

ID	Session	Author(s)	Proposal Abstract	Assigned Session Format
101	Global Educational Ramifications of Covid-19 on Minorities and Students living in Poverty or extreme Poverty , A Literature Review	King, Jessie	<p>Global Educational Ramifications of Covid-19 on Minorities and Students living in Poverty or extreme Poverty, A Literature Review By Dr. Jessie S. Thacker-King</p> <p>Education is about coming together as a community, focusing on the essential factors that create a path for children to progress, grow, and mature. The result is fostering students from kindergarten to graduation affording them opportunities to become efficacious elements of the communities in which they live. Schools are essentially a business operated on the premises that they are a service industry working collectively with and for the communities they serve. Their operational parameters are to work with all stakeholders to successfully facilitate excellence in education for all students regardless of their gender, race or socioeconomic status. Recent events of COVID-19 school closures have opened dialogues of the ramifications of continued school closures and on the educational gap of students currently living at the poverty or 'extreme poverty' level.</p> <p>This literature review looks at 17 current articles and studies that examine the topic of current COVID-19 school closures and slow reopening processes affects the equitable education of children living in poverty or extreme poverty across the globe. The articles and studies used in this review were selected based on topic relevancy, intercontinental reach, and foresight.</p> <p>Basic conclusions of the review suggest that the educational ramifications of the COVID-19 school closures impact minority groups and students living at or below the poverty or extreme poverty level with such ferocity that educational recoupment may be idealistic. The educational elucidation is recognized as probable not only in the United States but globally.</p> <p>The immediate implications of this review indicate that continued school closures or non-interaction with learned faculty will severely limit the ability of minority and students of lower SES to maintain or close the educational gap. Therefore, significant planning and organization should be undertaken by policy makers, school districts and other stakeholders to circumvent the deepening of any current learning gaps. Along those lines, policy makers, school districts, and other stakeholders should take steps to adapt instruction to better meet the challenges associated with the COVID-19 educational crisis.</p>	Literature Review
102	Misunderstood and Miseducated: Lived Experiences of Black Boys in the South	Hawkins-Jones, Jo; Labat, Myron	<p>Society's perception of males of color as criminal, aggressive, anti-school, and hardcore has become an intoxicating vehicle for the transmission of marginalization, division, and power (Ferguson, 2001). These polarizing stereotypes and social constraints have situated Black boys in school systems with low academic expectations and subjected them to academic failure, disproportionate rates of discipline referrals, and school dropout (Huck, 2011; Noguera, 1997; West-Olatunii, Baker, & Brooks, 2006). Aside from the structural and organizational design of schools, deficit thinking and implicit biases as a result of a lack of cultural competence causes incongruence between teachers and students, specifically males, increasing vulnerability to racial discrimination experiences at school (Niwa, Way, & Hughes, 2014; Seaton & Tyson, 2019). Nearly 80% of teachers in urban schools are White, middle class females whose backgrounds differ significantly from the students that they teach (Chambers & Lavery, 2017; Institute for Education Sciences, 2020). This does not mean that all White teachers lack cultural competence, nor does it suggest that only black and non-White teachers possess a high level of cultural competence. However, it does reveal a need for attention to meritocracy, deficit thinking, and negative stereotypes that can impact how Black, brown, and low-income children are positioned as students in the classroom and their learning opportunities in those contexts (Brock, Case, & Taylor, 2013; Sleeter, 2001).</p> <p>This qualitative research paper includes the experiences and voices of 12 adult, low-income Black males, who dropped out of high school. Data collection consisted of semi-structured interviews with the participants and one 45-minute observation of three neighborhoods to observe the dynamics of the communities, and how those dynamics impact the observed phenomenon, their lack of educational attainment (Creswell, 2007). The cool pose theory was used as a constructive framework for critically analyzing Black males' experiences in that it also addresses how inequalities in school may exacerbate their negative perceptions of themselves and place them further at risk of academic failure.</p> <p>The findings of this study revealed that whilst students' home experiences have a considerable influence on their self-perceptions and educational attainment, educational policies and practices are responsible for most of their lack of educational attainment. The participants' stories bring awareness to school-level factors (e.g. policies and practices) that adversely impact Black males' educational experiences, namely school culture, inequitable discipline practices, and student-teacher interactions. Being cognizant of how these educational policies and practices affect Black male students from underprivileged communities will help educational policy makers, educators, and community stakeholders to see the importance of working collaboratively to make the most informed decisions students at risk of failure. More importantly, unveiling the participants' experiences as students, and now as adults will hopefully raise teachers' and administrations' consciousness of how implicit biases and stereotypes in urban schools derail Black male students' educational attainment and have long-term consequences of their life outcomes, thus accelerating a movement for cultural competence and social justice in education.</p>	Discussion/Paper (Lecture-Style)

103	"Austen in August": An Examination of a Collective Reading Experience on the Internet	Dubroc, Anita	<p>Statement of the Problem Jane Austen has long-held the public's imagination for witty social commentary and endearing romances. BookRatMisty, a popular book blogger and YouTube content creator has made Austen's works and modern adaptations a yearly focus on her social media channels since 2011, creating a web of Janeite fans and media worthy of research. This paper will examine Austen in August 2019 through BookRatMisty's YouTube videos, social media, blog posts, and the linkages with others in the Janeite community. The following research questions will be considered for this study: 1) How has Misty changed as a reader due to leading Austen in August?; 2) How does Austen in August show the collective reading experience?</p> <p>Theoretical Framework Learning and sharing are no longer confined to classrooms, but happen through the networks created in digital spaces (Gurung, 2014). These networks happen through blogs, social media platforms, and digital applications. Informal knowledge now rivals the formal knowledge occurring in classrooms. Misty does this both through her use of social media platforms, but mostly through her blog, where she not only shares her reading life, but links to others' reading-focused media (The Book Rat, 2020). This linkages are not only part of the informal learning network created by a networked knowledge society, but also linking traditional formats of sharing knowledge, such as through media and academic societies.</p> <p>Methods, Data Collection, and Analysis This qualitative case study examines Misty, an enthusiastic reader, and the network she creates around Jane Austen. Data collected for this study was based upon Misty's blog, The Book Rat, on which she compiles a Master List of Austen- related content throughout August. This study focused on 2019 iteration of Austen in August which included daily entries from August 1-August 30, 2019 excluding Sundays. I reviewed Misty's three YouTube videos for Austen in August 2019 to understand Austen's influence on Misty as a reader. Transcriptions of each of the videos show how Misty reconsiders Austen's works when re-reading and in comparison with other texts. These data sources give a richer understanding of how a community of readers and the collective reading experience influence a reader's life. Further data collection for this project will examine the network of Janeite fans Misty creates through Austen in August. The Master List for Austen in August 2019 demonstrates a web of Austen's internet fandom, including Austen adaptations, fellow Janeites' opinions of specific novels, and links to previous years' topics and themes.</p> <p>Results Results of this study are currently on-going. A fuller examination of the links and resources posted on The Book Rat are taking place.</p> <p>Conclusion/Implications of the Study Canonical literature is sometimes difficult for modern students to grasp. In examining the enthusiasm that Misty builds around Austen and August can help educators find similar networks for the literature that they teach, no matter the time period. Encouraging students to share their enthusiasm for literature via numerous social networks and platforms can help build a community of readers extending beyond units and classrooms.</p>	Research-in-Progress (STUDENTS ONLY)
104	"Being Student-Centered and Then It's Just Communicate, Communicate, Communicate": Communication and Community College Leadership during COVID-19	Channing, Jill; Ondari, Joan; Craft, Alexandria	<p>During the COVID-19 pandemic, educational institutions and their leaders have faced a variety of challenges never imagined before. One challenge relates to communication. Communication is a crucial component of community college leadership. Effective communication ensures the efficacy of vital institutional processes such as strategic planning (Bryson, 2011). It facilitates organizational stability during periods of transition or institutional change (Bryson, 2011). It is also crucial in maintaining staff commitment and morale (Thomas 2007). Open and effective communication creates a sense of inclusivity and diminishes any existing institutional distrust (Davis, 2005; Olaode 2011; Williams 2009). There is a paucity of information on the leadership perspective on communication methods and their efficacy in the community college setting. This qualitative study's purpose, therefore, was to understand in better ways community college administrators' methods and strategies for communicating. Several communication theories underpin the theoretical grounding of this study. Petty and Cacioppo (1979; 1986) developed The Elaboration Likelihood Model of persuasion whereby contextual factors, trust, clarity, repetition, and likability factor into effective delivery of messaging. Further, Kang (2013) argued that messages must be tailored to reach audiences effectively and to avoid misinterpretation. Important to reaching audiences in these ways, Kang asserted that communicators must have a strong command of their audience's needs, beliefs, and communication styles. These participants described effective and ineffective communication examples and the ways that these communications persuaded or did not persuade their audiences to further the community colleges' missions. The researchers interviewed twelve community college administrators, asking a variety of questions about their backgrounds, leadership approaches, trajectories, institutional cultures, and institutional communication strategies. Interviews were transcribed and coded. First- and second-order coding revealed several significant themes related to communication, leadership, and the community college context. Prominent themes emerged including the following: communication breakdowns among employee groups, tailored communication for specific constituencies, preferences for in-person communication, building trust through transparent communication, technology and communication, and structures for collaborative communication. The findings from the analyses of these themes suggest that the community college leaders who participated in this study have engaged in adaptive leadership, facilitating not only effective communication but their abilities to navigate change, politics, and novel leadership challenges. However, they, too, face communication challenges that cannot simply be overcome, especially for those leaders who have become adept at communicating in-person or leading/managing by walking around. These leaders found themselves quickly pivoting through the use of new technologies and the reliance on collaborative communication structures. This study has implications for community college and higher education administrators as they respond to adaptive challenges and as they engage in developing their own communication strategies.</p>	Discussion/Paper (Lecture-Style)

105	A Call to Action: Black Lives Matter and the Impact on College Campuses	Johnson, Relius	<p>American college campuses have seen a rise in protests in recent years where students continue to use their "voice" to advocate for change in support of the Black Lives Matter (BLM) movement. Many people view BLM as the modern-day Civil Rights Movement as both movements demand equality for Black or African American people in the 20th Century. This study will look to understand the environment and climate of Black Lives Matter on college campus, changes that have occurred with the movement on college campuses, impact of the Black Lives Matter Movement on college campus, and the handling of racial events from administration on college campuses.</p> <p>The researcher is using Critical Race Theory (CRT) for his theoretical framework. CRT challenges racial inequality, color blindness, and shines a light on systematic racism. Racism is intertwined with the foundation of America and continues to impact various systems. CRT is a theoretical framework that examines systems and ideologies and how race plays a factor. There are several tenets of CRT which include race as a social construct, challenge of historical events, and the challenge of creating narratives through the lens of race. Researchers are helping to ensure that Black students have a voice through the utilization of critical race theory. Critical race theory allows a person to use a plethora of ways to "name one's reality" to allow the opportunity for a voice. A facet that might go against the traditional narrative to allow a person to see how things are through a lens might not be told as often.</p> <p>Exploratory research will help get a full picture of the problem. While racial inequalities has been researched for decades the Black Lives Matter Movement has recently been birthed and not studied as in depth as other movements. This will allow for the researcher to gain a better understanding with detailed data. Mixed methods will be used as it will involve the collection of open-ended (qualitative) and closed-ended (quantitative) questions to gather data to understand the research questions. A convergent mixed methods design will be used, and it is a type of design in which qualitative and quantitative data are collected in parallel, analyzed separately, and then merged. In this study, surveys will be used to understand the perceptions of Black students on Historically White Institutions and how the Black Lives Matter movement influences the climate and environment on Historically White Institutions. The interviews will explore the impact of the Black Lives Matter movement at Historically White Institutions for Black students.</p> <p>The results of this study will be added to the existing literature and aid the administration, and other campus partners, in developing the best course of action for responding to student activism in relationship to the Black Lives Matter movement. These results will also give voice to students who may feel that their lives do not matter at Predominately White Institutions.</p>	Research-in-Progress (STUDENTS ONLY)
106	A Comparative Analysis of Alternate Educator Certification to Traditional Certification	Acord, Robin	<p>The Master of Arts in Teaching (MAT) program was developed as an alternate route to teacher certification and implemented to combat the teacher shortage that is impacting students across the nation. With increasing emphasis on accountability and program improvement, there exists a need to determine teacher effectiveness in relation to nontraditional educator preparation programs for the purpose of continuous program evaluation and improvement. The theoretical framework of teacher effectiveness includes many elements; however, this research consists of a focus on teacher effectiveness in relation to public school students' performance on state assessments. This quantitative study involved completing an independent samples t test with assessment data to determine if a difference existed among first year traditionally certified teachers and MAT teachers who graduated from Delta State University in Cleveland, Mississippi. The proficiency rates of students belonging to traditionally certified teachers were higher; however, no significant difference was found between the scale scores. The results of this research imply there is no difference in effectiveness for these two groups of teachers. While completing this study, the difference in the number of observation hours for pre-interns in each of the two groups was noted. Therefore, additional observation hours were added to the alternate route program to ensure that candidates were receiving experience in the field before beginning the internship. Further research should include a study that compares annual growth of students belonging to these two groups of teachers. This would provide pertinent information for program improvement.</p>	Discussion/Paper (Lecture-Style)

107	A Comparison of First-Year Undergraduate and Graduate International Students Adjustment to College	Oyenyi, Odunola; Couture, Valerie	<p>Most students face adjustment challenges when entering college (Jou & Fudaka, 1996). However, first-year international students are confronted with unique challenges when pursuing a college degree outside of their home country (Tan, 2019; Yakunina et al., 2013). Some of these challenges are universal while others depend on the institution and community in which one undertakes their studies (Sabbadini et al., 2013). These challenges include, but are not limited to, language, anxiety, depression, climate differences, cultural practices, financial hardship, university procedures and politics, and homesickness. Baker and Siryk (1989) identified a wide range of college adjustment factors by incorporating theories of Bean (1980; 1982), Russel and Petrie (1992), and Tinto (1975; 1986) in order to develop a comprehensive measure of student adjustment. They assumed that starting university life, which is a significant challenge for most students, requires adjustment to a variety of demands that are social in nature. Therefore, being able to develop relational skills and build relationships are salient factors related to international students' success in higher education. Acculturative stress is associated with depressive and anxiety symptoms which might hinder college adjustment for international students. However, with a healthy sense of resilience, international students can tackle obstacles and try new experiences, and relational skills can help them learn a range of critical social emotional skills, such as cooperation and problem-solving strategies which can help them adjust positively in the U. S.</p> <p>A standard multiple regression was used to identify contributing factors to international students' adjustment to college. Standard multiple regression allows the researchers to examine the variables in the regression equation in order to see relationships between predictor (resilience, acculturative stress and relational skills) and criterion (college adjustment) variables, rather than searching for a relationship between only one predictor variable and a criterion variable. Specifically, quantitative data were collected and analyzed to address the research questions and to gain insight into variables predicting international students' college adjustment. The findings suggest that relational skills and acculturative stress relate to how well international students adjust to college while resilience does not. Additionally, there was no difference (statistically) in resilience among the group of students, undergraduate and graduate; suggesting both groups were affected similarly.</p> <p>The adjustment to the U. S culture is believed to take time, effort, and often requires university support programs. Having a better understanding of how international students adjust to college by assessing resilience, relational skills, and acculturative stress might help in addressing one's readiness for college. Accommodations should be provided in universities in order to meet the needs of international students. College counselors can implement activities to enhance relational skills and manage stress for newly enrolled international students, particularly those at the undergraduate level. Finally, creative programs seem to be needed that connect international students with domestic students and community members, thus helping students adapt and succeed in new cultural surroundings.</p>	Discussion/Paper (Lecture-Style)
108	A Phenomenological Study: Higher Education Faculty Perceptions of Research and Publication	Hawkins, Keicia; Myers, Billie; Braun, Erik; Moulton, Patrice; Moulton, Michael; Poehl, Terrie; Morris, Michelle;	<p>Faculty members in higher education want to be productive and engage in scholarly endeavors. In the process of those pursuits, the literature supported a number of barriers and supports to conducting research along with motivators for doing research. The purpose of this investigation was to explore the experience of faculty research in higher education. More specifically, the investigative pursuits are to identify benefits, barriers, and supports for conducting research as well as motivational factors and expectations for engaging in research. The current, qualitative phenomenological study included eight interviewed participants from a rural university who were tenured or tenure-track faculty members. They were volunteers who have gave their informed consent to participate in a 30 to 60-minute interviews. The results revealed a number of sub-categories within the themes of supports, barriers, motivation factors, and expectations. These findings provide research implications into the benefits of exploring the research experiences of faculty members in higher education, including highlighting areas of further study, such as potential future quantitative studies that compare the research expectations of nine month versus 12-month faculty members .</p>	Discussion/Paper (Lecture-Style)
109	Academic Brand Identity on a Budget	Alessandri, Susan; Lee, Jason	<p>Every sport organization regardless of its size or affiliation (town, school or private club) has a brand identity, but not all organizations understand the power of it. A brand identity is an organization's strategically planned and purposeful presentation of itself (Alessandri, 2019; Lee & Alessandri, 2018). In this way, team names, logos, colors, mascots, and even sounds, communicate to the public what the team is about and what it stands for.</p> <p>In the largest sport organizations, a team's brand identity is nurtured and invested in, because those organizations understand that brand identity is strategic – that it can help achieve a positive image for the team in the minds of the public at large. In the case of small sport organizations, the stakeholders are decidedly smaller stakes – the children playing and their parents – but they are no less important to the team.</p> <p>A successful brand identity encompasses the entirety of a sport organization or team's presentation of itself - its name, logo, color palette, tagline (the official name for a slogan or motto), its mascots, and even its location of play, in some cases (custom fields and landscaping, stadiums) and even its interior design (such as the look and feel of a locker room).</p> <p>The most well-known brand identities in the sport industry are those that have the widest exposure through college and professional sports. This research is not for those organizations. The intended audience for this book includes coaches, athletic administrators, and school and club administrators at all levels of sport: those organizations with small budgets who want the knowledge and expertise to build strong and sustainable brand identities without exorbitant cost.</p> <p>This research focuses on a different aspect of developing and protecting brand identity. We offer the same advice we would offer professional teams, but we do it with a smaller budget - or no budget - in mind.</p>	Poster

110 Adding Social Emotional Awareness to Teacher Education Field Experiences: The Effect on Perceptions, Spring 2020 vs. Spring 2019	McCarthy, Deborah	<p>During four weeks of field experience in Spring 2019, as a component of their science and social studies lessons, twenty-seven senior methods teacher candidates at . . .University, implemented assignments incorporating the 8 Competencies from the Six Second Model of EQ. They created learning contracts/menus, formative assessments, behavior management plans and completed self-reflections. In Spring 2020, twenty senior methods teacher candidates implemented similar assignments for only one week due to COVID 19. The purpose of this study was to investigate the effect of a significantly reduced field experience on teacher candidates' perceptions of the usefulness of designing and implementing these assignments. According to experts Lave and Wenger, Bandura, Bruner, Dewey and Kolb students should actively practice in real-world settings. The international organization, Six Seconds, The Emotional Intelligence Network trains and provides research for individuals, schools and corporations to incorporate 8 Competencies they consider to be keys in developing social emotional learning (SEL) skills and emotional intelligence. Six Seconds served as the theoretical framework for the study. Additionally, studies in teacher preparation programs such as those by Almerico and D'Emidio-Caston show that SEL courses are crucial and practice in the field is essential. In Spring 2019 and Spring 2020, a Final Reflection questionnaire regarding the SEL assignments, was used to collect data. It contained five Likert-style items and four open-ended responses. Percentages of ratings were calculated then compared to determine the effect of a significantly reduced field experience in Spring 2020. Cross-case thematic analyses were conducted on the benefits and disadvantages of creating and applying SEL assignments during field experience. Reasons were obtained regarding beneficial assignments and those for elimination. Percentages were calculated and data sets compared. In Spring 2019, the Likert-style items revealed that 74% of teacher candidates strongly agreed that they could apply their knowledge of the 8 Competencies in classroom situations. In 2020, only 20% strongly agreed, a percent decrease of 73%. In Spring 2019, 88.8% strongly agreed that applying SEL assignments would improve their future classrooms. In Spring 2020, 65% strongly agreed, a percent decrease of 26.8%. During Spring 2019 themes emerging as advantages were self-reflection by students and teacher candidates, and feedback from students. Similar themes emerged in Spring 2020. In 2019, 20% identified feedback from students while in 2020, 35% did the same, indicating a percent increase of 75%. However, a new theme, future use (20%) emerged in Spring 2020. Themes emerging as disadvantages in Spring 2019 were student honesty on formative assessments and time. The same themes emerged in 2020. However, 32% identified time in 2019 while 60% did the same in 2020, a percent increase of 87.5%. In Spring 2019, the 6 Seconds Reflection was selected as beneficial by 73% with 70% selecting the informal/formative assessment in 2020. Although considered useful, it appears that reduced field experience due to COVID 19 affected Spring 2020 teacher candidates' perceptions of the usefulness of designing and implementing these assignments.</p>	Discussion/Paper (Lecture-Style)
111 Advanced Placement Summer Institute Goes Online	Meadows, Monica; Robinson, Ann	<p>Statement of the problem. The 2019 pandemic required traditional professional development providers to pivot to an online format in three months. The University of Arkansas, Little Rock has provided College Board endorsed institutes since 1995. With the increased number of CODIV-19 cases across the state and the country, institutes are forced to rethink how they will provide professional development. How can an institution provide quality professional development incorporating instructors with a range of online teaching experience via an online platform?</p> <p>Description of the program. Due to the increased number of CODIV-19 cases across the state, the UA, Little Rock was forced to rethink how to provide professional development to Advanced Placement (AP) teachers. Summer 2020 marks the first year that fully online week-long institutes were offered to districts and their teachers. A key feature was the embedded support for instructors and participants, both prior to and during the Advanced Placement Summer Institute (APSI).</p> <p>Methods. Participants include 25 College Board consultants (instructors) and 690 AP teachers (94 of the participants were from out-of-state or private schools). Data Collection: data were collected from the College Board consultants and the AP teachers upon completion of the institute. Surveys were sent via a SurveyMonkey web link. Instrumentation includes two feedback surveys: one for instructors and one for AP teachers. The demographic information for AP teachers was obtained from the event registration. The online APSI feedback survey for consultants focused on level of satisfaction with the support provided by the university in transitioning to an online platform. The survey administered to AP teachers focused on the effectiveness of the professional development. Both surveys included quantitative and qualitative questions. Data Analysis includes descriptive statistics on participant school setting, teaching assignment, and teaching experience. T-tests are used to determine means for the consultant level of satisfaction and the effectiveness of the professional development. Qualitative items were coded and analyzed for trends.</p> <p>Results. 100% of the consultants indicated that they were highly satisfied with the support they received prior to and during the AP Summer Institute. Consultants commented that the communication, planning and support provided by the university made it a positive experience for them. Approximately 90% of AP teacher participants indicated they had a better understanding of and felt better prepared to teach the AP course for which they attended training. Of particular note, teacher participants commented they received instructional resources that could be used in both face-to-face and online settings.</p> <p>Conclusions/implications of the study. As with many professional development opportunities in 2020, UA, Little Rock personnel redesigned processes and budget allocations to move a face-to-face institute to an online format. The change occurred 2-3 months prior to opening day of the large-scale institute, with most of the consultants and participants unfamiliar with the university learning management system (platform). One implication from this program evaluation study is the necessity for infrastructure support from university tech services linked to knowledgeable online course assistants with content backgrounds in the courses they supported for both consultants and participants.</p>	Discussion/Paper (Roundtable)

112	African American Men's Perceptions of Body Figure Attractiveness: An Acculturation Study	Johnson, Lakitta; McMurtery, Regina; Allen, Aleah; Rolling-Epps, Tekedra ; Evans, Jamie; Robinson , Msarkeisha ; Newsome, Kenneth;	<p>This study examined African American men's perceptions of body figure attractiveness based on their acculturation levels. Seventy-five African American men between the ages of 18 and 35 attending a traditionally White university in the Southeast region of the United States volunteered for this study. Results from a one-wayANOVA revealed that African American men perceived women with smaller body figures as more attractive than women with larger body figures. However, as it relates to the ideal body figure to date, African American men chose the moderate (medium) body figure. Additionally, there were no statistically significant differences between African American men's perceptions of body figure attractiveness and their acculturation levels. Explanations and implications of these results are discussed.</p>	Poster
113	Algebra Connecting Concepts: An Evaluation of a Professional Development Program	Hu, Haihong; Garimella, Uma	<p>The "Algebra: Connecting Concepts" project was a content intensive professional development program for 18 teachers in grades 7–10. It provided long-term, sustained, interactive professional learning opportunities to strengthen teacher content knowledge in Algebra to improve student achievement. The purpose of this presentation is to discuss the intervention, results from the evaluation, follow-up classroom observations, and learning reflections. The instructional strategies used in this PD may benefit teacher preparation programs in training future ready Mathematics teachers.</p> <p>The 2014-2015 Partnership for Assessment of Readiness for College and Careers (PARCC) student assessment scores show critical gaps in conceptual understanding of Algebra I and II (CTEq, 2016) in a southern state. The ACT National Curriculum Survey (2013) found that "many K–12 mathematics teachers may not yet be ready to teach to college- and career-ready standards" (National Mathematics Advisory Panel, 2008, p.4).</p> <p>Mathematics is the fundamental building block for improving science, technology, engineering, and math (STEM) education (English, 2015). Benefits of project- and inquiry-based activities in teaching math and science are well-documented. Results from recent studies show that Project-Based Learning (PBL) STEM+C programs (Yang, Swanson, Chittoori, & Baek, 2018) can bring about positive attitude toward math, especially to low-achieving students and women (Laursen, Hassi, Kogan, Hunter, & Weston, 2011). Discussion and questioning were two important techniques used in project-and inquiry-based pedagogy.</p> <p>Well-prepared teachers are more likely to positively affect student achievement and remain in the classroom. Teachers who receive meaningful PD show increased self-efficacy, and are more confident (Telese, 2012), effective, and positively influence student achievement (Powell-Moman & Brown-Schild, 2011). Darling-Hammond and Richardson (2009) suggested that effective PD should be content area specific, sustained over time, collaborative, and include opportunities to apply new knowledge and to reflect on student learning.</p> <p>Therefore, this 60-hour "Algebra: Connecting Concepts" PD was developed and implemented with the focus to provide state Algebra teachers with more content knowledge and to model the pedagogy for facilitating discussion and student engagement through using inquiry-based, integrated math and science research projects. This presentation will introduce a study conducted to evaluate the effectiveness of this PD. The following research question was addressed: How have participants' learning changed over the course of the PD, in terms of a) Algebra content knowledge, b) readiness in teaching Algebra, and c) ability to use project- and inquiry-based pedagogy?</p> <p>The researchers conducted paired t-tests, using a Bonferroni correction, to assess changes in candidates' content knowledge and readiness in teaching Algebra. Even though the increase in cumulative teacher content knowledge between pre- and post-assessments did not reach statistical significance, a significant improvement was found in Knowledge Type III (reasoning/problem solving) and teachers' readiness to teach Algebra. Participants' application of active learning pedagogy was easily identified using the Reform Teaching Observation Protocol (RTOP) (Piburn & Sawada, 2000) observation protocol during class visits and through content analysis of participants' learning reflections.</p>	Discussion/Paper (Lecture-Style)
114	An Analysis of Middle Tennessee Teachers' Job Satisfaction	Warren, Kasey	<p>The purpose of this study was to examine the factors and workplace conditions that influenced teacher retention in six Middle Tennessee school districts by focusing on their responses to the Job Satisfaction Survey (JSS) developed by Paul Spector (1994) evaluating teacher job satisfaction among nine subscale variables: pay, promotion, supervision, benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. A total of 190 participants completed an online survey through a link that was emailed to possible participants by the researcher or the principal of each approved school. First, the study looked at the relationship between teachers' subscores on the JSS and years of experience using a Pearson Product-Moment Correlation (r). The results showed a statistically significant, but weak, negative relationship between the variables years of experience and promotion, supervision, and benefits. Second, the study looked at the relationship between teachers' subscores on the JSS and the likelihood of returning to their position the following school year using a Pearson Chi-Square. The results revealed a statistically significant and strong relationship among subscales supervision, benefits, rewards, procedures, coworkers, nature of work, communication, and teachers' likelihood of returning. Third, the study examined the difference between teachers' overall scores on the JSS and school district size, as well as school tier using a two-way Analysis of Variance (ANOVA). The results revealed decreasing scores for teachers in medium-sized school districts from elementary school to middle school to high school. Also, results revealed consistent overall job satisfaction scores for teachers in large-sized school districts from elementary school, middle school, and high school. Lastly, the study looked at the relationship between teachers' overall scores on the JSS and their previous year's overall level of effectiveness score using a Pearson Product-Moment Correlation (r). The results showed that there was no significant relationship between teachers' overall job satisfaction rating and their level of effectiveness score.</p>	Discussion/Paper (Lecture-Style)

