

# 2021 MSERA Annual Meeting Proceedings New Orleans, LA

17

## Ethical Leadership and Its Relationship with Inclusion of Students with Disabilities

Jeremy Bell

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### Abstract

Federal laws such as the No Child Left Behind Act of 2002 have had a significant influence on students with disabilities in the United States. Ethical leadership has been shown to play a critical role in principals' decision-making concerning the inclusion criteria for students. This exploratory quantitative study investigated how ethical leadership among principals predicted their attitude towards the inclusion of students with disabilities. Multiple instruments were used to survey 225 principals in the United States. Controlling for age, gender, and social desirability, ethical leadership was significantly and positively related to inclusion attitudes ( $\beta = .36$ ,  $t = 6.27$ ,  $p < .05$ ). A discussion of the results, implications for principal preparation programs, and future research recommendations are provide

### Select the TRACK most applicable to your submission:

Social and Cultural Change in Education

**18****Measurement and Control of Social Desirability Bias in Survey Research**Tommy Phillips

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**Abstract**

Social desirability refers to the need for social approval or acceptance (Toh, Lee, & Hu, 2006). This need results in the oft-observed human tendency to present oneself in the best possible light (Fisher, 1993), a tendency that may entail research participants giving or selecting the responses that they perceive to be most socially acceptable when completing self-report questionnaires. Whether the product of self-deception or deliberate impression management (Toh et al., 2006), the failure of participants to respond truthfully or accurately when completing self-reports can distort research results (Fisher, 1993; Schriesheim, 1979; Toh et al., 2006) and cast doubt on the validity of findings. This training session will familiarize attendees with information on the causes of social desirability bias and simple methods to assess and control social desirability bias in survey research.

**Learning Objectives**

After attending this training, attendees will:

1. Understand what social desirability is and how it represents a threat to research.
2. Understand common causes of social desirability bias.
3. Understand simple methods that can be employed to reduce social desirability bias in survey research.
4. Understand how to use the MC2(10) (Strahan & Gerbasi, 1972) to assess social desirability bias.

**References**

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Toh, R. S., Lee, E., & Hu, M. Y. (2006). Social desirability bias in diary panels is evident in panelists' behavioral frequency. *Psychological Reports, 99*, 322–334.

**Select the TRACK most applicable to your submission:**

Other



**19****WHAT ARE THE PERCEPTIONS OF TEACHERS AND PARENTS TOWARDS THE ACADEMIC AND SOCIAL EFFECTS OF LOOPING IN ELEMENTARY SCHOOL?**

LaChe' Williams

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**Abstract**

This phenomenological study highlighted the perceptions of teachers and parents toward the academic and social effects of looping in elementary schools. The purpose of this study was to determine if teachers and parents feel that looping in elementary school better supports student relationships, growth, and academic achievement. The sample for this study included elementary school teachers and parents in a large school district in South East USA., who have participated in one or more years of looping with a coed group or a single-gender group of students. Findings showed that parent-teacher relationships improved, students showed a greater level of comfortability with school, teachers were able to use student data to guide instruction while looping, and teacher classroom management improved. Key findings from this study gave insights into looping so that teachers, parents, and administrators can make informed decisions regarding the delivery of instruction for students in the elementary school setting.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 20

# Review of an Intervention to Boost Research Adoption in Education Leaders

Matthew Courtney

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### Abstract

With the passage of the Every Student Succeeds Act of 2015 (ESSA), the education profession received new, higher standards for the use of evidence in decision making. This four tier framework requires school and district leaders to review research deeply, especially in schools served by federal programs or with federal school improvement classifications. Current research into the adoption of research use practices in school and district leaders has shown that education leaders generally rely on third party accounts of research, are unable to garner meaningful outcomes while reading research, and generally feel as though other outside factors (such as stakeholder input or past experience with a product) outweigh the results of empirical research.

This study sought to boost research adoption in a group of fifty education leaders. The intervention deployed an action research model to engage leaders in research practice. Participation in action research projects have been shown to increase research use, build reflective practice, and enhance existing continuous improvement efforts. However; action research cycles take a long time. To counter that, this intervention deployed elements of exploratory data analysis (EDA) to leverage existing archives of administrative data to perform the action research projects.

This paper presents a program evaluation of the intervention. Participants in the intervention took both a pre and post-experience survey that measured their current levels of research use and their attitudes towards research use in decision making. The program evaluation also included qualitative case study interviews.

Participants in the program generally showed improved attitudes towards research use post-intervention. Participants expressed a greater willingness to participate in research activities and a higher self-efficacy towards the application of research and data analysis techniques in their local setting. The intervention had a relatively low completion rate; a phenomenon attributed to the impacts of COVID-19 and the added workload of education leaders during the 2020-21 school year.

This program review suggests that the altered form of action research, one that expedites the process by leveraging EDA processes along with archival administrative data, can shift attitudes towards research use and build a greater willingness to participate in research activities. A deeper evaluation of the program must be performed in a post COVID-19 environment to better understand the balance between this type of action research and the day-to-day workloads of education leaders.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 23

### eLearning homework

Charles Notar, Debra Weingarth, Joesph Akpan, Larry Beard  
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#### Abstract

Physical classrooms, once the norm, are now being supplemented and in some cases supplanted with eLearning. This new environment has impacted every segment of learning. "Traditional homework," assigned to reinforce a response to teacher directed lessons, versus homework in the new eLearning environment, is a focus of this article. Teacher roles for supporting basic requirements and helpful hints to support parents/caregivers in this new eLearning role are addressed. Suggestions for teachers, parents and students are also discussed. Topics include assisting, planning, intervening, setting time, place, schedules, routines and limiting distractions. Other considerations, i.e. tools, and strategies, as well as student mental and physical needs supporting ownership for learning are also included.

Notar, C. E., & Weingarth, D. J. (2020). eLearning homework. *International Journal of Social Policy & Education*, 2(8), 24-44. ISSN 2689-4998

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Innovative Initiatives in Education

## 24

# **A Phenomenological Study of Perceptions of Self-Efficacy and Belongingness in Transfer Students with Disabilities After an Individualized Orientation at a Public University.**

Laventrice Ridgeway

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### **Abstract**

Students with disabilities (SWDs) must complete their collegiate tenure with additional challenges due to disability-related barriers. SWDs overwhelmingly begin their higher education experience at the community college level, making them frequent transfers. Previous scholarship has highlighted the unique needs of both SWDs and transfer students separately. However, there is limited literature on the voice and unique needs of transfer SWDs, specifically relating to the influence of an individualized orientation on this population's experience. Guided by Tinto's (1993) theory of student departure and critical disability theory, this research will explore the self-efficacy and sense of belonging in transfer SWDs after an individualized, one-on-one orientation with a public, research-based University's Disability Services Office (DSO). This study will employ a qualitative approach, specifically phenomenology, to collect data. Data will be obtained through semi-structured interviews using a purposeful sample of transfer SWDs registered with the DSO. Moreover, data will undergo an interpretative phenomenological analysis. Results will be reduced into themes, highlighting the individualized orientation's essence. Findings from this research will add significant value to the available scholarship as they may address the challenges and potential support systems for transfer SWDs. Also, community college leaders may use these results as they seek to increase their transfer rate. Disability services practitioners might utilize the study findings to enhance their practices and services for SWDs. Finally, these results may be valuable to University administrators when constructing institutional policies and procedures relating to the transfer student population.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 25

# Using Technology to Support the Principal as Instructional Leader

Leslie Jones

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### Abstract

The school principal as *instructional leader* implies that the principal is actively involved in the instructional processes of the school. The processes include monitoring student achievement and classroom instruction, providing professional development and support for teachers, facilitating individualized instruction and support for students, and promoting collaboration and mentoring for teachers and students.

It is easy to imagine that performing these tasks was labor intensive two decades ago, especially with regard to collecting and analyzing data. It should be noted that the role of the principal as instructional leader evolved with the accountability movements (*No Child Left Behind* and its reauthorization, *The Every Student Succeed Act*,) and the heighten focus on instructional leadership is linked to increases in mandates from the accountability movements. With modern technologies, the tasks associated with instructional leadership require far less input of resources. In this presentation, the focus is on the technological tools available to principals to assist in monitoring student achievement, monitoring classroom instruction, providing professional development and support for teachers, facilitating individualized instruction and support for students, and promoting collaboration and mentoring among teachers and students.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 26

# How Can We Improve Teacher Decision-Making in the Use of Open Education Resources?

B Keith B Lenz<sup>1</sup>, Tina McCord<sup>2</sup>

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### Abstract

The greatest barrier to the effective use of Open Education Resources (OERs) is the time required to locate, identify, evaluate, and integrate them into existing instruction. Researchers have found that locating credible OERs was time consuming, and in some cases, impractical due to the confusing multitude of repositories and distribution channels. When teachers do find the time to search, vet, and link relevant OERs, there is no systematic feedback loop to support communication between students and teachers about how OERs are influencing their learning. In short, the number of decisions that teachers are required to make to provide differentiated instruction undermines the potential benefits of using OERs. To address this problem, a development initiative was launched to address the question: “*How we can improve teacher decision-making around the use of OERs?*” A design-based research model was adopted to iteratively develop and evaluate a tool called the *CatchIt App*. This research model is based on the ongoing development and evaluation of tools through the ongoing collaboration of researchers, developers, and teachers. The *CatchIt App* included: (1) an *Import Feature* to import existing standards-based assessment data in math into the *CatchIt* database, (2) a *Decision-Making Algorithm* that used assessment data to scan and sort tagged resources linked to student skills to create a list of “best bet” resources related to improving math skills; these personalized collections of vetted OERs (i.e., lesson plans, instructional videos, games, songs, practice materials, etc.) had previously been tagged for alignment to the Common Core State Standards and state standards, and (3) a *Feedback Loop* whereby educators and students were prompted to rate, review, and comment on the selected individual OERs and provided an opportunity for a teacher to determine how well a student liked a resource and would recommend it to others. Participants were four 5<sup>th</sup> grade math teachers, the students in their classes, and four students judged as at-risk for math failure by their teacher were targeted for more intensive data collection efforts. Visits were made biweekly over a seven-month period to collaborate with teachers and to collect data and determine what should be changed to improve usability, feasibility, reliability, validity, and fidelity of implementation. Overall the *CatchIt App* was reported as a highly useful tool to ease and improve decision-making related to the use of supplemental materials in 5<sup>th</sup> grade math for the teachers in this school. The four target students and the majority of other students similarly reported that they liked the *CatchIt App*, and preferred its resources over other math resources. More research needs to be conducted to demonstrate that more targeted and efficient use of OERs can lead to improved learning outcomes that can be measured on math measures that are technically adequate. However, the data indicate that both students and teachers are motivated by the role of student choice in selecting resources from a targeted set of “best bet” resources. This finding should be used as a central component of future research on the use of OERs in schools.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 27

# Best Practices for Leading and Supervising and Online Ed.D. Cohort During Enrollment Expansion

Holly Foster, Masha Krsmanovic  
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### Abstract

With the global expansion of terminal degree programs, the experiences of doctoral students have been studied extensively in recent years. However, the same argument cannot be made for students in fully online doctoral programs, especially with respect to factors fostering their progress and persistence (Rockinson-Szapkiw et al., 2016). The available research, however, does not portray a favorable picture. While the attrition rate for doctoral students in traditional programs averages 50%, the attrition rate for their peers in limited-residency and online programs was estimated to be 10% to 20% higher (Terrell et al., 2016).

The supervision of students in online doctoral programs warrants increased scholarly focus as students opt for this instructional modality to accommodate a range of professional and personal responsibilities. Therefore, carefully developed and strategically implemented supervisory practices, sensitive to individual circumstances, are of critical importance for this student group. To date, the discussion of online doctoral supervision has been limited to several studies of student and faculty experiences in online doctoral programs (see Deshpande, 2016, 2017; Templeton et al., 2015, Thompson et al., 2018), faculty supervision practices (see Roumell & Bolliger, 2017), and online dissertation supervision (see Fedock, 2017; Kumar & Johnson, 2019; Rademaker et al., 2016). Despite the popularity and rapid expansion of professional doctoral programs, mainly Education Doctorate (Ed.D.), very little attention has been devoted to online supervision of doctoral students in these tracks. Contrary to the research focusing on online supervision of students in dissertation hours, the mentoring of their peers engaging in alternative dissertation projects has received much less interest.

In an attempt to address this deficiency, we conducted this study to identify and describe the best practices for supervising doctoral students in a fully online Ed.D. program during enrollment expansion. The Higher Education Administration Ed.D. program at the University of Southern Mississippi has recorded a drastic increase in enrollments – 8 students in 2018, 26 students in 2019, and 147 students enrolled in 2020. This growth caused several challenges for the program faculty, mainly in the area of supervising students at critical points in the program – comprehensive exams and capstone project. This single-case study presents the best practices that the program faculty developed to successfully navigate the program expansion while maintaining the practitioner-scholar cohort and ensuring the integrity of the program learning outcomes. The data were gathered through self-reflective interviews with the program faculty and document analysis of the program documents developed before and after the enrollment expansion. The findings of this study are aimed to assist the faculty supervising doctoral students in rapidly growing programs, as well as those seeking to improve their online supervision practices in critical program milestones. Building on the past scholarship trends, our research reports the strategies that program faculty developed to ensure effective online supervision. Specifically, we sought to answer the following research question: What comprehensive exam and capstone project supervisory practices do faculty in an online Ed.D. program identify as the most effective in the times of program expansion?

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

## 28

# Perceptions of Parental Involvement in High-Poverty Schools: A Qualitative Study

Kalvin Eaton<sup>1</sup>, Marcus Edwards<sup>1</sup>, Serra Peterson<sup>1</sup>, Jane Cobia<sup>1</sup>, Monique Witherspoon<sup>1</sup>, Peggy Connell<sup>2</sup>  
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### Abstract

Parental involvement has been an effective strategy for ensuring student success; however, educators face challenges to increasing parental involvement in high-poverty schools. Despite research identifying numerous reasons in support of the importance of parental involvement in schools, significant numbers of high-poverty schools continue to experience minimal parental involvement. The purpose of this study was to examine perceptions of parental involvement in high-poverty schools. The researchers conducted a qualitative research design with a case study approach. Interviews with parents and parental involvement coordinators were the primary data source. The researchers used purposeful sampling to select 43 participants from 21 schools with a high student poverty rate from one school district in Alabama. The sample included 15 elementary schools, five middle schools, and one high school. High-poverty schools were defined as a school with a minimum of 75% of the student population eligible to receive free or reduced lunches. The researchers used a review of the literature, parental involvement experts, and qualitative questioning techniques to develop interview questions. Each participant was interviewed one time for approximately 45-minutes and the interviews were recorded and transcribed verbatim. The data analysis produced four broad themes: parental involvement, communication, barriers, and strategies. The parental involvement theme was subdivided into definitions, types of activities, and progression of participation. While the participants' definitions of parental involvement varied, 100% of parents and parental involvement coordinators agreed that parental involvement was important. Respondents described the most common types of parental involvement activities as volunteer opportunities (42%), attendance at school events (42%), and participation in PTA activities (40%). A majority of the respondents (63%) stated that over time their involvement with the schools either increased or remained the same. The communication theme was subdivided into methods, primary initiators, and school staff. The primary methods of communications between school and home were emails (77%), SchoolCast messaging (72%), phone calls (63%), and ClassDojo (58%). Teachers were the primary initiators of emails and ClassDojo, administrators used SchoolCast Messaging, and parental involvement coordinators used phone calls. Parental involvement coordinators reported that 71% of the teachers and 67% of the administrators initiated communications to parents. The theme of barriers was subdivided into the three major barriers to parental involvement as reported in the interviews: work schedules (59%), COVID-19 pandemic (59%), and communications (44%). The theme of strategies included recommendations from the interviewees for increasing parental involvement: providing school-sponsored events (72%), opportunities for parents to volunteer (56%), and flexible scheduling to accommodate parents' working schedules (51%). The researchers reported several implications for practice based on the results: Provide and encourage opportunities for parents to be involved or participate at the school; design parental involvement activities to mirror the interest of parents, guardians, and school personnel; create an engaging and inviting school environment for parents and students; clearly define parental involvement and effectively communicate the definition to parents. In addition, educators can solicit parents' definitions of parental involvement. These findings may provide school districts with knowledge and resources that will positively impact parental involvement in high-poverty schools.

**Select the TRACK most applicable to your submission:**

## Social and Cultural Change in Education

## 29

# Field Supervisor Ratings: Establishing Content Validity for a School Psychology Measure

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### Abstract

Field supervisor ratings are frequently used by graduate education programs and faculty during practicum and internship as key methods to evaluate candidate competencies. These performance based assessments are especially useful for assessing candidates' professional knowledge and skills. Furthermore, such evaluation measures are often necessary for program accreditation and approval. For example, the National Association of School Psychologists (NASP) which is a which is a Specialized Professional Association (SPA) for the Council for the Accreditation of Educator Preparation (CAEP) calls for assessment in practicum that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist. Similarity, in internship NASP requires the assessment of pedagogical and professional knowledge and skills by field supervisors. The Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced-Level Programs are comprised of four standards. Several of these Standards such as A.1 Candidate Knowledge and Skills, A.2 Clinical Partnerships and Practice, and A.3 Candidate Quality, Selectivity, and Progress call for the assessment of candidates' professional knowledge and skills using various assessments which may include field supervisor rating during practicum and internship. Furthermore, CAEP now requires for such measures to have demonstrated content validity and reliability. Currently, few school psychology assessments possess these known psychometric properties. This study addresses the establishment content validity of a field supervisor rating form designed to assess school psychology candidate's knowledge and skills during practicum and internship. Content validity of the measure was based on items obtained from previously developed informal rating scales used by school psychology graduate programs for the above purposes and by surveying approximately 200 school psychology program coordinators of NASP approved programs. Program coordinators rated the importance for each of the 99-items on the rating form which addressed all 10 NASP Standards according to one of four responses (i.e., Not Relevant = 1, Somewhat Relevant = 2, Relevant = 3, Very Relevant = 4). The revised rating scale is presented in addition to results from the data analysis, discussion of limitations and future research, and implications for training programs.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 30

# The Effects of COVID-19 on Student Perceptions of Learning

Katrina Jordan, Gregory Bouck, Bobby Jordan  
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### Abstract

COVID-19 dramatically impacted the higher education learning landscape in 2020. These factors continue to impact teaching and learning in 2021. In this presentation, we will discuss how students and instructors have had to adapt to new media and communication modalities as well as the students' perceptions of how those changes impacted their learning.

In Spring of 2021, the researchers surveyed and conducted a forum with students from hybrid courses delivered in spring 2020 through spring 2021. In a survey conducted by the NSU administration at the end of the spring 2020 semester, students indicated that they need to have face to face instruction at least for some of their classes. Additionally, 65% of the students surveyed expressed their worry that they would not be able to have a "normal semester" moving forward. The researchers recognized the importance of providing a learning experience that seemed normal and connected students to what they viewed as a safe, academically stimulating experience. According to Tinto (1999), "research points to two types of support that promote retention, namely academic and social support." The retention of these students is linked to their ability to connect with a university both socially and academically; therefore, it seems important that universities continue to find ways to engage students in an actual classroom. Many universities found that using a Hyflex or hybrid model of course delivery both reduced the risk of exposure to COVID-19 while also providing some face-to-face classroom experiences. While this model seemed to be a win-win for the students, it catapulted instructors into a realm of course delivery for which they may or may not have been adequately prepared. Likewise, while our students are, in general, digital natives, they may also have not possessed the technological expertise needed for the online portion of their hybrid classes. In fact, on the survey conducted by the university, 44% indicated that they were concerned about difficulties with online study in general. This study sought to follow up on the university's survey to find out what students perceived as the pros and cons of a hybrid model as well as their perceptions of how well the courses and university actually met both their social and academic needs along with their perceptions of specific learning tools used before, during, and after the pandemic.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 31

# Forming the Foundation-Establishing a System of Support for All New Teachers

Stefanie Sorbet, Patty Kohler-Evans, Donna Wake, Kimberly Calhoon  
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### Abstract

This training provides a framework for critical components that every new teacher needs to be successful and feel supported in their first year. Recommendations made in this work are provided to support new teachers as they encounter the many challenges of the first year while also serving as a checklist for administrators to assure their new teachers are equipped with the tools they need to be successful. A heavy emphasis has been placed on classroom management and behavior guidance as this is a critical area of support needed among new teachers. This training provides critical information for administrators to provide the most positive and supportive educational experience for their new teachers on their faculty while also supporting all students within their classrooms. Based on new teacher experiences from interviews conducted for this study, we asked which resources and activities were needed to successfully assist them in navigating their first year of employment. Their suggestions were very similar in nature which emphasized the need to create new teacher induction activities and mentoring programs that are based on the specific needs of novice teachers versus veteran teachers. With this information in mind, we have created a training guide along with this training to supporting new teachers. This training is geared to administrators who hire new teachers and desire to understand what new teachers need in order to feel best supported in their first years in the profession in an effort to ensure a lower turnover rate and a more positive and supportive environment for the newest faculty members.

The following areas of support will be further discussed and outlined as well as many resources provided for the administrator to best provide this information to their newest faculty members:

District and building expectations

District and building administrators introduced and roles defined

District and building chain of command/protocol

Effective and expected communication guidelines

Important student programs

Background/history of school, students, and families

Setting up a gradebook to ensure it meets district/building expectations (calculating an average or weighted grades)

Parent communication (resources and support for difficult conversations)

Mentor providing constant support Partner teachers assigned

Observation times/schedule to observe other teachers

District and building resources to support all aspects of teaching Resources and student services offered for

their students

Explanation and presentation of past important data(test scores, ESSA, etc) so they know what kind of environment they are teaching in and goals to set

PLC or support they can go to with questions or guidance on curriculum, instructional delivery, etc)

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 32

## Educators' Perceptions of Character Education and Its Influence on School Climate

Sandy Jolivet<sup>1</sup>, Kesia Smith<sup>1</sup>, Angela Watkins<sup>1</sup>, Jane Cobia<sup>1</sup>, Jodi Newton<sup>1</sup>, Peggy Connell<sup>2</sup>

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### Abstract

The federal government and the National Education Association agreed that schools have an obligation to build, support, and strengthen students' character as well as academic performance. Although there are countless character education resources, programs, and models available, the lack of teacher training has been an obstacle to the successful implementation of character education curriculum. Furthermore, there has been debate about educators' role in the implementation of character education curriculum and its impact on a positive school climate. The purpose of this study was to examine educators' perceptions of character education and its influence on school climate. The research was conducted in PreK- 12 public schools in Alabama using a mixed method research design. For the quantitative phase, a convenience sample of 514 teachers completed a 54-item Likert-type survey, *Character Education Survey*, with reliabilities ranging from .76 to .95. The researchers used purposeful sampling for the qualitative phase and interviewed six principals who had successfully implemented a character education curriculum in their schools. The researchers used a three-part interview series for each participant, recorded the interviews, and transcribed the interviews verbatim. A Pearson  $r$  test revealed that the participants' scores on the *Character Education Survey* for the character education construct had a significant positive correlation of  $r(201) = .82, p < .001$  with their scores for the school climate construct. The coefficient of determination was .67. The researchers used descriptive statistics to analyze each survey item and the two constructs by the teachers' grade span and years' teaching experience. The participants' survey responses indicated that there was a lack of character/moral education training in college education classes and a lack of support for character education training at the school district level. Participants rated four institutions based on their beliefs of responsibility for character education and 76% rated the family *Most Responsible*, 44% rated the school as *Responsible*, 36% rated the church as *Somewhat Responsible*, and 51% rated the community as *Not Responsible*. The researchers analyzed participants' mean rating of survey item 55 (My school has a strong, viable character education curriculum). The overall mean was 2.64 out of 4.00, elementary was 2.79, middle school was 2.69, and secondary was 2.49. An analysis of the principals' interviews identified four common components of a successful character education program: established implementation process, expanded communications with stakeholders, creation and sustained relationships with stakeholders, and documented impact on school climate. Most principals implemented a flexible, customizable character education program. In addition, after the implementation of the character education program, 100% of the principals reported a decrease in student discipline referrals and an increase in students' understanding of expectations; 83% reported an increase in student voice, ownership and inclusiveness; and 67% reported an increase in community involvement. Further research may be warranted to examine the extent to which the implementation of a successful character education program affects student achievement. These findings may provide a framework for schools seeking to implement a successful character education program, improve school climate, and increase student achievement in their school.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education



## 33

## A Study of Self-Reported Academic Entitlement Scores on a Senior Military College Campus

Dr. Andrew Jakiel<sup>1</sup>, Dr. James Archibald<sup>2</sup>

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### Abstract

A growing portion of students are showing that they are ill-prepared for the challenges and rigors associated with post-secondary education. Students that achieved success during their secondary education may be operating under a false assumption that this same level of success will be easily replicated (Chowning & Campbell, 2009; Kerr, Johnson, Gans, & Krumrine, 2004; Santiago-Rivera & Bernstein, 1996). If a student failed to develop the appropriate internal awareness, they may associate negative academic performances to external factors instead of taking personal responsibility (Feldmann, 2001; Stork & Hartley, 2009). This shift in blame and warped sense of academic reality has previously been defined as Academic Entitlement (AE).

Several theories have developed in attempts to explain motivation and cognitive development in individuals.

Two of the most relevant theories that have grounded research into the phenomenon of academic entitlement include Heckhausen, Wrosch, and Schulz's (2010) life-span development theory and Deci and Ryan's (1985) self-determination theory. These theories help to explain how individual students may be influenced by significant life events and the manner in which they are willing to attribute personal responsibility to the consequences of their actions.

While previous studies have been implemented in traditional secondary and post-secondary educational settings, there is limited evidence exploring student populations enrolled in non-traditional environments; Senior Military Colleges (SMC). The study was conducted to provide support of evidence on the potential effects of enrollment at an SMC on self-reported AE scores. A cross-sectional descriptive survey research design was used to determine the presence of AE among post-secondary students enrolled at SMC.

Null hypothesis One was rejected for the variable of student population a participant associated with (CSC, NCSC, or TS). A significant difference existed between NCSC and TS on AggAEScores ( $p = .022$ ). No significant difference existed between CSC and NCSC ( $p = .376$ ) nor CSC and TS ( $p = .742$ ). Null hypothesis Two was rejected for the variable of academic college that a participant's major was housed within the SMC. A significant difference existed between AggAEScores for participants from the College of Health Sciences & Professions and the University College ( $p = .036$ ) and between the College of Science & Mathematics and the University College ( $p = .007$ ). No significant differences were reported between the remaining Academic Colleges. Null hypothesis Three failed to be rejected for the variable associated with the nature of a participant's post-secondary educational pursuits.

Institutions, faculty, and students must be willing to work together to ensure that once sought-after degrees and the prestige that embodies the confirmation of these titles is not cast to the wayside (Singleton-Jackson et al., 2010). Additional emphasis may need to improve introductory courses to provide students with the wisdom and guidance needed to handle adversity throughout their post-secondary pursuits. Failing to address these gaps in resiliency, society's infatuation with the preservation of self-esteem, and over-parenting may allow entitlement to fester and grow; hindering the cognitive and emotional development of post-secondary students.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 34

# Exploring the Impact of New Orleans Charters Schools on ACT Scores through Black Marxism

Albion Sumrell

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### Abstract

In the aftermath of Hurricane Katrina, the New Orleans public school system was dismantled from a centralized system with district public schools to a fully decentralized system of charter schools. On a national level, this major shift in public education has been promoted as a successful transformation for improving educational outcomes. The narrative has been that the New Orleans public school system was overly corrupt and failing. According to charter school advocates, with the addition of charter schools, students and families were given more options, creating more competition in the educational market for increased academic achievement. The ultimate goal of K-12 education is for students to graduate from high school and be academically prepared to pursue college and other post-secondary opportunities. Many charter schools focus on college as the ultimate goal for their students and promote the percentage of students that enter college due to their efforts.

Nearly 15 years have passed since the current charter school system was implemented, and it is often advertised as a success in the media, especially in comparison to the pre-Katrina New Orleans public school system. However, using a correlation approach and analyzing the ACT scores of students, the data demonstrates that students are scoring lower on the ACT than pre-Katrina at many of the current schools. Prior to Katrina, there were selective magnet high schools, which produced better outcomes in ACT scores than the current open-admissions charter school system. Using Black marxism as a theoretical framework, this is expected with a capitalist approach to education. Racism is embedded in capitalism, which limits the advancement of Black people to maintain the advantage of White elites. The majority of students who attend charter schools are Black. Given the market-driven nature of charter schools, they are set up to perpetuate the lower achievement of Black people, which has been utilized in many institutions beyond education throughout history. Several schools close each year in this capitalist system for failing to meet academic expectations, establishing a continually unstable educational market. The charter school system was imposed on the Black community and continues to be opposed by them due to its inequity. Thus, the purpose of this paper is to explore the impact of charter schools on the composite ACT scores of Black students through the lens of Black Marxism.

