandings of student achievement.

Narrowing the Literacy Gap: Results of a State Reading Recovery Study

Kathleen A. Martin, University of Alabama at Birmingham

Reading Recovery® (RR) provides individualized instruction in first grade with the goal of raising lowest performing children to average achievement in a limited period (12-20 weeks), thus reducing financial costs of literacy failure to school districts and emotional costs of failure for children.

The study was comprised of the 265 students who successfully completed RR during the fall of the 2004-2005 academic year and the 124 randomly selected students serving as a comparison group. For statistical hypothesis testing, numbers of students in the two groups were equalized by random selection from the RR group. In this study, sub-test scores for two assessment tools, DIBELS and Observation Survey, were compared for students who successfully completed Reading Recovery® and those of a randomly selected comparison group receiving only regular classroom instruction in a southeastern state.

Findings from use of MANOVA indicated that RR children scored significantly lower than comparison group students before the RR intervention on all subtests, and effect sizes were moderate. In the spring, mean differences between RR and comparison group were small with some differences higher for RR students. Findings suggested that Reading Recovery was an effective intervention enhancing achievement of low performing students so that their reading achievement was equivalent to that of the random sample. Implications for practice and policy were discussed.

Session 5.4
2:40 – 3:30 P.M.   ADMINISTRATION... Devon

Presider: Deborah L. Edwards, University of South Alabama

School Administrators and Technology Leadership

Lawrence J. Leonard, Louisiana Tech University

School districts nationwide continue to spend billions of dollars annually on various forms of technology equipment and services. Despite the widespread expectation that teachers routinely integrate technology into the curriculum to facilitate student achievement, there is substantial evidence that it is not occurring in the manner or degree desirable. This combined quantitative and qualitative study examined the extent that computer-related technology is used in 12 school districts in north Louisiana from the perspectives of 214 site-based administrators in 149 schools.

The study's findings suggested that technology integration remains a serious concern in that many teachers seem unwilling or unable to incorporate computer-related technology into the teaching and learning process. Even with appropriate teacher technology-use preparation and dispositions, the principals and assistant principals were concerned about inadequate technology resources. Respondents reported that there were recurring problems with computer and software currency, equipment maintenance, and teacher training. Problems were considered to be more serious in smaller, rural schools and school districts, primarily as a consequence of inadequate district support and persisting problems with sufficient Internet connectivity. Furthermore, and perhaps the most disturbing revelation from this research, the data revealed that many school administrators considered themselves to be ill-prepared to assume the role of technology leader. The implications of these and other findings for school improvement were discussed.

Recent Research Concerning Substitute Teacher Training

Tina T. Smith, Maury County (TN) Schools

The average student in the United States (grades K-12) will spend approximately 180 days, or one full school year, with a substitute teacher. Currently, only a few substitute teachers have had college training in

education or hold a valid teaching license. There is a growing shortage of substitute teachers nationwide. In recent years, educational researchers have examined various topics pertaining to substitute teachers.

Research in the area of substitute teacher training has consistently shown that training improves substitute teacher quality and helps reduce the shortage of substitutes; however, fewer than 8% of school districts currently offer training for substitute teachers. Training helps substitutes develop skills in classroom management. School districts offering training programs have reported that complaints against subs were minimized, and the shortage of substitute teachers was also reduced.

Study on Support and Resources for Effective SBDM Councils: Developing the Questionnaire

Sharon Spall and William R. Schlinker, Western Kentucky University

Researchers in this study selected the topic of Site Based Decision-making (SBDM) councils. The researchers asked: What could help the work of councils more than training and support? and What training do council members receive and need? These questions led to the development of an instrument to ask former members about their work on Kentucky councils.

The focus for this project was to determine the stability of the questionnaire that was designed to investigate the support and resources provided to Kentucky SBDM councils from the perspective of former council members. Additionally, issues of content validity were addressed. Researchers designed a study to investigate SBDM councils. Councils in Kentucky actively participate in school decision making as mandated by state statute, so as part of state reform agendas councils address budget, personnel, curriculum, and school management issues. Training and support for all members of the SBDM council contributes to this promise for effective teams and eventually school improvement. After the initial design discussions the researchers began developing the instrument to send to former members of SBDM councils.

This presentation detailed the steps to determine the stability of this instrument, as well as described the process for developing the items and for obtaining insurance for content validity. The researchers developed items for the questionnaire together and independently. Information from the literature review and experts in school districts who had worked with councils provided additional input for the most relevant items. After many revisions, a group of former council members (33) that would not be part of the identified sample for the study completed a reliability study to determine the stability of the instrument. The presentation included the information on the development of the items and the results of the test-retest reliability study, and a very brief summary of the final study.

Session 5.5
2:40 – 3:30 P.M.   HIGHER EDUCATION.. Dorset

Presider: James H. Lampley, East Tennessee State University

From in Loco Parentis To Educational Malpractice: The Evolution of the Legal Relationship Between Students and Universities

Rebecca L. Brower, Susan Noble Herren, and Robert Kulick, Auburn University

The paper traced the legal relationship between students and universities from the nineteenth and early twentieth centuries when universities acted in loco parentis (in place of the parent), to the 1960s and 1970s when the university's legal role was that of a bystander, to the present era in which the legal relationship is largely undefined. Significant cases in higher education law such as Gott v. Berea College, 1913, Healy et al., James et al, 1972, and Rhaney v. University of Maryland Eastern Shore, 2005, were examined in light of the evolving relationship between students and universities. The authors used keywords such as "in loco parentis" and the "duty question" to locate relevant legal briefs on Lexis Nexis Academic. They also utilized the texts Campus Rules and Moral Community: In Place of In Loco Parentis by David A. Hoekema and the Concept of In Loco Parentis in Higher Education by Herman Edward Harm to locate landmark cases in higher education law.

The evolution of case law suggests that as students became more empowered to act as adults in the 1960s and 1970s, the courts granted them both the legal rights and responsibilities of adult members of the community. Consequently, the legal status of the university administration evolved from that of the parent to that of the bystander. As a result of the social upheaval of this period, in loco parentis was effectively abolished by the courts. Today, the in loco parentis doctrine has been replaced by legal concepts such as the duty question, the bystander doctrine, activity risk creation, and the landlord-tenant or business-invitee relationship. The history of case law involving universities and students suggests that it is now incumbent on academe to play an active role in defining the legal relationship between students and universities.

Improving Student Learning Outcomes Through the Implementation of Teacher Work Sample Folios

Cheryl J. Cummins and Leslie Griffin, Delta State University

Teacher work sample (TWS) methodology has been implemented in the elementary education program at Delta State University to prepare teacher candidates to determine student learning and use reflective practice. The Renaissance Partnership for Improving Teacher Quality provides a model in which teacher candidates are required to develop documentation related to seven teaching processes believed to be critical to improving learning for all students.

During fall 2005, a teacher work sample folio was designed and implemented in CEL 497 Measurement and Evaluation to improve candidates' understanding of: (1) contextual factors in relationship to designing instruction, (2) the development of learning goals as aligned with state content standards, (3) assessment plans in terms of measuring student growth relative to learning goals and to inform instruction, (4) instructional strategies for the purpose of enabling all students to achieve the learning goals, (5) the use of formative data to make instructional decisions, (6) the analysis and reporting of student learning results, and (7) the reflection and evaluation of teaching and learning.

The instructor for the course met with the students twice a week for instruction for eight weeks. Each meeting followed a similar format: (1) each of the seven processes was discussed with the whole group, (2) examples of acceptable documentation were generated, (3) individuals had the opportunity to share ideas and ask questions, and (4) candidates developed individual teacher work sample folios. At the end of the eight weeks, each work sample was analyzed according to scoring rubrics. Candidates again developed a teacher work sample folio for implementation while student teaching in spring 2006. Scores were compared to those received previously during the methods class. Results were used to suggest program improvements.

Perspectives of Undergraduate Exchange Students in the United States from an Asian Country

Li-Ching Hung and Dwight Hare, Mississippi State University

This study examined the perspectives of exchange students from an Asian country to determine in depth: (1) how the exchange students expected the exchange program to facilitate their learning in the United States, (2) how academic content differed in two countries, (3) how the exchange program benefited the exchange students, as well as the American high education community, and (4) what the struggles and barriers were for the exchange students to study in a foreign country.

The study was conducted during the second semester the undergraduate exchange students studied at Mississippi State University. A survey was completed by 18 of 20 exchange students from Korea. Of the 18 students returning the survey, three were females, and 14 were males. Four students were selected for an in-depth study.

The survey consisted of 40 questions asking for demographic information and students' expectations and struggles, as well as their frustrations. The researchers interviewed four students (one female, three males) from different departments to determine their overall impression of the exchange program and their personal experiences studying in the U.S. Each structured interview lasted approximately one hour.

The survey and interview responses were analyzed, and conclusions were drawn from the data. The results indicated that no matter what the exchange students majored in, each had the same goal to accomplish while in the U.S.: improve their English. They all believed that with the experiences studying in America they could be competitive in getting a good job in their native country. What bothered them most were transportation and a lack of opportunities to really get to know American culture. The findings of the study will help university professors and administrators who work with exchange students understand their needs better and meet those needs in a more effective way.

2:40 – 3:30 P.M.   EXHIBITS/Internet Café.. Essex

Session 7.1
3:40 – 4:30 P.M.   TECHNOLOGY (Displays)... Avon

Conducting Classroom Observations in Preservice Teacher Education
Using Videoconferencing Technology

Eamonn J. Walsh, Jr., Joseph Walsh, and Lloyd Pickering, University of Montevallo

Preservice educators are typically required to visit schools for the purpose of observing, documenting, and studying the dynamics of the real-world classroom. While there are clear benefits to this practice, there are also limitations that impair its effectiveness. Aside from the inconveniences associated with travel and scheduling, onsite observations can be intrusive to the classroom and present numerous impediments to learning opportunities for the observer. As an alternative, the current study investigated the use of videoconferencing technology as a means to offset the limitation associated with onsite visits and to enhance the pedagogical benefits and effectiveness of classroom observation.

In this study, 20 early childhood preservice educators enrolled in an early childhood class conducted remote, instructor-supervised, live classroom observations using videoconferencing technology while 20 preservice educators enrolled in a different section of the same class conducted on-site observations. Data for this project included assignment materials turned in by each subject (e.g., a one-page summary of their observations, answers to 10 questions regarding specific aspects of the observed classroom events, and their handwritten scientific observation notes). Quantitative comparisons of the written materials of both groups were made based on length, detail, and relevancy to course content. Additionally, a survey of student perceptions of perceived strengths and weakness of the observation method in which they participated was implemented.

Results indicated that, in spite of some of its own limitations, live video observations were instructionally more beneficial to the students than the onsite observations. Findings suggested that subjects who participated in live, instructor-led observations observed more and turned in assignments that were richer, more detailed, and more accurate than those who participated in onsite visits. Survey results further indicated that live video observations were perceived as more convenient and better learning experiences than onsite observations.

Digital Storytelling: One Method, but Multiple Uses for Teacher Educators

Vivian H. Wright, University of Alabama

The Center for Digital Storytelling in California urges people to listen and to tell stories through all means of storytelling. Photo albums and the telling of stories through pictures and/or photographs have been around for ages (Lambert, 2003). Storytelling is nothing new and has indeed become a tradition in many families and cultures. However, in an evolving technological age, the trend of storytelling is becoming digital. As the Institute for New Media Studies (2004) notes, "The digital frontier is a dynamic new space for storytelling but its potential has yet to be realized" (¶ 1).

Taking a series of still images and combining them with a narrated soundtrack in order to tell a story is a crucial component of a well-told digital photo story (Institute for New Media Studies, 2004; Kajder & Bull 2005). Digital storytelling has emerged as a simple and inexpensive method that allows a story to be told (Bull & Kajder, 2004-2005). In teacher education, digital storytelling can be used in many ways including as a tool to promote self-reflection and as a method of technology integration and ongoing instruction. At this presenter's institution, digital storytelling through multimedia production is being used by several content fields, disciplines, and across grade levels.

At this presentation, the presenter demonstrated how to use one tool, Microsoft Photo Story 3, to build a digital story in a very "user-friendly" format. Examples of digital stories and instructional pieces, designed by faculty, preservice teachers, and inservice teachers were also shared.

Session 7.2
3:40 – 4:30 P.M.   COLLEGE STUDENTS... Berkshire

Presider: Stephen K. Miller, University of Louisville

The Relationship Between Citation Errors and Library Anxiety: An Empirical
Study of Doctoral Students in Education

Qun G. Jiao, Baruch College, City University of New York; Anthony J. Onwuegbuzie,
University of South Florida; and Vicki L. Waytowich, University of North Florida

This study investigated whether levels of library anxiety predict simultaneously the citation error rate and quality of reference lists in doctoral dissertation proposals among 93 doctoral students in education. This study was unique for at least two reasons. First, it was one of the first studies to examine bibliographic citation inaccuracies in doctoral research proposals. Second, the current investigation was one of the first to investigate the psychological characteristics of doctoral students who commit such errors. A canonical correlation analysis revealed a multivariate relationship between levels of library anxiety and both the citation error rate and quality of reference lists. This finding suggested that the level of library anxiety played an important role in students' ability to construct accurate reference lists. The implications of these findings were discussed.

College Students' Behavior on Multiple Choice Self -Tailored Exams

Jasna Vuk, Mississippi State University

Before grading, 80 college students optionally excluded questions of their choice on two multiple choice exams out of five total exams. Participants in this study came from the two sections of the Human Growth and Development course of a southern state university. After completing the exam, students were asked to mark questions on the back of a scantron sheet for which they thought their answers were incorrect. They were allowed to exclude up to five questions from 50 on the third and fourth multiple choice exams. Depending on how many questions students omitted, the weight of questions on a scale of 1-100 changed. Calculations of the final score on both exams were performed manually by the instructor.

The study attempted to answer three research questions: (1) Will students increase their score after omitting questions of their choice on multiple choice tests? (2) Will students make higher increases of their scores on the fourth exam than on the third exam? and (3) Will the frequency of particular questions that students omitted from the test be correlated with item difficulty?

Students increased their score by self-tailoring multiple choice tests, and this increase was statistically significant on both exams. Score increase was lower on exam 4 than on exam 3 but not significantly lower. Students excluded more questions from exam 4 than from exam 3. The number of correct answers excluded from exam 4 was significantly higher than from exam 3. There was a significant correlation between item difficulty and frequency of particular questions that students excluded from exams.

The study has implications for educators in the area of college students' assessment and construction of multiple choice exams. This activity could also provide a feedback to students about their own knowledge and the correctness of their answers.

3:40 – 4:30 P.M.   MENTOR SESSION.. Cornwall

Presider: Linda W. Morse, Mississippi State University

Hosted by MSERA Mentors, this session provided opportunities for attendees to collaborate with one or more long-term members of MSERA about attendees' existing or potential research projects, proposed or draft manuscripts, dissertation ideas, data analysis, program evaluation projects, and other research-related topics. These sessions were offered primarily for new graduate students and professional members of the Mid-South Educational Research Association.

Session 7.3
3:40 – 4:30 P.M.   INSTRUCTION.. Devon

Presider: John A. Sargent, East Texas Baptist University

A Paradigmatic Shift In Assessing Far Transfer of Learning: Order Out of Chaos
Via the Barnett-Ceci Taxonomic Framework

Gerald J. Calais, McNeese State University

Despite a century of research, debates about the nature of far transfer, the frequency of its occurrence, and the essence of its fundamental mechanisms have yet to be resolved. This confusion is because of a lack of a clearly operational definition of transfer and the failure to identify the various relevant dimensions for determining if and when transfer materializes, resulting in a comparison of "apples and oranges." To overcome this chaos, a taxonomic framework is employed to view previously published studies within this framework along nine pertinent contextual and content dimensions. Information gleaned from articles and empirical studies was selected from psychologists of various theoretical orientations, including, but not limited to, the following: Susan Barnett, John Bransford, Anne Brown, Stephen Ceci, Zhe Chen, Micheline Chi, Mary Gick, Diane Halpern, Robert Haskell, Keith Holyoak, Lauren Resnick, and Robert Sternberg.

Barnett and Ceci's paradigmatic shift entails a definition of far transfer predicated on a taxonomic framework for interpreting the research literature on transfer along three content dimensions (learned skill, performance change, and memory demands) and six context dimensions (knowledge domain, physical context, temporal context, functional context, social context, and modality). Their proposed taxonomy addressed only the end points of the transfer process, not the components of the transition process per se.

Systematic explorations of the intersections of the taxonomic dimensions should facilitate our ability to predict when, where, and how far transfer occurs. However, since this taxonomic framework centers only on the end points of transfer, a complete theory of transfer awaits acknowledgement of the systematic variations in transfer because of individual differences in the representation and deployment of knowledge, metacognition, or underlying eductive processes. This paradigmatic shift in assessing transfer, undoubtedly, will also impact classroom instruction and assessment, curriculum design, teacher educator programs, national standards, and state standards and benchmarks.

Multimedia Case Studies in the Classroom: Impact on Learning Skills and Teaching Strategies

Jarrett M. Landor-Ngemi, University of Southern Mississippi

Undergraduate education in the U.S. continues to be criticized for failing to develop students' higher-order thinking and problem-solving skills needed in the new information and technology-based economy. Recently, use of multimedia instructional materials, particularly in the form of multimedia case studies to convey real-world technical concepts and applications such as those taught in information technology (IT) courses, has been advocated increasingly in the educational technology literature (Evans 1992; Carlstrom 1993; Hsi & Agogino 1994; Raju & Sankar 1999; Mbarika et al. 2003b; Bradley et al. 2005). While the impact of multimedia instructional materials on "perceived" user learning has been previously studied (e.g. Landauer 1995; Dillon & Gabbard 1999; Bradley et al., 2005), their impact on "actual" learning has, to date, received little research attention. Literature on past research was compiled from top information and technology publications.

Although positive effects have been reported on multimedia instruction, several studies have cast doubts on existing assessment approaches. First, previous studies were mostly based on "perceived" learning (as reported by the students/learners). Second, past studies did not assess learning in terms of improving students' higher-order cognitive skills (Raju et al. 2002; Mbarika et al. 2003a). Third, qualitative research instruments were the preferred approaches used to collect self-reported attitudes toward the learning environment (Landauer 1995; Dillon & Gabbard 1999). To conclude, it was evident that most published research in the field of instructional technology that purported to have found no significant difference in learning effectiveness between technology-based and conventional delivery modes for the most part are flawed (Joy & Garcia, 2000). The researcher proposed an investigation to answer the question: What combination of instructional strategies and delivery media will best produce the desired learning outcome for the intended audience?

Session 7.4
3:40 – 4:30 P.M.   MULTICULTURAL... Dorset

Presider: Shelly Albritton, University of Central Arkansas

Preservice and Inservice Teachers' Attitudes Toward Multicultural Issues
in Tennessee's Public Schools

Barbara N. Young and Donald Snead, Middle Tennessee State University

The public schools in Tennessee are experiencing an influx of linguistically and culturally diverse students. Many teachers are exhibiting a level of frustration when teaching these students because their personal background and preparation for teaching diverse students is limited. The purpose of this study was to ascertain teachers' multicultural knowledge, cross-cultural perceptions, and attitudes about different cultures as a function of both preservice professional preparation and graduate education curriculum. Accomplishing this goal required the administration of the Multicultural/Diversity Scale-Revised (MCR) at pre/post points.

Data were collected from 90 preservice and 90 inservice teachers. Inquirers used a quantitative descriptive statistical design to analyze these data. Reliability was computed on the instrument, which indicated a .90 index. The data collected in this study indicated a significant difference among preservice students in the category of Acceptance for pretest data; however, no significant difference emerged in this category for posttest data. Inquirers surmised that the difference was not present in posttest data because of the instruction administered during the course between pretest and posttest data collection.

The researchers suggested that there will be a significant difference between the undergraduate preservice teachers and graduate inservices teachers' perceptions of and attitudes toward cultural issues as they relate to the public school environment. Furthermore, researchers will look at specific data as these data relate to respondents' replies within specific courses.

Teaching for Diversity: Multicultural Teacher Education and Preservice
Teachers' Beliefs About Diversity

Jay Feng and Leonard Lancette, Mercer University

With increasing diversity in schools, it is an educational imperative that teachers be prepared to work effectively with learners of diversity. Yet, it is not clear if there is one best approach for multicultural teacher education, infusion or separation. This study investigated how multicultural principles have been integrated in a teacher education program and preservice teachers' beliefs about diversity.

All instructors in the undergraduate teacher education program were surveyed on the extent that multicultural education is integrated in teaching, using the Integration of Multicultural Education into Curriculum Questionnaire (MECQ). All student teachers in the program were surveyed on both their personal and professional beliefs about diversity, using the Personal Beliefs About Diversity Scale (PBDS-I) and Professional Beliefs About Diversity Scale (PBDS-II), respectively.

Based on descriptive statistics obtained from returned valid surveys, effective strategies for multicultural teacher education were discussed, and questions were also raised for further investigation.

Diversity in Adult English Language Learning Programs

Lishu Yin and Dwight Hare, Mississippi State University

English language learners (ELL) are individuals "learning English who are not native speakers "(Diaz-Rico, 2004, p.1). Federal legislation defines ELL as individuals "limited in English proficiency (with) the potential to benefit from instruction in English and literacy" (Rice & Stavrianos, 1995). About two thirds of recent immigrants (three years or less) were ELL, and about 76% of the 12 to 14 million adult ELL living in the U.S. were immigrants (Chisman, Wriglen, & Ewen, 1993). Almost two million adult ELL were enrolled in state-administrated English as a Second Language (ESL) programs in 1998 (U.S. Department of Education, 2005). Adult ELL are served in: (1) community college programs, (2) university-intensive language programs, (3) private language institutes, (4) government-funded classes, and (5) non-government sponsored classes (Diaz-Rico, 2004).

The issues for adult ELL are: (1) change of immigrant status, and economic and family responsibilities have an impact on the learners' class presence, attitude, and behaviors; (2) "Generation 1.5" are educated in America, but their English is not good enough for academic work at postsecondary institutions; (3) the diversity of ELL yields linguistic diversity, which creates a challenge in teaching; and (4) there is difficulty in retaining good ELL instructors because of their second-class status, especially with a part-time schedule.

With their rapid change in demographics, ELL have become a challenge to serve. This research examined: (1) characteristics of the adult ELL, (2) their purpose in learning English, (3) challenges of intercultural language teaching, and (4) preparation of ELL teachers from diverse linguistic and cultural backgrounds.

Suggestions on how to work with adult ELL included: (1) ELL teachers should teach American culture and the skills to compare American culture with their native culture, and (2) staff development such as inservice workshop, conferences, action research, and self-directed learning can be offered to ELL instructors.

3:40 – 4:30 P.M.   EXHIBITS/Internet Café.. Essex

**If your abstract is missing, please send the abstract to Lorraine Allen, lallen@memphis.edu.

Session 8.1
9:00 – 9:50 A.M.   TEACHER EDUCATION (Displays)... Avon

Developing Professional Dispositions in the Preservice Teacher: Raising Standards

Nina M. King, Celia Hilber, and Elizabeth Engley, Jacksonville State University

This action research study was conducted to determine: (1) whether an instrument designed to measure emergent professional dispositions in the college classroom was effective in promoting appropriate behaviors, and (2) student perceptions of the instrument and how it was implemented. Highly Qualified Teacher requirements in the No Child Left Behind legislation address academic proficiency in teachers. However, many educators agree that there are other characteristics that must be considered when judging quality in teaching. Such traits are considered "dispositions" and have been, to some extent, ignored due to the inherent subjectivity in assessing them. Within the college classroom, certain dispositions exist that serve as a foundation for later professionalism in teaching. Such dispositions include attitude, timeliness in submitting assignments, participation in class activities, and dress and grooming.

Observing a lack of professionalism in some candidates entering the teacher education program, the early childhood faculty of a southeastern U.S. university designed the Emergent Professional Characteristics Rubric (EPCR) to assess various dispositions appropriate to the college classroom. Utilizing the EPCR instrument, researchers conducted action research involving Early Childhood Block students enrolled in spring and fall 2005. On the first day of class, the EPCR was introduced and explained to students. Throughout the semester, professionalism was emphasized in all four block classes. Individual midterm and final conferences were held with students, at which time progress regarding rubric dispositions was discussed. Both groups took a post-study survey regarding the rubric's perceived effectiveness and appropriateness, and some candidates provided written comments. Surveys were analyzed quantitatively, while student comments were examined qualitatively.

An analysis of the data showed a general improvement on rubric dispositions between midterm and final evaluations. Follow-up data suggested the necessity of the midterm conference in promoting positive development of desired dispositions, and the importance of emphasizing professionalism throughout the semester.

An Innovative Instructional Technique: Combining Looping
with Action Research in the College Classroom

Judy H. McCrary, Jacksonville State University

Looping is an instructional technique whereby the teacher remains with the same group of students for an extended period of time. In an elementary school setting, the time period is usually for two years. At the university level, two faculty members discussed the concept and decided to try a modified version of this technique with students in the Educational Specialist (Ed.S.) program with a major in Education and a concentration in Elementary Education.

The sample group consisted of 10 graduate students from a regional state university (enrollment approximately 9,000). Ed.S. students were enrolled in a sequence of four courses spanning a two-year period: EED 631 – Teacher as Researcher/Issues and Trends (select an action research topic and conduct a review of the literature), EED 642 – Professional Publications (write and submit an article about the topic), EFD 681 – Problems in Education I (complete objectives 1-7), and EFD 682 – Problems in Education II (complete objectives 8-11). These courses are the basis for the Capstone Project in Elementary Education. The action research project is oriented to each student's area of study. A research topic is conducted in the classroom setting with a group of elementary students or within the graduate student's school system.

Graduate students responded to the following reflection at the beginning of the first course: Describe your feelings about research as you begin this EED 631 course. Then, students responded to a brief questionnaire at the beginning of the third course: What are the advantages/disadvantages to having the same professor for the four classes? Finally, students responded to the following reflection at the end of the fourth course: Now that you have completed your Ed.S. program, describe your feelings about research.

A Comprehensive Approach to Evaluating Changes In Teachers' Mathematics Understanding

Rachel D. Cochran, University of Alabama at Birmingham

One of the most challenging aspects of evaluating the effectiveness of professional development in mathematics education is finding or developing instruments to measure changes in teachers' content knowledge. Typically, content knowledge in mathematics is viewed rather narrowly as an ability to arrive at an accurate answer to a mathematical problem. Very rarely is there an interest in examining the problem-solving process as a pathway to understanding.

This study used a variety of data sources to provide a more complete picture of teachers as learners and teachers of mathematics than what could have been gleaned from a multiple choice test. The study included middle grades teachers enrolled in the first of a series of nine-day intensive summer courses titled Patterns, Functions, and Algebraic Reasoning. In that course, teachers engaged in a series of inquiry-based mathematics investigations. Teachers' work was examined not only for accuracy, but also for processes in obtaining answers and a subsequent verification process involving articulating sound reasoning for the answers obtained.

The methods used to ascertain growth included: (1) a 36-item scale, the Content Knowledge for Teaching Mathematics—Patterns, developed from a set of items designed for the Learning Mathematics for Teaching (LMT) project at the University of Michigan; (2) a pre-post performance assessment task scored using the Oregon Department of Education Mathematics Problem Solving Official Scoring Guide; (3) an examination of teacher portfolios analyzed using a rubric developed by the Center for Educational Accountability at the University of Alabama at Birmingham; and (4) a behavioral checklist developed by the Center for Educational Accountability at the University of Alabama at Birmingham that charted evidence of productive disposition in mathematics, inquiry, reflection, verification, and communication of mathematical reasoning and justification in teachers' mathematical problem solving.

Exploring Mathematical Concepts Through Applications of Technology

Cynthia Harper and Jan Wilson, Jacksonville State University

The purpose of this presentation was to report a research study conducted with secondary education math teachers. An innovative research project was initiated by the College of Education and Professional Studies and the College of Arts and Sciences to provide training in the incorporation of technology into the secondary mathematics classroom. The endeavor resulted from a partnership between the Mathematics Department and the College of Education and Professional Studies. An existing course, MS549 Selected Topics in Mathematics for the Secondary Teacher, was adapted into a completely new format. The course used the NCTM divisions of Number and Operations, Algebra, Geometry, Measurement, and Data Analysis & Probability to examine secondary mathematics topics from an advanced standpoint. Applications using Geometer's Sketchpad, Fathom, graphing calculators, and web-based instructional materials were emphasized. In addition to the week of content coverage, lesson plan sessions, and activities, the participants remained involved in the course through Blackboard Internet communications and follow-up sessions during the subsequent semester.

This display session focused on the development of the research project's activities, procedures conducted in the recruitment of the 21 inservice workshop participants, delivery of workshop activities, and workshop evaluation results. Participants learned the results of this research study focused on issues concerning the use of technology in mathematics instruction, shared personal views about activities used to enhance mathematics instruction through the use of technology, and summarized various strategies that enhance and promote successful teacher collaboration.

Session 8.2
9:00 – 9:50 A.M.   SCHOOL ENVIRONMENT.. Berkshire

Presider: Olin L. Adams III, Auburn University

Mississippi Elementary School Counselors' Perceptions of Character Education Programs

Linda Wilson-Jones, Fayetteville State University, and Cedric A. Dixon, Memphis (TN) City Schools

A literature review revealed little, if any, statewide assessments that determined if counselors' perceptions reflected a need for implementing character education programs. A random sample of 200 schools was drawn from a population of 498 elementary schools. The study investigated the perceptions of 143 responding elementary-level counselors throughout school districts in Mississippi. A survey questionnaire consisting of five sections was adapted for this study from an original survey instrument entitled, Questionnaire for Elementary Principals' Perceptions about Character Education Programs.   This forced-response questionnaire was used to collect data, and a descriptive research design was employed for the methodology.

The following research questions guided this study: (1) What is the attitude of Mississippi elementary school counselors on character education? (2) What are the perceptions of Mississippi elementary school counselors on which character traits are most important? (3) To what extent have Mississippi elementary school counselors been prepared to provide leadership in character education? and (4) What is the level of administrative support for character education as perceived by Mississippi elementary school counselors?