115	An Improved Amenity? Gentrification in New Orleans and its Impact on Charter Schools	Walters-Rauenhorst, Lynn	<p>Louisiana has a long history of struggling schools and the continued poor performance of Louisiana public schools has negative social and economic impacts on its citizens. The latest data from the American Community Survey indicates that in 2018 18.6% of the total population and 26.2% of Louisiana's children live in poverty. With this dismal backdrop of poverty, New Orleans Public Schools, serving mostly Black, low-income students, was considered one of the worst public schools in the country. In 2005 Hurricane Katrina blew ashore and devastated New Orleans and the Gulf region. Katrina's destruction provided an opportunity for developers and politicians to create improved amenities for new residents, changing the character of housing and transforming neighborhoods to appeal to higher socio-economic status residents with little regard for prior residents. It also provided an opportunity to overhaul the school system using a market-based approach. Through a series of legislative acts and funding from the federal government, charter schools started opening despite public outcry ultimately making New Orleans an all charter district. It is in this context that school improvement, gentrification, and charter schools coalesced.</p> <p>The purpose of this research was to investigate the effect of gentrification on school performance scores of schools located in gentrified New Orleans neighborhoods. Prior research found that the influx of white middle-class professionals into the urban landscape changes the student makeup of urban public schools and the collective efficacy of gentrifying neighborhoods benefit all children. Research also suggests that gentrifiers use their advantaged position to deploy social, cultural, and economic capital to influence school level decisions to advance their agenda for school improvement. This study focused on five schools, ranging from elementary to high school, situated in gentrified New Orleans neighborhoods and operated by the same charter management organization. Neighborhood level data drawn from The Data Center and school level report card data captured from the Louisiana Department of Education were compared to see if changing demographics consistent with the patterns of gentrification impacted school performance scores. An examination of the relevant literature furthered the understanding of the implications of rising neighborhood tax bases, diversification of student populations, and the infusion and dilution of economic, social, and cultural capital have on neighborhood public schools.</p> <p>Data indicated that post-gentrification school performance scores improved in four of the five schools by a letter grade or more. One school out of five improved by two letter grades. These findings are consistent with research that gentrification brings with it new and improved amenities and in this case improved school performance. However, delving deeper into the data, there is an area that is not consistent with gentrification research. Specifically, while poverty rates in the gentrified neighborhoods declined, free/reduced lunch rates at neighborhood schools did not. This may indicate that students are not coming from the neighborhood, challenging school location as a primary consideration in school choice and the "opting-in" to community-based schooling by gentrifiers. Noting these findings, further research exploring parental choice factors is appropriate.</p>	Research-in-Progress (STUDENTS ONLY)
116	An Investigation of Individual Factors Related to Academic Writing Anxiety Among Chinese Graduate Students	Liang, Fang	<p>Whereas writing tasks are indispensable in graduate students' academic life, both native-English users and international graduate students may exhibit writing anxiety. Writing anxiety can exert several negative influences on graduate students' writing. Students with high writing anxiety produce significantly lower-quality writing than students with low apprehension. Writing anxiety is correlated with procrastination among graduate students. Some researchers suggest that writing anxiety counts for one of the reasons some graduate students give up at the dissertation stage. While subject to similar impacts of writing anxiety as native-English peers, Chinese graduate students, for whom English is their second language (L2), may have different causes of writing anxiety. Besides, Chinese graduate students have a unique cultural background that may help shape students' mindsets about writing with an L2 and exacerbate their writing anxiety experiences. My study attempts to investigate students' writing anxiety and related personal factors in the perspective of theories for mindset. Specifically, this study is to systematically investigate the relationships among students' mindset (i.e. growth mindset and fixed mindset) of their academic writing competence with English as a second language, academic writing anxiety, writing self-efficacy, self-regulatory behaviors and students' perceived English academic writing achievement with structural equation modeling analysis. A proposed structural equation model will test four overarching research questions:</p> <ol style="list-style-type: none"> 1) To what extent does Chinese graduate students' growth mindset for academic writing (i.e., students' belief that their academic writing competence is incremental) predict their academic writing anxiety, writing self-efficacy, self-regulatory behaviors, and their perceived academic writing achievement? 2) To what extent does Chinese graduate students' academic writing anxiety predict their self-regulatory behaviors, and their perceived academic writing achievement? 3) To what extent does Chinese graduate students' writing self-efficacy predict their self-regulatory behaviors, and their perceived academic writing achievement? 4) To what extent does Chinese graduate students' fixed mindset for academic writing (i.e., students' belief that they have certain amount of academic competence and they can do nothing to change it) predict their academic writing anxiety, writing self-efficacy, self-regulatory behaviors, and their perceived academic writing achievement? <p>To test the relationships among the latent variables, I will use surveys. All survey items proposed for this research study will be tested via principal factor analyses, including confirmatory analyses and exploratory analyses. Based on the results of factor analyses, a full structural equation model with single indicators will be conducted to test the hypothesized model.</p> <p>The research is relevant to Chinese graduate students studying in English-speaking counties, graduate students with writing anxiety, course professors, academic advisors, and writing-center staff. Investigating factors related to academic writing anxiety can lead to targeted interventions. The findings may help students successfully complete their graduate studies, and successfully publish in English journals. This would support their immediate goals and long-term success.</p>	Research-in-Progress (STUDENTS ONLY)

117	Application of item response theory (IRT) in diagnostic reading comprehension tests	Wang, Ping; Kim, Jwa	<p>Problem statement: Inconsistency in reading comprehension assessment has been an issue among researchers in literacy (Betjemann, Keenan, Olson, & DeFries, 2011; Cain & Oakhill, 2006; Keenan, & Meenan, 2014; Nation & Snowling, 1997). Keenan and Meenan (2014) compared four commonly used reading comprehension tests for the diagnosis of student reading deficit and found the average diagnosis agreement rate between each pair of the four tests was 43%, which means that the probability for students who are diagnosed as having reading difficulty by one test is less than half to be diagnosed by another test. The agreement rate among all four tests in diagnosing student with reading difficulty was only 20%.</p> <p>Theoretical grounding: One possible factor for diagnostic inconsistency could be attributed to the inherited disadvantage of test-dependent person true score based on the classical test theory (CTT) in psychometrics (Hambleton & van der Linden, 1982). Item response theory (IRT) takes the item characteristics into account, gives different parameters to each item, and theoretically solves problems of CTT. IRT can reduce the measurement error, and improve the reliability of conventional tests, thus it has the potential to bring greater accuracy for assessment in diagnosis and clinical practice (Kim & Nicewander, 1993; Thomas, 2011).</p> <p>Method: Both CTT and IRT score were utilized to discern the advantages of IRT over CTT in diagnosis of student reading ability with different types of maze tests. A sample of 174 fourth grade students from four rural schools in the Southeastern US completed three researcher-created maze tests: multiple-choice test (30 items), sentence deletion test (30 items), and word-feature deletion test (75 items). The coherence level of three tests was investigated by comparing the agreement cases in highest 20% and lowest 20% of students identified by each test following the Keenan and Meenan (2014) procedure. Students' IRT estimated person parameter (theta) score was calculated by the Xcalibre software.</p> <p>Result: For the high-performance group, agreement rate among three tests was 46% with CTT score but 49% with IRT score; for the low performance group, the agreement rate was the same 20% by both CTT and IRT score. After deleting weak items whose discrimination parameters were lower than 0.5 based on IRT test report, the agreement rate for the high-performance group increased to 54% with both CTT and IRT scores; for the low-performance group, the agreement rate was 20% with CTT score but increased to 26% with IRT score.</p> <p>Conclusion: The coherence of both CTT and IRT scores for the three maze tests was about the same level (20%) as that of previous studies for low performance group. After the removal of weak items, the agreement rate increased in both groups, and IRT score demonstrated higher level of measurement invariance than CTT score in low performance group. Suggestions for adopting of IRT scores in reading comprehension tests and diagnosis of elementary students reading level were discussed.</p>	Discussion/Paper (Lecture-Style)
118	ARteachers.org	McKenzie, Sarah	<p>Does Arkansas have a teacher shortage? With no centralized location for job postings and no method for tracking applicants, it is difficult to identify policies that could address a possible shortage of educators in the state.</p> <p>There have been widespread reports of an impending teacher shortage crisis in the U.S. for more than 30 years. In the U.S., there are claims of a widespread national shortage while research indicates teacher shortages are specific to certain subjects and schools. Part of the reason for the conflicting accounts is how shortage is identified and what information is used to assess it. This research identifies district characteristics associated with teacher supply, and introduces participants to a new tool to address challenges faced by districts seeking teachers and policymakers seeking solutions.</p> <p>In this study, we test whether a uniform teacher shortage exists across the state of Arkansas. We hypothesize that, rather than a universal shortage, teacher shortages are more likely to occur in certain regions and subjects. We examine the characteristics of districts with the most favorable teaching supply using descriptive and multivariate analysis of data collected from district surveys along with administrative data. In this study, "supply" is defined as the ratio of applications to vacancies. This is the third study to use application information to identify teacher supply, and the first to assess teacher supply in this way. Results indicate teacher supply is unequally distributed across the state. We find district size, region, and urbanicity appear to drive supply. Teacher supply is most favorable for large districts with student enrollments greater than 3,500, districts in the Northwest, and suburban and city districts.</p> <p>To address the lack of quality information about teacher supply, ARteachers.org was developed in 2020 at the University of Arkansas. A free resource Designed to help districts find great teachers and to help teachers to find great jobs, the site also gathers critical information about the number and type of teaching positions available in the state as well as the number of applicants for each position.</p> <p>Using a simplified application process and centralized location, ARteachers.org streamlines the process for teachers to apply for public school jobs around the state. Districts can access a wider pool of applicants, as well as the ability to recruit teachers from a common pool. There is also a pool of teachers that indicated interest in long-term substitute positions.</p> <p>Using salary schedules gathered from district websites, teachers gain important information about what their salary would be for each job posting based on years of experience and education. District student teacher ratios are also provided to inform decision-making.</p>	Poster

119	Better (Scientific Literature) Readers Make Better Writers: Lessons Learned from Teaching Scientific Writing	Gallo, Kasia	<p>One of the key skills needed to succeed in upper level undergraduate and graduate courses is the ability to read scientific literature. Reading peer-reviewed articles is required to understand one's discipline, to conduct nuanced analysis of the work of others, and to provide meaningful context for one's original research. Better understanding of scientific writing by others leads to better student writing.</p> <p>Seasoned instructors sometimes forget how difficult and overwhelming it is for a novice to read a 20-page empirical report on multiple experiments. In this presentation I will share a framework for helping students to master the skill of reading scientific literature, especially empirical reports. I have developed this method while teaching an educational psychology undergraduate scientific writing class, along with other writing-heavy classes, for the past 15 semesters. The method is grounded in research on metacognition by Flavell, Shraw, and others, and aims to foster self-directed student learners, who are both aware of their own thinking, and actively regulate it to achieve the goal at hand.</p> <p>I propose an overarching skill-based framework for the task, upon which additional skills are built. The framework requires that students answer the following five questions about every scientific article they read:</p> <ol style="list-style-type: none"> 1.What was the Big Question the authors sought to answer? 2.How have they approached answering it? 3.What have they learned? 4.What do the results mean? 5.What could have been done better/differently to answer the Big Question? <p>To help students meet this general challenge, additional skills and techniques are introduced. For example, students often fail to realize that a well-written paper title gives them a clue regarding both the Big Question, and the general result of the study (i.e., The pen is mightier than the keyboard: Advantages of longhand over laptop note taking). Other sample skills I will discuss in the presentation include reading the article sections out of order (reading the discussion before the method and results sections), and identifying hypotheses and using them as a key for making sense out of the results and discussion section.</p> <p>Lastly, I will present examples of student writing penned by students who clearly understood what they read, and by those who struggled with comprehending the articles they were asked to summarize.</p>	Position Paper
120	Can the Use of Technology and Technology Tools Increase Student Engagement and Motivation	Hawkins, Keicia; Hawkins, Wesley	<p>The use of technology and technology tools can benefit students academically by increasing student motivation and engagement if implemented effectively. Courville (2011) found that the use of technology in the classroom benefits both students and teachers. This study seeks to investigate the use of technology and technology tools on student motivation and engagement in middle school classrooms at Armstrong Middle School in Acadia Parish.</p> <p>Classroom teachers use technology and technology tools to engage students in classroom lessons. This study examined the availability and use of various forms of technology and technology tools available to and used by students and teachers. All students in grades 6 – 8 and all classroom teachers were invited to participate in the study. Participants responded to questions about the types of technology available to students in classrooms and at home and how technology was used in classrooms by teachers to motivate and engage students in learning. Teachers responded to similar questions. The results of this study should provide insight to school leaders regarding the impact of technology on student motivation and engagement.</p>	Discussion/Paper (Roundtable)
123	Course Assessment in a Mathematics Methods Course and Relational Teacher Education	Gerstenschlager, Natasha; Webster, Jennifer; Lischka, Alyson	<p>Relational teacher education (RTE), a model for teacher preparation in which learning stems from the knowledge and experiences prospective teachers bring with them, has been stated as supporting prospective teachers in developing their teaching practices. However, one potential barrier to developing RTE is the use of traditional assessment practices where the instructor grades tasks based on pre-determined standards and assigns numeric grades to each task that accumulate to determine a final course grade. In this research presentation, we share how a mathematics education instructor revised the assessment model used in her mathematics methods course as a means to develop RTE and complement a constructivist model of teaching. The instructor instituted self-grading supported with extensive instructor and peer feedback on work so that the prospective teachers assumed the role of evaluator for their own progress. The purpose in making this change was to shift authority for evaluation of teaching practice to the prospective teachers, supporting transition to their professional careers.</p> <p>The study was embedded in self-study methodology, which requires openness of practice and reframing of perspectives and is focused on improvement. The data collected included: the instructor's reflective journal, transcripts of conversations between the instructor and her critical friends, student assignments with instructor feedback (such as journals and other reflective tasks), class session recordings, and a focus-group interview with the prospective teachers. The researchers analyzed the data according the characteristics of RTE, discussing and resolving any disputes on codes during the analysis phase. In addition, the data was coded to examine the ways in which authority was taken up by the prospective teachers as they progressed through the course and evaluated their own work. The researchers found that although the instructor was able to develop components of RTE in her classroom by utilizing the revised assessment model, new tensions and struggles emerged as a result. Particularly, the instructor of the course still found discontent with how the revised assessment model supported prospective teachers to be specific in defending their grade in the course. In addition, although some prospective teachers in the course clearly engaged as the authority for their own learning, others did not progress to this point. Further research is needed to better understand how authority shifts from instructor to learner and how best to support prospective teachers in doing so.</p>	Discussion/Paper (Lecture-Style)

124	COVID – 19 Closes Schools: Reflections on Educators and School Leaders Struggles	Hawkins, Keicia	<p>The social distancing guidelines that prompted nationwide school closures have left education policy makers scrambling to find solutions for a myriad of new challenges. One especially troubling concern is the far-reaching social and emotional effects of ongoing displacement from the schoolhouse. According to Birioukov (2016), a multitude of research exists on truancy due to the strong correlation between absenteeism and negative future outcomes. Students who are frequently absent from school miss out on important learning and developmental opportunities and research has shown that they are at heightened risk of unfavorable outcomes later in life (London, Sanchez & Castrechini, 2016).</p> <p>High school student absenteeism in rural school settings was problematic prior to the global pandemic. The pandemic, in some instances, created a greater divide among these students because most schools required some form of distance learning. How can teachers motivate students who consistently missed school prior to the pandemic to engage in school virtually? Did this create even greater issues for teachers, school leaders, and even the students themselves? Minahan (2020) reported, as a result of the pandemic, to say many school leaders, teachers, and students will experience “whiplash, disorientation, and anxiety are an understatement.” During a pandemic, such as we are experiencing with COVID-19, most every aspect of daily life is altered; therefore, participating in distance learning lessons via Zoom, Google Classroom, or any other online learning platform, is probably the furthest thing from the minds of teenagers who already do not enjoy school.</p> <p>The leadership implications for minimizing stress on students who were previously disconnected from the educational process because of truancy issues during a pandemic are what formed the basis for this reflection. Two overarching questions were considered. What are the long-term social and emotional implications of truancy; and what leadership style of school administrators has the greatest impact on mitigating truancy issues during a pandemic? The motivational theories of Maslow (1943), Deci, & Ryan (2008) who postulate that a person will not be motivated until their basic needs have been met are guiding principles in the discussion. Accordingly, if school leaders hope to reduce rates of truancy during a global pandemic, they must create the right combination of intrinsic and extrinsic motivators for students. The purpose for this reflection is to retrospectively examine leader behaviors and beliefs about truancy and conclude with recommendations for closing attendance gaps post COVID.</p>	Discussion/Paper (Roundtable)
125	Critical Education: Developing Critical Human Capital for Socio-Economic Development	Nkansah, Joan Nkansaa	<p>This systematic literature review examined how critical education can contribute to the development of critical human capital and resource relevant to socio-economic development. Many classroom teaching and learning focus on the traditional “banking concept” method of instructional delivery (Freire, 2008). This method of teaching and learning follows a rigid curriculum with limited or no classroom discussions and interaction. This practice restricts creativity and critical consciousness as students are separated from inquiry and only perform the role of listening, memorizing, and repeating the thoughts and ideas teachers narrate. Students are not exposed to learning environments conducive to cultivating critical thinking skills and developing critical consciousness. The research drew a conceptual framework using Freire’s critical pedagogy as the philosophical thought to emphasize the importance of critical education to socio-economic development. Critical pedagogy is a student-centered approach that emphasizes students’ critical thinking and action leading to the transformation of society and life conditions. A systematic literature review was conducted using scholarly articles and books to gather relevant data on the topic. Based on the literature reviewed, the researcher developed an annotated bibliography for easy identification of the similarities and differences in literature. After the researcher had identified the common themes, a literature synthesis was created to ensure the credibility and reliability of the findings (Roberts, 2010). The research identified four philosophical concepts (i.e., problem-posing education, teacher and student roles, praxis, and dialogue) that promotes critical education. The research revealed that the aim of education is more than mere learning as education should be about the critical examination of the social world, resulting in actions that serve the best interest of society. The research also revealed that education should be conducted in an environment with curriculum and instructional strategies that enable the incorporation of the lived experiences, language, and knowledge of students. The research concluded that through critical education, students will be empowered to become critical thinkers, problem-solvers, and change agents who can champion the cause for socio-economic development.</p>	Literature Review
126	Cultural Leadership Specialization for Graduate Students: A Pilot Study	Clark, Teresa; Clark, Landon	<p>Problem Statement The proposed session concerns the pilot study of a competency-based Cultural Leadership specialization in a master’s program. The researchers have an extensive background in competency-based education, including serving on a university work-group on micro-credentials, also known as stackable credentials or micro-degrees. The researchers have conducted research, written, and presented on competency-based education. One of the researchers helped create and implement the competency-based program at another university, where she previously worked. She is a trained competency assessment center director and behavioral assessor. The researchers also possess extensive experience with leading cultural leadership training, including creating a program they facilitate for a local police department.</p> <p>Methodology Graduate students will be selected to participate in this pilot CBE “academy,” based on a minimum undergraduate GPA of 3.0 and at least three years of professional experience, and will be required to submit a resume or CV and engage in an interview with one of the researchers. Students selected must be enrolled in, or have been admitted into, the graduate program. During the fall 2020 semester, graduate students will participate in a pilot and engage in online and in-person assessments measuring the competencies mastered in four existing courses. Using precise scoring guides, with competency levels equated to satisfactory mastery of each these courses, the researchers will score each student on the competencies assessed. Based on the training modules and assessments, the study participants could earn up to 12 graduate credits toward the HDL degree. For participants who do not meet the desired competency level in one or more area would be given the opportunity to complete a development module followed by a reassessment. Alternatively, students may select to enroll in the course.</p> <p>Goals and Objectives Ultimately, the researchers’ goal would be that a competency-based Cultural Leadership specialization be approved and offered to interested students in this master’s program and other graduate programs in the department.</p>	Discussion/Paper (Lecture-Style)

127	Demotivation or Amotivation: A Comprehensive Review	Xie, Jianling ; Gallo, Katarzyna; Wei, Tianlan; Elder, Anastasia; Xu, Jianzhong	<p>While it is relatively easy to understand the concept of demotivation and amotivation (both concern various negative influences that cancel out existing motivation), they are interpreted differently by scholars who first investigated these two constructs in educational settings.</p> <p>Dörnyei's work has been focused on learner demotivation in second language acquisition, which he defined as "specific external forces that reduce or diminish the motivational basis of a behavior intention or an ongoing action" (Dörnyei, 2001, p. 143). However, amotivation is originally a clinical symptom (e.g., amotivation syndrome). Amotivation as defined by Deci and Ryan (1985) refers to the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's feelings of incompetence and helplessness when faced with the activity. Demotivation should not be confused with the conceptually different phenomenon of amotivation (Christopher & Gorham, 1995). Amotivation is a relative absence of motivation (Leguall et al., 2006). Amotivated learners see no point in learning because they do not perceive a contingency between their behaviors and outcomes. On the other hand, demotivated learners still come to classes and engage in activities if they feel like it because demotivation is situational, and demotivated learners can be motivated again (Vallerand & Ratelle, 2002).</p> <p>However, while amotivation and demotivation are distinguishable theoretically, no strong empirical evidence has been found to support the difference. Amotivation is most frequently used in psychopathology in the context of amotivational syndrome (e.g., Garland & Baerg, 2001; Lac & Luk, 2018). People with amotivational syndrome find no reason to live since sources of joy are blocked. However, the World Health Organization (WHO), rejected the description of an amotivational syndrome being a psychiatric condition (Hall et al. 1998) as the small number of controlled field and laboratory studies have not found compelling evidence for such a syndrome. If amotivation does not exist as a psychiatric condition, it could exist as a feeling. Everybody will - or has, experienced periods of amotivation, whether short or long, in specific parts of their lives or as a reoccurring issue. In this case, it may be difficult to draw a fine line between amotivation and demotivation. Additionally, the two terms are used in different but related academic disciplines. Amotivation has been used primarily in sport psychology (e.g., Ntoumanis et al., 2004) and educational psychology (e.g., Cheon & Reeve, 2015). Besides the application in second language acquisition, the term demotivation is also used in industrial and organizational psychology (e.g., Smither & Walker, 2000), social psychology (e.g., McLoughlin & Carr, 1997), learning, instruction, and education (e.g., Addison & Brundrett, 2008). In light of this, it appears that the use of demotivation or amotivation is a matter of disciplinary preference rather than two separate constructs.</p>	Poster
128	Dewey By Any Other Name	Notar, Charles	<p>The authors have during their years in education come upon the saying "there is nothing new in education except names." After doing the research on learner centered instruction and the various types of "new" assessment it came to mind that the names are new but the educational philosophy is nothing more than Dewey rehashed. As the title suggests you as readers can decide.</p> <p>The authors asked you in the abstract to answer for yourselves if there is anything new in education. The authors are sure you have noticed that a large number of the references have dates back to the 1930s forward. The references with an asterisk (*) provide history of experiential learning back to the 1800s in Augsburg, Germany. Authentic education of today is an umbrella term for a number of educational philosophies that have their roots in experiential learning. Have you as a reader figured out "What's in a Name?"</p> <p>Notar, C. E. (2019). Authentic education, competency-based learning, differentiated instruction, experiential education, learning/student-centered learning, performance-based education, proficiency-based learning. <i>International Journal of Social Science and Business</i>, 4(2), 114-132.</p> <p>http://www.ijssb.com/index.php/archive/2-uncategorised/42-vol-4-no-2-june-2021</p>	Discussion/Paper (Lecture-Style)
129	Disciplinary Literacy: Strategies for the Middle School Content Area Classroom	Fields, Robin; Schrodt, Katie; Barksdale, Bonnie	<p>Scope of the Session: It has been established that background knowledge impacts reading comprehension. It has also been suggested that students comprehend text differently based on the content area (i.e., math, Science, Social Studies; Rouet, Favart, Britt, & Perfetti, 1997). Therefore, a call has been made for educators to shift from content literacy instruction to disciplinary literacy instruction. Defining and implementing this into middle the classroom has been difficult (Shanahan & Shanahan, 2012) specifically with struggling readers (Varner, 2016). This interactive presentation intends to demonstrate how to implement disciplinary, rather than content area instruction into the middle school classroom.</p> <p>Objectives: Middle school pre-service and classroom teachers will be able to apply evidence-based disciplinary literacy strategies to the middle school content area classroom.</p> <p>Summary of Activities: During this interactive presentation, teachers will explore evidence-based literacy strategies, which can be utilized in the middle school content area classrooms. Each strategy will be explained, modeled, and explored in a small group setting. Teachers will have the opportunity to apply it to their specific content area. This session will cover Vocabulary strategies (i.e., Semantic Gradient, Semantic Feature Analysis) and Comprehension Strategies (i.e., Question Answer Relationship Strategy, Read-Aloud).</p> <p>References Varner, T. (2016). Bridging the literacy gap: Meeting new science standards can be hard for students who struggle with reading and writing. <i>AMLE Magazine</i>, 4(1), 25-27. Shanahan, T. & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? <i>Topics In Language Disorders</i>, 32(1), 7-18. DOI: 10.1097/TLD.0b013e318244557a Rouet, J. F., Favart, M., Britt, M. A., & Perfetti, C. A. (1997). Studying and using multiple documents in history: Effects of discipline expertise. <i>Cognition and Instruction</i>, 15(1), 85-106.</p>	Training

130	Dissertation Difficulties: A Case Study	Breaux, Arleene; Webb, Alan	<p>Problem Statement - The latest statistics indicate that 68% of students who start a dissertation never finish (Citation). This statistic is alarming and in need of further investigation.</p> <p>Purpose Statement This study had three purposes. The first purpose was to better understand the difficulties which students encounter in the process of conducting a dissertation. The second purpose was to investigate the nature of these difficulties. The third purpose was to propose solutions which would assist stakeholders in assisting students to overcome these dissertation difficulties.</p> <p>Previous Research Many studies have been conducted to better understand the dissertation process (Citation). These studies have considered the percentages of students who finish a dissertation and the characteristics of successful dissertation students (Citation). One topic which is missing from these studies is the difficulties which students encounter in the process of completing their dissertation. The theoretical framework which informed this study was constructivism.</p> <p>Methodology This study employed a qualitative research methodology. Very few studies have investigated the qualitative questions of why students do not finish their dissertation, how difficulties arise to thwart their efforts, and what types of difficulties confront dissertation students. This study addressed those qualitative questions.</p> <p>Method The method which was employed in this study was case study. A case study seeks to isolate the commonalities of a group of individuals who are experiencing a phenomenon (Citation). This study investigated a group of students who had experienced the phenomenon of encountering difficulties in the process of completing a dissertation. The study focused upon the specific difficulties which these students had in common.</p> <p>Participants This study employed a purposeful sampling technique. An email was mailed to the 467 students who had previously taken classes in the research courses which the co-presenter taught. Forty-seven individuals responded that they would be willing to participate in this study. Ten individuals were selected to participate in this study based upon maximum variation demographics.</p> <p>Data Collection Data were collected by a single two hour interview with each of the ten individuals who participated in the study. The interviews were audio recorded and transcribed into interview transcriptions.</p> <p>Data Analysis The data were analyzed by a five step strategy of data analysis. The steps included holistic coding, in vivo coding, emotive coding, integrated coding, and thematic coding (Citation).</p> <p>Results Students who participated in the study indicated that they shared three common experiences: a lack of knowledge with respect to the dissertation process, a lack of understanding with respect to the research involved, and a lack of confidence with respect to their ability to perform the work required for a dissertation.</p> <p>Conclusions Three conclusions were drawn from the research findings. Student difficulties arise from expectations of significant others, a lack of preparation, and a lack of assistance.</p> <p>Implications Three implications arose from this study. First, dissertation students need institutional assistance in the dissertation process. Second, policy makers need to establish procedures to assist dissertation students. Third, practitioners need to produce procedures that will assist students in navigating the dissertation process.</p>	Discussion/Paper (Lecture-Style)
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131	Diversifying the profession: Educational leaders of color in online graduate programs	Baker, Timberly ; Bowser , Audrey ; Davis , Kimberley ; Knowlton, Latwayla	<p>Description of Topic We enter into the dialogue of this conference as we discuss “advancing the profession for educational equity”, through the preparation and graduation of more graduate students of color through online graduate degree programs. We investigate our topic to improve graduate education of tomorrow (MSERA, 2020). Research indicates few studies examine graduate students of color specifically in online education degree programs. Ultimately, we posit that online education degree attainment is more accessible for graduate students of color and therefore, can be an avenue to train, recruit and retain more educational leaders of color into the varied education professions.</p> <p>In this display presentation we address a singular research question with two sub questions: Is online degree attainment more accessible for graduate students of color? What are the characteristics of online graduate students enrolled in large scale distance learning education degree programs? Is there a relationship between academic performance and graduate students of color in online degree programs?</p> <p>Significance Online learning opportunities are expanding rapidly in the university setting to meet the changing needs of the higher education student. According to the American Council on Education (ACE) (2016) “students of color comprised a larger share of graduate enrollments in 2016 than in 1996” (https://www.equityinhighered.org). Furthermore, learning more about students of color and their characteristics may assist in programs learning-to and addressing challenges these students may face in online graduate education degree programs. Arkansas, like many states, lags behind in graduating, preparing and ensuring that the population of educators mirrors the population of students that Arkansas serves, especially in certain regions of the state. Starting, entering, and having an ongoing conversation about specifically graduate students of color, may be imperative as the need for educators (Geiger, 2018)--educators that share similar backgrounds to students, continues to be at the forefront of educational reform and needs.</p> <p>Methods We implement a mixed methods approach to this research. First, we identify how online degree attainment is in continual growth nationally and at our institution. The researchers will specifically investigate the number of students enrolled in 2017, 2018, and 2019 and determine the number of completers' in terms of age, demographics, ethnicity, and rate of completion. Second, we identify graduate students of color within our institution's graduate online degree programs and discuss their characteristics and relationship to academic performance. Furthermore we acknowledge that graduate students of color are consistently identified as necessary for the equitable and global preparation of students throughout P-16.</p> <p>Ultimately, we posit that online degree attainment is more accessible to graduate students of color and therefore, can be an avenue to train, recruit and retain more people of color into the varied education professions. This research can help begin and extend an ongoing conversation about meeting the educational needs of P-16 students; as well as policy and practice implications for admission policies for online graduate programs, and recruitment and marketing strategies for online graduate programs; to intentionally seek graduate students of color for online graduate programs in education professions.</p>	Poster
132	Doctoral Candidate Responsiveness to COVID-19 Policy Changes at Mississippi Educational Settings	Craven, Jacqueline	<p>Doctoral Candidate Responsiveness to COVID-19 Policy Changes at Mississippi Educational Settings Statement of the Problem. With the need for successfully managing the rapid changes and needs due to COVID-19, P-12 school teachers and leaders, post-secondary instructors and administrators, as well as independent educational professionals have shifted many aspects of practice in a very abbreviated amount of time during the initial months of 2020. Moving forward, even the outlook for coming months is tentative and uncertain at best. Due to the unprecedented issues educators face at this time, it is imperative that we examine current conditions to best understand the climate in a variety of settings as new policies and other practical measures are implemented.</p> <p>The purpose of this study is to explore how educational professionals in a variety of settings in Mississippi have handled policy changes at their particular sites in order to gain understanding of current best practices. The research question for this project is: How has COVID-19 responsiveness to shifting policies at your site impacted your best practices?</p> <p>Description of the Research/Theoretical Grounding for the Problem. Attentive responsiveness to the unforeseen policy changes and rapidly-changing educational climate due to COVID-19 has quite possibly been the only constant for the beginning half of 2020 that will continue to persist for duration of this year at the very least. Professionals at schools and post-secondary institutions have not only rushed to implement federal and state-level policy changes, but have also designed and implemented changes unique to their own settings; in some instances, they have utilized an action research approach which allows for continuous cycles of improvement. These actions and reactions are critical for successfully adjusting to the ever-changing climate, and by nature they vary among sites to reach students studying content of all sorts.</p> <p>Summary of Methods. Ed. D. Doctoral candidates (n=45) at a regional university in Mississippi were contacted to complete a brief questionnaire to share their experiences related to the topic. Questions include opportunities to provide open-ended narrative responses. Data obtained will be coded using In Vivo (Saldana, 2017) techniques to share responses based on each participant's experiences at their own individual campus. Descriptive statistics will be used for aggregated analysis of results.</p> <p>Conclusions/Implications of the Study. Findings from this project may have benefits by providing information to improve/enhance responsiveness in P-12, post-secondary, as well as independent educator leadership in the state of Mississippi. Additionally, other organizations may benefit from this research by examining the impacts and influences of educational practices within the state of Mississippi.</p>	Discussion/Paper (Roundtable)