### Select the TRACK most applicable to your submission:

Social and Cultural Change in Education

## 35

# The Roles and Responsibilities of Graduate Education Deans: Mapping Current and Future Job Challenges

Michael Miller, John Murry  
University of Arkansas, Fayetteville, AR, USA

### Abstract

Graduate education, along with all of higher education, is changing. Some of these changes have been driven by social issues and expectations, and many have also been driven by the growing sophistication of technology. Graduate education has been particularly impacted by technology, as online enrollments often exceed campus-based enrollment, and the protocols and procedures used to process graduate student paperwork has become virtually paperless on many campuses. Leaders of graduate education play critically important roles in understanding these changes. The purpose for conducting the current study was to profile the professional setting of the graduate dean, specifically exploring the roles, responsibilities, and challenges of the position. Using a research-team developed instrument, 227 graduate education leaders were surveyed, yielding 56 usable responses. Descriptive findings of the study included the nomenclature of titles (primarily “dean” n=43; 75%) who held full time appointments (n=51; 89%) and had an academic background in the liberal arts (n=13; 23%). The roles and responsibilities of these respondents were reported as both a group and separated by research and comprehensive universities, noting several significant differences in mean responses. Differences were identified in areas such as the role of the professional development of graduate students, oversight of research activities, student retention, and competition with online programs. The most agreed upon role and responsibility for respondents was that of student recruitment. Although not differentiated in the current study, an implied role in diverse student recruitment would seem logical. This means that successful graduate leaders have a strong understanding of marketing principles, the role of electronic messaging to encourage enrollment, and a sensitivity to student needs.

### Select the TRACK most applicable to your submission:

Other

## 36

# A Professional Learning Guide for P-12 Professional Development

Dustin Hebert, Carrice Cummins, Miranda Allen, Mary Ann Chapman, Emma Jordan, Connie Miller, Billy Neill, Shaunna Pierrelee, Kristel Webb  
Louisiana Tech University, Ruston, LA, USA

### Abstract

This symposium includes the presentation of a Professional Learning Guide (PLG) created by doctoral candidates in spring 2021. The PLG is a evidence- and research-based compilation of implementation guides for seven professional development models reported in literature. Each doctoral candidate investigated one of the seven models and created an implementation guide (handbook, manual, etc.) based on actual data and evidence.

Each paper presentation will include a brief summary of the model, the data/evidence upon which the implementation example is based, and a presentation of the implementation example. Each example is intended to provide an operational approach for school leaders to implement the professional development model in their schools based on data and other types of evidence collected from their schools.

The seven models (Mansor et al., 2017) are:

- Training
- Collaboration and problem-solving
- Study group
- Professional portfolio
- Observation and assessment
- Action research
- Individually-guided learning

Audience members will be invited to provide examples from their professional experiences where the models have been or could be implemented.

The symposium will be moderated by two faculty members who worked with the candidates on the PLG.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

**37****The Capital Forms Gap: Examining the Role of Public Schooling in Contemporary Disparities Between Human Capital and Capital Ownership**Crystal London

University of Louisiana at Monroe, Monroe, LA, USA

**Abstract**

Career readiness is collectively perceived by the education community as a noble pursuit of the public-school organization. Concerns have emerged, however, that intents of scholastic processes to produce increasingly competent workers have resulted in the overcrowding of overcredentialed job market candidates. This problem continues to expand as school-to-career mechanisms attempt to stuff degreed candidates into a finite number of positions along the techno-meritocratic hierarchy of preexisting jobs. As public-school career-oriented aims prepare students to be human capital, but not for capital ownership, issues of inequitable capital distribution within the US are also exacerbated. Moreover, emphasis on human capital-based phenomena, such as the race-based achievement and disciplinary gaps, divert attention from the much larger economic capital ownership gap. The public school is implicated in contribution to this gap through its overproduction of individuals in the form of human capital. For the present study, Human Capital theory examines the role of the school - in partnership with corporations - in preparing students for the post-scholastic role of human capital. Recent literature has examined the role of advanced human capital in developing entrepreneurial capacity. Whether intents encompass corporate or personal gain, the path through human capital development highlights the important role of schooling. Critical Race Theory (CRT) in education examines the structural demoralization of Communities of Color through curriculum, instruction, assessment, funding disparities, and White benefit through civil rights. A central goal of CRT is the recognition of permutated racism through the elevation and empowerment of collective voice through counterstorytelling. The Hidden Abode examines how announced intents of actors to produce change are countered by concealed intents of the same actors to maintain the status quo. The novel Capital Forms Model details the systemic structure of scholastic input, process, and output components. Special emphasis is placed on two inputs influenced by the external environment – narrative lens and scholastic era. Narrative lens considers student membership to elite, mainstream, or marginalized societal communities, while scholastic era deals with the temporal context of schooling. The combination of these inputs determines both the nature of schooling processes, as well as scholastic output of human capital (HC) or capital owner (CO) form. This study will employ an explanatory sequential mixed method research design to collect survey and interview data from students currently enrolled in grades K-12 in a Louisiana public school system. Qualitative data will also be extrapolated from institutional documents and coded via the constant comparative method. Multiple regression will be used to analyze quantitative correlations and predictive capacity of models produced for variables of interest. Results will be used to determine whether there are statistically significant correlations among process and output indicators of the capital forms model, as well as how well process and output indicators can predict race-based academic achievement and disciplinary gaps. Results will also determine how contemporary process mechanisms of US public-school systems guide students towards differentiated HC form outputs. Implications for educational stakeholders encourage exploration of alternatives scholastic aims that enhance capacity for economic equity for students and their families.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education



**38****Untapped Leadership: Exploring the Factors That Influence ESOL Teachers' Decisions to Pursue Assistant Principal Positions**

Melissa Nankin

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**Abstract**

The twenty-first-century immigration wave has impacted schools across the country; English language learners (ELLs) are enrolling in schools that have not historically experienced an influx of students with this unique set of learning needs. In the face of this growing population, closing the academic achievement gap for ELLs is a priority in education policy and practice. Research has linked strong instructional leadership as a critical factor in effective schools, particularly in the form of school leaders who possess a background in working with ELLs. However, few school leaders have classroom experience with ELLs. Therefore, it is advantageous for school districts to recruit and attract individuals who have a background in teaching ELLs to apply for these school leadership positions.

The assistant principal position is the entry point in the school leadership pipeline. The purpose of this basic qualitative study is to determine the factors that influence English Speakers of Other Languages (ESOL) teachers' decisions to pursue assistant principal positions. A conceptual framework was created that draws from Herzberg's Two-Factor Theory and the concept of social justice. Herzberg's Two-Factor Theory addresses the extrinsic and intrinsic factors that guide motivation in the workplace and can influence career-related decisions. In education, the concept of social justice calls for structural change by addressing the disparities that lead to achievement gaps such as race, gender, socioeconomic status, and home language. Research has found that school leaders who approach their position through the lens of social justice have been responsible for raising student achievement. However, research has not explained whether social justice influenced these school leaders to pursue their positions or if it was developed on the job. Incorporating a focus on social justice in this basic qualitative study will determine whether this concept serves as an additional factor that could influence ESOL teachers' decisions to pursue assistant principal positions. This researcher will rely on semi-structured interviews with ESOL teachers who either possess or are currently pursuing the certification needed to become an assistant principal in her home state of Maryland. Coded and sorted data will reveal preliminary themes associated with the two research questions that guide this study: What factors influence ESOL teachers' decision to pursue an assistant principal position? What role does social justice play in influencing this decision? The preliminary results of this study can be beneficial to school and district leaders responsible for recruiting the next generation of talent.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 39

**Whiteness Owns It, Blackness Defines It: Rural Reality in the Black Belt**Timberly Baker<sup>1</sup>, Amy Swain<sup>2</sup><sup>1</sup>Arkansas State University, Jonesboro, AK, USA. <sup>2</sup>East Carolina University, Greenville, NC, USA**Abstract**

This paper interrogates the plantation logic that endures in the Southern Black Belt and its negative effect on rural schools and schooling. The Black Belt of the American South is both an agricultural region, signified by the lush fertility of Black soil, and also, a term used to describe the 200-odd plantation counties stretching from Virginia to Texas that are populated predominantly by Black Americans (Raper, 1936). The centrality and spatiality of Black life, defined as "the spatial imaginaries, space-making practices, and senses of place rooted in Black communities" (Hawthorne, 2019 p. 5) has been ignored and displaced in educational rural research. Race is ignored as a significant factor in rural education. Schooling structures, economic structures and power have often been predicated on the ability to use, abuse and distance whiteness from Black bodies, and the plantation is where this structure was practiced most, where whiteness owned the land and Blackness defined and operationalized its importance. We connect the frames of plantation logic to rural education as a theoretical lens through which we are able to identify the afterlife of slavery in the American South, where space, place and power collide with the historical antecedents of settler colonialism and white supremacy.

Using Critical Race Theory as a frame of investigation, we define and explain rurality (as rural reality), and discuss the critical need for race-consciousness in rural educational scholarship. We argue that any examination of schools and schooling in the rural, Southern Black Belt must pick up and engage the persistent, enduring logic of plantation politics, and/or examine rural equity work through a racialized lens. Even defining 'rural' is an ongoing challenge for scholars addressing rural education (Bryant, 2010; Tieken, 2014). This is even more difficult for those scholars that are specifically focusing on racial equity work in rural education. In our paper we wrestle with defining rural and identifying a rural reality for life in the Black Belt South. We understand the term rurality to signify and describe rural reality. This distinction, at least for us, centers how life, work, and play in rural spaces is situated through a socio-historical context and creates space for us to understand the racial reality of these complex spaces.

We end by proposing an alternative vision of rural education scholarship in the Southern Black Belt that invites space for anticolonial liberation. We hope to provide educational scholars with both a race-conscious approach and an actual racialized theoretical framework. Rural reality, especially in the Black Belt, is too often racialized as white unless the operating logic and proximity of plantations are interrogated. We invite other rural scholars to join us in a collective "ownership of one's responsibility in the continuing fight for equity and justice" (Williams and Tuitt, 2021, xvi) that changes the historical landscape of the South from one of dispossession to belonging. Our hope is that this discussion opens new discursive spaces for envisioning rurality and anticolonial liberation.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

# 40

## Charter Schools and Crisis Leadership during COVID-19

David Marshall, Natalie Neugebauer  
Auburn University, Auburn, AL, USA

### Abstract

For many years, crisis management has been explored in the context of educational leadership (e.g., Sutherland, 2017). Since the emergence of the COVID-19 pandemic, educational leadership has been put to the test and many scholars have studied the attributes of effective leadership in schools during this unprecedented time (e.g., Brinkman et al., 2021). Some of these attributes include clearly communicating with stakeholders, such as parents, students, and teachers, delegating responsibilities to team members, learning from mistakes, and planning for the future (Brinkman et al., 2021; Fernandez & Shaw, 2020; Vanourek, 2020).

This study aims to understand how charter school leaders engaged in crisis leadership and responded to the transition to remote instruction in the spring of 2020, as well as how they planned for reopening schools in the 2020-21 school year. Charter schools are public schools that are independent of traditional public school districts (Bulkey & Wohlstetter, 2003), and generally have greater flexibility to make decisions that their leaders deem appropriate for the students they serve, the teachers they employ, and the communities in which they are situated (Osborne, 2017). In the current study, the perspectives of charter school leaders were solicited precisely because of this additional flexibility.

We employed a case study design and conducted interviews with 33 charter school leaders from 14 states during the summer and early fall of 2020. We also conducted a follow-up survey with each of our participants in December 2020. We sought to understand how decisions were made by these school leaders in the midst of a crisis. During the interviews, participants were asked about the transition to remote instruction, including key decisions that were made. Participants were also asked about how they made decisions about re-opening schools to start the 2020-21 school year, as well as what changes might persist after the pandemic.

Consistent with the literature on crisis management and leadership (e.g. Harris & Jones, 2020), the school leaders in our study described having the ability to act quickly and decisively to best serve the needs of their students, parents, and teachers. In almost all cases their responses were more nimble than those in surrounding traditional public school systems, and in many cases their responses were more robust as well. School leaders' initial decisions revolved around assessing students' immediate needs, including access to food, technology, and reliable internet. After these needs were met, all leaders prioritized delivering instruction remotely. Those who were already widely utilizing technology in their schools before the pandemic oversaw smoother transitions to remote instruction. Charter school leaders who were able to anticipate the crisis were best positioned to navigate this challenging period. Overall, charter leaders were able to engage with effective crisis management and leadership by communicating with stakeholders, delegating tasks to team members, and reflecting upon current circumstances and decisions made.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 41

# Online Learning Communities: Generated by Communication

Chelsea Bradley

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### Abstract

The purpose of this study was to gain insight into common lived experiences of learning communities among pre-service teachers in online undergraduate college courses. The data were derived from a broader phenomenological study to examine undergraduate pre-service teachers' perceptions of learning community (Author, 2018). The data identified three sources in which learning communities are generated within online settings. This report will describe the first identified source. For the purpose of this report, learning communities were generated by dialogue and collaboration (Yuan & Kim, 2014; Rovai, 2002; Carlen & Jobring, 2005).

Numerous studies show that learning communities play a vital role in educational spaces (Black, Dawson, & Priem, 2008; Chapman, Cleugh, 2013; Jeong & Hmelo-Silver, 2016; Kozlov & Große, 2016; Wighting, Liu, & Rovai, 2008). Learning communities provide a space for collaboration to occur, which positively impacts student learning (Cleugh, 2013; Jeong & Hmelo-Silver, 2006; Luo, Zhang, & Qi, 2017). This collaboration among members in a learning community occurs in various ways, relying on multiple modes and tools. As students engage in online learning environments, the tools available to them through online learning management systems (LMS) are digital in nature. These digital tools and technologies afford students new modes to communicate and learn.

The author's phenomenological study included four phases: Orientation and Review, Connecting with Participants, Emergent Themes, and Interpretations and Conclusions. Data collection for the study included in-depth interviews. Data analysis of the phenomenology consisted of constant comparative analysis. Data collection and analysis occurred simultaneously. The goal for data analysis was to reach redundancy.

Data analyses indicated that experiences of online learning communities were generated by communication. Whether participants divulged information about discussion boards, emails, group work, or video-recorded lectures, it became apparent the experience of communication was a common thread within online learning communities. Participants claimed they were not only more involved in courses when communication occurred frequently, but they also found themselves able to retain more information, both of which positively influenced experiences of learning communities in online learning spaces.

Every participant discussed the use of discussion boards within their online course. Since discussion boards are an important component of communication within online courses (Berner, 2003; Bradshaw & Hinton, 2004; Garrison & Anderson, 2003; Johnson et al., 1991; Liu et al., 2007; Rovai, 2002), it is vital instructors design discussion boards in an accessible manner.

Participants experiencing a sense of being listened to was another major theme that emerged within the importance of communication and learning communities. Participants felt encouraged and supported in their learning when they received *thoughtful* responses from classmates and instructors.

Email was another form of communication found important for experiencing learning communities and motivating students (Al-Asfour, 2014). Implications from this finding are for course instructors. As instructors read through posts and notice a misconception, they should email the student directly. This small gesture can make participants feel connected to their instructors, while also validating the work they are putting

forth in their online courses.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 42

# How an Alternative Licensure Program Pivoted to Virtual Teacher Preparation during COVID-19

David Marshall<sup>1</sup>, Deja Trammell<sup>1</sup>, Sarah Woods<sup>2</sup>

<sup>1</sup>Auburn University, Auburn, AL, USA. <sup>2</sup>Columbus State University, Columbus, GA, USA

### Abstract

In 2020, the COVID-19 viral pandemic forced schools to close nationwide as part of an effort to curb the spread of the virus. This disruption impacted all facets of schools – including the preparation of new teachers. To deal with the disruption caused by the pandemic, teacher preparation programs had to make programmatic changes, consider pedagogical adaptations related to online learning, and manage pre-service teachers' socioemotional challenges during COVID-19.

As part of our efforts to understand how teachers were being prepared during the pandemic, we used a case study design to understand the experiences of participants in the Southeast Teacher Fellows (STF; a pseudonym) program. STF is an alternative licensure program that aims to prepare teachers for high-needs rural and urban school settings throughout the state in which it exists. Each summer STF welcomes a new cohort of fellows to participate in a summer institute (SI). During SI, fellows participate in instructional sessions that cover a range of topics including different pedagogical approaches, classroom management, and critical consciousness. Fellows also co-teach summer school at a host school and receive feedback from their mentor groups.

With schools closed for in-person instruction, STF pivoted to provide an entirely virtual summer training in 2020. We were interested in understanding how stakeholders experienced this, and our work was guided by three questions:

1. How did STF change programmatically to achieve its goals during the COVID-19 pandemic?
2. How did mentors and fellows experience the virtual summer practicum?
3. In what areas of teaching are fellows efficacious beginning their first year of teaching following the summer practicum?

To answer our questions, we invited all 2020 fellows to complete a survey. The survey included demographic items, the short version of Tschannan-Moran and Hoy's (2001) Teacher Sense of Efficacy scale, and six open-ended items that asked about their experiences with SI. Twelve of the 18 fellows we invited agreed to participate. We also conducted a total of 13 semi-structured interviews with seven program leaders and mentors, as well as with six fellows. We asked participants to describe their experiences with the 2020 virtual program.

Aside from conducting the summer training entirely through Zoom, the greatest programmatic change was having fellows teach virtual lessons to mentor groups in lieu of teaching summer school to live students. The virtual training allowed some individuals to participate who otherwise might not have been able to uproot their lives for seven weeks to participate in an in-person experience. In this way, the virtual SI was more inclusive. STF leadership and fellows alike described building a strong community with each other, even if it was 100% virtual. Although fellows did not have live students with whom to interact, the mentor groups allowed fellows to receive more feedback on their lessons than in previous SIs, and this was

ultimately seen as a strength of the virtual program. This has implications for how future teacher practicum experiences might be designed to promote growth in pre-service teachers.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 43

# Tracking Novice Teachers' Impact on Student Learning to Inform Program Improvement

Donna Wake<sup>1</sup>, Julie Workman<sup>2</sup>, Karen Norton<sup>2</sup>

<sup>1</sup>University of Central Arkansas, Conway, AR, USA. <sup>2</sup>Arch Ford Education Cooperative, Plummerville, AR, USA

## Abstract

### Problem Statement

Teacher education programs are vested in the success of their graduates and recognize the struggles novice teachers face in their first years of induction (Feiman-Nemser, 2012). Data regarding novice teacher impact on student learning can inform preparation program continuous improvement efforts. However, in states where no data are provided, teacher preparation programs struggle to acquire data to guide program improvement in preparing novice teachers.

### Theoretical Grounding

This study is grounded in the research informing best-practices for data-driven decision making (DDDM). While researchers have not defined a formal theory for this field (Cox et al., 2017), DDDM is the process of making organizational decisions based on actual data rather than anecdotal data sources and involves collecting data, extracting patterns and facts from that data, and utilizing those facts to make inferences that influence decision-making. While the constructs for this work are still emergent, this study found supportive parallels in the theoretical groundings underpinning action research. Action research is positioned as inquiry designed to increase understanding of the phenomenon identified for study that is highly contextualized and pragmatic (McGregor & Murname, 2010; Smith 2012).

### Summary of Methodology

This is a mixed methods study drawing novice teacher quantitative reporting of impact on student learning and qualitative analysis of teacher responses reflecting on their impact on their student learning. Data were gathered through a partnership between a preparation program and a local educational cooperative. The mixed methods approach is pragmatic, problem-centered, consequence-oriented, and application-based (Creswell, 2013). The researchers felt this approach best fit with the needs of the study as they sought to explore the results of the novice teacher reporting on student impact to inform the teacher preparation program continuous improvement efforts.

### Results

Initial study results indicated that novice teachers were making positive impacts on student academic progression based on self-reported data. However, data indicated the teacher's preparation program produced a significant effect. Data also showed novice teachers struggled to understand supporting diverse student populations (e.g., students of color, students with special needs, English Language learners) and did not report authentic practices aligned with culturally responsive teaching philosophies (Ladson-Billings, 1995, 2014). Novice teachers also struggled to integrate technology for purposes of creation and collaboration, relying instead of technology for consumption and drill (National Technology Plan, 2021).

## **Conclusions and Implications of the Study**

The conclusions for this study elevate the need for teacher education programs to embrace research that follows graduates into the field through intentional partnerships with entities that support novice teacher development. If the goal of teacher preparation from preparation through induction is to support candidates ready for the demands of the job, data on novice teacher impact is critical to understanding program areas of strength and weakness for purposes of curriculum revision. In this study, strengths aligned with content preparation and professional behaviors whereas weaknesses were supporting diverse student populations using culturally responsive pedagogies as well as ability to authentically integrate technology.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 44

# Pursuing Social Justice and Digital Equity through Podcast Creation

Donna Wake<sup>1</sup>, Kristy Bentley<sup>2</sup>, Amanda McFall<sup>2</sup>, Stephanie Boger<sup>2</sup>, Kimberly Burgess<sup>2</sup>

<sup>1</sup>University of Central Arkansas, Conway, AR, USA. <sup>2</sup>K12 Educator, Conway, AR, USA

## Abstract

### Problem Statement

Teacher education and teacher leadership programs typically include instruction on equity. Yet the systems of education continue to be spaces of oppression for many groups of students. More recently, educators have begun to explore issues of equity as they manifest in digital contexts. While equity concerns in digital spaces are most frequently discussed in terms of student access to internet and availability of devices, we now understand equity in digital contexts to be even more complex to include: student/family technology fluency, teacher technology fluency, student/family online engagement, teacher disposition to technology, teacher disposition to culturally responsive pedagogy, and teacher knowledge of equity within the classroom and how equity may be perpetuated in online spaces. In other words, it is complicated.

### Theoretical Grounding

This study is grounded in the tenets of culturally responsive pedagogies. Multiple frameworks exist explicating culturally responsive approaches (e.g., multicultural education, social justice education, culturally responsive education, culturally sustaining pedagogy, culturally relevant teaching, culturally congruent teaching, etc.). Regardless of the number of available models, the research base consistently concludes that culturally responsive pedagogies are effective and lead to positive outcomes for students who are historically (and currently) marginalized and underserved (Ladson-Billings, 1994, 2014).

### Summary of Methodology

This is a descriptive study drawing qualitative inferences from analysis of student created podcasts. Descriptive studies focus on the phenomenon being studied with an emphasis on process and meaning making based on the voices of the participants (Lincoln & Denzin, 1994). Participants in the study included ten candidates enrolled in a graduate program for digital age teaching and learning. Participants produced podcasts exploring issues of equity and digital equity in their current K12 contexts. The podcasts and candidate peer-evaluations were examined for dominant codes, categories, and themes.

### Results

Participants explored digital equity issues by interviewing teacher, students and families about equity concerns including race, trauma, mental health, poverty, language, students with special needs, gifted students, and equity in rural contexts. Across this work, participants noted that equity concerns manifest differently based on student demographics and local context signaling that equity issues are highly contextualized and place-based. Findings indicated a need for continued teacher support and development to meet the increasingly complex needs of diverse students and families using the tenets of culturally responsive pedagogy.

### Conclusions and Implications of the Study

The conclusions for this study elevate the need for teacher education and teacher leadership programs to

embrace culturally responsive pedagogies in physical and digital classroom spaces. While recruitment and retention of a more diverse teacher population is critical, also important to the work of meeting the needs of all students is the intentional and aggressive centering of pedagogical practices that unpack issues of equity and allow teachers and teacher leaders to more fully understand how equity works for all stakeholders in school spaces. Given the increase in use of digital tools to support K12 academic, exploring issues of digital equity must be elevated as a critical part of the conversation.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 46

# Exploring Student Perceptions of the Advancement Via Individual Determination Program (AVID) and Its Influence on Student Motivation to Succeed

David Huber

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### Abstract

Improving students' lives through education is a continuous goal of school systems. Although education has assumed various roles throughout the years, one of the main goals is to help prepare students for future success. A key characteristic of supporting students in their quest of finding their purpose in life is equipping them with the skills and perseverance necessary to ensure the most challenging of life's tasks can be confronted and conquered. The Advancement Via Individual Determination (AVID) Program focuses on developing skills within students not only to help them achieve in the classroom, but also to aid them in successfully transitioning to college, the workforce, and their adult lives. The review of literature provided a foundational understanding within three key areas of student life. The areas of focus were school climate and teacher/student relationships, student motivation, including confidence, self-determination and lastly parental involvement, influence of poverty and student's social life. The primary purpose of the study was to explore high school students' perception of the AVID program and the program's influence on students' education, social experiences, and attitudes toward learning. The study's sample consisted of 61 students attending a rural Tennessee high school. The students were enrolled in either the tenth or eleventh grade and had participated in the AVID program since entering ninth grade. The survey used in this study was adapted with permission from the University of Chicago's study on the AVID program. The current survey evaluated students' perceptions of the AVID program using 27 Likert-scale questions. In addition, seven open-ended questions were included to help further understand student views of the AVID program and to provide additional explanation beyond what was gleaned from the traditional survey. Student responses indicated that the AVID program made a positive difference in their lives from an educational, social, and attitudinal standpoint. Although statistical results showed a slightly higher mean of students' responses regarding their educational achievement, the means of students' responses related to both the social growth and attitude toward learning were also positive. Findings also indicated minor differences in students' perception in relation to the grade level and gender of the student. Student responses overwhelmingly supported the AVID program by using terms such as "confidence," "determination," "encouragement," and "motivation" to describe AVID's impact. Findings showed that students who participated in the AVID program found the program was beneficial and enlightening in their lives and appreciated the opportunities the program provided. By consistently evaluating and reassessing educational systems, schools may recognize how the AVID program helps students implement effective strategies and skills that not only enrich the students who participate in the program, but also share a positive effect with the non-participating students encountered.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 47

**Emergency Distance Education during the Pandemic of COVID-19: Perceived Teacher Support and Learning Environment on Learning Outcomes**

Caroline Cobb, Marlon Boyd, Jianling Xie, Katarzyna Gallo  
Mississippi State University, Starkville, MS, USA

**Abstract**

In March of 2020, higher education students across the US received the devastating news that their educational institutions would shut down the campus and continue the spring semester with online learning due to the widespread of COVID-19. This form of education was widely recognized as emergency distance education and continued in many forms throughout the entire year of 2020. In fact, many students are still undergoing distance education over an entire calendar year later. Emergency distance education affects many areas of a student's life; however, the current research directly examined the effects in three fundamental areas of education such as motivation, comprehension of course material, and overall grade point average. Data were collected through administering surveys to a sample of students representing various majors, classifications, ethnicities, and background. Students' motivation and comprehension of course material *during* emergency distance education was significantly lower than those *before* distance education,  $t(63) = 7.40, p < .001$ ;  $t(63) = 8.29, p < .001$ . Moreover, students' perceived teacher support and learning environment differ significantly by their GPA status or dynamics (increased, remained the same, and decreased) during emergency distance education,  $F(2, 61) = 6.01, p = .01$ ;  $F(2, 61) = 9.87, p < .001$ . Positive learning environment and perceived teacher support benefited the academic performance of students. Finally, the relation between class standing and GPA was significant,  $\chi^2(8, N = 64) = 8.9, p = .01$ . Students that had a higher classification were more likely to report increased GPA. Junior and senior students were better at coping with the negative effects of emergency distance education than freshmen and sophomores.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 48

### **“I'm Getting Secondhand Information from a Person Who Doesn't Like It”: Cooperating Teacher’s Knowledge and Experience of the Physical and Health Education edTPA**

Craig Parkes<sup>1</sup>, Shelley Holden<sup>1</sup>, Nick O'Leary<sup>2</sup>, Jamie Brunsdon<sup>3</sup>

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#### **Abstract**

The purpose of this case study was to investigate the current knowledge and experience of the health and physical education (HPE) edTPA among cooperating teachers within one school district. The rationale for conducting this study was that prior empirical data collected from HPE teacher candidates suggested cooperating teachers lacked the knowledge and experience necessary to support them in the edTPA. Participants were 14 certified health and/or physical education teachers working within the state of Alabama. While performing the role of cooperating teacher, they had supported teacher candidates during early field placements and student teaching. As part of these internship placements cooperating teachers had supervised teacher candidates through full and mock versions of the edTPA portfolio. Qualitative data were collected via semi-structured face-to-face interviews. Nvivo Pro 11 Software was used to manage and code the data using analytic induction techniques. Data indicated that CTs knowledge and experience of edTPA was limited at best. In order of strength, there were five themes related to cooperating teachers' lack of knowledge and experience: (a) training and resources, (b) informal information from teacher candidates, (c) lack of edTPA confidence, (d) help recording lessons, and (e) increased stress versus teacher development tradeoff. This case study reveals that there is a need to: (1) better promote current edTPA opportunities, (2) consider compulsory training for cooperating teachers supervising teacher candidates, (3) develop training handouts and resources, and (4) ensure university faculty clearly communicate edTPA requirements to CTs. These approaches will hopefully lead to increased CT confidence when supporting TCs with their edTPA assignments.