Participants were randomly selected from the Mississippi State Department of Education 2002-2003 list of elementary public schools and counselors. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS). Findings indicated that counselors' attitudes about character education were similar: (1) they agreed that 21 character traits should actively be taught, (2) they engaged in some source of preparation for leadership in character education, and (3) they felt the level of administrative support for character education programs in their schools was good.   These findings confirmed the literature that suggested a need for teaching character traits in schools and found identifiable traits that were essential for the emotional and social growth of students.

Teaching: More Than Academics

Sheila A. Webb, Jacksonville State University

Five hundred teachers were randomly selected from a number of schools and surveyed regarding variables and job satisfaction. With changes accelerated in children and youth due in part to media and technology access, a student's levels of knowledge and maturity has dramatically changed over the last few decades. Teachers who began their careers 10 or 20 years ago face an entirely different classroom of students today versus when they embarked on their careers.

This research focused on having the teachers identify variables that influence their choice of grade level. It explored such factors as whether an upper-level elementary teacher may now choose a middle-level elementary position to connect with the fresh innocence now lost at older levels but still found in younger students. It identified troublesome variables that affect teacher job satisfaction such as student rudeness or lack of respect for authority figures. All of the variables were teacher-identified versus prescriptive through the research model. Academics and levels of academic instruction presented the least challenge to the teachers. Their greater concerns related to the multiple variables found in a communicative classroom setting.

9:00 – 9:50 A.M.   MENTOR SESSION... Cornwall

Presider: Linda W. Morse, Mississippi State University

Hosted by MSERA Mentors, this session will provide opportunities for attendees to collaborate with one or more long-term members of MSERA about attendees' existing or potential research projects, proposed or draft manuscripts, dissertation ideas, data analysis, program evaluation projects, and other research-related topics. This session was offered primarily for new graduate students and professional members of the Mid-South Educational Research Association.

Session 8.3
9:00 – 9:50 A.M.   LEADERSHIP.. Devon

Presider: Richard L. Daughenbaugh, University of South Alabama

An Examination of the Relationships Among Emotional Competencies and Factors
of Transformational Leadership Style Of Educational Leaders

J. William Hortman, The Hortman Group, LLC, and Paul Thomas Hackett, Columbus State University

The purpose of this study was to examine the relationships that exist among the 21 emotional competencies measured by the Emotional Competency Inventory-University Edition (ECI-U) and the five factors of transformational leadership as measured by the Multifactor Leadership Questionnaire (MLQ). Each of 50 assistant principals serving at the elementary, middle, or high school levels in a nearby suburban public school district were invited to participate in this study.

Self-assessment data were collected from 46 assistant principals who consented to complete the MLQ and ECI-U in addition to a demographic information sheet. The MLQ measures several factors of leadership style within the transformational leadership framework defined by Bernard M. Bass & Bruce J. Avolio and the ECI-U measures 21 emotional competencies within Daniel Goleman's framework of emotional intelligence. Correlation analyses among the five factors of transformational leadership and the 21 emotional competencies yielded several statistically significant relationships. Many of the ECI scores correlated highly with several (in some cases all) of the transformational leadership style scores.

The findings are significant for the area of educational leadership preparation. Much of the research that has examined noncognitive factors that relate to the effectiveness of a leader has been done in the private, business sector. Identifying capacities and competencies within educational leaders that are highly related to their effectiveness and can be positively changed has significant implications for how prepare future educational leaders are prepared. Possibly, educational leadership preparation programs could help prospective school leaders grow beyond just acquiring requisite knowledge and skills.

Interpreting Praxis: Stories of Three Women Educational Leaders

Janetta R. Waddell, Aretha Hargrove Edwards, and Eddie Mae Springfield, Delta State University

This qualitative study investigated the life histories of three women who are educational leaders. Two are doctoral students and public school educators; the third is one of their professors. Two are African American and one is white. Through written reflections and interviews, the participants interpreted their personal experiences as children and teenagers during the era of school integration in Alabama and Mississippi. They also reflected about how these experiences influenced their choice to become educators and continue to influence their practice as an administrator, school guidance counselor, and professor.

Theoretical and conceptual groundings for the study included William Pinar's theory of currere, the significance of place in the American South, and the concept of praxis. Currere focuses on a highly personal interpretation of educational experiences that emphasizes intrapersonal understanding. The significance of place investigates the impact that local geography, history, and culture have on one's past, present, and future. The concept of praxis focuses on the process of critical reflection that leads to critically purposeful action. The groundings were used to interpret the life histories from a critical, postmodern perspective. Identified themes from the data included the personal face of racism, hegemony in southern schools, and the role of praxis in the development of moral agency.

I Want a Mentor But I'm Afraid to Ask: A Study of Women's Mentoring Needs

Linda J. Searby, University of Alabama at Birmingham

There is a widespread assumption that barriers for women aspiring to leadership positions in school administration have been coming down. The reality is that women traditionally struggle to gain access into educational administration positions. Factors contributing to this are inadequate networking opportunities, few positive role models, and a lack of sponsorship and mentoring among women (Blount, 1999; Rhode, 2003).

In this qualitative study, the researchers examined what benefits and barriers women perceive about entering into a mentoring relationship and differences between their stated intentions for entering into a mentoring relationship and actual outcomes of having engaged in a relationship with a mentor. The need for this study was established during a two-day mentoring and networking conference sponsored by a state women school administrators organization. A three-stage data collection process included initial surveys of volunteer participants attending the mentoring conference, in-depth journal reflections written by the subjects during the conference, and a follow-up survey administered eight months after the conference. Fourteen subjects participated in the study, including both aspiring and practicing school principals, superintendents, and university educators.

An analysis of the data revealed the following three themes: (1) women can articulate specific perceived benefits of having a mentor; (2) women have a host of fears about seeking a mentor; and (3) women are reluctant to ask for a mentor. The findings of this study suggested the need for exploring ways to help female leaders overcome internal conflicts about seeking a mentor through developing strategies for engaging in mentoring relationships, and recommendations were made for doing so. Implications for practicing school leaders involved a new perception of networking that promotes women supporting other women in accession to leadership positions.

Session 8.4
9:00 – 9:50 A.M.   TECHNOLOGY... Dorset

Presider: Margaret L. Rice, University of Alabama

Using Technology in the Classroom: The Journey of Two Teachers

Vivian H. Wright and Elizabeth Wilson, University of Alabama

With an emphasis on standards, assessment, and the need for data-driven decision making in today's educational climate, it appears to be even more important to utilize technology efficiently and effectively. However, the reality is that preservice teachers, once in their own classrooms, experience barriers and may demonstrate technology proficiency (hardware and software), but cannot integrate technology in the teaching of content (Koehler & Mishra, 2005), or do not believe that technology integration is worthwhile (Swain, 2006).

The implementation of electronic portfolios in many teacher education programs has documented a preservice teacher's growth, both pedagogically and technologically. Milman (2005) found that the preservice teachers' digital portfolio development was a constructivist process and one that "fostered self-confidence in students' professional and technical skills" (p. 373). This study employed case study methodology (Yin, 1989) to explore the practices of two secondary social studies teachers during three phases of their development: (1) stage one was the preservice teacher in the methods block; (2) stage two was the student teacher; and (3) stage

three was the inservice teacher stage, post graduation.

Data sources included surveys employed during stages one and two, classroom observations at stages two and three, and interviews with the participants during stages two and three. Data were triangulated across the data sources and analyzed for emerging patterns and trends using constant comparative analysis (Miles & Huberman, 1984). The teachers saw the value of technology for student learning and growth. They both believed that technology was worthwhile, it engaged the students, and was fun to use. While they both experienced roadblocks, it appeared that because they had learned how to integrate technology in their methods training and had learned multiple skills, the teachers felt confident about overcoming the barriers.

Computer Self-Efficacy: A Multicultural Perspective

Srilata Bhattacharyya, Adelphi University

Technology integration in classrooms has been the focus of research in the past decades (Schunk & Ertmer, 1999). In today's world, computer technology is an integral part of the classroom teaching environment. While recognizing the significance of technology enhanced education, especially in teacher education, researchers have not yet established the interconnection between the cognitive aspects of computer learning like motivation and self-regulation and the expectancy component of self-efficacy in computer usage in cross-national studies. Moreover, pedagogical concerns regarding self-efficacy in usage of computers in different countries have been raised, but not many explanations are available. This study examined the relationship between motivation and self-regulatory strategies, computer self-efficacy, and achievement in computers for education courses of undergraduate students at New York Institute of Technology, NY.

The purposes of the study were: (1) to determine the students' motivational orientation and meta cognitive strategic use of computers to learn, (2) to determine the role of self-efficacy as a mediating factor in the computer learning/literacy of students, (3) to investigate whether this relationship is the same across the different groups studied (Asian Indian and Caucasians), and (4) to determine how each relationship contribute to the prediction of achievement.

The means and standard deviations indicated that there were significant differences in many variables. The initial t-test results indicated that Indian students demonstrated significantly higher self-ratings in the motivational variables of goal orientation. In this investigation, the emergence of different motivational and strategy constructs in learning computers in the two cultural environments indicated that every construct should be interpreted in its cultural context. A universal prescription for learning in all cultures is not the panacea. Cultural forces that shape the lives of students in different countries impact pedagogical belief systems that are reflected in the students' motivation and use of strategies to learn computers.

Technology Use in the K-12 Classroom: What Preservice Teachers See

Jeff Anderson, University of Alabama at Birmingham

The benefits of technology use in the classroom are constantly under debate. There are those who support technology as a learning tool, and those who argue that technology is more of a distraction. This study reviewed what technology was actually being used in K-12 classrooms during 2003 and 2004, based on feedback from preservice teachers participating in the field experience component of their Teacher Education Program (TEP).

The study consisted of both quantitative and qualitative data collected from preservice teachers during the spring and fall semesters of 2003 and the spring semester of 2004. Data collected included feedback about the use of specific types of technology in the K-12 classroom, as well as perceptions about challenges and opportunities with respect to technology use in the K-12 classroom.

Findings included the identification of opportunities for a University of Alabama at Birmingham School of Education to address technology implementation in public schools in the Birmingham, Alabama area. Results of this study are not generalizable beyond the University of Alabama at Birmingham School of Education.

9:00 – 9:50 A.M. EXHIBITS/Internet Café.. **Essex**

Session 9.1
10:00 – 10:50 A.M. AT-RISK STUDENTS (Displays)... **Avon**

Brief Interventions to Increase Academic Fluency and Skill

Jen Kazmerski, Rachelle Schuck, Kristi Campbell, Masanori Ota,
and Kristin Johnson-Gross, Mississippi State University

According to the Office of Special Education (2003), approximately 12% of school-aged children (6 to 17 years of age) have been identified and receive services for learning disabilities. That number continues to grow. Before these children are evaluated, amendments to the Individuals with Disabilities Education and Improvement Act (2004; PL 108-446) mandates pre-referral interventions with accountability. These interventions must be brief and targeted to meet the specific need for assistance. Based on timelines and environmental constraints, the interventions must be brief, unobtrusive within the daily routine, easy to monitor with empirical evidence to show efficacy, and acceptable to those who "consume" the intervention.

Children in second through fifth grades were assessed to determine current functioning level. Based on this information, an intervention package was developed to address specific academic basic skills in each skill area (e.g., fluency, comprehension, digits completed correct, writing quality, and correct word sequences). Progress monitoring was then conducted using Curriculum-Based Measurement. Interventions within the packages variably included previewing, repeated practice, corrective feedback, self-monitoring and graphing of progress, and daily feedback (i.e., summative and formative). Progress for each student was monitored daily to track progress in skill acquisition and individual functional level. Preliminary analyses indicate growth in academic achievement (e.g., gains in proficiency with a corresponding increase in accuracy of the work completed).

This poster presented information on the efficacy of pre-referral intervention packages in reading, writing, and mathematics used to address academic difficulties of elementary school children. Using curriculum-based assessment, time-series analysis, and group analysis, the researchers provided case studies that examined the efficacy of Reading-to-Read, Reaching-for-Writing, and Math-to-Mastery as short-term, pre-referral interventions at Tier II or Tier III level in the school setting. "Consumer" satisfaction and integrity data were also presented.

Underage Drinking: Peer and Parental Opinion

Angela L. White, Mark Edwards, and Leanne Whiteside Mansell, University of Arkansas for Medical

Sciences, and Carol Lee, Child Development, Inc.

Although some researchers are showing a decline in alcohol use in high school students (Johnston 2005), underage drinking is still a concern in the United States. Arkansas students report above the national average rates of alcohol use. Seventy-six percent of students reported to have had a drink of alcohol in their lifetime, 30.8% had a drink before the age of 13, and 43.1% had at least one drink and 29.7% had reported binge drinking in the past 30 days (from the Center for Disease Control report of the YRBS in 2005). Alcohol use among adolescents is a concern, and multiple ways to intervene are being used to address the situation.

The purpose of this research was to look at the correlation of attitudes toward drinking in a community and the actual self-reported usage of alcohol among students. Parents (N=546) and students (N=671) were given surveys that asked their feelings and attitudes about alcohol use. In addition, students answered questions about their actual usage of alcohol. These questions are outcome measures being used to evaluate alcohol prevention programs that are being implemented as part of a research design to help prevent underage alcohol use in a rural Arkansas school district.

Preliminary findings showed that the majority of students and parents felt that it is unsafe for underage students to drink alcohol. In addition, a majority of the students reported that they did not regularly drink alcohol, but many believed that drinking is a problem in their community and teenagers overall have gotten drunk in the past month when they have chosen to drink. The results from this study will help administrators, school personnel, and parents to better address the issue of underage drinking in their communities.

Personal Problems Reported by a Non-Clinical Sample of Rural Youth

Tommy Phillips, Jacksonville State University

A study was conducted to examine the nature and frequency of personal problems reported by non-clinical adolescents. Most studies of adolescent problems have focused on clinical and/or incarcerated youths, and empirical investigations of the everyday problems of "normal" adolescents are quite rare. The sample consisted of 99 adolescents (58% boys, 42% girls) attending a rural high school in the southeastern United States. The mean age was 15.37 years (SD = 1.76). By ethnicity, the sample was 54% white, 42% African American, 2% Native American, and 2% other ethnicities. Participants completed the Personal Problems Checklist for Adolescents, a pencil-and-paper self-report instrument that consists of 240 items written at a seventh-grade level. The PPCA demonstrates excellent reliability and surveys problems in 13 areas: social, job, parents, school, money, religion, emotions, appearance, family, dating, health, attitude, and crises.

For secondary analysis, participants completed a five-item version of Rosenberg's Self-Esteem Scale. The most commonly reported problems were in the social and parental domains. Other areas where high percentages of participants reported problems included appearance, school, and family. Analysis also revealed that participant age was related negatively to problems in the parental domain, dating domain, and crisis domain, indicating a decrease in number of problems reported in those areas with an increase in participant age. In terms of gender, girls reported significantly more problems in the parental domain than boys. Finally, correlational analysis indicated a modest tendency for self-esteem to decrease as the number of personal problems increased.

This study's findings have implications for, and should be of interest to, secondary school teachers, administrators, and counselors in that they shed light on the exact nature of the problems encountered by today's adolescents.

Session 9.2
10:00 – 10:50 A.M.   DIALOGUE ON REDESIGNING LEADERSHIP PREPARATION PROGRAMS
(Symposium).. Berkshire

Organizer: Scott C. Bauer, George Mason University

George Theodore, University of Alabama at Birmingham; Juanita Haydel, University of New Orleans;
and Carmen Riedlinger, Our Lady of Holy Cross College

In the past year or so, the attack on educational leadership preparation programs has reached a level of rhetoric reminiscent of A Nation at Risk. Levine's (2005) report, Educating School Leaders, is particularly memorable in this regard. The primary criticisms leveled recently are more accurately cast as a failure to respond as quickly as the role of school principal has changed (Hale & Moorman, 2003; Peterson, 2002), or to respond to the specific needs of schools systems to ensure that an adequate number of high-quality administrators is available to lead schools (Fry, Bottoms, O'Neil, & Jacobson, 2004).

While criticisms of leadership programs have gotten considerable attention, the work of addressing many of the issues that critics like Levine highlight has been going on for some time. Orr (2006) describes the considerable progress that many leadership preparation programs have made in revamping themselves, which, she says, provides "compelling evidence that significant innovation exists in the field and positively influences graduates' leadership practice" (p. 493).

Among MSERA's member states, Mississippi and Louisiana mandated whole-scale redesigns of leadership preparation programs, and other states are following suit. Individual institutions have collaborated with external agents, notably SREB, to engage in redesign efforts as well. These curricular redesigns are similar in their general form, but highly adaptable in their specific enactment.

The purpose of this training session was to provide a forum for faculty in leadership programs to share their experiences and learn from one another about various redesign options. Session leaders included faculty from public and private colleges, and from three different state contexts. The framework for the discussion drew on redesign themes identified by Bauer and Brazer (2006), including: (1) student selection, (2) curriculum and coursework, (3) internships and field experiences, and (4) student support and mentoring.

Session 9.3
10:00 – 10:50 A.M.   SCIENCE EDUCATION.. Cornwall

Presider: Robert L. Kennedy, University of Arkansas for Medical Sciences

Academic Contracts in a General Biology Class

Brenda C. Litchfield, Juan Mata, and Laura E. Gray, University of South Alabama

This study examined students' motivation and interest in general biology for majors. Without dropping exams, a mandatory component in other sections of the same class, the researchers added an extra grade component in the form of student-centered activities to observe what type of impact they would have in their overall perception of the class and personal and academic success.

One or two relevant activities were created for each text chapter. Students could choose from 30 different activities. They were given the opportunity to present activity results in different formats: oral presentation,

three-dimensional model, poster, brochure, or essay format. All activity formats were due during the week the chapter was being covered, and oral presentation presented within lecture time. A detailed criteria list for each activity was made available at the eCompanion website for the class.

Over half of responding students were satisfied/highly satisfied with activities, reported that they learned a lot, and wanted more activities. Most students supported the idea of offering activities the following semester for this same class. Most felt that such activities were a good idea because they could choose topics they were interested in, learn independently, and earn credit.

Most students turned in activities on time, and some generated products of very good quality and creativity. This suggests that students not only had to spend some time researching their topics, but also constructing a presentation that ultimately should create a positive student attitude towards general biology. The instructor was able to give extensive feedback that motivated the students much more than grades on a test.

As general biology textbooks become more encyclopedic in nature, it is difficult to cover all topics in class and keep students interested. The incorporation of academic contracts allows students to be engaged in learning current, relevant topics that apply directly to biology.

Accuracy in Science Textbooks: Research on Perspectives

Mary Kay Bacallao, Mercer University

This study investigated how science students perceive common errors in science textbooks. Both current and former science students were asked to complete surveys. The questions on the survey included both common errors in science textbooks and proven scientific facts. Survey respondents determined if the scientific statements were accurate. The survey respondents provided demographic information that included level of education, college major, grade point average, age, race, religion, political party affiliation, and educational region. Researchers used this information to determine distinctions and/or common error patterns for any sub-group.

Researchers designed the survey so that respondents were able to confirm the statement as accurate, indicate that the statement was not accurate, or indicate that the respondent did not have enough information to make a determination on the accuracy of the scientific statement. There was also room for the respondents to make comments on the rationale for each decision made. Along with the survey data, researchers conducted video interviews with interested respondents. Researchers reviewed the video interviews to determine the rationale behind the errors and misconceptions reported by the respondents. Upon completion of the survey, the researchers provided a summary and explanation of answers to the respondents if requested.

Assessing Second-Grade Students' Concepts of Science through Art

Edward L. Shaw, Jr., and Gahan Bailey, University of South Alabama

This qualitative study was conducted with second-grade students on their identification of science concepts by observing John Steuart Curry's art print, Tornado Over Kansas. The purpose was to determine the students' abilities to identify scientific themes from an art print depicting a natural environment and to assess students' skills of observing, reasoning, and predicting to draw conclusions and justify interpretations. This study also focused on the students' abilities to organize, analyze, and evaluate reasonable explanations and predictions from direct and indirect evidence.

The participants in this study included 18 second-grade students and two qualitative researchers. Interviews were conducted with groups of six students, three girls and three boys of high, middle, and low academic ability as classified by the classroom teacher. The students also represented three different ethnic groups.

Prior to the interviews, students were assessed on their knowledge, understanding, and attitudes of science by utilizing a 10-item questionnaire constructed by the researchers. By observing the art print and responding to a variety of cognitive level questions, data were collected using audio recording, video taping, and field notes documented by the researchers. The data were analyzed for emerging themes of science observed in art, as well as the students' abilities to understand concepts similar to those practiced by scientists.

Some of the science concepts identified by students included: weather, animals, natural resources, resources, living and non-living things, and shelters. Students were able to describe these concepts combining personal experiences, science content learned at school, and science content learned from family and friends. Other findings showed that the students were able to extend science concepts beyond simple definitions and were able to engage in critical thinking needed in daily living.

Session 9.4
10:00 – 10:50 A.M.   EXCEPTIONAL CHILDREN.. Devon

Presider: Kecia C. Topping, University of Alabama at Birmingham

Teacher Attitudes Prior to Mandated Inclusion

Susan Santoli and John Sachs, University of South Alabama

This presentation shared the results of an attitudinal survey on inclusion conducted among middle school faculty and staff prior to the implementation of inclusion. Results were compared with other research in this area. Much of the research on inclusion concludes that the attitudes of school personnel toward exceptional students are a key component for successful inclusion. Of particular significance are the attitudes of teachers. Many researchers agree that the most critical factor is the attitude of the teacher. There are many factors that influence attitudes. In the case of inclusion, some researchers suggest that teachers' experiences and knowledge of the disabled are two important attitudinal influences.

 In the spring of 2005, the Mobile County school district, the largest in the state of Alabama, mandated that nearly full inclusion begin in the schools in the fall of 2005. Very little information or training was provided to either general education or special education teachers. Knowing the importance of attitudes on the success of inclusion, two college faculty members collaborated with the principal of a middle school, where both had worked with teachers, in developing an attitudinal survey that was administered to all faculty, aides, and administrators during a faculty meeting just before the opening of school and the beginning of inclusion. The hope was that results from this survey would provide the basis for professional development that would be conducted in the school.

Both general education and special education teachers indicated that there was not enough time available for collaborative planning. Personnel also indicated concerns about increased classroom management problems. Respondents to this survey indicated that they felt that they had the administrative support for the training and implementation of inclusion, something that research says is vitally important for the success of inclusion.

Examining Connections: Placement, Test Performance, and Graduation Rates

for Students with Disabilities

Jane Nell Luster, LSUHSC - Human Development Center

There has been a presumption that when students with disabilities receive the majority of their education in the general education classroom better outcomes – improved test performance, greater graduation rates - result. This presumption is supported by the belief that students with disabilities in the general education classroom will receive instruction about (or have access to) the general education curriculum. There has, however, been little ongoing study of these presumptions.

The current study builds on a one-state exploratory study in 2003 that examined the relationship between the level of general education placements to performance of students with disabilities on state-level assessments at grades four and eight and to graduation rates of students with disabilities by districts. Significant correlations were found for general education placement and diploma rate, eighth-grade test performance in English and in math, and for a combined district variable (test performance, attendance, and dropout rate). The current study examined three states, the one from the original study plus two others. These states are geographically southern, mid-western, and east coast.

The study was conducted as case studies, comparing within states across two years. In each state the following variables were used for students with disabilities ages 6-18: (1) placement outside general education less than 21% of the day, (2) test performance, and (3) graduation rate. Data were taken from all districts within the state for which data were publicly reported. R-square varied from greater than .7 in one state to less than .35 in another. The results were, however, mostly consistent for each state. In addition to presenting the quantitative analyses, the case study for each state explored possible influencing factors resulting in the differences in R-square.

**Do Sources of Information Influence Pre-Teaching Service Beliefs about Interventions
for Childhood Disorders?**

Sherry K. Bain and Kelli R. Jordan, University of Tennessee-Knoxville

With the prominence of Internet connections in our everyday lives, our information bases are expanding. Information about potential interventions for childhood disorders is relatively easy to access. At the same time, in a professional world that encourages evidence-based intervention practices, university instructors frequently try to instill a sense of critical analysis in evaluating intervention practices for potential use. The actual rate of beliefs of pre-teaching service students in the legitimacy of various interventions has rarely been reported.

The purpose of the study was to investigate students' beliefs in the efficacy of a number of potential interventions for three childhood disorders: autism, ADHD, and dyslexia. Some of the interventions they investigated were empirically based, but many remain unverified in the refereed literature. The researchers also sought information about the relationship of students' beliefs to purported sources of information (e.g., Internet list-serves, popular magazines, friend's report, or refereed educational journal).

The researchers administered their questionnaire, "Potential Interventions for Childhood Disorders," to over 200 students in a sophomore-level course in human development. Seventy-two percent were pursuing professional goals of teaching. The questionnaire contained 21 items proposing interventions for the three childhood disorders mentioned above (e.g., "a gluten-free diet…can improve the symptoms of autism in children."). Four forms of the questionnaire were developed by systematically varying the purported sources across items, and they randomly assigned class sections to the each form.

In reporting their results, they compared beliefs of students across types of interventions, and they reported results of data analyses comparing differences in belief levels when sources of information were varied. They discussed the implications of these belief levels, as they vary across purported sources, in terms of university practices in educating our future teachers, and in terms of practical dilemmas that sometimes arise in professional teaching careers.

Session 9.5
10:00 – 10:50 A.M.   HIGHER EDUCATION.. Dorsett

Presider: Jennifer L. Moore, Mississippi State University

**The Motivated Strategies for Learning Questionnaire (MSLQ): An Outcome
Analysis Based on Gender and Campus Type**

Rebecca R. Jacobson and Sandra M. Harris, Troy University at Montgomery

Lee, Keough, & Sexton (2002) reported that the process of social adjustment and campus appraisal is reflected in the academic success or failure of the student. Non-traditional students enter or re-enter the university environment for a variety of reasons (primarily economic and not social) and now currently make up between half and 75% of the students enrolled as undergraduates. Online education, as well as distance learning, has grown substantially in higher education. Regardless of campus type, how students integrate information based on the type of campus and the type of student (male versus female) is worthy of investigation.

A study by Jacobson & Harris was conducted in 2005 using the Motivated Strategies for Learning Questionnaire (MSLQ) to evaluate the differences between students attending a traditional university and those attending a non-traditional university. The MSLQ consists of 81 items, in two sections and 15 scales, that measure strategies for learning (9 subscales) and motivation (6 subscales). That initial study found significant differences on 10 of the 15 the sub-scales based on the type of university that was attended.

The current study used the same data set of 804 students from two universities to evaluate those significant differences based on the gender of the student and the type of university attended. Males from the traditional university were compared to males from the non-traditional university, and females from the traditional university were compared to females from the non-traditional university using SPSS. These analyses further indicated significant differences between males and females who attended either a traditional or nontraditional university. Those differences were reflected in different MSLQ scales based on the campus and gender of the students.

Embracing Interdisciplinary Research: Analyzing Faculty Participation

Kelly A. Brennan, University of Alabama

Throughout higher education, the prevalence of interdisciplinary research continues to increase, fostered by federal agencies and research intensive universities: federal agencies concerned with solving complex multidisciplinary research issues and universities intent on seeking funded interdisciplinary research opportunities while simultaneously encouraging the revival of the rich intellectual interdisciplinary discourse lost in the

discipline-focused, departmentally structured environment of modern day academia (Toma, 1997). This is a difficult task for universities whose subcultures reflect diverse attitudes deeply embedded across an institution (Tierney, 1988). The overarching "faculty culture" shares a similar mission of teaching, research, and service.

Faculty identify with one another through this shared purpose, regardless of discipline. They identify with one another on the highest philosophical level through their desire to be a contributing part of an intellectual community. Beyond those identifiers, faculty differ. Research shows that faculty identify most with their own discipline-specific subcultures and are dependent upon the "acceptable norms" of that subculture (Quinland & Aderland, 2000). Previous organizational studies describe the institutional structures that support the existing faculty culture (Sa, 2005).

In the face of these barriers, this study sought to identify faculty motivators towards participation in interdisciplinary research. Through qualitative methods, the study utilized Bolman and Deal's four frames to understand divergent cultural aspects of universities that encourage faculty participation in interdisciplinary research. In addition to data gathered from interviews at three southeastern research intensive universities, departmental tenure and promotion guidelines, along with organizational structures, were analyzed.

The data reflected the observation that embedded organization culture is slow to change (Kezar & Eckel, 2002). Implications from the study provided practical insight into the benefits associated with participating in interdisciplinary research and the importance of informal buy-in from senior level faculty in accepting and supporting the interdisciplinary work of fellow colleagues.

All About Textbooks: A Literature Review

Belinda Riley, Lola Aagaard, and Ron Skidmore, Morehead State University

It has been reported (Aagaard & Skidmore, 2004; Sikorski et al., 2002) that only a minority of college students actually read the course textbook in preparation for examinations. Although professors widely lament students' propensity to ignore the carefully chosen textbooks, research specifically investigating why this phenomenon occurs is minimal. This presentation reported the results of a literature review on the topic of textbooks. Searches were conducted in ERIC, EBSCOhost Academic Search Premier, and Scholar Google for articles dealing with textbooks in secondary or postsecondary settings. Ninety articles were reviewed, covering seven categories: (1) the history of textbooks, (2) their general use, (3) cost of textbooks, (4) their readability, (5) the relation of textbooks to student learning; (6) student and educator opinions of textbooks, and (7) the trend toward electronic texts. A summary of the literature reviewed was presented, along with recommendations for further research in this area.

10:00 – 10:50 A.M.   **EXHIBITS/Internet Café**.. **Essex**

Session 10.1
10:00 – 11:50 A.M.   **CREATING AND DELIVERING ONLINE COURSES WITH LIVETEXT**
                (Two-Hour Training Session).. **Yorkshire**

Donna F. Herring, Kathleen Friery, and Nancy Fox, Jacksonville State University

LiveText is quickly becoming the solution of choice for ePortfolios in Teacher Education programs. However, LiveText can do so much more. This session provided professors with the training necessary to create and deliver online courses with LiveText. Step-by-step quick tip guides were provided, as well as tips and techniques for organizing the online course.