133	Early Intervention Self-Analysis Education in Interpreter Education Programs	Wilson, Katelyn	<p>Self-directed learning (SDL) is necessary for interpreter education because there are not enough in-class hours for students to learn the skills necessary to achieve high enough proficiencies to gain certification upon graduation. States that require a license to interpret limit the opportunities available for students or recent graduates to further develop their skills in professional settings beyond graduation. It is important for novice interpreters to be confident in their ability to self-direct their learning. They must be able to adequately set goals, develop a plan of action, execute that action, and evaluate their progress. Many students do not have such confidence, so they end up not engaging in SDL and many students fall through the gap between graduation and real-world experience.</p> <p>Interpreter Education Programs (IEP) should begin by focusing on process-based analysis rather than product-based analysis. It is important to determine if self-directed learning tools can build a bridge that connects this gap. This study will focus on the self-analysis aspect of SDL, specifically process-based self-analysis, because if students can adequately self-analyze their process, it should directly affect their product. There is a direct correspondence between successful interpretations and the interpreter's ability to think critically about their work. In contrast, interpreters who do not think critically about their work tend to show inconsistencies in interpreting messages or their interpretations are completely ineffective. Students' self-assessments can improve accuracy when given training on how to perform self-assessments. If process-based self-analysis is used as an early intervention technique, will it impact students' self-efficacy as it relates to self-directed learning?</p> <p>This Research in Progress will introduce the problem and theoretical framework for a study that will describe the process-based self-analysis skills that interpreting students use in an accredited interpreter education program. I will be exploring options for methodology that will lead to a resolution and contribution to the limited literature available to interpreter educators on this topic.</p>	Research-in-Progress (STUDENTS ONLY)
134	EdD Graduates' Perceptions of the CPED Model Program in K-12 Educational Leadership	Cabrera, Jill; Craven, Jacqueline	<p>Problem Statement. With the need for school leaders who can meet the challenges of the 21st century, schools of education are continuously engaged in planning, implementing, assessing, and improving professional preparation programs. Increasingly, since 2007, the Carnegie Project on the Education Doctorate (CPED) framework has served as a model for preparing scholarly practitioners for school leadership. Given the relatively recent (2015) implementation of the CPED model at the current researcher's institution, there is a need to gather input on the program's implementation through the lens of its graduates.</p> <p>The purpose of this study is to learn about graduate perceptions of the application of CPED design principles and concepts in the EdD program from which they graduated.</p> <p>The research question for this project is: How do graduates of the education doctorate program in K-12 leadership at this R1 university perceive the delivery of the program related to the Carnegie Project on the Education Doctorate (CPED) six design principles and concepts?</p> <p>Theoretical Grounding for the Problem. The Carnegie Project on the Education Doctorate (CPED) articulated six guiding principles for program design. Based upon the principles, seven design concepts provide guidance for member organizations in development and implementation of their programs: scholarly practitioner, signature pedagogy, inquiry as practice, laboratories of practice, mentoring and advising, problem of practice, and dissertation in practice.</p> <p>Many schools of education have designed and implemented programs utilizing an action research approach with continuous cycles of improvement and involving the student as a scholar practitioner. With this type of framework, each student: identifies an issue; guides stakeholders in designing an action plan; collects data to address the issue; organizes, analyzes and interprets the data; and shares findings with key stakeholders (Johnson, 2011).</p> <p>Summary of Methodology. Graduates (n=20) of the university's CPED model EdD program in K-12 Educational Leadership will be participants in this mixed methods study. Focus groups will be conducted and Qualtrics surveys will be distributed via email to explore program graduates' perspectives related to the topic. For both data collection methods, researchers developed questions based upon the CPED design concepts and principles. Participants will be asked during the focus group session, conducted via Zoom technology, to provide narrative responses to open-ended questions. Data obtained during the focus group session will be coded by themes to describe overarching perceptions and insights on the program. Participants will also be asked to anonymously complete a Likert-type scale survey via Qualtrics. Descriptive statistics will be used for analysis of the survey results.</p> <p>Results. The results of this study will be the dominant themes from the focus groups and findings from the survey's 18 Likert-type statements.</p> <p>Conclusions/Implications of the Study. Findings from this project may have benefits by providing information to improve/enhance the CPED-model EdD programs in K-12 educational leadership at this university, as well as at other CPED-affiliated programs. Additionally, the CPED organization may benefit from the written report from this research to examine the impacts and influences of its design principles and concepts.</p>	Discussion/Paper (Lecture-Style)
135	Education and the Pandemic: Long - Term Ramifications for Education in the U.S.	Hamilton, Nancy	<p>While ensuring educational instruction is effective has been an ongoing endeavor since formalized education began, it has never been more critical than during this time of the Pandemic. Carroll's seminal Model of School Learning (1989) focuses on elements necessary for students to learn educational constructs. His model focuses on the five elements of aptitude for learning, perseverance (motivation) to put forth effort to learn educational material, time (opportunity) to learn academic material, appropriate quality of instruction, and the ability to understand educational instruction. I take the position that these model elements have been greatly impacted by both knowledge decay of material learned prior to March 2020, and by less material learned after March 2020. These detriments have long-term ramifications for academic achievement (as well as assessment and methods of instruction), academic standards pacing and adjustment, federal (as well as state and local) academic policy considerations, college entrance and functioning considerations, occupational skill delay considerations, and many others. These ramifications will be discussed within the framework of Carroll's model to inform the future of formalized education in the United States.</p>	Position Paper

136	Elementary Pre-Service Teachers Knowledge of Concepts of Number & Operations	Robichaux-Davis, Rebecca	<p>One of the most significant variables that influences the type of instruction occurring in elementary classrooms is the depth of understanding of the teacher (Ball et al, 2001). Pre-service teachers (PSTs) need to possess a flexible understanding of the mathematics they will be teaching so that they can adapt their instructional practices to the needs of their students (Carpenter et al, 2004). Previous research has indicated that PSTs' mathematical content knowledge is dominated by procedural rules and algorithms (Author, 2015; Hedges, Huinker, & Steinmeyer, 2005). If PSTs do not possess a flexible, conceptual knowledge of mathematics content prior to enrolling in methods courses, then the content of the methods courses should address such deficiencies.</p> <p>Thus, the purposes of this study were to (1) assess elementary PSTs' content knowledge of Number and Operations, (2) identify dominant procedural thought patterns of PSTs concerning concepts of Number and Operations; and (3) identify misconceptions of PSTs with regards to Number and Operations. At the start of their fourth year of a teacher preparation program, 46 elementary PSTs voluntarily completed a 34-item pre-test of their content knowledge of Number and Operations. On the last day of the semester, an identical assessment but labeled "post-test" was administered. These PSTs had completed six hours of "math for elementary teachers" courses focused on Number and Operations during their first two years of the program. No personal identifiers nor demographic information were requested on the pre/post-assessment because the researcher was not interested in differences among the PSTs.</p> <p>A mixed-methods approach to data analysis was used to address the three purposes of the study. Qualitative analyses were conducted to identify rigid thought patterns and misconceptions, while quantitative analyses were used to determine overall gains in scores, as well as specific gains in sub-scores of the assessment. Analysis of the data revealed dominant procedural thought patterns concerning place value concepts and operations with whole numbers and fractions. Aggregated results of the pre-test indicated that the teacher candidates began with weak knowledge of (1) basic fact identification, (2) equivalent representations of multi-digit whole numbers, (3) invented strategies for computing with multi-digit whole numbers, (4) solving fraction story problems, and (5) solving proportions. Results of the post-test indicated gains in identification of basic facts, equivalent representations of multi-digit whole numbers, invented strategies for computing with multi-digit whole numbers, solving fraction story problems using conceptual methods, and solving proportions. Misconceptions identified and implications of these findings in terms of the content of required mathematics methods courses and appropriate pedagogy to combat the misconceptions will be discussed.</p>	Discussion/Paper (Lecture-Style)
137	Elementary preservice teacher preparation to teach mathematics and science in an integrated STEM framework	Byrd, Kelly; Herron, Sherry; Mohn, Richard; Robichaux-Davis, Rebecca; Shelley, Kyna	<p>Although the idea of Science, Technology, Engineering, and Mathematics (STEM) integration in the early grades is gaining support on the national scene, the facilitation of STEM education at the elementary level remains a scarcity (Kurup et al., 2017). Research has revealed a shortage of teacher expertise to successfully integrate STEM practices and suggests an increased focus on preparing preservice teachers to integrate STEM content at the elementary level (Epstein & Miller, 2011). The theoretical framework for this study included the combined elements of self-efficacy (Bandura, 1978), attitudes related to the theory of planned behavior (Ajzen & Fishbein, 1980), social constructivism (Vygotsky, 1962), and the construct of pedagogical content knowledge (Shulman, 1986). This study investigated the extent to which successful completion of integrated mathematics and science methods of instruction courses related to elementary preservice teachers' attitudes toward and confidence in teaching integrated STEM lessons, and the extent to which their attitudes and confidence correlated with their proficiency in planning integrated STEM lessons. A mixed-methods, longitudinal research design, with a sequential, explanatory approach was used. Participants included twenty-four elementary preservice teachers enrolled in their final two semesters of a teacher preparation program at a four-year public university in the southeastern U.S. Descriptive and inferential statistics, including repeated measures MANOVAs and multiple regression analyses, were calculated to analyze the quantitative data from questionnaires and a learning segment rubric. Multiple cycles of coding were used to analyze the qualitative data from the semi-structured interviews and responses to open-ended questions. Quantitative results of this study indicated no statistically significant difference in the participants' attitudes toward or confidence in teaching integrated STEM lessons. However, qualitative data revealed heightened attitudes and increased confidence throughout the two semesters. While the participants reported fairly positive attitudes toward and fairly high levels of confidence in teaching integrated STEM lessons, specific barriers to effective implementation of integrated STEM lessons in the elementary classroom were noted. While no statistical significance was found, the findings from this study, particularly of the qualitative discussion, may have important implications for the numerous stakeholders of STEM education surrounding successful preparation of teachers to implement integrated STEM education in the K-6 classroom. Future teachers need to develop the necessary skills, attitudes, and confidence to incorporate integrated STEM. Thus, adequate preparation for preservice teachers to teach integrated STEM content and implement practices of STEM fields as part of elementary teacher preparation programs is imperative so that their future students are equipped with 21st-century skills.</p>	Discussion/Paper (Lecture-Style)

138	Empowering, Formative Feedback Using A Menu of Options for School Culture Surveys - A "Just in Time" Approach	Boesche-Taylor, Beth; Bergeron, Liz; D. Bogdan, Cindy	<p>Problem Statement</p> <p>The need to personalize to unique contexts and respond to changing conditions is essential for principals, and even more important during this pandemic. Principals need flexibility to be able to measure the elements of their school's culture in highly customized and agile ways (AASA, 2020). By providing an on-demand "menu" of survey constructs which principals can select themselves, we empower schools' learning and support their needs for speedy formative assessments in a rapidly changing pandemic. This helps schools align their current teaching and learning context (including on-campus and remote learning), areas for school improvement, opportunities for using improvement science, coaching and resource support via their affiliation with a national network, strategic use of schoolwide practices, and the empowerment of "just in time" tool access.</p> <p>Underpinning research</p> <p>Balancing survey participation, accuracy, and reducing fatigue is a goal of surveys (Brick and Williams, 2013, Kreuter, 2013). In this study, the balance is sought in two ways: for the survey requester and for the survey taker. Using Just In Time (JIT) principles from other fields, the survey menu approach is here used to reduce unneeded survey items and constructs, as well as improve the quality of data returned to schools. This reduces survey participation time for stakeholders, by ensuring that the survey items presented are most aligned. Studies indicate that engaging participants through an initial opt-in procedure can further increase participation and completion rates. Survey studies during the CV19 pandemic (Blom et. al, 2020) indicate using high frequency and high quality surveys, as the menu approach can provide schools, yields highly actionable data with high response rates.</p> <p>Methods</p> <p>The basis of this work is to empower principals to select from a menu the survey constructs that are most pertinent to their school's needs. Using a form built within the same survey platform, principals preview the options, make selections, and the platform provides a customized link emailed directly to the requester. This process is seamless for the requester and uses extensive survey logic to append a survey URL with the chosen customized constructs or core elements automatically. This link is reusable all school year for students and teachers, and can be modified as needed using the same menu-based form system. Assessments of this new process include participation of principals (the total N of leaders making requests, total N of participants in the survey, and as a percentage of member schools in the network). Additional analyses include principle component analysis with exploratory factor analysis and reliability analysis comparing the survey instrument as a core survey instrument from prior years, and as a customizable instrument with constructs that can be selected this year.</p> <p>Results</p> <p>Data collection is ongoing through the academic year. Early results in the form of stakeholder feedback are very positive, with indications of increased participation due to the ability to shorten participation time, decreased survey fatigue, and optimism of increasingly actionable data as schools focus more on the elements of school culture most of interest and highest focus for them.</p>	Discussion/Paper (Roundtable)
139	Establishing a Positive Classroom Design to Meet all Learners	Sorbet, Stefanie; Notar, Charles E.	<p>This training provides suggestions as to how the teacher can provide effective instruction through positive interactions with students in their classrooms. Through recognizing that it is the teacher's responsibility to establish a positive classroom environment as well as routines, expectations, procedures and rules, the students can connect with each other in a community of learners. Student behavior is directly related to their engagement and the teacher can impact this greatly based on their abilities to address what they do in relation to what their student's needs are socially, emotionally, and academically.</p>	Training
140	Examining How Middle Grade Mathematics Students Develop Learning Opportunities through Conflict in Small Groups	Campbell, Tye	<p>Though empirical research suggests collaborative learning can lead to productive outcomes, there is much to learn regarding the conditions by which collaborative classrooms support mathematical learning. One way substantial learning opportunities arise in small groups is through conflict. The purpose of this study is to examine instances of small group conflict in middle grade classrooms and determine the discourse practices students utilize to resolve conflict towards opportunities for mathematical learning. I frame the study through Sfard's (2008) theory of commognition, conceptualizing learning as a lasting change in the way one communicates with themselves and others. I also utilize Sfard's conceptualization of commognitive conflict as an instance wherein learners exhibit differing discursive rules while performing a task. To serve the purpose of this study, I video and audio recorded 77 middle grade students for three days while they worked in groups of three on challenging mathematics tasks. The instructional context included a three-day lesson sequence on mathematical argumentation and proving in a rural public school and a small private school. All data were transcribed in full, and all student written work was taken up for analysis. In the first level of analysis, I extracted all instances of conflict between students (i.e. when learners exhibited differing discursive rules related to the task). Then, I determined whether the conflict led one or more group members to change their discourse in desirable ways. Desirable discourse changes refer to changes which align with normative standards for middle grade mathematics. Finally, I used Nvivo coding software to code and develop themes regarding the discourse practices students used to resolve conflict towards opportunities for mathematical learning. The research is currently in progress, but preliminary analyses suggest the following discourse practices aid students in developing learning opportunities in the midst of conflict: capturing others' attention, slowing down cues, focusing on others' work, asking follow up questions, clarifying disagreement, and defining task instructions. There are still many discourse practices to uncover, as the research is only in its beginning stages.</p>	Research-in-Progress (STUDENTS ONLY)

141	Exploring the Effects of the Covid-19 Virus and Mandatory Quarantine on Families, Teachers and School Administrators	Johnson, Lorie; Parris, Megan; Armstrong, Linda; Hughes, Jada; Vogel, Kimberly; Cook, Karly; Gardner, Alex;	<p>1) The coronavirus pandemic has impacted many around the globe. In qualitative study, we explore the impact that the COVID -19 virus and resulting quarantine and school closures have had on children, parents and educators.</p> <p>2) This case study utilizes ground theory to explore the shared experiences of those most affected by Covid-19 quarantines and school closures.</p> <p>3) This case study utilized anonymous online surveys to capture the experiences of children, parents and educators. Survey questions were designed to capture the shared experiences of these three groups and included demographic information so that comparisons could be made across groups, including those in rural versus urban settings, private versus public schools, etc. Questions were open ended and explored the effects of mandatory quarantine, social distancing and online learning on K-12 students, their parents and educators. The survey was built in Qualtrics and shared via anonymous link through social media.</p> <p>4) Results indicated that several themes emerged as shared experiences across groups, including fear, stress and rest. Many parents were fearful of not being able to provide basic necessities for their families, teachers felt inadequate to teach remotely and all groups expressed fear of the virus itself. However, many indicated they enjoyed this time of rest and withdrawal from busy schedules and many indicated they hoped to never return to such hectic schedules. Parents expressed fears, concerns, worries and anxiety about the economy, their own jobs, the future and keeping their families safe. Teachers expressed fears and anxiety about their own families, as well as their students. This study offered insight into the experiences of teachers and parents of K-12 students during our global pandemic. The discussion of these experiences offer educators and parents opportunities to collaborate to develop responses to the needs of students during quarantine/online learning as well as during their return to the classroom.</p>	Discussion/Paper (Roundtable)
142	Exploring the relationship between the impostor phenomenon and perfectionism	McGregor, Loretta Neal, Matsuo, Hiroki	<p>This study examined the relationship between the Impostor Phenomenon and perfectionism. Clance and Imes (1978) coined the term Impostor Phenomenon to describe an individual's feelings of intellectual and professional phoniness. High-achieving individuals may struggle with associating their achievements with their knowledge or skills. This inability to reconcile the two can lead to symptoms of psychological distress, such as depression and anxiety.</p> <p>Smith, Saklofske, and Sherry (2016) developed the Big Three Perfectionism Scale (BTPS). The scale assesses three higher-order global factors of perfectionism: rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism. Rigid perfectionism assesses one's belief that their performances must always be "...flawless, perfect, and without errors," (Smith, et. al, p. 671). Self-critical perfectionism examines such concerns as making mistakes, doubts about one's actions, self-criticism, and the perceived expectations that others demand perfection from them. Narcissistic perfectionism examines such characteristics as a person's idealization that she is perfect or superior to others or the tendency to hold unrealistic expectations of others (Smith, et. al, 2016). A total of 396 undergraduate college students, at a southern regional state university, participated in this study. Some cases were excluded from analyses due to their outlier status. Each participant answered an online questionnaire consisting of the Clance Impostor Phenomenon Scale (CIPS) and the Big Three Perfectionism Scale (BTPS). The CIPS (Clance & Imes, 1978) is a 20-item likert scale questionnaire used to assess the intensity of one's impostor experiences. The BTPS is a 45-item likert style questionnaire divided into 10 lower order facets. Various combinations of the 10 lower order facets are summed to create the three aforementioned global factors.</p> <p>The data from the higher-order factors of perfectionism were analyzed using a multiple linear regression. Findings indicated that rigid perfectionism and self-critical perfectionism significantly contributed to the overall prediction of individual impostor scores ($F(3, 389) = 147.02, p < .001, R^2 = .53$). Narcissistic perfectionism did not significantly contribute to the linear function.</p> <p>A Stepwise Discriminant Function Analysis was also conducted to examine whether scores on the BTPS could accurately predict group membership using CIPS scores. The CIPS scores were transformed to create four categories, based on Clance and Imes' (1978) original delineation of CIPS groups. The three higher order factors of the BTPS were entered separately, into the discriminant function analysis, resulting in the creation of two discriminant functions: Self-Critical and Rigid Perfectionism. Overall, the two BTPS higher order factors successfully classified 65.70% of the IP scores.</p> <p>We conclude that the impostor phenomenon and perfectionism have a positive linear relationship. These findings may explain some characteristics and behaviors of impostors. For example, impostors may exhibit beliefs that their performance must always be perfect, experience a fear of making errors, feel doubt about their actions, and perceive that other individuals expect perfect performance from them at all times. The relationship between the Impostor Phenomenon and Perfectionism may assist counselors in developing a possible path for the treatment of Impostor Phenomenon in clinical settings.</p>	Poster
143	Factors that Influence College Selection	Snow, Corlis	<p>Persistent teacher shortages continue to plague our nation as fewer prospects enter the field of teaching while a growing number of veteran teachers are exiting the teaching profession. As a result, colleges and universities strive to develop actionable plans to recruit not just students, but high-quality students who can replenish the teaching profession as well as other education-oriented professions. Furthermore, new accreditation standards adopted by many states now require that teacher education programs develop and implement deliberate, targeted recruitment plans. In response, institutions have developed many recruitment plans with varied elements. However, the factors that have the greatest impact on netting new students are not easily defined. Social marketing theory, as proposed by Philip Kotler and Gerald Zaltman in the early 1970's, provides a framework for developing recruitment efforts. One aspect of the theory is understanding social and psychological factors that influence decision making. Thus, the purpose of this descriptive study was to investigate key factors that influence a student's choice about which college to attend. A sample of 400 juniors and seniors at a regional university were surveyed to investigate the factors that were most important to them when deciding which college to attend. According to the results, 37% of the students were most influenced by family and friends while less than 13% were most influenced by recruitment events. The results of the study indicate that a reliance on traditional recruitment activities such as recruitment fairs should be revisited. The results also reveal the positive impact of online marketing as a major element of recruitment plans and efforts.</p>	Discussion/Paper (Lecture-Style)

144	Finding the Missing Pieces: Nurturing Female and Minority Students In STEM	Wilson, Michelle; Rice, Margaret; Wright, Vivian; Yates, Steven	To fill a growing need for workers in STEM occupations, a greater emphasis has been placed on STEM learning in K-12 education. There is also a notable underrepresentation of females and minorities in STEM fields. The purpose of this study is to investigate whether there is a difference based on race or gender in students' confidence in and attitude toward STEM subjects and careers after participating in a STEM program. Situated learning cognition, or the connection between knowledge and its use, is the theoretical framework for this study. The STEM program, implemented over four months, included STEM-focused equipment such as Spheros, Cubelets, and Little Bits circuitry kits. Teachers participated in professional development and designed lessons implementing STEM learning into their instruction in the areas of math, science, and computer courses. Student surveys measuring confidence in and attitudes toward STEM were analyzed quantitatively using ANOVA, Kruskal-Wallis, and independent t-tests. The results indicated that there was no difference in initial perceptions of STEM across genders and races, but that while female students indicated higher confidence in their STEM abilities at the conclusion of the study, there was no growth in minority students' confidence. Some of the results could indicate sound consistent implementation practices in support across the district, and the results involving female students could indicate positive results from efforts to expose these students to STEM experiences. The lack of growth in minority students' confidence in and attitudes towards STEM could imply that further efforts are needed to support and enhance these students' STEM experiences.	Discussion/Paper (Roundtable)
145	Forced To Learn: COVID-19 Reactions	McCormick, Laurie; Heaton, Dr. Lisa	<p>Abstract</p> <p>The global pandemic brought many, rapid changes. School districts, higher education institutions, and pastors scrambled to put their classes/sermons online. Originally, they thought this would be for a brief period; however, the impact of COVID-19 caused a paradigm shift in education. Online teaching and learning became the world's primary conduit for delivering content. Teachers and pastors alike were forced to learn new technology and integrate it into their lessons/services. In this pilot study, the researcher conducted interviews and observations to investigate a pastor's and a teacher's reactions to going online, and to discover what technology they used before and after COVID-19 closures. Their reactions included perceptions of the experiences of their students and parishioners. It is the hope of the researcher to continue this study by surveying and conducting additional interviews with elementary, middle, secondary, and post-secondary teachers, students, and parents to gain a broader understanding of experiences and reactions to going online due to COVID-19 in order to better inform online pedagogy, and improve teacher-student online relationships.</p> <p>Keywords: teaching profession; COVID-19 school closure; online learning; online pedagogy; K-12 education; public education; distance education; rural education; educational technology; clergy; teacher-student relationship; pastor-parishioner relationships</p>	Research-in-Progress (STUDENTS ONLY)
146	From the Voices of Kindergarten Teachers: Factors That Impact Decisions about Teaching Science	Hamilton, Frances	<p>Abstract: Young children enjoy science (Gerde, Schachter, & Wasik, 2013) and according to the National Science Teachers Association, inquiry science should be taught every day at every grade level in elementary school (NSTA, 2002). However, Blank shares that interest in science declines by age 11 (2013). Students' attitudes towards science continue to decline in middle and high school (Spektor-Levy, Baruch, & Mevarech, 2014). Comparing the levels of enjoyment of science in two groups, Pre-K and middle school, reveals that something happens to children between these two stages. Intervention in earlier grades is a "key time for building interest" in science (Blank, 2013, p. 832). "It is through active engagement with science that children develop concepts of themselves as science learners and participants in the process of science" (Mantzicopoulos, Patrick, & Samarapungavan, 2008, p. 379).</p> <p>The research question asked, "What factors impact kindergarten teachers' decisions about engaging students' natural curiosities in science?"</p> <p>This was a participatory action research study that used autoethnography, case studies, and grounded theory methods that focused on the following questions: 1. What factors impact teacher decisions about when to teach science? 2. Under what conditions do teachers engage students' natural curiosities in science? 3. How do teachers describe engagement in their classrooms? Last year, the MSERA presentation was focused on questions 2 and 3. This year the presentation will focus on question 1.</p> <p>There were five teachers who took part in the study, from two different states and four different school systems. It involved a participatory action research approach and narrative inquiry using interviews. Data collection included an initial interview, journal entries, and culminating interviews. For the journal entries, a checklist was utilized.</p> <p>In Vivo coding was used to identify emergent themes from patterns in initial and culminating interviews and data frequency counts were used for analyzing journal entries.</p> <p>The results were that: Times for teaching science varied, but all participants shared that it was difficult to get it in. None of the school systems had a time requirement for teaching science. Each participant shared that science and social studies were the very last components to be included in their schedules. All talked about the need to integrate science with other subjects in order to get it taught. Regarding factors that impact decisions about when to teach science, more time needed for another subject ranked considerably higher than the other factors, followed by testing.</p> <p>Conclusions and implications of the study include: Based on the literature review and examination of the data, the researcher came to two main conclusions: 1. Science is not taught often enough in kindergarten. 2. There are many factors that affect teachers' decisions about when to teach science.</p> <p>Implications are that in today's world of accountability, science needs to be integrated with other subjects in order to be taught. The voices of the kindergarten teachers are heard in this study as quotes from interviews are shared, adding to the current literature about teaching science in the early grades.</p>	Discussion/Paper (Lecture-Style)

147	Gender Influence on Statistics Anxiety among Graduate Students	Edirisooriya, Mihili; Lipscomb, Thomas	<p>Several prior studies have focused on the relationship between gender and statistics anxiety in the college student population. The results, however, have been contradictory and have primarily sampled undergraduates. The purpose of this study was to examine gender as a factor related to statistics anxiety among graduate students, after accounting for differences in age.</p> <p>A sample of 75 students who registered for basic statistics courses at a R-4 university in the southeastern United States were recruited to participate in a survey concerning statistics anxiety. The Statistics Anxiety Rating Scale which is comprised of six subscales (Cruise, Cash, & Bolton, 1985) was used to measure statistics anxiety. Other variables considered in this study were gender and age. Data were collected via an online survey and in-class survey. Data were analyzed using multivariate analysis of covariance and discriminant analysis.</p> <p>There were 65.3% of female graduates and 34.7% of male graduates participated for the survey. After accounting for age, multivariate analysis of covariance revealed a significant gender difference in statistics anxiety. The proportion of variance explained by gender was 20%. A significant covariate effect of age indicated that older graduate students experienced higher levels of anxiety as compared to their younger peers. Age accounted for 21% of variance in the combined statistics anxiety subscales. A follow-up discriminant analysis revealed that males experienced higher levels of anxiety when seeking statistics help from a fellow student or a professor than did females. Students demonstrated the highest level regarding test and class anxiety.</p> <p>Strategies to mitigate statistics anxiety thereby encouraging content mastery include the establishment of peer group works and class discussions. Setting up online anonymous discussion forums on learning management systems, could be of particular benefit to male students as it would provide a relatively informal and non-threatening context.</p>	Poster
148	How Does Disproportionate Disciplines Manifest in Rural Schools?	Workman, Julie	<p>The purpose of this study was to examine the disproportionate rate of student discipline actions for African American students compared to White students in rural schools in one region of a mid-south state. Most of the research that has been conducted up to this point has focused on pinpointing causes of disproportionate rates of discipline in large urban or suburban school contexts (Noltemeyer & McLoughlin, 2010). This study examined racial disproportionality in discipline in five rural schools from the perspective of the principal to determine influences on racial disproportionality in discipline. The goal of this research was to develop awareness of these factors on African American students and guide school leaders toward improved equity in the school disciplinary process for all students. Disproportionate discipline among students has been well-documented in the literature (Children's Defense Fund, 1975; Losen, 2011; Skiba et al., 2002), though less documented in rural schools. The research questions for this study were: 1. How is discipline disproportionality perceived in rural schools from the principal's perspective? 2. What factors are most influential in explaining discipline disproportionality in specific rural schools from the principal's perspective?</p> <p>This study followed an explanatory sequential mixed methods design to gain a deeper understanding of this complex problem. Data was collected in two phases from three different sources: (1) Student and school demographic data collected from the state department provided website for the public; (2) Student discipline infraction and action data obtained from the state department of education through a data request; and (3) Two rounds of semi-structured interviews with five principals and one assistant principal in the selected schools. Discipline data from each school was collected and analyzed to reveal the level of disproportionate disciplinary events within two main categories: discipline infractions (student referrals) and discipline actions (student consequences). After compiling the data for infractions and actions by race and grade level, total student population numbers were calculated to determine composition. This calculation resulted in composition index scores for each race for both infractions and action in every school. The differences in composition index scores were calculated for each racial group and were used to determine the degree of disproportionate discipline present in each school. Informed by data analysis from the quantitative phase, qualitative data were collected based on two rounds of interviews with principals within each school. Interview data were coded and re-coded as a means to identify potential, emerging themes. Results indicated that African American students were being disciplined at higher rates than White students in all five schools, while White students were significantly underrepresented in discipline actions and infractions in all schools. The qualitative data suggest that these principals have varied perceptions of disproportionate discipline in their schools with leaders attributing the discrepant data to a cultural mismatch between teachers and students, followed by student trauma and student mental health issues. Based on analysis of data, recommendations are made for principal and preparation programs to better prepare leaders in disrupting patterns of disproportionate discipline in their schools.</p>	Discussion/Paper (Lecture-Style)