#### **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 49

## Cultivating Preservice Teachers' Culturally Responsive Classroom Management Self-Efficacy through Case-Based Learning

Jessica Herring Watson<sup>1</sup>, Nykela Jackson<sup>1</sup>, Chelsie Dubay<sup>2</sup>

<sup>1</sup>University of Central Arkansas, Conway, AR, USA. <sup>2</sup>East Tennessee State University, Johnson City, TN, USA

### Abstract

The COVID-19 pandemic brought about the need for a rapid shift to online instruction in teacher education. The shift to remote instruction necessitated new strategies to encourage preservice teachers to think critically about their classroom practices and apply their learning. Not having access to an authentic classroom setting or the ability to work with students from diverse backgrounds created a challenge in terms of developing our preservice teachers' (who are predominantly white females) cultural responsiveness. Research has shown that the cultural mismatch between teacher and student backgrounds, viewpoints, and cultural perceptions can impact how teachers approach classroom management and affect the decisions they make regarding classroom management, which represents a persistent and ongoing imperative in teacher preparation (Caldera et al., 2019; Weinstein et al., 2004).

Caldera et al. (2019) noted that traditional classroom management courses have been presented as "culturally neutral, without recognition that this framing is guided by the norms and expectations of mainstream, middle class, European-American culture" (p. 343). However, many scholars have argued that if preservice teachers fail to develop a culturally responsive lens and recognize their implicit biases, they will enter the field ill-equipped to navigate student interactions in a manner that is respectful and culturally affirming (Brown, 2003, 2004; Caldera et al., 2019; Evertson et al., 1983; Gay, 2000; Leath et al., 2019; Weinstein et al., 2004). Further, the systemic pervasiveness of white, middle-class behavioral norms in schools has also contributed to harsher disciplinary practices for students of color; Black and Latinx students are disproportionately more likely to be retained in a lower grade, suspended, and expelled than their white counterparts (Bryan, 2017; Leath et al., 2019; NCES, 2019b). These disciplinary consequences often result from a misunderstanding stemming from differences in the students' cultural backgrounds and the teacher (Weinstein et al., 2004). It is vital, then, that teacher educators engage in the work of preparing preservice teachers to examine their own implicit biases, increase their culturally responsive classroom management self-efficacy (CRCMSE), and develop culturally responsive classroom practices.

This study sought to examine whether the use of case-based learning (CBL) in an online learning environment could support the development of preservice teachers' culturally responsive classroom management self-efficacy (CRCMSE). The Culturally Responsive Classroom Management Self-Efficacy Scale (Siwatu et al., 2015) was administered as a pre- and post-test to 18 undergraduate students (experimental group) and 11 Master of Arts in Teaching students (control group), seeking initial licensure and enrolled in parallel classroom management courses. The experimental group engaged in structured CBL discussions throughout their course. Results from the Analysis of Covariance (ANCOVA) showed that CBL positively impacted the experimental group's CRCMSE; they demonstrated significantly higher CRCMSE than a control group that completed a classroom management course that did not employ CBL. The experimental group reported increased CRCMSE regarding communicating with parents from diverse backgrounds, applying culturally responsive strategies to minimize classroom management issues, and managing interactions confidently. These findings indicate that CBL can be an effective intervention for increasing preservice teachers' CRCMSE.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 50

# Describing Preservice and First-Year Teachers' Intention to Use and Actual Use of Technology-enabled Learning

Jessica Herring Watson

University of Memphis, Memphis, TN, USA. University of Central Arkansas, Conway, AR, USA

### Abstract

Technology-enabled learning (TEL) is 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, 2005; Nelson & Hawk, 2020). This construct focuses not on what technology tools are used but on how technologies are used to support active, student-centered learning in the classroom. While the research base is replete with studies examining preservice teachers' perceptions of, attitudes toward, and intentions to use technology (e.g., Farjon et al., 2019; Joo et al., 2018; Sanchez-Prieto et al., 2019), few studies examine TEL specifically or focus on the transition period from student teaching to first-year induction (Han et al., 2017; Nelson & Hawk, 2020). Even in programs of study that center TEL and student-centered teaching practices, recent research indicates preservice teachers' intention to use TEL in their future classrooms decreases as they move through their programs of study and is lowest during student teaching (Herring Watson & Rockinson-Szapkiw, 2021).

This study is grounded in research informing the role of technology in facilitating constructivist pedagogical practices. Scholars have established the effectiveness of TEL over the last two decades (Barak, 2017b; Bower et al., 2013; Ertmer & Ottenbreit-Leftwich, 2012; Hirsh-Pasek et al., 2015; Jonassen, 2005), and professional and accrediting organizations have centered the need to prepare educators and students to be engaged, constructive users of technology (CAEP, 2022; ISTE, 2017). However, the use of TEL aligned with constructivist practices has evolved slowly (Barak, 2017a; Lee, 2018; Nelson & Hawk, 2020; Tondeur et al., 2016). Because this study examines intention and actual use of TEL, Ajzen's (1985) Theory of Planned Behavior also provides a theoretical lens through which to examine the body of collected data.

The purpose of this qualitative case study is to describe participants' intentions to use TEL compared to their actual use of TEL (Yin, 2018). The first phase of data collection focuses on candidates in their student teaching experience. In the second phase, participants will be in their first year as teacher of record. To appropriately limit the scope of participation (Creswell and Creswell, 2018), participants are middle level education majors within a shared cohort at a mid-size public teaching university in the south-eastern United States. Data sources included one-on-one interviews, direct observations, and written and digital artifacts such as lesson plans.

As this is a research-in-progress submission, data collection and analysis are ongoing. Should this paper be accepted, preliminary results will be available and presented.

The multiple layers of evidence in this study provide important insight into how teacher educators and teacher education programs can cultivate intention to use TEL among preservice teachers and better support educators in their actual use of TEL during early career teaching - a complicated transition period.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**51****Using Children's Literature in School Counseling Services Related to LGBTQ+**

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University of Central Arkansas, Conway, Arkansas, USA

**Abstract**

Students from the LGBTQ background are often bullied in schools. They may also have self-esteem issues themselves. How can school counselors provide counseling services to school children in a sensitive way? The authors of this article believe that quality children's books provide an excellent anchor for counselors and teachers to bring up and discuss the topic with children and young adults. They reviewed literature on different school counseling practices especially research related to using children's literature in counseling. A total of 12 picture books and 10 chapter books with significant LGBTQ contents were reviewed, and appropriate counseling activities for each book were designed for school counselors and classroom teachers to consider implementing.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 52

# Silence is not an Option: Addressing the Disproportionate Representation of Black Students in Special Education

Donna Ramsey, Nan Adams, Thomas DeVaney  
Southeastern Louisiana University, Hammond, Louisiana, USA

### Abstract

Despite variations in the way the Louisiana Department of Education (LDOE) define special education disproportionality, statistical data revealed that Louisiana public schools experience persistent challenges in addressing disproportional representation of Black students in special education. A review of the LDOE's *Significant Disproportionality, Coordinated Early Intervening Report* (CEIS) showed that Black students were overrepresented under the category of intellectual disabilities. Additionally, the CEIS report disclosed that Black students who receive special education services were more likely to receive disciplinary actions (i.e., out-of-school suspensions) than any other group of students in special education.

The conceptual framework for this study was based on a review of literature on special education disproportionality. Studies that have investigated the overrepresentation of students of color in special education cited various contributors, including the special education process, social factors, implicit bias, and calculation methods used to define disproportionality. Potential causes of disproportionality have been identified at the state, district, and school-level. Remedies such as requiring states to use a standard calculation method, system-wide organizational changes, and culturally responsive classroom practices have been cited as remedies to reduce disproportionality in special education.

The purpose of this study was to examine contributors of disproportionality and explore remedies used to reduce the overrepresentation of Black students in special education. A two-phase parallel sequential exploratory mixed-methods design was used in this study. During the qualitative phase (Phase 1), the researcher conducted 13 interviews and focus groups. Individual interviews were conducted with special education directors and focus groups were held with general education teachers of K-8 students. Because of the COVID-19 pandemic, virtual interviews and focus groups were conducted with the participants. Findings from qualitative data in Phase 1 were analyzed and used to develop a survey instrument. Hence, the quantitative survey questions were formulated based on the findings from the qualitative data. During the quantitative phase (Phase 2), an electronic survey was administered to a larger sample of teachers within the public education setting.

Specifically, six public school districts participated in this study. The districts were located in rural, suburban, and urban areas of Louisiana. Seven special education leaders participated in individual interviews. A total of 40 general education teachers participated in one of seven focus groups conducted by the researcher.

Findings from this study revealed that the overrepresentation of Black students in special education is a microcosm of the racial disparities facing society. Decisions made at the state-level affects continuity at the district and school-level. Hence, leadership discontinuity underlies the continuity in education. Educators explicitly support the concept of education equality. However, implicit bias and unconscious beliefs hindered their abilities to make unbiased decisions about Black students. Moreover, prejudicial beliefs interfered with educators' ability to develop positive relationships with Black students and their parents.

This study provided an understanding of why special education disproportionality persists. Special education leaders acknowledged that to some degree, cultural differences affect disproportionality; however, it was unrecognized by the majority of teachers who participated in this study.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 53

**Academic Support Services Impacting Rural Student Retention**Angel Jowers, Celeste Wheat

University of West Alabama, Livingston, AL, USA

**Abstract**

While there has been much recent research on retention strategies and student support services, the focus on rural students and their impact on rural institutions have not been widely examined. Students from rural, low-income, working-class backgrounds are less likely to attend college and persist, which has created enduring barriers to mobility and propagated inequities (Ardoin, 2018; Malkus, 2018; Soria & Bultmann, 2014). There is also a dearth of research pertaining to the specific support services that may increase understanding of rural students and their needs related to retention and educational attainment.

Researchers understand that high impact practices, such as better student engagement, advising, academic support, tutoring, and mentoring, help to develop and enforce a culture centered on student success (Bettinger & Baker, 2014; Bonet & Walters, 2016; Braxton et al., 2007; Goldman, 2019; Kuh et al., 2010; Savory, 2016; Skolglund et al., 2018; Tinto, 2012). However, research on centralized academic advising and tutoring provided to rural students at rural institutions is conspicuously absent.

Using a combined theoretical framework involving Tinto's (1975; 1993) Social Integration Theory and Bean and Eaton's (2000) Psychological Model of Student Retention, this descriptive comparative study quantitatively examined the existence of a relationship between types of services accessed by rural students (tutoring and centralized advising) and their retention, and the number of accessed services and retention. Data collection included records of 486 students who participated in one or more of the services were examined. Chi-Square Test of Independence revealed a statistically significant relationship between tutoring and retention ( $\chi^2(1, N=486) = 9.065, p = .003$ ) and centralized advising and retention ( $\chi^2(1, N=486) = 4.523, p = .033$ ). Further analysis conducted on the association between race, services accessed, and retention behavior demonstrated a significant association between tutoring and centralized advising among African-American students. Results of the Chi-Square indicated a strong, positive relationship between tutoring and retention behavior,  $\chi^2(1, N=247) = 10.486, p = .001$ , and a moderate, yet positive, relationship between centralized advising and retention behavior,  $\chi^2(1, N=247) = 6.090, p = .014$ . African-American students who participated in tutoring were retained at 82.5% and those accessing centralized advising were retained at 71.6%.

Overall, the results indicated that providing multiple support services and increasing student engagement in these services leads to better retention for rural college students. The various analyses demonstrated that the relationship between tutoring and retention and centralized advising and retention was significant and may indicate successful integration of rural students into the college community and positive reactions to institutional interactions. By providing evidence of relationships between tutoring and centralized advising and rural student retention, the study can offer practical strategies to increase retention for these students at rural institutions. This research has implications for university administrators, student affairs practitioners, and higher education professionals seeking to improve retention-related services and programs.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 54

### **E-Learning in Early Childhood Education: Support for a Best Practices Guide**

Carmen Carter, Kasia Gallo

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#### **Abstract**

Effective online teaching and learning strategies have become a key focus of research as technology and access to it expand. The COVID-19 pandemic, during which millions of students were learning through online methods alone, revealed a gap in the development of these strategies: early childhood education. Early childhood education refers to an educational program created to improve future school performance and developmental trajectory in preschool-aged students. Though early childhood education has several evidence-based benefits for development, little research on online implementation has been conducted that caters to this age group specifically, with secondary and undergraduate students garnering most of the attention.

The following paper examines the cognitive, affective, and behavioral aspects of online learning in preschool. An EBSCO discovery search was conducted using the key terms: e-learning + early childhood, early childhood education, online preschool, and digital learning in early childhood education. Articles published in a language other than English and those that did not involve the population in question were omitted. By reviewing both current perceptions and established effectiveness of technology-based learning in early childhood, a best practices list is developed that provides preschool practitioners with a holistic approach to effective preschool education. Broad categories of practices presented include technology, instructional design, educational design, communication, training, and characteristics of home environment. Ideally, emerging early childhood e-learning strategies will incorporate these best practices, as each category consists of evidence-based recommendations for optimal web-based administration in that domain. It is recommended that further research be conducted that examines the effectiveness of online preschool education in America and on students with disability status.

#### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 55

### ***Camera Usage in Introductory Education Classes: Can You See Me Now?***

Chanel Schwenck<sup>1</sup>, Jessica Pryor<sup>2</sup>

<sup>1</sup>Murray State University, Murray, KY, USA. <sup>2</sup>Henry County Schools, Paris, TN, USA

#### **Abstract**

In the fall of 2020, universities had to respond to CDC guidelines due to COVID-19 by implementing synchronous hybrid classes. This phenomenological, qualitative study holistically explores education students' perspectives on their hybrid education classroom experiences. The 15 preservice teachers who participated in individual interviews explained the impact of camera usage on their experiences in hybrid face-to-face and Zoom classes. This research study focuses on the themes of engagement and connectivity and how they impact educator preparation within a P-20 context. Students enrolled in their introductory education course were included in this study. Traditionally, professors continuously monitor and adjust their teaching, and students have the opportunity to collaborate with peers. However, COVID-19 forced universities to limit face-to-face classroom interaction. Preservice teachers expressed their concerns and challenges of engaging in class and connecting with peers. The 15 students reflected on how this experience will impact their choice to enter the field of education. The students provided insight to synchronous hybrid classroom challenges. Some students were able to shift their learning strategies to achieve success in a synchronous hybrid environment. The researchers found that camera usage played a role in students' experiences. Camera usage fostered active engagement with course content. Additionally, students felt connected to other students who chose to leave their cameras on. Exploring camera usage policies in synchronous hybrid classrooms will provide more effective engagement and increased connectivity in introductory education classes.

#### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**56****Alcohol Use in College Settings**

Kayla Hopper, Mia Spencer, Sean Ragsdale, Jianling Xie  
Mississippi State University, Starkville, MS, USA

**Abstract**

This study explored the correlation between binge drinking and student engagement. Binge drinking is defined as consuming five or more drinks within a two-hour period. Student engagement is defined by multiple variables: grade point average (GPA), class attendance, and school organization involvement. Self-report surveys were used to collect the data. The sample included 49 undergraduate students from Mississippi State University. We found that students who reported regular binge drinking were less likely to attend class. Moreover, male college students were more likely to engage in binge drinking than their female peers.

Keywords: binge drinking and student engagement.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

57

## A Comparison of Departmental Structures on the Reading and Mathematics Achievement for Grades 3 & 4 in one Alabama School System

Rikki Wise<sup>1</sup>, Jane Cobia<sup>1</sup>, Patrick Chappell<sup>2</sup>, Peggy Connell<sup>3</sup>

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### Abstract

As the focus on academic accountability rises, educators have been reexamining the organizational structure of elementary classrooms. There has been a growing trend to change the organization and operation of elementary schools from teachers' traditional roles as generalists to teachers becoming an expert in one or two content areas known as departmentalization. The study examined the effects of departmentalization on third and fourth-grade students' academic performance in reading and the effects of departmentalization on third and fourth-grade students' academic performance in mathematics. The researcher used an *ex post facto* design and selected two groups of students, students taught in departmentalized classroom settings and students taught in self-contained classroom settings, and compared their growth in reading and mathematics achievement. The dependent variables were reading and mathematics gain scores on the Scantron Performance Series for four school years: 2015-2016, 2016-2017, 2017-2018, and 2018-2019. As compared to the Illinois Standardized Achievement Test, the Scantron Performance Series has a strong, positive correlation in reading,  $r = .76$  to  $r = .84$ , and in mathematics,  $r = .75$  to  $r = .82$ . The test-retest reliability coefficient for the Reading Foundations subtest ranged from .80 to .90 and the Mathematics subtest ranged from .84 to .87. To reduce the threat of selection bias and participant maturation, the researcher compared third and fourth-grade students in the same school district. To reduce the threat related to testing, assessments were administered three times spaced four months apart and different items were used on each administration. The researcher applied a two-stage sampling design utilizing a nonprobability approach, convenience sampling, and a probability approach, random sampling. For the convenience sampling stage, one school district in northeast Alabama was selected. Seventy students were selected from each third-grade, self-contained and departmentalized classroom environments and 70 students from each fourth-grade, self-contained and departmentalized classroom environments for each content area for the four designated school years. The researcher used descriptive and inferential statistics to analyze the data. Only one of the four independent groups *t*-tests revealed a significant difference between growth scores for third or fourth-grade students taught in departmentalized classroom settings or in self-contained classroom settings. Mathematics growth scores for fourth-grade students taught in a departmentalized classroom setting ( $M = 137.16$ ,  $SD = 103.90$ ) were significantly lower than fourth-grade students taught in a self-contained classroom setting ( $M = 162.21$ ,  $SD = 102.39$ ),  $t(558) = 2.87$ ,  $p = .004$ . However, the effect size of  $r = .12$  was weak. These findings may provide a framework for administrators in determining the appropriate classroom organizational structure (self-contained or departmentalized) to implement. Further research may be warranted to examine extenuating factors that could contribute to one specific classroom organizational structure as more effective than another such as teacher expertise in the content, students' experience in the classroom organizational structure, and the poverty level of students.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 58

## Rural Student Perceptions on Learner-Instructor Online Engagement Strategies

Kyla Pratt, Reenay Rogers

University of West Alabama, Livingston, AL, USA

### Abstract

Distance education is a growing phenomenon. Due to the expansion of technology, distance education has opened the doors of higher education to many rural students in the United States. According to Colorado State University Global (2018), distance education has diminished many barriers, making higher education more attainable for rural students because of the flexibility, convenience, and assets that distance learning offers. While small rural schools are often known for their close and personal relationships between learners and instructors, contributing to a family-like atmosphere, distance education often prevents this environment from forming due to the transactional distance between learners and instructors (Irvin et al., 2009).

Teaching presence is a key element in how students perceive and navigate the online environment. Multiple scholars have affirmed the importance of teaching presence in the online environment and its effects on student satisfaction, persistence, and retention (Dixon, 2010; Gonzalez & Moore, 2020; Muljana & Luo, 2019; Thomas et al., 2014). Student engagement is an essential part of student success in the online environment, yet research has shown that faculty and course designers often struggle with developing courses that foster engagement within the online environment because little is known about students' online experiences (Bolliger & Martin, 2018; Dixon, 2010; Groccia, 2018; Pazzagli et al., 2016; Westra, 2016). Poor student engagement in online courses has motivated researchers to examine online strategies to better understand and improve student engagement in an online environment.

Based upon Michael Moore's Transactional Distance Theory (1997), this quantitative, descriptive approach explored rural students' perceptions of strategies fostering learner-instructor interactions in an online environment at a small, rural university. The Online Engagement Strategies Questionnaire (OESQ) created by Martin and Bolliger (2018) was completed by 139 participants. Descriptive statistics revealed that 64.3% of participants perceived the learner-instructor strategies as important or very important. Among the 10 learner-instructor strategies presented to students, regular announcements or email reminders from instructors rated the most important strategy ( $M = 4.66$ ;  $SD = .57$ ) while providing students with an opportunity to reflect (e.g., via a journal or surveys) was least important ( $M = 3.91$ ;  $SD = .87$ ). The research also examined the significant differences in rural students' perceptions of online engagement strategies based on academic levels (undergraduate and graduate/post-graduate). The research hypothesis presumed a difference in preference for types of engagement strategies based on academic experience. An independent samples  $t$ -tests revealed no significant difference between undergraduate and graduate/post-graduate students and learner-instructor interaction,  $t(137) = 0.84$ ,  $p = .401$ ,  $d = 0.15$ , 95% CI [-0.08, 0.20].

The findings provide knowledge about rural students' perception of specific engagement strategies within an online environment. Overall, the research results indicated that rural students value learner-instructor interaction and supported previous research in the theory that instructor presence is a key factor in fostering student engagement (Gonzalez & Moore, 2020; Jackson, 2019; Martin & Bolliger, 2018). The research has implications for faculty, course designers, and administrators serving rural students who wish to create a more engaging online environment for students.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 59

# Exploring Elementary Students' Vocabulary Development through Read Alouds

Rebecca Giles, Hannah Szatkowski, Karen Morrison, Lauren Brannan  
University of South Alabama, Mobile, AL, USA

### Abstract

The benefits of reading aloud to children are well-documented (Acosta-Tello, 2019; Lane & Wright, 2007; Trelease, 2013) and include vocabulary acquisition (Beck, McKeown, & Kucan, 2002; De Temple & Snow, 2003; Brabham & Lynch-Brown, 2002; Sénéchal, 1997; Sharif et al., 2003). Conducting systematic inquiry to identify and implement practices toward improvements in teaching (Hine, 2013) is recognized as a valuable means for in-service teachers to foster advancement in their pedagogical expertise (Atay, 2008) and increase professional growth (Chow, et al., 2015) by becoming more reflective practitioners (Clausen et al., 2009). This action research collaboration between teachers enrolled in a graduate reading course and teacher educators investigated the effectiveness of occasionally and selectively pausing for conversation as a student thinks and talks about target words in text on students' increased use of target words during retelling and/or the overall quality of the retelling. Three elementary teachers enrolled in a graduate reading course, chose a book meeting specified criterion, identified six Tier 2 target words, created five elaborations for each word, and selected four average-performing students to whom she would individually read the book aloud. For two students, each teacher conducted an intentional read aloud for the purpose of teaching vocabulary by pausing at designated intervals to provide elaborations and engage the student in conversation related to the target words. The six students (2 per teacher) hearing the intentional read aloud were members of the treatment group. For two students, each teacher conducted a simple read aloud eliminating the elaborations. The six students (2 per teacher) hearing the simple read aloud were members of the comparison group. After hearing the story read aloud, teachers asked each student to retell the story using the illustrations as prompts as he/she flipped through the book page by page. During each student's retelling, teachers tabulated the target words used and noted whether any word included was used correctly. Additionally, teachers rated the overall quality of each student's retelling using a 3-point scale (1- little, 2-some, 3- significant) to indicate the amount of detail and explanation provided. Tabulations and ratings served as quantitative data in this study. Findings revealed increased use of target words and higher quality of retelling following an intentional read aloud.

**Select the TRACK most applicable to your submission:**

Other

## 60

### Behind the Scenes: The Teaching Shifts during the Pandemic

Abigail Spaziani

Middle Tennessee State University, Murfreesboro, TN, USA

#### Abstract

**Purpose:** Teachers have altered instructional teaching and learning practices to accommodate the virtual and in person school environments. The purpose of this narrative study is to share the stories of elementary teachers in public schools in Middle Tennessee during the COVID-19 pandemic. I seek to share ways teachers have conducted and engaged in effective teaching as they are experiencing changes in the academic environments. The study focuses on the shifts of effective teaching before and during the pandemic. In particular, this research question is *What stories do teachers share about effective teaching during this major shift in the field of education?*

**Methods:** To gain insight, a total of three elementary teachers were selected for this study out of a larger group of ten. Furthermore, participants were selected based on years of experiences ranging from five years to 15. Each participant was interviewed one time ranging from one hour to an hour and a half, and shared teacher experiences of effective teaching prior and during COVID-19. To analyze I close read the transcripts, then engaged in coding (Merriam & Tisdell, 2016). The codes were then organized into categories as I reread in order to identify patterns and teacher experiences.

**Initial Results:** Results indicated three patterns that were identified within the study which are: 1. curriculum adaptations, 2. technology, and the 3. well-being of students. Before the pandemic the curriculum had various views of being explicitly paced or not consistent. During the pandemic there was commonalities of concerns from all three participants and the obligation to adapt the curriculum for effective practices. No participants discussed technology before the pandemic. One participant stated during the pandemic, "I'm a lot more *plugged in* and it is almost impossible not to be." All three participants discussed technology as another area of concern for effective practices during the pandemic. Another participant made this statement about online assignments, "These assignments are not working for our kids, we need to start making our own." Lastly, one participant identified the well-being of students before the pandemic. During the pandemic all three participants identified the importance of the well-being of students for effective practices. One teacher stated, "I mean you literally see depression, when the kids aren't able to learn like they want to learn now."

**Conclusion:** For educators during the pandemic, all three participants experienced shifts of rapid adaptations for effective teaching. Whether it included adapting the curriculum, learning new technology, or assuring the well-being of a student. All three participants displayed believer qualities as Muhammad (2018) describes. Believers operate with an emphasis on student-centered archetypes. Results in the study suggest that positive schools could encourage adaptive behavior for teachers in school environments.

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**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 61

# Preservice Early Childhood Educators' Understanding of the Creative Process

Karen Walker

Northwestern State University, Natchitoches, LA, USA

### Abstract

Fostering creativity is one of the most rewarding – and challenging – endeavors an early childhood educator faces when working with young children. Faculty members teaching a course on creative arts and literature discovered that most of our preservice early childhood educators had few memories of meaningful engagement in the creative process. We engaged in self-study research of our teacher education practices seeking ways to address the complex task of teaching creativity and intentionally chose to make critical decisions about our practice, reflect on our interpretations, and allow for amazing possibilities. Throughout the semester, we made observations, took photographs, and recorded interactions. Then, during weekly debriefing sessions, we used narrative and descriptive methods of data collection to understand the way things are and what they mean. Carefully designed activities would enhance students' understanding of creativity. We began by dispelling the notion that creativity was only related to moods, or that it was genetically programmed. The classic brainstorming activity - how many uses for a paperclip? - garnered few original ideas. The next week, we offered open-ended activities to build knowledge, provoke questions, and solve problems using imagination and innovation. Props and prompts encouraged them to make a list of uses for unusual household items, such as a citrus reamer and dryer ball. A picture of a scene led to a story complete with characters, feelings, problem, and solution. Students took turns adding a sentence to this hook, "Two friends were walking across the playground when they heard a loud, crashing noise..." Another group made lists of "How many things... make you happy? are in the sky? are blue?" Our students were much more successful producing something original, appropriate, and useful when they worked collaboratively to achieve joyful learning. Students created their own masterpiece after a reading of the story *The Dot* by Peter Reynolds. Using a variety of materials and a copy of the main character's swirly frame, students completed their project and were reminded to sign it. An important aspect of the creative arts is appreciation - students were asked to attend an event that featured adult creative activities - guided art instruction, concert, gallery exhibit - and report on the experience. Another assignment was to develop a process art activity to share with classmates. Process art emphasizes the freedom to explore with materials instead of adhering to specific instructions. Students were challenged to bring very low, or no, cost materials. Their culminating project, in lieu of a final exam, was to synthesize content into a presentation of learning. Students brought games, made jewelry, wrote poetry, sang a rap song, and drafted a letter to Santa. An accompanying narrative, completed project, and references were also submitted. This self-study research revealed that to understand the creative process and acquire the skills to foster developmentally appropriate art activities for young children we must present content, activities, and assignments in a progression that allows our students to understand creativity, create and appreciate art, and develop original activities. This knowledge can be useful for other's teaching courses on creativity.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 63

# Factors that Impact Success of Institutional Effectiveness Initiatives

Mallory Benedetto<sup>1,2</sup>, Bryan McCoy<sup>2</sup>

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### Abstract

This position paper is focused on a significant issue facing institutions of higher education: the success of institutional effectiveness (IE) initiatives. These initiatives are often required for institutional accreditation and necessitate many resources both in the form of employee time and institutional finances (Principles, 2017). Their success is impacted by the support of both faculty and administrators, which can be fostered by factors of implementation (Welsh, 2003). These factors address unique challenges related to change in this context due to ideals of higher education such as academic freedom (Tracey, 2006). The combination of professional experience and case study research in this paper will facilitate knowledge to inform decision-making surrounding implementation of IE initiatives. This paper will provide practices and ideas for directors of such projects as well as higher education administration on factors that can foster success.