Session 11.1
11:00 – 11:50 A.M.   **EXCEPTIONAL CHILDREN (Displays)**.. **Avon**

Before and After Special Education: The Three Tier Model and Differentiated Instruction

Carlen Henington, and Sandy Devlin, Mississippi State University

With the passage of IDEA 2004 and No Child Left Behind, many school districts and State Education Agencies are moving from the traditional assessment methodology to a three tier model in which children receive instruction targeted to their specific needs. Tier One involves the education of all children, whereas Tiers Two and Three involve increasingly intensive instruction. If a response to stepwise intervention is not accomplished, and a determination of eligibility is made, the child will receive differentiated instruction within special education.

Three Tier activities, such as the identification of curriculum placement, the selection of specific intervention techniques, and progress monitoring, have many similarities with differentiated instruction. This presentation provided information regarding the commonality of two phases in the provision of services to children who experience academic difficulty. A comparison of the Three Tier Model/Response to Intervention methodology and differentiated instruction within a special education placement was presented. Emphasis was placed on the Content (i.e., curriculum), Process (i.e., method), and Product (i.e., outcome/assessment) in mathematics and reading.

Selection of appropriate curriculum materials for instruction, methodology for administering intervention in an efficient and effective manner, and outcome assessment to determine the efficacy within the two phases were presented. Six case studies (i.e., one for each subject at each level of intervention) illustrated educational decisions at each step of the process. Rules for determination of the effects of the process for each case study were outlined to specifically show improvement and/or difficulty in obtaining short-term and long-term goals.

Similarities and differences between the two phases of the intervention process were examined and discussed. Recommendations and resources were provided to assist educators in the development of intervention for individuals with and without an eligibility determination.

Enhancing Cultural Competency among SLP Students

Calandra D. Lockhart and Mary M. Gorham-Rowan, Valdosta State University

According to the 2000 U.S. Bureau of Census, the population of the United States was nearly 281.5 million people, with greater than 30% of the US population being comprised of racial/ethnic minorities. It is vital that communication disorder specialists be able to provide culturally and linguistically appropriate services to ensure the highest quality of care. In order to become culturally competent, speech-language pathologists and audiologists should be able to demonstrate sensitivity to cultural and linguistic differences that affect the identification, assessment, treatment, and management of individuals with communication disorders. A course was developed to educate undergraduate students in communication disorders concerning communicative styles, linguistic variations, and cultural aspects of a variety of racial/ethnic/culturally diverse populations. The goal of this

course design was to expand the students' view of cultural diversity and enhance their ability to work with clients from different cultural, ethnic, and/or racial backgrounds.

In order to affect students' ability to accept individuals with differing belief systems, cultural values, communication styles, and languages, the course began with discussions of gender, age, and socioeconomic differences. The students were then introduced to members of differing communities: deaf, gay/lesbian/bisexual, various religious faiths, second-language speakers, and finally racial/ethnic. Following the introduction of various community members, the students were required to answer two questions: (1) Describe your racial/ethnic diversity. and (2) How has this class changed (or not) changed your view of cultural/ethnic differences and/or multiculturalism? The students were also required to assess the biases present in standardized assessment protocols currently available to speech-language pathologists.

An examination of the students' responses to these questions and their ability to analyze standardized tests to assess individuals from culturally/linguistically diverse backgrounds indicated that the format of the class was successful in expanding students' view of cultural diversity and enhancing their ability to provide culturally/linguistically appropriate services.

No Child with Autism Left Behind: Sound Strategies to Facilitate Successful Inclusion

Lynetta A. Owens, Jacksonville State University

The No Child Left Behind Act (2001) mandates that all included public school students meet average yearly progress (AYP). Many students with autism spectrum disorder (ASD) experience performance deficits that impede the achievement of this goal (Board of Education of Ottawa Township High School Dist. 140 v. U.S. Dept. of Education, 2005). To reverse this trend and meet the letter, as well as the spirit of prevailing policy, teachers need strategies to teach students with autism successfully.

Strategies described in this work are applicable to both special and general educators who instruct students with ASD. Experts posit that there is no universally well suited method to teach students with ASD (Simpson, 2004). Therefore, a combination of methods must be used to meet their needs. First, because autism awareness characteristics are generally enigmatic to most general education teachers, dissemination of this information is necessary. Second, teachers need to know how to handle the challenging behaviors that students with ASD display. Techniques offered can easily be implemented in the general education classroom. Third, public school teachers need to possess methods that competently and effectively teach students with ASD. These strategies offer teachers a choice as they contemplate how best to address these students' educational demands. As the strategies shared in this work are embraced, teachers need not be anxious to leave any student with autism behind.

Session 11.2
11:00 – 11:50 A.M.   READING.. Berkshire

Presider: Sheila A. Webb, Jacksonville State University

Reading Strategies Enhance Lower-Level Readers' Comprehension

Li-Ching Hung and Carey S. Smith, Mississippi State University

Research has shown that appropriate reading strategies enhance reading comprehension. However, inexperienced readers often need an instructor's guidance after first exposure to reading strategies; that is, assistance is needed in order to comprehend a text both fully and completely. The primary purpose of this study was to demonstrate the efficacy of two major reading strategies, questioning and inferring, in order to enhance student reading comprehension.

Three African American students, all enrolled in the 4th grade, were chosen as the participants. Their reading comprehension level was substantially lower than their peers. One of the researchers met with the participants once a week for one and half hours, for a total of 10 weeks.

At each meeting, a short story emphasizing questioning and inferring was read. The researcher encouraged students to write down their questions and ideas on "sticky notes," making sure to place them on an adapted double entry form. On its left side, a prediction was made and on its right side, questions were jotted down. Students were informed that at the end of the story they would go back to check their predictions and inferences to see if they were correct. If any problems arose due to not understanding the story, the students were told not to worry---they could reread it. Although connections were not the central strategies targeted in this research project, they are nonetheless invaluable aids for constructing meaning from difficult material. Thus, the researcher demonstrated Test-to-Text, Text-to-Self, and Text-to-World connections.

A discussion regarding the merits and potential disadvantages of the reading strategies ensued, with special emphasis placed on making "connections."

ESLPESUWS

John S. Burgin and Gail D. Hughs, University of Arkansas at Little Rock

Historically, low SES students have shown a significant literacy achievement loss over the summer months. Summer school programs are common, but measuring the effectiveness of a program is difficult. This study explored the credibility of using prompted writing samples to measure the effectiveness of a summer literacy program for low SES (93%) students K-4. Spring and fall writing scores were collected by the school district. The prompts, rubrics and scoring protocols the local district required were used in this study. Daily literacy instruction was provided for four summer sessions (one month each), held over two summers at two large schools in the same neighborhood. Writing scores of students that attended camp (138 subjects w/70% attendance) were compared to the scores of a matched group (gender, reading level, writing score, grade, school, primary language) that did not attend. The researchers provided training for teachers using the district's rubrics. Teachers worked in teams, the schools traded samples, and each sample was scored twice.

Results from the first year suggested that summer participants (70) experienced significant achievement gains in grades K, 2 and 3, and slight gains in grade 4. Within the control group, scores of students in grades K, 1, and 2 stayed the same or regressed over the summer. Interestingly, students in grades 3 and 4 had gains. The data from the first year also suggested that writing sample scores had the potential to be a dependable measure of literacy achievement.

Effects of Teachers' Instructional Strategies on Kentucky Seventh Grade Reading Assessment

Stephen K. Miller, University of Louisville; D. Clayton Smith, Western Kentucky University;
and Lar S. Ennis, Lindsey Wilson College

The Kentucky Education Reform Act of 1990 (KERA) is arguably the most comprehensive among the 50 states. Although extensive research has documented both progress and problems of implementing reform, obtaining statewide evidence on instructional practices in the classroom (where teachers and students interact with the curriculum) has been limited to one study of middle school science.

This study analyzed the effects of students' perceptions of teachers' instructional strategies on student-level seventh-grade reading scores, utilizing 1998 performance assessment data (the dependent variable). The independent variables include seven demographic factors (Free/reduced lunch; Race; Gender; % Urban for the school, Appalachian Region; Attendance, Student mobility), three alterable Reading Strategies (seven items representing Active Reading instruction; two on Individualized Reading programs; one measuring Informational/Casual/Recreational Reading), and two Student Mediating Constructs (Student Efficacy; Student Effort). During accountability testing, students rated how frequently reading strategies were utilized by their teachers on a four-point scale; other responses were self-reported. The secondary database was obtained from the Kentucky Department of Education. All seventh graders with complete data (N = 20,297) constituted the population.

After population parameters were computed, simultaneous multiple regression was utilized to estimate effects. For the regression, the overall ANOVA and all but two variables (Appalachian Region and Active Reading) were significant, although the Adjusted R2 was only .12. The strongest impact in the study (standardized beta of .18) was for Gender. After controlling for demographics, the three types of reading practices had little influence. Besides Active Reading, Individualized Reading (Accelerated Reader computer program and rewards based on books read) had a small, negative effect (beta = -.03); reading newspapers/journals/magazines had a stronger, negative effect (beta = -.07). Finally, Student Mediating Constructs had positive effects (beta; = .12 and .07, respectively). These are disturbing findings. Implications for teachers' instructional practices for middle school reading were discussed.

Session 11.3
11:00 – 11:50 A.M.   FIELD EXPERIENCE... Cornwall

Presider: Linda J. Searby, University of Alabama at Birmingham

Participating in A Study-Buddy Program: An Analysis on How Preservice Teachers'
Beliefs and Assumptions About Diverse Students Change

Fanni L. Coward, University of Alabama at Huntsville, and Deborah Brown,
West Chester University of Pennsylvania

The purposes of the present investigation were the following: (1) to examine the beliefs and assumptions held by preservice teachers relative to diverse students; (2) to describe the learning dilemmas of students reported by preservice teachers, as well as the solutions to these dilemmas proposed by preservice teachers; and (3) to trace how preservice teachers' beliefs and assumptions changed over time and in what ways they changed as a result of participation in the study-buddy program. The participants were 54 preservice teachers from a mid-size, southern university. They participated in a study-buddy program where each tutored an assigned child, known as a study-buddy, from an urban elementary school. The majority of the preservice teachers were white and of the middle class, whereas the majority of the children in the urban elementary school in this study were minority students.

The preservice teachers were required to write three reflective journal entries throughout the semester and a final field experience paper at the end of the semester regarding their experience in the study-buddy program, then, based on a content analysis of their journal entries and field experience reports, the primary investigators independently analyzed the data sources.

The results of this study would contribute to understanding how preservice teachers, especially white preservice teachers, view diverse students. This understanding can help foster the development of expert teachers by facilitating the transformation of preconceived assumptions about diverse students held by preservice teachers. In addition, the results would illustrate how constructivist assignments, such as participation in the study-buddy program, can be useful tools in teacher education programs for self-reflection and problem solving in "ill-structured" settings.

An Off-Campus Study of the Cherokee: Assessing Multicultural Curricular Frameworks

Kay L. Williams, Hanover College

How can undergraduate student reflection and self-evaluation about their off-campus course (May, 2006) designed as a transformational approach to integrating multicultural curriculum (Banks, 1997) be used to assess multicultural curricular frameworks? There is limited research that confirms significant learning based on a particular framework for studying cultures different from their own. This study considered the experiences and reflections of eight undergraduate students who participated in an off-campus study of the Trail of Tears and the Cherokee culture designed with two frameworks or orientations to multicultural curriculum: G. Pritchy Smith's (1998) seven elements of culture and James Banks' integration of multicultural curriculum.

The author designed an eight-day off-campus experience that required a transformed curriculum or one that was "rewritten" to be distinct from the traditional U.S. historical record. Banks' framework for a transformation approach required a means for students to discover or experience the complexity in understanding how this one cultural group participated in the formation of U.S. culture and society. Students also experienced insight and a clear sense of their cultural selves. A quick summation of the off-campus experience was difficult to express. How one fared, what one learned, and what one experienced was complicated. Is this part of the transformation that Banks intends?

Qualitative data for this study were gathered from journal entries, self-evaluation papers, notes from seminars, and records of debriefing sessions completed after eight undergraduate students and the author returned to campus. Three student co-writers for this study and the author read, collated, and confirmed significant themes and insights. This off-campus experience resulted in significant learning about one U.S. subculture and about how this group of teacher candidates should teach and talk about cultures different from their own. As a result of this study, the author's students and the author participated in "advancing the knowledge bases for diversity" (Smith, 1998).

An On-going Action Research Project to Improve Students' Reading Fluency
in an Urban Elementary Professional Development School

Janetta L. Bradley, Bonne Warren-Kring, and Jeanette Stepanske, University of Tennessee, Chattanooga

Through collaboration with school administrators and faculty, university faculty associated with an urban elementary school professional development school (PDS) program initiated an action research project aimed at improving student reading scores through increased reading fluency. The reading research literature shows that students make significant gains when repeated readings are effectively applied within the learning environment.

Four students in each classroom were identified to participate based on reading level and interest in reading. Participants were of widely varying abilities, including students with special needs, English language

learners, diverse learning styles, and socioeconomic levels. Following instruction and modeling sessions, undergraduate university students enrolled in the PDS program conducted repeated reading sessions based on Samuel's repeated reading methods with each student over a semester. Each session consisted of time for rapport, guided reading, independent reading, timed reading, charting progress, and reflection. Sessions were held three times a week at a minimum, with data taken each session to record reading passage level and correct words read per minute. The PDS students also kept anecdotal notes and made personal reflections.

Early results indicated that students made gains in reading fluency as determined by DIBELS test scores. They also appeared to enjoy reading more and to have had more positive feelings about their abilities. PDS students made observations about their teaching ability, motivating reluctant readers, and lessons learned during the experience. These findings suggested implications for classrooms, PDS programs, reading instruction, and student-teacher relationships. Obstacles and celebrations also were presented. The ongoing project continues in the 2006-07 academic year.

Session 11.4
11:00 – 11:50 A.M.   RESEARCH METHODOLOGY.. Devon

Presider: Vivian H. Wright, University of Alabama

A Comparison of Analytical Methods When Predicting from Incomplete Multivariate Data

Carl M. Brezausek, Kent M. Daum, Alice Irby, and Marcia O'Neal, University of Alabama at Birmingham

An issue fundamental to all research is data quality. The major sub-issue of data quality forming the basis of this paper was how to address non-response; i.e., missing data. The analysis of data sets with missing data has flourished in the literature since the early 1970's. Further, several textbooks have been in continuous publication on this topic since the late 1980's. This dimension of completeness of data is particularly important in educational research because of the paucity of existing literature attending to the topic.

An overview of the traditional approaches to handling missing data was presented. Additionally, the methods of data augmentation and multiple imputations were reviewed. At the heart of the presentation was a comparison of these techniques and their impact on the classic model of linear regression derived from empirical data.

The data used for this comparison were collected in a health education initiative involving a collaborative effort between public health care professionals and a number of local funding partners. Over 3,000 residents presented at nine Alabama locations in the Alabama Black Belt Region and completed an interview and health screening. Later follow-up contacts and educational interventions were conducted for those participants referred for targeted health issues. The variables collected during initial screening were classified into the broad categories of: demographics, socioeconomic status, medical history, physical (ocular), and physical (systemic). The purpose of the regression analysis was to predict intraocular pressure using a linear combination of these variables.

The comparison of techniques for dealing with the missing data yielded few differences in the identification of variables contributing to the prediction equation, and the coefficients of determination did not differ appreciably among the methods. Included in the presentation were implications for using each of the methods for dealing with missing data.

Session 11.5
11:00 – 11:50 A.M.   TEACHER EDUCATION.. Dorset

Presider: Angela L. White, University of Arkansas for Medical Sciences

Developing Electronic Exhibits for Performance-Based Systems

Glenn Sheets, Arkansas Tech University

Accreditation has been a topic of great discussion/debate across the nation in recent years. In 1985, the state of Arkansas implemented a policy that in order for colleges/university to have a teacher-education program and be able to have its candidates licensed the school would have to be accredited by NCATE. With universities meeting new performance-based standards, documentation of evidence has become even more important. At present, universities have the option of having a paper-based exhibit room or an electronic exhibit room. Universities are beginning to make the transition from a paper-based exhibit room to an electronic exhibit room, some with great difficulty.

The statement of the problem in this study was to answer the following questions: (1) What is an electronic exhibit room? (2) What are the advantages and disadvantages of using an electronic exhibit room vs. a paper based exhibit room? (3) What aspects need to be considered in its development and continued maintenance and operation? and (4) Is an electronic exhibit room better when all other factors are considered?

Learning to Plan for Teaching: A Multiple-Case Study

Franco Zengaro, Middle Tennessee State University

The purpose of this study was to investigate how preservice teachers plan and what their planning revealed about their understanding of teaching. The study was based primarily on nonparticipant observations, lesson plans, and interviews with three preservice teachers during their junior and senior years in the Physical Education Teacher Education (PETE) program. Preservice teachers' ways of knowing about learning to plan and to teach are influenced by the situations they encounter in the course of becoming teachers. The kinds of learning experiences they have in their teacher preparation programs in large part affect the teachers they will become in the future. This research of preservice teachers is based on a multiple-framework perspective of constructivism, situated learning, and personal, practical knowledge.

In the fall of 2004, a pilot study was conducted on preservice teacher planning with four preservice teachers. Results indicated that both lesson plans and instruction tended to focus on sets of activities, keeping students busy irrespective of learning objectives. Three of the four pilot preservice teachers later agreed to participate in the research. It was found that four common phenomena influenced their later planning for instruction: confidence, organization and control, equipment, and motivation. All three participants showed shifts in planning, confidence, and teaching behavior. An important aspect of the results was that not all preservice teachers learned the same things from the same field-based teaching experiences.

The data also indicated that more reflection and debriefing is needed in PETE programs in order for preservice teachers to reorganize their understanding of teaching and learning. Future research is needed to examine cognitive shifts in preservice teachers in order to understand how one may assist in their development in physical education teacher education programs.

The Preparedness of New Teachers for the Profession: What New Teachers are Saying

Christon G. Arthur, Tennessee State University; Tina Smith and Michael Gonzales,
Maury County (TN) Schools; and Eric Jones, Lincoln County (TN) Schools

Nationally, approximately 29% of new teachers leave the profession within the first three years, and 39% leave by the end of five years. Many of the researchers addressing teacher attrition have centered on school environment factors such as administrative support, teacher isolation, and disruptive students' behavior. In contrast, this study focused on the effectiveness of teacher education programs in preparing teachers for the challenges of the classroom.

One hundred twenty new teachers with 0 – 5 years of experience were surveyed, using the New Teacher Survey to assess their perceived preparedness for the classroom. The survey was checked for face-validity, and it was reviewed by a panel of practicing teachers to determine if at its face, the instrument was measuring what it purports to measure. Factor analysis was used, and five factors emerged. The factors, with their corresponding Cronbach's apha numbers are: Teaching Diverse Learners (alpha .798), Assessing Diverse learners (alpha .655), Managing Diverse Learners (alpha .727), Communicating with Stakeholders (alpha .790), and the teachers' General Preparedness for the Classroom (alpha .867).

Comparisons were made to determine whether new teachers in the inner city are less prepared for the classroom than suburban/rural teachers on each of these factors. Furthermore, comparisons were made between teacher education programs to determine which are more effective in preparing teachers. Finally, a thematic analysis was conducted to identify the characteristics and practices of these effective teacher education programs.

11:00 – 11:50 A.M.   **EXHIBITS/Internet Café... Essex**

Session 12.1
1:00 – 1:50 P.M.   **LEADERSHIP (Displays).. Avon**

The University of Southern Mississippi School Leadership Institute

Ronald A. Styron, University of Southern Mississippi

Mississippi Curriculum Test scores in the south central region of Mississippi are among the lowest in the state. Improving these scores is essential to improving student achievement and school performance scores and breaking the cycle of poverty found among families residing in these school districts.

The Institute consisted of a comprehensive 20-day summer program, with two days of follow-up involving 42 participants. Participants included novice and experienced principals grouped into two cohorts. Professors from the Department of Education Leadership, along with successful field practitioners, served as instructors.

The goals of the Institute were to: (1) improve leadership skills as related to the facilitation of core academic instruction, comprehension, and student achievement, (2) utilize school-based administrative applications of technology, (3) address the needs of special populations and diverse cultures, and (4) improve the interpretation and management of appropriate test data. Topics included a focus on instructional programs, leadership styles, school vision, decision-making, time management, fiscal prioritization, management, supervision, and selection and evaluation of teachers.

Fitness to Lead

Jack G. Blendinger, Vince McGrath, and Linda McGrath, Mississippi State University,
and Lauren R. Wells, Consultant

The more physically and mentally fit that an educational leader is, the better the likelihood of performing well on the job. Unfortunately, physical and mental fitness appears to be declining because too many educators appear blasé regarding nutrition, strength training, aerobic exercise, and sleep.

This study examined the role of nutrition, strength training, aerobic exercise, and sleep play regarding an educator's physical and mental fitness to lead. Data for the study were collected from reviewing published literature addressing these critical areas. Books, articles, monographs, research reports, professional papers, and other publications relevant to the problem of physical and mental fitness were identified and read from a critical perspective. Both primary source material (reports produced by scholars who actually conducted field-based research studies) and secondary source material (documents produced by scholars who did not actually conduct the research studies) were utilized.

Self-study was also an important facet of the research process. Researchers have long been interested in the affect that nutrition, strength training, aerobic exercise, and sleep has on careers as professional educators and quality of life in general. Three years ago, the researchers initiated a series of studies addressing the role of physical and mental fitness in educational leadership. This paper represented the third in a series of research studies focusing on fitness in relation to leadership.

Taste of Reality: Principalship Training Using Simulated Schools

Donna E. Pascoe and Martha Hall, Columbus State University

University programs that are designed to develop leadership skills for principalships have required innovative program adjustments to accommodate standards, as well as meet the specific needs of area schools' student populations. The ongoing evaluation of leadership effectiveness in the schools resulted in the addition of a "training-by-simulation" program to this university's graduate curriculum.

Administrators must develop skills in collecting, interpreting, and making decisions using school, district, and state-level data. As reported by students who accepted jobs as principals, practice obtained during the "training-by-simulation" program provided a taste of reality that went beyond the information presented in the required leadership courses of strategic planning, finance and budgeting, curriculum design, and school law. Application allowed practice and creative problem solving with supervision and professional mentoring by faculty and administrators.

Graduate students enrolled in the master's level leadership cohort were required to incorporate and apply the information learned throughout their program of study into practice by becoming principals of a simulated middle school. Data collected from local schools, school districts, and the state were used to design and implement a simulated school. Data were organized, graphed, and analyzed to make decisions regarding

facilities, faculty placement, transportation, program improvements, and finance distribution for the simulated school.

This display detailed the program from inception to completion, along with longitudinal student evaluation data pertaining to the usefulness of the practice obtained from participating in the "training-by-simulation" program.

Session 12.2
1:00 – 1:50 P.M.   EVALUATION... Berkshire

Presider: Sherry K. Bain, University of Tennessee

Building Capacity in a Middle School Through Improved Professional Practices:
Second-Year Results of a Longitudinal Study

Maria M. Witte and James E. Witte, Auburn University; Iris Saltiel, Troy University;
Tom Hackett, Columbus State University; and Kathy Hesler, Richards Middle School

This presentation overviewed second-year findings from a collaborative evaluation venture. University faculty team members from Auburn University, Troy University, and Columbus State University have been collaborating with Richards Middle School (RMS) administrators and teachers in Columbus, Georgia to evaluate a school improvement initiative. In 2004, RMS administrators identified and initiated efforts towards ambitious school goals that included the highly acclaimed International Baccalaureate (IB) Programme, and incorporation of IB classroom teaching methods throughout the school, and focused work on Annual Yearly Progress as required by No Child Left Behind. The IB Programme required indoctrination of existing and new faculty into an enhanced instructional culture.

These school improvement components were the basis of a longitudinal assessment and evaluation study, as framed by the following research questions: (1) How can RMS teachers most effectively be trained regarding IB goals, objectives, and practices? and (2) How effective will the IB Programme be in improving student achievement? Findings included results from the end of the second-year Teacher and Administrator interviews, teacher surveys, and parent surveys. Specifically, the results identified overall feedback on RMS professional practices and the impact of the IB Programme on teachers, administrators, students, and parents.

An Open Systems Model for Evaluating Partnership Projects: Overview and Illustration

Scott W. Snyder, University of Alabama at Birmingham

This paper presented a summary of the implications of open systems theory for the evaluation of K-16/community partnerships. The implications were illustrated using a NSF Mathematics Partnership project that has completed two years of operation.

A review of the literature on K-16/community partnerships suggests that features of effective partnerships are consistent with principles of open systems. As a result, a paradigm for describing and evaluating K-16/community partnerships systems is needed. This paradigm forces evaluators to shift their analysis of the partnership from an examination of isolated components to greater attention to concepts of functions/outputs, roles, patterns of interaction, homeostasis, morphogenesis, boundaries, negative entropy, and adaptation. This approach significantly alters the nature of evaluation questions that are required to describe the partnership. New questions include: (1) What are the output functions of the system? (2) What are the subsystems within the partnership and between the partnership members and the environment? (3) What are the patterns of interaction within the partnership and between the partnership and the environment? and (4) Are such patterns functional for achieving partnership goals and maintaining a collaborative system?

This paper summarized core components of systems theory, associated these components with the literature on effective partnerships, and drew implications for evaluating partnership projects from an open systems perspective. The model was illustrated using the Greater Birmingham Mathematics Partnership, an NSF-funded project.

Evaluating Online Instruction

Gayle Davidson-Shivers, University of South Alabama

Because online instruction is a major form of instructional delivery, evaluating its effectiveness is necessary. This paper discussed similarities and differences between two types of evaluation found in instructional design (ID) literature and how both can be used to review or judge web-based instruction (WBI). Additionally, it offered specific suggestions for planning WBI evaluation.

The two types of evaluation are formative and summative evaluation (Dick, Carey, & Carey, 2005; Gagne, Briggs, & Wager, 1992; Morrison, Ross, & Kemp, 2004; Smith & Ragan, 2005). Formative is used to analyze instruction to improve its quality before implementation (Dick et al..; Gagne et al.; Morrison et al.; Smith & Ragan). Summative is used to judge the worth of a product, program, or process (Boulmetis & Dutwin, 2000; Fitzpatrick, Worthen, & Sanders, 2004). With each, information is gathered on effectiveness, efficiency, and appeal, and then used to either revise instruction (formative) or determine successfulness (summative).

Savenye (2004) states that some practitioners have questioned the need for evaluating WBI in a summative manner while fully supporting the use of formative evaluation procedures, the argument being that WBI products are in continual states of revision. However, Davidson-Shivers and Rasmussen (2006) maintain that both can be used appropriately with formative procedures for online design and development and summative procedures for life-cycle maintenance and evaluative research. For purposive evaluation to occur, careful planning is needed. Davidson-Shivers and Rasmussen (2006), among others, offer several questions such as what is being evaluated, who should conduct it, and how should it occur, to guide evaluation planning. The questions help identify people, resources, and methods for gathering and analyzing data and reporting results. Similar questions are asked in both formative and summative evaluation, but for different purposes. Once plans are made, then they can be put into action. Results are then used to make decisions.

Evaluation of Summit II: Planning a COE's Future

John R. Petry, The University of Memphis

Eighty percent of the College of Education's personnel met for a day of contemplation, team building, and future planning. Of the 175,109 responded to the evaluation instrument (13 items on a six-point scale), which was divided into two parts: (1) reactions to Summit II, and (2) and outcomes of Summit I and II . Concerning reactions to Summit II, participants ranked Refinement of Action Plan higher (M=4.89, n=101) than any other item. Taking Teams to the Next Level was next (M= 4.83, n=102), closely followed by Overall Evaluation of Summit II (M=4.82, n=89). The lowest ranking item was Visioning, with a mean response of 4.08 (n=106).

Means for outcomes of Summit I and Summit II were headed by To what extent were you able to express your views in today's planning?, achieving a value of 5.37 (n=104). The next ranking item, To what extent have you made a commitment to be involved in an aspiration team? had a mean value of 5.23, n=105. Lowest ranking items (M=4.40) were To what extent has progress toward achieving aspiration statements been made in 2005-2006? (n=101), and To what extent has your 06-07 team drafted a plan to move toward realizing your aspiration statements? (n=106).

Summation means for the parts were 4.58 and 4.91, respectively, indicating that there was a higher degree of satisfaction with personal and team achievements (part 2) among the respondents than with involvement in the planned or directed activities of Summit II (part 1).

Data seemed to indicate satisfaction with Summit II, in that Overall Evaluation of Summit II had the highest positive percentage of respondents (94.4). It also had the lowest standard deviation in part 1 of the instrument (0.91). That satisfaction was reiterated in part 2, To what extent were you able to express your views in today's planning? having the lowest standard deviation (0.80).

Session 12.3
1:00 – 1:50 P.M.   AT-RISK STUDENTS.. Cornwall

Presider: Rebecca R. Jacobson, Troy University at Montgomery

Special Programs for Minorities: A Key to Overcoming Barriers to Collegiate Success

Shirley Scott-Harris, Glennelle Halpin, Gerald Halpin, and Robin Taylor, Auburn University

Minority students face multiple barriers in higher education that contribute to their higher rates of attrition. These barriers include insufficient academic preparation, lack of financial assistance, inadequate support services, and deficient role modeling. Additionally, the climate at predominantly white universities reflects the dominant majority, which can further create barriers for minority students. Special assistance is often needed if minorities are to succeed.

The focus of this presentation was on a program for minorities at a major university in the South. Mentoring in a variety of ways is key. In this presentation, the researchers spotlighted the following components from our diversity program and demonstrated how including them can help deal with the barriers restricting advancement of minorities: an interactive Learning Lab designed to provide a structured learning environment where at-risk students receive supplemental instruction; a Shadow Mentoring program wherein mentors work with the freshman minority students to monitor their progress and offer counseling; Collaborative Learning Groups in which freshman students are placed in a like-subject collaborative learning group facilitated by upper-level students proficient in that subject; One-on-One Tutoring and Peer Tutoring, in which freshman students who need extra help in a particular course are tutored on Sunday evenings by a team of volunteer upper-level students proficient in the subjects being taught; and Academic Excellence Workshops in which upper-lever students and alumni make presentations dealing with topics such as time and financial management, diversity, study strategies, listening skills, and note taking.