149	How State Assessments can Improve Equity in Gifted Identification	McKenzie, Sarah; Tran, Bich; Wai, Jonathan	<p>PROBLEM STATEMENT Annually, about 10% of Arkansas students are identified as Gifted and Talented (GT). Identification for gifted student services in Arkansas is conducted at the local district level and is required to be based on "two objective and two subjective indicators". These indicators are selected at district discretion, and local variation in identification procedures may lead to under-identification of particular student groups, excluding students from access to services from which they would benefit.</p> <p>BACKGROUND/ RESEARCH For decades, students with specific demographic characteristics have been underrepresented, sometimes dramatically, in identified gifted and talented populations throughout the country. Formally evaluating as many students as possible will reduce the number of talented students missed during the identification process. The costs associated with a universal screener for any population of students, however, are substantial when the giftedness assessments are not part of the ordinary testing regime.</p> <p>METHODS This research focuses on the use of required state assessments as an initial universal screener for gifted identification in the state. The study examines how accurately the current gifted identification procedures in Arkansas identify academically high performing students. Although 10% of students in Arkansas are identified as gifted, we define academically high performing (AHP) students with the objectively stringent definition as those who score in the top 5% statewide in both English Language Arts and mathematics on the state assessment. We hypothesize that the majority of these students are identified as gifted, but examine to what extent these academically high performing students are not identified as gifted, or "missed". Using de-identified student-level data from the Arkansas Department of Education, we use multivariate regression to determine the likelihood of AHP third grade students from 2015 to 2019 (approximately 10,000 students) being identified as gifted based on the current locally defined identification processes. We include student-level demographic characteristics (race, gender, economic disadvantage, ELL status, special education status) and district-level characteristics (size, geographic region, district poverty rate).</p> <p>RESULTS The current gifted identification procedure in Arkansas misses about 60% of objectively gifted math and verbal achievers who were scoring in the top 5% of the state achievement distribution. AHP students that are eligible for Free/Reduced Lunch, are identified as participating in Special Education or are English Language Learners, or are Black, are statistically significantly less likely to be identified as gifted under the current identification processes. AHP students from larger districts were statistically significantly more likely to be identified as gifted, but there was no consistent pattern related to district poverty rates.</p> <p>CONCLUSIONS AND IMPLICATIONS That this large group of academically talented students is not being identified for gifted services may represent a potential loss both to the students and the state. While not all of these AHP students may need additional services through GT programming, the use of the state assessment as a universal screener for gifted identification can provide a free and consistent tool for school districts to use as an initial screener for gifted students.</p>	Discussion/Paper (Lecture-Style)
150	Impact of Themed Study Abroad to Nazi Concentration Camps: Perceptions of Interpreting Students on Professional Identity-Building	Shaw, Sherry	<p>Short-term study abroad experiences for university students traditionally have been documented to improve critical thinking, intercultural sensitivity, appreciation for diversity, and identity development as critical factors for global citizenship. Although eight prior trips had been organized by the university's undergraduate and graduate interpreting programs to expose students to indigenous signed languages and interpreting practices in other countries, students were not being systematically prepared and exposed to social justice-themed trips that could impact their professional identity-building for working with diverse populations. The experience described here was the first short-term study abroad with a theme specific to the 'Deaf Holocaust' and interpreters who functioned as intermediaries in Nazi concentration camps at Auschwitz-Birkenau (Poland) and Schloss Hartheim (Euthanasia Center; Austria). Within the context of antisemitism and trauma narratives of Deaf people, their families, and spoken and signed language interpreters in Hitler's Europe between 1933 and 1945, the trip sought to expose students to a deeper understanding of trauma interpreting, oppression of the Deaf community, and the destructive roots of racism and ableism in society.</p> <p>Co-led by a Deaf and Hearing faculty team, the study exposed concepts like 'genocide', 'supremacy', 'ethnic cleansing', and 'selection' as they permeated ideologies that persist in the world today. Using the 'Lessons from Auschwitz' project sponsored by the Holocaust Educational Trust as a model for maximizing student experience, the study abroad co-leaders developed an online course shell with preparatory materials for systematic study and discussion prior to the trip. The study reports on a mixed methods photo-elicitation investigation of identity development and impact for graduate and undergraduate interpreting students, 18 months after participating in the Study Abroad in 2019. The presentation describes intersections of data obtained from photo rankings (quantitative) and photo-elicitation, group interviews (qualitative) as the means to observe student construction of professional identity related to the Holocaust experiences of Deaf community members and interpreters. The group interviews, or 'reflection teams' were facilitated by Deaf, Jewish individuals using participant- and leader-generated photographs to spark discussions about how student experiences might have directly or indirectly impacted who they are as interpreters-in-training or as professional interpreters who are already nationally certified. Each student participated in two semi-structured, group interviews, in which participants selected one photo out of a batch and responded to the primary guiding question: "Describe a meaningful photo you selected and discuss its relevance to you at the time it was taken and its relevance to you today". The group interviews followed a similar format used by the tour leader at Schloss Hartheim as a means of debriefing at the end of the day. Following the interviews, photo batches selected by the Deaf, Jewish facilitators were included in a Qualtrics survey that asked students to rank them according to personal impact. The presentation includes method description and preliminary findings of the project at its conclusion in October, 2020.</p>	Discussion/Paper (Lecture-Style)

151	Impacts of Feedback on COVID-19 Distance Education for Elementary Teachers	Pryor, Jessica; Wilson, Randal	<p>In the spring of 2020, most public schools in the United States suddenly closed buildings as educators and students scrambled to adapt to distance education due to COVID-19. This phenomenological, qualitative study holistically explored elementary educators' experiences during the extended school closures. The 18 elementary educators who participated in individual interviews, served rural, elementary students. Classroom teachers, grades K-5, rotation area teachers, and special education teachers were included in the interviews. In the classroom, educators continuously monitor and adjust their teaching. However, COVID-19 forced students and teachers to work from home. Educators explained some of the challenges they faced in their abilities to monitor student success. The 18 educators discussed how they used feedback to alter their teaching throughout the closures. The interviews were conducted during the closures instead of after the closures, without the benefit of hindsight. The educators provided insight to distance education challenges and hopes for future changes to education in general. The research was conducted within a P-20 context. Some educators were able to shift their pedagogy to meet the dynamic situation, others were not. Those who were able to adapt their teaching had better perceptions. Accountability also provided additional benefits and challenges for educators. Exploring key elements in practices that provided better outcomes and more positive perceptions can be used for future distance education situations. This study does not discuss the effectiveness of the response, it examines the experience during the response.</p>	Discussion/Paper (Roundtable)
152	Improvement Capacity in Mississippi Schools: A Comparison Between High Needs Improving and Struggling Schools	Sharp, Paula	<p>Despite decades of educational research providing evidence of effective practices in high-performing, high-poverty schools, Mississippi continues to trail states in improving student achievement outcomes (Annie E. Casey Foundation, 2016). Educational research provides evidence regarding the importance of school leadership, the specific practices school leaders engage in to bring about sustainable improvement, and school leadership preparation and support to improve struggling schools (Elmore et al., 2014; Fullan et al., 2006; Manna, 2015; The Wallace Foundation, 2010).</p> <p>The quantitative research study compared the capacity for improvement in high-needs improving and high-needs struggling Mississippi schools. Net gain or loss of Quality of Distribution Index (QDI) scores and School Performance Level (SPL) points over five years of school performance data determined schools' research designations as improving or struggling. Pairs of one improving and one struggling school were matched on baseline QDI score, school size, and school poverty level. A total of 19 schools participated – 12 improving and seven struggling. Of the 19 schools, seven were identified for matched-pairs testing. The focus of the research was measurement and comparison of internal coherence (IC) defined as "...a school's capacity to engage in deliberate improvements in instructional practice and student learning across classrooms, over time..." (Elmore et al., 2014). Social cognitive and pragmatic theory was the basis for the research focused on levels of capacity for continual improvement, also referred to as levels of coherence, in Mississippi high-needs improving (MHN-I) elementary schools and Mississippi high-needs struggling (MHN-S) elementary schools. Information regarding the capacity for continual improvement, or coherence, was gathered by administering the survey component of the Internal Coherence Assessment Protocol (ICAP) (Elmore et al., 2014) designed to examine the perceptions of teachers and administrators regarding the extent to which conditions in the school exist providing an environment conducive to continual improvement.</p> <p>Resulting scores were tested in ten hypotheses using paired- and independent-samples "t"-tests, Pearson's correlations, and Kendall's tau-b. The primary hypothesis considered the difference in IC in high needs improving and struggling schools. A paired-samples "t"-test indicated a statistically significant difference in the capacity for improvement in the two school types. Statistical testing for eight supporting hypotheses confirmed, either through statistically significant results or non-statistically significant results, the viability of internal coherence is a factor to consider in additional research and as a focus for an improvement strategy for high-poverty schools in Mississippi.</p> <p>Findings confirm focusing on IC as a framework for improvement potentially impacts policy, practice, training, and support of school leadership ultimately impacting the trajectory of school improvement in the state. A focus on practices to build coherence, according to Forman et al. (2017), placing school improvement strategies within the context of an adult learning strategy as key to achieve sustainable school improvement.</p>	Discussion/Paper (Lecture-Style)

153	Increasing Access to Statistical Analysis using jamovi	Elder, Adam	<p>Scope:</p> <p>There are a variety of statistical software packages available to researchers conducting quantitative research. The most common software used in education is SPSS due to its user-friendly point-and-click interface. However, the cost of this software is high. This consequently puts a financial strain on universities and their students and minimizes access to practitioners. Options for free statistical software (such as R) exist, but they are often complicated and require a great deal of training and practice—further reducing access to affordable, user-friendly software.</p> <p>The jamovi project was founded to develop an open statistical platform which is intuitive to use and can provide the latest developments in statistical methodology. It provides a complete suite of statistical analyses that are used in education in a dynamic and user-friendly interface. Its ease of use and versatility makes jamovi ideal for both teaching statistics to novices and for conducting research with experts. This free software can help to remove barriers to quantitative analysis in education for students, researchers, and practitioners alike.</p> <p>Objectives:</p> <p>At the end of this training session, attendees will be able to operate the basic features of jamovi and will be familiar with its capabilities for statistical analysis. The focus will be on exposing attendees to the software, how to operate it, and how to obtain additional knowledge for deepening their understanding and capacity for use after the training session. The ultimate goals of the session are for (1) attendees to feel capable to use jamovi in their own research, and (2) to encourage its use in their own institutions and settings as a means of increasing access to quantitative analysis and decision-making.</p> <p>Summary of Activities:</p> <p>In this training session, attendees will:</p> <ol style="list-style-type: none"> 1. Download and install jamovi on their own computers, 2. Practice inputting and uploading data, 3. Explore the basic analysis and reporting features of the software, and 4. Receive resources for further learning. 	Training
154	Initial and Concluding Attitudes Toward Statistics in Traditional vs. Online Courses	Matsuo, Hiroki; Aleise, Nooner; Pearce, Amy R.	<p>Introductory statistics is a required course within many undergraduate programs which emphasize the importance of and ability to conduct and interpret research. Studies suggest students' attitudes toward learning are important determinants of their academic success, yet students often reluctantly approach statistics, making them likely to face challenges that impact learning outcomes. Another important aspect of statistics education is the development of online courses. With the advancement and accessibility of technology, online courses are increasingly offered for students, but it is unknown how attitudes toward statistics courses taught online compare to equivalent face-to-face courses. Our study examined students' initial and concluding attitudes toward statistics based on course delivery methods. We administered the Survey of Attitudes Toward Statistics-36 (SATS-36; Schau, 2003) to students enrolled in either online or traditional undergraduate statistics courses at 4 institutions in the Mid-South (N=373). The SATS-36 assesses six attitude components: Affect, Cognitive Competence, Value, Difficulty, Interest, and Effort, on a Likert scale from 1 to 7. As this was an exploratory study, and to minimize the influence of outliers, median scores for each attitude component were used for comparisons, then each component's mean score was calculated for further analyses. Following the guidelines of Schau and Emmioğlu (2012), we considered differences of ½ point or more as important. Scores were divided into four groups based on times of data collection (pre-test vs post-test) and lecture styles (traditional vs online). Overall, results suggested students entered their introductory courses with positive (Cognitive Competence, Value, Interest, and Effort), neutral (Affect), and negative (Difficulty) attitudes. Initial attitude components of Affect, Cognitive Competence, Value, and Effort remained relatively constant while Difficulty and Interest attitude components became closer to their neutral scores as students neared course completion. Traditional students valued their course more and perceived it as less difficult at both time points compared to online students. Using descriptive statistics, mean difference scores between groups were ½ point or more for Affect, Difficulty, and Effort. These findings suggest student attitudes toward statistics change while completing introductory statistics courses, and delivery methods make an impact. Statistics educators should be cognizant of student attitudes, their potential for change, and how to best influence positive changes in either instructional format. As a follow-up, we plan to employ a within-subjects research design to examine the main and interaction effects of the time and format variables via a multivariate analysis of variance.</p>	Poster

155	Instilling Motivation and Embracing Mistakes Using a Rubik's® Cube	Gilbert, Samantha	<p>Within the past decade, data suggests that there is more to promoting content in schools. Students can be proficient in math and reading skills, but still struggle at being successful with challenging tasks. Angela Duckworth has defined grit as a combination of passion and perseverance. Findings have shown a correlation between grit and student success, but how performance traits can assist student learning is still undetermined in current research. Researchers suggest that grit can be taught to students when focusing on a deliberate practice, which is defined as working towards a goal while being pushed beyond the expected limit by using repetition and reflection.</p> <p>Neuroscientists generally agree that the brain grows during deliberate, purposeful practice that is thoughtful and focused if the task is repetitive, challenging, and moves the individual out of the comfort zone. To get elementary students to participate in a deliberate practice that instills motivation and embraces mistakes, students were taught how to solve a Rubik's Cube. The goal of this current research study is to provide a rich experience for students that results in learning and teaches grit. The idea of using neuroscience to help reshape education and teach grit raises a new research question: What is the extent of differences among grit instruction and reading and math scores?</p> <p>The purpose of the study was to teach four second grade classes how to solve a Rubik's Cube. While solving the cube, the students would experience more failure than success, but because of the challenge each student would persist and not give up. By implementing a deliberate practice for an extended period of time (academic year), the researcher believed the firing of neurons would result in reading and math gains.</p> <p>A one-way MANOVA was conducted to determine the effect of grit instruction (Rubik's cube instruction and no Rubik's cube instruction) on two learning outcomes (reading and math scores). An alpha level of .05 was utilized. Descriptive statistics for the dependent variables across program groups are in Table 1. Assumptions for normality (box plots) and homogeneity of covariances (Box's M = 7.13, $p = .07$) were met. No statistical significant effect was identified between cube instruction and the two dependent variables, Wilks' $\lambda = .971$, $F(2, 179) = 2.72$, $p = .07$. Approximately 3% of the variance in the model was accounted for in the combined dependent variables across program groups, yielding a small effect. An a priori power analysis yielded a total sample size of 68 to find statistical significance with a moderate effect size ($f^2 = .15$).</p> <p>This current study sought to understand the extent by which math and reading change scores were influenced by cube instruction. The total mean for cube instruction is greater than no cube instruction. Although relationship between cube instruction and change in math and reading scores accounted for only 3% of the overall model, given the small effect sizes between groups, this relationship still merits further consideration.</p>	Research-in-Progress (STUDENTS ONLY)
156	Instructional Change due to Covid (as viewed by teachers in the classroom)	Shelley, Tami	<p>The Covid Crisis has definitely brought about a shift in the way we do things as educators from delivery of instruction to building relationships.</p> <p>Educators become teachers in order to make changes in people's lives for the better. Fullan (1993) describes what teachers do as "making a difference in the lives of students regardless of background, and to help produce citizens who can live and work productively in increasingly dynamically complex societies" (p. 4). He goes on to say that this is not necessarily a new revelation; however, what is new is "the realization that to do this puts teachers precisely in the business of continuous innovations and change" (1993). This makes teachers agents of change and puts them in the business of managing the forces of change on an ongoing basis. Today's world expects students to be prepared to deal with change individually and collaboratively to produce positive outcomes. Yet, education far from being a hotbed of teaching people to deal with change in basic ways is just the opposite. To break through this impasse, educators must see themselves and be seen as experts in the dynamics of change. To become expert in the dynamics of change, educators—administrators and teachers alike—must become skilled change agents. If they do become skilled change agents with moral purpose, educators will make a difference in the lives of students from all backgrounds, and by so doing help produce greater capacity in society to cope with change. (pp. 4-5)</p> <p>During this time of pandemic, educators have found themselves thrust into a time of immense unpredictable change. In order to capture the most authentic view of this period of educational change during the pandemic, I will be sharing conversations with individual educators concerning their journey during this time of uncertainty.</p>	Training

157	International comparison of K-12 STEM teaching practices	Tawbush, Rachael; Stanley, Sabrina; Campbell, Tye; Webb, Melissa	<p>Science, Technology, Engineering, and Mathematics (STEM) education is becoming increasingly important in today's constantly changing society. Despite the importance of STEM education, there is little conceptual coherence regarding the meaning of STEM education and how it should be implemented in classrooms. In this study, we advance research by systematically synthesizing STEM education research in India, Italy, and Singapore. Analyzing the conceptualization and implementation of STEM education in these multicultural contexts might inform practice and research towards a better conceptual understanding of STEM practices. Our research was guided by the following research questions: (1) How is K-12 STEM education conceptualized in literature in other countries? (2) Which STEM subject areas are more documented in K-12 STEM literature? and (3) How are K-12 STEM teaching practices implemented? To answer these questions, we utilized a systematic review methodology to search for and analyze articles related to STEM education in India, Italy, and Singapore. Our initial search yielded 271 articles, and after an extensive screening process, we narrowed the literature to 28 articles for analysis. All articles were analyzed using a thematic approach. Results from the study revealed that few articles in the systematic literature review addressed a conceptualization of STEM; however, the majority of articles agreed upon the importance of the implementation of STEM teaching methods in the K-12 classroom setting. In the study, science was documented as the top subject area in K-12 STEM literature for India and Italy, whereas technology and mathematics were the top ranked areas in Singapore. In comparison, Italy and Singapore were found to focus more on student-centered STEM teaching practices conversely schools in India mostly utilized student-centered teaching approaches without an overall emphasis on STEM.</p> <p>Based on the systematic literature review of the international comparison of K-12 STEM teaching practices in India, Italy, and Singapore, the current international state of STEM revealed a lack of uniform definition, implementation, and standards. Studies such as this assist the field of science education in evaluating the current state and progression of STEM education on a global scale. By analyzing results from the literature review, a need for a unified global perspective of STEM education practices was identified. It was determined that a larger discussion of global STEM teaching practices needs to occur beyond the scope of the three countries researched in this study.</p>	Discussion/Paper (Lecture-Style)
158	Intervention to Promote School Readiness	Sullivan, Stephanie; Grant, Tina	<p>Achievement gaps in learning can be identified as early as entry into kindergarten, and educators must identify needs and confront barriers to promote academic readiness. Research has determined that early signs of cognitive ability and maturity, learning-related social skills, and self-monitoring skills are factors that define school readiness, which is closely related to school success (Stipek, 2017). This longitudinal study explored reading outcomes of 297 participants to determine the impact of an early intervention program designed to provide alternative options for students who required an additional year of instruction to promote academic readiness. As Gesell (2018) suggests, environment, individual heredity, and temperament can influence the pace and impact of each developmental stage. Gesell's maturational-developmental theory recognizes that a child's developmental age may be different from his chronological age. Thus, it is imperative that educators provide alternative options for students who require an additional year of maturation and academic readiness.</p> <p>Lipse, Farran, and Durkin (2018) state, "Now is the time to pay careful attention to whether the country's youngest and most vulnerable children are well served in the pre-k classroom environments currently operated and to explore innovations with the potential to serve them better" (p. 175). According to Kelmon (2018), the practice of delaying kindergarten is on the rise. Current practices to counter school readiness deficits include developmental kindergartens and transitional kindergartens.</p> <p>This study examined one school's focus on providing early intervention for kindergarten-aged students, who may or may not have attended preschool, and were not ready for entrance to traditional kindergarten. Longitudinal data was analyzed, comparing 36 students that participated in the intervention program with 261 students that advanced through the traditional progression of kindergarten through Grade 6. Academic achievement was determined by using students' STAR grade level equivalency. The means of the groups' grade equivalency scores were expressed as standard scores to compare achievement across multiple grade levels.</p> <p>The T-test indicated there was no significant different between the means of the two groups in Grade 1 to Grade 3 (early intervention group (M = -.36, SD = .9); traditional group (M = .08, SD = .66); $t(145) = 1.90$, $p = .06$, $r = .16$) and Grade 4 to Grade 6 (early intervention group (M = -.01, SD = .93); traditional group (M = .04, SD = 1.02); $t(148) = .15$, $p = .88$, $r = .01$). Overall results showed the early intervention group performed at a similar achievement level to peers and achieved, on average, at or above reading benchmark at all grade levels.</p> <p>This research seeks to provide additional information for schools seeking to design innovative programs targeting at-risk students, early in a child's education. Barriers to education that are addressed include maturation and school readiness. Implications and issues raised by these findings will be explored, including practices such as delayed school entry and innovation to meet diverse student needs to promote future school success.</p>	Discussion/Paper (Roundtable)

160	Kindergarteners as Self-Directed Writers: Voice, Choice and Brave Writing	Schrodt, Katie; Barksdale, Bonnie; Fields, Stacy	<p>Problem Statement: This study asks the questions, How do Kindergarteners view themselves as writers?, How do they know they have made writing progress?, and How do Kindergarteners speak about writing?</p> <p>Theory: This work was grounded in the writing ideas of choice and self-regulation. Graves (1994) emphasized that children must write about things they know well so that they can be successful. Through this approach, children self-select topics and connect their reading and writing to their own experiences and have opportunities for self-reflection, self-assessment and metacognitive thinking in response to an authentic, meaningful writing piece they crafted.</p> <p>"Writing depends on high levels of personal regulation because writing activities are usually "self-planned, self-initiated, and self-sustained" (Zimmerman & Risemberg, 1997, p. 73). The self-regulation process is not innate in most children and many lack the ability to sustain the creation of ideas, to keep going, and to use writing skills and strategies to generate a little more writing (Flower & Hayes, 1981). Children rank their motivation for writing lower than reading (Mata, 2011). Because of this, teachers must understand & teach affective skills to children.</p> <p>The explicit instruction of self-regulation strategies empowers children to face academic challenges. Self-regulated learning training programs have been proven effective, even in elementary school (Dignath, Buettner, & Langfeldt, 2008). A consensus among researchers indicates that students can benefit from self-regulated learning in the areas of academic performance, motivation to learn, and learning strategies (Dignath, Buettner, & Langfeldt, 2008). By explicitly teaching students knowledge and skills that allow them to become self-regulated, self-reflective learners, students can move forward into academic challenges with approach motivation, success, and confidence. A growing body of research continues to look for the most effective strategies for teaching children to become growth motivated and self-regulated writers (Schrodt et al, 2019).</p> <p>Methodology: This study was a long term qualitative study using grounded theory (Strauss & Corbin, 1990). The researchers implemented writing mini-lessons and writing small groups once a week in a kindergarten class over the course of the whole 2019-2020 school year. The following data was collected.</p> <p>Pre / Post Assessment:</p> <ul style="list-style-type: none"> • Writing sample from each student graded on a rubric • Writing Motivation Survey conducted one on one for each student (Mata, 2011) <p>Data Collection:</p> <ul style="list-style-type: none"> • Weekly writing samples and anecdotal notes of conferences analyzed with grounded theory • Recordings and transcriptions of mini lesson and small group instruction analyzed with grounded theory <p>Results: Results indicate students increased in writing confidence and writing skill. Students were able to speak about themselves as writers, including setting writing goals and self-assessing their own writing.</p> <p>Conclusions/Implications of the Study: The most powerful piece of the study are the clear and abundant work samples, videos, and writing goal artifacts we will bring to the session from an extremely diverse kindergarten class in the mid-south. This type of learning is significant in empowering the hearts and minds of teachers to try out this work and is also perfect for a virtual format as it holds the participants attention. Children's voices will be the focus of this session.</p>	Discussion/Paper (Roundtable)
161	Legitimatization of Minoritized Linguistic Practices as a Reflection of Language Diversity in Education	NTOH YUH, HONORINE	<p>This paper seeks to advocate for the legitimatization of minoritized linguistic practices as a reflection of language diversity in education. The arguments herein glean from the assertions and contentions of scholars like Nelson Flores and Jonathan Rose (2015), who draw on theories of language ideologies and racialization to highlight how hegemonic ideologies prescribe the "one correct way of using languages and arbitrarily privilege particular linguistic practices while stigmatizing others" (Flores & Rosa, 2015, p. 149). These views align with other language education scholars like Shohamy (2006), who posits that language as a symbol of status, power, group identity and belonging, is implicitly embedded in language policies privileging a particular language over another while depriving minority language speakers of Language Human Rights; i.e. visibility, voice, representation, and inclusion. Skutnabb-Kangas (2000) on the other hand contends that "linguistic human rights are a necessary (but not sufficient) prerequisite for the maintenance of linguistic diversity" while Shohamy further notes how power structures of society such as educational systems violate democratic processes and personal and language rights by "covertly creating actual language policy that make up hidden agendas, unknown to the public" (xv). Similarly, Shin (2013) points out that the United States as a "language graveyard" (p. 62) "extinguish" home languages and overtly perpetuate "language socialization" through its educational institutions by "pass[ing] on cultural knowledge and practices to [minority groups] and assimilat[ing] linguistic minority populations into mainstream society" (p. 61), which then leads to "power differential" (p. 69). Ideologies that privilege particular linguistic practices while marginalizing other languages have been criticized as being "reductive" (Shahomy, 2006) and "subtractive" (Flores & Rosa, p. 149), whereby language-minoritized students are expected to forfeit their linguistic rights by abandoning their home language varieties in favor of the standardized national language. Previous research underscores "the value of bilingual education that builds on, rather than erases, the home languages of immigrant children" (Cummins, 2000). Other scholars draw attention to the value of different linguistic communities and push for the reframing of the "ways with words" (Heath, 1983 as cited in Flores & Rosa, 2015) as well as a shift from the deficit-positioning of language minorities i.e. from the "deficit model" to the "difference hypothesis", which postulates that "all languages and dialects were systematic and showed an equivalent structural complexity," and the same goes for the conceptual learning capacity of minority speakers (p. 60). Labov (1987) argues that "the primary cause of educational failure is not language differences but institutional racism" (p. 10). Theories also play a role in challenging this notion of "cultural deficiencies" by propounding "the potential of community wealth to transform the process of schooling" (Yosso, 2005, p. 70). Critical Race Theory (CRT) alongside theories of language ideologies and racialization seek to examine the "under-utilized assets Students of Color bring from their homes and communities into the classroom" (p. 70).</p>	Literature Review