Findings as part of a pilot study at a two-year institution of higher education that recently completed a successful IE initiative supported factors in the literature that are shown to foster success as well as factors observed through professional experience. Other factors found in the literature as well as some factors emphasized by accrediting agencies do not stand out as impacting the success of this particular initiative. While some aspects of IE are perceived differently by administrators than faculty, institutions that foster a shared goal of improved student and institutional success experience more support for these initiatives (Welsh, 2003). The focus and measure of this success can be different, but a common view of internal motivation for the project is an important factor for belief and participation in the project (Welsh, 2003).

In addition to the perception of the motivation for the project, the attitude surrounding accreditation in general at an institution has an impact on the support for and success of these initiatives. Institutions that adequately emphasize to campus stakeholders the importance of accreditation will experience more support for IE initiatives (Welsh, 2003). Finally, in order to address resistance that may come from perceived threats to academic freedom, leaders should ensure that participants in the project feel that they have flexibility and autonomy in decisions made within the classroom but are supported and provided with resources and collaboration on the project as a whole (Campbell, 2014). This balance contributes to the overall desire for the project to succeed from both administrators and faculty. By carefully considering the perspectives of both faculty and administrators, leaders who oversee IE at institutions of higher education can implement change that has a meaningful impact on quality.

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Innovative Initiatives in Education

**64****THE COVID-19 PANDEMIC: A QUALITATIVE STUDY OF COLLEGE STUDENTS' PERCEPTIONS AND RESPONSES**

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**Abstract**

Thirty undergraduate and graduate students at a large public university participated in a qualitative study that aimed to determine how they are handling life during the COVID-19 pandemic, as well as what they miss most about pre-pandemic life. Results of an initial round of open coding indicate that the pandemic has impacted students' mental health in an adverse manner. Results also show that many participants are frustrated with pandemic-related restrictions. In terms of what participants miss most about pre-pandemic life, responses could be grouped into the following categories: travel, social gatherings, and freedom of choices.

In terms of implications, this study allowed researchers to identify college students' perceptions of COVID-19 and their responses to the policies and protocols in place due to the pandemic. This research allows faculty and staff that are working with college students make informed decisions based on the concerns that students may have due to the pandemic as well as how these new protocols have been impacting the mental health of college students. Mental health professionals may also take these perceptions into consideration when delivering services to students, and university administrators can make informed decisions in terms of expanding mental health services to students.

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Social and Cultural Change in Education

**65****From Vague Standards to Qualitative Clarity: A Validation Study of the Multicultural Text Selection Rubric**

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**Abstract**

Student populations in the United States secondary classrooms are becoming more diverse (NCES, 2019). With the growing cultural and linguistic diversity of students comes the need to include culturally diverse literature in the curriculum to reflect students' cultural experiences and broaden and challenge their perspectives (Kim, 2014; Miller et al., 2008; Okoye-Johnson, 2011). The need for this inclusion is recognized in the Common Core State Standards (CCSS). However, 14 U.S. states have opted either not to adopt the CCSS or have adapted them with major modifications. This dissertation is a mixed-methods study where the qualitative research develops quantitative measures and instruments (Steckler et al., 1992). First, by adopting Critical Discourse Analysis (CDA) as a theoretical framework, I examine the intersection of language and ideology within the discourse of the standards of the National CCSS and the 14 different states (Wodak & Meyer, 2008; Albakry & Williams, 2016). Informed by the findings regarding how culturally diverse literature is constructed, a rubric template was developed to serve as a model for selecting multicultural texts. The second approach is a survey study to examine teacher perception of culturally diverse literature and its use in the classroom. CDA found patterns in the language used in the state standards that were vague and emphasized certain values of the states' departments of education. The rubric helps clarify some of the vagueness set forth by those state standards and emphasize the application of the standard in the secondary classroom. As the rubric informed the creation of the survey, analysis of the responses found that the quantitative results did not fully support the qualitative research. Most of the rubric was supported by the survey responses; however, survey responses to many of the Authorship statements did not yield high factor loading scores. These responses can be the result of a small sample size as different sample sizes will yield different results on the survey. The dissertation has implications for best practices in guiding teachers in the selection of culturally diverse texts, teaching these texts effectively within the CCSS, and expanding student knowledge beyond the texts.

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Social and Cultural Change in Education

## 66

### Advising Students in a Graduate Preparatory Program

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#### Abstract

Attendees of the concurrent session will

- Discuss and compare experiences advising graduate students
- Demonstrate understanding of Knowles' (1984) characteristics and principles of andragogy
- Develop a plan to integrate Knowles' *Adult Learning Theory* into their current advising practice of graduate students in preparatory programs: adult learning is problem-centered

Graduate students are uniquely different than undergraduates. Graduate students often operate within a constructed, yet still developing, self-concept. Students enter graduate preparatory programs with an accumulation of learned experiences and a readiness to learn about a specialized area of their intended profession. Past academic success as an undergraduate student and an emerging set of professional competencies have equipped graduate students with an orientation for deeper learning and an internal motivation for career advancement.

Academic advisors for graduate preparatory programs can frame this motivation in a way that promotes deeper learning and career advancement. The concurrent session will explore Knowles' (1984) *Adult Learning Theory*, specifically characteristics and principles of *Andragogy*, through the lens of a graduate preparatory program advisor. Attendees will participate in small group discussion, work collaboratively to answer a case study, and recognize ways to integrate Knowles' theory into practice.

The presenter will begin the session with a self-introduction and share why he is qualified to speak about the topic. Next, the presenter will offer an overview of Knowles' *Adult Learning Theory* and include examples that help solidify learning. The presenter will share how advising graduate students can exist within this theoretical framework. Next, the presenter will split attendees into small groups and charge each group with responding to a case study utilizing assumptions and principles of the theory. The response of the case study will help attendees conceptualize the contemporary relevance Knowles' (1984) *Theory of Adult Learning* has on advising students enrolled in a graduate preparatory program. The culmination of this discussion and activities will prompt attendees to consider new strategies for advising students enrolled in graduate preparatory programs.

#### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 67

# Undergraduate Faculty Impressions of Pivot Teaching During the COVID-19 Epidemic: A Literature Review

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### Abstract

As a result of the COVID-19 pandemic, higher learning institutions transitioned to online instruction around March 2020. This change impacted faculty and students alike. The purpose of present literature review is to highlight faculty experiences during this unprecedented pivot from traditional to distance learning. We have located 28 peer-reviewed empirical reports published in 2020 and 2021, using the following search terms: covid-19 pandemic AND pivot teaching AND higher education or college or university or post-secondary AND undergraduate to identify articles in three databases: Academic Search Complete, PsychINFO, and ERIC, as well as in Google Scholar. Understanding what happened during this challenging time helps us to be better prepared for future wide-reaching changes in education.

We identified the following themes: a) motivation deficits, b) willingness to move online, c) learning assessment difficulties, d) extensive prep time, e) technology-related difficulties, f) shifts in student-professor relationships, g) communication issues, h) teaching/learning environment challenges, and i) institutional support.

Faculty motivation was diminished by the anxiety-provoking reality of a global pandemic, and by perceived lack of student motivation. Additionally, faculty new to distance education were overwhelmed by the challenge of pivoting from traditional teaching. Many struggled to quickly learn how to effectively teach online. One aspect of switching to online teaching proved difficult for many: assessing student learning. Faculty accustomed to administering pen and paper tests worried about student cheating, and lack of clarity regarding student mastery of the material before the tests. Relatedly, students also reported confusion regarding the online test format and how to best prepare. For some, the switch to online teaching meant moving from no online presence, or minimal online presence, to online-only presence of their courses, thus many faculty reported extensive class prep times. Relatedly, all-online teaching exposed issues with technology: inadequate internet connections for both faculty and students, and problems with videoconferencing platforms, initially unable to handle to heavy use.

Lack of face-to-face contact affected student-teacher relationships and communication in multiple ways. Some felt strained by having to be available to students 24/7, others reported that the sense of shared difficulties resulted in a feeling of camaraderie and increased connection. While some faculty reported unsatisfactory communication with their studies, others felt they were more thorough communicating with students in the online format. Home environment was often an obstacle to online learning delivery (for example, having small children), though some faculty reported having fewer distractions and therefore being more effective than while being on campus. Relatedly, home environment was sometimes an obstacle for students as many did not have access to laptops/cameras and reliable internet connection. Lastly many educators felt they lacked familiarity with the online teaching resources available through their institutions, however it was not due to institutional shortcomings as much as the quick turnaround time.

We hypothesize that as more literature is published, faculty will report increased self-efficacy (“we made it work!”) as well as a deeper understanding of the inequities in access to devices and internet connectivity in higher education necessary for effective distance delivery.

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Innovative Initiatives in Education

**68****Whiteness owns it, Blackness defines it: Rural reality in the Black Belt**

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**Abstract**

This paper interrogates the plantation logic that endures in the Southern Black Belt and its negative effect on rural schools and schooling. The Black Belt of the American South is both an agricultural region, signified by the lush fertility of Black soil, and also, a term used to describe the 200-odd plantation counties stretching from Virginia to Texas that are populated predominantly by Black Americans (Raper, 1936). The centrality and spatiality of Black life, defined as "the spatial imaginaries, space-making practices, and senses of place rooted in Black communities" (Hawthorne, 2019 p. 5) has been ignored and displaced in educational rural research. Race is ignored as a significant factor in rural education. Schooling structures, economic structures, and power have often been predicated on the ability to use, abuse, and distance whiteness from Black bodies, and the plantation is where this structure was practiced most, where whiteness owned the land and Blackness defined and operationalized its importance. We connect the frames of plantation logic to rural education as a theoretical lens through which we are able to identify the afterlife of slavery in the American South, where space, place, and power collide with the historical antecedents of settler colonialism and white supremacy.

Using Critical Race Theory as a frame of investigation, we define and explain rurality (as rural reality), and discuss the critical need for race-consciousness in rural educational scholarship. We argue that any examination of schools and schooling in the rural, Southern Black Belt must pick up and engage the persistent, enduring logic of plantation politics, and/or examine rural equity work through a racialized lens. Even defining 'rural' is an ongoing challenge for scholars addressing rural education (Bryant, 2010; Tieken, 2014). This is even more difficult for those scholars that are specifically focusing on racial equity work in rural education. In our paper, we wrestle with defining rural and identifying a rural reality for life in the Black Belt South. We understand the term rurality to signify and describe rural reality. This distinction, at least for us, centers on how life, work, and play in rural spaces are situated through a socio-historical context and creates space for us to understand the racial reality of these complex spaces.

We end by proposing an alternative vision of rural education scholarship in the Southern Black Belt that invites space for anticolonial liberation. We hope to provide educational scholars with both a race-conscious approach and an actual racialized theoretical framework. Rural reality, especially in the Black Belt, is too often racialized as white unless the operating logic and proximity of plantations are interrogated. We invite other rural scholars to join us in a collective "ownership of one's responsibility in the continuing fight for equity and justice" (Williams and Tuitt, 2021, xvi) that changes the historical landscape of the South from one of dispossession to belonging. Our hope is that this discussion opens new discursive spaces for envisioning rurality and anticolonial liberation.

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Social and Cultural Change in Education

## 69

# The Value of Implementing Social Emotional Learning Assignments in Teacher Candidate Field Experiences

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### Abstract

Fall 2020 was an unusual semester due to the pandemic. Despite following COVID protocol, 19 teacher candidates in their first year of residency at . . . University, participated in a study investigating the effect of course instruction and implementation of social emotional learning (SEL) assignments on the teacher candidates' emotional intelligence (EI) and teacher candidates' perception of the value of designing and employing SEL assignments at their field placements. The assignments were learning contracts/menus/choice boards, formative assessments, behavior management plans and self-reflections based on the international organization Six Seconds, The Emotional Intelligence Network's 8 Competencies from the Six Second Model of EQ.

Auguilar emphasized the importance of equipping teacher candidates with EI skills that foster "emotional resilience" in order to handle today's challenging classrooms. Szorc described the emotionally intelligent teacher as one who recognizes how her/his emotional state affects the behavior and attitudes of the students in their classroom.

To ascertain the effect of instruction and the implementation of SEL assignments on the EI of the teacher candidates, an Emotional Intelligence Self-Assessment comprised of the four EI domains of Emotional Awareness, Emotional Management, Social Emotional Awareness and Relationship Management was administered at the beginning of the semester prior to SEL instruction and implementation of assignments in the field and at the end of the semester. A paired samples t-test was conducted to compare mean scores on the pre EI self-assessment to mean scores on the post EI self-assessment for each EI domain and the total score. The paired samples t-test found the difference to be significant for three domains. Results showed that participants' total mean scores increased from the pre EI self- assessment ( $M = 121.42$ ,  $SD = 14.94$ ) to the post EI self-assessment ( $M = 132.73$ ,  $SD = 15.65$ ) following SEL instruction and implementation of SEL assignments in the field. The paired samples t-test found this difference to be significant,  $t(18) = 5.01$ ,  $p < 0.001$ . This suggests that instruction and implementation of SEL assignments in the field had a positive effect on teacher candidates' emotional intelligence.

To determine the value of the SEL assignments teacher candidates completed a questionnaire containing Likert-style items and open-ended responses. Percentages and averages of ratings were calculated. Some results were that teacher candidates strongly agreed (47.3%) that SEL assignments were applicable in classroom situations, improved their strategies to manage behavior and enhanced classroom environment. A cross-case thematic analysis was conducted on benefits and disadvantages of application. One theme emerging as an advantage was self-reflection (47%). A disadvantage was time for implementation (36.8%). Percentages were calculated for useful assignments and those for omission. Self-reflections were used to support the results of the EI Self-Assessment. Student exemplars were also collected. It appears that instruction and implementation of SEL assignments positively affected the emotional intelligence of teacher candidates and that these SEL assignments were useful in the field. The results validate continued inclusion of SEL assignments in these methods courses to enhance EI and the possible inclusion in other teacher education programs.

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Social and Cultural Change in Education

## 70

# Louisiana Teachers' Perceptions of Effective Leadership during the Pandemic Lockdown

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### Abstract

#### Problem Statement

After the sudden shutdown of schools during the COVID-19 pandemic, schools were faced with the task of providing online instruction for their students, and school leaders were faced with providing professional development for their teachers to enable them to continue classroom instruction in a remote delivery system. As the shutdown wore on, however, it became apparent that caring for social and emotional needs of teachers and students was also necessary. The support principals show for teachers with professional training and assistance, personal concern, and opportunities for self-care helps teachers adapt to the changing circumstances during uncertain times like a natural disaster.

Although there was limited research about how to manage schools during a crisis and no how-to guide for school leaders to follow, some school leaders led their schools successfully. In a previous mixed methods study, the present researchers surveyed teachers throughout Louisiana regarding their perceptions of their principals' professional and emotional support as well as their perceptions of their own support of their students. Both the quantitative and the open-ended qualitative responses of the teachers regarding their principals' support were overwhelmingly positive. The purpose of the present study is to determine the kind of leadership that is effective during a widespread, prolonged crisis based on the qualitative comments of the teachers.

#### Theoretical Grounding (Research)

The theoretical framework for the present study is the transformational leadership theory, based on Burns's model and later modified by Bass. Transformational leadership has four elements: idealized influence (modeling ethical and socially desirable behaviors), inspirational motivation (giving employees a strong sense of purpose and high expectations for achievement), intellectual stimulation (encouraging employees to learn and grow), and individual consideration (attending to the individual needs of employees).

#### Summary of Methodology

Subjects were Louisiana public school teachers who completed the Likert survey with an option for an open-ended comment after each question. Sections of the survey included questions regarding teachers' perceptions of professional and emotional support from administration. In the original study the open-ended responses were analyzed using inductive, open coding to classify conceptually similar responses.

After further analysis of the extremely positive qualitative teacher responses, the researchers recognized distinct features of transformational leadership. Therefore, in the present study, the researchers analyzed the qualitative responses using deductive, predetermined coding, and classified the responses into the four categories of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

## Results

Results indicate that most principals exhibited behaviors that aligned with elements of transformational leadership. For example, the response “Our principal is great at encouraging us to do our best to provide the best education we can for our students” aligned with inspirational motivation. The response “The principal provided resources to assist with virtual instruction” aligned with intellectual stimulation, and the response “The principal texted, emailed, and came to the classroom to ensure my well-being” aligned with individual consideration.

## Conclusions

Transformational leadership is an effective method of leading schools throughout a prolonged crisis as suggested by teacher perceptions.

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Historical Perspectives of Education

# 71

## Effective Instruction in a Shifting Educational Culture

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### Abstract

One of the foci for the 2021 MSERA Conference is social and cultural change in education. The coronavirus pandemic destroyed and upended countless lives and caused abrupt changes to daily routines and responsibilities for so many, highlighting SES and diversity discrepancies of the “what, how, and where” (Zhao, 2020) within education. As some changes are reversed by many who were temporarily working or schooling at home returning to the office, school, etc., it introduces the question of what “temporary” changes will endure?

Since the formation of government required comprehensive public and private US education systems in the late 1800’s, most children in the US have obtained their formal education in a traditional school setting (Kunzman & Gaither, 2020). However, the “homeschooling movement” starting in the late 70’s ushered in a new era in education, with the number of home-educated increasing from approximately 13,000 in the 1970’s to an estimated 1.7 to 2.2 million by the mid 2010’s (Ray, 2017, Kunzman & Gaither, 2020). Additionally, online learning has been increasing in usage for over 15 years. Will the altered approaches to traditional brick and mortar education (some hastily implemented during the height of the pandemic) lead to changes in educational approaches within schools or will more students and their caregivers seek alternative forms of education post-pandemic? And what impact will that have on social and cultural considerations within education?

Zhao (2020) encourages educators to use the experiences from the Coronavirus crisis as a chance to reconsider what education can and should look like. As they note, schools of today were constructed during a different time, and our understanding of teaching, learning, as well as the knowledge and skills necessary and our access to knowledge and expertise have changed. Schools, however, largely, have not. Zhao breaks it down to three considerations, the “what, how, and where.” In terms of the “what,” we must consider whether the same content, generally pre-determined, meets the needs and interests of all students.

Reconsidering the “how” refers to reassessing whether the standard teacher directed approaches to learning the pre-determined content used in most traditional classrooms is most beneficial, and what other options may be more beneficial. The “where” is generally typified by a school classroom, although most likely recognize that learning happens anywhere- whether it be online, in the home, or out in the world (Zhao, 2020).

Within current societal culture, there is a renewed call for learning to be effective, which will need to include cultural considerations and diversity of students and instructors alike as the ‘what, how, and where’ shift. Educators need to know students are learning the ‘what’ in the face of the changing culture of the ‘how’ and ‘where’. This discussion presentation will examine Carroll’s Model of Effective Instruction in the cultural shift of what content students are taught, the methods utilized to teach them (which will include who teaches [parent, synchronous online instructor, or asynchronous instructor]), and the context in which they learn (e.g. online, homeschool, brick and mortar).

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 72

# Identifying Factors Affecting MBA Student Performance in Finance and how to Effectively Help Learners Improve Their Academic Outcomes

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### Abstract

#### Research Problem

This study centers on learning how to help students at the Master of Business Administration (MBA) level improve their academic performance with quantitative coursework. The research problem situated with this study is problematic and is needed to investigate because students at the MBA level must possess critical knowledge and understanding of all business domain courses, whether quantitative or qualitative in nature. To effectively address and begin to solve this issue, business faculty and programs must actively engage and explore why students tend to struggle with quantitative coursework, and for this study, finance, as opposed to academic performance evident in qualitative coursework. Additionally, through extensive searches on the topic, most are geared towards finance struggles at the undergraduate (UG) level and how to assist MBA students in distance learning environments, which furthers the need to study how interested parties can positively improve student performance with quantitative coursework, specifically finance, within the traditional face-to-face (F2F) MBA classroom. Thus, research must be conducted and is necessary to begin to make sense of this phenomenon for all students alike and advance towards the future in assisting the next generation of MBA students with presenting findings that can be of utmost prominence in helping them to be successful in both qualitative and quantitative classroom environments.

#### Theoretical Framework

##### Adult Learning Theory

While participants in the evening MBA program vary in age, one shared characteristic is that all are adults; thus, *Adult Learning Theory* postulated that adult learners bring to class their own memories and emotions that interact with new learning. Furthermore, *Andragogy*, includes six principles: *Need to Know*, *Self-Concept*, *Foundation*, *Readiness to Learn*, *Orientation*, and *Motivation*. With regards to this study, four of the six principles will be noteworthy to include: *Self-Concept*, *Foundation*, *Readiness to Learn*, and *Motivation*.

##### Methodology

This study utilizes a convergent mixed methods research design where the researcher collects and analyzes data, merges the findings, and draws inferences on a phenomenon while both quantitative and qualitative approaches are conducted in a single study (Tashakkori & Creswell, 2007b). Quantitative data collection will include an electronic survey being distributed to participants with questions adapted from (Hiltz, 1994; Sher, 2009; and Gupta and Maksy, 2014) while qualitative data collection will include semi-structured interviews with self-developed open-ended questions pertaining to student-instructor interaction. Observations and focus groups will also be carried out during the qualitative data collection phase. Analysis will derive from an Ordinal Logistic Regression, Multiple Regression, t-tests, Cronbach's alpha, Factor Analysis, triangulation, and member checks. The subjects will be those in F2F evening-based MBA classes that have completed or are currently enrolled in at least one quantitative course, specifically finance, and at least one qualitative course that is part of the program's curriculum.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**73****Influences of Teacher-Student Background characteristics on Students' Literacy Outcomes**

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**Abstract**

The present study investigated the influences of teacher-student background characteristics on students' reading achievement in the elementary school (i.e., whether the background characteristics of teachers and students can collectively influence student reading ability). A two-level sample of 195 teachers and 3,485 fourth grade students was adopted from the U.S. database of Progress in International Reading Literacy Study (PIRLS) 2016. Multilevel linear modelling (MLM) was applied to model the relationship between teacher- and student-level variables and students' overall reading achievement. The results demonstrated that students' home literacy environment, reading attitude and school belongingness have significant positive impacts on reading achievement. Moreover, on the teacher-level, teaching experience and formal professional development were also significant predictors of students' overall reading performance. Teacher cooperation and collaboration activities had a positive impact on the outcome variable, but the effect was not significant ( $p = .053$ ). Lastly, limitations of the study along with suggestions for future studies as well as implications for literacy instruction and education were presented.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 74

**SUSPENSION OR INTERVENTION: AN EXPLORATION OF ADMINISTRATORS' ATTITUDES TOWARD EXCLUSIONARY DISCIPLINE PRACTICES OF AFRICAN AMERICAN MALES IN LOUISIANA MIDDLE SCHOOLS**

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**Abstract**

Over the past four decades, the number of students suspended or expelled from schools in this country has increased exponentially. Nationally, Black students have been suspended from public schools at more than twice the rate of White students. The purpose of this research study was to explore the relationship between exclusionary discipline practices and low reading achievement of students in rural middle schools in Louisiana as well as exploring principals' perceptions regarding exclusionary discipline. Previous research investigating this phenomenon has been conducted in urban schools, however, limited studies have examined the disproportionality in exclusionary discipline practices in rural schools. The significance of this study lies within the tremendous need to change disciplinary policies that promote punitive measures such as exclusionary discipline over preventative interventions to improve positive discipline and academic achievement within school districts across the nation, particularly in districts throughout the state of Louisiana.

This study employed a two-phase sequential explanatory mixed methods approach to investigate the relationship between exclusionary discipline and low reading achievement of minority students in rural middle schools in Louisiana and to explore the perceptions of school principals regarding exclusionary discipline. Quantitative data consisting of suspension rates and ELA achievement scores for the 2016-2017, 2017-2018, and 2018-2019 school years from the Louisiana Department of Education archival database was collected during the first phase. During the second phase of the study, interviews with rural middle school principals were conducted to explore their perceptions regarding exclusionary discipline and reading achievement. The findings of this study revealed that Black students were disproportionately disciplined at higher rates than White students in rural middle schools. The correlation analysis used to determine the extent to which a relationship exists between reading achievement for Black students and exclusionary discipline yielded correlations between the two variables. Lastly, the exploration of principals' perceptions regarding exclusionary discipline and reading achievement generated varied perspectives. While most of the principals shared that there is a place for exclusionary discipline in schools to maintain safety, they also expressed the importance of implementing positive discipline strategies to improve behavior in their schools.

The findings of this study provide guidance for discipline reform at the district level and implications for professional practice. The ultimate goal for educators should be to implement practices and procedures to close the achievement and discipline gaps among minority students. Implications for professional practice in promoting proactive discipline strategies at the district and school levels and implementing changes in school discipline policies and procedures are critical to all students' success in the educational system.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education



**75**

## **Black and Latinx Men's Success, Persistence, and Experiences at Three Southeastern Community Colleges**

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### **Abstract**

Many researchers have found that there is a paucity of Black and Latinx males attending higher education institutions, and a gap between white middle-class students' and traditionally underrepresented and marginalized students' persistence, completion, and achievement in higher education. The COVID-19 pandemic has exacerbated this achievement gap with low-income, first-generation, underrepresented, and marginalized groups being affected the most. In fact, at institutions with high numbers of students receiving Pell Grants, faculty reported higher student failure and dropout rates than pre-pandemic periods. This problem presents a great need for institutions to study the issues surrounding the problem and to develop interventions to address the systemic nature of the problem while recognizing the intersectionality of identities. Two interventions that have the potential to support marginalized groups' academic success are learning communities and mentoring. The purpose of this convergent mixed-methods study was to address the effectiveness of two support mechanisms, Black and Latinx male mentoring and learning communities for Black and Latinx male students. A convergent mixed methods design was used in which qualitative and quantitative data were collected in parallel, analyzed separately, and then merged. In this study, student achievement (cumulative GPA), semester-to-semester persistence, and graduation data were used to test the previous research studies' findings that suggest learning communities and mentoring positively influence student achievement (cumulative GPA), semester-to-semester persistence, and graduation for Black and Latinx males at five TBR community colleges. Interviews explored educational and mentoring experiences for Black and Latinx men at three southeastern community colleges.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 76

# Examining the Validity of the Writing Challenge Task: An Assessment Tool for Measuring Growth Mindset in Kindergarteners

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## Abstract

### Problem

Writing is not an easy task for kindergarteners, as they work to balance the cognitive load of both transcription and meaning (Puranik et al, 2014). Kindergarten writing motivation scores are lower than reading motivation scores (Mata, 2011). Literacy motivation measurements have been shown to become less reliable the younger the child (Marsh, Craven & Debus, 1991). Turner (1995) asserted that children's self-reports of their attitudes or perceptions are generalized responses that cannot be adequately correlated to classroom events or tasks. We believe, however, that the missing piece is a need for more studies with young children and more accurate ways of measuring motivation with a behavioral task instead of the sole use of surveys.

### Description

We examined the predictive validity of a relatively new writing assessment (Author 1 et al, 2019) on end-of-year writing outcomes for kindergarteners compared to an established writing motivation and mindset survey. Additionally, we evaluated if socioeconomic status (SES) mediated the relationship between motivation as measured by the Writing Challenge Task and end-of-year writing achievement for kindergartener students.

### Methods

This study took place in 5 elementary schools in the mid-south. Participants included 106 kindergarteners; 44 students received free or reduced lunch and 31 students were placed in a Response to Intervention and Instruction (RTI<sup>2</sup>) tiers and were receiving academic intervention. Students were given the researcher-created *Writing Challenge Task* (WCT). The instrument asks students to progress through nine levels of increasingly difficult writing tasks. The comparison survey given to the students was the *Motivation for Reading and Writing Profile* (MRWP; Mata, 2011). Lastly, writing achievement was measured by the state kindergarten portfolio writing rubric score for language arts assessment given to all students in the state.

Data were analyzed through descriptive statistics, correlation, and step-wise multiple regression to assess the relationship between end of year writing scores, socio-economic status, the MRWP and the WCT.

### Results

There was a positive correlation between SES and end-of-year writing outcomes,  $r = 0.24$ ,  $n = 63$ ,  $p = 0.03$  as well as between the WCT and end-of-year writing outcomes,  $r = 0.31$ ,  $n = 63$ ,  $p < 0.01$ . This suggests that both the WCT and SES are associated with differences in writing outcomes.

A stepwise multiple regression analysis was conducted to examine the relationship between end-of-year

writing scores and three potential predictors (WCT, SES, and MRWP). Three models were tested, but only one predictor contributed significant, unique variance to end-of-year test results. The WCT alone accounted for 10% of the variance in end-of-year writing scores. Regression effects for Model 1 were significant,  $F(3, 59) = 3.25$ ,  $p = 0.03$ ,  $R^2 = 0.10$ .