Discussed was how each aspect of this program was implemented, with examples from the ongoing program provided. Institutions committed to diversity must fully consider the benefits of special assistance for minority students and provide substantial support to diversity programs if all are to succeed.

Study of the Impact of a Tailored Educational Environment (Freshman Academy) on Urban High School Minority Students' Academic Achievement and Truancy Rates

Dedrick J. Sims, University of South Alabama

This study measured the impact of a tailored educational environment on urban minority high school students to find out what effect a tailored education environment would have on urban high school freshman students: (1) academic achievement using students' Criterion Referenced Test (CRT) scores, and (2) truancy rates. One hundred twenty freshman high school students participated in the study for its duration. All of the students were African American. The researcher met with the teachers and administrative staff once a week for an entire semester (18 weeks) to obtain the truancy data.

The CRT exam was administered two times during the study (week 9 and week 18). The CRT data were collected after each administration of the exam. The data were compared with other freshman students who were not a part of the Freshman Academy (control). This control group was made up of students of the same demographics as the target group. Tables displaying data obtained from the students were developed and used to identify emerging patterns.

Results suggested that the Freshman Academy had a positive effect on the CRT and truancy data. Descriptive statistics indicated that students in the Freshman Academy performed 10.5% higher on the CRT exams as a whole and had an 18.5 % decrease in truancy. The findings of the study suggested implications for school and classroom reform for "at-risk" students and school system administrators.

A College-Level Instructional Technique for Preservice Teachers – Impacting Upper Elementary, Middle, and High School Students' Reading Scores

Connie S. Schimmel, Millsaps College

The nation needs highly qualified teachers. Requiring rigorous field-site experiences for preservice candidates prior to the clinical practice semester produces qualified, effective graduates. The added pressures of the No Child Left Behind legislation, the growing demands and exploding numbers of ESL learners and students with learning difficulties, teacher shortages, and low reading and math test scores underscore the increasing need for highly qualified teachers.

In an attempt to meet this need, a reading intervention program, effective for diverse and disadvantaged learners, was taught to preservice candidates. Inner-city, critical needs schools serve as field sites. Reading services for low achieving students and training for preservice candidates were provided simultaneously. Each candidate was assigned five upper elementary, middle, or high school students, depending on the candidate's area of licensure. Participating students were learning disabled or Second Language Learners, or had fallen behind due to numerous reasons. The program's only prerequisite was poor reading skills. The college preservice candidate worked with each assigned student individually for 30 minutes twice a week for a total of five hours per week on site.

Results involving approximately 35 college interns and 100 students from the previous two years were presented. The average growth in reading comprehension with the six to seven hours of individual instruction averaged approximately 3.5 grade levels. Results from the classroom of one first-year graduate was also presented. Preservice candidates were able to differentiate between true organic learning difficulties versus cultural and environmental disadvantages. Correcting the reading difficulties of problem students may be the most significant challenge a new teacher faces. Equipping preservice candidates with a method to meet this challenge paves the way for successful clinical practice semesters, confident graduates, and positive first-year teaching experiences.

Session 12.5
1:00 – 1:50 P.M.   **TECHNOLOGY**.. **Dorset**

Presider: Belinda Riley, Morehead State University

Barriers That Predict the Number of Distance Courses Faculty Deliver at Higher Education Institutions

La Toya Hart and Mary Nell McNeese, University of Southern Mississippi

This study focused on whether the barriers, lack of faculty interest and rewards or incentives, could statistically significantly predict the total number of distance education courses delivered by the full faculty over a 12-month academic year.

The researchers used nationwide data from the 2000-2001 National Center for Education Statistics (NCES) Postsecondary Education Quick Information System (PEQIS). Out of the 4,175 eligible institutions (both Title IV-eligible and degree-granting), a random sample of 1,600 institutions was invited to participate in the study. The surveys included questions on accommodations, distance education consortia, primary mode of distance education delivery, and barriers to starting and expanding distance education. The overall response rate was 99% with 1,591 institutions responding.

The researchers conducted a standard multiple linear regression analysis to answer the research question. The overall regression analysis was statistically significant, with the two barrier variables explaining 2% of the variance in the number of total college-level distance education courses that the faculty taught. Individually, only one of the predictors, lack of faculty interest, had a significant impact on the number of courses taught.

The unstandardized regression coefficient (2) for lack of faculty interest was -16.134, meaning that for each unit increase from the low end of the scale (1 = "not at all") to the high end of the Likert scale (4 = "great extent"), the number of total college-level distance education courses taught by the total faculty at that institution tended to decrease by 16.134 courses. Results differed somewhat from past studies in the literature, which indicated that lack of faculty incentives or rewards was the greater barrier. Future studies could investigate the specific reasons for faculty lack of interest, such as the amount of time required to develop distance education course content or the possible lack of copyright protection of their course content.

A Million to One

Portia I. Hull and Gaylynn Parker, University of Southern Mississippi

Could a million dollar grant to implement advanced technology in a rural school district possibly be sabotaged by teachers' lack of comfort with technology? How quickly can teachers overcome their fears of technology to use these latest tools to increase student achievement? Cisco Systems, a large technology firm, decided to donate technology products and generous funding to those regions most affected by Hurricane Katrina. The purpose of this study was to provide baseline data for a school involved in the Cisco Systems 21S Initiative, as well as to determine if there was a relationship between teachers' years of experience and degree and technology use in the classroom.

Forty-five surveys were coded and placed in teacher mailboxes in one elementary school in southern Mississippi. Surveys were coded so that teachers can be compared to themselves over the next three years. Thirty-one teachers chose to participate by returning their completed surveys.

A Pearson r was used to determine if a significant relationship existed between the years of experience and highest degree completed and teacher use of technology in the classroom. The results of this study will have an impact for this school and district as administrators seek to use the technology and funds donated by Cisco Systems to impact student achievement.

How to Effectively Train Instructors to Use Technology in the Classroom

Kristie L. Ramsey, The University of Alabama

The inclusion of computers as an instructional tool in the classroom has presented a challenge to instructors in the community colleges. With the new technology, instructors needed to become competent in the use of various types of software packages and instructional tools associated with the computers. What was needed, therefore, was a study to be performed in order to determine how to best train community college instructors on the effective use of technological devices in their classroom. The researcher conducted a semi-structured interview with a sample size of five tenured community college instructors from varying disciplines. Each instructor was familiar with and used technology in her/his classroom. Before implementing the technology, each instructor had participated in a training session to help with the implementation of the technology.

In order to secure data for the study, 10 questions were posed to the participants. In analyzing the data received from the sample, the constant comparative method was applied. Examples of questions asked were, "What type of instructional component/s you use in your classroom?" and "What type of training module do you think would be the most effective for preparing instructors to use technology in the classroom?" The primary reason for selecting this type of analysis was to compare the interview data independently and develop a set of results that would adequately represent the findings. The techniques used to conduct a constant comparative analysis were to catalog the responses from the research questions, place them into categories based on a common theme, and present the findings.

The findings from the study confirmed that instructors valued the use of an instructional technology component in the classroom. Specifically addressed in the literature research were the benefits gained by students from having an instructional technology tool in their classroom. Al-Bataineh and Brooks noted that students must learn the skill of "higher order thinking," and in order to develop this skill, "teachers will need varied opportunities and training to increase professional skills in order to achieve this goal" (p.477). However, instructors felt that past training sessions were woefully inadequate and ill-prepared them to incorporate such technology into their pedagogical approach. In reviewing the literature for this topic, an overwhelming consensus showed that past training sessions were poorly organized, and devoid of experimentation.

1:00 – 1:50 P.M.   **EXHIBITS/Internet Café**.. **Essex**

Session 13.1
1:00 – 2:50 P.M.   **ENHANCEMENT OF CLASSROOM INSTRUCTION AND PRESENTATIONS:**
                                     MOVING DIGITAL PICTURES INTO MOVIES USING PHOTO STORY 3 FOR
                                     WINDOWS (Two-Hour Training Session)..................................... **Yorkshire**

Feng Sun and Jeff Anderson, University of Alabama at Birmingham

The purpose of this two-hour training was to introduce Microsoft Photo Story 3 for Windows in detail. In the training, digital pictures were used to cover the following features of this free program: (1) downloading and installing, (2) picture importing, (3) photo editing, (4) adding effects, (5) auto cropping, (6) adding captions and titles, (7) adding narration and motion animation and transition, (8) music importing, and (9) saving and sharing. The trainers provided hands-on training to assist the participants in using either their own pictures on flash drive or pictures provided to create a movie. This training can be used by either classroom teachers to enhance classroom instruction or educational researchers to enhance presentations of their research.

Session 14.1
2:00 – 2:50 P.M.   CURRICULUM (Displays).. Avon

Effective Learning Environments via Active Teaching Enhancement Strategies:
Project ELEVATE - Year Two

Julie A. Holmes and Randy Parker, Louisiana Tech University

This display session described and reported the results and future endeavors of Project ELEVATE (Effective Learning Experiences via Active Teaching Enhancement Strategies), a two-year project whose primary purpose is to enhance the mathematical skills of students with disabilities, regular education students and blind students.

The analysis of a 27-item Educational Needs Assessment completed by 116 teachers in seven school systems revealed that the majority of the participants expressed: (1) parental involvement was critical for student success, (2) a willingness for outside consultation for learning better teaching strategies, and (3) that more manipulatives were needed to enhance instruction. To fulfill these needs, the project staff provided Family Math Nights to encourage more parental involvement. To date, 17 Family Math Nights have been held with 373 parents in attendance and providing them with activities and materials to encourage student/parent interaction in mathematics skills. Participating schools also received math materials kits, based on school site needs assessments.

Project ELEVATE developed and implemented professional development activities of: (1) sponsoring workshops on differentiated instruction in the mathematics classroom, where 119 teachers from 65 schools across the Project service area learned valuable techniques to enhance their mathematics instruction, (2) collaborating with faith-based groups to sponsor Family Math Nights, (3) modeling demonstration lessons and providing mathematics manipulative materials to teachers and teacher candidates, and (4) distributing Braille mathematics materials through the state resource center. Through participant evaluation forms and in-depth interviews, participants revealed that: (1) they had strong, positive impressions about the activities and materials, (2) the skills learned would be useful in helping children excel in mathematics, (3) the project established and enhanced collaborative partnerships with parents and members of the community, and (4) more and longer Family Math Night sessions were desired in order to increase teacher effectiveness and student achievement.

Designing and Incorporating Food Safety Education into the Middle School
Curriculum: Results of a Pilot Study

Jennifer K. Richards, Gary Skolitis, and F. Ann Draughon, University of Tennessee

The most effective method for educating young consumers about food safety is to engage students in K-12 classrooms. The difficulty is that teachers have limited time because of required state curriculum standards. The result is that students do not receive meaningful food safety education despite the availability of numerous resources. The goals of this project were to: (1) determine how food safety is addressed in public education, (2) identify state standards for core subjects (i.e. math, science, language arts, and social studies) that can be correlated to food safety concepts, and (3) develop, implement, and evaluate an integrated food safety curriculum.

In the southeastern U.S., food safety is not a part of the core curriculum. Many states have food safety objectives in non-core disciplines; however, these are usually buried in a larger sub-set of standards for Health classes and typically receive less than 15 minutes of class time. There are numerous core subject standards to which a food safety-based curriculum could be developed, such as understanding bacterial cell structures, graphing logarithmic growth, and analyzing environmental consequences of human behavior.

This presentation reported on the development and implementation of an integrated curriculum that teaches key food safety concepts in middle schools while meeting state-required core subject area content standards and preparing students for grade-level performance assessments. The learning objectives of the curriculum encompass Tennessee and North Carolina state standards for math, science, social studies, and language arts. Five middle schools are currently pilot testing the program. The initial results of this project indicated that meaningful food safety education can be integrated into classroom settings if efforts are made to structure that curriculum to meet school needs.

A New Look at Providing Programs in Career Technical Education

Patsy Lowry, Karen Nemeth, and Kelly Ryan, Jacksonville State University

Facing a shortage of qualified Career Technical Education (CTE) teachers on local, state, and national levels, higher education institutions must investigate ways to address this shortage. Career Technical Education programs are specialized by nature and serve a small group of educators. Low enrollments have caused the elimination or downsizing of CTE programs. This presentation demonstrated how a regional institution has maintained CTE programs, improved the quality of graduates and addressed the varied sub-specialty CTE areas while maintaining viable enrollment with limited funds, faculty, and facilities.

The implications for policy change are evident in the literature review and through observations of practicing professionals. Higher education institutions are not producing sufficient graduates to fill current P-12 Career Technical Education positions. With the looming retirement bubble, the state-level crisis will become a national tragedy in Career Technical Education. States have responded to the crisis by reducing qualification standards and embracing alternative approaches to certification. These alternative certification programs attempt to place qualified career-path persons in a teaching role for which they are unprepared.

Career Technical Education is at a critical crossroads. Institutions of higher education and P-12 schools must take action to ensure long-term viability of their respective programs. Higher Education must reassess funding and resource issues and develop a strategic plan to not only maintain but to grow CTE programs. The P-12 programs are facing many of the same issues such as increasing retirements, unfilled positions, limited funding, and negative perceptions. If higher education does not strengthen and grow its programs, the P-12 programs will have a bleak future. If P-12 programs do not exist, the higher education program, in turn, will cease to be viable. These monumental changes cannot be accomplished without collaboration and resource sharing.

Session 14.2
2:00 – 2:50 P.M.   COLLEGE STUDENTS... Berkshire

Presider: Scott W. Snyder, University of Alabama at Birmingham

Students' Perceptions of Mentoring in a University Cooperative Education Program

Matthew Fifolt, University of Alabama at Birmingham

Participation in a mentoring relationship has long been considered an accepted and advisable practice for new professionals. The potential for mentoring within the context of cooperative education has had great potential for connecting students to their work assignments through informal interactions with their professional supervisors. Despite the prevalence of cooperative education programs on college and university campuses, there is a paucity of research regarding students' perceptions of this student-supervisor relationship.

Students' perceptions of mentoring in a cooperative education program at a large, public institution in the southeast were examined in this mixed-methods study. A web-based version of Noe's (1988) Mentoring Functions Scales was used to collect data from 92 (N = 92) students. Follow-up interviews were conducted with nine students in an effort to further describe the findings from the quantitative data. Participants were asked to respond to a 21-item attitude scale based on their experiences with cooperative education. A factorial analysis of variance (ANOVA) procedure was used to examine the differences in the dependent variable scores for psychosocial and career-related functions of mentoring as related to the independent variables of gender, ethnicity, and length of time in the program. Use of the factorial ANOVA design allowed the researcher to test for any interaction effects between levels of independent variables; additional one-way ANOVA tests were conducted to assess main affects of the independent variables.

Preliminary results indicated that there was no significant interaction between the independent variables of gender, ethnicity, and length of time. Additionally, there was no statistical significance between the independent variables and students' perceptions of mentoring. Qualitative interviews suggested that students require different levels of technical and interpersonal support based on their time with the co-op program. The findings from this study lay the groundwork for connecting the situational leadership model with mentoring in cooperative education.

White Faculty, Black Students, and Mentoring Relationships: A Literature Review

Marco J. Barker, Louisiana State University A & M

African American students tend to gravitate to mentors of the same race and gender (Ugbah & Willimas, 1989). However, there is a disproportionate number of African American full-time faculty at predominantly white institutions (PWIs) and black students enrolling in these colleges and universities (NCES, 2003). Although it is only a "myth" that faculty of color can only mentor students of color (Brown, Davis, & McClendon, 1999, p. 105), there is a growing body of literature that addresses the importance of faculty being more culturally competent when dealing with students from diverse backgrounds (Gay, 2000). Nevertheless, there remains a dearth in the literature that examines the impact that cross-cultural mentoring has on African American students' cultural development.

In order to respond to this dearth in the literature, the author examined the literature on mentoring students of color, the importance of white faculty being culturally competent, and the racial and institutional-culture dynamic of cross-cultural developmental relationships. The intersection of these three areas of literature provides institutions with factors to consider when engaging students of color and white faculty in cross-cultural mentoring relationships.

Some researchers have found that race is not an issue in selecting or being assigned a mentor or a factor in specific student outcomes and academic development and transition (Campbell & Campbell, 1997; Freeman, 1999; Frierson, Hargrove, & Lewis, 1994; Lee, 1999; Smith & Davidson, 1992; Thomas, 1993; Wallace, Abel, & Ropers-Huilman, 2000). Regardless of differences, other researchers have concluded that African Americans receive more psychosocial support from African American faculty than from white faculty (Allen, Epps, & Haniff, 1991; Fleming, 1984). Furthermore, scholars have reported that cultural disconnects exist within cross-cultural groups (Goto, 1997; Murphy & Ensher, 1997; Thomas, 1993, 1999).

This line of inquiry has implications for providing insight into issues that may emerge from cross-cultural mentoring relationships: additional knowledge on issues encountered by undergraduate African American students.

Student Perceptions of and Satisfaction with Academic Advising

Brian D. Bourke, University of Alabama

The study examined perceptions of academic advising among first-year students to determine the extent to which a particular advising delivery method is preferred. First-year students were the target population of this study, as research has shown that experiences in the first-year are likely to influence students' remaining time at an institution. It was intended that by examining both student satisfaction and preferences in advising, the researcher would be able to determine to what extent academic advising is meeting the needs of first-year students.

The survey instrument was distributed to 3,700 first-year students via institution-issued e-mail accounts. Five hundred usable responses were received. The low response rate is a likely result of a large volume of communication targeted to students via their issued e-mail accounts. Incentives were used to generate responses, as well as a reminder e-mail. The survey instrument, the Academic Advising Inventory developed by Sandor and Winston, was used and adapted for a web environment.

A variety of methods and recommended practices exist for the academic advising of first-year college students. These may range from a prescriptive approach of focusing on the next matriculation task at hand to an integration of services in the institution designed to facilitate a student's growth and learning. Through this study, the authors sought to explore academic advising through the perceptions of first-year students. This examination provided data that highlights the perceived effectiveness of first-year academic advising as measured by students' perceptions and levels of satisfaction.

The initial conclusions of this study indicated that satisfaction with advising varied based on a number of factors. The findings of this study have implications beyond the site of the study, as the delivery of services for first-year students and the effect that delivery may have on retention is of tantamount concern in higher education.

Session 14.3
2:00 – 2:50 P.M.   ATTITUDES.. Cornwall

Presider: Jane Nell Luster, LSUHSC-Human Development Center

The Downside of Internet Metaphors

Terrance K. Harrington, University of Alabama

The investigator considered how misunderstandings about Internet metaphors impacted faculty perceptions of the technology. Of interest to the investigator were potential relationships and differences, if any, between Internet and online teaching expertise levels, attitudes and metaphoric understanding. Participants were volunteers from a sample of convenience. The faculty names and e-mail addresses had been collected in a database, and randomly generated access codes were created for each requestee, programmatically.

The participants took an online survey, with five questions related to internet experience, six related to online teaching attitudes, and 20 metaphoric statements, evenly distributed as follows: (1) five were positive and descriptive statements, (2) five were negative and descriptive, (3) five were positive and misleading, and (4) five were negative and misleading. Misleading statements contained statements of human-machine confusion and space and motion illusion. The investigator wanted to ensure anonymity among participants, and did this by designing the application to select 10 volunteers defined as experts (two or more years with Internet and online teaching experience), 10 determined to be Internet intermediates and 10 novices. Once the surveys were completed and the three groups of 10 populated, the data were analyzed quantitatively.

Results showed that there was no significant difference between average agreement between the expertise levels, except in one case: positive descriptive scores were more likely to be accepted by experts than novices. There was a slight, significantly positive correlation between expert level and attitudes toward online instruction. However, when attitudes were partialed out, there were no significant differences between the expert levels for any statement type. The investigator believed that this demonstrated that faculty attitudes played a greater role in metaphor acceptance than expertise level and that metaphors may require careful construction to make them more useful in teaching. Suggestions for future study were included.

Student Attitudes Toward Using a Global Positioning System as a Mathematics Learning Aid

Lisa Buck and Margaret Rice, University of Alabama

This study was conducted to explore students' attitudes toward using a GPS (Global Positioning System) in solving mathematical computations. The study participants were 21 eleventh and twelfth graders in an Algebra Connections class at a public school in southeastern Alabama. All of the students in this class were on the Alabama Standard Diploma graduation option.

The activity consisted of giving the participants instructions on the basic use of a GPS. Participants were then given a map of the school campus prepared by the researcher that had a grid overlay and a list of places on campus to plot, such as home plate on the baseball field. The participants were divided into groups to plot the landmarks and given a sheet that asked the area of various places on campus that made up right triangles. One week after the activity took place, participants were administered an attitude survey concerning the use of a GPS in math activities and their general attitude toward math.

The findings of the study suggested that this was a worthwhile activity and that in the future more activities using a GPS would be designed by this researcher. Tentative conclusions were drawn, and attempts to verify conclusions included reexamination of relevant data sources. The findings of the study suggested implications for classroom practice and teacher educators.

Sex Differences in Mathematics

Martha Tapia, Berry College

The fact that sex differences exist in mathematics achievement and enrollment in mathematics courses is indisputable. It is an ongoing dispute in the academic arena that these sex differences in mathematics are caused by socialization factors or innate differences. Attitudes play an important role in achievement and persistence in mathematics courses. The development of a positive attitude toward a subject is one of the most prevalent educational goals. While attitudes are important, there is a paucity of research about the different factors that influence the attitudes toward mathematics. The Attitudes Toward Mathematics Inventory (ATMI) was developed to measure students' attitudes toward mathematics. The initial pool of items was submitted to an exploratory factor analysis, and four factors were identified: self-confidence, value, enjoyment of mathematics, and motivation.

This study examined the effect of gender on attitudes toward mathematics by use of the ATMI. The sample consisted of 243 students, 106 males and 134 females, at a private liberal arts college in the southeast. The sample was predominantly Caucasian. The students were enrolled in eight different, randomly selected, mathematics courses in fall 2005. The ATMI was administered at the beginning of the semester and the students completed the inventory in their classes. All participants were volunteers and all students in the classes agreed to participate.

Data were analyzed using a multivariate factorial model with four factors of mathematics attitudes as dependent variables (self-confidence, value, enjoyment of mathematic, and motivation) and gender as the independent variable. Assumptions were verified. Significant differences with small effect size were found in two of the four factors of attitudes toward mathematics. Male students scored significantly higher than female students in the enjoyment of mathematics and motivation. No significant differences were found in self-confidence or in value.

Session 14.4
2:00 – 2:50 P.M.   LEADERSHIP.. Devon

Presider: Li-Ching Hung, Mississippi State University

Supervisors' Perceptions of Integrating Music into Core Areas to Positively Influence Learning

Isreal L. Eady, Jacksonville State University

The study investigated what leaders perceived regarding integrating music into the core curriculum. A survey-descriptive study was conducted to assess and compare curriculum supervisors' perceptions of integrating music into core areas to positively influence learning. One hundred fifty-four curriculum supervisors responded to items on a survey questionnaire on Integrating Music into Core Areas. The constructs of the survey were several core goals of learning: building self-esteem, developing communication skills, developing creative thinking skills, providing motivation for learning, and developing problem-solving skills.

Based on the results of the survey, it was found that music positively influenced learning by contributing significantly to the attainment of those core goals of learning. Using descriptive statistics, differences were found between proportions of supervisors' perception scores. A small proportion of respondents indicated resistance to integrating music into core areas of middle grades. A significant number of curriculum supervisors indicated readiness to provide leadership in implementing music integrated into the core curriculum. The overall administrative implications of the findings related to functions of change agent, coordination, motivation, planning, and policy-making. It appears that supervisors would function well as change agents and be willing to encourage the total instructional staff to work collaboratively in planning and implementing creative lessons integrated with music.

Teachers' Perceptions of Substitute Teacher Performance and Training
in Maury County, Tennessee

Tina T. Smith, Maury County (TN) Schools

Educational literature and research shows that by the time a student graduates from high school, the average student in the United States will have spent one full school year under the direction and instruction of substitute teachers. Unlike substitute teachers of the past, there are currently few substitutes who have had college training in education, and most substitutes do not hold a valid teaching license. Although research consistently shows that substitute teacher training programs improve performance and skills of substitute teachers and helps reduce the shortage of substitute teachers, fewer than 8% of school districts in the United States offer an organized substitute teacher training program. Maury County Schools in Tennessee is an example of the typical school districts cited in various research studies because they require substitutes to have a minimum of a high school diploma and there is no program of training for substitutes.

This study examined opinions and perceptions of permanent teachers in Maury County, Tennessee, regarding performance and training of substitute teachers. In addition to demographic information and comparisons among group means, the relationships between variables were studied. The results of the study were used to determine if a substitute teacher training program would be beneficial to Maury County Schools.

The study sample included full time K-12 teachers. Respondents were divided into three groups: elementary, middle, and high school teachers. Permanent teachers responded to 10 items on a Likert scale and three opinion questions. Statistically significant differences between the three responding groups were indicated. Findings were as follows: (1) there was a statistically significant difference in the way teachers rated substitute teacher performance based on grade level, and (2) all three groups agreed that substitute training would be beneficial; however, the highest ranking came from middle school teachers.

Reaching out to a Rural School in Crisis: An Action Research Study

Rayma L. Harchar and Kathleen Campbell, Southeastern Louisiana University

This action research study examined a southern, rural high school and attempted to involve the learning community in improving student achievement. The study began in November, 2004, and action/interaction strategies occurred during the 2005-2006 school year. The researchers wanted to find out: (1) Parent/Caregiver Involvement in School Activities and Decision-making, (2) Support of Student Learning Outside of School, (3) Teacher Role and Responsibility for Parent Involvement and Support, and (4) Current Parental Involvement and Expectations of their involvement and of teachers and the school.

At the conclusion of the 2004-2005 school year, the school scored at 100% in Decline and Unacceptable Performance. Twenty-five teachers and 150 students composed the sample from ninth through twelfth grades. Ninety-eight percent of the students participating in the study were African American. The school district had desegregated as recently as 1989.

The researchers and teacher leadership team met periodically beginning in November, 2004 through June, 2006. The research team met with other research teams from Lowndes County, Alabama, and the Rural School Community Trust Group for professional development in creating action research. Following this, surveys were created for teachers and parents in order to create an action plan. The surveys were composed of Likert-style ratings and open-ended questions.

Each survey was analyzed holistically and analytically. The data were displayed from both sources, and the team identified emerging patterns. An action plan was created and implemented that involved all levels of the learning community. At the conclusion of this study the school had a mandatory reconstitution plan from the state. The findings of the study suggested implications for improved leadership practice at the district, school, and classroom levels. Many rural schools in the country and the Deep South may be in similar circumstances and be able to learn from this action research.

Session 14.5
2:00 – 2:50 P.M.   HIGHER EDUCATION.. **Dorset**

Presider: Glenn Sheets, Arkansas Tech University

Evaluation of Faculty Development Through Perception

Terry D. Allen, University of North Texas

Most faculty development studies have focused on needs and practices from only the administrator perspective, especially those studies conducted at college and university levels. Being a service-oriented function, the effectiveness of faculty development initiatives is therefore dependent upon the recipients' (faculty) understanding of the program and their perception of the program's meeting their needs. In conjunction, the development program must also address the needs of the institution in maintaining its viability. It therefore appears that a faculty development program should address three levels of perception: that of faculty, academic administrator, and institutional administrator.

Unfortunately, faculty and administrators often have diverse opinions about almost any issue presented them, from issues of policy to the color of the faculty lounge walls. Faculty development needs and practices are no exception. A comparison of the perceptions held by administrators and faculty related to needs and practices may serve as a powerful framework for the assessment of the faculty development program.

A review of the literature did not yield any studies applying perceptions in the manner described above. The following researchers provided supporting evidence for segments of this topic: Centra in 1975 provided the seminal work on faculty development practices from a national sample. Armand's 1977 examination of development needs of faculty suggested no significant difference in program needs among the sample institutions. Nelson's (1980) study investigated how both faculty and administrator perceived faculty development needs for the 1980 decade. The common, perceived need for both groups suggested a need for new or increased activity, not simply continuation of the current program. In1985 Alexander reported the relationship among dean and faculty perceptions of faculty development and selected organizational variables. Finally, Rubino's 1994 dissertation found institutional categorical alignment with certain types of development programs and that four areas of measurement were used by all.

Determinants of Successful Doctoral Completion

Cary S. Smith and Li-Ching Hung, Mississippi State University

Since the 1950s, graduate students have played a critical role in American higher institutions, and it is axiomatic that the quality of a university is often judged by the rank of its doctoral programs. Each year, thousands of students earn their degrees (both bachelor's and master's) with many deciding to enroll in established Ph.D. programs. Once there, they realize that doctoral study is vastly different from anything experienced academically up to that point. In other words, a Ph.D. can be very demanding, requiring independent research skills in order to complete the mandatory requirements. As a result, statistics reveal that the attrition rate for

doctoral students hovers around 40% to 60%, though different fields had different drop-out rates.

The overriding purpose for this study was to quantity the specific variables considered most important by professors to completing doctoral degrees. A short list provided includes: initiative, tenacity, flexibility, competitiveness, the pursuit of excellence, interpersonal relationships, organizational skills, communication skills, writing ability, motivation, and public speaking ability.

Seventy faculty at a southern university were chosen at random to participate. The instrument, aptly titled "Opinion Survey," contained 30 questions, with each question incorporating one specific personality factor. The survey's purpose was to investigate professorial opinion regarding the needed qualities to finish a dissertation. Of that number, 53 returned their questionnaires. There was no preference regarding demographics, and the only requirement for inclusion was faculty status. The professors were chosen from varying disciplines, since each program typically needs different characteristics for success. An in-depth examination was conducted using descriptive analysis; the results were both startling and prosaic, and were discussed in detail.