162	Louisiana Accountability Policies: Exploring The Relationship Among Elementary School Performance, Teacher Performance, and Principal Leadership	Reese-Penn, Lakesha	Accountability has been designed to improve student achievement, the impact of accountability has in most instances created more distress for school systems, teachers, students, and most especially principals because of the increased compliance. The purpose of this study is to examine the impact of accountability mandates on principals' leadership practices that are associated with teacher performance, school performance scores, and demographic factors. The study will investigate whether there is a relationship among teacher performance ratings, school performance scores, teachers' perceptions about principals' instructional supervision, and principals' perspectives about their own leadership practices. This study examines if there is a correlation among the accountability outcomes for three comparable school districts in Louisiana using publicly available data, surveys, and interviews. The findings of this study will determine if there is a relationship among accountability mandates and its' impact on principal leadership, teacher performance, and school performance that would warrant discussion in accountability policies and research.	Research-in-Progress (STUDENTS ONLY)
163	Mentor Teachers' and Teacher Candidates' Perceptions of the Most Important Attributes of Co-Planning to Co-Teach in the Classroom	Kennedy, Heather ; Lovett, Myra; Stanley , Shalanda ; Lovett, Matt	<p>A critical component of co-teaching is the conversational operation between mentors and teacher candidates who co-plan lessons to highlight best teaching practices and increase student achievement (Gallo-Fox, Scantleberry, 2015). Teacher candidates who are scaffolded in co-planning practice and modeling develop effective methods of pedagogy and have a greater ability to demonstrate application of competencies and influence student achievement through informed instruction (Counts, 1932). The purpose of this study was to examine mentor teachers' and teacher candidates' perceptions of the most important attributes of planning instructional lessons to co-teach in the classroom. The planning attributes were identified through the Danielson Rubric (2013b) which aligns with Bandura's (1977) social cognitive theory.</p> <p>BWS or maximum difference scaling, was developed by Louviere and Woodworth (1990). The method was an extension of random utility theory for paired comparisons, developed by Thurstone (1927). BWS method of measurement has been found to be relatively the most accurate and consistent in reporting data. Consequently, BWS scaling methods have a greater propensity to predict what it is intended to predict (Cohen, 2003). In using BWS for research, bias can be avoided because, respondents may only select the best attribute and the worst attribute in a choice set. Thus, the method of selecting the best and the worst attribute in a selection is conducive to conducting studies across cultures (Cohen, 2009).</p> <p>The BWS methodology in this study required teacher candidates and mentor teachers to think about co-planning a lesson to co-teach. The teacher candidate and mentor teacher are then tasked to examine a choice set of five attributes and determine which attribute is most important and which is least important (Danielson Rubric: rigorous learner outcomes, learner centered outcomes, past and future connections, differentiation, lesson sequencing, outcome supported activities, lessons include varied assessment, questioning; St. Cloud Methods: identified co-teaching strategy, and established weekly co-planning time).</p> <p>Data was collected in the Spring of 2019 from mentor teachers (41) and teacher candidates (52) who are in a yearlong residency or who have just completed the experience at the University of Louisiana Monroe and participating districts. For data analysis, the researcher employed a Best Worst Scaling methodology (BWS). The method is an extension of random utility theory for paired comparisons, developed by Thurstone (1927). Using BWS methodology in this study, mentor teachers and teacher candidates were asked to think about co-planning a lesson to co-teach. The teacher candidate and mentor teacher were then tasked to examine a choice set of five attributes and determine which attribute is most important and which is least important to the co-planning process. As a result, an important finding of the study was the implication that establishing a co-planning time and deciding a strategy for co-planning were least (worst) important to both groups of participants. Due to this finding roundtable discussions were conducted to examine practices of mentor teachers and teacher candidates who successfully co-plan to co-teach and a better determination for best practices in co-planning was discovered.</p>	Discussion/Paper (Lecture-Style)
164	More Alike Than Not: Delving Deeper Into Educational Leadership Knowledge and Skill Sets Needed in K-12 and Higher Education	Evans, Cheryl; Cunliff, Ed; Nelson, Mike	<p>The K-12 realm of educational leadership that addresses K-12 preparation, development, and skill sets needed for administrative school leaders has been particularly fortunate in the amount of research studies, reports and assessment data that have been published and even marketed as educational leadership improvement models (Wallace Foundation, 2013). Educational Leadership in K-12, for school leaders, has been analyzed, judged, and recommended to be reformed to increase the success and benefits for schools across the nation (Wallace, 2013). The lack of research in educational leadership in Higher Education becomes quite apparent when searching for the preparation, development, and needed skill sets of leaders in Higher Education. Research is not plentiful, large companies are not evaluating educational leadership in Higher Education for analysis or assessment. This continuation of an interdisciplinary project continues to address the need to determine the similarities and differences between the education experiences between the education experiences of K-12 and Higher Education leaders, as we look further outward from Oklahoma metropolitan universities to our peer universities in other states, with an additional need to determine desired skill sets for K-12, and Higher Education leaders. Knowledge obtained from this research will be on a broad scale and will uncover the leaders' formal and informal educational experiences including the theories and frameworks that were obtained and are most practical. More educational leaders from UCO's peer universities will participate in this project and will share what they perceived to be their greatest needs in terms of educational leadership, the similarities, and differences of preparation and professional development for K-12 and Higher Education leaders, the theory(ies)the leaders identify with and currently utilize in their practice, the potential impact from a shared understanding of the leadership roles in each system, an additional inquiry will pertain to the perceived and needed skill sets to become a leader.</p> <p>This continued research will be completed over one academic year and will involve both quantitative and qualitative approaches. The continued value will result from this research and will be key in the future design of educational leadership programs in K-12 and Higher Education. Recognizing that professionals do have both formal and informal leadership training, the research on a broader scope will clarify even more perceived learning needs as identified by practitioners. The greater benefit of this project will consider the potential benefit of a more collaborative education and systems approach in developing leaders in these two different systems. As well as developing conversations and research to expand the knowledge of the skill sets needed for these different types of leaders.</p>	Discussion/Paper (Lecture-Style)

166	Montessori Method of Education: An Examination of Social and Academic Student Outcomes	Carter, Carter; Gallo, Kasia	<p>The academic and social development of today's students is significantly impacted by their early education experiences. In 1964, Maria Montessori developed a method designed to teach students with developmental disabilities. The Montessori method of education is a child-centered educational approach that allows to children to explore their interests at their own pace. Over the years, this method has been molded and used to teach general education students with the goal of helping them reach their maximum level of development. This paper synthesizes Maria Montessori's original work and twenty-two empirical studies focused on the outcomes of students taught under the Montessori method of education versus students taught with traditional methods. Through an extensive review of the literature, it became evident that the Montessori method of education has several positive effects on the academic and social development of its students. Montessori students consistently outperformed traditional students on measures of academic achievement, levels of social adjustment, and self-esteem and self-concept. Proposals on how to implement aspects of the Montessori method into all classrooms are made within the discussion.</p>	Poster
167	More Than Ecoliteracy: Applying the Principles of Ecopedagogy in K12 Classrooms	Padgett, Gary; Campbell, Argie	<p>Problem Statement</p> <p>This research is about teaching ecoliteracy/ecopedagogy in K-12 classrooms throughout North Alabama. Rather than present the information to students as a standalone science program, this research advocates for a cross curricular approach that grounds ecoliteracy in the social justice issues that necessary to teach about sustainability.</p> <p>Theoretical Grounding</p> <p>This research is grounded in ecopedagogy, which was defined at the second Earth Summit in 1992 as "a form of critical theory of education, ecopedagogy works at a meta-level to offer dialectical critiques of environmental education and education for sustainable development as hegemonic forms of educational discourse that have been created by state agencies that seek to appear to be developing pedagogy relevant to alleviating our mounting global ecological crisis. While environmental education strategies undoubtedly accomplish much that is welcome and good from an ecopedagogical perspective, ecopedagogy questions (especially within the context of the United States) the ways in which environmental education is often reduced to forms of experiential pedagogy and outdoor education that may deal uncritically with the experience of "nature" proffered therein – an ideological zone of wilderness representations that are potentially informed by a mélange of racist, sexist, classist and speciesist values."</p> <p>Summary of Methodology</p> <p>This research employed a mixed method design as the current agriculture and biology curriculums were modified for cultural relevancy. The qualitative methods consisted of case studies and the quantitative methods consisted of analyzing the data collected utilizing the Connectedness to Nature scale, which was developed in 2004.</p> <p>Results</p> <p>The STEAM based research resulted in a variety of outcomes. This project resulted in quantitative and qualitative data regarding the benefits of students working directly with the environmental topics they usually only study via textbooks. This project also yielded data on culturally tailoring the agricultural/biology curriculum for use in rural Northwest Alabama.</p> <p>As an identified population, the 4th-8th graders engaged with these agricultural activities as part of their science curriculum. Working with raised bed gardens and composting with worms engaged the students in STEM and STEAM projects that brought into focus the contributions of plants and worms to their everyday lives. The Connectedness to Nature scale, when combined with qualitative data, presented a unique analysis of the science curriculum and how it impacts students' perceptions of nature and their role in it.</p> <p>Conclusions/Implications of the Study</p> <p>While this research is located in rural and urban areas of Alabama, not all of the students had previous chances to interact with animals, plants, or insects in a meaningful way. Too often teachers experienced a lack of interest from the children for topics that they cannot directly link to their everyday lived experiences. Interacting with the plants and worms on a daily basis provided the students with hands on experience that made knowing about agriculture relevant to their lives. As the students watched the plants grow and worms create compost, they felt a different connection to THEIR plants and worms. This sense of ownership encouraged the students to feel responsible for the well being and safety of nature.</p>	Discussion/Paper (Lecture-Style)

168	Outdoor Sensory Classrooms for Students with and without Disabilities	O'Connor, Michael	<p>This review of the literature describes the efforts of teachers and school administrators in creating outdoor sensory classrooms in several school districts in the United States, as well as discussing recent research literature demonstrating the need for this innovative approach to education in U.S. schools. Outdoor sensory classrooms provide unique opportunities and advantages for students with disabilities such as Autism Spectrum Disorder (ASD), a disability which often has pronounced implications with respect to sensory perception and learning. In addition, recent literature in education has raised serious concerns regarding the percentage of their time that young people (with and without disabilities) devote to "screen time," defined as time spent online, whether on smartphones or computers. This phenomenon has been shown in recent research literature to be correlated with an increase in sedentary behavior and increasing rates of obesity among P-12 students, and strong documented correlations exist between the occurrence of unhealthy eating habits and sedentary behaviors with concurrent obesity and other health problems among students with disabilities, particularly those with Intellectual Disabilities (ID) and Autism Spectrum Disorder (ASD).</p> <p>The review of the research literature has been conducted through online sources including Education Research Complete, and WilsonWeb OmniFile, two prominent education research databases accessed through two university libraries (University of Arkansas-Fort Smith, and Eastern Oregon University, respectively). The primary articles selected for discussion were published in prestigious peer-reviewed journals in the fields of Special Education, Education, Medicine, and Psychology. In addition, I have included a few descriptions published in non-peer-reviewed newspaper articles and local magazines describing actual outdoor sensory gardens that school districts have created and successfully put into practice, in order to give the audience a sense of what these relatively innovative programs entail.</p> <p>The findings reveal that many forms of well-designed outdoor-based education, including the use of outdoor sensory classrooms, can be utilized to help ameliorate distressing trends in education and youth health with respect to healthy lifestyles and an appreciation for the outdoors and the natural world. In addition, the findings reveal that programs such as these provide opportunities for students with disabilities such as Autism Spectrum Disorder and other disabilities related to sensory perception to benefit educationally as well as with regard to their physical health and well-being.</p> <p>The audience for this review of literature presentation will learn a great deal regarding the relatively new development in education of outdoor sensory classrooms, the implications for future best practice in education, connections with existing literature, especially in the fields of experiential education and inclusive special education, pragmatic considerations in creating these opportunities for students in P-12 settings, and possible benefits for all students with and without disabilities.</p>	Literature Review
170	Parental engagement in STEM education	Nissley, Amy	<p>An important topic in educational research is the role of the parent in their child's education. Although researchers have found evidence that supports parental engagement as well as the need for STEM education, there is still a lack of qualitative evidence explaining the personal views and opinions of educators and parents who experience STEM education and how parental engagement and student outcomes can work together to address STEM deficits. A transcendental phenomenological framework was used to guide the examination of perceptions of educators and parents of parental engagement in an elementary STEM school. Phenomenology is a means by which one can understand first-person lived experiences of a phenomenon. Transcendental phenomenology is most beneficial when the researcher has acknowledged a phenomenon to understand and has participants who can offer a description of what they have experienced. It was important to this research, and in keeping with the purpose of this study, that the essence of the participants' described experiences be illuminated. In addition, in this approach, the meaning participants connected to parental engagement was important to discover. The study's sample consisted of 10 volunteer educators, 2 administrators, and 14 volunteer parents of students in kindergarten, second, and fourth grades at a STEM school. Each participant was interviewed individually at the school and interviews were recorded for transcription purposes. Follow-up interviews were conducted as needed for clarity. Participants were interviewed utilizing researcher developed open ended questions about their experience with their educator, with communication and curriculum, as well as with the overall school experience. After the interviews were transcribed, the researcher completed data analysis by bracketing the topic, horizontalization, clustering into themes, textural descriptions of the experience, structural descriptions of the experience, and textural-structural synthesis. Bracketing of the topic focused the research away from the researcher and allow the participants' experiences to answer the researcher questions. Through the reading and rereading of transcripts, horizontalization was accomplished. Interviews were hand coded with descriptive labels to focus on significant statements. These statements were utilized to generate themes. Verbatim transcripts and quotes were elements of the textural descriptions while the structural descriptions focused on how the participants as a whole experience parental engagement in STEM education. In the textural-structural synthesis, the researcher was able to identify common elements repeated among the participants to describe experiences of parental engagement at this STEM school. The results indicated that among the 26 participants, the definition of parental engagement was varied but that engagement is desired from educators and parents. Interview results also indicated that communication from the school was lacking for specifics on the curriculum, STEM related activities and ways in which parents could better engagement their child. Information shared in interviews revealed there are specific activities that enhance engagement and there are barriers that prohibit parental engagement in STEM education. After examining the data, the researcher was able to identify methods to strengthen relationships with parents and how to engage parents in STEM education.</p>	Discussion/Paper (Lecture-Style)

171	Pedagogy of Embodying Identity as a sustainable intervention against Science Education Inequality	Anogwih, Joy	<p>Science education inequality persists and widen across gender, race and class differences mainly because past and existing interventions including, afterschool and outreach programs continue to emphasize on achievement scores (https://nces.nsf.gov/) rather than increase efforts toward the closure of science identity gap particularly in the girl children who Bond & Fotiyeva (2010) noted as more vulnerable to science stereotype threats at early school years that builds up to colleges and workforces as they advance in age. Girls' author different identities in practice based on their sociohistorical and cultural backgrounds, known as "figured world" (Carabello, 2019), which determines to what extent they can successfully navigate through any science educational barrier they encounter. Therefore, building on the concept of Embodying Identity, a relatively new approach derived from Embodied Cognitive Science (Koszalinski et al. 2011), I conceptualized a transgressive instructional approach called the "Pedagogy of Embodying Identity" aimed at bridging science identity gap by lending girls the affordances they desperately need to reconcile who they are and want to be with what they do (or think they should do) through their exposures to a blended form of scientific teaching with performative arts and designs for possible transformation into academic strengths as girls continue to construct their self-identities across different figured worlds for greater and sustained interest in the sciences regardless of their achievement scores.</p> <p>A quasi-experimental design is proposed for final data collection from girls within age range 10 – 14 years, of different race and class statuses, enrolled in traditional science classes and afterschool programs (e.g. science clubs) located in underserved communities around the University of Alabama, Tuscaloosa. Standard measures including Student Observation Schedule (Reynolds & Kamphaus, 2004), Teacher–Pupil Observation tool (Martin, 2009) and the Motivated Strategies for Learning Questionnaire (Pintrich, et. al. 1991) would be modified to collect data on girls' classroom interactions, perception and self-esteem. Girls would also be evaluated through essay questions to test their understanding of the curriculum content. A pilot study to determine the reliability of the oral interview questions was conducted on 2 science students and a Math teacher from separate Tuscaloosa schools. Gender, race and class intersections would be compared across both figured worlds (i.e. traditional classroom and afterschool programs) by ANOVA. The piloted interview questions were transcribed and coded.</p> <p>Interview questions were reliable as participants' self-narratives revealed that girls, regardless of their initial scientific interests and achievement scores, lacked self-esteem which could be attributed to their classroom experiences. This finding is consistent with earlier findings on STEM gender inequality (Sonnert & Holton 1995; Ruggs and Hebl, 2012; Tan et al., 2013).</p> <p>The final study is expected to further confirm this trend and to help resolve the age-long battle against science education inequality, on a long-term basis, through the pedagogy of embodying identity that fights to bridge the science identity gap in girls at their prime age when scientific interest begins to build in them.</p>	Research-in-Progress (STUDENTS ONLY)
172	Perceptions of Texas Superintendents Regarding Strategic Marketing of K-12 Public Schools	Faulk, Neil; Larkin, Tanya; Welch, Brett	<p>The purpose of this study was to investigate perceptions of public school superintendents regarding the challenges of implementing a strategic marketing plan in the state of Texas. The key question posed in the study was to determine what role strategic marketing plays in public K-12 schools. A secondary question was to describe the experiences, strategies and outcomes of engaging in marketing. A guided interview protocol was used to collect opinions and perceptions for each of the superintendents. Interview notes and transcription were analyzed to identify themes and categories along with other relevant information. Data revealed that superintendents had a strong desire and belief that there existed a need to engage in marketing strategies. Most superintendents did not feel they had the knowledge, skills and resources to develop and implement marketing strategies within their respective school district. It was also concluded that educational leaders should share experiences in order to further assist other leaders regarding marketing strategies.</p>	Discussion/Paper (Lecture-Style)
174	Pre-service and Current Teachers: The Importance of Reflection and Revision	Bouck, Gregory; Abney, Lisa	<p>Many educational entities such as Council for the Accreditation of Educator Preparation (CAEP), National Council of Teachers of English (NCTE), and National Writing Project (NWP) advocate reflection upon practice for pre-service and current teachers. In many cases, K-12 teachers are overwhelmed teaching multiple courses and dealing with students who are often in challenging personal situations. Pre-service teachers often arrive on campus unaware of the importance of revision and unprepared to think deeply about the material they learn in class beyond an exam. Students are sometimes unpracticed in connecting the theories they learn in class to the ways in which these theories are manifested and can be applied in real-world classrooms. Reflection and revision go hand in hand when students are called upon to write about their experiences with observations, student teaching, case studies, and in other assignments which provide extended opportunities for writing. For current teachers, the seemingly endless demands upon their time allow for little time to engage in reflection upon practice. However, for both current and pre-service teachers, taking time to reflect upon what was and was not successfully accomplished in a class or to consider an educational theory or idea more closely can help both groups to be more successful teachers.</p> <p>It is important to first make certain that students understand the concept of reflective practice. Reflection involves more than merely thinking about the events of the day. Reflection is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices. The roots of reflective teaching are historically evident in the works of John Dewey (1933, 1938), who maintained that reflection is an important aspect of learning from experience (Shandomo, 2010).</p> <p>A primary part of reflection is revision--writing beyond the initial list of daily events/activities and first drafts-- which calls for teachers to begin to think more deeply about the reasons that classes have completed activities well and were engaged or why students were less successful in their work or participation. Student engagement remains one of the most difficult aspects of teaching, and reflection upon what works and does not and writing either formally or informally about this helps teachers to better plan and prepare for ways to engage students more authentically. Additionally, as Shelby Witte has found, teachers who practice revision regularly can more efficiently teach and model the practice to students.</p> <p>The methodology for this study aggregates data from digital surveys, course evaluations, and interviews. This presentation will include sample assignments, case studies, and journal prompts which pre-service and current teachers can use to enhance reflection and revision and to assist them in teaching revision to their students. Additionally, these exercises can promote a better understanding of reflection and its importance to teachers.</p>	Discussion/Paper (Lecture-Style)

175	Predicting Pre-Service Teachers' Intention to Use Technology-Enabled Learning	Herring Watson, Jessica	<p>Despite findings that demonstrate the effectiveness of student-centered, constructivist uses of technology to promote deeper learning and higher order thinking, the field of education has remained slow to evolve pedagogically and technologically (Nelson & Hawk, 2020; Tondeur et al., 2016). Scherer and Teo (2019) noted in their meta-analysis that the majority of educational technology use continues to focus on "word processing, presentation, and information tools" rather than facilitation of authentic learning (p. 91). Preservice teachers represent the future of the field, and thus, are a population with the potential to shift pedagogical and technological practices, making their intentions of particular interest.</p> <p>If colleges of education want to increase preservice teachers' intention to use technology-enabled learning, defined as the student-centered use of technology as a cognitive tool to communicate, collaborate, develop critical thinking skills, and solve authentic problems (Ertmer & Ottenbreit-Leftwich, 2012; Jonassen, 1994; Jonassen, 2005; Nelson & Hawk, 2020), they must first understand the factors that contribute to intention. The literature has established that intention is informed by a complex set of factors, and several theories have sought to explain the factors that contribute to intention. A few, like TAM, UTAUT, and the Theory of Planned Behavior (TPB), have become established in the literature regarding teachers' intention to use technology (Sherer & Teo, 2019; Steinmetz et al., 2016; Teo et al., 2016). There are far fewer studies that examine the intention to use technology-enabled learning. In this study, TPB serves as a framework to examine the factors that predict intention. Previous studies have measured preservice teachers' intention to use technology at a single point in time or before and after an intervention (Batane & Ngwako, 2017; Hur et al., 2015; Li et al., 2016; Sadaf et al., 2012). However, preservice teachers gain knowledge and experience as they progress through their programs of study from pre-admission to completion. This has the potential to impact their intention to use technology-enabled learning. Sadaf et al. (2012) noted that additional studies need to "examine how experience contributes to the variance in attitude, subjective norm, and perceived behavioral control" (p. 189). Thus, this study extends the literature by including program factors, such as classification and program of study, as well as the constructs of TPB (attitude, subjective norm, and perceived behavior control) as variables of interest.</p> <p>The purpose of this predictive correlational study was to determine to what extent, if at all, the constructs of TPB (i.e., attitudes, subjective norms, and perceived behavioral control), and program factors (i.e., classification and program of study) can predict preservice teachers' intention to use technology-enabled learning. A survey was distributed to preservice teachers enrolled at key points in their programs of study in a college of education at a midsized, public teaching university in the south-eastern United States at the start of the Fall 2020 semester. Results of the survey were analyzed using a hierarchical multiple regression. The findings can be used to inform future research regarding the use of technology-enabled learning and to determine best practices within colleges of education, designed to cultivate intention to use technology-enabled learning among preservice teachers.</p>	Research-in-Progress (STUDENTS ONLY)
176	Preparing Preservice Teachers to Access Academic Language for Reading Instruction	Graham, Karen; Woods, LaToshia	<p>Our purpose is to understand how to best support preservice elementary teachers as they interpret and apply academic language in beginning reading instruction to meet students' diverse literacy learning needs. This presentation focuses on analysis of academic language in students' diagnostic and open response practice exam essays in light of their identified regional demographics. Due to prior experiences and dominant oral language patterns, preservice teachers from diverse backgrounds may lack experience with the academic language necessary to successfully pass licensure exams (Petchauer, 2014). This conundrum has been attributed to: a lack of understanding of the exam format; rigorous expectations of evidence-based reading exams; and a lack of in-depth understandings of the reading content (Spear-Swerling & Coyne, 2009).</p> <p>Looking through a neo-Vygotskian theoretical lens (Kozulin, Gindis, Ageyev, & Miller, 2003), the researchers' goal was to determine how to best prepare teacher candidates to pass the evidence-based reading licensure exam. The preservice teachers were asked to "engage in new practices" (p.9) using previously unfamiliar academic language and needed "supported opportunities to internalize those practices deeply," (p.9-10) through interpretation and application of their content knowledge.</p> <p>Using assessment to inform instruction (Reutzel & Cooter, 2019; Risko & Walker-Dalhouse, 2010), the researchers sought the preservice teachers' understandings of elementary students' use of reading comprehension strategies and word analysis skills and if that knowledge paralleled application of academic language so that curriculum changes could be instituted as needed.</p> <p>All of the qualitative Foundations of Reading (FOR) open response practice items were analyzed for content (Duke & Mallette, 2011; The University of Surrey, 2016) and interpreted through a constant comparative method using inductive reasoning to "examine meaning, themes and patterns" (Zhang & Wildemuth, 2009, p.1) in the essays.</p> <p>Data sources were: a questionnaire, initial open response practice essays, final open response essays, and the exit survey. First semester senior undergraduates enrolled in the elementary education program at a mid-south state university participated in this research study. Both researchers analyzed and compared results of the analysis to make an "interpretation as to whether the results support or diverge" (Creswell, 2015, p.543), to provide explanations for their interpretations, to check for interrater-reliability, as well as validity of analysis and trustworthiness of results.</p> <p>It is anticipated that the preservice teachers will be able to successfully apply the academic language necessary for teaching beginning reading to the FOR diagnostic items when provided with supportive scaffolding. The researchers believe that preservice teachers' informal oral language or dialect does not have to hinder the use of necessary formal academic language.</p> <p>It is important to note the burden of literacy improvement for America's children has been laid on future teachers and teacher education programs. Thus, rigorous, evidence-based reading licensure exams have been used to hold both future teachers and education preparation programs responsible for assuring preservice teachers can apply the academic language of beginning reading instruction on high stakes exams in preparation for licensure and teaching America's children to read.</p>	Discussion/Paper (Lecture-Style)

177	Preparing School Leaders to Bridge Research and Practice	Crain-Dorough, Mindy; Elder, Adam	<p>This paper is both a review of the literature and a conceptual discussion. The focus is on how principal preparation programs can enable candidates to bridge the gap between research and practice when they become practicing school leaders.</p> <p>Statement of the Problem: Knowledge gained from research is considered the best source of knowledge because it is gained by examining problems of practice in a systematic way. Educators value the use of research (Data Quality Campaign, 2016; Farley-Ripple et al., 2018), but it is still under-utilized as gaps between research and practice continue to exist. Coburn, Honig, and Stein (2009) explain how research can have various roles in decision-making and practice, with the impact ranging from minimal use to maximum use. These roles include: a sanctioning role, a symbolic role, a conceptual role, and an instrumental role. Those who study the use of research in educational practice (e.g., Farley-Ripple et al., 2018) describe that much is still unknown regarding the details of how research is actually used in practice. The purpose of this paper is to apply a synthesis of the relevant literature about how practitioners use research and how research use impacts the research-to-practice gap. This synthesized information will be applied in the context of principal preparation.</p> <p>Review of Literature: We previously examined the research-to-practice literature and identified different types of disconnects between the research and practice communities, including practitioner access to quality research, relevancy of the problems that are studied in research, conflicting values regarding research, practitioner ability and capacity to do research, and expectations and norms for the use of research by practitioners. We also identified how members of both the research and the practice communities could use strategies to each do their parts to narrow these gaps (Authors, under review). In a separate work (Authors, 2018), we examined the literature pertaining to the research skills principals need to successfully lead a school (e.g., Matthews, 2016; Marsh, 2012; Teal et al., 2015). The current conceptual paper discusses how these two areas (i.e., strategies for practitioners to employ to reduce the gap and research skills used by principals) intersect.</p> <p>Reporting of Literature Synthesis and Application: The paper will provide a brief discussion of the disconnects between research and practice. The majority of the paper will detail what should be incorporated into principal preparation programs in terms of content, methods of delivery, and candidate experiences. Most of the focus is on research courses; however, impacts on leadership courses are described as well. The specific content to incorporate includes the knowledge and skills practicing principals need and the ways to impact relevant values and perceptions, including self-perceptions (e.g., research self-efficacy) (Lambie et al., 2014).</p> <p>Implications: The information in this paper can be useful to those providing principal preparation instruction or those providing professional development for practicing principals. Further, this information would be of use to prospective and practicing principals as they seek to improve professionally.</p>	Literature Review
178	Preparing Teacher Candidates for the Lesson Planning Process	Sanders, April; Isbell, Laura; Dixon, Kathryn	<p>Researchers designed and used a lesson plan outlining tool with teacher candidates in an elementary language arts methods course to help them better construct a learning segment of three consecutive lesson plans. The tool and assignment were designed as a preparation for creating an edTPA© portfolio. This qualitative study used surveys and interviews throughout the outlining process to understand participants' focus during lesson planning. Results showed a connection to instructional design theory criteria and provide insight into the preparation of teacher candidates.</p>	Discussion/Paper (Lecture-Style)
179	PRESERVICE PERCEPTIONS: A K-12/UNIVERSITY PARTNERSHIP	Birkenfeld, Karen; Hoaglund, Amy	<p>Much debate over how to best prepare classroom teachers exists. Startling statistics reveal that far too many of the nation's teachers are inadequately equipped to meet the demands of the profession. As such, the notion of K-12/university partnerships has resurfaced as an alternative to traditional teacher training. In the 1990s, the Holmes Group (1986) investigated and asserted that professional development schools, K-12/university partnerships, prepared teachers for the realities they would face as practitioners. This study aimed to discover the perceptions of participants in a K-12/university partnership setting and uncover the essential components in a relationship of this type. In doing so, we desired to describe the experiences in a K-12/university partnership structure related specifically to the development of preservice teachers' knowledge, skills, dispositions prior to, and in preparation for student-teaching internships and future employment. The following central question guided the research study design, data collection, and analysis: How do participating preservice teacher candidates perceive personal teaching competencies as a result of their experiences in a K-12/university partnership? We interviewed 12 preservice teacher candidates who participated in a structured K-12/university partnership for at least 16 weeks during their junior year of a teacher-education program prior to student-teaching internship. Interview data revealed that participants learned much about how to teach through methods courses taught on site at the K-12 school. Moreover, candidates shared that they had learned about teaching as a professional identity. Situated in a school context, participants developed deep understandings about the school culture, components, and relationships therein. A detailed description of a unique K-12/university partnership resulted.</p>	Discussion/Paper (Roundtable)

180	Principal Preparation for Retention of New Teachers in Louisiana Universities	Campbell, Kathleen	<p>Problem Statement The classroom teacher has the most significant impact on student achievement (Donley et al, 2019); however, for the past several decades, new teachers have been leaving the teaching profession at an unacceptable rate (Darling-Hammond, 2003; Ingersoll, 2012). Almost a third of new teachers leave by the end of their third year and almost half by the end of their fifth year (Ingersoll, Merrill, & May, 2014). This entering and exiting of new teachers not only costs millions of dollars to school systems but also creates an unstable learning environment that is detrimental to student achievement (Carver-Thomas & Darling-Hammond, 2019). As the instructional leader of the school, the principal is responsible for stopping or significantly reducing teacher attrition as well as supporting new teachers to become successful teachers (Carver, 2003; Watkins, 2005).</p> <p>Theoretical Grounding (Research) A study by Feiman-Nemser (2003) asserted that new teachers are not proficient until after at least three years of teaching and recommended that administrators provide resources, support, and guidance to help new teachers stay in the profession. Carver (2003) maintained that principals should support new teachers through hiring and placing appropriately, providing orientation to the school and helping them locate resources, managing the school environment as a positive community, and building relationships. Other research indicates that well planned induction programs improve retention rates by helping new teachers become successful (California County Superintendents Educational Services Association, 2016; Carver-Thomas & Darling-Thomas, 2017; Podolsky et al, 2016).</p> <p>Although the research cited various components of effective comprehensive induction programs, many studies identified the components of orientation, mentoring, and professional development as critical for induction (California County Superintendents Educational Services Association, 2016; Carver-Thomas & Darling-Thomas, 2019; Martin, 2012; Sargent, 2003; Watkins, 2005). A previous study by Campbell (2020) used the components of orientation, mentoring, and professional development as a framework to study what educators perceived to be the needs of new teachers and whether those needs were being met in a large school district in south Louisiana. One of the recommendations from that study was for university principal preparation programs to include a lesson, course, or final project on new teacher induction in the curriculum. The purpose of the present study is to determine whether and to what extent the Louisiana university principal preparation programs include instruction, research, or projects on new teacher induction in their curriculum.</p> <p>Summary of Methodology The present mixed methods study was comprised of a Yes/No Survey regarding new teacher induction planning. The educational leadership M.Ed. coordinators were emailed a link to the online survey. After each Yes/No question, respondents were prompted to describe in their own words their program components of induction plans for teachers. Quantitative data will be reported as descriptive statistics in a comparison table of unidentified universities. Qualitative descriptions will be included in the table.</p> <p>Results Because of the lockdown during the summer, no data was able to be collected. Data will be collected during the next two weeks.</p> <p>Conclusions/Implications TBA</p>	Discussion/Paper (Lecture-Style)
181	PROFESSIONAL LEARNING COMMUNITIES AND THE RELATIONSHIP OF JOB SATISFACTION, MORALE, AND EFFICACY IN RURAL ARKANSAS	Wilkerson, Kimberly; Gordon, Sarah; Doss, Peggy; Gordon, Sarah	<p>The state of Arkansas implemented Professional Learning Communities (PLC) in select Arkansas Schools beginning 2017-2018. Schools selected by the Arkansas Department of Education are known as Cohort Schools. The purpose of this quantitative study was to determine the relationship between PLC dimensions (shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions- structures and relationships) and demographic factors on teacher outcomes (job satisfaction, morale, and self-efficacy) in PLC and Non-PLC Schools in rural Arkansas. The study encompasses the theoretical framework based on Bandura's Social Cognitive Theory which focuses on self-efficacy. This study utilized two self-report measures—the Professional Learning Communities Assessment-Revised (PLCA-R) and the Teacher Measure Assessment—that assess job satisfaction, morale, and efficacy using Likert scales. The statistical analysis methods for this study included independent t test, two-factor ANOVAs, and a bivariate correlation. The findings reveal that participation in PLCs (or not) did not have an effect on the six dimensions of PLCs. Additionally, some demographics (gender and school type) mattered in relation to teacher outcomes. Finally, all three teacher outcomes are significantly positively related to the six dimensions.</p>	Discussion/Paper (Lecture-Style)