### **Conclusions**

The WCT had significant, positive effect on end of year writing scores, such that students with higher WCT scores scored higher on the end-of-year writing assessment than students with lower WCT scores. MRWP and SES added small amounts of explanatory power, but neither predictor was a significant contributor to end-of-year writing outcomes. This research holds promise for the future of motivation assessments and academic achievement with young children.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 77

## Service Learning During the COVID-19 Pandemic: A Model of Temporal, Spatial, and Cultural Adaptability

Sherry Shaw, Mark Halley

University of North Florida, Jacksonville, FL, USA

### Abstract

Within the context of the COVID-19 pandemic, service learning coursework placed potentially overwhelming expectations on undergraduate and graduate interpreting students (American Sign Language (ASL)/English). This investigation tested students' abilities to reimagine community alliance-building during times of crisis. We were interested in learning how students adapted their thinking and strengthened relationships with the Deaf community despite preconceived barriers about the pandemic's impact on their efforts. The study's overarching question was, "How did pandemic restrictions affect partnerships between aspiring interpreters and Deaf community stakeholders?"

Kolb and Kolb's experiential learning theory (2005) and John Dewey's (1916) philosophy of democracy as a model for rational problem-solving and mutual respect formed our theoretical framework. Inclusion of service learning in interpreter education stems from our civic responsibility to the consumers of interpreting services. The pandemic made it imperative to mobilize interpreting students for critical thinking about their roles in mitigating the isolation effects of the pandemic on Deaf and DeafBlind communities.

The study employed a qualitative design utilizing course documents and artifacts as primary data sources, each containing rich descriptions of student experiences through narrative, poetry, and graphic representations. We used a purposeful sample of interpreting students in service learning courses during the Summer 2020 and Fall 2021 semesters (n = 34) and a constant comparative process for forming tentative categories, or themes, from individual data items (Glaser & Strauss, 1967).

These five emergent themes translated to a three-dimensional *Model of Temporal, Spatial, and Cultural Adaptability* that illustrates how students adapted to the service learning process during the pandemic with regard to:

- **Outlook** (mindset to envision community partnerships to address community ideas, needs, or concerns)
- **Approach** (adaptive/maladaptive way students supported the community, initiated community contacts, and entered dialogue about community goals)
- **Effort** (ability to gain momentum and identify workaround strategies)
- **Focus** (ability to remain community-centered)
- **Locus of Control** (taking personal responsibility for outcomes)

The *Temporal* dimension represents how dispositions and efforts evolved as students recognized opportunities to build alliances rather than serve as volunteers. The *Spatial* dimension represents how students discovered welcoming space in the community. Finally, the *Cultural* dimension represents how Deaf cultural norms permeated virtual interactions.

Exemplifying Gaus's work on catastrophe as an opportunity for change (1947), this study produced an adaptability model that can be used in various contexts by interpreter educators and mentors for (a) assessment that involves isolating the three components for analysis, and (b) remediation that targets deficiencies likely to adversely impact community relationships. Further application of the model as a self-

assessment tool could contribute to one's ability to monitor momentum toward productive community alliances (temporal), refine the configuration of relationships between practitioners and stakeholders (spatial), and re-align values and behavioral norms with those of the partnering community (cultural).

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**78**

## **Persistence in STEM Pathway: Exploring the Course-Taking Pattern In Mathematics and Science Subjects in High School And Its Longitudinal Impact on STEM Degree Attainment**

Xue Wen

Louisiana State University, Baton Rouge, LA, USA

### **Abstract**

#### **Background (research problem, purpose, and question)**

The workforce in science, technology, engineering, and math (STEM) is extensive and critical to the USA's prosperity, innovation, global competitiveness, and even immigration. However, the number of U.S college graduates from these fields is critically low. In this vein, research on STEM education has been devoted to investigating the ways to keep students stay in the STEM pipeline. Numerous research has been done to work on STEM persistence and attainment; however, these studies fail to focus on students who have developed course-taking sequences in STEM subjects during high school. Therefore, the purpose of this study is to explore students' course-taking patterns in high school STEM subjects and how do the patterns impact their STEM degree attainment in post-secondary institutions. The study is guided by two research questions:

1. What are the course-taking patterns in high school STEM-related subjects?
2. Do STEM course-taking patterns in high school influence the likelihood of obtaining a post-secondary degree in STEM majors?

#### **Literature Review**

This study was grounded in the social cognitive career theory (SCCT) (Lent et al., 1994). SCCT's model of performance indicated that obtaining a postsecondary degree in STEM major is hypothesized to be influenced by students' secondary level efforts in STEM coursework. Given the continuous concerns about STEM persistence and degree attainment, relevant research highlighted the significant impact of students' pre-college experiences (i.e. high school coursework in math and science, senior high school math achievement) on their STEM decision and performance(Sahin et.al., 2017).

#### **Methods**

The survey data were retrieved from the Educational Longitudinal Study of 2002 (ELS:2002), which was created by the National Center for Education Statistics (NCES;2006). ELS:2002 followed a cohort of 10<sup>th</sup>-grade students in the United States over time. The data consists of 6,380 spring 2004 high school graduates from 461 high schools who had enrolled in a postsecondary institution by 2006 and later graduated from the institution with at least one post-secondary credential by 2013. The outcome variable is whether or not earned a postsecondary credential in a STEM field, coded as a dichotomous variable (0 = No; 1 = Yes). Analytical methods included factor analysis and logistic regression model, which were conducted by SAS 9.4.

#### **Results**

The results of this study suggested that two course-taking patterns were identified, the first pattern was associated with: Algebra II, Chemistry, Geometry, Pre-Calculus, Physics, Trigonometry, Biology, and Calculus, which refers to “high-level STEM”; the second course-taking pattern was associated with: General Science, General Math, Pre-Algebra, Algebra, Principles of Technology, General Physical Science, Botany/Zoology, and Earth Science, which refers to “low-level STEM”. Students who followed the “high-level STEM” course-taking pattern were highly likely to obtain post-secondary degrees in STEM majors.

### **Conclusion and Implication for Future Research**

Mathematics and science course-taking during high school is associated with subsequent STEM success. To prepare students to be successful in STEM, future research should focus on understanding course trajectories within mathematics and science by gender, ethnicity, and other environmental or psychological factors.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 79

### **Writing Self-efficacy in Higher Ed Students: Why it Matters, How to Increase it, and How to Measure it**

Kasia Gallo, Carmen Carter, David Morse, Jianling Xie  
Mississippi State University, Starkville, MS, USA

#### **Abstract**

This symposium will explore writing self-efficacy in higher education students. We will begin with an overview of the construct. Then we will summarize the literature on assessing writing self-efficacy. Lastly, we will report on an effort to develop a scale to measure writing self-efficacy in novices required to use the APA Style.

#### **Understanding writing self-efficacy in college students: Why should we care about it?**

Self-efficacy is a belief in one's ability to succeed at a specific task. Self-efficacy is influenced by perceptions of one's past performance, observing performance of others, feedback received, and one's physiological response to the task. People with high self-efficacy are more likely to pursue a task "for the love of it," stick with a challenging task longer, and are less disappointed by setbacks, than their peers with low self-efficacy. This is true even if low and high self-efficacy groups have a similar skill level. As self-efficacy has a profound effect on learner's behavior, educators benefit from understanding it well.

#### **Measuring writing self-efficacy**

As writing is a key skill in most academic domains, it makes sense to investigate factors related to student writing ability. Writing self-efficacy is driven by writing skills, but also drives how hard one works on one's writing. Various measures exist for writing self-efficacy in college students, and focus on a range of factors, including writing apprehension, writing motivation, and perceptions of one's writing performance. Depending on whose needs a given assessment tool serves, it may focus on different aspects of writing self-perceptions. For example, writing centers may want to know slightly different things than Composition 1 instructors.

#### **Scientific Writing/Thinking self-efficacy in behavioral sciences: SW/TSE**

We report on our effort to develop a Scientific Writing/Thinking Self-efficacy scale (SW/TSES) focusing specifically on APA Style formatted writing. We created the 46-item scale based on previously identified characteristic of undergraduate psychology students' writing. The items are divided into six categories including: Reviewing Literature; Study Planning, Design and Execution; Study Documentation and Write-up; Statistical Analysis; Scientific Writing in General; Writing in General. Analysis of anonymous responses by 129 university students who were required to use APA Style on past papers revealed a satisfactory reliability of the scale including internal consistency of individual item categories as well as the scale at large (alpha values ranged between .85 and .98). Confirmatory factor analyses on the seven major categories were supportive of each fitting to a one-factor model. While some sets of items within a category were allowed to have common error covariances, this modification does not threaten the integrity of a single-factor solution per category. Hence, the category scores are judged to be meaningful and distinct across categories. The data collection to investigate concurrent validity is ongoing.

#### **Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

**80****A Practitioner's Guide to the Science of Reading**

Zachary Barnes<sup>1</sup>, Stacy Fields<sup>2</sup>, Kelly Cartwright<sup>3</sup>

<sup>1</sup>Austin Peay State University, Clarksville, TN, USA. <sup>2</sup>Middle Tennessee State University, Murfreesboro, TN, USA. <sup>3</sup>Christopher Newport University, Newport News, VA, USA

**Abstract**

The Science of Reading is a topic that has become increasingly popular in the United States in the past few years. Though the term “science of reading” has been around for quite a while, only recently has the term become prevalent in practitioner circles and the popular press, such as in books, research articles, news articles, radio journalism, and social media (Shanahan, 2020). In fact, at the time of this writing, a Google search on the phrase “science of reading” resulted in well over 6 million hits. As the Science of Reading has become a buzzword in education, it is important to understand how it relates to practice. This presentation will unpack the term and offers ways to apply knowledge of the Science of Reading to work with students with reading disabilities. The presentation will advocate for the use of SOR in educational settings.

This presentation will outline how to apply the SOR in practice to support students with specific learning disabilities in reading. Specially, attendees will understand that young readers absolutely need systematic and explicit instruction in phonemic awareness and phonics (NICHD, 2000). Not only do readers need phonics knowledge—how speech sounds (phonemes) connect to printed letters (graphemes)—and how to use that knowledge to decode words, they also must make complex mappings in the brain between spellings (orthography), sounds (phonemes), and the meanings of words already in their mental lexicons (vocabulary; Gentry & Ouelette, 2019). Finally, this presentation will provide examples of student difficulty (inability to divide speech into individual sounds) and provide examples of instruction that would be best suited for those needs.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 81

## Understanding the relation between socioeconomic status and science achievement in elementary school: An ECLS-K:2011 study

Zachary Barnes<sup>1</sup>, Ashley Edwards<sup>2</sup>, Susanne Strachota<sup>3</sup>, Jessica Logan<sup>4</sup>

<sup>1</sup>Austin Peay State University, Clarksville, TN, USA. <sup>2</sup>Florida State University, Tallahassee, FL, USA. <sup>3</sup>Tufts University, Somerville, MA, USA. <sup>4</sup>Ohio State University, Columbus, OH, USA

### Abstract

Secondary science achievement has been a large focus on science achievement research (Curran & Kellog, 2016). Studies have recently revealed income gaps have formed for science achievement in early elementary school (Curran, 2017; Kolhhaas et al., 2010; Quinn & Cooc, 2015). Specifically, there is a one standard deviation difference in science achievement between those at the 90<sup>th</sup> and 10<sup>th</sup> percentile of income in kindergarten (Curran, 2017). The magnitude of gap is large enough that students at the top of the SES are one grade level higher in science achievement than their peers at the lowest end. That gap continues into second grade. Coley and colleagues (2020) examined the same data as Curran (2017) and confirmed the science gaps in kindergarten. They also found that the gap continued to grow until the second grade, where the researchers stopped measuring. Alarming, the SES gap for science achievement double from kindergarten to second grade. By third grade, significant differences are continuing to be found for students in science. While these studies highlight that already at-risk populations struggle to succeed in science, the goal of this project was to further understand how SES relates to the distribution of science achievement while examining both *individual* and *school level* factors through quantile regression and hierarchical linear modeling (HLM).

To explore both individual and school level factors, we used data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) for this study. The sample included a nationally presentative sample of students who were starting kindergarten in the fall of 2010 and measured them until the students finished fifth grade. The original sample in kindergarten included around 18,000 kindergarten students. The measures included science achievement (measured in the spring of each grade level), school level factors (percent of free/reduced lunch, school locale, type of school), and individual's SES.

Using HLM, we parsed students at a school level according to the percent of free and reduced lunch, the school's locale, and the type of school. This analysis revealed how SES influences science achievement on a school level for students with and without free or reduced lunch and across different locales and schools at each grade level. We used quantile regression to reveal estimates of the relation between SES at different levels in kindergarten and science achievement at each point in time that it was measured from Grade K through 5.

School level effects significantly contributed to science achievement, such that schools with higher percentages of students qualifying for free and reduced lunch, as well as city schools, showed poorer science achievement. Additionally, SES and science achievement have a stronger relationship at lower levels of science achievement, meaning that the difference in science achievement, observed by a difference in SES, is larger at lower levels of science achievement than at higher levels of science achievement. The results of this study shows a more nuanced relation between SES and science than previously known. More work must be done to determine if these gaps can be closed through intervention.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

## 82

# Providing Video Feedback for Online Instruction

Bobby Franklin, Minadene Waldrop  
Mississippi College, Clinton, MS, USA

### Abstract

#### Scope -

The use of internet- or web-based instruction has continually evolved over the past two decades (Foster & Syrdal, 2009). The National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) data from 2018 shows that more than 6.9 million students, or 35.3 percent of students in the nation, were enrolled in distance education courses at degree-granting postsecondary institutions. public institutions had an increase of 34.1 %, but were out-passed by non-public institutions who saw an enrollment increase of 73% (Walls, 2020). The Covid-19 pandemic had a significant impact on education delivery and forced all campuses to increase online offerings at both the undergraduate and graduate levels. College students surveyed in the Spring of 2020 indicated that 43% of students enrolled in traditional face-to-face classroom courses had not taken an online class before. Before this rush to online instruction the satisfaction rate with online course delivery was around 87% but declined to 59% afterward. The dissatisfaction rate increased by 10% (Hanson, 2021).

### Objectives

Two primary problems we have experienced in the move to virtual instruction is the loss of personal contact between instructor and student and the ability to provide adequate feedback on certain assignments. To address these two issues, we are using video recording software to generate recordings of student papers giving students feedback on the assignment.

#### Objectives of the session

1. Review the goals of feedback and how to build personal connection with online student
2. Expose trainees to various video recording software such as Camtasia and Zoom
3. Provide examples of video feedback
4. Examine pros and cons of this process

### Activities

#### Activities

This will be a demonstration type session and will not require attendees to have access to computers. All demonstrations will be presented through video recordings of the demonstrations. For example, a writing exercise submitted through Turnitin will be critiqued and recorded using Camtasia.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 83

# Compassion Satisfaction as an Intervention to Reduce Burnout in Long-Term Helping Professions: A Literature Review

Claire Carriere

Auburn University, Auburn, AL, USA

### Abstract

Throughout the recent SARS-CoV-2 (COVID-19) pandemic of 2020, helping professionals have become more widely recognized by the media due to their recent increase in demand of time commitment and service at work. An important factor to consider when speculating the role of helping professions is the rate in which burnout occurs, causing many to consider leaving their profession. To analyze the causes associated with burnout, this literature review will focus on the relationship between burnout, secondary traumatic stress, and compassion satisfaction. Secondary traumatic stress can be defined as a personally experienced negative cost associated with caring for others in emotional pain (Hotchkiss, 2018), while compassion satisfaction is defined as positive feelings related to having a positive impact (Hotchkiss, 2018), and burnout is defined as emotional exhaustion combined with detachment as a result of job-related stressors (Andreychik, 2018).

These three factors have been previously used in studies to measure the quality of life as it is related job satisfaction in helping professionals and can be considered as one learns more about the impact COVID-19 has had on those working in a helping profession. Burnout is an important topic to study as higher rates of burnout have shown to increase absence, lower retention rates, decrease work quality, and decrease productivity (Andreychik, 2018). In addition, burnout spreading throughout one's work setting can cause harmful effects on one's health in terms of physical stress-related health outcomes and suffering related to mental health (Andreychik, 2018).

### Select the TRACK most applicable to your submission:

Social and Cultural Change in Education

## 84

# So Your Rural School Has One-to-one Technology. Now What?

Karla Tarkington<sup>1</sup>, Timberly Baker<sup>2</sup>

<sup>1</sup>Beebe High School, Beebe, AR, USA. <sup>2</sup>Arkansas State University, Jonesboro, AR, USA

### Abstract

#### Statement of the Problem

The Covid-19 pandemic has resulted in increased use of one-to-one technology in schools. The federal government's COVID-19 relief packages have made available millions of dollars for districts to address online learning and loss of learning (Reid & Salguero, 2020). It is estimated schools will use a portion of these funds to purchase one-to-one technology. Currently 75% of teachers use technology daily with their students and 59% of schools nationwide report having one device per student (Sharp, 2016; Consortium for School Networking, 2018). However school leaders lack a clear vision regarding how one-to-one technology will be used in the classroom, and the results they want the technology to achieve. School leaders must also be cognizant of barriers to successful implementation, such as connectivity, and equity issues regarding race, gender and poverty.

#### Research with Theoretical Grounding for the Problem

Engagement theory proposes that one-to-one technology use facilitates student engagement and intrinsic motivation while traditional learning environments fail to maintain student engagement (Kearsley & Shneiderman, 1998). The COVID-19 pandemic has illuminated many rural districts' lack of readiness to facilitate 21st century learning practices such as working independently, resetting goals, adapting quickly, and applying new learning to solve new and novel problems (Brandt & Thompson, 2020).

Studies suggest one-to-one technology use may improve students' writing, motivation and engagement with meaningful, relevant classwork (Hannon, 2012; Saavedra & Opfer, 2012; Lei & Zhao, 2008). One-to-one use also indicates raised standardized assessment scores (Gulek & Demirtas, 2005; Lowther et al., 2012; Shapley et al., 2011; Suhr et al., 2010). Additionally, one-to-one technology allows teachers to customize lessons based on students' needs and allows the integration of technology into lessons by having online resources readily available (Walker et al., 2012).

#### Summary of Methods & Analysis

This presentation shares Tarkington's (2021) findings from a quantitative study that sought to determine if one-to-one technology use in one-to-one rural high schools significantly improved reading scores on a standardized assessment when compared to reading scores of students in traditional high schools. The one-way ANOVA and descriptive statistics were used to compare the percentage of the combined population of tenth grade students, male and female tenth grade students, and White and African American tenth grade students who reached readiness in reading on the ACT Aspire Assessment, which is Arkansas' state summative measure of student performance.

#### Results

Results indicated students from one-to-one schools achieved a higher percentage of grade-level readiness in reading on standardized assessments (Tarkington, 2021).

## Conclusions & Implications

With the rise of one-to-one technology use in the classroom, successful and sustainable integration depends upon building-level leaders' knowledge of current, research-based information to make wise purchases and to develop a well-developed plan for its use. The plan should include how the technology will be utilized and ultimately the specific expected outcomes, like increased engagement, improvement in standardized testing scores, and preparation of teachers for dynamic instruction.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**85****Personal Support and the Mental Health of First-Generation College Students**

Jamie Gilbert Mikell, William Davis  
Athens State University, Athens, AL, USA

**Abstract**

First-generation college students (FGCS) face unique challenges and stressors compared to non-first-generation (NFGCS) college students. A lack of personal support, whether emotionally, financially, or mentally, may lead to a higher degree of difficulty for FGCS when compared to NFGCS peers. Additionally, lower rates of personal support may lead to higher dropout rates, lower retention rates, and ultimately, lower degree completion. Multiple lines of research exist connecting FGCS and personal support and the importance of supporting the mental health needs of FGCS. This literature review attempts to select recent and relevant peer-reviewed literature to ascertain how the combination of personal support, or a lack of, and supporting the mental health of FGCS may directly impact degree completion. The conclusion may be made that FGCS who experience higher levels of personal support may experience fewer mental health issues related to higher dropout and lower retention rates, which may ultimately lead to higher degree completion rates. Implications for future research include prioritizing readily available mental health services and campus-wide face-to-face and virtual support programs to aid those FGCS lacking the element of personal support in their journey toward degree completion.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**86**

## **Research Methods in Educational Leadership Journals: A Ten-Year Review (2010-2019)**

Thomas DeVaney

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### **Abstract**

Prevalence rate studies focused on methodological techniques illustrate trends in a field of study related to research design and data analysis techniques. This research examines the methodological techniques used in Educational Administration Quarterly, Journal of Educational Administration, and Journal of School Leadership. Specifically, this research extends prior research and identifies techniques used in 962 published articles from 2010-2019.

A modified version of the data extraction form developed by McMillan and Foley (2011) was used to identify the type of research (quantitative, qualitative, mixed-method, other) and data collection and data analysis technique(s).

The results indicate quantitative-only research comprised less than 40% of publications between 2010 and 2019 while qualitative and mixed-method approaches combined to represent over 50% publications in EAQ and JSL. Additionally, the most frequently used quantitative analyses included relationship-based analyses such as correlation, regression, and structural equation modeling. Both of these findings were consistent with Byrd and Eddy's analysis of educational leadership journals between 1997 and 2006. However, among mixed-method studies, the prevalence of advanced techniques such as regression declined in favor of descriptive statistics. Data source information indicated that over two-thirds of quantitative studies included surveys while interviews were the primary data collection source in qualitative studies. These data sources were also the two most frequently used data sources in mixed-method articles. Finally, examination of qualitative coding techniques indicates the majority of qualitative and mixed-method articles relied on inductive coding.

To evaluate the quality of published research, practitioners and researchers must be familiar with the methodological techniques used by authors. Results from prevalence rate studies based on current published research can identify areas of needed development among researchers and practitioners, lead to publications that provide introductions to current techniques, and influence content included in introductory and advanced methods courses.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education



**87*****Specific Behaviors, Challenges, and Strategies of African American Educational Leaders Who Successfully Turned Around Low-Performing Urban Schools***Natasha Gossett<sup>1</sup>, Stephen Marvin<sup>2</sup><sup>1</sup>Shelby County Schools, Memphis, TN, USA. <sup>2</sup>Freed-Hardeman University, Henderson, TN, USA**Abstract**

Stein (2018) suggested most failing schools are in their current condition due to poor leadership and faulty management. Understanding the work of effective school leaders is critical for those interested in turnaround leadership (Abe et al., 2015; Meyers & Smylie, 2017; Stuit, 2012). The purpose of this qualitative study was to investigate specific factors that yielded successful results during a school turnaround process, as perceived by successful African American educational leaders in urban elementary and secondary turnaround schools. This study also investigated the perceived barriers to success in the turnaround process, as well as the strategies utilized to minimize those barriers.

Individual interviews were conducted with eight successful African American turnaround leaders. Data were analyzed and coded to identify common/emerging themes in a grounded theory approach. The analysis identified six perceived common factors that yielded success during the turnaround process: Being Data Driven; Creating a Positive Climate and Culture; Having an Ability to Influence for Results; Receiving and Modeling Significant Leadership Preparation; Implementing Successful Hiring Practices; and Developing a Good Team. Perceived barriers identified included: A Toxic Culture; Implementing Mandated Initiatives; Individual Attrition; and Stakeholder Cynicism. Strategies shared to minimize barriers included: Utilizing Successful Staffing Practices; Having High Instructional and Cultural Expectations; Intentionally Creating and Providing High-Quality Professional Development; and Engaging in Transparent Communication. Based on these findings, the researchers provided multiple recommendations for district-level and school building educational leaders.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 88

# Facilitating Academic Success Through the Auspice of Technology: A qualitative Research.

Franco Zengaro<sup>1</sup>, Sally Zengaro<sup>2</sup>

<sup>1</sup>Jacksonville State University, Jacksonville, Alabama, USA. <sup>2</sup>Delta State University, Cleveland, MS, USA

### Abstract

#### Statement of the Problem

The field of teacher education presents its own unique challenges with it comes to being inclusive for candidates with disabilities. The utilization of technologies in the field of physical education teacher education is of paramount significance if we want to improve the teaching and learning experiences of teacher candidates who experience challenges that could prevent them from fully participating in the learning activities proposed within a course of study.

Physical education teacher education is not an exception to this. Faculty in teacher education need to be active agents of change, and this must start with the realization that not all students have the same learning needs. This awareness should prompt teacher educators to reexamine their own teaching practices and the conscious and unconscious messages we send to all teachers' candidates. Our classroom practices should be both responsive and proactive in principles and actions, reflecting the belief that all teacher candidates should have the opportunity to advance in their academic goals.

#### Theoretical Framework

This qualitative empirical case research delved into the issues of inclusion for two participants majoring in physical education teacher education who have disabilities that could prevent them from fully participating in course requirements. The use of learning technologies aimed at encouraging participation and course success provides a path to success for these participants. This case study is based on constructivist epistemological principles to frame the ontological meaning of the study.

#### Methodology

The researchers utilized a qualitative narrative research inquiry in order to obtain rich data from interviews triangulated with course participation and field notes during one semester. The case study's main research question was the following: What pedagogical practices facilitated the success of these students? The methodological research design followed the premises of qualitative research protocol, with sample size population justified by the nature of naturalistic research arising from purposeful sampling techniques, following thematic analysis.

#### Results

The results of the analysis revealed that course accommodations and new technologies such as Flipgrid or video submissions provided better opportunities for assessing student knowledge for those with disabilities than requiring extensive writing through typing. Providing varied opportunities for success includes assisting learning through technology.

## Conclusion

This qualitative case study research indicates that when faculty are willing to identifying and implement different pedagogies, this can be beneficial for student learning. The major implication of our study is that faculty can play a significant role in spearheading the process of inclusion and diversity by implementing technology that modifies classroom learning situations to be adaptive.

## Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 89

# Be careful what you ask for: The potential pitfalls of using home school families as a pattern for traditional school parent involvement

Kenneth Anthony, Mark Wildmon  
Mississippi State University, Mississippi State, MS, USA

### Abstract

#### Problem Statement

In their 2013 assessment of homeschooling, several homeschooling critics concluded that "...rather than encouraging the act of homeschooling, policymakers would be on firmer empirical ground by encouraging all families to be more like homeschooling families: to be highly interested and invested in the education of their children" (Lubienski, Puckett, & Brewer, 2013, p. 385). The critics attributed academic success in homeschools to home school families' high level of parental involvement (PI). We decided to investigate what homeschool family PI actions could be adopted by families in traditional schools.

#### Theoretical grounding and methods

PI is defined "as parents' commitment of resources (e.g. time, energy, and money) to the academic context of children's lives (p. 856)." There are two forms of PI: school-based and home-based. School-based PI "comprises parents' direct contact with the school in the form of participation or governance" while home-based PI "takes place outside school—often, but not exclusively in the home (p. 856)." PI can also include parents' expectations, aspirations, and values related to education (Barger, 2019).

Our review of PI research indicated that PI is positively associated with academic success. This led us to the questions: what does PI look like in homeschool families and what PI activities conducted by homeschool families can be adopted by traditional school families? We conducted a literature review of homeschool practices and then identified which actions fit the definitions of PI as well as labelled them as home or school level PI. Finally, we compared these PI actions to the home school literature on motivations.

### Results

Our analysis of homeschool families' PI that could be adopted by traditional families led to several conclusions:

- a. Many of the barriers to traditional school PI are also motivators for families to homeschool. If schools want to increase PI, they must satisfactorily address these barriers with families.
- b. The home school practices that can be adopted by other parents generally are home-based PI and match what the home school families would call their instructional practices.
- c. Homeschool parents' philosophies of education can help increase school-based PI resulting in more home-school collaboration. These philosophies include greater responsibility and involvement in education at the family level and have the potential to become barriers to truly collaborative school-based PI.

d. The aspirations, expectations, and values component of PI generally matches the motivations of many families to homeschool. Encouraging this aspect of PI could result in a greater push for parental influence of education at the school and district level.

e. Home school parents and traditional schools have diverging views of PI. When schools talk about PI, they are referring to parental support for school-based learning. When home school parents talk about PI they are referring to actions that support learning in a broader context that may or may not include schools or teachers.

## Conclusion

The critics are right. There are many practices that traditional school families can adopt from homeschool families to increase PI. This leads to another question. Are the schools ready to cede control to families as many of these PI actions have the potential to shift control of education from the schools to the homes?

## **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 90

# Proprietary Nurse Educators: Involuntary Job Loss and Coping

Artilya Jones

The University of Alabama, Tuscaloosa, Alabama, USA

### Abstract

#### Problem Statement

Proprietary educational institutions were created to serve a population of students overlooked by customary universities, state, and private colleges along with community colleges. The proprietary institutions thrived on providing the same programs but in a streamlined manner that rapidly transitions the student into the work field sector. These programs employ educators who hold the same qualifications at the other prominent educational institutions. The proprietary nursing programs are governed by each state's board of nursing which enforces intense ethical values. In recent years a number of proprietary nursing programs have been closed as a result of ethical improprieties. This has resulted in involuntary job loss for numerous nurse educators.