A Comparison of Managerial Accounting Practices in Private Liberal Arts Institutions and Other Higher Education Institutions

Olin L. Adams III, Anthony J. Guarino, and Rebecca R. Robichaux, Auburn University

All institutions of higher education face challenges in managerial accounting practices that refer to the planning and control of fiscal operations. The authors have conducted a national study of managerial accounting practices (MAP) in four-year colleges and universities. Of particular interest is a comparison of private liberal arts institutions and other higher education institutions in the implementation of such practices. Private liberal arts institutions confront special difficulty in financial management. Although some private liberal arts institutions enjoy strong endowment and can subsidize operations substantially by annual payout from the endowment, many others are dependent on tuition revenues and discount tuition as an inducement for students to enroll in the institution.

Information collected for analysis in this study was obtained with a survey instrument developed by the authors. The instrument included questions concerning six domains of MAP: budgeting, costing, pricing, performance measurement, organization behavior practices, and outsourcing. The study population was comprised of chief financial officers (CFOs) in four-year colleges and universities. Among the 154 respondent CFOs were 37 representing private liberal arts institutions and 117 from other four-year institutions. For purposes of analysis, the other institutions were organized according to the year 2000 classification of institutions by the Carnegie Foundation.

A multivariate analysis of variance was performed on the six domains of MAP. CFOs in private liberal arts institutions reported significantly lower adoption of costing practices than did CFOs in doctoral intensive institutions. The adoption of performance measurement practices was significantly lower in private liberal arts institutions than in all other institutional types: doctoral extensive, doctoral intensive, master's, and public bachelor's. CFOs in private liberal arts institutions reported significantly lower adoption of organization behavior practices than did CFOs in doctoral extensive institutions. The lower adoption of MAP suggested one more challenge in the financial management of private liberal arts institutions.

2:00 – 2:50 P.M. EXHIBITS/Internet Café.. **Essex**

Session 15.1
3:00 – 3:50 P.M. EVALUATION/STATISTICS (Displays)... Avon

Use of Wireless Assessment Systems in Post-K-12 Classrooms

Richard L. Daughenbaugh, Edward L. Shaw, Jr., Lynda R. Daughenbaugh, and Paige Baggett, University of South Alabama

This study examined the application of the Classroom Performance System (CPS), a wireless assignment system, in preservice teacher education courses. The purpose of the study was to investigate: (1) frequency of class attendance and participation during the semester, (2) level of student preparedness for class, (3) level of achievement on course requirements, and (4) attitudes toward the use of this technology and course content. One hundred preservice students participated in this study. These were preservice teachers enrolled in a Computer Technology class, Elementary Science Methods class, Art Methods class and Children's Literature class. These courses met in the spring and summer semesters of 2006. The participants were predominately female and Caucasian.

The CPS was used to take attendance, administer pre- and posttests of material covered in class, monitor course content understanding and participation, and to complete a brief attitudinal survey about the use of technology in the courses. When compared with classes not using the CPS, results from this study indicated that frequency of student attendance increased and tardiness decreased. Findings further suggested an increase in the level of student preparedness, as well as student participation and attentiveness for class. Scores on the various instructor-designed examinations administered to test learning of course content were higher than the scores of students enrolled in comparable class sections that were not using CPS. Scores from the attitudinal survey reflected a more positive attitude toward the use of technology and the content of the course.

Evaluating Educational Training Programs Using the Kirkpatrick Model

Margaret L. Rice and Richard L. Rice, Jr., University of Alabama, and J. Elizabeth Gibbs, Gibbs Learning Technologies, LLC

The Kirkpatrick model is a process for evaluating training programs in which four evaluation levels are examined: reaction, learning, behavior, and results. This four-level process is one of the most commonly used approaches for evaluating corporate training programs and, while it is frequently used by corporate departments of human resources and by government programs, it is not often used in the field of education. This method is also recognized as an effective form of evaluation for web-based training programs. This session provided an explanation of the levels of the Kirkpatrick model and how it has been used in studies of two educational training programs. One study was an evaluation of a principalship training program that is part of a federal grant. This study used descriptive and qualitative methods based on the four levels of the Kirkpatrick Model.

Collected data included observations, focus groups, interviews, checklists, pre- and post-surveys, reaction surveys, and participant reflections and artifacts. Qualitative procedures include triangulation of the above-mentioned data sources. The second study was conducted to investigate measures of effectiveness for an online professional development program for K-12 teachers. The five-month program was designed to train 20 teachers to solve simple technology-related service calls in their schools in order to improve school technology support systems and response times to service calls.

This program was evaluated using qualitative measures on the levels of reaction, learning, behavior, and results through the examination of data gathered from teacher participants, technology staff members, web server logs, service call tracking reports, and written activity logs. Examples of instruments used and the results of the data analysis were discussed. Results of the studies showed the Kirkpatrick model to be a suitable evaluation model for educational training programs.

A Template for Teaching the Spearman "rho" Correlation Technique

Robert L. Kennedy, University of Arkansas for Medical Sciences, and Pamela M. Broadston,
University of Arkansas, Little Rock

A template is a pattern that might be used for building mosaics, for sewing a quilt, for constructing a dog house, or for guiding the gathering of information for a report. Over the past couple of decades of teaching, this teacher has found that the use of templates for instructional purposes has been advantageous for communicating relatively complex topics efficiently and clearly. Any number of ways of teaching correlation might be tried. Examples that have been derived from the literature include graphic display calculators, videotapes, interactive scattergrams, animation, web pages, and simulations. All are reasonably effective tools for teaching correlation and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

Templates are distributed and/or sold for worksheets, calendars, organizers, surveys, gradebooks, rubrics, and online tests, as well as for other purposes. They save time, not only for the less-experienced (or even experienced) teacher using them, but can also benefit students by allowing a more efficient approach to learning. They may be available as open source documents, freeware, trialware, demoware, commercial software; immediately downloadable from a website or available on CD through snail mail; and in common word processing or PDF formats.

In particular, the template presented in this session was directed toward the Spearman "rho" correlation technique. The primary components included an abstract of the scenario investigated, the reference or citation for the source of the scenario, number of cases, variables, data, rationale for the statistical technique chosen, null hypothesis, assumptions to be tested, steps in testing the assumptions, reading and interpretation of the findings, and a conclusion relative to the hypothesis. Because of the data files, the materials will be available on computer media.

Session 15.2
3:00 – 3:50 P.M.   SCIENCE EDUCATION.. Berkshire

Presider: Ronald A. Styron, University of Southern Mississippi

An Analysis of Teacher Education Students' Conceptual Knowledge of the Ozone Layer and its Depletion

Ava F. Pugh, Holly B. Casey, and Jerilene Washington, University of Louisiana at Monroe,
and Rebecca S. Watts, Caddo (LA) Parish Schools

The study examined the knowledge of undergraduate and graduate teacher education students regarding the ozone layer and the implications of ozone depletion. Students were tested on concepts regarding the ozone layer prior to any discussion of the concepts and then tested on the concepts following a discussion of the pretested items. Statistical analyses compared the items answered correctly on the pretest and posttest to determine if student knowledge improved after discussion of concepts. Test scores also were compared among students who were posttested one week after the discussion of concepts and students who were posttested five weeks after the discussion to determine if concept knowledge differed among students as a result of the amount of time between discussion and posttesting.

Ninety-eight students responded to the 35-item questionnaire on the ozone layer and its depletion. After discussing the concepts, the average percentage of posttest items answered correctly (73.03%) exceeded the average percentage of items answered correctly on the pretest (47.93%). Although undergraduate students (n=56) correctly answered a lower average percentage of pretest items than graduate students (n = 42), undergraduates correctly answered a higher average percentage of the posttest items than did graduates.

Percentage comparisons among individual items indicated that students were more familiar with certain concepts regarding the ozone layer. Graduate students who were posttested five weeks after discussion (n = 21) answered an average of 74.01% of the posttest items correctly. These findings suggested that students were familiar with factual concepts regarding the ozone layer. However, students were less familiar with the implications of ozone depletion. The time lapse between the discussion of concepts and posttesting may influence the retention of discussed topic.

Science Achievement of African American Females in Suburban Middle Schools: A Mixed-Methods Study

Kecia C. Topping, Nataliya Ivankova, and Loucretia Collins, University of Alabama at Birmingham

This transformative sequential explanatory mixed-methods study examined factors that affected the science achievement of 150 African American females in four suburban middle schools in the southeastern United States. Research indicated that these females are facing cultural barriers and faltering in the science areas. In the first, quantitative, phase, selected factors affecting the females' science achievement were investigated. Scores from the Modified Fennema-Sherman Attitude towards Science scale were compared to the females' SAT-10 NCE scores and yearly averages in science.

The results showed positive, significant relationships between attitude and both SAT-10 NCE Scores and yearly averages. Attitude was a significant predictor of SAT-10 NCE score, and both attitudes and socioeconomics were significant predictors of yearly averages. In a second, qualitative phase, nine purposefully selected females with high and low attitude scores were interviewed. Exposure and perceiving usefulness of science, self-perception, and classroom influences were also found to impact the females' attitudes.

Student Achievement In Inquiry-Based Versus Traditional Chemistry Programs

Issa M. Saleh, University of North Florida

Chemistry in the Community (ChemCom) is an inquiry-based chemistry program that was developed in 1988 by the American Chemical Society (ACS). ChemCom was intended for capable students who are not planning to pursue science or engineering related careers. The ACS had previously developed three other editions of ChemCom that were released in 1992, 1996, and 2000. ChemCom is different from traditional chemistry programs. Mathematics is the language of science. The number of mathematics concepts used in ChemCom is less than the number used in a traditional chemistry program. In addition, ChemCom introduces topics that are usually not introduced in traditional Chemistry programs. Because of these differences, ChemCom was viewed by many educators to be for low achieving students; moreover, ChemCom was scrutinized by many teachers and college professors as not being as challenging as traditional chemistry programs. As a result, many administrators favored other programs in order to better prepare students for college chemistry.

The purpose of this study was to compare Florida Comprehensive Assessment (FCAT) Science scores for traditional chemistry and ChemCom students. Data were obtained from the data base of the research and evaluation office at Duval County Public Schools. The sample consisted of 88 students with ChemCom as their high school chemistry background and 88 students with a traditional chemistry program as their background. All of the students in the sample took the FCAT Science. No significant difference in achievement was noted between the inquiry-based versus traditional chemistry students.

Session 15.3
3:00 – 3:50 P.M.　　　　ACHIEVEMENT.. **Cornwall**

Presider:　　　　　　Jack G. Blendinger, Mississippi State University

The Effects of Drama on the Performance of At-Risk Elementary Math Students

Linda M. Williams and Patrick Kariuki, Milligan College

The purpose of this study was to determine the effects of drama on the performance of at-risk elementary math students. According to McMaster, drama engages students in meaningful communication and provides the interaction needed to effectively internalize new knowledge (McMaster, 1998). This is particularly important for at-risk students who often struggle when faced with the repetitiveness of traditional methods of instruction.

In a 1997 case study, Baxter & Woodward (1997) demonstrated improvement in standardized test scores of at-risk math students who received a year of innovative mathematical instruction. Wahl (2001-2002) states that drama is effective at tapping into the bodily-kinesthetic and interpersonal communication learning styles that may be stronger in some students. In their dramatic "math show," Ozal & Ufuktepe (2002) targeted these styles to increase students' interest in math and to demonstrate drama's effectiveness in teaching abstract mathematical concepts.

In this study, a sample of 26 at-risk fourth graders was randomly divided into experimental and control groups. The experimental group was taught geometry concepts using drama, while the control group received more traditional instruction. Fifty-minute lessons per day were given for one week. Then, a multiple choice test to assess academic achievement was administered along with a Likert survey to assess interest and attitude towards math.

A significant difference was found between the academic achievement of experimental and control groups. No difference was found in the interest and attitude toward math between experimental and control groups. Finally, no significant relationship was found between academic achievement and interest and attitude towards math. These results imply that drama can be an effective teaching tool but may be more beneficial over a longer time to students whose learning style best appeals to such instruction.

Results for Year 2 of an Early Reading First Project

Kathleen A. Martin, Kay Emfinger, Scott W. Snyder, and Marcia O'Neal,
University of Alabama at Birmingham

This paper presented results of Year 2 of an Early Reading First project in a low-income, primarily African American community in a southeastern state. Results were reported for the 4-year-olds in Cohort-2 and the kindergarteners from Cohort-1. Goals of Early Reading First include preparing at-risk preschoolers for school success. This project provided professional development, classroom coaching, provision of books and materials in support of a literacy focused preschool environment, and parent education.

The sample for the study was comprised of the four-year-old group in Cohort-2 numbering approximately 100 children (treatment) and 30 children (comparison). The kindergarten group in the second year numbered 31 (treatment) and 29 (comparison). In this study the comparison group was assumed to represent higher SES because those children attended fee-for service childcare while the treatment group attended free childcare. Data were collected before and after the intervention using the Peabody Picture Vocabulary Test (PPVT-III) and a locally developed letter-ID subtest. Additional data from five locally-developed subtests were available for treatment group only.

Kindergarteners (four-year olds from Cohort-1) were measured with DIBELS. On the PPVT-III more treatment group children moved from lower to higher stanines than did children in the comparison classrooms. Children in treatment classrooms gained significantly in letter recognition. Additional subtests showed statistically and practically significant gains. Students in the project classrooms made substantial gains in all subtests of the DIBELS during kindergarten. By the end of kindergarten, students from treatment classrooms had higher average scores in Letter Naming Fluency and Nonsense Word Fluency than did students from comparison. Students from project classrooms experienced less "summer regression" between kindergarten and first grade in Letter Naming Fluency and Phoneme Segmentation Fluency than did comparison students. Findings suggested positive effects of this Early Reading First
project in preparing at-risk students for future school success.

**Visual and Performing Arts and the Academic Achievement
of English-Language Learners and Students in Poverty**

Marsha L. Walters, University of Southern Mississippi

Arts education has survived at the margins of education primarily as curriculum enrichments, though scientific study reveals that cognition depends on a balance and a variety of media and symbolic form. The purpose of this study was to investigate whether arts education, as measured by standardized achievement scores, made a difference in students who have a high risk of failing – English-language learners (ELs) and economically disadvantaged learners (EDs) in three levels of art instruction: no art, art instruction by specialists, and art integrated in the core curriculum.

The research was conducted in three parts. The first study evaluated elementary school groups classified into the three levels of art instruction. The results of this analysis indicated that the level of art instruction made a difference on the achievement scores of school groups with integrated art having the highest scores. There was not a measurable difference among the three levels of art instruction for the EL or ED student, although there was a significant difference among the ELs and non-ELs and the EDs and non-EDs. The second quantitative study evaluated individual student scores from two elementary schools. One school had art taught by specialists and one school had art integrated into the core curriculum. The analysis indicated that the EL and ED students in the school with the integrated arts program had higher scores than in the school with art specialists.

The final study was qualitative. Six principals, representing schools of three levels of art instruction, were interviewed. All of the schools represented in the interviews described programs that drew on the artistic resources of their communities and believed in engaging teachers, arts' specialists, and artists from all disciplines in serious inquiry. The findings suggested attention for future school district policies regarding students at risk of failure.

Session 15.4
3:00 – 3:50 P.M.　　　　INSTRUCTION.. **Devon**

Presider: Donna E. Pascoe, Columbus State University

Connecting to Community Through Collaboration

Ruth S. Busby, University of South Alabama, and Janie Hubbard, University of Montevallo

Many elementary students are being slighted in social studies instruction resulting in deficits in content knowledge and lack of preservice teachers' exposure to exemplary instructional strategies. Collecting oral histories provides an active and personal learning experience that integrates other disciplines.

This oral history project was a collaborative effort among the following participants: (1) 57 university preservice teachers enrolled in an undergraduate elementary social studies methods course, (2) 40 fourth graders from an elementary school in Mobile, AL enrolled in inclusion classes, (3) 15 fifth graders from an elementary school in Cairo, Egypt, and (4) five community members from the Mobile, AL area. Following training on the process of historical inquiry, the preservice teachers taught the fourth graders how to collect oral histories, resulting in a culminating activity in which students interviewed a community member regarding personal experiences of the impact of the Civil Rights Movement.

Preservice teachers and students wrote about their experiences, and a grant provided funding for the publication of a book of their stories. Moreover, fifth graders from Cairo, Egypt collected oral histories about other types of discrimination and civil rights movements. Because these students are from many different countries, the stories they collected represented experiences from a global perspective. Multimedia presentations were produced and exchanged between the fourth and fifth graders. Student writings were analyzed to ascertain: (1) the amount and accuracy of content learned, and (2) the impact on student attitudes in regards to enthusiasm for the project and the subject of social studies in general.

The results of the study imply that this methodology yields promising results. Additionally, preservice teacher reflections were analyzed for emerging patterns. Results from this data are useful for informing future practices in teacher education. Scrapbooks were produced and archived at the university in an effort to preserve student artifacts.

Promoting Interdisciplinary Collaboration in the Classroom: The Collaborative Assessment Project (CAP)

Lloyd E. Pickering and Kristi Julian, University of Montevallo

Historically, academic disciplines have had some difficulty "talking" to one another. Unfortunately, this disciplinary exclusivity often spills over into classroom practice, causing students in a particular field to receive limited exposure to other disciplines. One such example was recently noted in an academic unit where both teachers and interior designers are trained simultaneously. Though, on the surface, these two fields may seem mutually exclusive, a closer investigation reveals considerable overlap. Thus, opening a dialogue between students in these two disciplines is valuable.

Consequently, a classroom project was developed that promoted interdisciplinary collaborative learning. This project involved students working together in groups to accomplish two specific outcomes: (1) assessment of currently existing child care facilities, and (2) proposal for a state-of-the-art child care facility. A total of 52 students from four classes representing two majors (education, family and consumer sciences) and multiple fields of study (e.g., early childhood education, elementary education, secondary education, psychology, social work, child and family studies, interior design) were formed into groups of no more than six with each group containing at least one representative of each major.

Assessment focused on both physical (conformity to building code and ADA guidelines) and programmatic (developmentally-appropriate practice following NAEYC accreditation performance criteria) elements. Proposals involved integrating knowledge of building code (interior designers) and developmentally-appropriate practice (teachers) and applying such knowledge to an "outside-the-box" facility.

Thus, the expertise of each discipline was utilized, and students taught each other important, relevant information from their fields as they worked together. The goals of the project were largely met, as indicated by successful presentations and strong student feedback. Several important lessons were learned that will lead to future modifications of the project.

Session 15.5
3:00 – 3:50 P.M.   TEACHER EDUCATION.. Dorset

Presider: Maria M. Witte, Auburn University

Novice Teachers' Assessment of Their Teacher Education Programs: A Comparative Analysis

Martha W. Pettway and William Spencer, Auburn University

Preparation programs for teaching continue to receive extensive attention as a part of increasing the success level of students in public schools as state and national accreditation systems require institutions to solicit and utilize feedback from graduates to improve their programs. This study was designed to assess the perceptions of recent graduates of their preparation programs and to develop some recommendations for program modification. A sample of 608 novice teachers from three public school systems in eastern Alabama was asked to evaluate preparation for teaching using five especially generated scales based on previous satisfaction literature and current NCATE standards: Knowledge, Skills, and Dispositions; Field Experiences and Clinical Practice; Diversity; Technology; and Quality of Instruction.

Results indicated that most respondents were well satisfied with their preparation as far as Knowledge, Skills, and Dispositions; Field Experiences and Clinical Practice; and Quality of Instruction. Overall, they were somewhat less satisfied with the degree to which their programs had prepared them to deal with diversity and also with their preparation to utilize technology for instruction. Additional analyses were then conducted to determine any impact on these perceptions of type of institution attended (historically black colleges and universities vs. predominantly white Institutions (PWI), the ethnic identity of the respondents, the type of certification program the novices completed, and the general grade level at which the novices were teaching. In addition, the effects of experience and location of the school on satisfaction were also explored.

Results of the analysis revealed that all of the factors except type of program completed impacted the evaluations by the novice teachers of their respective preparation programs. After describing these differences, implications for possible program revisions were then drawn.

The Effectiveness of Science Teaching Video Case Studies as Demonstrated in Classroom Practices

Clifford A. Hofwolt, Vanderbilt University

Does the use of video case studies in an elementary science methods class make a difference in the classroom practices of prospective elementary teachers as demonstrated in their student teaching experiences? To date, little research has been reported on the use of video case studies in relationship to actual teaching practices as demonstrated by classroom teachers.

This study was conducted for two years. During the first year, students in an elementary science methods course were not shown any video case studies that showed inquiry or discover learning and the use of the science learning cycle. They were subjected to readings and class discussion about these topics. This was the control group. During the second year, students viewed and analyzed video case studies demonstrating these techniques in addition to class discussion and reading. This was the treatment group.

During student teaching, when students from either the control or treatment taught science lessons, they were observed utilizing an observational system that detects the use of hands-on approaches to teaching science that incorporates discovery or inquiry learning and the use of the science learning cycle. Each student was observed teaching five lessons. When all students from both treatment and controls groups had completed their student teaching, the data collected from the observational instrument were analyzed.

The results indicated that when students viewed and analyzed science video case studies showing inquiry learning and the use of the science learning cycle, they were more inclined to incorporate these teaching strategies into their actual classroom practices during student teaching than were students who had not viewed and analyzed the science video cases. The implication of this study is that video case studies can illustrate to prospective teachers, successful styles of teaching and learning that students may not see during observation sessions. These can serve as models of teaching worth emulating.

3:00 – 3:50 P.M.   EXHIBITS/Internet Café... Essex

Session 16.1
4:00 – 4:50 P.M.   ATTITUDES (Displays)... Avon

Examining the Attitudes of Teachers and Prospective Teachers Toward Mathematics
Instruction in Elementary Grades

Gena Riley and Dale Campbell, Jacksonville State University

This study examined the attitudes of preservice and inservice teachers to find out if their attitudes or dispositions toward teaching mathematics in elementary classrooms could change. To obtain this data, a pre- and post-survey of math attitudes was administered to the participants. The participants were preservice and inservice teachers enrolled in elementary mathematics methods courses; therefore, the number of participants was determined by class enrollment.

The researchers met with the participants daily/weekly depending on the semester of the school year. The meetings were class sessions in which the researchers engaged the participants in hands-on manipulative math activities using problem solving. Every class session included these two components. The participants were administered a pre-survey at the beginning of the semester. They were then exposed to the activities in the class for the duration of the semester. A post-survey was then administered to determine if attitudes toward mathematics instruction was influenced after exposure to these methods.

The data from these surveys were examined both quantitatively and qualitatively to determine the results. The findings from this study suggested implications for mathematics methods classes.

Viewing Knowledge Maps: The Attitudes of Preservice and Inservice Teachers

Paige V. Baggett, Edward L. Shaw, Jr., Rebecca M. Giles,
and Lynda Daughenbaugh, University of South Alabama

This study represented an exploration of attitudes towards viewing knowledge maps among inservice and preservice teachers in an effort to develop tentative hypotheses towards the usefulness of teacher-generated concept mapping as a study method. Participants were 35 female and two male education majors enrolled in the courses Art in the Elementary School, Classroom Management, and Elementary Curriculum Design at a southern university. Thirty-three participants were elementary education majors. Of the remaining four participants, one was a secondary education major, one was majoring in physical education and leisure services, and two were speech pathology majors. Participants' classification was as follows: three sophomores, 15 juniors, seven seniors, 11 graduate students, and one second bachelors.

Data were collected using the Knowledge Map Questionnaire, a six-item instrument that measures attitudes toward viewing the knowledge map as a study strategy, specifically: (1) participants' attitudes toward understanding knowledge maps as a study strategy for acquiring concept knowledge related to the design elements line, shape, and color; (2) participants' attitudes toward the effect knowledge maps have as a study strategy on learning and acquiring concept knowledge related to the design elements line, shape, and color; and (3) participants' attitudes toward the effect knowledge maps have as a study strategy on enjoyment of acquiring concept knowledge related to the design elements line, shape, and color. The instrument's five-point rating scale ranges from 1 (strongly agree) to 5 (strongly disagree). Descriptive data in the form of frequency and percentages were calculated using SPSS.

The findings suggested that both graduate and undergraduate participants had generally positive feelings about viewing knowledge maps as a study method, although approximately 3% of the sample reported the teacher-generated maps to be hard to understand and confusing.

Linking Moral Disengagement to Physical and Sexual Aggression in College Freshman

Jessica Ashley Carroll, University of Alabama

The primary purpose of this study was to connect Bandura's model of moral disengagement to physical and sexual aggression in a college-aged population. Research has shown that individuals in fraternities are more frequently involved in acts of physical and sexual aggression than their non-member student counterparts (Spaulding & Eddy, 1995; Flezzani & Benshoff, 2003; Cokley et al., 2001).

In Bandura's (1996) landmark study on early adolescent males, he linked aggression to moral disengagement. This study linked acts of aggression to moral disengagement using Bandura's theoretical framework and instrument to measure moral disengagement.

The sample of research participants was drawn from freshman, sophomore, and junior men (N=160) attending a large public university in the southeastern United States. Traditional-aged (18-22 year) freshman, sophomore and junior students were chosen to make a good comparison in developmental age between the fraternity member and non-fraternity member groups.

Respondents who agreed to participate were informed that this study would investigate dating behaviors, and anger behaviors in men. They were told that their answers would be completely confidential, that data

would be aggregated for data analysis, and they were thanked for their participation. After completing the three instruments, participants were given a debriefing statement that explained the purpose of the study.

Three materials, a questionnaire to measure the mechanisms of Moral Disengagement (Bandura et al., 1996), the Aggression Inventory (Gladue, 1991), and the Sexual Experiences Questionnaire (SEQ; White & Hoecker, 1995) were used in this study, in addition to a demographic questionnaire that included questions about fraternity membership. Results and analysis linked fraternity membership to higher scores on measures of all three constructs.

Gender Differences in Helping Behaviors of Bystanders

Vanessa Esparza and Anatasia D. Elder, Mississippi State University

The purposes of this study were to examine: (1) the likelihood of bystanders assisting someone in need, and (2) the effects of gender differences on social assistive behavior. An experimental study was carried out on a university campus and on an off-campus location. An emergency situation was created in which a college-aged male or female confederate stood on location with the hood of their vehicle propped open. The number of bystanders that ignored the emergency situation was tallied and their gender was noted. In addition, when subjects stopped to offer assistance they were administered an interview to assess their helping behaviors.

This measurement procedure was conducted on four separate occasions during a span of two weeks. The results indicated that 10.5% of bystanders stopped to offer assistance when the confederate was female, and 3% of bystanders stopped to offer assistance when the confederate was male. Help was offered 11.5% of the time off-campus compared to 4.6% of the time on-campus. Over the total of four experimental sessions, 287 bystanders walked by and 21 stopped to offer assistance. Of those 21 bystanders interviewed, all reported having helped someone with car trouble in the past. In addition, 15 of the subjects reported having been helped in the past when they were in need. The most common way in which subjects reported that they would be willing to help was to jump the car battery but a variety of methods (use cell phone, change tire, fix other problems) was also offered.

It was concluded that males were more likely than females to offer help during an emergency situation in which the task requires skills that were typically associated with masculine characteristics. Limitations and future research were discussed in an effort to more fully appreciate the circumstances surrounding helping behaviors of bystanders.

Session 16.2
4:00 – 4:50 P.M. **STORM SAGAS: THE DISPLACEMENT, RETURN, AND RESURGENCE OF**
MID-SOUTH EDUCATIONAL RESEARCHERS IN THE WAKE OF
HURRICANES KATRINA AND RITA (Symposium)........................ Berkshire

Organizer: Randy Parker, Louisiana Tech University

Kathleen Campbell, Southeastern Louisiana University; Betty Porter, School Leadership Center
of Greater New Orleans; and Michelle Haj-Broussard, McNeese State University

The effects of hurricanes Katrina and Rita on MSERA members extend far beyond the cancellation of the 2004 annual meeting. Using first-person accounts, this symposium described and documented the effect of displacement on the professional lives of MSERA members, their institutions, and member focus on new research opportunities.

Session 16.3
4:00 – 4:50 P.M. **EDUCATION REFORM.. Cornwall**

Presider: La Toya Hart, University of Southern Mississippi

Middle School Principals' Perspectives of Evaluation as They Implement
Mandated Educational Reform

Charlotte K. Eady, Jacksonville State University

The perspectives of three middle school principals as they implemented educational reform were investigated in this study. School reform and middle school reform provided the contextual framework for the study. The study examined how principals executed macro and micro tasks such as supervision and evaluation of teachers in a high stakes era. A qualitative case study was conducted to gain an understanding of the supervisory and evaluative perspectives of three middle school principals. During a six-month period, three interviews were conducted with three middle school principals in three different school systems. Artifacts were collected from each school, and the researcher wrote extensive fieldnotes. Symbolic interactionism was the theoretical framework that guided this study. The researcher explored the meanings that mandated reform had for three middle school principals and examined how the meanings (perspectives) were related to the principals' evaluative practices.

The participants in the study were purposefully selected. The three principals fit a list of essential attributes or criteria established prior to their selection. Within-case analysis was performed utilizing data sets derived from each of the three principals. After the within-case analyses were completed, cross-case analysis began. Even though the primary goal of this study was to understand and describe perspectives, the implications from the data may serve to inform the practices of other middle school principals and to assist policy makers in their understanding of reform movements as they evolve in middle school settings.

Adequate Yearly Progress: Leaving Explanation Behind?

Jennifer L. Moore, Mississippi State University

The purpose of this research was to determine if the variables included in the Mississippi Report Card 2003-2004 utilized for the calculation of AYP could be used to predict with accuracy greater than that which can be attributed to chance, whether Mississippi LEAs will attain adequate yearly progress in reading and math using the logistic regression technique. An additional goal of this study was to identify whether the inclusion of an additional variable pertaining to the proportion of teachers in each Mississippi LEA with a one-year teaching certificate could notably enhance the predictive accuracy of the logistic regression models.

This study addressed two research questions: (1) Can variables (included in the Mississippi Report Card 2003-2004) required for the calculation of adequate yearly progress be used to successfully predict

Adequate Yearly Progress using the Logistic Regression technique with an accuracy greater than that which can be attributed to chance? (2) Could the addition of another predictor variable (Percentage of Teachers with One-Year Educator Licenses) notably add to the predictive accuracy of the model?