182	Program Evaluation: Cultural Leadership Academy	Clark, Teresa; Clark, Landon	<p>Problem Statement At a time of strained relationships between law enforcement and the African American community in the United States, a Western Kentucky police department reached out to a regional comprehensive university for a training program focused on cultural competence. This study discusses the stackable credentials model of the Cultural Leadership Academy (CLA) program that emerged and the evaluation conducted to test the effectiveness of the training modules.</p> <p>Methodology Researchers conducted a pre-survey and post-survey of CLA participants investigating their perceived amount of experience, level of comfort, and need for training in the four learning outcomes of the training: social issues regarding multicultural populations, ethical and moral implications of working with the community, developmentally appropriate strategies of engagement, and conflict resolution skills with diverse populations. Participants responded to the pre-survey prior to the first module and the post-survey following the final module of training. Researchers compared each participant's pre-survey to post-survey to measure program effectiveness. This study was repeated with the second year's CLA cohort, and both years' data is included in this study.</p> <p>Results This program evaluation demonstrates CLA's effectiveness in all four learning outcomes. The post-surveys from the first year of the program exhibited greater impact compared to year two. Possible explanations for this include a lower response rate and fewer years of experience at the police department for the second cohort.</p> <p>Conclusions The program evaluation suggests the Cultural Leadership Academy is an effective training to increase cultural competency among the law enforcement participants. This training could be tested in other cities with other police departments to determine wider generalizability.</p>	Discussion/Paper (Lecture-Style)
183	Promises made, promises kept? Formative program evaluations of charter school evaluation processes	Loveall, Jonathan	<p>(1) The legislation authorizing Louisiana's Charter School Demonstration Program indicated that the overriding consideration in the implementation of charter schools in Louisiana should be the best interests of what legislators described as "at-risk pupils." How these priorities are implemented in practice is outlined in the Louisiana Board of Elementary and Secondary Education's Bulletin 126. Bulletin 126 describes certain instruments to guide and evaluate the implementation of this priority. In order, then, to determine if Louisiana has achieved its legislative priorities in the implementation of charter schools, it is necessary to examine the efficacy of these instruments that are used to evaluate state- and locally-authorized charter schools in the state of Louisiana through formative program evaluation.</p> <p>(2) Ultimately the purpose of formative program evaluation is to maximize the possibility of what Bernhardt (2000) describes as "meaningful change in...practice." In order to achieve this type of change and considering the existing body of literature, a framework for formative program evaluation must include five key elements: (a) a consideration of the perspective of the researcher/evaluator (Yarbrough et al., 2010), (b) a methodological lens that is consistent with the change objectives (Baglieri et al., 2011), (c) use of appropriate standards of program evaluation (Yarbrough et al., 2010), (d) consideration and synthesis of multiple measures of data (Bernhardt, 1998), and (e) clearly understood outcome goals (Bernhardt, 2000). In the specific case of this particular formative program evaluation, the researcher acknowledges his own participation in and success within more narrowly defined neoliberal paradigms of public education accountability and recognizes the limitations of such paradigms within just and democratic societies. Because of this, and particularly because the outcome goals of this research are specifically related to the best interests of disabled people, it is necessary to utilize a methodological lens that prioritizes the perspectives of disabled people (Baglieri et al., 2011). Continuing to consider this context, it is still necessary to operationalize such a perspective into an actual process of data collection and analysis. The program evaluation standards from the Joint Committee on Standards for Educational Evaluation provide such a process (Yarbrough et al., 2010). This process, however, is insufficient if the researcher does not adequately engage with multiple measures of data (demographic, perceptions, process, and student learning) as suggested by Bernhardt (1998). Put together, these pieces constitute a model of formative program evaluation most likely to facilitate the desired outcome goal, which in this particular case is that the best interests of disabled children is the overriding consideration of the Charter School Performance Compact and its local equivalents.</p> <p>(3) The methodology will a formative program evaluation of the Louisiana Department of Education's Charter School Performance Compact and the associated Charter School annual review for state-authorized charter schools, along with its local equivalents for locally-authorized charter schools.</p>	Research-in-Progress (STUDENTS ONLY)
184	Relationships and Influences of Racial Identity Development and Leadership Identity Development on Black Men's Undergraduate College Persistence	Williams, Shannon D.	<p>Data from the U.S. Department of Education (2006) indicate that 67.6 percent of Black men who enroll in institutions of higher education leave before they complete their degrees. Identity development challenges (Cuyjet, 2006; Harper, 2004; Taylor & Howard-Hamilton, 1995), such as race and leadership, contribute to Black men's low persistence in college. The purpose of this qualitative phenomenological study was to explore relationships and influences of racial identity development and leadership identity development on Black men's undergraduate college persistence. Guided by the lifespan model of Black identity development (BID) and the leadership identity development (LID) model, two themes were identified. The theme, (1) Acknowledging Self-Awareness and Potential of Black Men as Leaders were identified from four categories: (1a) Acknowledging Intrinsic Qualities from Black Fathers, (1b) Recognizing Social Constraints, (1c) Observing Black Role Models and Counterexamples, and (d) Understanding Identities and Defying the Odds. The theme, (2) Realizing Racial and Leadership Identities, also was identified from four categories: (2a) Responding to Racial Biases, (2b) "Staying Woke," (2c) Negotiating Differences between Leadership Positions and Leaders Who Support Black Men, and (2d) Answering the Underrepresented Call to Leadership. The findings offer understanding, connections, and recommendations about the ways the development of racial identity and the development of leadership identity relate to and influence Black men's undergraduate college persistence.</p>	Discussion/Paper (Lecture-Style)

185	Response to Intervention: Relationships Between Movement Among Tiered Reading Interventions and F/R Lunch Elig, Ethnicity, Gender, and Title I Schools	Leaverton, Candice	<p>The purpose of this study was to examine the relationship between movement among tiered reading interventions and free/reduced lunch eligibility, ethnicity, gender, and Title I school status for third-graders participating in an RTI tiered reading intervention in one Tennessee school district. This study considered the ability of a third-grade student to move out of a tiered reading intervention, particularly in the relationship between ethnicity and movement out of a tiered reading intervention. Students are given a universal screener quarterly and based on their universal screener scores (those that fall below 25th percentile) are placed in tiered reading interventions. Through daily interventions, weekly progress monitoring, and quarterly universal screeners in reading, students have the opportunity to make progress and score above the 25th percentile and then move out of a tiered reading intervention. To test the significance of the relationship, a chi-square test of independence was used for four research questions. First, the researcher tested the significance of lunch status and movement among RTI tiered reading interventions, as well as the relationship between gender and movement among RTI tiered reading interventions. The results of the study showed there was no significant relationship between lunch status and movement, nor gender and movement. Students on free or reduced lunch could move about tiered reading interventions just like students that did not qualify for free or reduced lunch. Additionally, students from either gender could move about tiered reading interventions. For those students who had moved out of a tiered reading intervention, there was a significant relationship between ethnicity and lunch status for African American students. Finally, for those students who had moved out of a tiered reading intervention based on their spring universal screener reading score, there was a significant relationship between ethnicity and Title I status. Results showed there were fewer African American students who had moved out of a non-Title I school than was expected. Furthermore, there were more African American students who had moved out of a Title I school than was expected. No other ethnicity category had a significant relationship with movement.</p>	Discussion/Paper (Lecture-Style)
186	Role Conflict in the High School Teacher-Coach	Westmoreland, Margaret	<p>More than 40% of high school educators also have coaching responsibilities outside of their teaching responsibilities (Fletcher as cited in Guinn, 2018). These educators, known as teacher-coaches, are required to fulfill the dual roles of teaching and coaching, but combining these roles often results in conflicts for the teacher-coaches (Richards, Andrew, & Templin, 2012). These conflicts often influence the teacher-coach to select a preferred role, resulting in the neglect of the secondary role (Millsilage & Morley, 2004).</p> <p>The problem of this research in progress is that priorities of the dual roles of the high school teacher-coach are often out of balance. The multitude of demands required of today's high school teacher-coaches, along with the moral responsibility to be role models for their student-athletes, often causes a problematic role conflict in which they must prioritize one role over the other (Austin, 2017; White, Schempp, McCullick, Berger, & Elliott, 2017). This dual focus hinders a teacher-coach's ability to fulfill the daily responsibilities of teaching and coaching. With continual change and growing demands in the worlds of teaching and coaching, it has become increasingly difficult simply to find enough time in the day to complete the minimum tasks for both roles, often leading to a teacher-coach who will most likely fall short in one or more of his or her responsibilities and choose one role while retreating from another (Conner, 2019; Conner et al., 2018; Hamilton & LaVoi, 2017; Stacy, 2014).</p> <p>The purpose of this study is to explore the dual roles and responsibilities of high school teacher-coaches coaching football in one large Louisiana public school to determine potential role conflicts and discover ways for teacher-coaches to manage these conflicts, as well as ways administrators can facilitate balance. Role theory is the theoretical framework that helps explain how individuals are expected to act and behave in social situations in addition to explaining how individuals expect others to act (Richards, Andrew, et al., 2014).</p> <p>A multi-phased, embedded single-case study, connected mixed methods design was selected for this research. The phases will occur over the 2020-2021 academic school year and during the 2020-2021 football season. The findings from Phase I will be used to identify representative sub-units (individual teacher-coaches) selected for Phase II. In the context of this study, quantitative and qualitative data will be collected to address the research questions including the overarching research question, "What is the high school teacher-coach's experience with role conflict?" As of this writing, data collection has not yet begun.</p>	Research-in-Progress (STUDENTS ONLY)
187	Rubrics 101: What, when, and how.	Beard, Larry; Akpan, Joseph; Notar, Charles	<p>Alternative assessment is any type of assessment other than standardized tests/ achievement tests. Alternative assessments include observations, interviews, record reviews, and performance reviews that are less structured than formal assessments and may not be validated or tested for reliability. Examples of alternative assessments include portfolios, interest inventories, work samples, journals, observations, checklists, teacher made tests, and anecdotal records. This article pertains to the scoring of these types of alternative assessment using rubrics. As the title of this article implies, creating rubrics, rules for writing, scoring systems (checklists, rating scales, and holistic) will be provided along with a comparison of the three and errors that can be found that will decrease the validity of findings.</p> <p>Beard, L. Akpan, J., & Notar, C. E. (2019). Rubrics 101: What, when, and how. <i>American Journal of Educational Research and Review</i>, 4(4), 1-9.</p> <p>https://escipub.com/ajerr-2018-12-1408/</p>	Discussion/Paper (Lecture-Style)

188	Sorting Through the Morass: Black Lives (and Everyone Else's Lives) Have Mattered to Teacher Educators for a Long Time	Daniel, Larry G.	<p>In recent months, the nation has been rocked by protests, violence, political posturing, and public debate following the tragic death of George Floyd on May 25, 2020. The juxtaposition of these events with state and national responses to the COVID-19 pandemic has intensified emotional responses to the chain of events. In the midst of the chaos stands an organization called Black Lives Matter, on one hand hailed as a champion for justice for people of color in the United States and beyond, and, on the other hand, decried as a Marxist organization focused on destroying society and promoting division. Rather than focusing on the organization, Black Lives Matter, I focus in this paper on the CONCEPT that "Black lives matter" via a candid discussion of the role of teacher education in promoting social justice and equality of opportunity. To this discussion, I bring my perspective as a current university administrator with three decades of experience teaching in and leading teacher education programs.</p> <p>Discussion of the issues is couched within current events that have drawn appreciable attention to schools and other societal institutions. I begin with a literature review that highlights policies, practices, and standards among teacher education organizations since 2000, with focus on both enduring and shifting policies regarding how teacher educators should advocate for social justice. Specifically, I overview the work of 20 scholars whose work has been instrumental in bringing social justice and equality issues to the fore in teacher education, as well as standards and policies of organizations devoted to teacher education.</p> <p>Next, I offer critique on which policies and practices have been most effective in reaching the larger goal of social justice. This critique is focused partially on a review of the literature, including studies of changes in teacher attitudes and behaviors based on professional development and preparation to teach for social justice. The critique is also informed by what I have learned as a practicing teacher educators over the past 30 years.</p> <p>Finally, I proffer suggestions for future directions of the field vis-à-vis the best ways to prepare teachers with an eye to assuring the best opportunities for students of all races, ethnicities, and socioeconomic statuses. I examine the standards for teacher education by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP) with suggestions for strengthening standards around equality and social justice. Further I suggest how various policy organizations committed to teacher education can strengthen their policy stances in these areas.</p>	Discussion/Paper (Lecture-Style)
189	Splendid isolation? An analysis of how international trade is covered in selected state social studies frameworks	Anthony, Kenneth; O'Connor, Emma	<p>A common misconception is that the United States exercised an isolationist foreign policy from its founding until the First World War, when it was dragged into the international arena (Mead, 2002). In fact, establishing trade beyond Western Europe was critical to establishing American economic and therefore, political independence. To establish this trade, the United States commercial interests and ships were operating worldwide, including in the Indian Ocean, during the late and early 19th Century. According to Mead (2002), foreign policy has always been important to the United States and has been guided by economic interests including trade.</p> <p>In early US history courses (from the colonial period thru Reconstruction), how is trade covered in state or local social studies curriculum frameworks? Our hypothesis was that state social studies frameworks portray trade with emphases on the slave trade, triangular trade, mercantilism, and trade with Native Americans. If international trade were covered, it would be with England or France (or other Western European nations). We predicted there would be very little international trade mentioned and no mention of free trade agreements. To test our hypothesis we analyzed five state social studies/history frameworks (Georgia, Mississippi, North Carolina, Michigan, and New York). We selected states that have large influence on other state curricula and the two states where we teach. We conducted a content analysis of the elementary/middle school courses from each state that teach U.S. History from the colonial period through Reconstruction.</p> <p>Our analysis of selected state social studies curriculum frameworks showed that, when mentioned, trade was related to slavery, the triangular trade, focused on regional differences within the United States, reasons for European exploration, trade with Native Americans and inter-American trade. The concept of international trade focused on trade within the Americas and with Western Europe. Rarely did the frameworks mention international or foreign trade beyond the slave trade. Africa was only mentioned as it related to slavery. The social studies curriculum frameworks analyzed situated trade within a domestic or limited international context, ignoring trade with Asia, Africa, and the Middle East reinforcing the previously mentioned misconception.</p> <p>These findings are similar to Guarneri's (2002) analysis of university survey United States history courses. Guarneri's focus was more on international versus domestic topics, but in his prescription for the problem, he specifically mentioned internationalizing the concept of trade. Guarneri (2002) argued that university United States history should be "internationalized." Through our research, we extend Guarneri's findings to the elementary and middle school social studies curriculum. Our research illustrates a gap between established historical scholarship and what is codified in a representative sample of state social studies frameworks. This gap needs to be closed, because it leads to misconceptions about U.S. foreign policy that not only has implications in the field of education, but influences beliefs and actions that students will take with them into the voting booth, potential political office, and other duties as citizens in the nation.</p>	Discussion/Paper (Lecture-Style)

190	Stress and Academic Achievement	Alzukari, Rawan; Gallo, Kasia	<p>Stress is a common problem for college students that may affect their academic lives. Stress can be defined as an individual's feeling of instability or unrest while facing difficulties or inability to complete tasks. This literature review synthesizes the findings of 20 recent, peer-reviewed empirical studies investigating the relationship between stress and academic achievement, sources of stress among students, and the differences in stress levels based on gender, major, and academic level.</p> <p>Number of participants varied across the studies from 60 to 775. Participants' age ranged from 12 to 33; male and female participants provided data for analyses. Data on stress levels were collected via surveys; GPA was typically used as a measure of academic achievement. While most studies' results suggest that stress negatively correlates with academic achievement, some studies indicated stress may positively correlate with GPA. This is because, some students reported, academic stress increased their motivation to succeed. Also, differences were noted between students based on gender (females report higher stress levels than males), year of study (freshmen report higher levels than upperclassmen), major, and a point of the semester (student stress goes up at midterms, then declines at the end of the semester).</p> <p>Additionally, other factors cause academic stress among students, some of which relate to the students themselves, while others relate to the instructors and student's family. For example, "good" students tended to report moderate to high stress levels, while weaker students tend to report low to moderate stress levels. Both strong family ties and instructor' encouragement may mitigate student stress, however unclear instructor expectations or low grades with no justification correlate with higher stress levels in students, as do unstable family structure, or lack of parental support.</p> <p>The findings of this research are vitally important for teachers and parents to help students reduce their high levels of stress. Further research should focus on effectiveness of university-based interventions on reducing stress and their correlation with student achievement. Additionally, longitudinal studies tracking both student stress and achievement over the students' tenure at an institution would help to illuminate this issue in a more nuanced way. Lastly, student populations are typically comprised of individuals from many backgrounds and cultures. Low SES or minority status (among others) may compound the effects of stress for certain groups of students. It would be interesting to know what factors outside of majors, gender, and academic levels contribute to stress in student population.</p>	Poster
192	Student Buy-in: Why It's Important in Creating Community in Online Courses	Klash, Erin	<p>Creating community in an online classroom presents a series of unique challenges. One of the greatest concerns presented by students about taking online courses is that of feelings of isolation, or lack of connections with others in the course, including both students and instructor(s) (Jaggars, 2014; Willging & Johnson, 2009; O'Neill & Sai, 2014; May et al., 2009). While it is known that various deliberately planned strategies can increase connectedness among students in an online course, an underlying assumption of planning these activities is that students believe they can and will combat feelings of isolation associated with distance, or online, learning (Orcutt & Dringus, 2017; Hartnett, St. George, and Dron, 2011). As a part of a broader study on using "community groups" to create connectedness in online courses, it was revealed over two semesters of teaching the same course number that a small number of students did not believe it was possible to create connectedness in online courses. The current study examines data from students who reported the belief that it is impossible to create community in online courses. Data was collected for a broader study and initially analyzed to gain students' perceptions of using a strategy called "community groups." When the emergent theme, "student buy-in" was discovered, the author determined this warranted further research. Therefore, data was reexamined under the lens of students who either believe or do not believe community can be created in online classes. Data revealed that, though the majority of students enrolled in the Foundations of Education course sections do believe community in online courses can be created, some do not. The level of satisfaction associated with the community group strategy was low for those who did not believe online courses could foster connectedness – or even did not want to be connected. Therefore, it is reasonable to conclude that if students believe community cannot be created in online courses, they are more likely to feel isolated from peers. Future research opportunities include questioning of students about their beliefs in the possibilities of creating community in an online classroom to combat feelings of isolation and how those beliefs evolved throughout a term after using deliberate strategies to address concerns associated with isolation, as well as strategies they think might be effective in reducing those feelings.</p>	Discussion/Paper (Lecture-Style)
193	Student Engagement Trifecta: A Catalyst to Online Course Success and Degree Completion for Transfer Students?	Gilbert Mikell , Jamie	<p>This position paper will analyze the benefits of structuring online courses at US universities around the Trifecta of Student Engagement theoretical framework to facilitate transfer student engagement. The Trifecta of Student Engagement theoretical framework strives to paint a clear picture of students' engagement in an online course based on the three types of engagement (Leslie, 2019). The Trifecta of Student Engagement is beneficial and necessary to incorporate in online courses to facilitate higher levels of student success and engagement among transfer students. The Trifecta of Student Engagement incorporates student-to-content, student-to-student, and student-to-instructor engagement to deliver online courses. To create and offer a well rounded and comprehensive online course, structuring courses around each component of the Trifecta of Student Engagement theoretical framework is necessary.</p> <p>In the wake of the 2020 COVID-19 pandemic, the focus on affordability in higher education has made the transfer process an integral part of degree completion (Joseph and Poisel, 2018). However, Blackwell's (2018) research shows that 41% of transfer students pursuing a bachelor's degree achieve that goal. With recent unemployment trends skyrocketing in the US, colleges, and universities with lower cost tuition prepare for a potential increase in transfer students.</p> <p>By adhering, we may presume more significant buy-in to the university, program, and commitment to learning, potentially leading to higher engagement and degree completion. This position paper will discuss the incorporation and intentional use of the Trifecta of Student Engagement in online courses and discuss and develop a clear picture of online courses' structure, adherence to the Trifecta of Student Engagement, and relationship to transfer student engagement in online courses.</p>	Position Paper

194	Studying Technology Use of Teachers in a 1:1 District to Inform Teacher Preparation Needs	Heaton, Lisa; McFall, Kimberly; Allen, Tina; Watson, George	<p>Data from the West Virginia Department of Education show a shift in the technological landscape within West Virginia schools from predominantly Windows-based systems to including more Mac/iOS (50%), Android (15%) and Linux (20%) systems. This evolution includes a shift to mobile technologies, such as iPads, with 1:1 (device to student ratio) implementations within some of the school districts served by Marshall University's College of Education and Professional Development. The efforts of school districts like these make it necessary for teacher education programs to make changes in the technology preparation they provide for teacher education candidates.</p> <p>To learn more about current technology integration practices in P-12 schools, the researchers developed an online survey, distributed using Qualtrics, to approximately 1,650 educators in the largest 1:1 school district in the state. The 342 responses received provided a 95% confidence level with a 5% margin of error. Quantitative findings provided information about the extent of teacher preparation and use of a variety of technologies. Qualitative responses included information about the teachers' favorite apps and technology integration strategies, along with technology topics that they would like to have known more about before entering the classroom.</p> <p>Implications include that findings should be presented to higher education faculty and administrators to reinforce the need for change, practical recommendations such as apps and strategies should be shared with faculty through professional development, coaching or co-teaching sessions should be used to further support faculty needs, teacher education courses should be updated to provide more effective preparation for candidates, and collaborative arrangements with P-12 schools should be developed to further support the professional development needs of in-service teachers.</p>	Discussion/Paper (Lecture-Style)
195	Supporting Novice Teacher Induction for Increased Teacher Retention	Wake, Donna; Workman, Julie; Norton, Karen	<p>This study examines the effect of one induction support program on novice teacher retention. The challenges of beginning teachers have been a staple in the research for many years. Teacher shortage continues to be a concern across the United States (ACT, 2015; Podolsky, Kini, Bishop, & Darling-Hammond, 2017). Data suggest that an estimated 7% of new teachers leave the field within the first three years (USDOE, 2019b). Between 19%-30% of teachers leave the profession before their fifth year (Castro, Quinn, Fuller, & Barnes, 2018). In the state where this study was conducted, the percentage of teachers leaving the profession within the first five years of practice is closer to 35% (Pfeffer & White, 2016).</p> <p>A growing initiative in the education profession is induction support providing novice teachers with the resources and support to be successful. More than half of states require new teachers to participate in some form of induction or coaching; however, the quality and frequency of these induction experiences varies greatly (e.g., workshops, professional development, personal learning communities, and coaching) (Goldrick, et al., 2012). This study examines the impact of one induction program offered by state mandate through an educational cooperative in the mid-South. The research questions are:</p> <ol style="list-style-type: none"> 1. Based on the novice's perspective, what impact does the Novice Teacher Mentoring Program have on novice teachers during their first three years of teaching? 2. What impact does the Novice Teacher Mentoring Program have on teacher retention in the profession? <p>The researchers in used a descriptive methods research based on a summative survey design designed to measure participants' perception of their experiences in their novice teacher induction program. Participants in the study included 268 novice teachers in their first, second, or third year of induction. Quantitative data from the survey were analyzed using appropriate descriptive and inferential statistics. Qualitative data were coded using the constant comparative method to identify patterns and relationships among the coded ideas or concepts (Glaser & Strauss, 1967; Krueger & Casey, 2009; Saldano, 2016).</p> <p>Findings indicated that based on the induction intervention, novice teachers reported high levels of intent to remain (97.05%) with higher numbers noted in the first-year and second-year cohorts (98.05%, 98.84%) and slightly lower numbers noted in the third-year cohort (93.59%). All cohorts reported numbers better than national- and state-level trends and speak to the success of the mentoring program put in place by the educational cooperative.</p> <p>Reasons given by participants to remain within the profession yielded clear patterns across cohorts. The strongest points in the data included school context, support from administration, support from peers, increased confidence in their work, and an increased sense of value and ability to make a difference. These data suggest that the induction program examined in this study is yielding results that are more positive than the current state trends. The majority of participants report feeling supported by the program and their districts, which in turn led to increased retention in the profession. Recommendations for best practices and planned modifications to the intervention will be shared.</p>	Discussion/Paper (Lecture-Style)

196	Teacher and Administrator Perceptions from Experiences in the Teacher Leadership Initiative	Sharp, Leslie; Pijanowski, John; Hughes, Gail	<p>Teacher leadership has been defined by many researchers as the answer to school improvement through the use of teacher leaders leading the effort in schools and districts. After a Nation at Risk and the No Child Left Behind Act of 2001, an era of accountability swept the nation putting schools and districts at the forefront of responsibility for student achievement regardless of prior background knowledge, socioeconomic status, and level of English language proficiency. Teacher leadership emerged from the era of accountability to support teachers, schools, and districts in their quest toward improving teaching and learning in all our nation's schools. The problem of practice in this study focused on: determining how a teacher leadership initiative affected leadership in schools; how a teacher leadership initiative improved schools; how teacher leadership experiences informed the practices of both teacher and administrators and changed the way these educators thought about what it means to be an effective educator. In this study, the researcher investigated the experiences of teachers and administrators that participated in a nation-wide teacher leadership pilot, the Teacher Leadership Initiative (TLI), and the effects that this year-long event had on leadership, school improvement, and teacher and administrator professional practices. The TLI was a joint partnership between the National Education Association (NEA), the National Board for Professional Teaching Standards (NBPTS), and the Center for Teaching Quality (CTQ) to produce a cadre of teacher leaders for the advancement of the teaching profession. To examine the effects of the TLI, the researcher conducted a qualitative descriptive multiple case study through the use of semi-structured participant interviews via Zoom. Data transpired through first and second cycle coding strategies for categorization, and were finalized with a structured coding strategy that allowed the major themes to emerge. Results from teacher interview data indicated that all TLI teachers in this study gained in their leadership skills and ability to lead others in their schools and districts. All TLI administrators in this study also reported that the TLI teachers gained in their leadership skills and ability to lead others in their schools and districts. TLI teachers reported elevated efficacy and pedagogical skills from this experience. They also revealed that the TLI had a positive impact on the learning of other teachers and their students through the implementation of their individual projects during the year-long TLI experience. Overall, TLI teachers gained in their teacher leader identities as they engaged in professional learning about leadership in collaborative venues and then were able to practice their strengthened leadership and collaborative skills through the implementation of the TLI pilot. As the teachers began to identify themselves as teacher leaders, they also acquired indelible qualities associated with being a teacher leader that other teachers without this experience and realization do not possess.</p>	Discussion/Paper (Lecture-Style)
197	TEACHER AND ADMINISTRATOR PERCEPTIONS OF CLASSROOM POLICIES INTENDED TO BENEFIT LOW INCOME STUDENTS: THE 1:1 STUDENT TO DEVICE INITIATIVE.	Cooper, Thomas	<p>ABSTRACT</p> <p>In an attempt to combat the unequal distribution of technological resources between affluent and low-income students many districts, including Kanawha County Schools, committed to a 1:1 student to device initiative as well as a series of classroom policies to guide their use. However, after its debut in 2014 in Kanawha County Schools, there is no data set that exist that records teacher's perceptions on the merit, usefulness, or success of these policies nor is there a data set for administrator's perceptions of their teacher's implementation and success of the program. As buy-in from grassroots implementers and those who oversee implementation is critical to successful implantation of programs, this study seeks to provide an evaluative data bases to inform policymakers as they assess the strategies for continued implementing of these policies (Fowler , 2014). The study aims to discover teachers' and administrators' level of understanding, use, and perceived effectiveness of the 1:1 student to device initiative as well as its classroom implementation polices. This study will also identify and examine factors that bolster or diminish implementation of these polices by teachers. Finally, this study will analyze administrators' perspectives on teachers' implementation of these policies regarding successes, failures, and opinions on needed adjustments for continued success or successful implantation in the future. This chapter includes the problem statement, the research questions, the operational definitions, the significance of the study, and the organization of the study.</p> <p>The study was conducted using a mixed methods design, including use of a multi-item survey for teachers and interviews with administrators. The survey data was ascertained from each demographic of subjects at one point in time, a one-shot, cross-sectional survey was used (Fink, 2015). The data collected to address the research questions were analyzed with several different methods. Mean scores and standard deviation were calculated for each item as well as the total. A one-sample T-test was used to discover the level of significance ($p < .05$), and sample t-tests and one-way analysis of variance (ANOVA) were used to discover any existing differences based on the highlighted independent variables. Lastly Emergent Category Analysis was used to address applicable research questions.</p> <p>References</p> <p>Fowler, F. C. (2014). Policy studies for educational leaders: An introduction. Upper Saddle River, N.J: Merrill.</p>	Research-in-Progress (STUDENTS ONLY)