#### Theoretical Grounding

This research endeavor will be guided by Lazarus and Folkman's Transactional Model of Stress and Coping (1984) which is comprised of the following two components. First, cognitive appraisal of the situation and (2) implementation of various coping mechanisms.

#### Research Method

This research study will employ a general qualitative method (Savin-Badin & Major, 2013) to investigate the impact which involuntary job loss has on nurse educators who have lost their positions in higher education as a result of ethical violations perpetrated by administrators at their institutions. In addition, this study will investigate the stress which accompanies this experience along with the coping mechanisms which participants employ to overcome this stress.

#### Data Collection

The primary source of data for this study will be collected by means of semi-structured interviews. Semi-structured interviews are structured in the sense that they point the participants in a general direction of the topic while giving the participants liberty to focus their responses in a manner that will suit their intentions (Brinkmann & Kvale, 2015). Each interview will last approximately 45 minutes. Each participant will be interviewed on two occasions. The interview questions will be derived from the research questions in such a fashion that will gather the type of data necessary to address the research question (Holley & Harris, 2019). An interview protocol will be constructed and accompany the finalized document as an appendix.

#### Participants in the Study

The participants in this study will satisfy the following three criteria: (1) have taught in a proprietary nursing institution of higher education; (2) have a master's degree in the field of nursing; (3) have taught as a didactic or clinical instructor. This study will involve approximately 25 participants.

#### Data Analysis

This research will employ a three stage data analysis strategy (Saldaña, 2016). Stage one will analyze the data by means of holistic coding which will capture the essence of the participants' response

(Miles, Huberman, & Saldaña, 2013). Stage two will employ in vivo coding in order to illustrate, illuminate, and expand upon the holistic codes (Corbin & Strauss, 2015). The third stage will incorporate thematic coding (Marshall & Rossman, 2011) which will organize the holistic and in vivo codes into themes which will produce findings which will address the research question.

## **Conclusion**

If accepted the study will report on findings, conclusions, and implementations for research and practice.

## **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**91**

## **An Investigation of Personalized Communication to Increase the Effectiveness of Retaining and Mentoring Education Students**

Aarek Farmer<sup>1,2</sup>, Landon Clark<sup>2</sup>

<sup>1</sup>Freed-Hardeman University, Murray, KY, USA. <sup>2</sup>Murray State University, Murray, KY, USA

### **Abstract**

Given the fact that advising plays an important role in student retention and student satisfaction within the teaching profession (Kerr & King, 2005), the purpose of this study was to further explore factors that might increase the effectiveness of retaining and mentoring students. This research investigated the impact personalized communication between an advisee and advisor had on the (a) the advisor-advisee relationship and (b) student retention. Pre- and post-survey data from the Mentorship Effectiveness Scale (Berk et al., 2005) as well as university retention data was collected from 55 doctoral students over the duration of one spring semester in order to investigate feelings of safety and vulnerability during challenges experienced while progressing through a graduate education program. Though no significant differences in the mentor relationship was found between the experimental and control groups either before or after the implementation of personalized communication, student retention was significantly higher for the experimental group after personal communication was implemented by the advisor.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 92

# Increasing Motivation and Perseverance in Online Classes

Sally Zengaro, Franco Zengaro

Jacksonville State University, Jacksonville, Alabama, USA

### Abstract

#### Problem Statement

Traditional approaches to teaching college students have not proven to be highly effective in maintaining interest and students' engagement in a course. However, even with the knowledge being generated from educational and psychological research supporting active learning, the extent to which this approach is used in adult learning needs further analysis. In today's educational landscape where universities compete for students' retention and attracting new students, active learning approaches in addition to best practices for online teaching can make a difference in how adult learners are engaged in an academic course.

#### Theoretical Framework

This research is based on social constructivism, where active learning is facilitated and scaffolded in a community of practice. It is also based on Kort et al.'s learning spiral model of emotions and learning. It asserts that teacher interactions with students have a strong effect on student motivation and achievement and that teachers who are caring show their concern for students are able to motivate students to be successful.

#### Methods

The methodology of our study involved collecting online responses from student assignments in the school's LMS. Each assignment prompted students to respond to a "Check In" of how they were doing in the course and whether they had any questions. We conducted descriptive and qualitative analysis from our data collected. The research was guided by three main questions. 1) To what extent would the prompt generate more interaction from students? 2) What kinds of concerns would students be writing most? 3) What did students like the most about the assignment?

#### Results

The results of the study indicated that we received more emails from our students the first two days following the Check In assignment. Most of the concerns expressed from the emails were about seeking help from an assignment, further explanation about an upcoming assignment, and questions about grades. Students also asked questions about the instructor, not just the course. Students stated that the check ins made them feel like they were listened to.

#### Conclusion

The goal of this research was to encourage active engagement by students in their learning. We believe that our study has a trifold significance. First, it shows that frequent communication is important in online education. Secondly, students who are active in their learning appear to be more involved in their success. Thirdly, this tool has the potential to strengthen student motivation by showing concern for students as human beings. Although this is a limited sample, we feel that with a larger sample population, we could

generate results with possible larger implications in teaching and learning.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**93**

## **Pictorial Mnemonics: Integrated Letters to Teach Alphabetic Knowledge to Pre-k Students**

Pamela Shewalter

Middle Tennessee State University, Murfreesboro, Tennessee, USA

### **Abstract**

Young children acquire alphabetic knowledge in route to becoming proficient readers. In support of this learning, teachers instruct their students on letter-sound correspondences. They commonly do so with the aid of a keyword mnemonic that introduces students to pictures of objects that begin with the phoneme of each letter (e.g., a is for apple). Interestingly, an integrated picture letter mnemonic that presents each letter embedded within a picture of its keyword leads to better learning of letter-sound correspondences than the dissociated presentation of letters and pictures of keywords. However, past research has not demonstrated the integrated letter approach to be more effective for all letters within the English alphabet, nor was it conducted using instructional methods analogous to those used within curricula that adopt a keyword approach. The purpose of this study is to determine if integrating all 26 letters of the English alphabet within pictures aids students in acquiring alphabetic knowledge (i.e., letter identification, letter-sound production, and letter formation) when instructional methods common to published curricula are adopted. The sample will include approximately 40 pre-school students assigned to an integrated letter instruction group or a keyword instruction group. Each group will receive 8 weeks of 30 minutes of daily instruction. It is anticipated that students who receive integrated letter instruction will more quickly learn their letter identification, letter-sound correspondences, and letter formation when compared to students who receive standard keyword instruction. However, it is also hypothesized that overall learning at the end of the 8 weeks of instruction may be equivalent between these groups of students' letter identification, letter-sound correspondences, and letter formation.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**94**

## **A Case Study on Changes in Teachers' Pedagogical Practices Following Think-Aloud Training**

Sarah Woods

Columbus State University, Columbus, GA, USA

### **Abstract**

Explicit reading instruction allows students to see the expected strategy use of good readers while reading text (Duffy, Roehler, Meloth, Vavrus, Book, Putnam, & Wesselman, 1986; Reutzel, Child, Jones, & Clark, 2014). Through teacher-led think-aloud instruction, students observe teachers' modeling of how to navigate the text and how to process information while reading. Though there have been previous academic successes through teachers' use of think-aloud instruction (Curwen et al., 2010; Pilonieta, 2017; Pratt & Martin, 2017), it is uncommon for teachers to use this transparent instructional strategy (Curwen et al., 2010; Ness, 2011; Stichter et al. 2009) due to lack of knowledge and the low comfort level with implementation (Woods, 2020). Additionally, there is limited research of think-aloud instruction implementation for Black students in low-income communities. The central purpose of the present study was to examine teachers' metacognitive competencies and thoughts on using think-aloud instruction, and if training on think-alouds would influence teachers' reading instruction. The study took place in a school with predominantly Black students in a low-income community. In the eleven-week case study, the researcher interviewed three elementary teachers to learn how they understood think-aloud instruction. Following the initial interviews, the researcher conducted training for the teachers on how to implement think-aloud instruction and observed the teachers' reading instruction following the training. In the final week of the study, the researcher interviewed the teachers a second time to observe for any changes in teachers' pedagogical practices and understanding of think-aloud instruction. The qualitative data the researcher collected and analyzed were transcripts from the interviews, notes from the classroom observations, the Metacognitive Awareness Inventory (Schraw & Dennison, 1994) results, and the results from a mid-training survey the researcher created and administered to the teachers. The researcher used structural coding (Saldana, 2015) to categorize the findings from the data. The yielded results show that for two out of the three teachers, their pedagogical practices and their ideas of what think-aloud instruction changed. One teacher's ideas of think-alouds changed; however, she expressed a lack of comfort to implement such an explicit instructional method. This presentation will further explain the present study, the significance of the study, results, and implications.

### **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 95

# Using Latent Profile Analysis to Explore Academic, Research, and Social Self-Efficacy in Undergraduate Students

Anthony Eldridge, Leigh Harrell-Williams  
University of Memphis, Memphis, Tennessee, USA

## Abstract

### Study Purpose

The current study explores how Academic, Research, and Social self-efficacy scores, when taken together, differentiate subsets of undergraduate students through latent profiles. Thus far, while the literature has explored these constructs individually as predictors of undergraduates' intent to pursue graduate education (Eldridge, 2018; Tate et al., 2015), it is not apparent that these constructs have been simultaneously explored via Latent Profile Analysis in an undergraduate population, which could yield helpful information for mentoring and academic advising as well as intervention planning for at-risk students.

### Theoretical Framework

Self-efficacy beliefs, a key component of Bandura's Social-Cognitive theory (1997) and Lent, Brown, and Hackett (1994)'s Social Cognitive Career Theory (SCCT), are an individual's beliefs about their capabilities to engage in and properly perform given behaviors or actions. Self-Efficacy has received particular emphasis in educational research (Gelso et al., 1988; Lent, Brown, & Hackett, 1994; Williams, 2005; Israel, 2013; Meilstrup et al., 2016). These studies revealed that self-efficacy plays a crucial role in coping behaviors and how student's process goal attainment amidst perceived barriers. As self-efficacy is task-specific, this study focuses on three specific types of self-efficacy relevant to undergraduate students and their pursuit of research-related careers and graduate education.

### Methodology

Participants consisted of 493 undergraduate students from a Midwest and a Mid-southern university enrolled in sections of Introduction to Psychology for credit associated with the curriculum. Academic, Research, and Social self-efficacy were measured using the three subscales of the Graduate Education Self-Efficacy Scale (GESES; Williams, 2005). The Academic self-efficacy (ASE) subscale has 15 items, research self-efficacy (RSE) subscale has 20 items, and social self-efficacy (SSE) subscale has 15 items. Using a scale from 1 (not at all confident) to 10 (completely confident), each item asks the student about their level of perceived ability concerning tasks associated with the pursuit of higher education. Latent profile analysis was conducted using Mplus software, Both the Bayesian and Akaike information criteria (BIC, Schwarz, 1978; AIC, Akaike, 1973, 1987) were used to assess best model fit, with smallest AIC and BIC indicating better model fit.

### Research Question

Our research was composed of one primary question: What underlying self-efficacy latent profiles emerge in undergraduate students using Academic, Research, and Social self-efficacy scores via Latent Profile Analysis?

### Results

There was a better fit for the three-profile model over the two-profile model for all relevant criteria. Subscale means within each profile indicated distinct groupings of High, Medium, and Low scoring. For example, in the Low profile, all students in that profile scored low on all three subscales. Also, of interest is the finding that, within all three profiles, the lowest subscale mean was Social Self-Efficacy.

### **Educational Implications/Conclusions**

Academic intervention groups could use data from studies like this to determine who to target for intervention in settings such as higher education. Given that the majority of students will work in environments where social contact and relationships are crucial, interventions related to social self-efficacy might be a particular area to focus attention.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

97

## The Relationship Between Derivational Morphology and Reading Comprehension for Spanish-Speaking Language Minority Students in Fifth Grade

Claudia Crespo

University of Arkansas at Little Rock, Little Rock, Arkansas, USA

### Abstract

A large and fast-growing student population in the United States of America comes from homes where English is either not spoken or the primary language. In 2016, Spanish was reported to be the home language of 3.79 million (76.6 percent) English Language Learners in public schools. Unfortunately, researchers consistently find that vocabulary and reading comprehension are the lowest growth areas for Spanish-speaking language minority students, even for those who are proficient with emergent literacy skills like decoding and phonological awareness. One way to increase students' vocabulary is through explicit morphological instruction. Derivational morphology, which is the highest level of morphological knowledge one can attain, improves vocabulary acquisition since English is a morphologically complex language where 60% of the words are derived from Latin.

In this correlational study, the researcher explored the relationship between derivational morphology and reading comprehension for Spanish-speaking language minority fifth-grade students. First, a path analysis was used to evaluate the role derivational morphology played in reading comprehension when controlling for language comprehension, vocabulary, and decoding skills. Second, a multivariate path analysis was used to investigate the direct and indirect contributions derivational morphology had to reading comprehension through vocabulary, decoding, language comprehension, and Spanish phonological awareness. Finally, this study investigated the direct and indirect contributions Spanish phonological awareness had to reading comprehension through vocabulary, decoding, and derivational morphology.

The correlation matrix indicated that derivational morphology does contribute to reading comprehension ( $\beta = .64$ ), vocabulary ( $\beta = .74$ ), and decoding ( $\beta = .52$ ). There was no indication of a significant correlation between language comprehension and Spanish phonological awareness ( $\beta = .05$ ) to derivational morphology ( $\beta = .14$ ).

The data indicated a direct effect from derivational morphology to decoding ( $\beta = .45, p < .001$ ), and vocabulary ( $\beta = .44, p < .001$ ) as well as a direct effect from vocabulary ( $\beta = .51, p < .001$ ) and derivational morphology ( $\beta = .30, p < .001$ ) to reading comprehension, and a direct effect from decoding ( $\beta = .18, p = .04$ ) on reading comprehension. These results suggest that the effect of derivational morphology on reading comprehension is partially mediated by vocabulary and decoding.

The data also indicated that Spanish phonological awareness did not have a direct effect on reading comprehension. In addition, Spanish phonological awareness did not have a direct effect on derivational morphology and vocabulary. However, it did indicate a direct effect on decoding. Finally, the data indicated that Spanish phonological awareness had an indirect relationship to reading comprehension through derivational morphology ( $\beta = .31, p = 0.02$ ), indicating that Spanish phonological awareness is partially mediated to reading comprehension through derivational morphology.

This study demonstrated that derivational morphology predicts reading comprehension for Spanish-speaking language minority students in fifth grade. These results demonstrate the importance of explicit

derivational morphology in classroom instruction and interventions for language minority students. The results also established that the relationship between vocabulary acquisition and derivational morphology improved language minority students' comprehension.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

98

## Book Insecurity: Going Beyond Lack of Access to Books

Jeff Whittingham, Donna Wake, Rachelle Miller, Erin Shaw  
University of Central Arkansas, Conway, AR, USA

### Abstract

This research sought to explore the problem of book insecurity, a condition the researchers believe exists for many low-SES students. The issue of book insecurity goes deeper than lack of access to books, and involves the emotional and mental state of students' attitudes toward obtaining and owning books.

Maslow's hierarchy of needs provides the theoretical grounding of this study (Maslow, 1943). Maslow's theory describes five levels of needs, often depicted as a pyramid, with the lowest "basic needs" levels of needs focused on physiological and safety needs (e.g., food, water, security), the intermediate "psychological needs" levels focused on belongingness and esteem needs (e.g., relationships, feeling of accomplishment), and the top level focused on self-fulfillment or self-actualization (e.g., achieving full potential, realizing purpose in life). This study posits that book scarcity, or book insecurity, intersects with Maslow's hierarchy of needs at multiple levels. Access to relevant literature can provide students with a sense of emotional validation and security (basic need: safety and security). Books can provide space to feel a sense of connection and group identity (psychological need: love and belongingness). Reading can also provide students with support for development of esteem and self-worth (psychological need: esteem). Additionally literature can help individuals explore options for personal growth and provide an outlet for creative and productive activity (self-fulfillment need: self-actualization). Taken altogether, access to books can scaffold students toward self-actualization by, in part, providing them with elements critical to the lower levels of the hierarchy. The researchers in this study used a nonexperimental research design based on descriptive methods to explore the relationship between poverty and book access. Participants completed an online survey allowing researchers to compare responses of students based on their eligibility for their school's free lunch program.

The study is exploratory in nature exploring the focus phenomenon as it was not possible to alter the condition of participants regarding their socioeconomic status.

Results provided insight into students and their book access relevant to their socio-economic status with middle income students accessing more books than their lower income counterparts. Middle income students reported owning more books than their lower income peers (53% compared to 24% owning more than 100 books).

The researchers concluded that students from low socio-economic backgrounds, not surprisingly, own fewer books than their more affluent counterparts. These students live in homes where books aren't a priority: aren't discussed and aren't given as gifts. More importantly, many of these students suffer from book insecurity due to the conditions beyond their control. The participants indicated that they feared losing books, had more often had books taken away from them, and had been forced to leave books behind in sudden housing transitions. These same students expressed anxiety from using the school library due to late fees and fear of losing library books. While an overwhelming number of these students had access to smartphones, this group also had the lowest access to public library ebook collections.

**Select the TRACK most applicable to your submission:**

## Social and Cultural Change in Education

**99**

## **Educator Perceptions of the Effect of Collective Negotiations on Teacher Job Satisfaction**

Neil Faulk, Brett Welch  
Lamar University, Beaumont, TX, USA

### **Abstract**

Collective bargaining entered the field of education many years ago. Even though it had been within education for some time it was not until the 1960s that teachers began to use collective bargaining throughout the United States. Research regarding the effect of collective bargaining on the plight of teachers has revealed opposing conclusions. While some researchers conclude that teachers benefit greatly due to collective bargaining, nearly as many researchers conclude that it has led to teachers being even more dissatisfied regarding their job. The two most prominent theories on this topic are the exit voice theory and the reverse causation theory. It is interesting to note that a review of literature also finds opposing conclusions when investigating these two prominent theories. Due to opposing conclusions in the literature it was deemed necessary to further investigate the effect of collective bargaining on the plight of the teachers. This qualitative study focused primarily on the effect of collective bargaining on teacher job satisfaction. Recently retired teachers and principals having served in school districts of Louisiana that had collective bargaining were interviewed regarding their perceptions of the effect of bargaining on teacher job satisfaction. Results of the study were mixed but did tend to favor collective bargaining as positive in terms of the plight of the teachers. The majority of educators did perceive that teachers appeared to be somewhat more satisfied but did not always demonstrate this perceived satisfaction. There was a minority of the educators interviewed that did not perceive collective bargaining as being a positive influence on teacher job satisfaction and education in general. It was interesting to note that nearly fifty percent of the interviewees felt that collective bargaining was necessary to protect teacher benefits and teacher pay. These results somewhat agree with an earlier study done in one parish in 1993 regarding the effects of collective bargaining on teacher job satisfaction. Teachers and principals in this earlier study perceived that collective bargaining did improve teacher job satisfaction. It is recommended that further research be conducted regarding a comparison of teacher job satisfaction and membership in a professional organization.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 100

## Embodying Identity Gap (EIG), a nuanced cause of Gender Inequities in Science Education

Joy Anogwih

University of Alabama, Tuscaloosa, Alabama, USA

### Abstract

Gender Inequities in science education is often attributed to girls' low self-esteem reinforced by stereotype threats (Dee 2005; Ruggs and Hebl 2012; Makarova et al., 2019). And what's more, school policies and reforms continue to get modeled along this familiar and unfounded premise with the aim to end the long-standing and controversial achievement gap between boys and girls (Graham, 1987; National Commission on Teaching and America's Future, 1996; Villegas, 1998; Jeffers et al., 2004; Davis-Lowe, 2006; Ladson Billings, 2006; West-Olatunji et al. 2010). The danger of framing girls' scientific challenge/solution along the logic of self-esteem/achievement gap is reflected in past and present unsustainable reform outcomes, as more girls continue to misidentify with science subjects, get completely lost in the trajectory at early and advanced school years, and/or, have low self-determination to attain full potential on a par with male counterparts in STEM related careers. And this is regardless of their good science grades, likeness for science and schools' relentless reform efforts (Sonnert & Holton 1995; Elton et al. 2006; Ruggs and Hebl. 2012; Kim et al., 2018). In their review, Kim et al., (2018), pointed out that even though social identity theory suggests that individuals are driven by a need for positive self-esteem, that girls with high self-esteem still struggled to evaluate their science abilities correctly (p.613). Apparently, low self-esteem analysis implicitly reinforces low self-determination, low self-efficacy, low performance, the objectification and misrepresentation of girls within the "invited" school science spaces. Therefore, there is an urgent need to reimagine self-esteem analytical framework together with the "gap analysis" that feeds off it, otherwise, girls will continue to get dislocated in science which further reinforces the STEM leaky pipeline.

I therefore argue that K-12 female science students are struggling with "Embodying identity gap" (EIG) as opposed to low self-esteem, and that future solutions to their scientific challenges should be mapped along an EIG logic. My idea of EIG grew from "Embodying Identity" that stemmed from the science of Embodied Cognition (Koszalinski et al. 2011). It draws from Carabello's (2019) "identities in practice" to establish possible potential gaps between girls' "narrative identities" and their "performative identities," as girls invent spaces within a socially constructed science instructional space. EIG privileges girls' voices which have been largely excluded in past analysis and reforms. Two research questions are proposed here:

- 1) Does EIG exist in K6-12 female science students along race and class intersections?
- 2) Does EIG shift across scientific instructional spaces?

Data will be collected from K6 – 12 girls through oral interview and survey techniques. The psychometric properties of girls' responses to oral interviews, self-efficacy and behavioral surveys will be analyzed qualitatively and quantitatively with the Extended Rasch Models ("eRm") (Mair, Hatzinger, & Maier, 2020). Deviations from these models suggest the presence of EIG and otherwise implies the possible absence of EIG.

The combination of substantive information and Rasch empirical evidence will provide more concrete evidence for future development of a more transformative and sustainable solution to gender inequities in science education.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**101****"Mindfulness as a Pathway to Self-knowledge in Historically Marginalized Students"**Leila Molahan

University of Louisiana at Monroe, La, LA, USA

**Abstract**

At the center of this study is a concern with how Western secular mindfulness is being measured primarily by cognitive capacities – and thereby potentially denaturing the transformative power of its effects as found in Buddhist ontology. To bridge the gap between these two paradigms, the purpose of the study will be to further explore the idea of mindfulness as a pathway to self-knowledge through an interpretivist, phenomenological framework with an 8<sup>th</sup> grade class of historically marginalized students at a Title 1 school in Northeast Louisiana. This qualitative study proposes to research the students experiences before, during and after a mindfulness meditation practice through interviews, journals and observation. The definition of Self-knowledge in this study is described as authentic view of one's personality or one's pattern of thinking, feeling, and behaving as well as the student's possible connection with a deeper, spiritual Self

**Keywords:** *Self-knowledge, meditation, mindfulness, marginalized***Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 102

# Understanding the Imposter Phenomenon as it relates to doctoral students

Alan Webb, Arleene Breaux

The University of Alabama, Tuscaloosa, Alabama, USA

### Abstract

#### Problem Statement

The imposter phenomenon is a term coined by Clance and Imes (1978). The term was used to diagnose a condition in high achieving women who experienced an “internal experience of intellectual phoniness.” In the past 43 years numerous studies have been conducted to detect the presence of the imposter phenomenon but few studies have been devoted to the presence of the imposter phenomenon with respect to doctoral students.

#### Theoretical Grounding

This study is grounded in the theoretical construct of pragmatism. Pragmatism is a philosophical paradigm which engages research issues as its principle “line of action” (James, 1907; Mead, 1934) with assiduous attention being paid to the “technical warrants” (Dewey, 1929) that emphasize “workability” (Dewey, 1929; Mead, 1934). Simply stated, pragmatism focuses upon the topic of research, utilizing whichever methods or research techniques are deemed appropriate in order to achieve consistent findings (Creswell & Poth, 2018).

#### Methods

This study applies a quantitative methodology to the following research questions: (1) What percentage of doctoral students are familiar with the imposter phenomenon? (2) Is there a statistically significant correlation between familiarity with the imposter phenomenon and experience of the imposter phenomenon? (3) Is there a statistically significant difference between male and female doctoral students with respect to experience of the imposter syndrome?

#### Data Collection

Data for this study is collected by an administration of the Clance IP Survey which is a twenty item instrument with a five point Likert scale. The scale has a 20 point minimum and a 100 maximum. Forty or less indicates few symptoms of the imposter syndrome. Scores between 41-60 indicate moderate symptoms, scores of 61-80 indicate heavy symptoms, and scores of 81-100 indicate very heavy symptoms (Clance, 1985). A demographic informational survey accompanies the Clance IP survey. The demographic survey collects data with respect to gender, age, ethnicity, and college of study.

#### Participants

In order to qualify for participation in this study an individual must be or have been a doctoral student. There are no other qualifications for participation in this study. The participants are selected by random sampling. The survey is sent to doctoral students on a random basis. At this point in the study 29 participants have responded to the surveys.

#### Data Analysis

The data will be analyzed by statistical tests which will address each of the individual research questions. The first research question will be addressed by means of descriptive statistics. The second research question will be addressed by a correlation Pearson's R test. The third research question will be addressed by an independent samples t-test.

## **Findings**

The study is ongoing at this point. Of the 29 participants 23 were completely unfamiliar with the imposter phenomenon, three were familiar but knew nothing about it, two were somewhat familiar with the term, and one participant understood the term and its impact. By the time of the presentation it is assumed that the data set will be comprised of 100+ cases and inferential tests will have been conducted to address research questions two and three.

## **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**104****Do I Really have to Teach them to Read and Write? Education Equity Mindset and Teaching Literacy Across the College Curriculum**

Jeff Whittingham, Amy Baldwin, Amanda Martin, Louis Nadelson, Ron Novy, Keith Pachlhoferm, Kevin Powell, Erin Shay, Amy Thompson  
University of Central Arkansas, Conway, AR, USA

**Abstract**

Reading and writing are fundamental skills students need to be successful in college, making literacy development an issue of education equity. The literacy skills can be content-specific, indicating faculty members across disciplines need to support student development of appropriate literacy skills. The extent to which faculty members support student literacy development is likely associated with their literacy-focused education equity mindset. The problem addressed in our research was that of determining the mindset of faculty members across multiple disciplines. Our overarching research question was, "What are university faculty members' perceptions and practices for supporting student literacy development to enhance equity?" We gathered a combination of quantitative and qualitative data from 345 college faculty members using a researcher-validated survey. Our data collection took place online using Qualtrics, a web-based survey site. We gathered the publicly accessible email addresses of faculty members working in universities located in the south-central region of the United States from the institutions' websites. We emailed the faculty members an invitation to participate in our research, which included a link to our survey. Following data collection, we downloaded our dataset to a spreadsheet and began our data conditioning by removing the responses of those participants who did not complete at least 90% of the free-response items of the survey. Prior to our analysis of the qualitative data we developed a set of codes aligned to each of our primary postsecondary faculty literacy equity mindset attributes which included codes that we representative of a weak mindset. We found variations in the mindset strength between disciplines, by the number of students taught, gender, and age. Our exploration of faculty members' knowledge of and preparation to teach reading and writing revealed moderate levels of knowledge and modest levels of preparation. Our data indicated that the faculty members held a moderate level of responsibility for teaching their students literacy skills. Participants tended to engage in some form of literacy instruction. We posit the faculty members tended to engage in these practices due to the need by students to have the additional support to learn the content. Overall the faculty members held a moderate literacy-focused education equity mindset. Similar to our other findings we found the faculty members held moderate levels of positive expectations of student literacy skills, yet we were deeply concerned to find that the faculty members strongly agreed to being able to predict their students' literacy skill level based on the student's demographics. We found the faculty members shared a nearly equal mix of strong and weak education equity mindset perspectives. We posit faculty members tend to express different mindsets depending on whether the focus is on their activities or the activities of their students. We found a number of relationships to personal and professional variables including by discipline, gender, and age. dent inclusion, retention, and completion. The findings have implications for student inclusion, retention, and completion.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education



**105****Diving DEEP for Equity: A Framework for DBIE in Teacher Preparation**Donna Wake<sup>1</sup>, Charlotte Green<sup>1</sup>, Sherece West<sup>2</sup><sup>1</sup>University of Central Arkansas, Conway, AR, USA. <sup>2</sup>Winthrop Rockefeller Foundation, Little Rock, AR, USA**Abstract**

This autoethnographic study describes a transformational initiative embraced by an educator preparation program at a mid-sized university in the southeastern United States. Education faculty engaged in a two-year intensive study of the Diversity, Belonging, Inclusion, and Equity (DBIE) disruptive equity education project (DEEP) model. This session explores the interconnected dimensions of the DBIE Framework viewed through the leadership teams' perceptions and analysis of their experiences within the model.