This study demonstrated that using the variables utilized for the calculation of AYP, a predictive model can be successfully utilized to classify Mississippi LEAs that will and will not attain AYP in reading and math with an accuracy greater than that which can be attributed to chance. This study also established that the inclusion of a variable corresponding to the percentage of teachers in a LEA with one-year educator licenses did not add to the predictive accuracy of the model.

A Dimensional Resolution of the Qualitative-Quantitative Dichotomy: Implications for Theory, Praxis, and National Research Policy

Charles McLafferty and Anthony J. Onwuegbuzie, University of South Florida

Politicians and taxpayers wonder why researchers have not developed educational research and practice with the same scientific rigor attributed to medicine and engineering. Legislation threatens to proscribe funded research. The debate recurs: Is qualitative or quantitative research best? Beginning in graduate school, educators and researchers are usually taught only one such approach. Philosophical explanations depict an insolvable incompatibility.

The traditional qualitative-quantitative dichotomy is resolved using a three-dimensional ontology: soma, psyche, and noös. The physical dimension (soma) is best researched through quantitative methods. Qualitative approaches optimally encompass the emotions and intellect (psyche). The noëtic dimension includes choice, purpose, and spirituality: our unique personhood and universal connection with Life. Concepts such as choice, responsibility, and discovered meaning are largely missing from research and theory in psychology and education, partly because there are no methods philosophically suited to study the noëtic dimension. Current legislation intended to "leave no child behind" has an unintended side effect of forcing children to "conform to the norm" because of the bombardment of standardized testing.

From a dimensional perspective, the quantitative-qualitative concept is no longer dichotomous; rather, the two methodologies are dimensionally different. Thus, the political move toward "science-based research" in the areas of human learning and development must ensure that research and praxis include the search for meaning - the very soul of education.

Session 16.4
4:00 – 4:50 P.M.   SCHOOL IMPROVEMENT.. Devon

Presider: Terrance K. Harington, University of Alabama

Technology Tipping Point

David Theodore Freeman, Xiamen International School, and Thelma Roberson,
University of Southern Mississippi

The study examined the level of self-reported computer efficacy that teachers must reach before they will indicate plans to incorporate technology on a daily basis into their instructional practices. The link between technology integration and student achievement being well documented, school leaders need a method to determine which candidates can and will integrate technology on a daily basis.

The 128 participants in the study were student teachers finishing their teacher preparation program at the University of Southern Mississippi. To student teach, these candidates must have passed a test of basic technology skills. They were asked how often they planned to integrate technology. The mean indicated that the participants planned to integrate technology slightly more frequently than once a week. While more than half of the participants indicated plans to integrate technology once a week, more than a quarter planned to use technology on a daily basis.

The members of the sample reported their computer technology skill levels within such activities as writing computer programs, creating audio and video for instruction, creating class Web sites, using desktop publishing, preparing and using presentations with PowerPoint, communicating with e-mail, using the Internet to find and create materials, and word processing to produce new materials.

The researcher used a reverse stepwise multiple regression analysis to find which skill or combination of skills would likely result in daily technology integration plans. The results of the study indicate that a combination of presentation software skills and desktop publishing skills made the statistically significant difference between daily integration and weekly or less integration of technology. The implications for administrators seeking to increase technology integration is to hire teachers who posses and use presentation software and desktop publishing skills.

Session 16.5
4:00 – 4:50 P.M.   STATISTICS... Dorset

Presider: Israel L. Eady, Jacksonville State University

Psychometric Analysis of Athletic Perfectionism Through Polytomous Item Response Theory

Amanda K. Cotton and Jwa Kim, Middle Tennessee State University

Perfectionism is a personal trait that consists of setting excessively high standards and making overly critical self-evaluations. The latent trait of perfectionism has been studied extensively in the area of psychology, but not often in relation to sport and competitive athletes. Furthermore, a need exists for an accurate measurement of perfectionism in sport.

Using a Graded Response Model for polytomous response types, an IRT analysis was conducted to determine item behavior for a 98-item scale of perfectionism in sport. An initial exploratory factor analysis yielded five factors for consideration. Then, a polytomous IRT analysis determined the strengths and weakness of the remaining items. Results indicated that 31 of the 98 items performed especially well for this purpose and should be included in a future, validated scale of perfectionism in sport.

The Effect of Sample Size on Statistical Significance

Sunghee Yangkim and Lynn Loftin, Southern University

This study examined the statistics of random number samples to determine the effect of sample size on statistical significance. Most researchers use, but only a few understand, the concept of statistical significance. The effect of sample size is important because it indicates the appropriate way to interpret statistical significance in a study.

The researcher generated two samples of random numbers, from 1 to 100, using M/S Excel and tested the two samples for statistical significance using t-tests. The researcher then increased the sample sizes by repeating the 10 random numbers in each sample set. One of the two samples of random numbers was 2, 28, 32, 64, 30, 8, 55, 91, 17 and 9; and the other sample was 93, 22, 21, 67, 42, 22, 52, 89, 29 and 19. The researcher then increased each sample size by adding each sample set to its own. The two sample sets for the second test would be achieved by adding each sample to itself again. The researcher tested repeatedly until statistical significance was achieved. The result of the first test of the two sample sets of 10 random numbers did not achieve statistical significance.

The result of the 41st test achieved statistical significance with a sample size of 410, and a level of 0.05 to reject the null hypothesis. By increasing the sample size, each test has the same mean difference, correlation, and effect size. However, there is an increase in the degrees of freedom and a decrease in the standard deviation, the standard error and the confidence interval. In conclusion, when increasing the sample size, the test result is more likely to be statistically significant at a level 0.05.

Caution: Some Multivariate Texts Ignore the Structure Coefficients in Oblique Rotation

Essenc M. Balam and Anthony J. Guarino, Auburn University

Comprehending factor analysis (FA) is often challenging. Pedhazur and Schmelkin (1991) caution, "To understand what FA is, how it is applied, and how the results are interpreted is bound to bewilder and frustrate most readers" (p. 590). The role of factor analysis (FA) is to decipher the construct as measured by the individual variables. The structure coefficients are the zero-order correlations between the factor and the variable. Consulting only pattern coefficients when interpreting an oblique factor can lead to serious interpretation errors (Kieffer, 1999a). An oblique factor may have a strong structure loading yet a near-zero pattern coefficient. Interpreting only the pattern loading in the situation just described would lead to an inaccurate portrayal of that factor. To interpret an oblique factor, researchers (Gorsuch, 1983; Pedhazur & Schmelkin, 1991; Diekhoff, 1992) urge that both structure and pattern coefficients be considered.

Yet, a review of some of the popular multivariate texts revealed that many authors ignored the use of the structure coefficients to aid in the interpretation of an oblique factor. The purpose of this study was to determine if structured coefficients were included in the factor analysis chapters in popular multivariate texts. Educational psychology programs from the southeastern United States were contacted to identify the multivariate statistics texts assigned. Twelve multivariate statistics texts were reviewed.

A sample of multivariate texts assigned in educational psychology programs revealed that structure coefficients are often ignored to aid in the interpretation of an oblique factor. The results also indicated that few of the assigned multivariate texts recommended including the structure coefficients to aid with the interpretation of the emergent factor. Because consulting only pattern coefficients can lead to serious interpretation of the factor, it was suggested that statistics instructors introduce this important concept.

4:00 – 4:50 P.M. **EXHIBITS/Internet Café**.. **Essex**

Session 16.6
4:00 – 4:50 P.M. **WRITING AND GETTING PUBLISHED (Training Session)............. Yorkshire**

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.

The 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. Several sources for publishing (both print and electronic) 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 knowing the audience to whom the publication is intended, knowing the expectations of the editor and journal and making sure the article addresses its main point effectively, having a definite message and reason for writing, writing effectively and distinctly, writing about subjects that the author knew, following the style of the publisher's writing, knowing the editor's preferences, and using the journal's format, understanding the publishing process: how journal articles have been requested, reviewed, rewritten, and accepted; recognizing that the writing, reviewing, and editing processes are time consuming; and following up on every submission, contacting the editor to determine status, and learning how to edit personal submissions. Participants had a broad understanding of writing and publishing as a result of attending this session and were given handouts.

**If your abstract is missing, please send the abstract to Lorraine Allen, lallen@memphis.edu.

Session 17.1
8:00 – 8:50 A.M.   ONLINE LEARNING (Display)... Avon

Wired for Research: An Online Graduate Research Course

Donald Snead and Barbara N. Young, Middle Tennessee State University

Content requirements, criteria and standards, and personal needs and issues of learners drive course design. Multiple modes of interaction such as small group discussion, large group discussion, teacher to individual student communication, and individual student to individual student communication must be incorporated into course design. Both traditional onsite course models and newer, more innovative, online course delivery systems must incorporate these components into course design.

Analysis and Application of Educational Research was designed with the above in mind as an innovative online course. The online graduate course was designed and structured for effective delivery, using the WebCT online development program and its components, with attention given to meaningful interaction, quality feedback, relevant and enriching activities, inquiry-based readings and activities, and research opportunities not typically available or engaged in when utilizing the traditional onsite course delivery format. The online course design provided for a more dynamic, complex, and enriched learning environment for the inquiry-seeking graduate student. Learners were immersed in course content within this alternative learning environment through multiple styles of delivery, Internet resources and Internet-based teleresearch, and numerous inquiry-based tasks.

As a result, a totally new, dynamic culture for learning emerged utilizing interactive WebCT components such as Online Personal and Group Discussion Boards; Group Chat Rooms; Student Tools including e-mail links, Student Personal Profile Homepages, online grade access, and Essay Drop Box with instructor feedback capability; External Links; Course Documents, including handouts, articles, and resources; and other links and tools. This poster display session noted Content description including Syllabus, Content Modules, Semester Calendar, Readings, Requirements, and description of links to various pages and tools, and essays and assignment directions. WebCT Course Map/Menu settings, navigation, and tools available and utilized within WebCT for this course were also addressed.

How Two Distance Learning Systems Augment Instructional Delivery in a Graduate Program for School Leadership

Shelly Albritton and Jack Klotz, University of Central Arkansas

This display session highlighted the use of two distance learning systems to augment instructional delivery in a principal preparatory program. To guard against leaving a graduate student behind, a school leadership program has combined the best features of two online learning systems. According to Auyeung (2004), "Both campus-based learning and distance learning have been transformed by technology . . . ," and effective use of online learning systems "can be used to promote dialogue between instructors and students, as well as enhance collaborative learning" (p. 120).

With WebCT capabilities, the program information and materials are organized and maintained, and asynchronous dialog, through the use of the WebCT e-mail and assignment tools, promotes ongoing interaction between the instructors and students. WebCT is also used to promote small student groups working collaboratively with on-going learning projects by employing the WebCT team tools, e-mail, discussion bulletin boards, and chat rooms. Ferguson (2001) asserts that effective teaching and learning is dependent upon meaningful, reciprocated communication. Centra, a distance learning system utilizing a voice-over-Internet protocol, is used for synchronous class sessions. This online system provides real-time, interactive sessions utilizing audio and video technology rather than relying on text-based chat rooms where some students are apt to become lost in a barrage of text on the computer screen.

The display highlighted the features of the distant learning systems used to deliver online instruction in the program. The display also provided a summary of student perceptions regarding utilization of the two systems in terms of their effectiveness for asynchronous and synchronous instructional delivery, as well as the impact on their learning experiences during class sessions and with collaborative learning experiences with their peers.

The Effects of Gender and GPA on Asynchronous Online Discussion

Christopher S. Tollison, Mississippi State University

The asynchronous Internet-based course has become a dominant force in the world of distance education, and with its emergence has come the increased use of the online discussion forum. Despite the growth in asynchronous online discussion, the existing literature suggests that it is not without its problems, namely, that female, as well as lower achievement students, do not participate in online discussion at the same rate or in the same manner as male and higher achievement students. The study investigated discussion transcripts from an undergraduate level information systems class over the course of a semester to find out: (1) possible gender and GPA-based differences in frequency and length of postings, (2) possible gender and GPA-based differences in communicative style as measured by the use of specific linguistic qualifiers and intensifiers, and (3) the combined effects of gender and GPA on discussion style and frequency.

Results suggested that while differences in the rate of postings were found between the higher and lower GPA students, no differences were found in their usage of any of linguistic qualifiers and intensifiers. Furthermore, there were no indications that gender and GPA interacted to affect online discussion at any level. However, the results showed that women did, in fact, use more linguistic qualifiers than men and that higher-GPA students post more frequently than lower-GPA students. The implications of the study are that in order to harness the full potential of the online discussion forum, steps need to be taken to ensure full and meaningful participation occurs among both male and female students, as well as high-achievement and low-achievement students.

Session 17.2

8:00 – 8:50 A.M.   GENDER ISSUES... **Berkshire**

Presider: Meiko Negishi, Mississippi State University

Self-Efficacy and Sexual Behavior: Gender Differences Among Adolescents

Sharon K. McDonough, Glennelle Halpin, Gerald Halpin, and Robin Taylor, Auburn University

Abstinence has been touted by its supporters as the only certain way to avoid the harmful effects of out-of-wedlock sexual activity, but how self-efficacious are young people with regard to this endeavor? Results from analyses of data collected in an evaluation of abstinence education programs, with particular focus on differences between boys and girls in terms of self-efficacy and sexual behavior, will help answer that question. Relevant literature dealing with adolescent self-efficacy and gender differences provides a framework for the study.

A total of 5,439 students in Grades 7 through 10 from 49 schools in five counties who participated in abstinence education programs were surveyed before and after the intervention. The 135-itemYouth Survey (Halpin & Halpin, 1998) was used as the pre/post measure. The survey was designed to measure students' attitudes toward sexual abstinence, self-reported behavior and behavioral intentions regarding sexual activity, and various personal characteristics, including the construct of self-efficacy.

Survey data were analyzed through GLM multivariate statistics. Mean differences between males and females were statistically significant, with girls consistently scoring more positively than boys on the Self-Efficacy scale. An additional fairly consistent finding was a gender difference in self-reported sexual behavior. Generally, girls in the 7th through 9th grades reported being more abstinent than boys. For samples of 10th graders, however, there was not a statistically significant difference between the groups. Finally, analyses of data indicated statistically significant improvements on self-efficacy scores from pre- to posttest in some instances. As Henry Ford put it, "Whether you think you can or you can't, you're usually right."

The findings presented in this paper underscored the importance of self-efficacy for adolescents in resisting pressures to engage in sexual activity. Other possible explanations for gender differences in adolescent sexual behavior were also discussed.

A Study of Single-Sex Classes in Coeducational Middle Schools

Kathleen T. Campbell and Rayma Harchar, Southeastern Louisiana University

This study was the first part of a longitudinal study of a program being implemented in a rural school district in the deep South. Two middle schools modified their schedules to achieve single sex classes for core courses while retaining coeducational classes in physical education and electives. The present study compared students' attitudes toward language arts, math, science, general academics, and self esteem in two coeducational middle schools with single sex core academic classes and two traditional coeducational middle schools. The study also examined the perceptions of teachers toward the single sex programs at the beginning of the program and several months later.

For the past several decades, research has indicated that females begin to lose their voices in middle school and defer to males, especially in math, science, and technology. That gap is evident in the work force, where females are disproportionately underrepresented. In response to research reports alleging that schools were failing to meet the needs of females, many educators changed their instructional methodology, and some single sex programs emerged. New research has indicated that males are trailing females in achievement, and that 30% more females attend higher education than do males.

Because the single sex programs are just being implemented for the 2006-07 school year, the data were collected in August and again in mid-October and included student responses to a self-report, Likert-scale questionnaire, as well as the responses of teachers to a school climate questionnaire and several open-ended questions. Data were analyzed using repeated measures ANOVA for the students and repeated measures MANOVA for the teachers, followed with univariate repeated measures ANOVAs.

Because this is a longitudinal study, the research will continue for three years, comparing achievement test scores, attendance, and school report cards of the two different settings.

The Role of Gender as a Variable of Self-Selection and Success
in Online Coursework in Higher Education

Sherri Restauri, Gordon Nelson, and Frank King, Jacksonville State University

The substantial growth in student enrollment in online classes within higher education may indicate that a number of important variables are influencing student course selection and subsequent enrollment and retention. Along with this increase in student enrollment across online classes in higher education, the male gender has been noted within a tremendous amount of recent research as having a decline in enrollment within higher education overall, including specifically the online mode of learning.

This study investigated the variables that may potentially be influencing the decline of the male higher education student's enrollment into online classes. The creation of a Likert-scale, closed-response survey addressed the issues of: (1) age, (2) time spent online, (3) preference for different course modalities, (4) procrastination, (5) self-assessed technological skill, (6) frustration level toward technology, (7) single versus group work preferences, (8) perceived need for help, and (9) learning style. To address gender as a potential factor in the responses to these nine variables, anonymous student responses were analyzed based on gender using ANOVA.

Participants in this study (n=136) came from 18 classes taught at a southeastern university during summer terms. The results of this study indicated that three of nine variables investigated indicated statistically significant differences between males and females. These three variables included average time spent online, preference for class format, and perceived need for help with online classes.

The results of this research indicated that there were gender-related academic success and course-selectivity variables that are currently shaping our online higher education market today. In addition to the three variables identified, learning style also presented important differences between males and females, as these learning styles relate to time spent on the Internet. The authors of this paper proposed that social, psychological, and educational factors are responsible for the gender differences noted in this study.

Session 17.3

8:00 – 8:50 A.M. **ATTITUDES**.. **Cornwall**

Presider: Shery L. Shaw, University of Arkansas at Little Rock

Comparing Pre-Teaching Service Students' Beliefs in Evidence-Based and Nonevidence-Based Childhood Disorders to Their Spiritual and Religious Characteristics

Kelli R. Jordan, University of Tennessee

Technological advances in recent years have resulted in significant increases in our access to information via the Internet. Parents and teachers alike tend to use this information as a reliable source for interventions related to childhood disorders, such as autism, ADHD, and dyslexia. However, researchers have rarely investigated the correlates of strong beliefs in the efficacy of these interventions. Spirituality and religious convictions offer dimensions that often guide people's behaviors, cognitions, and beliefs. With this in mind, the researcher sought to determine the relationship between spirituality or religious convictions and beliefs in interventions (both evidence-based and nonevidence-based) for childhood disorders.

The researcher constructed two survey instruments, one designed to assess spirituality and religiosity and the other to assess beliefs about childhood interventions. The 23-item spirituality survey adapted questions from a published survey on college students' beliefs and values that loaded on the factors of spirituality and religious commitment. The 20-item interventions survey gave brief descriptions of potential interventions for childhood disorders, and asked participants to rate their level of belief that the intervention will work. The two surveys, along with demographics questions, were combined and counterbalanced, resulting in two forms of the survey. The two forms were randomly assigned to class sections.

Seventy-one students, primarily enrolled in preservice teaching courses, participated in the researcher's study. In the data analysis, they determined if high levels of spirituality and religiousness correlate with high levels of belief in interventions. In addition, they determined if evidence-based vs. nonevidence-based interventions and demographics affected this correlation. Presented were the results of the data analyses, both the frequencies and levels of beliefs in various interventions and the relationship between beliefs and spirituality/religious convictions. Finally, implications of the findings, relevant to encouraging critical thinking in future teachers, were discussed.

Are All Freshman Classes Created Equal?

Martha Tapia, Berry College

As Millennium Generation students enter the universities, it is of interest whether there has been a change in the attitudes toward mathematics of the students and if gender differences continue to exist. To investigate this, this study compared scores on the Attitudes Toward Mathematics Inventory (ATMI) of students from two different incoming freshman classes at a private liberal arts college in the Southeast. The two groups that were the focus of this study were the incoming freshmen in fall 2000 and the incoming freshmen in fall 2005.

The ATMI is a 40-item Likert scale inventory with four factors: self-confidence, value, enjoyment of mathematics, and motivation. It was developed to measure students' attitudes toward mathematics. The ATMI was administered to students enrolled in eight different, randomly selected, mathematics courses in fall 2000 and in fall 2005 at the beginning of each semester. One hundred sixty-nine students were identified as incoming freshmen in the fall 2000, while 117 students were identified as incoming freshmen in fall 2005. This sample was predominantly Caucasian. Of the 169 fall 2000 participants, 74 were males and 95 were females. Of the 117 fall 2005 participants, 56 were males and 61 females. The students completed the inventory in their classes.

Data were analyzed using a multivariate factorial model with four factors of mathematics attitudes as dependent variables (self-confidence, value, motivation, and enjoyment of mathematics) and two independent variables, class and sex. Assumptions were verified. The interaction of class and sex and the main effect of class incoming year were not significant. The main effect of sex was found to be significant, with medium effect size, in all four factors. Male students scored significantly higher than female students in all four factors of attitudes toward mathematics.

A Literature Review of Educating Resistant Adult Learners

Elizabeth C. Smith, University of Southern Mississippi

This literature review evaluated the problem of resistant adult learners. One frustrating task for educators is trying to motivate and educate a student with a negative attitude, a resistant or noncompliant student. The researcher defined a resistant student as a student refusing or hesitant to participate in education by not completing assignments and/or having a negative attitude toward the material, class requirements, or the instructor. Quinones and Cornwell (2004) define a resistant student as a person who stops short of her or his very obtainable academic goals. The researcher centered on literature that specifically discussed adult learners who were resistant in various educational settings. The researcher listed the various reasons found to deter a student's participation and motivation.

There were specific factors that repeated throughout the literature as contributing factors in adult learners' resistance, such as not enough time, cultural differences, occupational aspirations, and development of the individual, family, and community (Sandlin, 2004; Mok & Tsz, 1999). Though the student is responsible for developing coping skills and learning to balance the various roles and duties in his life, the educator also has an important role in decreasing this resistance of the student that is advantageous in the educator aligning with the student and encouraging self-direction.

The implications to this review are important. The educator must realize that her/his perceptions and the perceptions of the student contribute to the resistant level; this fact empowers educators. As educators listen to the students, make necessary changes through negotiations, and have multifaceted methods of demonstration, collaboration, and discussion, the adult student's resistance will diminish (Faucette, Nugent, & Sallis, 2002). This review should be followed by actual research that takes into consideration the student's perception of the material or subject matter.

Session 17.4
8:00 – 8:50 A.M. **ADMINISTRATION**... **Devon**

Presider: Sherri Restauri, Jacksonville State University

Evaluation of University-Sponsored Professional Development for PK-12 Teachers

Bonnie Daniel, University of Tennessee, Martin

A four-year, public, rural institution received six grants targeted specifically for collaborative efforts between higher education and local schools systems to provide professional development to K-12 teachers. While the activities offered incentives ranging from free tuition to lap-top computers, and from supplies to stipends, all project directors reported difficulty in filling the available positions. This study examined the characteristics of the professional development activities that teachers valued as they made their decisions regarding participation. With NCLB, millions of dollars have been allocated for collaborative projects between higher education and K-12. Research has demonstrated that effective professional development includes not only high quality content, but also pedagogy, follow-up, and a supportive environment. While research exists that describes effective professional development, teachers' selection process among varying formats, incentives, and content has not been examined.

All of the teachers (n=96) who participated in one or more of the six professional development activities during summer 2005 were surveyed, and 50 (52%) responded. The researchers designed the survey with Likert-type statements, open-ended questions, and rankings. Due to the nominal data of the surveys, researchers ran chi-square tests for each of the six groups of respondents. Those six chi-squares were compared at a .01 significance level.

The results suggested that despite the availability of high-quality professional development, teachers chose among available options based on a variety of variables. The findings implied that colleges and universities would be advised to collaborate with K-12 teachers and administrators prior to designing professional development opportunities and to align expectations of the stakeholders to maximize participation. The findings demonstrated that high quality activities and other incentives must be coupled with other factors to attract teachers.

Critical Personal Narratives of Administrators and Professional Staff of Color

Carlton R. McHargh, University of Alabama

Within campuses across the United States, the need to increase the diversity of staff and students is well documented and uncontested. While some studies have demonstrated that increased diversity in higher educational contexts has been linked to many benefits, other studies have also shown that achieving diversity in college campuses across the United States, particularly predominantly white institutions (PWIs), is not an easy task to accomplish (Jackson, 2004; Johnson & Wiley 1998; Glazer-Raymo, 1999, cited in Sagaria, 2002).

This study made the argument that in order for such institutions of higher learning (IHEs) to truly embrace the multicultural ethos that underlies diversity, policies and practices have to assure that individuals from underrepresented backgrounds are meaningfully included at all levels of those institutions. This study drew from the qualitative component of a larger study that utilized a mixed-methods approach. Specifically, the qualitative aspects of the study employed in-depth interview procedures (Glesne & Peshkin, 1992) with a purposively selected sample of participants comprising upper-level administrators and professional staff in a flagship university located in the southern United States. An interview protocol utilizing open-ended, in-depth interview questions (Taylor & Bogdan, 1984) was used to cover a variety of topics, including how they interacted with the other top-level branches of university leadership, climate issues, and perceived prospects for advancement. Data were analyzed utilizing QSR N6 qualitative data analysis software.

Findings provided critical insight into how administrators and professional staff of color in a PWI see as being important the process of hiring persons of color into top level administrative positions in PWIs. This study offered some valuable insights into issues pertaining to the hiring of upper level administrators and strategies that a PWI has utilized to create diversity among its upper level leadership.

"Principals" Perceptions of Achieving Success in Overcoming Hurricane Katrina Challenge

Jean D. Krieger, Woodlake Elementary School, and John Brown, and Betty Porter,
School Leadership of Greater New Orleans

The purpose of this study was to discover the common threads of recovery necessary for school principals to recover from severe emergencies. Principals of parochial, private, and public schools in Louisiana that were impacted by Hurricane Katrina were questioned about how the hurricane changed their schools and about what supports they needed to recover and begin school again after the storm. Principals returning to their schools after the storm were interviewed, and their responses were recorded and studied to find commonalities.

Researchers met with the principals at their schools. The most common remarks from these principals focused on the "human capital" that made the difference during their recovery period. Principals also discussed the difficulties with communicating with staff and finding employees who were able to return to work as recovery began.

This study presented the information that was learned from interviews with principals before, during, and after the reopening of schools in south Louisiana. Also presented were suggestions for further study to help prepare schools for future crisis or emergencies. This qualitative study was designed to provoke thought and interest in developing plans to prevent or offset the chaos that accompanies crisis.

Session 17.5
8:00 – 8:50 A.M.   LEADERSHIP.. Dorset

Presider: Lola Aagaard, Morehead State University

Reading Issues and Literacy Coaches: Perceptions in Principals of the Mississippi Delta

Corlis L. Snow, Delta State University

The study examined the perceptions of elementary principals in the Mississippi Delta regarding reading issues and the impact of literacy coaches on their roles as instructional leaders. The critical role of principals as instructional leaders has been impacted by recent accountability mandates that revived reading issues and caused changes in the instructional leadership structures of many schools through the mass employment of literacy coaches who were hired to lead instructional improvement in reading. Sixty-one practicing elementary principals in the Mississippi Delta participated in the study.

They completed the Elementary School Principals' Questionnaire, which solicited their perceptions of reading issues, their understanding of those issues, and the resources they used to inform themselves of the issues. Thirty-four of the participants employed literacy coaches and completed the researcher-constructed addendum solicited their perceptions of the impact of literacy coaches on principals' roles as instructional leaders. Personal interviews were conducted with five of the latter participants to further examine their perceptions of the impact of literacy coaches on their roles as instructional leaders. Questionnaire data were analyzed for percentages, frequencies, and means. Interview responses were added to enhance the quantitative data.

Results of the study indicated that the most critical and unresolved issues perceived by the participants included whether children's entry into kindergarten should be delayed until passing a screening test. The most understood reading issue involved teaching phonics as a prerequisite to reading instruction. Personal contact with specialists in the field was indicated as the most used and most useful source of information about reading issues. Additionally, most of the participants perceived that the literacy coach enhanced their roles as instructional leaders by functioning in a limited, but supportive, instructional leadership role. The findings of the study suggested implications for teacher education and educational leadership preparation programs.

Reasons for Becoming a School Administrator

Thelma J. Roberson, University of Southern Mississippi

School administrators in the United States are facing unprecedented stress related to increased accountability, reduction in funding, student discipline, and shortages of highly qualified teachers. Many administrators are opting to leave the profession, but educational administration preparation programs still have students enrolling. This study sought to understand why individuals enter the field.

The paper presented the findings of the second phase of a multiple-phase study of why graduate students enroll in educational leadership preparation programs. Phase I of the study included students from a single program, Phase II included students from all approved programs within a single state, and Phase III will include students from defined region that includes 25 states. This paper presented Phase II findings.

Program coordinators at each of the state's approved educational administrator preparation programs were contacted and invited to participate in the study. At the end of the summer semester, questionnaires were mailed to participating departments and administered by a faculty member on-site to all students enrolled in educational administration programs. The questionnaire collected both quantitative and qualitative data and included demographic information; opportunity to rate, on a Likert-type scale, 10 possible reasons for becoming a school administrator; opportunity to rank top five reasons for becoming an administrator; and an opportunity to write a short paragraph explaining reason for choosing this career path. Descriptive statistics were reported for quantitative data. Qualitative responses were analyzed for themes.

Initial results indicated a stark difference in the responses of "White" and "Black" respondents in several areas including responses to these statements: "I have been encouraged to do so by others," and "I felt I would do a great job." The implications of this study can assist program coordinators with recruitment/retention of students in preservice administrator programs and assist districts with identifying potential administrator candidates.

Session 17.6
8:00 – 8:50 A.M.   MULTICULTURAL... Essex

Presider: Velma L. Campbell, Morehead State University

Do Multicultural Courses Foster Multicultural Education?

Sirlata Bhattacharyya, Adelphi University

This study discussed the level of cognizance and perceptions regarding cultural diversity in the classrooms of preservice college students. It also investigated whether multicultural education, as taught in many college courses, is helping in the understanding and fostering of cultural diversity.