198	Teacher Leadership: Just whom exactly are they leading? A review of the literature and a modest proposal.	Anthony, Kenneth	<p>Since the 1960s, researchers have investigated the concept of teacher leadership. A Pounder (2006) identified four ways that teacher leadership has been conceptualized: 1. The teacher as a formal leader in the school (department head), 2. The teacher as a team leader that supports instruction (curriculum developer or instructional coach), 3. An integrated view where teachers lead from position to influence other colleagues, the school community, and the larger society, and 4. Transformational leadership where the teacher exercises leadership to influence the students in the classroom.</p> <p>We conducted a literature review using Pounder (2006) as our theoretical model. The literature reviewed related to teacher leadership conceptualized leadership in the first three ways identified by Pounder (2006). In most studies, the groups the teachers lead or influence are other adults. One example from the literature is Harrison and Killion (2007). They identified ten teacher leadership roles. What is interesting is the target of leadership influence in each of the examples are other teachers or other adults in the school. Very few of the studies situated leadership within the practice of teaching students with the students as the led or target of transformational leadership as advocated by Pounders (2006).</p> <p>Another example of how teacher leadership focuses on applying leadership influence to adults outside of the classroom is York-Barr and Duke (2004). They conducted a comprehensive review of 20 years of research into teacher leadership resulting in a new definition. They defined teacher leadership as "the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement" p. 287- 288. Clearly, the focus is on adults and not the students in their classroom.</p> <p>So whom should teachers lead? A review of leadership definitions and theories from the military and business may provide some clues. According to a U.S. Army (2008) textbook on leadership, "leading is about influencing others. Leaders set goals and establishing vision, then must motivate or influence others to pursue goals." From the business world, Kruze defined leadership as "the process of social influence, which maximizes the efforts of others, towards the achievement of a goal."</p> <p>A modest proposal. What do teachers do and how does it relate to the definition of leadership? Teachers influence. The question is who should be the target of their influence? Previous advocates of teacher leadership have focused on teachers influencing other teachers, administrators, parents, and the community. The focus has been on influencing other adults, but the most logical and ready constituency teachers should influence are the students in their classroom. Imagine applying Kruze's definition to the classroom. Leadership is the teacher influencing the students in her classroom to maximize their efforts towards learning. We conclude our presentation with a comparison of leader tasks to teacher tasks and propose that teachers should be taught to apply leadership skills in the classroom.</p>	Literature Review
200	Teacher Perceptions of Preparedness and Support during the COVID-19 School Shutdown	Harris, Suzanne; Campbell, Kathleen	<p>Problem Statement The onset of the COVID-19 pandemic has had a dramatic effect on all sectors of society. Most schools were shut down in order to stop the spread of the virus and did not resume in-person classes for the rest of the 2019-20 school year. In order to continue education for students, schools were faced with the task of providing distance instruction for their students. Some schools conducted teacher training sessions and sent electronic devices home with students (District Administrator.com, 2020). Some districts had a much lower tech instructional delivery because of families' lack of access to technology or to the internet (Hogan, 2020). According to a Ukrainian study (Dushkevych, et al., 2020), schools that were able to offer distance learning during the pandemic helped to provide a stable environment that reduced stress and uncertainty.</p> <p>Schools are in uncertain times. A pandemic of this scope has not happened in many generations so there is a dearth of research about how to manage the crisis for schools. Yet some parallels can be developed from information that is available and then applied to the current pandemic. The purpose of the present study is to determine what problems were experienced, what professional development and support were provided, and how that impacted teachers' instructional delivery during the shutdown.</p> <p>Theoretical Grounding (Research) Some teachers are experienced in distance instruction and see the benefits of distance instruction. Results of a study of teacher perceptions of online instruction showed that 86% of teachers liked the format for students and 72% thought students had improved academic performance (Martenev & Bernadowski, 2016). Other teachers have been forced to learn how to provide distance instruction all at once. One study of teacher perceptions of their instruction showed that 87% of teachers spent more time "troubleshooting problems with technology" and 71% spent less time on student instruction (Herold & Kurtz, 2020). In that same study teachers reported that live video conferencing was the most effective method for math and English Language Arts.</p> <p>Summary of Methodology Subjects were PK-12 Louisiana public school teachers who completed the survey. The present mixed methods study is comprised of a 1-4 Likert survey with an option for an open-ended comment for each question. Sections of the survey include questions regarding teachers' perceptions of professional support from administration and perceptions of their own professional practice. Mean responses will be displayed as descriptive statistics for each question and summarized for each section. Data will be disaggregated by school level and by geographic regions in Louisiana.</p> <p>Results The survey is ongoing, but preliminary results indicate, regarding professional support, 62% received professional development for distance instruction (38% did not); only 24.5% received professional development for social-emotional learning for students. Regarding their professional practice, 58.5% felt comfortable providing distance instruction (41.5% did not); 84% inquired about the well-being of each student.</p> <p>Conclusions/Implications One conclusion is that teachers need professional development for and time to adapt to distance instruction; another need is professional development for social emotional support to students.</p>	Discussion/Paper (Lecture-Style)

201	Teachers' Perceptions of Competency Based Curriculum	Jackson, TeYhaunna; Jackson, Nykela	<p>Competency Based Curriculum (CBC) is a learning approach that focuses on students' mastery of identified competencies, allowing flexibility for students to learn at their own pace. CBC encourages hands on learning and acquisition of knowledge through experiential, problem-based, and project-based learning (Amutabi, 2019). Although the idea of students learning core competencies and skills through real life application sounds ideal, CBC is a highly debatable and political topic in K-12 education (Zalaznick, 2015). Currently in Kenya, it has been challenging to implement (Amutabi, 2019; Sifuna & Obonyo, 2019; Wambua & Waweru, 2019). CBC's learner centered approach removes the targeted focus on content area objectives and passing national exams and/or summative assessments (Amutabi, 2019). Some proponents argue that students should learn life skills in school that can be applied to any situation, and that so much pressure to pass a test is not considered good education. Some critics argue that although requiring students to meet performance based standards is attractive; the practicality of this approach is unrealistic (Klarmen, Williams, Roberts, & Cianciolo, 2016). Competencies can be very ambiguous, which make them difficult to measure. In an increasingly data driven world, competencies are popular expectations for the workplace, but many schools have not adopted this same perspective. Kenya recently switched from a content/objectives based curriculum to CBC. In the United States, educational organizations and workforce emphasize the importance of students being prepared with college and career ready skills, which are similar to the competencies used in CBC. Most U.S. K-12 schools use content/objectives based curriculum, and 36 states have actionable definitions of how they embed college and career readiness within their curriculum (Mishkind, 2014). The state included in this research does not have an actionable definition for college and career readiness, and there is not clearly defined in their curriculum. The purpose of this research was to explore Kenyan and American (in the current state where research was conducted) teachers' perceptions of CBC.</p> <ul style="list-style-type: none"> •What are teachers' perceptions of CBC versus the traditional method of content/objectives based curriculum? •How do Kenyan teachers' perceptions of CBC compare and contrast to American (current state where the research was conducted) teachers' perceptions? •How does CBC impact students with learning challenges and/or learning disabilities? <p>A case study research method was used to interview Kenyan teachers and American teachers about their perceptions of CBC. A comparative analysis was used to examine the qualitative findings between different viewpoints. The sample was comprised of 6 participants: 3 Kenyan teachers, 1 Kenyan teacher educator, and 2 American teachers. Results from the comparative analysis of interviews indicated their positive perceptions and optimism toward CBC. Some of the criticisms that were revealed included the financial constraints put on parents, the lack of teacher training and resources to implement CBC effectively, and the difficulty for teachers to implement the curriculum (e.g., time consuming, difficult to measure, unclear evaluative measures). Recommendations gleaned from the study include better communication with all stakeholders and more specialized teacher training.</p>	Discussion/Paper (Roundtable)
202	Teaching for Musical Understanding through the Core Music Standards: Creating, Performing, and Responding in the Elementary Music Classroom	Ijames, Amanda; Clark, Landon	<p>This study investigates the implementation, assessment, and instructional needs of elementary music educators of the First District of the Kentucky Music Educators Association (KMEA) in teaching for musical understanding through the artistic processes of creating, performing, and responding of the Core Music Standards. The overarching goals of music education are to teach students to become musically literate and independent makers of music.</p> <p>The study employed a mixed methods approach through an online survey and interviews of members to determine their current instructional and assessment practices and their challenges so that an action plan could be created to assist elementary music educators. Through this study, it was determined that the members of the First District are diverse in their educational backgrounds and classroom situations, but the main needs of these educators were professional development specific to the core music standards and collaboration opportunities. Additionally, the research revealed the positive influence of the Orff-Schulwerk method on implementing the artistic processes in the elementary classroom. Professional development or certification in this specific method could provide elementary music educators pedagogical training and the opportunity to network with fellow elementary music educators so that they could build a strong network and support system in their efforts to obtain their goals of music education through teaching for understanding.</p>	Discussion/Paper (Lecture-Style)
203	Testing the Impact of Online Training in Areas of Reading Instruction on Educator Knowledge	Donovan Phelps, Shonna; Odegard, Timothy N.; Farris, Emily A.; Flipse, Jennifer L.	<p>Considerable effort has been exerted to identify effective instructional methods to teach reading. Ideally, these practices would be provided to students by knowledgeable educators. A consensus has emerged that learning to read is not a simple, natural act (Aaron et al., 2008; Berninger & Wolf, 2009; Birsh, 2005; Cain, Oakhill & Lemmon, 2004; Castle et al., 2018; Fletcher et al., 2007; Gough & Tunmer, 1986; NICHD, 2000). Instead, educators must explicitly teach children to read (NICHD, 2000). However, many educators lack linguistic knowledge of the English language and essential concepts about early literacy acquisition that are observed to predict student reading outcomes. The in-service training needed to fill gaps in educator knowledge is costly and challenging to deliver at scale. Online educator training has the potential to provide a cost-effective, more readily scalable option. The current study was conducted to test the efficacy of online training developed to improve educator knowledge. Participating educators were assigned randomly to one of three training conditions: waitlist control, in-person, or online. They all completed a knowledge test before and after receiving training. The test assessed their knowledge in the areas of phonology, decoding, fluency, spelling, morphology, vocabulary, and comprehension. An ANCOVA that controlled for baseline knowledge that participants assigned to the in-person condition ($M = .68$, $SE = .01$), as well as those assigned to the online training condition ($M = .62$, $SE = .01$), performed better on the post-test than did the participants assigned to the waitlist control group ($M = .52$, $SE = .01$), $p < .001$; $p < .001$. Furthermore, educators who received in-person training outperformed educators who received online training. The results of this study suggest that online training provides a viable alternative to in-person in-service training, but also highlights a need to consider ways of enhancing its impact on teacher knowledge.</p>	Discussion/Paper (Lecture-Style)

204	The Debate Between Decodable and Leveled Text and Meeting the Needs of All Students	Perry, Susan; Copes, Stephanie	<p>In 2013 the Arkansas State Legislature enacted Act 1294, which began the process of ensuring children with dyslexia had their needs met by Arkansas public schools. As the Arkansas Department of Education (ADE) began to implement this act, significant curriculum and pedagogical vicissitudes began to occur in our elementary schools. One of several rectifications included boxing up school bookrooms used to house leveled texts teachers used for reading instruction. Leveled texts are evaluated along a gradient of difficulty. Some of the factors used include length, layout, the structure of language, words, literary features, and content and theme. Using these types of books allows all readers to develop a variety of strategic actions while reading (Fountas & Pinnell, 1996). According to the ADE Division of Learning Services Literacy Support Unit's 2018 report, "The shift to using decodable texts-which have a large percentage of words that are decodable based on what has already been taught- will lead students to become automatic at decoding. The goal is to create readers who look at the word and try to sound it out..." (p. 4) using only visual clues. Regardless of the differences in ideological beliefs of how one teaches a child to read, this curriculum mandate has been costly, does not allow students to practice reading complex text, and does not allow our teachers to accommodate all readers' needs. (Elliot & Grigorenko, 2014). The question must be, why not use leveled and decodable readers? In 2000, Juel and Minden-Cupp completed a comparative study of weak and strong readers based on their instructional needs. While the stronger readers needed more instruction on literature and less on decoding, children with limited reading skills improved when given more phonics instruction. Berninger and Abbott (1992) found similar results when tracking reading groups in first grade. The children demonstrated "different paths to achieving comparable word-reading outcomes" (p. 126). The implications of this review of literature may help lead schools to improved reading instruction because all student's diversified instructional needs are being met.</p> <p>Method of selecting relevant articles/studies. The information used for this literature review was collected over three years. The initial search began with the primary author conducting a literature search through the University of Arkansas at Little Rock's library website. The databases searched included Education Resources Information Center, PsycARTICLES, and PsycLi using a multitude of descriptors such as: leveled text/readers, decodable text/readers, connected text/readers, predictable text/books, controlled text/books, authentic text/literature, basal reader, reading wars, dyslexia, reading deficit, reading disability, reading disorder, literacy difficulties, complex text, average/poor decoders, Simple View of Reading, Complex View of Reading, and literacy processing system. Citations from other reviews and articles were obtained. Only primary sources were selected for this review. Once principal authors were identified, texts and articles were identified and studied.</p>	Literature Review
205	The Effect of Middle School Students' Attendance on their Academic Performance in English, Mathematics, Science, and Social Studies.	Mucika, Constant	<p>Abstract</p> <p>This study sought to investigate the relationship between sixth through eighth grade students' school attendance and their academic performance in English, Math, Science, and Social Studies. The study was based on Popper's (1935) the Logic of Scientific Discovery. Specifically, this study borrowed Popper's experience as a method of investigation. In addition, a quantitative method was used to collect both attendance and student achievement on the Louisiana Education Assessment Program (LEAP) test data for analysis. A sample size comprised of N= 227 middle schools was used to investigate how attendance affected students' performance in English, Math, Science, and Social Studies. This study used linear regression statistical technique to study the relationship between students' attendance and their academic achievement. Two hypotheses were tested to determine if there were any relationship and correlation between students' attendance and English, Math, Science, and Social Studies achievements in the advanced, mastery, approaching basic, basic and unsatisfactory levels. After careful analysis of the collected student data, this study suggested that there are statistically significant relationship and positive correlation between students' attendance (Class of 2018-2019) and students' academic achievement in English, Math Science, Math, Science and Social studies. In addition, the results show that there is a statistically significant relationship between students' attendance and student scoring math advanced. This study also suggested that 227 middle schools have 98.2% of students who have 90%-99% attendance, and 78% of students have 90%-95% attendance. However, 90% attendance did not include students who were chronically absent since in Louisiana, chronically absent students were not often reported. This study recommended that schools should reinforce existing attendance policies and at the same time report on chronic student absenteeism adequately. Also, this study found that when parents as well as all other partners in our children's education worked together, students' attendance and their performance in English, Math, Science, and Social Studies were improved.</p>	Research-in-Progress (STUDENTS ONLY)

206	The Impact of Professional Learning Community Support on Reformed Science Teaching Practice	Stanley, Sabrina; Tawbush, Rachael; Harville-York, Haley	<p>What is the impact of professional learning community (PLC) support on preservice secondary science teachers' reformed teaching practices? Researchers describe the progression of reformed teaching practices by preservice secondary science teachers of Cohorts 1 and 2 from Developing Leaders in Science Teaching (LIST) NSF grant (#1660557). LIST is an induction program designed to develop high quality science teachers with specialized skills in teacher leadership. Reformed Teaching Observation Protocol (RTOP) was implemented to document and analyze reformed teaching practices for ten LIST scholars during their preservice internship semester. RTOP data was collected four times over the spring semesters (baseline, early, mid and end). Cohort 1 data consisted of five LIST scholars with RTOP data from Spring 2019 and five LIST scholars in Cohort 2 from Spring 2020. Data collection for the latter was interrupted by COVID-19. Current research states, "collaboration and teamwork practices within supportive PLCs have positive outcomes" for effective improvement of teachers' knowledge and skill sets as science teaching pedagogy (ndunda et al., 2017, p. 137). Novice teachers need validation and support; job satisfaction for teachers increases with administrative support, leadership opportunities, interactions with fellow colleagues, and encouragement (Wong & Luft, 2015). Reformed Teaching Observation Protocol (RTOP) is an instrument to analyze reformed teaching practices in K-12 classrooms. Student-centered classrooms are more likely to produce higher RTOP scores possibly attributed to (1) student engagement in the learning community; (2) strong teacher pedagogical content knowledge; and (3) student opportunities for communicative interactions (Piburn et al., 2000). RTOP scores, ranging from 0 - 100, were employed to measure reformed teaching practices, which focused on student-centered inquiry-based lessons taught by the participants. Classroom instructional practices were ranked into four categories based on total RTOP ratings: Traditional (teacher-centered) (≤ 30), Developing (31-50), Moderate (51-70) or Reformed (student-centered) (≥ 71). Each preservice teacher had a PLC unique to their background and teaching placements. Qualitative data was collected from PLC agenda forms to examine the impact of PLC support on preservice secondary science teachers' reformed teaching practices. Comparative RTOP subscore data was used from a sample of 20 inservice physics teachers in the state of Alabama from the Alliance for Physics in Excellence (APEX) Program. LIST Cohort 1 teachers reached the APEX comparative data by the mid to end ratings, and Cohort 2 teachers reached the APEX comparison at the baseline rating. The gap between min. and max. RTOP ratings per observation decreased over time, further supporting PLC use. Qualitative data analysis of the PLC agenda forms are still underway. The impact of PLC support on preservice secondary science teachers' reformed teaching practices was evidenced in the increased levels of reformed teaching practices in the LIST scholars' classrooms comparatively to APEX teachers. An overarching growth trend in reformed teaching practices was evident for both LIST cohorts in the study, supporting the use of PLCs for preservice teachers. Cohort 2 baseline and subscore ratings were higher than Cohort 1, possibly due to more efficient support provided from the PLCs after their second year of implementation in the LIST program.</p>	Research-in-Progress (STUDENTS ONLY)
207	The Legitimatization of Minoritized Linguistic Practices as a Reflection of Language Diversity in Education	NTOH YUH, HONORINE	<p>This paper seeks to advocate for the legitimatization of the linguistic practices of language-minoritized populations perceived "as deviant based on their racial positioning in society as opposed to any objective characteristics of their language use" (Flores & Rosa, p. 150). These "raciolinguistic ideologies" perpetuate "monoglossic language ideologies, which position idealized monolingualism in a standardized national language as the norm to which all national subjects should aspire" (p. 151). Silverstein (1998) refers to this as "a culture of monoglot standardization" (p. 284), with appropriateness-based approaches to language education implicated in the reproduction of "racial normativity" (Flores & Rosa, p.150). Previous research underscores the importance of home languages and different linguistic communities while pushing for the reframing of the "ways with words" (Heath, 1983) as a shift from the deficit-positioning of language minorities. Theories also challenge this notion of "cultural deficiencies" by propounding "the potential of community wealth to transform the process of schooling" (Yosso, 2005, p. 70). Flores and Rosa (2015) draw on theories of language ideologies and racialization to highlight how hegemonic ideologies prescribe the "one correct way of using languages and arbitrarily privilege particular linguistic practices while stigmatizing others" (p. 149), which are both "reductive" (Shohamy, 2006) and "subtractive" (Flores & Rosa, 2015). Shohamy (2006), posits that language as a symbol of status, power, group identity and belonging, is implicitly embedded in language policies privileging a particular language over another while depriving minority language speakers of language human rights. While Skutnabb-Kangas (2000) contends that "linguistic human rights are a necessary (but not sufficient) prerequisite for the maintenance of linguistic diversity" (pg. xii), Shohamy further points out how power structures of society violate democratic processes and personal and language rights by "covertly creating actual language policy that make up hidden agendas, unknown to the public" (xv). Similarly, Shin (2013) holds that the United States as a "language graveyard" (p. 62) "extinguish [es]" home languages and overtly perpetuates "language socialization" (p. 61), which then leads to "power differential" (p. 69). Linguistically, Cummins (2000) postulates that the push for English as the only medium of instruction is rooted in "pedagogical rationalization." According to him, linguistic minority students possess and develop Basic Interpersonal Communication Skills (BICS) that do not enhance adequate abstract and cognitive abilities useful for learning in school contexts like Cognitive Academic Language Proficiency (CALP). MacSwan (2010), on the hand, refutes the claim that minority speakers, particularly English Language Learners are "non-nons" i.e. limited in both English and their native language" and challenges Cummins' conceptualization of semilingualism by arguing that home languages are as "complex and fully evolved" as the mainstream language. Counter-hegemonic approaches to language education, therefore, critique the English Only Movement, which perpetuates monolingualism. Hence, understanding specific populations and epistemology means understanding what counts as knowledge for that particular group (Parker & Lynn, 2002) by adopting additive approaches and reframing the problem of language diversity.</p>	Research-in-Progress (STUDENTS ONLY)

208	The Need for Teachers Addressing Death Education in the Classroom	Pugh, Ava; Austin, Stacie; Buell, Denise	<p>Since the monumental influence of Dr. Elizabeth Kubler-Ross, author of <i>On Death and Dying</i>, Death Education has become recognized in schools, colleges, universities, and counseling establishments. Throughout her career in the 1970s, Kubler-Ross conducted workshops on death for providing a more comprehensive understanding of death for children, regardless of the death being a family member, pet, or loss of a close friend. The inevitability of death combined with the role that culture and other factors play into a child's perception of death and dying create a complex topic for teachers and students. Krepia and Tsilingiri (2017) found that multiple studies support the statement that a person's perception of death develops gradually and is multi-faceted. Several factors that influence a child's perception of death are: age, cognitive development, experiences with death, family, values, attitude, culture, emotional factors, and religion. In addition, the researchers listed the influences of school, technology and mass media. Considering the substantial amount of time that students spend at school, and the pervasiveness of death in the media, teachers have a responsibility to address students' understanding of death. Moreover, school aged children are able to grasp the finality of death and the life cycle of all living creatures. Therefore the purpose of this paper is to provide a review of literature to demonstrate the need for teaching Death Education in the classroom providing the Stages of Death, pertinent statistics, and information for students to learn. The method of selecting relevant articles and studies concerning Death Education was escalated by the pandemic of 2020 and the large amounts of deaths children were exposed to daily and weekly. Current research on the topic was merged with studies from earlier years to demonstrate the vast increase of deaths and how students in the schools were exposed to it more today. Basic findings indicated the 10 Top Causes of Death from the Centers for Disease Control the three areas that have increased from 2011 till 2019 would be Heart Disease, Accidents, and Alzheimer's Disease. The only decline during that time period was that of Influenza and Pneumonia by 2, 289 deaths. Implications from this review of literature definitely indicate a rise of deaths per year and that students in the schools should have more education toward the understandings of death and its causes. In order for teachers to feel more prepared for addressing this topic, teachers must develop a clearer understanding first.</p>	Literature Review
209	The Relationship between Teacher Certification, Race, Socio-economic Status and Mississippi School District Accountability Ratings	Latiker, Tony; Wheaton, Deidre; Camel, Dawn; Mozee, Samuel	<p>This article examines the relationship between teacher certification, race, and socio-economic status on school district accountability ratings in Mississippi. Educational equity and equal access to quality education across racial and socioeconomic lines has been and continues to be a challenge as educators seek to close the achievement gap. While the relationship of each of these factors to academic performance has been examined in empirical and contemporary research, additional clarification is needed to better understand the interplay between teacher certification, race, and socio-economic status as school district accountability becomes an increasingly important factor in the educational decision making process. This study is grounded in research examining test based accountability systems, student performance gaps, and the relationship between teacher quality and student achievement. Our goal is to better understand the confluence of factors impacting accountability ratings in order to inform proactive change. We sampled 144 public school districts and utilized correlation and regression techniques to determine the relationship and the predictive value among variables. The Spearman Rho Correlation and Regression techniques were conducted to determine the relationship among variables and to determine the predictive relationship among the variables. The Step regression method was used to assess the ability of the 4 control measures (percentage of Traditionally Licensed Teachers; percentage of Non-Certified Teachers; percentage of African American students; and percentage of Local Revenue). Our findings indicate that districts with high percentages of African American students, districts with high poverty, and districts with lower percentages of traditionally certified teachers tend to have lower accountability ratings. Additionally, both the percentage of African American students and percentage of students living in poverty are predictors of school accountability ratings in Mississippi. The type of teacher certification is not a significant predictor of accountability rating but strongly correlated to both the percentage of African Americans and students living in poverty. Our research illustrates the complexity of the achievement gap in Mississippi and highlights the need for strategic initiatives that consider the interconnectedness of teacher certification, race, and socio-economic status.</p>	Discussion/Paper (Lecture-Style)

210	The relationship between the intercept and the slope in upper elementary reading and mathematics using longitudinal data	Zhang, Bingshi; Kim, Jwa	<p>Problem Statement: Issues related to the starting point (intercept) and rate of changes (slope) in reading and mathematics performance have been an interest of researchers in literacy. Previous findings are not univocal in terms of Matthew effect and compensatory trajectory. Moreover, research has shown that reading and mathematics achievement are correlated, but the role of the intercept and slope in the development of reading and mathematics remains inconclusive. From the developmental physiological aspect, third and fourth graders is a critical period for brain development. Thus, current study investigated if a cumulative advantage exists in reading and mathematics performance among the third and fourth graders.</p> <p>Theoretical ground: "Mathew effect" was first applied to education by Walberg and Tsai (1983). It refers to the impact of individual differences on one's development in academic achievement (Scarborough, 2005). Reading and mathematics are the two main concerns in students' academic performance, and there are interdisciplinary connections between them (Wilburne & Napoli 2008).</p> <p>Methodology: An archived, longitudinal dataset of 6740 students in an urban district in the southeast U.S. was obtained. Due to the missing data and interested grade, 625 third grader (320 boys, and 305 girls) were utilized for the current study. Participants were administered MAP® (Measures of Academic Progress) computer-based Mathematics and Reading Test from the winter of third grade through the spring semester of fourth grade over the 2016-2018 school year for a total of five semesters. After descriptive statistics, Person's correlation was computed to detect the relationship between reading and mathematics score in pairs. Then, a trend analysis was used to discover the development pattern of reading and mathematics performance individually over time. Finally, latent growth curve analysis (LGCA) was utilized to identify the relationship between the starting point and the rate of changes of both and reading and mathematics.</p> <p>Results: Significant correlations were found for all pairs of reading and mathematics scores (ranges from .73 to .83). Then, a trend analysis was used to see the pattern of the development of reading and mathematics performance individually from time to time. A significant dominant linear trend was found for both mathematics ($F = 1853.20, p < .001$) and reading ($F = 943.42, p < .001$), though both lines showed a summer slump in the fall semester of the 17-18 academic year. The results of LGCA indicated an adequate model fit for both reading and mathematics. For mathematics, $\chi^2(7) = 49.109, p < .001, \chi^2/df = 7.016, GFI = .962, NFI = .986, CFI = .988, RMSEA = .111$; for reading $\chi^2(7) = 46.035, p < .001, \chi^2/df = 6.576, GFI = .965, NFI = .984, CFI = .986, RMSEA = .107$.</p> <p>Conclusion: Upper elementary students' reading ability is positively correlated with mathematics ability. Also, both reading and mathematics performance tend to grow linearly over time. Matthew effect was evident in mathematics development over time, while the compensatory trajectory was found in reading. Educators and parents need to pay more attention to students with lower abilities in reading and mathematics. Additional and timely support may be needed for students with poor mathematics performance.</p>	Discussion/Paper (Lecture-Style)
211	The Relative Contributions of Self-Regulated Learning and Academic Entitlement to Students' Academic Achievement in Online Learning Environments	DAI, Yan; LIN, Xi; Su, Shu	<p>Self-regulated learning (SRL) involving multiple constructs such as goal orientations, academic self-efficacy, effort regulation, and metacognitive strategies, which determines successful learning experiences. SRL learners are considered autonomous, reflective, and productive learners who have the willingness and motivation to understand, direct, control, and adjust their own learning. Academic entitlement (AE) refers to the tendency that students feel entitled to special treatment (e.g. higher scores, extra credit, positive feedback) regardless of the quality of their work and the actual progress and the amount of effort they make. AE is related to a host of problematic traits in higher education including consumer mentality, absence of personal effort, academic dishonesty, and offensive behaviors to professors. However, few studies have examined SRL and AE on students' academic achievement especially in online learning contexts. It is unknown whether SRL and AE are related to academic achievement in additive (cumulative) or overlapping (redundant) ways.</p> <p>In response to COVID-19, Chinese higher education institutions have shut down campuses and moved to remote instruction since early 2020. This is the first time that college courses have been delivered online across the nation, making it the first time that many college students experience online learning. As a result, this study explores Chinese college students' SRL, AE, and academic achievement (AA) during the transitioning from face-to-face to online learning environments. It is expected that this empirical study will contribute to literature regarding the relation between SRL, AE, and AA in online contexts. This knowledge will help Chinese higher education professionals to understand students' online learning experiences, to provide assistance for students, and to improve online education in China.</p> <p>The instruments were adapted from Achievement Goal Questionnaire (AGQ), Motivated Strategies for Learning Questionnaire (MSLQ), and Academic Entitlement Questionnaire (AEQ). The Cronbach's alpha for the constructs ranged from .69 to .92. The AGQ and MSLQ contains 12 items respectively, and the AEQ consists of 8 items. The original MSLQ and AEQ were 7-point Likert-type scales. The AGQ was modified from a 5-point to a 7-point Likert-type scale (1 strongly disagree to 7 strongly agree) to maintain consistency. Higher scores indicate higher levels of self-regulation in learning and higher academic entitlement. Academic achievement will be measured using students' final grades of an online compulsory English course. The original items were in English and were then translated into Chinese. To guarantee the validity of the Chinese version of the questionnaire, a standard translation and back-translation procedure was used. College students from two research institutions in China will be recruited. Preliminary analyses examining descriptive statistics and correlations among all study variables will be conducted in SPSS (Version 23.0). Further, the Path Analysis of Structural Equation Model will be fitted in AMOS and used to examine the hypothesized model. Results and discussions will be discussed in the conference.</p>	Research-in-Progress (STUDENTS ONLY)