This study was grounded in transformative learning as a conceptual framework. Transformative learning is an adult learning theory that utilizes dilemmas to challenge individuals' thinking regarding a given topic in order to generate critical thinking, reflection, and questioning of an individual's underlying assumptions and beliefs (Mezirow, 1997).

Participants in the study included six teacher educators involved in the work of equity leadership for a college of education in the Southeast United States (2 black females, 3 white females, and 1 white male). All participants were tenured and represented a cross-section of the college's organizational structure and served in critical leadership positions.

Data were coded across three constructs intrinsic to the DEEP equity training; DBIE, DEEP Ethos, 4 Is of Oppression. Researchers engaged in multiple rounds of coding using a priori structures specific to the intervention (Johnson & Christensen, 2004). Qualitative data were then analyzed using multiple one-way ANOVAs and three-way loglinear analysis to determine significance of variables within and among coded data.

Findings indicate that the constructs of 'belonging' and 'interpersonal oppression' resonated heaviest with participants as necessary to drive institutional and ideological change, and that this is grounded in practices centering shared discourse. Our findings elevate that the personal work done with humans in a shared space is necessary to forward systemic changes necessary to fully realize equity as an attainable ideal.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

106

## The COVID-19 pandemic and the most vulnerable higher education students in Indonesia and Vietnam: A comparative study about first-generation, rural and low-income students.

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### Abstract

During the COVID-19 pandemic, many studies have tried to explore the question of "how has the COVID-19 pandemic affected higher education students and who has been impacted the most?" Studies have also shown a widening gap between access to digital devices between those who come from an upper socioeconomic status and their counterparts who do not (World Bank; 2020; Rodriguez-Planas, 2020; Adnan & Anwar, 2020). Currently, there are no comparative studies that have tried to examine this question in the Southeastern Asia region, especially among the most vulnerable sub-groups of students who come from rural areas, low-income families, and first-gen students in Indonesia and Vietnam. We aim to fill this gap in the literature. These two countries have shown a similar 5-year average growth in their GDP, and they both are anticipating bonus demographics in their populations. With this demographic-bonus opportunity, it is projected that there will be more high-skilled workforce in the labor market, mainly from college graduates. Thus, these two countries have tried to invest in their economic development through education, notably higher education.

We seek to understand how the COVID-19 pandemic has affected vulnerable sub-groups of higher education students in these two countries. In particular, we will examine four different domains: a) students' overall wellbeing, b) their financial and personal hardships, c) their access to technology and the internet, as well as d) their educational satisfaction. We record more than 2600 responses from higher education students in both countries by using the survey that we have built based on some validated surveys from studies centered on the COVID-19 pandemic, wellbeing, and higher education (Rodríguez-Planas, 2020; Means, 2020; Center for Economic Social Research's The Understanding America Study Survey; Lee et al., 2021).

We estimate linear probability models to compare all the outcomes from our domains among the three sub-groups of students by providing cross-country comparison and within-country comparison. For cross-country comparison, following existing literature, we have found that the pandemic affects institutions and students unequally. We observe statistically significant differences between Indonesian and Vietnamese higher education students in almost all the outcomes. As far as the within-country comparison among the three sub-groups of students, we have found that students who come from these sub-groups are more likely to experience financial distress (6-14 percentage points), struggling to access technology, and experiencing limited access to the internet as they navigate virtual learning during the pandemic than their counterparts in their country (8-22 percentage points).

Understanding how this COVID-19 pandemic impacts higher education students unequally in these two countries might guide how the higher education systems in Vietnam and Indonesia should navigate and address the widening gaps among these sub-groups. In addition, some targeted service and assistance for these vulnerable sub-groups of students during the pandemic might help these countries in the long run in maintaining a good quality of workforce needed for maximizing the potentials for the demographic-bonus

opportunities that these countries are anticipating.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**107****A Geography of Family Engagement: Evidence from a National Survey**Emily Coady

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**Abstract**

There is a broad canon of research examining the positive impacts of parental involvement on a child's educational experience. At the same time, schools, education advocates and policy makers focus energy and resources to increase parental engagement among low-income parents, parents of color, and immigrant parents. Yet, research provides differing narratives of which parents are more involved, how parents get involved, and how schools engage parents. Our guiding research question is: What communities and what types of schools do we find increased familial engagement? Essentially, we are working to provide a map of parental engagement across the United States. To our knowledge, this study addresses a gap in the quantitative literature regarding parental and family engagement. To better answer our research question, we further explore the following aspects of engagement: 1) How do parents engage with their child's school? 2) How do schools encourage and empower parents to become involved? and 3) Which families are more likely to be involved with their child's school?

In an effort to answer our questions, we use nationally representative data of over 16,000 parents and guardians from the 2019 National Center for Education Statistics' National Household Education Survey to explore parental engagement activities for a variety of family types, school types, and communities. Our analysis is descriptive, and we will offer evidence of where family engagement is more likely to be reported (i.e., rural, urban or suburban schools or geographic regions) and what types of schools witness increased family engagement (i.e., charter schools, private schools, or traditional public schools).

For the purpose of this study, we measure parental engagement in two ways. First, we use parents' self-reported choice of engagement with their child's school including volunteering, attending parent-teacher conferences, participation in fund-raising activities, and serving on school committees. Second, we use parents' feelings of satisfaction with their child's school reaches out to them. These metrics include communication about child's academic progress and expectations of the parents. We also provide sub-group analyses of parental engagement for ethnic minority, language minority, multi-generational, and low-income families. Our preliminary findings reveal that suburban public schools and charter schools have the highest reported familial engagement.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 108

# The Impact of Residence Life on the Development of Long-Term Relationships in Higher Education

Samuel Firmin, Abigail Lukens, Christopher Broadhurst  
The University of New Orleans, New Orleans, LA, USA

### Abstract

Higher education institutions are known to provide undergraduate students with an assortment of opportunities to engage in transformative experiences. The life-changing experiences associated with student development at colleges and universities have been credited with equipping students with an assortment of personal, professional, and academic skills that transcend the undergraduate experience. On-campus student housing (i.e., residence halls) is traditionally recognized by higher education administrators to be bastions of undergraduate development, whereby students are able to embrace a variety of unaccustomed experiences that subsequently equip them with the tools and resources needed for long-term success beyond college and university life. As a result of this expectation, the impact of residence life has been associated with student success during college and student success after graduation. Yet, when considering the traditionally held benefits of on-campus student housing, ambiguity exists within the higher education research regarding the permanence and long-lasting impact of these friendships after a student leaves the institution.

This study explored the structural and programmatic impact of on-campus housing at liberal arts colleges on the transition of student friendships into long term meaningful relationships post-graduation. To understand the role residence life plays in developing long-term relationships in liberal arts colleges and universities, this study employed a phenomenological qualitative research design. Strange and Banning's 2015 Campus Ecology Framework was used as the primary theoretical lens to understand the influences of physical, organizational, human aggregate, and constructed campus environments.

This study recruited 12 participants by emailing regional alumni groups from a single liberal arts college located in the southeastern United States. Research participants were traditional-aged college students who lived in residence halls on-campus during their first year of undergraduate study. Research participants graduated between 3-15 years prior to participation in this study, which allowed researchers to understand if the participant relationships that were formed in college lasted post-graduation.

Study findings revealed that residence halls, as physical spaces, serve as important places where meaningful friendships develop. For example, one participant discussed the importance of having both private and public space in the residential halls: "I could go in my room and get things done but also be able to go to that common space and hang with friends...I think that really helped friendships grow...being able to step away when you need to". Findings also suggest that the overall campus community environment contributes significantly to the creation of long term, meaningful friendships. Furthermore, this study found that physical proximity and space played a major role in the formation of student relationships before and after graduation. Consequently, the findings of this study indicate the importance of how built spaces impact student life before and after graduation. Yet, despite the efforts made by residence life staff (i.e., resident assistants), this study found that residence life programming was less effective regarding the development of student relationships in residence halls than the natural relationship-building fostered by the physical environment of the residence halls and campus.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

## 109

# Integration or Relocation? The Lived Experiences of Those Directly Affected by Brown vs. Board of Education

Charlotte Green, Louis Nadelson  
University of Central Arkansas, Conway, Arkansas, USA

### Abstract

Brown vs. The Board of Education was the historic Supreme Court ruling that made racially segregated schools illegal. Desegregation was an important and necessary time in American history, but it was difficult for all involved. White teachers were unprepared to deal with teaching children who were deemed inferior. Black families were supposed to entrust their child's education to an unwelcoming environment. These issues of the 1950s strangely find themselves as relevant questions in 2021.

For school desegregation to be an effective change, there was a need (and currently still is a need) to address the social system associated with shifts from segregated schools to desegregate schools. The sociologist DuBois (1935) recognized the complexity of desegregation, positing that the changes to social systems involve three critical components: truth, knowledge, and sympathy. The complex changes in social structures, such as school desegregation, do not take place in the operational system, such as drawing new borders or arranging transportation, but rather the social system requires changing minds and the way people interact and think about others (Schlechty, 2009). The focus Du Bois used to describe the social challenges of changes to the United States educational system focused on the perspectives and interactions of teachers and students who would be impacted by desegregation.

Given the need for a disruptive change for successful outcomes from desegregation, we wondered if the lived experiences of Black students who experienced the implementation of desegregation referred to engaging in or the need to engage in social system changes. Embracing the position of Du Bois, we wondered if the Black students' lived experiences would include evidence of advancing truth, knowledge, and sympathy - the elements critical for social change.

The qualitative study consists of interviews conducted with 10 African American individuals who attended segregated schools before Brown vs. Board of Education and desegregated schools after the courts ruled separate but equal, which was not appropriate. We coded the data to look for emerging themes in the interviews that represented the individuals' experiences transitioning from segregated schools to desegregated schools.

The common theme among all the participants was support and expectations. It was clear that the individuals believed their African American teachers had higher expectations of them and served as advocates for their success. In contrast, the individuals felt teachers in the desegregated schools did not believe they could learn.

School reform has been a goal for many years (e.g., Smith & O'Day, 1990) justified by the desire to improve student learning. In parallel, there has also been a critical examination of reform efforts (e.g., Katz, 1971) that includes recognizing the barriers to disruptive innovation due to the maintenance and perpetuation of social systems that favor some groups over others. Our study provides a framework for educators to reflect on equity in the schools' system and provides strategies to address both the social and operational system to school needed to have school improvement.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 110

# A Study of the Relationships Among Implicit Theories of Intelligence, Attitudes Toward Inclusion, and Teacher Self-Efficacy Beliefs for Inclusive Practices

Lisette Manuel

Southeastern Louisiana University, Hammond, LA, USA

### Abstract

#### Problem Statement

There is a large gap between the national graduation rate of all students and those with disabilities. Research shows general education teachers are not trained to provide the level of instruction needed for students with disabilities to be successful. Although teachers are one of the primary influencers on student achievement, they often believe they cannot influence student outcomes. Teacher belief systems have proven to be an important factor in increasing student achievement, especially for students with disabilities.

#### Conceptual Framework

The conceptual framework for this study was based on Bandura's (1986) social cognitive theory. This theory asserts a triadic reciprocal relationship among behavior, beliefs, and the environment. The purpose of this sequential explanatory mixed methods study was to understand general education teachers' beliefs about mindset, teacher self-efficacy, and inclusion and how those beliefs relate to teacher behaviors. Previous research indicates there is a connection between mindset and teacher self-efficacy, mindset and inclusion, as well as self-efficacy and inclusion; however, there is no research connecting all three belief systems and limited research on high school inclusion.

#### Methods

This study was conducted in two phases. In phase one, a survey about teacher beliefs concerning mindset (BLTQ-R), inclusion (AIS), and teacher self-efficacy (TEIP) was emailed to all teachers in one south Louisiana school district ( $N=1,633$ ). There was a total of 704 respondents; however, only general education teachers' responses were analyzed for this study ( $n=368$ ). Statistical analyses including measures of central tendency, variability, structural equation modeling, confirmatory factor model, and path model were conducted using JASP. In phase two, eight high school teachers were interviewed to find out why teachers believe the way they do and how those beliefs relate to their classroom behaviors. Interviews were transcribed and analyzed using a simplified version of Hycner's data analysis process.

#### Results

The hypothesized SEM path model was found to be a valid model. There was a strong predictive relationship between mindset and attitude toward inclusion. Analyses of these results suggest most teachers have a growth mindset, a positive attitude toward inclusion, and have high teacher self-efficacy beliefs for inclusive practices; however, these results are not without concerns. High school teachers did not

have the highest mean score on any factor. Furthermore, there was an alarming number (52%) of teachers who did not have any pre-service training in special education/inclusion, and only 10% of the participants in this study reported attending yearly training related to special education/inclusion. Additionally, tension between teachers' beliefs and feelings about inclusion was revealed.

## **Implications**

Revising teacher preparation programs to include policies that prepare all teacher candidates to teach all students including those with special needs will have far reaching effects. Additionally, we must provide training for our teachers who are currently in the field. Considering the bulk of our current teaching force has likely not been properly trained prior to entering the teaching field (i.e., those with 10+ years of experience) nor during their teaching career, we must bridge this gap by providing quality professional development opportunities.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 111

### **How does feeling valued and supported by leaders matter for teachers? The relationship between perceived organizational support and teacher well-being and resilience.**

Lisa Journell

Wright State University, Dayton, OH, USA

#### **Abstract**

In this study, the relationship between perceived organizational support and teacher well-being and resilience will be investigated. Teacher shortages are a growing problem which stem from teacher attrition and a decline in teacher preparation program enrollment. Furthermore, teachers face growing challenges in the classroom, especially in response to the COVID-19 pandemic and balancing diverse learning needs. In order for school leaders to bolster teacher retention and agency, they should seek ways to support the development of resilience in their teachers. Teacher resilience is characterized as a mixture of risk and protective factors. Although resilience has been well-studied in many fields, a lack of evidence exists for the causal foundations of teacher resilience (Drew & Sonowski, 2019; Gu, 2014). Perceived organizational support (POS) may be an antecedent of teacher resilience because of its connections to well-being and the risk and protective factors of teacher resilience. Likewise, POS has been theorized to fulfill socio-emotional needs, increase organizational commitment, and improve employee well-being based upon mechanisms of social exchange and self-enhancement (Kurtessis et al., 2017). To explore the potential relationship between POS, well-being, and resilience in teachers, the following research questions are proposed:

1. Does POS within schools predict teacher resilience?
2. Is the relationship between POS and teacher resilience mediated by teacher well-being?
3. How do teachers experience POS within schools?
4. What does workplace well-being and resilience mean for teachers?

Using a mixed methods explanatory sequential design, this cross-sectional study will utilize two phases, an initial quantitative phase and a subsequent qualitative phase. In phase one, to investigate research questions one and two, POS, well-being, and resilience will be measured in a sample of 150 K-12 teachers. Upon analyzing findings from phase one, semi-structured interview questions will be composed for focus groups in order to explore research questions three and four in the qualitative phase. Qualitative data will be collected via small (10 or fewer participants) focus groups using voluntary sampling from select phase one participants. Analysis of focus group responses will be conducted using NVivo software and thematic coding. As guided by the extant literature and theoretical underpinnings of the study, it anticipated that POS will positively predict teacher resilience as mediated by well-being. Positive emotions, including gratitude, and perceived support from leaders have been shown to impact self-efficacy (Kitching et al., 2009), broaden thought-action repertoires (Tugade & Fredrickson, 2006), influence higher levels of job satisfaction and organizational self-esteem, and lower levels of stress and burnout (Kurtessis et al., 2017). In terms of the significance and practical contributions of this study, I aim to provide a greater understanding of the outcomes and underlying mechanisms of POS for teachers. The findings from the qualitative phase of the study will help illuminate the overall results and give a voice to the participants of the study by reflecting upon their experiences in regards to POS, well-being, and resilience as teachers.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

## 112

# Leadership in Chaos and the Demand for Resiliency

Kevin Badgett<sup>1</sup>, John Decman<sup>2</sup>

<sup>1</sup>University of Texas Permian Basin, Odessa, TX, USA. <sup>2</sup>University of Houston-Clear Lake, Houston, TX, USA

### Abstract

#### Problem Statement

In the first quarter of 2020, few could imagine the impact of COVID-19. In addition to the personal, social and economic repercussions that were continuously newsworthy events, the governmental response impacted the fabric of an institution that is notoriously slow to change, public education. Public school administrators and teachers were abruptly placed in positions in which traditional face-to-face teaching and learning environments were replaced by online learning environments, with the expectation of continued meaningful learning. This shift occurred in the context of complex and interconnected communities with deep relational implications. The purpose of this research is to better understand how COVID-19 and its impact on education in the PK-12 setting impacted organizational resiliency and intersectional relationships during this chaotic time.

#### Theoretical Grounding

One sobering takeaway from the international pandemic is the concept of “new normal.” In some ways, “new normal” is a lens through which one can look at an organization’s culture. More directly, despite stresses placed upon an organization from its surroundings, how does an organization adapt to maintain its primary purpose and meet the needs of its stakeholders?

According to Hoy and Miskel (2013), most contemporary organizational theorists view public schools as open and rational organizations. Utilizing this theory, one must understand that there is an interdependence between the organization and the environment. Acknowledging intersectional interdependence between the school and its communities then offers theoretical grounding for a study that explores the impact of COVID-19 on the functionality of relationships at those intersections.

#### Summary of the Methodology

This article reflects a qualitative approach to understanding stakeholder voices regarding experiences, feelings, and beliefs related to an organization during a pandemic. To ascertain insights about the stakeholders in the study that cannot be gained by simply interpreting statistics and numbers, qualitative inquiry was utilized (Lichtman, 2010). The qualitative data obtained in the study uncovered the participants perspectives and experience through their rich descriptions.

#### Results

Based on the analysis of the interviews, three primary themes emerged: (1) the importance of relationships,

(2) the dichotomous aspect of communication, and (3) the utilization of a mindset that addresses “new tools.” To couch these themes in existing research, Witmer and Mellinger (2016) utilized the framework of resilience to identify six themes that equipped private sector organizations to successfully adapt to the chaos or conflict that accompanied funding changes. Those themes included: commitment to the mission, improvisation, community reciprocity, servant and transformational leadership, hope and optimism, and fiscal transparency. In several ways, emergent themes from this research aligns well with the Witmer and Mellinger framework of resilience.

### Conclusions/Implications of the Study

The depth, breadth, and nature of crisis experienced navigating COVID-19 is certainly unique. The need for school leaders to prepare for crisis while sustaining and building relationships at a diverse variety of community intersections is not. Findings from this study will contribute to a better understanding of both our recent disruptive and chaotic experiences with COVID and support efforts to build resiliency needed for future events that challenge our work as educators.

### Select the TRACK most applicable to your submission:

Other

**113****Perceptions of Teacher Candidates and Faculty on Using Virtual Reality and Augmented Reality as a Teaching Tool**

Shalanda Stanley, Stacie Austin  
University of Louisiana Monroe, Monroe, LA, USA

**Abstract**

Virtual and augmented reality (VR/AR) is an immersive tool that enhances real-life experiences and creates opportunities for students to make deeper connections to content. The use of VR/AR can increase knowledge retention and learning, as well as fosters oral language competence by building vocabulary, an integral tenet in elementary education. In this context, a 16-week study investigated faculty and teacher candidates' perceptions regarding the use of VR/AR as a teaching tool in their elementary methods courses, either as instructor (one who models methods) and/or teacher candidate (one who demonstrates methods). Sampling was created by selecting five faculty and thirty-three teacher candidates according to the study's purpose. The case study method was employed as it aligns well with the interpretive analysis of perceptions. Survey data were analyzed to determine significant and developing themes. A total of three surveys were administered to all participants (n=38) over the course of one semester, one in week 1, one in week 8, and one in week 16. According to study results, the significant themes identified were the positive impacts of virtual and augmented reality in regards to planning and teaching, is its easiness of implementation, effectiveness of VR/AR, and the level of engagement it allows. Developing themes included the adaptability of virtual and augmented reality as it aligns with state standards. One third of the participants reported neutral feelings regarding the stress level of implementing VR/AR as a teaching tool, with the remaining participants reporting that VR/AR is not stressful to use. An overwhelming majority reported that VR/AR is exciting with respect to its impact on lesson planning and teaching, as well as its possible positive impact on student achievement. These findings imply that the use of VR/AR as a teaching tool has the possibility to help create exciting, engaging learning opportunities that are easily connected to state standards.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 114

**Reasons Teachers are Leaving the Classroom**

Gail Hughes, Kathy Collins, Carrie Sharp, Rachel Pool  
Ouachita Baptist University, Arkadelphia, AR, USA

**Abstract**

Nationally schools are challenged with recruiting and retaining qualified teachers. The global pandemic has made this task more arduous. Survey responses from 1,034 teachers from a southern state indicated that only 54% plan to remain in teaching until retirement which represents a 32% decrease from the same survey a decade earlier. Researchers also examined the prior framework of teacher retention predictors. Logistic regression results between teachers who plan to remain in teaching and those who do not across five Likert-response scales revealed that COVID concerns [*Wald*  $\chi^2(1) = 70.38$ ,  $p < .001$ ], satisfaction with students and parents [*Wald*  $\chi^2(1) = 6.60$ ,  $p = .010$ ], and satisfaction with their work environment [*Wald*  $\chi^2(1) = 66.37$ ,  $p < .001$ ] are related to teacher retention. Whereas teacher self-efficacy with instruction, classroom management/motivation, and technology were not significant predictors. Specifically, teachers who expressed COVID concerns were 4.5 times more likely to leave teaching. Teachers who are more satisfied with their work environment are 2.2 times more likely to remain in the classroom and those who are satisfied with their students and parents are 1.4 times more likely to remain.

Given the large impacts of the students/parents and work environment scales, researchers also examined the items within the scales to determine if there were more specific issues that could be identified within the scales to improve teacher retention. Examination of Cohen's *d* values, obtained from a comparison of responses from teachers who plan to remain and those who may leave, indicated that the issues of greatest impact were COVID, workload, salary, respect, planning time, and parental support respectively. Data from open-response items provided additional support for these findings. Teachers who responded that they may leave teaching were asked to share their reasons. The most often cited reasons among the 571 ideas shared were unrealistic expectations ( $n = 105$ ), workload ( $n = 99$ ), salary ( $n = 98$ ), lack of respect ( $n = 66$ ), COVID ( $n = 47$ ), and lack of parental support ( $n = 42$ ).

Teachers also expressed some frustration over student behavior and some reported lower self-assessments of their instruction, classroom management, and technology skills. However, the areas that differentiated teachers who plan to remain in the teaching from those who may leave occur outside the classroom. The major issues were concerns with COVID, workload, lack of respect, salary, lack of planning time, and unsupportive parents. These are not complications that can be solved with more standardized tests, another new curriculum, or improved teacher preparation. In fact, those solutions are the types of changes cited by many teachers as contributing to the problem. As one participant shared, "Although I love my students, my career...I am exhausted. We continue to have more and more requirements, responsibilities, paperwork, individualized education...meetings that take up every moment we aren't teaching...It's just becoming too much. NOTHING ever gets taken away, only more added." The problems contributing to teacher attrition are societal issues. We must all work together to change the dialog and improve our public schools.

**Select the TRACK most applicable to your submission:**

## Historical Perspectives of Education

## 115

### Onsite Visits Lead Credence to the Evaluation Data

John Enger<sup>1</sup>, Jennifer Thomas-Simmons<sup>2</sup>

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#### Abstract

For the past seven years, we have been the independent evaluators for 21<sup>st</sup> CCLC programs in one of the nation's largest school districts. Although this federal grant program is set up with no mandated onsite visits for evaluators, we have found these visits provide a grounded rationale for the numerous required reports.

The initial evaluation visit is scheduled by the 21<sup>st</sup> CCLC District Office and a representative from that office provides the introduction of the evaluator to the program site coordinator(s). Subsequent evaluator visits are unannounced for two reasons. First, with the unannounced visit, the site coordinator(s) do not feel compelled to create activities especially for the evaluator visit. Second, this visit offers the evaluator a glimpse of the normal day-to-day activities of the program and student participants.

Evaluator notes are taken throughout the visit and then compiled into an onsite visit report that is submitted to the director of the 21<sup>st</sup> CCLC District Office. According to the director, the report is reviewed and discussed by personnel in the District Office and then the district representative shares and discusses the report with the site coordinator(s) and the school principal.

The heading of the report consists of the day and time span of the visit, and the person(s) responsible for coordinating the visit and observations. The report is submitted in three parts.

Part 1 – The Visit. In this section, a minute-by-minute account is given from beginning to end. Persons interacted with or observed are identified by name and position. Activities and their respective locations are noted. Numbers of students observed are recorded as is their behavior/participation.

Part 2 – General Impressions (from Observations and Interactions). Significant (both positive and negative) program activities, staff actions, and student department are identified and listed.

Part 3 – Recommendations. These recommendations have run the gamut from identifying ineffective program activities to recommending successful program activities be commended and shared with other programs.

The onsite evaluator visits: provide a written glimpse of the program, enable the development of collaborative relationships that enhance the evaluation process, and provide the evaluators with a grounding for interpreting evaluative data.

#### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

117

## Curriculum Connections Project

Kim Kimbell-Lopez<sup>1</sup>, Elizabeth Manning<sup>2</sup>, Carrice Cummins<sup>2</sup>

<sup>1</sup>Louisiana Tech University, Ruston, La, USA. <sup>2</sup>Louisiana Tech University, Ruston, LA, USA

### Abstract

The Curriculum Connections Project provided 28 hours of summer professional development to ELA teachers (N = 20) in grades 3-5. This project addressed the need to increase teacher content knowledge (i.e., literacy skills) and pedagogical knowledge (i.e., strategies used to teach the skills) in order for teachers to more effectively deliver English Language Arts content to elementary students. Excellent teachers who are knowledgeable of a wide variety of instructional strategies are key to helping students become strategic readers (IRA Position Statement, 2000). “Teachers who possess a firm command of their subject areas understand factual information as well as major themes and concepts. They also comprehend the process of creative investigation and inquiry, whereby discoveries are made and new knowledge is formed, as demonstrated in the work of scholars and artists” (2016, National Board of Professional Teaching Standards, p. 18). Without this firm understanding, it is easy to simply go through the motions and teach with only a surface-level investment into the content. When teachers truly know how these approaches are designed, and why they are useful, they may be much more intentional and purposeful with their use in the delivery of skills and content knowledge (Saravello, 2010; Saravello, 2015).

The professional development provided teachers with an opportunity to examine the Louisiana Student Standard for ELA and Louisiana Guidebook units at a deeper level in order to help them to better understand the specific skills being taught within these state units. As part of this process, teachers analyzed how specific instructional strategies could be instrumental in providing appropriate scaffolding for students. This deep understanding of the “why” and the “how” would then help teachers with building that content knowledge for their students through instruction provided with the units.

Teachers were administered a Pretest in July with the Posttest re-administered again in August. Tests were created using passages and question items from the 8th grade test samples available via the PARCC web site. Analysis of the pretest/posttest data indicated:

- Pretest/posttest data were analyzed using an ANOVA. No statistically significant differences in mean ELA 2018 – LEAP 20 Raw Scores among Teachers within Schools were found. However, significant differences among Grades (levels 3 -5) were noted.
- A One-Way Anova was used to analyze experience. The mean PARCC score of participants in Experience Group 1 (those with the least teaching experience) increased to the point that it was similar to the mean Posttest PARCC scores of the other two groups (Experience Group 2 Posttest mean = 77.31%; Experience Group 3 Posttest mean = 77.08%).

General conclusions indicated that there was too little time between administration of pretest and posttest to show any change. Change might occur, but workshop knowledge might be gradually internalized during the process of teaching during the regular school year.

**Select the TRACK most applicable to your submission:**

Other

**119**

## **One or the Other: Parent Religiosity or Private School Choice May Reduce Crime in Milwaukee**

Marilyn Rhames, Patrick Wolf

University of Arkansas, Department of Education Reform, Fayetteville, Arkansas, USA

### **Abstract**

Religious faith is one of the strongest motivators known to man. For millennia, humanity has turned to a higher power(s) to help them cope with the challenges of life and define their values, attitudes, and behaviors. People have died for their faith. Religious people often lead lives that are distinct from those of the non-religious. Yet, unlike the fields of medicine and psychology, education research has grossly unexplored the influence of faith and religiosity on student outcomes. This research study seeks to change that. Using descriptive data from the Milwaukee Parent Choice Program (MPCP) Longitudinal Education Growth Study Baseline Report and outcome data from the National Student Clearinghouse and the Wisconsin Crime Database, this study seeks to explore this research question: Does family religiosity impact the effect that a private school voucher program like the MPCP has on student long-term outcomes such as college attainment, criminal convictions, and being named in paternity suits? Is private school choice, generally involving religious private schools, a substitute for the character-building power of a religious family or a complement to it? The research design is quasi-experimental with a combination of exact and propensity-score matching to generate the public school comparison group. The analytic strategy uses ordinary least square regressions with a focus on the interaction between parent religiosity and participation in the school choice program.