Despite the importance given to multicultural education, there is yet confusion in the perceptions of preservice college students regarding multiculturalism. Researchers (Banks & Banks, 1995; Sleeter & Grant, 1988) have time and again tried to stress the need to attend to learners belonging to diverse racial, cultural, and ethnic groups; yet it remains a fluid issue. For the marginalized sections of society, multicultural education needs to create spaces of representation (Asher, 2001) in which students in our classrooms belonging to diverse racial, ethnic, and cultural groups can represent their selves and negotiate their identities, and in the process remove the fogginess of ignorance.

The study addressed the true success of these courses in this regard by measuring the students' perceptions of how successfully multicultural education was being addressed in their classrooms. It also questioned whether teachers with less experience in actual classroom teaching but who have been receiving increased training in multicultural education were more effective in implementing best practices versus the veteran teachers. A survey was conducted to investigate the perceptions of these preservice college students regarding multicultural education in an Educational Psychology program.

Results indicated that there was a fair amount of content integration, some amount of equity pedagogy in the form of providing resources for literacy in two languages, and staff development programs are fairly good. However, extreme results regarding institutional changes to foster multiculturalism were evident, as very little action was taken for prejudice reduction. Schools had a lot of rhetoric regarding the empowerment of school culture and social structure, but less action.

ESL Teachers' Culture Competence and Students' Performance

Li-Ching Hung and Carey S. Smith, Mississippi State University

In 2001, the U.S. Census Bureau Report wrote that more than 35 million immigrants living in the United States stated that their native language was not English. Each year, the populace increasingly becomes more ethnically and linguistically dissimilar, with the result that English as a Second Language (ESL) has become the fastest growing adult educational program in the US. In addition, the U.S. Department of Education (2002) said that, during the 2001-2002 program year, 43% of participants (approximately 1.2 million out of a total of 2.7 million) enrolled in state-administered adult education programs were taking ESL classes. In other words, almost half of those enrolled in adult education programs within the United States are English language learners.

The purpose of this study was to discuss to what extent ESL teachers' culture competency influences students' performance. Specifically, the majority of ESL adult teachers in America tend to be white, but have little training regarding multicultural issues. Research shows, however, that teachers more aware of their students' cultures tend to better meet their students' needs.

The authors conducted case studies to investigate this issue, interviewing six adult ESL learners in an ESL center on a college campus located in the southeastern United States. The students represented a rich diversity of cultural backgrounds with all possessing an intermediate level of English proficiency. The participants all reported that their teachers possessed little understanding of their culture, with five (out of six) students stating unequivocally that their instructors were indifferent to their cultural heritage. Students reporting that their teacher possessed understanding regarding the students' culture indicated higher learner motivation. Other issues related to culture competency were also discussed.

Session 17.7
8:00 – 8:50 A.M.   USING BLACKBOARD FOR STUDENT ASSIGNMENTS: THINKING
                              OUTSIDE THE BOX (Training Session).. Yorkshire

Jeff Anderson, University of Alabama at Birmingham

The Blackboard Learning System has become one of the most widely used course delivery systems in higher education. Its basic design and ease of use have made it a popular choice for course delivery and class discussions. Some faculty members are hesitant to use Blackboard for assignment submission because of difficulty using the digital dropbox. Students are often confused about how to submit assignments, and faculty finds it difficult to navigate through the long lists of student assignments in the dropbox. There is no simple way to provide feedback to students within the dropbox. One alternative to the dropbox is the use of discussion forums for assignment submission.

This session looked at an approach to categorize and manage assignment submission through discussions. Anyone with an interest in assignment management in Blackboard was encouraged to attend. Attendees should bring a laptop with wireless access to participate in the hands-on portion of this training.

Session 17.8
9:00 – 9:50 A.M.   2006 OUTSTANDING PAPERS... Avon

Presider: William Spencer, Auburn University

Session 18.1
9:00 – 9:50 A.M.   CAN DISPOSITIONS BE CHANGED? A REVIEW OF PREVIOUS
**   RESEARCH (Symposium)... Berkshire**

Organizer: Lindon J. Ratliff, Delta State University

The study examined research in an attempt to discover whether dispositions held by educators and preservice teachers could be changed in order to meet the NCATE guidelines. With the 2000 publication of the NCATE, which stressed schools of education to evaluate the "knowledge, skills, and dispositions" of future educators, more and more colleges have refocused their preservice teacher programs to address dispositions. The attempt to meet this "disposition" component of the standard has led many universities to create instruments that they claim are measuring dispositions. With this new data being collected, many colleges have had to address the concern of what to do with a preservice educator who does not posses the dispositions of an effective teacher. Also, the question arises about whether a future educator who does not posses the dispositions of an effective teacher would be able to alter her or his dispositions in a short period of time to meet the criteria set by the NCATE standard.

This paper examined previous research in order to determine if a consensus has been made concerning the concept of altering dispositions. If they can be altered, then how should colleges deal with preservice teachers who do not posses the desired dispositions? Furthermore, if they can not be altered, how should colleges deal with preservice teachers who do not have the dispositions of effective teachers?

During the analysis of previous research, an examination of the scholarly merits of the research was conducted. Also, the paper attempted to present the findings in a chronological method. The findings of the study suggested that consensus on whether dispositions can be changed is not present. Limited research was found concerning the amount of time necessary to change a disposition. There also has arisen a problem concerning teacher education candidates "masking" their dispositions in order to meet the desired dispositions of effective teachers. One university has attempted to combat the problem of masking by having the prospective teachers write lengthy essays, and thus in their opinion ultimately revealing their true selves.   The conclusions of this research suggested that a solid consensus is lacking about whether dispositions can be changed and, if so, how much time is needed.

Session 18.2
9:00 – 9:50 A.M.   ACHIEVEMENT... Cornwall

Presider: Linda Searby, University of Alabama at Birmingham

Impact of No Child Left Behind on the Passage Rate for Statewide Assessments in Mathematics:
A Comparative Look at Students with Disabilities

Jennifer Bell, Glennelle Halpin, and Gerald Halpin, Auburn University

In 2002, Congress passed the No Child Left Behind (NCLB) Act. Although this law was not a special education law, it had a tremendous impact on the education of children with disabilities because it mandated that all children, including those with disabilities, had to reach levels of academic proficiency in specific subject areas by the 2013-2014 academic year. In addition, this law mandated that all children, including those with disabilities, be included in statewide assessments that would help determine whether a state met its adequate yearly progress goals (Georgia Department of Education, n.d.; NCLB, 2001). According to NCLB, only 1% of students with disabilities may be excluded from statewide assessments. Therefore, students with mild intellectual disabilities who formerly would have been excluded now must participate in statewide assessments.

Further, in reference to participation in mandatory statewide assessments, the law (IDEA, 2004) states that only students with significant cognitive impairments may be excluded from statewide testing, indicating that those with mild intellectual disabilities must take state-mandated tests. In Georgia secondary students with disabilities, therefore, must take the Georgia High School Graduation Tests (GHSGT) (Georgia Department of Education, 2004b).

The purpose of this study was to determine the effect of NCLB (2001) on the passage rate of the math subtest of the GHSGT. Math scores for the 1999-2000 and 2004-2005 administrations of the GHSGT to students in a 12-county district in Georgia were the data source. Results for students with disabilities and students without disabilities were compared using a repeated measure analysis. While the passage rate for students without disabilities has increased, such was not the case for students with disabilities. One possible explanation is that many more students with disabilities took the test in 2004-2005 (almost 7,000) as compared to 1999-2000 (< 3,000). Implications of these findings were discussed.

Evaluation of Sixth Graders Staying in Elementary School

Brenda C. Litchfield and Joe'l Lewis, University of South Alabama

The Mobile County Public School System (MCPSS) kept current fifth graders at four elementary schools this year rather than send them to middle school. The reason for this approach was that rising sixth graders often lack social development and effective use of self-regulated learning strategies. Research supports that students of this age group (10-12) are confronted with a variety of problems encountered in transition from

elementary to secondary school. Some stress-related events are differences in school structure, classroom organization, teaching strategies, academic standards, and teaching expectations. The differences in atmosphere between elementary and secondary schools can cause students to become less motivated and less interested in school, and to have feelings of incompetence.

Perceptions of sixth-grade students regarding their staying in elementary school as sixth graders or moving to middle school were obtained. Students who transitioned into middle school as sixth graders were surveyed about their perceptions of their future middle school experience. Data were compared for each group. The researchers evaluated differences in academic achievement between these two groups. Academic achievement was evaluated by Criterion Reference Test (CRT) scores, grade point average, and standardized test scores. Teachers and parents were also surveyed about to their perceptions regarding their students' location for the sixth grade. All students were surveyed at the beginning of the year and will be surveyed at least four times during the 2006-2007 school year.

An effective evaluation of this approach is critical because it may become a county-wide program during the next school year. It is important to find out if this approach of keeping sixth graders in elementary school is effective. Findings were evaluated and reported to the MCPSS for use in the decision to continue or abandon this practice.

An Investigation of Formal Operational Thought in College Students, Utilizing Logic and Probability

Kimberly E. Ball, Louise Mullins, and Linda Morse, Mississippi State University

The formal operations stage proposed by Jean Piaget (1896-1980) may possibly be the most influential on the field of education than any of his other stages. Piaget believed this final stage to be obtained in adolescence (Hyde, 1970). In much current research, it has been argued that formal operations stage is never attained in a significant percentage of the population (Kuhn, 1979).

A probability/logic study involving college students was performed. Of particular interest were whether the students had attained formal operations, and if the number of college math courses made a difference in their current level of formal operations. A six-item probability/logic educational questionnaire was developed. It contained the following demographic information: major, gender, age, year in college, and a listing of math and physics courses taken in college. After completion of the questionnaire, the subjects rated their confidence in their answers. A total of 159 college students from Mississippi State University participated. The start time was noted, as well as the time of completion.

Responses indicated that 42% of the sample population had not attained formal operations level, answering either zero or one correct question out of the possible six. Another 54% of the subjects were operating within the formal operations stage, but had not yet obtained mastery, answering between two and four questions correctly. Only seven subjects, 4% of the sample population, correctly answered five or six items, demonstrating complete mastery of the formal operational level.

Linear regression analysis indicated that the number of math or math-based physics classes taken in college was statistically significant in the attainment of formal operations. A long-term follow-up study needs to be performed to determine if the students not yet operating at formal operations level will ever attain that level, and, if so, at what age.

Session 18.3
9:00 – 9:50 A.M. LEARNING.. **Devon**

Presider: Vincent R. McGrath, Mississippi State University

Multimedia and Learning: Too Much of a Good Thing?

Tim Wilcox, Mississippi State University

Since the first Apple computer entered a classroom, multimedia has been a part of computer-based learning. Educational software developers continue to market products that mirror current interactive technologies. Consequently, instructional software programs are often designed as full multimedia productions rivaling the latest Hollywood releases. Cognitive learning theory suggests that a barrage of sensory input may not support efficient learning.

This paper examined chronologically a collection of journal articles and dissertations that addressed multimedia usage in instructional software. Each focused on the use of static text, audio, and still or animated images in light of current cognitive learning theory to ascertain their effectiveness in instructional software. The research sought relationships between the use of multimedia and cognitive load and attention, as well as explored learner cognitive styles and learners' control of the learning pace. The effects of split-attention and redundancy on cognitive load were discussed, and possible educational implications were given. Continued discussion regarding the use of multimedia in education may help decide how much is too much.

Wholetheme Educational Integration of Self-Regulation

Asghar Iran-Nejad, University of Alabama

There is a growing recognition in educational circles that the dynamic organization of the inherent context of learning and performance is fundamentally multiple source. Consequently, many obstacles to educational research and practice are seen as being traceable to the fragmentation that results from the single-source focus of educational efforts. Single-source fragmentation results when a single construct (e.g., active learning) becomes or determines the source, the processes, and the effects of educational exploration or practice. For decades, active learning, for instance, has been the self-regulatory source of research and practice in education representing the role of the learner as the agent of learning. Accordingly, person-regulated active learning is often contrasted with environment-regulated passive learning, which was the one and only source of research and practice for decades before active learning became popular.

The alternative to single-source research and practice has recently been described as a wholetheme focus in which the educational process is ecosystemic in character where multiple sources, processes, and effects coexist inseparably, function simultaneously, and pervade seamlessly. Accordingly, the concept of wholetheme was adopted in this study to explore the multiple-source nature of the global coherence context of the educational process. This study regarded understanding the dynamic multiple-source organization of education to be a timely priority toward an integrated, as opposed to fragmented, mainstream education. Relying on existing developments in wholetheme education, the paper explored the global coherence context of educational research and practice with a special emphasis on the multiple sources of self-regulation of learning processes.

An Exploratory Study of Philosophy and Teaching Style in Alabama's Workforce Education and Entrepreneurship Instructors

Lisa M. Powell, Auburn University

Entrepreneurship and workforce education training have proven to be essential vehicles for economic growth within economically depressed areas. Both literature and best practices support learner-centered, hands-on, application-based teaching styles for effective training rather than teacher-centered styles. Workforce education and entrepreneurship instructors within Alabama were surveyed in order to identify their adult education philosophies and teaching styles and to determine whether differences and relationships exist.

The findings of this study suggested implications for instructor development within the workforce and entrepreneurship training facilities. Survey results indicated that instructors tended to agree with all five educational philosophies, despite internal inconsistencies, indicating that they had never considered their personal philosophies regarding adult education. Additionally, entrepreneurship and workforce instructors tended to be more teacher-centered despite literature and best practices supporting learner-centered teaching practices. However, instructors who indicated that they had received adult education degrees tended to report scores reflecting more learner-centered practices.

The study used Zinn's Philosophy of Adult Education Inventory (PAEI) to describe attitudes (agreement/disagreement) toward the five established adult educational philosophies, and Conti's Principles of Adult Learning Scale (PALS) to identify the primary classroom teaching style the instructors gravitate towards regardless of curriculum content.

Session 18.4
9:00 – 9:50 A.M.   INSTRUCTION.. Dorset

Presider: Dana G. Thames, University of Southern Mississippi

Cognitivism vs. Constructivism: Which Is More Appropriate for Instructional Design?

Laura E. Gray, University of South Alabama

This presentation described two learning theories that educators could use to develop effective instructional materials. While all learning theories have their strong points and sound theoretical bases, cognitivism and constructivism have been the two that have traditionally lent themselves to being linked most closely with instructional design.

There are many important key concepts to both cognitivism and constructivism. Cognitivism has been popular in instructional design since the 1970's, and constructivist concepts have dominated the field since the mid-1980's. However, cognitivism is ultimately the more appropriate theory for instructional design for three reasons. First, it places a strong emphasis on learner analysis. Second, it encompasses themes such as learner motivation and self-monitoring. Finally, cognitivism's instructional strategies are appropriate for learners of all levels.

Applying Behavioral Techniques to English Language Learners

Cary S. Smith and Li-Ching Hung, Mississippi State University

Behavioral techniques are commonly viewed as highly effective methods for teaching second languages. From the 1920s through the mid-1960s, the teaching of foreign languages and its concomitant work, the study of second-language acquisition, was primarily behavioral in its techniques. Key theorists, including Watson, Thorndike, and Skinner saw the learning of language as essentially centering upon a system of habits, including the theses that learning occurs when a response is made due to a stimulus, and that the initiation of reinforcement, either positive or negative, increases the likelihood of producing speech. If one receives adequate positive reinforcement for a certain response, it will become a habit.

Behavioral techniques, drawn from behavioral psychology, were once commonly considered as highly efficacious methods for teaching second languages; however, because of the ubiquitous Chomskian influence for the past several decades, this has changed to the detriment of behaviorism. Herewith followed a general discussion regarding established behavioral techniques used in second-language acquisition.

Traditional behaviorists explain 2L acquisition as a mixture of learner imitation, feedback for success or failure, and habit formation. By imitating the sounds and patterns in their environment, children learn the target language; likewise, receiving reinforcement and encouragement from parents is vital, thus enabling children to speak with others around them. It is essential for second-language learners to receive verbal and social praise, since it leads to a greater likelihood for success.

Second-language acquisition is enhanced when proven behavioral techniques like chaining and connectionism are used. For instance, rather than have a student rely on her/his teacher for correct answers, he/she is encouraged to search for the answer with no outside help. Other related behavioral techniques were discussed as well.

Four Perspective of Effective Teaching

Leslie Jones-Hamilton, Nicholls State University

Effective teaching is critical to school reform. With the passage of the No Child Left Behind legislation (NCLB), school administrators and teachers will be held to higher levels of accountability. The NCLB legislation mandates student testing in grades three through eight – schools must show growth based on the test scores. Regardless of differences in educational philosophies, different views on standardized testing, and differences in opinions and perceptions on accountability, the author believes that most educators will agree that the classroom is the focal point in meeting the challenges of accountability – effective teaching in the classrooms. The effective teaching and effective schools research suggest that effective teaching makes a difference in student achievement (Olivia, & Pawlas 2005). In this study, the competencies and characteristics of effective teaching were discussed from the perspective of Olivia & Pawlas (2001), Cashmere (1999), Langlois & Zales (1991), and Sanders (2000).

Session 18.5
9:00 – 9:50 A.M.   HIGHER EDUCATION.. Essex

Presider: Charlotte Eady, Jacksonville State University

Validity Study of an Online Version of the Motivational Strategies

for Learning Questionnaire (MSLQ)

Sandra M. Harris, Troy University, and Rebecca R. Jacobson, Troy University, Montgomery

Standard 6.2 of the Standards for Educational and Psychological Testing (APA, 1994) indicates that when substantial changes are made to an instrument, the instrument must be revalidated to assess the psychometric properties of the changed conditions.

The purpose of this study was to validate an online version of the MSLQ, a self-report inventory that assesses a student's motivational orientation and learning strategies. The instrument contains 81 items that are distributed across scales. The MSLQ was normed on 386 students attending both a public four-year university and a community college in a midwestern university. Results from the normative study produced Cronbach alphas that ranged from .62 to .93 for the scale scores. Means for the scores for the normative sample ranged from 8.78 to 54.48, and the standard deviations ranged from 4.26 to 10.08.

Participants in the current sample consisted of 339 participants from a southeastern university. Results from a reliability analysis revealed coefficient alphas that ranged from .66 to .91 for the scale scores. The mean of the scale scores ranged from 8.53 to 40.15, and the standard deviations ranged from 4.50 to 8.99. Results from this study indicated that the online version of the MSLQ produced a pattern of scores and alpha indices that were similar to the results obtained in the validation study. The researcher concluded that the online version of the MSLQ produced consistent patterns of scores that were analogous to scores produced by the original paper version of the instrument. Use of the online version of the MSLQ offers a more efficient and cost effective method of administering, scoring, and interpreting data generated by the MSLQ.

Ain't I a Woman: An Inquiry into the Collective and Experiential Dimensions of Teachers' Practical Knowledge Through the Experience of African American, Female Academics

Roland W. Mitchell, Louisiana State University, and Torhonda Lee, University of Alabama

This study documented and analyzed the nature and content of the knowledge that enables professors to foster learning for African American students. Its findings suggested that there is a complex grounding for this type of pedagogical competence, one that goes beyond mastery of subject matter knowledge and beyond simply sharing racial and/or gender identity with students. Specifically, it suggested that knowledge of the discourses about education within students' communities of origin, discourses often based on collective historical experience, is a valuable resource to professors in their efforts to promote equity for African American students. Integrating relevant historiographic theory with teacher practical knowledge theory, this study developed an epistemology of teachers' practical knowledge drawn from such historically informed discourses.

For concrete examples of this knowledge in practice one will look specifically at the experiences of African American women in the professoriate because they are in the double-bind of historically experiencing marginalization in society as a result of their racial identity, as well as their positionality as a result of their gender. Through their stories, the researcher attempted to first document this type of knowledge and then described its utility for teacher practice.

This paper locates itself in the newly emerging tradition of research known as the scholarship of teaching. Data were drawn from interviews, observations, case study development and follow-up interviews with 10 African American female professors who had shown a particular interest in serving African American students.

The resulting conception of teacher knowledge has specific implications for teacher education practice and policy concerning targeted hiring practices, professional development for all teachers, and the potential scope of data collection and analysis in such teacher knowledge research.

Employee Job Satisfaction in Intercollegiate Athletics: The Influences of Leadership Style

David LaVetter, Arkansas State University

Intercollegiate athletics administrators have perceived increased pressure to generate revenue, remain solvent, avoid negative media attention, and consistently maintain highly competitive teams in their athletics programs. These increased pressures may produce behaviors in athletic directors that may not have been seen in the past. Specific behaviors identified by department subordinates were recently studied to determine their affect on employee job satisfaction and morale. The perceived leadership behaviors of athletic administrators in intercollegiate sport and employee job satisfaction appeared to be a unique combination. This literature review identified the characteristics of sport leadership behaviors that may influence job satisfaction or dissatisfaction among subordinates (i.e. coaches and auxiliary administrative staff) within intercollegiate athletics.

Demographic data of intercollegiate athletics directors in the U.S. were discussed to better understand sport leadership in social contexts. Expected and observed leader behaviors of collegiate athletic directors were provided to determine the relationships between leadership style, organizational climate, and employee job satisfaction. Studies on the effects of athletic department leadership and employee job satisfaction are few; however, the studies described in this discussion suggested that certain leadership behaviors of college athletics directors have had a direct relationship to employee job satisfaction. Athletics directors at all levels of NCAA institutions were studied to determine differences in varying athletics department philosophies.

The implications of the paper helped discover which leadership behaviors in college athletics not only helped influence the perceived productivity and efficiency of the organization, but also yielded positive employee job satisfaction and morale responses of subordinates.

Grading and Attendance in Doctoral Programs

Chiwaraidzo J. Nyabando and James H. Lampley, East Tennessee State University

Issues revolving around grading and attendance are ever-present on college campuses. Graduate programs, including doctoral programs, are not immune from these issues. This study addressed doctoral students' perceptions of and attitudes toward grading and attendance at a regional state university in Tennessee.

An online survey was used to gather data from approximately 200 doctoral students at the target university. The survey consisted of demographic, Likert-type, and open-ended questions. The data were analyzed using descriptive and inferential statistical methods. It is not surprising that doctoral students tended to have very high expectations in regards to grades, and most viewed attendance as being one of the most important components of success.

The result of the analyses produced other valuable insights into doctoral students' attitudes toward attendance and opinions and perceptions of grading at one university.

Session 18.6
9:00 – 9:50 A.M.   WRITING GRANT PROPOSALS (Training Session)...................... Yorkshire

John R. Petry, University of Memphis

The session emphasized the following: (1) sources of grant and project funding (local, state, and federal); (2) initiating activities: statement of need, personnel concerns, contract issues, ethical issues, work/task analysis, costing, scheduling, and network analysis; (3) project management budgeting, meeting deadlines, resource changes, reviews and reports, and evaluation procedures; and (4) deliverables (product and reports).

Knowledge bases and skill requirements cited were: (1) teamwork, (2) critical thinking, (3) problem solving, (4) professional responsibility, (5) values, (6) time management, and (7) best professional practices. Emerging computer applications were discussed, including university electronic services for grant seekers. Websites were contacted for information.

Participants spent time in imagining an educational need, submitting a short proposal to a funding agency to create a project to meet a need and manage the project, noting deficiencies in design, discrepancies in meeting goals, and success in the achievement of objectives.

Session 19.1
10:00 – 10:50 A.M.   STUDENT MOTIVATION.. Avon

Presider: Jeff Anderson, University of Alabama at Birmingham

Academic Domain-Specific Hope Measures: Validation of Math and English Hope Scales

Sage E. Rose and Cecil Robinson, University of Alabama

This study presented the initial validation of the Math Hope Scale (MHS) and English Hope Scale (EHS), which were based on Snyder's hope theory and designed to assess students' levels of academic hope in math and English courses. Within education, hope research has translated into predictive measures of student academic achievement across all grade levels.

The Dispositional Hope Scale (DHS) predicts elementary students' achievement test scores (Snyder et al., 1997), and junior high and high school students' grade point averages (GPAs) (Snyder, et al., 1991). Though the DHS is highly predictive of general achievement outcomes, it may not be sufficient in identifying motivation in specific areas of academic domains. The Academic Hope Scale (AHS; Snyder & Shorey, 2004) was later created to investigate hope in educational contexts; however, the authors proposed that this measure was still too general to capture levels of motivation in specific academic domains. The MHS and EHS were created to investigate academic specificity in hope theory. Students (N = 226) from introductory Lifespan Development and Educational Psychology courses at a large, public research university in the southeastern U.S. participated in this study by filling out the DHS, AHS, EHS, and MHS.

Participants were predominantly white females with a mean age of 20.5 years. Confirmatory factor analysis showed that the MHS and EHS provided distinctly separate factor loadings than the Dispositional Hope Scale and the Academic Hope Scale. Further results showed that academic hope and math hope were the best predictors of final course grades and high school GPA. Results of this study suggested that hope is contextually bound, and that measures need to reflect this context-specificity. These results provide a starting point for hope to begin addressing the academic domain specificity that is necessary in addressing student motivation in academic achievement.

Session 19.3
10:00 – 10:50 A.M.   CULTURE.. Cornwall

Presider: Sharon K. McDonough, Auburn University

Preparing Today's Preservice Providers: An Examination of Cultural Competence
Among Teacher and Speech Pathologist Candidates

Calandra D. Lockhart and Shirley E. Thompson, Valdosta State University

The study examined the cultural competency of preservice providers (preservice teachers and preservice speech pathologists) to teach or work with racially and ethnically diverse students or clients. Some of the questions examined included: (1) Is the perceived cultural competence of preservice providers influenced by working with culturally diverse student or client populations through field experiences? (2) Is the perceived cultural competence of preservice providers influenced by course work? (3) Is the perceived cultural competence of pre-service providers influenced by their feelings of preparedness concerning students or clients from racially and ethnically diverse populations? and (4) Is the perceived cultural competence of preservice providers influenced by their choice of major?

In this investigation, preservice providers were surveyed. One hundred sixteen preservice providers enrolled in field experience, 147 preservice teachers enrolled in a Special Education course, and 44 preservice providers enrolled in a Communication Disorders course. Participation in this study was a requirement of the preservice provider's field experience and course work.

The preservice providers were given an anonymous online survey. The preservice providers were given a web-link via e-mail providing them with access to the survey by their field experience supervisor or professors. The students, faculty members, and field experience supervisors were not provided with access to data collected from the surveys. All data collected from this survey were saved on the online server and backed up by the principal investigator on CD and flash drive.

The pre- and post-survey data collected from this survey were analyzed using analyses of variance, and matrices of emerging themes were developed.

A Cross-Cultural Study of Teachers' Epistemological Beliefs and Inquiry-Based
Teaching Practices in High School Physics

Meiko Negishi and Anastasia D. Elder, Mississippi State University

Over the past 10 years in the United States, the primary goal of science education has been reforming teaching practices to enhance student learning and motivation. The National Science Education Standards (1996) are promoting inquiry as the central strategy for teaching science. Moreover, in many countries, scientific inquiry is emphasized in the curriculum. Researchers indicated that teaching practices are shaped by teachers' epistemological beliefs (Bryan & Abell, 1999; Cronin-Jones, 1991; Hashweh, 1996). However, much of the study has been conducted in elementary or middle school.

This cross-cultural study examined how high school physics teachers think about student learning and knowledge in science, and how inquiry-based instruction is emphasized in physics lessons in the United

States and Japan. Teachers' epistemological beliefs were measured using a 24-item survey with a five-point Likert scale. Teachers' inquiry-based teaching practices were assessed by a 10-item questionnaire with a five-point Likert scale (maximum 50 points). Eleven U.S. and 11 Japanese teachers' epistemological beliefs and inquiry-based teaching practices were compared using ANOVA. Also, using a multiple regression analysis, teachers' use of inquiry-based instruction was predicted by their epistemological beliefs.

The results found that the U.S. teachers (M = 41.18) used inquiry-based teaching practices more frequently than Japanese teachers did (M = 30.18), p = .000. However, none of the epistemological beliefs were statistically significantly different, p >.05. A multiple regression analysis on instruction of the U.S. teachers revealed that their epistemological beliefs accounted for 17.2% of the variance in their use of inquiry approach to teaching for the U.S. teachers and 23.0% for Japanese teachers.

The current study indicated that teachers in both countries emphasized scientific inquiry in their teaching practices. Contrary to the previous studies in elementary and middle school, high school physics teachers' epistemological beliefs had a weak relationship to their teaching practices. Possible constraints were discussed.

Magnet Programs and Desegregation: A Case Study of a Foreign Language Immersion Program

Heather K. Olson Beal, Louisiana State University

Like many cities around the country, Baton Rouge, Louisiana has made magnet programs the centerpiece of their school desegregation efforts. Some academic scholars (Eaton & Crutcher, 1996; Metz, 1986), however, question the efficacy of magnet programs in desegregating school systems. This paper explored the ways in which one magnet program, the foreign language immersion program at South Boulevard Elementary School, has been used for desegregation and school reform efforts in Louisiana public schools. This qualitative case study explored, from a historical lens, how this immersion magnet program's success (or lack of success) in desegregating has been measured.

The author anticipated several cycles of data collection for this study, only the first of which is included in this paper. Data for the initial phase of this case study were derived from the exploration of court records, East Baton Rouge Parish School Board minutes and publications, newspaper accounts, and other contemporary studies of the effects of desegregation in order to better understand the socio-historical context of desegregation in Baton Rouge. Subsequent cycles of data collection, therefore, centered on data collected from ethnographically-informed interviews and fieldwork.

South Boulevard is unique for several reasons. First, it is dissimilar from other schools where previous immersion research has focused because of its high minority population and its high percentage of students eligible for the free and/or reduced lunch program. Second, although Louisiana has the highest number of immersion programs in the nation, there is little published research regarding them. Finally, while other schools in Baton Rouge and across the country are resegregating, South Boulevard is actually becoming more integrated. This case study of South Boulevard's foreign language immersion program provided lessons regarding school desegregation and the pursuit of equal education in its broadest sense.

Session 19.4
10:00 – 10:50 A.M.   POSTSECONDARY EDUCATION.. Devon

Presider: Kathleen Campbell, Southeastern Louisiana University

Bodies of Knowledge: Faculty Members with Disabilities in Higher Education

Robert C. Anderson, University of Alabama

With all of the people in higher education, one wonders why more of them are not people with disabilities. Faculty with disabilities are particularly under-represented in the academy (only 3.6%).   This session examined the perspectives of faculty members with disabilities as a means to further interrogate this phenomenon.