212	The Subsistence of For-Profit American Universities: A Second Look at Strategic Institutional Resources	Aboagye, Bright Da-Costa	<p>The liberalization of the higher education sector in the United States has caused an intense competition among the various educational institutions, particularly, among for-profit private universities and colleges. The fierce competition in the sector has drawn the attention of the business community, stakeholders, educators, and strategic management researchers to explore the phenomenon and its consequences. Higher-education experts have expressed concern about the economic viability of private universities and colleges in the coming years. A report by Moody's in 2018 on the sustainability of higher educational institutions indicated that at least 25% of colleges are now running in deficit. Many colleges are unable to mobilize enough revenue to cover their cost. Additionally, due to the dwindling enrollment, declining college-age population, and high fiscal deficits, experts and scholars have predicted the mass failure of private universities and colleges in the U.S. within the next decade. In the light of this ongoing challenge, mid-sized institutions, including for-profit colleges and universities are in pursuit of key resources to achieve competitive advantage and long-term sustainability. These resources, over the years, have been restricted to tangibles, such as academic programs and infrastructural developments; however, these tangibles are easily duplicated by other competitors and, therefore, are unable to achieve the expected long-term sustainability. Institutional brand reputation, which has received unprecedented attention from both academia and the business community, is perceived to be an intangible asset that can achieve long-term sustainability because it is valuable (V), rare (R), inimitable (I), and non-substitutable (N) by competitors. Drawing from the resource-based view theory, the study aims to explore how administrative stakeholders of a for-profit university located in Southeastern United States utilizes institutional brand reputation to achieve sustainable competitive advantage and superior performance. The researcher will adopt a qualitative case study approach to explore the phenomenon. The researcher will self-develop an interview protocol to collect interview data from 15 purposefully selected administrative staff whose roles involve institutional branding, communication, marketing, and recruitment. The data source will also include relevant institutional documents to corroborate the interview data. The study will significantly inform practice, policy, and scholarly research relative to the U.S. private higher education sector. The study's findings will inform leaders of proprietary American universities and colleges on how to improve their intermittent short-term sustainability to long-term sustainability through institutional brand reputation management. Additionally, this study will significantly inform educational leaders in the for-profit sector on the areas to strategically re-align their branding management strategies in order to achieve long-term sustainability. Last, this study's results will augment the minimal literature on brand reputation management in the American higher education context.</p>	Research-in-Progress (STUDENTS ONLY)
213	The Transformational Journey from International Experience to Culturally Responsive Teaching	Freed, Allison; Benavides, Aerin; Huffling, Lacey	<p>International experiences are transformative and help to develop pre-service teachers' capacity to understand their cultural background and the backgrounds of diverse students. There has been considerable research on the impact of study abroad on students' immediate development of cultural understandings but little has been done to analyze the long-term impacts on in-service teaching and the use of culturally responsive teaching practices. This study was developed to explore the long-term impacts study abroad experiences have on teaching practices. Teacher education study abroad experiences can be transformative. Transformative experiences, according to Mezirow (1997) possess certain factors. These factors include a disorienting experience, a critical frame of reference, and through thoughtful reflection a change in perspective, and future action planning can occur (Authors, 2019; Adleman et al., 2014). Transformative study abroad teacher education experiences have long-term effects. These effects influence instruction and dispositions that lead to lasting, positive effects on teachers' cultural awareness and connection to place (Kalina & Powell, 2009). These long-term impacts assist them in taking pedagogical action to serve all students.</p> <p>A descriptive case study approach was used in this research. The data sources included field notes, prior knowledge of participants, and semi-structured post interviews. Ten priori codes were determined that aligned to transformational learning. Dedoose software was used to analyze data and assist in coding. Through the triangulation process, codes and themes emerged, and common definitions of terms and codes were discussed and determined. Data came from two study abroad programs: Netherlands and Peru. The two programs, while similar in some aspects, had unique goals, foci, destinations, and assignments. Participants (n = 4) were purposefully selected from our study population (N = 93) to represent a varied cross section of diverse teacher demographics. Participants range in teaching experience from 1-6 years, teach at levels ranging from K-12, and teach in a variety of areas.</p> <p>We found in post interviews of diverse students (1-8 years after the study abroad programs) that our study abroad programs promoted a transformed increase in intercultural sensitivity (Bennett, 2004) and an increased understanding of cultural differences in international settings. In addition, we found study abroad alumni who were teachers did use what they learned or experienced in study abroad in their K-12 lessons. The thoughtful, evidence based creation of study abroad curriculum and experiences led participants to transform their thinking about social topics, education as a system, and their ability to take cultural action to best serve their students.</p> <p>To engage diverse students in quality study abroad programs we provided structure through the university-organized study abroad and funding through the support of a non-profit. We found part of quality study abroad programming involves personal intercultural and environmental experiences with intentional reflection practices to assist students in the learning process. Study Abroad was transformational for case study participants, through destabilizing experiences and reflection participants developed new awarenesses and practices. They were also open to more new cultural and travel experiences after study abroad (Mezirow, 1997).</p>	Discussion/Paper (Lecture-Style)
214	The truth behind interpretative exercises	Notar, Charles	<p>The article defines interpretative exercises, its advantages, disadvantages, design, test item construction, and value. Interpretive skills are important in everyday life. The key for teachers' using an interpretive exercise is Flexibility. Interpretive exercise questions are used to identify relationships in data, recognize valid conclusions, to appraise assumptions and inferences, and to detect proper applications of data. Ensures that all students will be confronted with the same task. A teacher has many objectives in a unit. Interpretive exercises are best used for higher level thinking. Using interpretive skills are important in everyday life. A teacher has many objectives in a unit. Interpretive exercises are best used for higher level thinking. Many objectives can be tested at many levels with one question. In particular higher-level learning can be validly tested. An example is classroom discussion. The best preparation for discussion is having students writing questions for interpretive exercises. This will force the student to engage with the work and form some preliminary ideas about its meaning. When students as well as tutors bring their own written interpretive questions to the discussion, they are much better able to learn from and contribute to each other's ideas, and to develop a stimulating discussion.</p> <p>Notar, C. E. (2019). The truth behind interpretative exercises: Use More, Not Less. <i>International Journal of Social Science and Business</i>, 4(2), 81-98. ijssb.com/images/vol4.no.2/6.pdf</p>	Discussion/Paper (Lecture-Style)

215	The Voices of AMI: From District Library Media and Instructional Technology Specialists	Hu, Helen; Wake, Donna; Shaw, Erin	<p>The purpose of this study is to examine the involvement of district library media and instructional technology specialists in their district's remote learning planning and implementation during the COVID-19 pandemic. The authors took the position that library media and instructional technology specialists were uniquely positioned to inform and guide schools and districts in creating plans for remote learning. Library media specialists serve in schools to help students and faculty engage in research through supported technology-enhanced projects. Instructional technology specialists collaborate with teachers to integrate technology into classroom practice. During an emergency transition to alternative methods of instruction (AMI) due to the COVID-19 pandemic, many K-12 educators were not prepared for remote teaching technology tools and instructional strategies (Trust and Whalen, 2020). School librarians and instructional technology specialists can be robust digital resources (Johnson, 2019) to help make this shift smoother because they are powerful technology integration partners for classroom teachers and students (Snelling, 2019), and they are considered as the technology experts or leaders in schools or districts (the School Library Journal, 2019). School librarians can offer teachers and students instruction on information literacy or digital citizenship for media and technology use (Mattson, 2017), which is crucial for 21st-century learners, and this particularly helps close the digital divide between privileged and at-risk students (Gavigan and Kurts, 2010). School librarians and instructional technologists can provide technology-related professional development to faculty or students (ALA/AASL, 2019). However, has the K-12 education in one southern state effectively used the capability of school librarians or instructional technologists during the COVID-19 pandemic?</p> <p>The goal of this research is to inform improved school alternative methods of instruction (AMI) practices to recommend inclusion of the voices and expertise of district library media and instructional technology specialists. The research questions for this study are:</p> <ol style="list-style-type: none"> 1. How were library media and instructional technology specialists included in district and school planning and implementation of AMI during the COVID-19 pandemic? 2. What knowledge and skills do library media and instructional technology specialists have that would support planning and implementation of AMI. 3. What concerns did specialists have for students and teachers during the planning and implementation of AMI during the COVID-19 pandemic? <p>The researchers in this study used a descriptive methods research based on a focus group design. Findings indicated that the specialists in the study were minimally involved in their school or district AMI, although several noted they worked independently outside district direction to create opportunities to support students and teachers. Their views of why they were not used included administration's limited understanding of their role in district/school contexts. The specialists were able to detail specific knowledge and skills that they felt could have been utilized during the AMI pandemic event. They also gave voice to specific concerns they had for faculty and students. Finally, these specialists thought deeply about what more they could be doing to support students and faculty during remote learning instructional contexts.</p>	Discussion/Paper (Lecture-Style)
216	Transformative Learning Within Social Work Diversity Education: A Mixed Methods Study	Anzaldo, Lauren	<p>Recent societal shifts underscore the importance of preparing social work students for effective practice with diverse populations. Lack of cultural competence among social workers is a problem that can negatively impact communities (Sue et al., 2009). Diversity education is thus a fundamental component of accredited social work graduate programs. The purpose of this convergent mixed methods study was to explore the transformative impact of diversity education on the cultural competence of graduate social work students at a public university in the Southeastern United States. Transformative learning theory, which addresses the change process in education (Mezirow, 1991), offered a framework to explore emergent cultural competence for one cohort of 49 full-time social work students selected as a case study. A convergent mixed methods design with an embedded case study approach offered a multifaceted understanding of participant experiences. Extant field assessment data served as a quantitative data source. Classroom observation and interviews provided qualitative data. Data sets were analyzed then merged and compared. A paired samples, two-tailed t-test indicated a statistically significant difference in mean cultural competence scores on the field assessment between midterm ($M = 41.43$, $SD = 8.12$) and final ($M = 47.18$, $SD = 9.63$); $t(27) = -5.9$, $p < .01$, $d = 0.65$. Thematic analysis of qualitative data revealed themes of developing cultural competence as well as constructs and phases that are associated with transformative learning. Integration and interpretation of quantitative and qualitative data offered an expanded understanding of emergent cultural competence within social work diversity education.</p>	Discussion/Paper (Roundtable)

217	Translation and Validation of a Chinese Version of the Language Learning Orientations Scale	Chen, Yanyan; Liang, Fang; Turner, Jeannine	<p>Prior studies have provided much information about students' motivation for learning, but less is known about Chinese undergraduate English majors' motivation for learning English in China. This study investigated reliability and validity of a Chinese version of the Language Learning Orientations Scale—Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscales (LLOS-IEA) developed by Noels et al. (2000) in a large sample of Chinese undergraduate English majors.</p> <p>Aligned with Ryan and Deci's (2000, 2017, 2020) classification of people's motivational regulations by considering regulatory orientations, locus of causality, and regulatory processes in Self-Determination Theory (SDT), in LLOS-IEA, language learners' identified regulation consisted of 3 items that identified their reasons for investing energy in an activity. Language learners' intrinsic regulation included 3 constructs including knowledge (i.e., sensations related to exploring new ideas or developing knowledge), accomplishment (i.e., feelings associated with attempting to complete a task or achieve a goal), and stimulation (i.e., enjoyment, excitement, fun) with 3 statements that elaborate their reasons for engaging in an activity for each category. Language learners' introjected regulation included 3 items that elaborate outside pressure that one incorporated into the self for learning a second language. Language learners' external regulation consisted of 3 items that identified external sources that motivated students' to learn a second language. As the participants were undergraduate English majors, they were motivated to choose English as a college major at least because of externally-controlled reasons. Hence, we did not include the amotivation subscale (e.g., students are not motivated to learn a second language) of LLOS-IEA in the Chinese version.</p> <p>This study was conducted in four middle-level national public universities in the southeast of China. The participants were 1,240 undergraduate English majors. For data analysis, we primarily conducted exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) using Mplus8. To validate the Chinese version of the scale, EFA was first conducted based on 620 samples randomly selected from the participants. Eigenvalues in EFA results showed that 3 factors could be extracted from the 18 items. Aligned with EFA results, parallel analysis results also suggested that 3 factors could be extracted including external regulation, introjected regulation, and autonomous motivation (i.e., one's engagement in a behavior that is volitional and initiated by the self, including identified regulation and intrinsic regulation). Then, CFA was conducted with the rest 620 samples. In CFA, we compared three models including a single-factor model, a second-order factor model, and a correlated-group factor model. CFA results suggested that a correlated-group factor model fit the data reasonably, $\chi^2(126) = 528.57, p < .05; CFI = .97; TLI = .97; RMSEA = .07; WRMR = 1.34$. As the chi-square ($\chi^2$) is sensitive to sample size, it is necessary to look at other model-data fit indices to determine data-model fit (Perry et al., 2015).</p> <p>Future research would help explore nuances of effects of students' autonomous motivation within Self-Determination Theory and, thereby, enhance SDT's explanatory power for understanding students' motivational regulations for learning in Eastern collectivistic cultures.</p>	Poster
219	Two hopeless causes: Education and Incarceration	Notar, Charles	<p>There are a myriad studies providing cost figures for education and prisons in the United States. Most have in the American prison system an estimated 2.2 million inmates and with an estimated cost of \$80 billion that eclipses the GDP of 133 nations. That's on average \$36,000 per prisoners per year. Current expenditures for public elementary and secondary schools are projected to be \$623.5 billion for the 2017–18 school year. The current expenditure per student is projected to be \$12,300 for the 2017–18 school year. The article purports that the financing policies of education and incarceration are not providing the results intended. One other fact must be added: Of those in prison according to the Bureau of Justice Statistics and the U.S. Department of Education 68% of State prison inmates did not receive a high school diploma.</p> <p>Of the 2,200,000 inmates federal prisoners account for about 180,000 prisoners. That would leave 2,050,000 in state prisons. That means 710,000 with no high school diploma. Expense per year for those individuals is \$25,560,000. However, about 26% of State prison inmates said they had completed the GED while serving time in a correctional facility.</p> <p>Although the percentage of State prison inmates who reported taking education courses while confined fell from 57% in 1991 to 52% in 1997, the number who participated in an educational program since admission increased from 402,500 inmates in 1991 to 550,000 in 1997.</p> <p>The question was asked "Do you think the U.S. should spend more money on education?" The results were: No 5% Yes 95%. Prison and education "are the two most divergent paths one can take in life," Joseph Staten, an info-graphic researcher with Public Administration, says. Whereas one is a positive experience that increases lifetime earning potential, the other is a near dead end, which is why Staten found it striking that the lion's share of government funding goes toward incarceration.</p> <p>Gov. Bob Wise, West Virginia (2013) states "Improving the nation's high schools and engaging students will not only save the nation dollars, it will save students' futures" (88 para 1).</p>	Position Paper

220	Understanding the Decisional Capital of Novice Teachers	Mayeaux, Amanda; Workman, Julie; Norton , Karen; Walls, Jeff	<p>Problem Statement: The purpose of the research is to understand the decisional capital of novice teachers, when they first enter the classroom. While research points to the positive impact of teachers with strong Decisional Capital, little is known about how these skills are developed and strengthened.</p> <p>Theoretical Grounding: Decisional Capital is a theoretical part of Professional Capital (Hargreaves and Fullan, 2012), which focuses on how teachers make choices in the classroom, both instructionally and in building culture. How this element develops unknown and part of an evolving discussion. The research on expert teachers demonstrates, experts make highly-contextual decisions based on the immediate and long-term needs of their students (Berliner, 2001; Hattie, 2004). This ability has developed over time. When considering novice teachers, how they begin to build expertise depends on their experiences and mentorship. Thus, how schools and districts mentor and develop novices early, has great implication for their effectiveness over their career.</p> <p>Summary of Methodology: The study is the initial phase of a five-year mixed-methods project. The study presented for this paper focuses on the initial quantitative element, which includes the initial survey of over 152 novice teachers and their mentor teachers. The Teacher Decisional Capital Questionnaire is a recently developed measure, which has been validated using expert teachers' as the baseline for teachers exhibiting high Decisional Capital. The internal consistency and reliability of the subscales were analyzed using a Cronbach's alpha. The novice teachers and mentor teachers were emailed a link to the questionnaire prior to beginning their teaching year and relationship. The initial survey results of the novice teachers have been analyzed for descriptive data. Mentors are completing their questionnaires in the coming weeks. Once all data is collected, the initial results will be analyzed for the differences between the groups using a ttest.</p> <p>Results: To date the questionnaire has been completed by 82 teachers. The rest of the cohort will complete the survey in the next week. The initial results demonstrate novice teachers are primarily confident in their ability to make decisions with purpose (M=3.87). However, their decisions are not based upon the big ideas (M=2.63). Novice teachers demonstrate a lack of confidence in making quick decisions in the classroom (M=2.62), which may be due to lack of experiences and the building of their teaching repertoire. Research supports expert teachers have strong decisional capital from using their experiences, reflecting, and building their skills over time. The novice teachers also demonstrated a desire to be in their practice (M=3.17).</p> <p>Conclusions and Implications: This emerging study will offer a baseline to understanding the initial Decisional Capital of novice teachers. The study will follow these teachers across their first three years of teaching and follow the work of their mentor teachers. Understanding how teachers learn to make decisions in the classroom will add to the literature and impact how we training and support teachers in developing effective teaching practices.</p>	Discussion/Paper (Lecture-Style)
221	Using Positive Behavior Role Plays to Prepare Teacher Candidates for the Classroom: An Exercise for Classroom Management	Sorbet, Stefanie; Barnes, Candice	<p>This qualitative study examines "role play" within elementary education courses as a means of dismantling stereotypes, stigmas, and biases, through social emotional learning and positive guidance when addressing challenging behavior. This study is grounded in the data showing that 40% of new teachers exiting the profession in the first 5 years and support and practice in these areas are needed. Role Play allows the professor to "coach" through these experiences. Results of this study indicated that interns gained expertise and confidence in how they would address challenging behavior within a safe space of support.</p>	Discussion/Paper (Lecture-Style)
222	VOICES OF THE MENTORS: AN EXAMINATION OF PERCEPTIONS AND MEANING-MAKING OF MENTORS IN A SITE-BASED PROGRAM	Jacobs, Sheila ; Gordon , Sarah ; Gunter, Mary B. ; Day , John Mark	<p>Although past studies of mentoring at-risk youth have yielded mixed results (Faith et al., 2011; DeWit et al., 2016), mentoring as an intervention for at-risk youth has increased in the past decade and has been supported by the United States Federal Government (Hughes, Boyd, & Dykstra, 2010; Gordon, Downey, & Bangert, 2013; Reddick, Griffin, & Cherwitz, 2011). Because studies focused on the perceptions and experiences of mentors are limited (Hughes et al., 2010; Haddock et al., 2017), and because of frequency of early mentor/mentee relationship termination (Grossman et al., 2012; Golder, 2016), this qualitative study sought to capture and understand the voices of the mentors. Using in-depth interviews, program training materials, and written reflections by the mentors, this study explored the perceptions, experiences, and meaning-making of 11 college students who had volunteered to mentor at-risk K-12 youth for a minimum of two years. The study's setting was a 33-year-old site-based mentoring program in Russellville, Arkansas, known as Age to Age. Findings in the study relate to (a) motivations to begin and continue mentoring; (b) role conceptualization; (c) benefits and challenges of mentoring; (d) overcoming the challenges of mentoring; (e) meaning assigned to mentoring; and (f) how mentors experienced program components and processes. Findings may inform mentor recruitment, training, retention and may also inform educational leaders who work with at-risk youth. The theoretical underpinning for this study was Self-Determination Theory (SDT) (Ryan & Deci, 2017). The study also implicates the importance of understanding rejection sensitivity among at-risk youth (McDonald et al., 2010; Grossman et al., 2012).</p> <p>This study's exploration of perceived challenges experienced by mentors, as well as the ways mentors overcame the challenges and persisted in the relationship, provided an important look into relationship development, quality, and longevity and has the potential to inform mentor recruitment, training, retention, and program outcomes. Additionally, a greater understanding of both rejection sensitivity and SDT may not only inform the work of mentors, but also may positively inform the work of educational leaders. Specifically, SDT may provide educational leaders, including administrators, teachers, and school counselors, a model to consider when implementing mentoring and other positive support systems within schools.</p>	Discussion/Paper (Lecture-Style)

223	What is WVROCKS?	Queen, Kandas; Heaton, Lisa	<p>WHAT IS WVROCKS? By: Dr. Kandas Queen & Dr. Lisa Heaton</p> <p>ABSTRACT</p> <p>This research was a qualitative intrinsic case study to gain knowledge and perceptions about the West Virginia Remote Online Collaborative Knowledge System (WVROCKS). WVROCKS provides adult learners access to flexible, accelerated, online courses aimed towards completing a Regents Bachelor of Arts (RBA) degree or a Board of Governors Associate of Applied Science (BOG AAS) degree in West Virginia. Prior to this study, no empirical research had been conducted on the WVROCKS initiative. Procedures for data collection included website analysis and interviews using instruments created by the researcher. Fourteen higher education (10) and related agencies' (4) websites were analyzed. Interviews were conducted with 15 stakeholders across three groups: a) creators and collaborators (4), b) administrators and staff (6), and c) faculty and advisors (5), providing further data. Application of the non-probability snowball sampling technique helped to identify interview participants. Member checks were sent to interview participants to validate the data. Triangulation of collected data, along with information collected in the literature review, further served to validate findings. Inferences about WVROCKS relate to the purpose of WVROCKS, benefits and value, barriers and drawbacks, and the future of WVROCKS.</p> <p>Findings support WVROCKS as a collaborative process between institutions to help adults earn a degree. This research revealed benefits to participating higher education institutions and students who participate in the program. WVROCKS helped the state overall have a more educated workforce. Barriers were also identified for institutions, participants, and the program. These supports and barriers along with related implications for the future will be shared during the presentation.</p>	Discussion/Paper (Lecture-Style)
224	How to Transform School Culture in Climates of Social Injustice and Crisis: A Social Obstacles and Justice-based Options Research Experience	Bell, Rasheda; Jones, Jessyka; Clifton, Addison	<p>In the beginning of March 2020, the United States began to experience the wrath of the global pandemic known as COVID-19. State and local governments were obligated to make tough decisions when responding to this public health nightmare that have many families, educators and institutions financially burdened and overwhelmed with fear of the unknown.</p> <p>The objective of this research experience is to facilitate an effective, realistic model to lead school culture transformation in real times of crisis management. The effects of COVID-19 serve as clear reminders that the way (we) lead affects the lives of so many families, children and communities. As cases rise, the spread of COVID-19 continues to impose hardships to our communities as school officials and instructional leaders are faced with making robust judgement calls on how to proceed.</p> <p>Our parents are struggling with ways to keep students engaged in their learning, enforce healthy habits like social distancing and likewise, keep themselves safe. Teachers quickly adjust and train in developing quality online lessons, create online classrooms/meetings, plan for active online/hybrid instruction and simultaneously navigate obstacles like how to service those who don't have consistent access to digital learning resources. They too, worry about their own safety and not having adequate resources.</p> <p>Many families suffer from "lockdown syndrome" due to social isolation fatigue. Financial difficulties for families grow due to the implementation of mandatory "stay-at-home" orders in response to the rapid spread of COVID-19. Families stress about education, cope with separation anxiety triggered by absentee loved ones, during a depression and a national public health emergency.</p> <p>COVID-19 has changed the world of education as we 'know it'. As the new school year hastily approaches, virtual learning is in high demand versus traditional face-to face instruction. Students are required to socially distance from their friends. Teachers are now tasked with preparing for online instruction with little time to strategically plan and feel helpless to meet the needs of all students. Students, Parents, Educators and Community Members were interviewed and surveyed to complete this evaluation.</p> <p>This study determined a great need to continue to examine the affects that COVID-19 is having on the American educational system, identify obstacles that school leaders are having to deal with in our schools and provided a thorough review and recommendations for instruction. This investigation seeks to clearly define the role of an educational leader as a key player in this movement. Research suggests that the impact of COVID-19 on students, schools and families, will likely outlast the virus itself.</p> <p>This proposal promotes the importance of building relationships and including all stakeholders in the growth progression. This researched-based model is designed to guide the transformation of traditional school culture during a climate of social injustice and calamity. The goals of this project are to offer practical suggestions, inspire equitable options, stimulate alternative solutions, encourage best practices and provide research-based data therefore empowering leaders to evolve a school-mindset of learning from a conventional way of thinking (Buy-in) to a collaborative, diverse, digital readiness philosophy (Believe-in).</p>	Poster

225	Developing Engineering Design Skills in a Children's Summer Camp	Dailey, Debbie; Trumble, Jason; Buchanan, Michelle; Cotabish, Alicia	<p>STEMulate Engineering Academy was developed to provide elementary students (Grades 3–6) summer enrichment experiences in engineering. The purpose of this study was to investigate the impact of the camp experiences on student recognition of the role of engineers, interest in engineering, and use of the engineering design process. Learning through engineering design encourages students to expand problem-solving skills, cultivate teamwork, and promote curiosity while engaging in real-world problem-solving (Roehrig, Moore, Wang, & Park, 2012). This process promotes a challenge, through relevant scientific inquiry, and encourages persistence and goal setting. Furthermore, engineering design involves an iterative process where students experience failure in a relatively safe environment and are encouraged to persist, reflect, and improve as they learn through design failures (Lottero-Perdue & Parry, 2017).</p> <p>Participants in this study included Grade 3-6 (N = 77) students who attended STEMulate Engineering Academy. The exploration of various aspects of students' interest, knowledge, and application of engineering design processes called for the collection of quantitative and qualitative data using a mixed-methods study. We used a single group pre-post test design to examine changes in the participants. To assess students' interest and attitudes concerning engineering, students completed a pre and post-assessment using the Engineering Interest and Attitudes questionnaire (EIE, 2015). To assess students' recognition of the role of engineers, students completed a pre and post-assessment using the What is Engineering instrument (EIE, 2015). To assess students knowledge and application of engineering design processes (EDP), students completed a 5 item pre and post assessment asking them to select the appropriate step (Ask, Imagine, Plan, Create, Improve) in response to a scenario describing two students working through an engineering problem and designing a solution. Each day, students used Seesaw video (https://web.seesaw.me/) to reflect on their design experiences. The video responses were transcribed and entered into Nvivo for analysis and used to support the quantitative data.</p> <p>Dependent sample t-tests were used to determine if there was a statistically significant difference between the means of the pre- and post-assessment on all three assessments. Statistically significant gains were found on students' recognition and usage of the engineering design process. This finding is supported by the qualitative data where students frequently reflected on the engineering design process: ask, imagine, plan, create, improve. Significant gains were not found on the other two assessments measuring interests and attitudes and roles of engineers.</p> <p>Programs such as STEMulate Engineering Academy can help students develop science identity and increase the likelihood that they will enroll in advanced science courses as they progress in school (Hammack, Ivey, Utley, & High, 2015; Wyss, Heulskamp, & Siebert, 2012).</p> <p>Overall, science camps serve as a vehicle to employ unique engineering design experiences that engage students in scientific research and investigation to find evidence-based solutions to real-world questions. This experience can help them develop a more realistic understanding of engineering principles and possibly influence students to discover their interests and talents in STEM (Leblebicioglu et al., 2011).</p>	Discussion/Paper (Lecture-Style)
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226	The Education Equity Mindset of Post-Secondary Faculty Members	Nadelson, Louis; Albritton, Shelly; Bruick, Thomas; Couture, Valerie; Green, Charlotte; Loyless, Stacey; Mills, Michael; Oyeniyi	<p>PROBLEM The long term success of our society in the age of synthesis (Nadelson & Seifert, 2018) requires a diversity of perspectives. Thus, it is essential that we broaden participation in opportunities to influence the future. Increased diversity and broadening participation involves creating environments that are equitable and systematically address issues of inclusion and diversity. We argue that to broader participation and increase diversity there is a need to consider education using an equity mindset. Through our search of the literature we have not been able to locate any empirical studies empirically documenting the education equity mindset of post-secondary faculty members. Given the importance of broadening participation and the gap in the literature we conducted a study of post-secondary faculty members' education equity mindset. Our goal was to determine the mindset of postsecondary faculty associated with equity issues such as student-centered learning, advocacy for diversity and inclusion, and culturally responsive teaching. Our research is critical to ensuring we are prepared to be provide viable solutions to complex situations that are effective and embraced widely.</p> <p>THEORETICAL GROUNDING Building on our prior work on developing a framework for education equity we continue to refine the definition of education equity and the associated mindset. We consider a mindset to be the perceptions and thoughts of an individual about a phenomenon, idea, or condition that guide their corresponding actions. Thus, an education equity mindset would be defined as how individuals perceive situations of equity in education, the extent to which they think they should support broadening participation and increasing opportunities for those who have historically been denied or marginalized from access. Thus, faculty members with a high education equity mindset embrace the ideas of equity, while those with low education equity mindset are unaware, ignore, or disavow the elements of an education equity mindset</p> <p>METHOD Using survey research we gathered a combination of quantitative and qualitative data from 180 college or university faculty members.</p> <p>RESULTS Our analysis revealed the faculty members tended to covey efforts to engage in student-centered teaching and advocate for students. However, the faculty members also perceived students struggling with learning through a deficit lens rather than a lens of capability, growth, or asset. We found the faculty members tended to not work to lower institutional barriers for students, however, the participants embraced diversity and conveyed high levels of caring and compassion. The participants expressed moderate levels of perceptions of learning from the perspective of a growth mindset, and taking responsibility for student success. We found negative correlation between age and working to lower institutional barriers, negative correlation between valuing diversity and years in higher education and the number of students they teach. Our analysis revealed negative correlation between the number of students taught and levels of caring and compassion.</p> <p>CONCLUSION/IMPLICATIONS Our research exposed several areas in which university faculty members may hold limited education equity mindsets. The implication for our finding is the potential for marginalizing diverse groups of students who think differently and have different education needs.</p>	Discussion/Paper (Lecture-Style)
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