Concerning people with disabilities in higher education: despite being the largest multicultural minority in the world, "one would never know this to be the case by looking at the literature on minorities and discrimination" (L. Davis, The Disability Studies Reader, 1997, p. 1). How do faculty members with disabilities believe they are faring in relation to their colleagues? Most faculty members are likely to experience disability at some point in their careers, if only through the aging process. How does the participation of people with disabilities transform the shared learning experiences for all participants in academe?

The study showed that postsecondary institutions are still under-prepared for disability issues, in spite of disability legislation and policy. Higher Education primarily addresses disability from a policy perspective, rather than as a social justice issue. What implications for educational research does this approach have for higher education? Disability is not just another specialty with concerns loosely related to other minorities. The experience of disability is relevant to all minorities, for all groups have people with disabilities in them.

A Comparison of Educational Aspirations and Graduation Rates
in Four Rural Tennessee Counties

Kristy M. Leonard and Andrea D. Clements, East Tennessee State University

This study of 2,115 students in grades 6 - 8 compared reported educational aspirations to actual high school and college graduation rates for four rural counties in East Tennessee. Historically, graduation rates in rural counties have fallen below the state average. Past research has indicated that intervention programs that target at-risk students have increased high school graduation and college entrance rates. During the 2005-2006 school year, an NIAAA-funded study was conducted investigating at-risk behaviors of rural middle school students in northeast Tennessee. As a part of the study, a survey was conducted. One question asked how far the participants would like to "get with their education." Choices ranged from little interest in graduating from high school to graduation from graduate or professional school.

The purpose of the current study was to compare the educational aspirations of those students to actual high school graduation, college attendance, and college graduation rates from the same counties. Information obtained from the single question on the survey was compared to actual education statistics from the studied counties. It was found that each county's actual educational attainment was considerably lower than aspirations expressed by surveyed middle-schoolers. The average percentage of surveyed students planning to graduate from college or above was 83.73% (range 74%-86%), yet only an average of 10.9% of the population in those counties holds a college or graduate degree. Data for individual counties were reported.

The primary conclusion from this study was that educational aspirations expressed in middle school overestimate actual educational attainment. One important implication was that educational attainment may be increased by capitalizing on an aspect of adolescent idealism that relates to education. While students are "dreaming big," perhaps planning could be done that will give them concrete steps leading to the attainment of some of those dreams.

Session 19.5
10:00 – 10:50 A.M.　　　HOW TO SUPPORT HEALING IN STUDENTS WITH THE ARTS
　　　　　　　　　　　　(Training Session).. **Dorset**

Vincent R. McGrath, Linda C. McGrath, and Jack G. Blendinger, Mississippi State University

In this training session, participants were introduced to the arts and its connection to the healing process in students who can express their emotions by drawing, composing, creating, and performing. They experience less difficulty in their school work. Packets with information and materials on the arts successfully used by schools and institutions in dealing with grief were given to participants. The facilitators had personally experienced the loss of spouses, had organized a community grief support group, had worked with school counselors, and had conducted several national conference workshops on grief support.

Counselors report that recovery from loss can begin when the child has an opportunity to express his or her pain. The arts provide the means in which the child can express her/his negative feelings into something concrete. Students who participate in creative activities at school experience less difficulty with their school work and develop healthy coping skills. Teachers who are open to innovative ways that have been used successfully by others can handle the situations in wise strategies founded on sound psychological and social research methods and a mix of common sense.

Many teachers feel uncomfortable becoming grief counselors, and yet, they may be the only adults to whom students can openly express their grief. Parents need teachers to assist them during stressful times in their child's life. Whether it is from death, divorce, chronic or terminal illness, natural disaster, or any other type of change to their normal routines, students need the regular routine of school and their teachers to feel safe in their worlds. A national dialogue to consider intervention measures to brace children against the many possible interruptions to their lives and their families should be discussed in these times of international violence and human distress.

Session 19.6
10:00 – 10:50 A.M.　　　REFLECTIVE OR CRITICAL THINKING... **Essex**

Presider:　　　　　Charles E. Notar, Jacksonville State University

Program Assessment Via Content Analysis of Service-Learning Reflections

Sherry L. Shaw, University of Arkansas at Little Rock

In response to increased importance of university programs incorporating learner-centered assessments for program improvement and the recent initiative to infuse service learning into interpreter education curricula, this project evaluated student perceptions of one program's first service-learning-enhanced course. The evaluation process and suggestions for improving the process discussed in this paper may serve as a model to other programs attempting to systematically assess efficacy of student-community partnerships within the context of coursework. Results from the content analysis of students' reflective writings during their experiences will be used to appraise teaching practices, determine feasibility for adding service-learning modules to additional courses, and assess student benefit from the project.

Participation in service-learning as an assignment in Interpreting for Persons who are Deaf-Blind required the students to critically reflect on their experiences by writing in response to instructor-guided questions that were formulated to evoke meaningful expression of how the course content tied to the community-based experience. By analyzing student journals across three critical times in the semester (beginning, first interaction, and culminating four-day retreat experience), program faculty sought to gain deeper understanding of the degree to which: (1) community-based learning activities promoted internalization of the course curriculum, and (2) students perceived the value of applying scholarship to experience.

This evaluation was conducted by coding and analyzing student journals, faculty/mentor commentary within the journal entries, and student interviews. Students from 2004-2005 provided their reflective journals for constant comparison analysis and participated in follow-up interviews regarding the depth of their experience in the campus-community partnership and the personal benefits of reflective writing. This presentation shared the results of the journal analysis around dominant themes and elaborated on possible expansion of service-learning opportunities within the program and improved program assessment.

An Analysis of a Service-Learning Project: Students' Expectations, Concerns, and Reflections

Tricia McClam, Joel Diambra, Bobbie Burton, Angie Fuss, and Daniel Fudge, University of Tennessee

Service-learning is increasingly used in a variety of academic areas to give students the opportunity to apply classroom learning in a real-world environment. Reflection, an essential component of service-learning, has two purposes: (1) measurement of student change, and (2) assessment of the experience.

This study examined the service-learning experiences of 22 undergraduate students at an adolescent psychiatric residential facility. As part of an upper division methods course, each student was required to apply a number of course concepts to her/his work with a client. The reflective component included daily meetings for problem solving and discussion and pre- and post-writings.

Pre- and post-experience reflections were analyzed for content, and themes were identified. First, each researcher read the transcripts independently and identified themes across respondents. Second, the researchers met, compared themes, and agreed upon commonly identified themes. Third, researchers independently read the data again and created a best fit, matching existing data to the common themes. The researchers met a final time to ensure agreement.

A content analysis of the reflective writings by the researchers revealed a number of pre- and post-themes. Hands-on practical experience, theory to practice, skill development and understanding, and career confirmation captured students' expectations. Concerns described were relationships with client, confidence, and skills. Post-experience themes were client change, student feelings, student learning, activities/structure, relationship issues, and metaphors.

The results of this study supported the use of service-learning in college classrooms. Although some of the students were initially apprehensive, they were able to apply their textbook knowledge with real clients. This experience enabled them to learn more about working directly with clients and developing themselves professionally. These results will be useful to educators who are designing service-learning experiences, currently using the strategy in their teaching, or both.

Session 20.1
10:00 – 11:50 A.M.　　　USING DRAWING-TOOLS IN FLASH 8 TO ENHANCE COMPUTER BASED
　　　　　　　　　　　　DESIGN (Two-Hour Training Session).. **Yorkshire**

Ai-Lun Wu, University of Tennessee

This presentation was designed to help teachers who were interested in becoming more independent, proficient 2 D designer to work with the drawing-tools that are located in Flash 8 with the Wacom Pen and Tablet. Flash 8 allows teachers to develop interactive images that they can use for the classroom setting. This training session aimed at helping the teachers who have had the Wacom Pen and Tablet and want to know more about the wide range of possibilities for using them with Flash 8.

Session 21.1
11:00 – 11:50 A.M.   RESEARCH METHODOLOGY... Avon

Presider: Carlton R. McHargh, University of Alabama

Knowing and Understanding: Perceived Relationships and the Effect on Research

Terrance K. Harrington, University of Alabama

Beginning with a literature review that seemed to suggest that beliefs drove the direction of research, the investigator sought to determine if a definitive relationship between knowing and understanding was perceived by researchers. To accomplish this, the investigator broke the problem into four phases. First, the investigator established that any two concepts had five possible relationships, based on set theory. Given concepts A and B, A is either contained completely in B, B is contained completely in A, A or B are equivalent, A and B are not equal, but overlap, or A and B are disjoint. Second, the investigator established rules for placing knowing and understanding into one of the five categories, based on how the terms were used within articles. Papers were restricted to solely peer-reviewed to assure that text was used from field experts. In order to be categorized, both words "knowing" and "understanding" had to be present in each paper, and that an explicit or implied relationship had to exist between the two concepts. Third, the investigator created an online application to collect text from articles. A search was conducted of online education databases, using "knowing" and "understanding" on peer-reviewed articles. Finally, the investigator established a criterion for making a final decision on relationship.
Four levels of strength were defined based on percentages: (1) simple plurality (which may fall victim to Arrow's Paradox (1960), (2) simple majority, (3) absolute majority, and (4) super-majority, 66% or greater of the articles listed in any one category. Results revealed that 71% of 425 articles fell within the category of "knowing is extended by understanding." Based on the established definitions, the investigator claimed that "knowing is extended by understanding" was the definitive relationship held in the educational community, and that this relationship drove the majority of research design and effort in educational fields.

Caring Culture and Leadership Revealed: Narrative Non-Fiction Story Method and the Crystallization Process

Anita L. Johnston, University of Central Arkansas

The intent of this study was to identify the characteristics of school culture and the leadership practices that exemplify an ethic of care. The chosen methodology was narrative non-fiction, for it is stories that offer an enhanced understanding of the context and culture in which one has membership. Selecting the school and principal for study was accomplished through purposive sampling.
Criteria detailed in the design included that the school had been rated "Exemplary" by the state education agency for the two previous years, and had a student population 35% or greater of minority heritage and 50% or greater participating in free or reduced meal programs. The principal had been in the position for more years than five that the design required, and teacher-participants had been on faculty three or more years. The researcher scheduled separate sessions with the principal and five teachers to record individual descriptions of the school and their experiences over time as members there. Although some questioning by the researcher was needed to maintain focus on the themes of care and power, the intent was to allow the stories to be told in their most natural voice. The stories were transcribed in narrative text just as told to the researcher.
The researcher witnessed crystallization occur as a greater narrative emerged revealing the common language of care, coherence of policy, program, and practice, and the overwhelming evidence of a prevailing ethic of care in the leadership there. The study provided evidence that narrative inquiry can be a powerful tool for educational leaders to more closely examine and inform practice.

Unexamined Research Assumptions Nullify Nature-Nurture Paradigm of Human Development Theory

Charles McLafferty, University of South Florida

Since the 1800s, psychologists, sociologists, and educators have embraced Sir Francis Galton's notion of nature vs. nurture. Galton wanted to separate apart the influences of genetics and environment in understanding such human traits as genius and leadership. In fact, Galton developed a precursor of correlation to study this idea. In the following decades, enhancements in research methodologies and statistics, such as those by Holzinger, have enabled researchers to determine the influences of nature vs. nurture in areas as diverse as development of intelligence and language, substance abuse, career choice, and schizophrenia.
Concerns have been raised about our modern nature-nurture studies, but none have simultaneously examined and challenged three assumptions that undergird them. The first assumption, unitivity, is that the variability associated with nature and nurture equals one; only genetics and environment make us who we are. The second assumption, unidimensionality, is that the influence and therefore variability of nature and nurture exist in the same dimension; one can only add similar units of measure. The third assumption, universality, is that the nature-nurture paradigm is universally valid for all traits studied.
A dimensional ontology is introduced to provide a new perspective, what Viktor Frankl called soma, psyche and noös: the physical body (soma), the emotions and mind (psyche), and that which is uniquely human, and includes meaning, purpose, free will, choice and responsibility (the noëtic). Phenylketonuria classically illustrates nature-nurture interaction. But in a dimensional context, PKU demonstrates the invalidity of all three assumptions, and by extension, Galton's paradigm. Noëtic factors such as meaning (which includes the uniquely human meaning-capacity of symbol systems such as language) and choice interact with nature and nurture in human traits; therefore, studies that rely on these assumptions must be carefully re-evaluated. A new paradigm is needed: nature, nurture, and the noëtic.

Session 21.2
11:00 – 11:50 A.M.   COLLEGE STUDENTS.. Berkshire

Presider: Jean D. Krieger, Woodlake Elementary School

Assessment of Health Knowledge Among College Freshmen Students
at the Hashemite University in Jordan

Moayad A. Wahsheh, University of Alabama at Birmingham

The objectives of this descriptive study were assessing the general level of health knowledge among 625 male and female freshmen attending Hashemite University in 2005-06; comparing knowledge differences as related to gender, place of residence, and educational track in high school; determining health knowledge sources; and reviewing curricula for grades 1-12.

This study filled a gap, as no prior research described health knowledge among Jordanian college students. Use of the Ecological Model as a theoretical base distinguished this study from similar research in the professional literature. The cross-cultural adaptation process was performed, translating the Health Knowledge Inventory test into Arabic. Classroom sections were chosen through cluster random sampling. Content validity, overall internal consistency reliability (r = 0.83), and test-retest reliability (r = 0.88) were estimated.

Findings revealed: (1) students were least knowledgeable about communicable disease and most informed about nutrition; (2) interactions among gender, place of residence and stream, for general health knowledge and for knowledge of 11 specific health areas, were not significant, except for the interaction between gender/stream; (3) significant differences existed in general health knowledge as related to gender/stream; (4) gender was significant in the areas of nutrition, accident/safety, and consumer, environmental, mental, and sexual health; and (5) stream was significant for nine specific health areas and not for the areas of substance use/abuse and aging/death.

Media was the most common source of health knowledge, except for the areas of sexuality and nutrition. The most common sources of knowledge about sexuality and nutrition were personal reading and mother, respectively. Peer was the least common source for six health areas. Father was the least common source about sexuality. Almost 8% of curricular content is dedicated to 11 health areas across grades 1-12, with greatest emphasis on nutrition and environmental health. The researcher offered recommendations for practice and future research.

Discussion Occurring During Group Testing

Lola Aagaard, Ron Skidmore, and Belinda Riley, Morehead State University

Much of the cooperative learning movement is based on the work of Lev Vygotsky. If the goal is for student mastery of material, then it follows that tests and examinations should facilitate learning. Allowing cooperation during test-taking is a natural extension of Vygotsky's theory (Klecker, 2002). The literature on cooperative test-taking reports lower student anxiety and better student attitudes as a result (Zimbardo, Butler, & Wolfe, 2003; Klecker, 2002; Giraud & Enders, 1998; Becker & Cardulla, 1995), as well as somewhat higher scores than independent testing (Zimbardo, Butler, & Wolfe, 2003; Lambiotte, et al., 1987). Group discussion by students during testing might also facilitate learning and performance, specifically for lower-achieving students because they might be more likely to read and discuss all of the response alternatives with group members, resulting in better conceptual understanding and an increase in performance.

This study investigated student interaction that occurred during group discussion of tests by 111 undergraduate students. Students took their first test independently. They were then allowed to discuss subsequent tests within homogeneous achievement groups. Following these discussion sessions, students marked their test responses independently. Group discussions were recorded (i.e., audio or video), and these were transcribed for analysis. The content of discussion across achievement groups was found to be very different. 'A' students engaged in conceptual debate and offered concrete examples to support their decisions. 'D' and 'F' students approached the discussion with limited conceptual understanding of the content. They typically asked each other to define basic terms and rarely entered into conceptual discussion or proffered examples. Occasionally, test-taking strategies became the focus of discussion (e.g., rote memorization of response alternatives). Although test performance improved substantially for 'D' and 'F' students in the group discussion format, it is doubtful that this was because of increased conceptual understanding.

University Women's Experiences of Sexual Coercion

Velma L. Campbell and Beverly M. Klecker, Morehead State University

Studies about sexual coercion on university campuses have proliferated since the publication of the Koss, Gidycz, and Wisniewski (1987) seminal study (e.g., Abby, 2002; Banyard, Plante, Cohn, Moorhead, Ward, & Walsh, 2005; Billingham, Miller, & Hockenberry, 1999; Gross, Winslett, Roberts, & Gohm, 2006). This research study was undertaken to ascertain the prevalence of sexual coercion of female students at a regional state university in the south.

This descriptive research study surveyed a sample of 195 female students. Sexual coercion was defined as any type of unwanted sexual contact. The survey instrument was based on an instrument designed by Garrett-Gooding and Senter (1987). The instrument consisted of questions followed by categorical options. The resultant categorical data were reported as frequencies and percentages.

The sample included 40 freshmen, 100 sophomores, 42 juniors, and 13 seniors. The participants ranged in age from 18 to "over 25" with the majority in the 19-20 age range. The ethnic background of the participants was overwhelmingly Caucasian. The majority of participants were unmarried. Fifty-percent of the 195 students reported incidents of sexual coercion at some time during their lives. Twenty-six percent of the 195 participants reported being victims of attempted or completed rape. Fourteen percent of the women experienced at least one incident of coercion before the age of twelve. Thirty-percent of the students reported having experienced an incidence of sexual coercion since enrolling at the university. Of these 30%, only two women reported the incident to police. None of these women reported seeking counseling after any incident.

This study adds to the body of research about sexual coercion on university campuses. Since victims of sexual assault were found to be reluctant to seek help, outreach implications were discussed. The study included approximately 110 references from the research on sexual coercion of women.

Session 21.3
11:00 – 11:50 A.M.   EDUCATIONAL REFORM... Cornwall

Presider: Rayma L. Harchar, Southeastern Louisiana University

Challenges to School Finance Systems, From Equity to Adequacy: Are They So Different?

John J. Marshak, Virginia Commonwealth University

States, with the exception of a few, across the nation have or are facing challenges to their legislatures' choice of distribution systems for the funding of public schools. Because of a combination of such things as

the plaintiff's choice of challenge, the wording of the state's constitution, and/or the perspective on the issues chosen by the court to address, an outcome is hard to predict.

Verstegen has described the history of such challenges as three waves. The first was done in federal courts and based on the Equal Protection clause of the federal Constitution. This ended with the Rodriquez decision. The second wave was at the state level and was based, largely, on significant per-pupil funding gaps between districts. While the issue is easily documented, the question of the state's constitutional requirement for equity in expenditures has had various interpretations. The third and current wave is entitled "adequacy." Here the basic challenge has been, "Is the state meeting its constitutional obligation to educate its children at a level to meet the challenges that will be thrust upon them as adults?"

Because the constitutional obligation question has frequently been determined by previous state court decisions, the critical issues become: (1) defining the challenges, and (2) determining the level and cost associate with achieving it. An added need is that of an assessment system by which the "success" of the educational system can be monitored. Thus, there must be an examination of the outputs, as well as inputs, of the state's educational system. An examination of the second and third wave decisions in each of two states' courts is used to illustrate the latter two waves. This was followed by a discussion of how the adequacy issue can be considered, not as an independent approach, but as an extension of equity.

Learn-to-Work: A Case Study

Denise Richardson, Jacksonville State University

The purpose of this study was to discern if the Learn-to-Work workshop influenced participants to change their methods of instructions and methods of assessment to that which would support workplace skills. It was also the purpose of this research to determine if participants continued a relationship with business and industry. The evaluation of professional development workshops was considered important to increasing the quality of educators and student learning. This study used interviews, observations, surveys, and documents analysis to gather data from which conclusions were drawn. The conclusions indicated that the Learn-to-Work workshop was effective in influencing teachers to change their methods of instruction and methods of assessments.

Participants also reported contact with business and industry after attending LTW. The participants cited reasons for the success of the workshop. An example was gaining knowledge about what business and industry needed. The tours and speakers helped them to learn what skills the workplace needed for the 21st-century worker. Once they had learned what skills were needed, the collaboration with other teachers and, consequently, the activities generated, gave them methods to implement that would support workplace skills yet address state objectives. The participants also noted the assessment discussion, the lecture on workplace skills, industry math lectures, and technology lessons all influenced them to change their assessment techniques from traditional multiple choice, fill in the blank, and short answer to more non-traditional such as portfolios, projects, and other authentic assessment methods.

School Reform, Newspaper Reporting, and Shaping Public Opinion

James D. Kirylo and Ann K. Nauman, Southeastern Louisiana University

Particularly as it relates to school reform and accountability, the general public receives a significant portion of its information on public education through the newspaper, a medium capable of shaping and forming public opinion. Knowing this fact, just what is "John Q. Public" being told by way of the news media? Are all aspects of education, both the positive and the negative, being explored? Is the language itself calculated to please a constituency or is it less than honest, perpetuating a false reality of what schooling is and what authentic reform ought to be?

The Times-Picayune (circulation: 276,762; Sunday: 309,274) is the most widely circulated newspaper in the state of Louisiana, also reaching several gulf coast cities in Mississippi. In a computer search to find relevant articles from The Times-Picayune on school reform and school accountability, LexisNexis, an academic database, was used to enable the researchers to locate newspaper articles based on the key terms entered: school reform and school accountability. The time frame of the investigation was from April 1, 2003 to May 1, 2004, wherein 117 articles that had some reference to school reform and accountability were published.

To that end, this research presentation provided a brief history of how one came to be where one is today as it relates to the language of accountability and school reform. In addition, through what politicians, policy makers, and a population of educators is saying via The Times-Picayune, an explanation was given about how the printed media have a powerful role in shaping and forming public opinion, ultimately, rightly or wrongly, defining for the public what education is all about. Lastly, this presentation concluded with some implications relative to the language that politicians, policy-makers, and educators use in describing school reform, accountability, and the realities of schooling.

Session 21.4
11:00 – 11:50 A.M.   POLICY.. Devon

Presider: Thelma J. Roberson, University of Southern Mississippi

Experiences of International Female Student Raising Children in the United States

Grace Jepkemboi, University of Alabama at Birmingham

This discussion paper reported the findings of a study that was conducted to understand what it means for female international students at an urban university in the southeast to raise a child while being enrolled as a full-time student. The study used a qualitative phenomenological approach that centered on the description of the meaning of the lived experiences, to explore the experiences of the female international student mothers raising children in the United States. Five female students were purposefully selected using criterion sampling.

Data were collected through in-depth, open-ended individual interviews each lasting an hour, and were audio taped and transcribed for analysis. The data analysis process involved phenomenological reduction, horizontalization, and imaginative variation. It also included bracketing of researcher's experiences with the studied phenomenon, a process known as epoche. QSR N6 software was used for data storage, organization, and analysis. To ensure credibility, trustworthiness, and transferability of the findings, three verification procedures were used: (1) triangulation, (2) rich, thick descriptions, and (3) member checking.

Five themes that emerged from the findings of the study were: experiences of international student mothers with time, finances, culture, social support, and positive experiences while raising children at the United States. This phenomenological study is important because it addressed the issue of female international students raising children in the United States, which has not been adequately covered in the past literature.

This study brings a new dimension of one under researched group, the international female students and their experiences of child rearing in the United States. This study will benefit the international student community, the administrators of the International student, and the immigration policy makers.

Session 21.6
11:00 – 11:50 A.M.   PARENT INVOLVEMENT.. Essex

Presider: Jennifer Bell, Auburn University

Parents' Perceptions of Arkansas' Act 603, The Parent Involvement Plan:
First- and Second-Year Results of a Three-year Study

Shelly Albritton, Jack Klotz, and Anita Johnston, University of Central Arkansas; Marcia Lamkin,
University of North Florida; and Jackie McBride, Arkansas State University

This presentation shared findings from the first two years of a three-year study (2004-2007) that focused on parents' perceptions to determine whether public schools in Arkansas have made progress in their implementation of the parental involvement programs mandated by Arkansas Act 603 passed into law in 2003. Act 603 directed each school building in Arkansas to implement a parent involvement plan by September 1, 2003. Drawing from the diverse literature that demonstrates the many benefits of parents' active involvement in the education process of their children, a number of studies have highlighted the positive impact that family involvement bears on student success, in addition to services and events that draw parents into deeper involvement with their students' academic lives (Epstein, 1991, 1995; Bagin, Gallagher, & Kindred, 1997; Fuller & Olsen, 1998; Henderson, 1988; Henderson & Berla, 1994; Lewis, 2001; Lumsden, 1998; and Peterson, 1989).

A convenience sampling of parents was drawn from Arkansas' P-12 schools. Subjects were asked to complete an attitudinal survey consisting of 32 items that was created using similar language from Act 603 in efforts to measure her/his perceptions of the school's parental involvement program and five demographic items designed for descriptive purposes and for comparing respondents' perceptions among grouping variables. The presenters provided participants a summary of the first- and second-year data gathered to examine statistical analyses of differences in parents' perceptions regarding the parental involvement plan at schools between respondents' age groups, race/ethnic groups, family structures, gender, grade-level groups, and school building size.

Participants in this session had the opportunity to discuss the findings and implications, and to share professional experiences with parent involvement. Handouts were provided.

An Examination of Parent and Teacher Opinions Regarding School Communication

Reenay R. H. Rogers and Margaret Rice, University of Alabama

Communication has been identified as a key contributor to parental involvement in schools. Parents and teachers need to communicate to support the educational endeavors of the child. An evaluation of the preferred modes of communication between teachers and parents provides useful insights into how technology is impacting communication. This pilot study examined teacher and parent opinions regarding various modes of communication involving both traditional venues such as print, telephone, and face-to-face, as well as more technological forms such as electronic mail and websites. Two Likert-type surveys were administered to parents and teachers from a regional K-12 Catholic school in a southeastern state. This school was selected because it was a convenient population. Statistical analyses, including t-tests and one-way ANOVAs, were used to test the null hypotheses. Chi-square analysis was used to test the individual survey items. Both surveys confirmed that parents and teachers recognized communication as important for student success in school.

Several significant findings were made when individual survey items were analyzed. The parent survey revealed that parents disagreed or strongly disagreed that the telephone was their preferred means of communication with the teacher. Results from the teacher survey revealed that a higher percentage of elementary teachers preferred learning of school events via a printed school newsletter compared to middle/high school teachers. Results also showed that younger teachers were more likely to be comfortable communicating with parents via e-mail. Teachers were more accepting of school websites than parents while parents preferred the traditional school newsletter. Technology provides promising new avenues for disseminating information to parents, yet this study indicated teachers and parents still prefer traditional methods of communication. Evidence needs to be gathered about why parents and teachers are not taking advantage of technology, especially as more non-English speaking families enter our school communities.

School Culture, Parent Involvement, and Accountability Outcomes: Evidence
from Kentucky's Scholastic Audit for School Improvement

Alejandro Saravia, D. Clayton Smith, and Christopher Wagner, Western Kentucky University,
and Stephen K. Miller, University of Louisville

Under the Kentucky Education Reform Act of 1990, all schools are expected to reach a Proficient score (100 on a 140-point scale) by 2014. The state established nine Standards and Indicators for School Improvement to guide school improvement. The standards are organized into three groupings: (1) Academic Performance (Curriculum; Classroom Evaluation/Assessment; Instruction); (2) Learning Environment (School Culture; Student, Family and Community Support; Professional Growth, Development and Evaluation); and (3) Efficiency (Leadership; Organizational Structure and Resources; Comprehensive and Effective Planning). Each standard has a number of specific indicators. To assist schools in coordinating all of these factors, the Kentucky Department of Education (KDE) developed a Scholastic Audit process, with trained teams of external reviewers. The first two rounds of audits included 175 elementary schools: all of the schools in the lowest category of progress on the overall state Accountability Index (mandated), plus volunteers seeking school improvement.

Although the KDE conducted preliminary analyses, no other studies of this database exist. This secondary analysis investigated the effect of Standard 4 (School Culture) on the Accountability Index, as mediated by Standard 5 (Student, Family and Community Support), controlling for demographics. Background factors included school-level %Female, %White, %Extended School Services, %Gifted, %Free/Reduced Lunch, plus year of audit.

All descriptive statistics and Cronbach's alpha for the standards were computed (Culture--11 Indicators, .91; Family/Community Support--5 Indicators, .77). Simultaneous multiple regression provided estimates of predictor variables and effect size (Adjusted $R2$ = .72). Significant demographic factors included %White, %Free/Reduced Lunch, year of audit, and %Gifted. Both Standard 4 and 5 were also significant, adding .06 to the Adjusted $R2$ (based on prior analyses). These results suggested that the Scholastic Audits have considerable potential as diagnostic information to guide school improvement efforts. These findings were discussed with respect to limitations of the data, equity issues, accountability, and need for future studies.

First- and Second-Grade Parents' Perceptions in a Looping Setting

Rose B. Jones and Christa Martin, University of Southern Mississippi

The educational process of looping has been and continues to be debatable. Looping is usually referred to as a type of instruction with "a core group of students who remain with one teacher for multiple years."

This looping environment has been found by some researchers to provide a sense of "community" and "family." A majority of studies supporting looping have been qualitative and case-studies. One research outcome finding concern has been "undesirable teachers" for the children. Few research studies have been conducted of parental perceptions of looping environments.

This study examined and compared perceptions of first and second-grade parents in a looping setting in two states. First-grade parents were in the South, and second-grade parents were in the southeast of the United States. Both classes were in the second year of looping, either K-1 or 1-2. Forty-four parents (18 first -grade and 26 second -grade) completed a survey of 36 objective questions. Permission was granted to use this five-point, Likert-type instrument. Questions pertaining to an educational looping environment were divided into four categories: parent attitude, student behavior, student motivation, and student attitude. Data were compiled and t-tests were run. Two significant differences were found: (1) first -grade parents' attitudes were higher than those of second-grade parents, and (2) for student behavior, female children were higher than males. No significant differences were found in single parents or how many times the child looped.

Although research conducted of parent perceptions' of the looping environment is limited, this study supported positive parental perceptions in four main categories. In addition, this study was not a qualitative or case-study as the majority of studies that support looping have been.

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