This study finds that either parental religiosity or attending a private school serves to suppress the criminal tendencies of students later in life. Interestingly, the combination of having high religiosity and attending a private school does not decrease criminal behavior according to our statistical models; in some cases, the interaction of religious parents and private school choice weakens the suppressive effect of the school choice program on character outcomes such as paternity suits. The implications of this study could motivate administrators of private religious schools to adjust their practice of recruiting students from within their faith community to actively seeking out students from families who have little to no religiosity, as such students may experience more long-term benefits from having access to private schooling than do their highly religious counterparts. However, because at least part of the positive effects of private schooling on character outcomes likely comes from peers, private school administrators might want to maintain a balance of more- and less-religious students in their enrollment. Essentially, being raised in a home with high religiosity or attending private schools—but not usually both—decreases an 8th or 9th grader's likelihood of committing crimes as an adult.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**120**

## **The Opinions of Preservice Teachers Concerning the Implementation of Virtual Headsets in a Science Methods Course**

Ava Pugh<sup>1</sup>, Tina Allen<sup>2</sup>

<sup>1</sup>University of Louisiana Monroe, Monroe, Louisiana, USA. <sup>2</sup>Louisiana Tech University, Ruston, Louisiana, USA

### **Abstract**

Even though Virtual Learning has been around for many years, it became a reality in 2012 as both teachers and students began implementing it in the classroom as a method for conveying subject information. Today, Virtual Learning is feasible in classrooms and is predicted to increase dramatically over the next five years. The 2018 November edition of *Science and Children* dedicated the entire volume to Virtual Literacy and how it can be crosscut with science, as well as other subjects. Therefore, the purpose of this research was to ascertain the opinions of undergraduate students concerning the usage of Virtual Headsets during the science methods courses. Undergraduates viewed informative Science Programs from GenerationGenius, planned lessons incorporating the Virtual Headsets, and taught the lessons to students in grades second through fifth for four different sessions. At the conclusion of the course, students were issued a seven-question Likert Scale survey pertaining to the videos, professional science programs, and headsets employed during the course. Of the thirteen students answering the questionnaire, results indicated a majority of 30 to 100 per cent strongly agreed these virtual methods were informative, beneficial, and they would utilize the headsets in their classrooms as teachers. Even though the sample is small, the headsets were only received during last summer and there were low enrollments during both the fall and spring semesters.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

# 121

## What do teachers want outside entities to know about being an educator during the Covid-19 pandemic?

Victoria Atwood

Middle Tennessee State University, Murfreesboro, TN, USA

### Abstract

Key Words: Covid-19, role overload, demoralization

**Purpose and Research Question:** The purpose of this narrative study is to share the stories of teachers at K-12 public schools in Middle Tennessee schools during the Covid-19 pandemic. I seek to share the ways teachers are empowered and disempowered as they strive to engage in good teaching during the shifting of the educational landscape. In this research, understanding teachers' daily lives during the pandemic is framed by demoralization and teacher resilience. The research question is *what teachers want outside entities (school boards and parents) to know about being an educator during the Covid-19 pandemic.*

**Methodology:** To gain insight, this research question was created using a narrative approach. Data was gathered through interviews lasting approximately 30-60 minutes each with 5 participants that have taught during a pandemic, as well as, prior to a pandemic. Educators chosen ranged in experience from 2-30 years in the classroom and teach at all levels 9-12. Educators were from core academic subjects and career and technical education courses, as well. Rural and suburban contexts were represented in this study. I analyzed and interpreted these transcribed interviews using an iterative process of open coding to start (Hatch, 2002; Saldana, 2015). Open coded material was then used to create a narrative of the information gleaned from those interviews.

**Findings:** From this analysis I found that teachers wanted these outside entities to know they are doing and trying their best, but there are only so many hours in a day and sometimes teachers were giving way more than they should of those hours to their professions. One teacher stated, "I wish they knew we were doing two jobs at once and I can't respond to every email immediately." Teachers were experiencing role overload at an alarming rate and ultimately becoming demoralized in their professions (Andrew, Richards, Hemphill, and Templin, 2018). Not all was negative, teachers were able to provide some helpful ideas to assist in making the teaching process during a pandemic easier and could share some positive experiences that have developed since the Covid-19 pandemic disrupted the world. One young teacher mentioned, "I now focus on the most important information, the power standards if you will, and let the rest go. I just don't have the time to cover it all." This is so important as teachers try to cover everything and stress themselves out about not having the time to do so.

**Significance:** Teachers are becoming more and more demoralized in their jobs (Dunn, 2020). They will fight through this adversity and persevere, but they need some assistance and patience from these outside entities to maintain their ability to handle the struggle.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 122

### Dissertation student expectations: A qualitative study

Alan Webb<sup>1</sup>, Arleene Breaux<sup>2</sup>, Brian Barsanti<sup>3</sup>

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#### Abstract

#### Problem

One of the greatest problems in the history of higher education has been the small percentage of dissertation students who actually complete their dissertations. Studies have been conducted to accurately measure the success rate of dissertation students. Depending upon the field of study the success rate varies between 30-50% (Willis & Carmichael, 2011). From almost any perspective the small percentage of successful dissertation students must be considered alarming.

#### Theoretical Grounding

This research endeavor was conducted on the basis of the theoretical grounding of constructivism. Ontologically it is assumed that multiple realities exist and are constructed by means of lived experiences and social interactions. Epistemologically it is assumed that reality is co-constructed between the researcher and the researched. Axiologically it is assumed that individual values are honored and negotiated among individuals. As such, it is also assumed that research is value-laden. Methodologically it is assumed that research is emergent and that findings are best attained through consensus (Lincoln & Guba, 1985)

#### Methods

This research employed a general qualitative method (Merriam, 2009) to investigate one specific aspect of this problem. The purpose of this study was to better understand how dissertation students experience the dissertation process. This study addressed five research questions. (1) What expectations do dissertation students have of themselves? (2) What expectations do dissertation students have of the university they attend? (3) What expectations do dissertation students have of the chair of their dissertation? (4) What expectations do dissertation students have of their dissertation committee members? (5) What expectations do dissertation students have of their faculty instructors?

#### Data Collection

Data was collected by means of semi-structured interviews. Semi-structured interviews offer the participant a general question which allows the participant to inform the researcher concerning the research questions (Brinkmann, & Kvale, 2015). Two interview questions were derived from each research question which would collect the type of data needed to address the research question (Holley & Harris, 2019).

#### Participants

The requirements for the 50 individuals who participated in this study were that they are presently enrolled in a doctoral program or had been previously enrolled in a doctoral program.

#### Data Analysis

The research employed a three phase data analysis strategy (Salda 2016). Phase one employed holistic coding which captured the essence of the participants' responses (Miles, Huberman, & Salda). Phase two employed "in vivo" coding in order to illustrate the holistic codes (Corbin & Strauss, 2015). Phase three incorporated thematic coding (Marshall & Rossman, 2011) which organized the holistic and "in vivo codes" into themes that produced findings which addressed the research questions (Salda 2016).

## **Findings**

Preliminary findings from this study are as follows. Dissertation students expect themselves to be proactive in learning. Dissertation students expect their institutions to be clear in their communications with respect to dissertation requirements. Dissertation students expect their chairs to be advocates for them throughout the process. Dissertation students expect their committee members to be responsive to their requirements. Dissertation students expect their faculty members to be instructive in teaching them how to do research.

## **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**123****Secondary teachers perspectives on free online platforms to promote students engagement**Samantha Junkin

Auburn University at Montgomery, Montgomery, Alabama, USA

**Abstract**

It can be challenging for teachers to keep students engaged in a physical classroom, however in a virtual setting it is augmented further (Mobile guardian, 2020). Households can be very distracting for students and teachers are unable to walk around and cannot see if students are engaged or distracted (Farah & Barnett, 2019; McNiff, 2021). In addition, teachers can feel intimidated and overwhelmed with technology (Hertenstein, 2020; Schaffhauser, 2020). Teachers are struggling with virtual learning and have gotten little to no professional development on how to engage students in an online platform (Schwartz, 2020; Williams, 2021). This study will dive into various free online platforms for virtual student engagement which will provide prospective from current teachers on the most to least helpful platform. These prospective will help provide professional development direction on which online platforms could be used to engage students in a virtual setting.

The participants included current teachers in southeast Alabama. These participants were also enrolled in a master's of education program. The participants learned about various free online programs and were able to simultaneously implement those programs in their classroom. At the end of the semester students took an online survey asking which programs were least to most helpful for engagement, easiest to implementation, and programs they would like to know more about. Once the data was collected, descriptive statistics were used to analyze the results. The results showed the programs that were the easiest to implement were also the most helpful for engaging students. In addition, the programs they wanted to know more about were also the programs they stated were the least helpful were engaging students. A few implications of the study were at the time of the study all participants were learning and teaching virtually, this will affect the future usage as the future of virtual classroom settings are still undecided. In addition, the deep dive of each online platform was limited due to the lack on time in the course.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

125

## Bridging the Work-Technology Gap: Overcoming Barriers through Education and Understanding

Lesley Strawderman<sup>1</sup>, Shane Warren<sup>1</sup>, Reuben Burch<sup>1</sup>, Courtney Taylor<sup>2</sup>, John Ball<sup>1</sup>, Bailey Jose<sup>1</sup>

<sup>1</sup>Mississippi State University, Mississippi State, MS, USA. <sup>2</sup>East Mississippi Community College, Columbus, MS, USA

### Abstract

The safety and well-being of employees is a key priority for businesses and organizations in the manufacturing industry. With an aging workforce and difficulty attracting and retaining new talent, keeping workers injury free and able bodied is essential to productivity. To accomplish this objective, many industries have considered adopting wearable technologies that provide feedback on the health and wellness of their employees while on task. However, personal privacy, hesitation of employees to wear devices, and other concerns have slowed the integration of wearable technology among manufacturers. The first steps in addressing these concerns is to more thoroughly identifying specific barriers to wearable technology acceptance, recognize opportunities and solutions to address these barriers, and leverage pathways to educate and train employers and employees on the benefits of wearable technology to the health, safety, and longevity of their workforce.

As part of an ongoing research project funded by the National Science Foundation's Human Technology Frontier (NSF-HTF) program investigating wearable technology acceptance within the manufacturing industry, the current paper presents a qualitative analysis of responses to questions asked of workforce educators, trainers, and human resource managers regarding emerging and effective methods for learning, teaching, and training employees on new technologies. All questions were researcher developed and approved by a university Institutional Review Board prior to delivery to participants. Participants were recruited via in-house contact lists and workforce advisory boards and contacted for participation through email or phone call. Upon receiving confirmation of participation, researchers worked with each company to schedule either an interview if there would be only one representative participating, or a focus group if multiple representatives would participate. Both interviews and focus groups were conducted either face-to-face or virtually (WebEx, Teams, etc.) Upon reception of verbal consent, all questions and responses were recorded. The recorded responses were transcribed into text via the Otter.ai software package. Once all recordings were transcribed, researchers then employed MaxQDA software to code and analyze the text.

Participants provided insight regarding the challenges of implementing wearable technology in the workforce, and the need for education and training to make such efforts successful. Specific comments related to training effort, workforce age, and change management. A common theme from multiple participants was the challenge with training an aging workforce on new technologies. Rather than training aging workers, many people indicated that it may be easier to wait for them to leave the workforce and replace them with younger, more tech-savvy workers. Others noted that training often aims to relate the new technology to consumer technology that workers are already comfortable with, such as smart phones. Overall, the desire was to have employees that were able to change to keep up with technology.

Workforce training and education should include information about changing technology such as wearables.

Increased exposure to the use and benefit of wearables would ease worker anxiety and allow industry to better realize the benefits that such technology can offer. By addressing the barriers to wearable technology today, we can begin transforming them into opportunities for tomorrow.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**126**

## **Developing Leaders in Science Teaching Through a Transformative Induction Model**

Sabrina Stanley, Dennis Sunal, Cynthia Sunal  
University of Alabama, Tuscaloosa, AL, USA

### **Abstract**

The problem addressed in this study is “How does a transformative induction model benefit novice science teacher leadership development?” The demand for high-quality, certified teachers in the science disciplines exceeds that for all other subjects, especially in the southeastern states. Developing Leaders in Science Teaching (LIST) is a four-year National Science Foundation - Noyce supported induction program to prepare and certify science majors (Noyce Fellows) as quality science teachers in high-needs schools. The model’s theoretical grounding is based on learning organization theory as well as self-efficacy theory. Novice science teachers become effective educators when they are learning and developing professionally along with peers and other experts in the field. Four-member Professional Learning Communities (PLC) were assembled for each of the programs’ Fellows to include a colleague teacher, a science disciplinary specialist, and a science education specialist. Each of the 15 participants’ was involved in a PLC unique to the Fellow’s background and teaching assignment throughout the pre-service and in-service induction experiences. Data were collected from classroom observations using the Reformed Teaching Observation Protocol (RTOP), interviews, and surveys completed by PLC members over the course of the first three years of the program. The researchers observed and rated classroom lessons for student-oriented science teaching, and developed interview and post-PLC survey questions asking participants to define a professional learning community, describe PLC impact on teaching, and identify changes in working with their collaborators. Additionally, they provided feedback in interviews and surveys about the logistics, benefits, and drawbacks experienced with the PLC. Results, coupled with PLC meeting transcripts and agendas and lesson ratings, provided a landscape for the efficacy of this unique induction model. Participants consistently identified their PLC as a time and space for growth, reflection, strategizing, and collaboration. Led by the novice teachers, PLCs set norms, established goals, and met regularly. In these monthly meetings, each member was respected with an equal voice such that every member at the table could contribute and share their individual expertise. In this way, new and experienced teachers put their collective knowledge base into action. The program has the goal of moving its teachers from mentored novices to teacher leaders in the education community. The benefits from the PLC applied to both teaching and learning; the members worked to make instructional changes to their own practice in order to meet the needs of their own students. These experienced novice science teachers also demonstrated increased leadership capacity by presenting at educational conferences, spearheading Zoom work sessions for all PLC members, and mentoring less experienced novice teachers.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

127

## **DO COLLEGE FACULTY IMPACT GRADUATION RATES? “YOUR PROFESSOR WILL MAKE OR BREAK YOU IN COLLEGE”: A PHENOMENOLOGICAL ANALYSIS OF PERSPECTIVES FROM UNDERGRADUATE STUDENTS**

Rachel Giles

University of South Alabama, Mobile, AL, USA

### **Abstract**

The researcher has already collected data of significance and is in the process of completing a doctoral dissertation which will be defended in Fall 2021. Student attrition is a known problem in education, further heightened by the COVID-19 pandemic, and researchers acknowledge that retaining students until graduation is critical for institutions and for higher education as a whole. The problem addressed in this study is that of low graduation rates at higher education institutions in the United States. Currently, there is a lack of research which looks beyond what may impact retention (i.e., freshman transitioning into their sophomore years), following through to studying which factors impact graduation rates. For faculty, low graduation rates can mean less research funding and compensation. Students, as shareholders in higher education, carry valuable insight to their own intent to persist to graduation and the influence of faculty. The purpose of this phenomenological study is to:

- **Collect traditional college students’ perceptions of the impact of faculty upon their motivation to graduate at their present institutions.**
- **Explore the perspectives of participants as to whether faculty influence their intentions to continue until graduation at their current institutions, drop out, or transfer.**
- **Determine the overarching themes in participants’ responses.**
- **Examine how faculty had negative or positive influences upon students by thematically analyzing students’ feedback.**
- **Provide useful information for institutions and faculty as they seek to improve all aspects of student retention and graduation rates and fill gaps in the literature regarding student perspectives of faculty’s impact on their intent to persist.**
- **Increase knowledge about faculty’s influence on students’ motivation to persist to graduation at their current institutions.**
- **Offer insights which individual faculty members may take into account (ex: pedagogy, behaviors, attitudes, actions, mentorship) as they consider ways they may influence students’ beliefs of their motivation to persist to graduation at their institutions.**

The researcher garnered IRB approval and collected data by having qualitative, open-ended surveys distributed to current, traditional undergraduate students enrolled in the Summer 2021 semester at the researcher’s current university. Participants were not personally known to the researcher, were aged 18 or older, and were enrolled in three physics lab courses with completion of the survey offered as an opportunity for extra credit by their instructor. Participants were free to write down feelings and perspectives relating to the topic of the survey and their answers were kept anonymous to all but the researcher. The opportunity to participate in interviews via Zoom was also offered to participants and Zoom sessions are currently being scheduled. The survey distribution produced rich, voluminous responses and responses of all 17 students who completed the survey are being used for a phenomenological thematic analysis. All 17 students who responded to the survey indicated that faculty did, in fact, either encourage or discourage them regarding their

**intention to persist to graduation at their current university.**

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

# 128

## SCHOOL GUIDANCE COUNSELORS' KNOWLEDGE OF AVAILABLE RESOURCES FOR STUDENTS IN FOSTER CARE

Traci Sullivan<sup>1,2</sup>, Thelma Roberson<sup>1</sup>

<sup>1</sup>William Carey University, Hattiesburg, MS, USA. <sup>2</sup>West Marion Primary, Foxworth, MS, USA

### Abstract

This paper will present findings of a recently completed doctoral study. The purpose of this research was to determine whether high school guidance counselors are knowledgeable of resources available to students in foster care to aid them in transitioning to the workforce, independent living, and/or college. Those who attend this conference session will receive a list of federal/state and other resources.

**Statement of the Problem:** Primarily due to social and cultural changes in society, the number of children in foster care and those attending public schools in the United States continues to rise. In 2019, there were approximately 420,000 children in foster care with nearly 250,000 of those children exiting the system around the time they also exited high school. Unfortunately, as adults, those who experienced foster care are at greater risk for homelessness and unemployment, and are less likely to enroll in and/or graduate from college than those without a history of foster care placement. High school guidance counselors play a pivotal role in providing students with information about post-secondary resources and opportunities. However, when guidance counselors are unaware of services uniquely designed to meet the challenges faced by those formerly in foster care, many of these individuals will not be helped.

**Theoretical Framework:** The study is grounded in Bronfenbrenner's ecological systems theory and Bowen's family systems theory. Both theories provide a valuable framework for examining the development of students in foster care, the environments in which they reside, and the relationships that occur between individuals within these circumstances.

**Methodology:** The non-experimental, quantitative study used survey methodology. The survey instrument, the Post-secondary Resources for Students in Foster Care Questionnaire, was developed specifically for the study. Participants were high school guidance counselors who were also members of the Mississippi Counseling Association (MCA). Questionnaires were distributed through the MCA member listserv and results from 33 questionnaires were included in the results. Descriptive statistics were reported and Pearson correlation and ANOVA were used to test hypotheses. The questionnaire included an open-response item related to challenges participants faced meeting the needs of student in foster care. Those responses were analyzed using thematic coding.

**Results from the study suggest that high school guidance counselors who participated in the study lack knowledge of resources available to students in foster care to aid them in transitioning from high school to the workforce, independent living, and/or college.**

**Implications:** Due to a lack of knowledge, high school guidance counselors may be unable to help students who have experienced foster care transition to adult life. The findings indicate a need for training for high school guidance counselors and improved communication between foster care systems and schools.

**Select the TRACK most applicable to your submission:**

## Social and Cultural Change in Education

## 129

**Writing a dissertation: A step by step approach to success!**

Randal Wilson, Teresa Clark, Raglena Salmans  
Murray State University, Murray, KY, USA

**Abstract**

Abstract: this workshop/training session is intended for those who are preparing to undertake the dissertation process or who are currently working on theirs and are not making a great deal of progress. The dissertation process is perhaps the most feared part of a doctoral program. Some of the fear may be warranted but a great deal is due to the fact that the process is just not understood. Additionally, the process is often undertaken without a clear plan in place. Regardless of the reason, many dissertations are never finished and the hereto successful doctoral student journeys through the rest of life wearing the letters of ABD!

The goal of this training session is to help the participant adequately prepare for the dissertation process and successfully complete it. Additionally, the session will help those who have started and stalled, get back at it.

**Overview:**

1. First things first...know the expectations of your institution.
2. I have a chair and a committee...what does that mean?
3. What do I want to study?
4. What type of study will get me where I want to go?
5. I have my research topic, where do I go from here?
  1. Get in the literature...
  2. Read the literature!!!
  3. Write the literature review.
6. Go back to the introduction.
7. How am I going to conduct my study?
  1. Who/what is my population?
  2. Where is my data coming from?
  3. What's my method?
  4. How am I going to analyze my data?
  5. IRB
8. Time for the proposal.
9. Approval!!! Get on with the study
10. Analyze the data and report it.
11. Conclusions...finally, I get to have an opinion.
12. Pre defense...edit, edit, edit.
13. Defend.
14. Post defense cleanup.
15. Final submission and signatures.
16. Congratulations Doc!!

This session will be an interactive session that will provide participants the opportunity to discuss their study and talk about what is and what is not working for them. The facilitators will help participants develop and plan to get started or one that will get them back on track.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 130

### Shadows of Leadership: Defining leadership in today's challenging times.

Randal Wilson, Ben Littlepage  
Murray State University, Murray, KY, USA

#### Abstract

**Abstract:** Leaders and leadership are generally viewed in a favorable light. We look to leaders for vision, advice, direction, correction and encouragement. However, leaders sometimes take the wrong path, fail ethically or make poor decisions. Instead of casting light, they cast shadow. Parker (1998) suggests that we should pay more attention to the shadow side of leadership. Failure to recognize this potential dark side helps to facilitate abuse and victimization. Lipman-Blumen (2011) uses the term “toxic leaders” to describe those who abuse power and engage in activities that are detrimental to their followers and the organization as a whole.

This session will provide an overview of toxic leaders/leadership and the shadows that can be cast. Specifically, the following shadows will be reviewed: Power, Privilege, Mismanaged Information, Inconsistency, Misplaced and Broken Loyalties, and Irresponsibility (Johnson, 2012). Studying the negative will often reinforce the positive. A desired outcome for the session is that participants will reflect on their leadership styles and ethical frameworks. In doing so, they will be better positioned to determine if they are casting shadow or light on their organization. Additionally, with an enhanced awareness of shadow and light cast by those in leadership positions, participants will have a better understanding of how to deal with leaders and the actions they take.

#### Overview:

1. Leadership self-assessment
  1. *Brutal Boss Questionnaire* (Hornstein, 1996)
  2. Ethics Journaling
2. Characteristics of a Toxic Leadership
3. Shadows of Leadership (Johnson, 2012)
  1. Shadow of Power
    1. Define and characteristics
    2. Examples
    3. Consequences
    4. Effective leadership alternatives
  2. Shadow Privilege
    1. Define and characteristics
    2. Examples
    3. Consequences
    4. Effective leadership alternatives
  3. Shadow of Mismanaged Information
    1. Define and characteristics
    2. Examples
    3. Consequences
    4. Effective leadership alternatives
  4. Shadow of Inconsistency
    1. Define and characteristics
    2. Examples

3. Consequences
4. Effective leadership alternatives
5. Shadow of Misplaced and Broken Loyalties
  1. Define and characteristics
  2. Examples
  3. Consequences
  4. Effective leadership alternatives
6. Shadow of Irresponsibility
  1. Define and characteristics
  2. Examples
  3. Consequences
  4. Effective leadership alternatives
4. Case Studies
  1. Identify the shadows
  2. Identify effective leadership alternatives
  3. Self-reflection

This interactive session provides relevant information for attendees as they seek to improve their leadership skills. Particularly, this session helps those in attendance to reflect on their own leadership as it applies to ethical decision making and how they interact with colleagues; both superiors and followers. Participants will also identify their strengths and weaknesses as a leader and seek opportunities to develop their own leadership skills

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#### Select the TRACK most applicable to your submission:

Social and Cultural Change in Education

**131****Adaptive Leadership in Educator Preparation: A Statewide Case Study**Dustin Hebert<sup>1</sup>, Kimberly McAlister<sup>2</sup>, Myra Lovett<sup>3</sup><sup>1</sup>Louisiana Tech University, Ruston, LA, USA. <sup>2</sup>Northwestern State University of Louisiana, Natchitoches, LA, USA. <sup>3</sup>University of Louisiana - Monroe, Monroe, LA, USA**Abstract**

Note: This research is in-progress as of this submission. It will conclude by the November Annual Meeting.

Leaders are faced with adaptive challenges regularly, if not daily. “Adaptive problems are often systemic problems with no ready answers” (Heifetz & Laurie, 2001, p. 6). Kuluski et al. (2020) identify the “defining feature of adaptive leadership is the separation of technical solutions...from adaptive solutions” (p. 176), and adaptive leadership refers to a process of leading rather than an individual’s capacity (Heifetz et al., 2004; Randall & Coakley, 2007). Heifetz and Linsky (2002) posit that a leader must differentiate between adaptive and technical challenges and employ appropriately oriented solutions. Considering the myriad challenges faced by academic leaders today, this study will investigate how adaptive and technical challenges in educator preparation are approached and solved throughout Louisiana’s institutions of higher education. Accordingly, the problem investigated in this descriptive study is the adaptive and technical leadership approaches used to govern Louisiana’s educator preparation programs. The descriptive study will utilize Northouse’s (2016) Adaptive Leadership Questionnaire to identify the leadership approaches used among educator preparation providers. One leader at each institution of higher education (IHE) offering educator preparation programs approved by the Louisiana Board of Elementary and Secondary Education will comprise the sample. Frequency distributions of results for Northouse’s (2016) six a priori constructs (Get on the Balcony, Identify the Adaptive Challenge, Regulate Distress, Maintain Disciplined Attention, Give the Work Place Back to the People, Protect Leadership Voices from Below) will be analyzed to identify patterns in participants’ adaptive leadership styles. Results will inform policy and practice recommendations, leader support needs, future research, and collaboration opportunities.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**132**

## **An Examination of Hope Leadership Academy Professional Learning in Character Education and the Creation of a Caring School Community**

Kara Chism, Jodi Newton  
Samford University, Birmingham, Alabama, USA

### **Abstract**

Schools were originally created to help students become smart and become good (Lickona & Davidson, 2017). However, a focus has been placed on providing students with academically challenging curriculum as evidenced by No Child Left Behind of 2001 (NCLB) and Every Student Succeeds Act of 2015 (ESSA). Both focused on students becoming smart with less emphasis on students becoming good. Ironically, the Federal Commission on School Safety's Final Report (2018), indicated the one of the best ways to provide a safe learning environment was through character education. The report suggested using the PRIMED character education framework by Dr. Marvin Berkowitz. Similarly, Character.org's Eleven Principles of Character Education provide a framework for effective character education. The Hope Leadership Academy (HLA) has provided a 3-year professional development program that centers on these two frameworks. The purpose of this study was to determine whether a school that received three years of professional learning focused on character education indicated an increase as a caring community. Six schools provided access for students and adults to complete the School as a Caring Community Profile-II (SCCP\_II) after their first HLA session in January 2018, and five schools surveyed in May 2020 after the completion of HLA. The researchers used descriptive statistics to rank the five sub-scales from SCCP-II from the highest to the lowest from the January 2018 and the May 2020 surveys. The differences were calculated between the mean for each sub-scale for students and for adults. Each of the five subsets increased in both the student and adult surveys, indicating schools may improve as caring communities through professional study of character education and with participation in HLA.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**133****Unveiled: What is Keeping Black Males Students From Success**Jo Hawkins-Jones, Stacy Reeves

The University of Southern Mississippi, Hattiesburg, MS, USA

**Abstract**

*Although it may appear that Black males do not value education due to mediocre scores in academics, the truth is far more nuanced. The lack of culturally relevant learning experiences with culturally competent teachers, academic disconnection, and stereotypical labeling account for a preponderance of their negative self-image and poor academic performance. Culturally relevant pedagogy reveals that students' educational experiences are often the factors that influence their academic achievement and self-regulation. This article presents research into the educational experiences of Black male students. The authors cite relevant literature and offer suggestions to improve Black male students' success based on direct observation and experience derived from nearly 10 years of working with Black male students.*

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**134****Addressing a Need: Creating Community in Online and Hybrid Courses**

Erin Klash, Tara Beziat, Sherry Campbell, Laura Wildman  
Auburn University Montgomery, Montgomery, AL, USA

**Abstract**

Online courses have many positive aspects. They are convenient, reduce travel costs to and from campus, and participants can work at their own pace (Jaggers, 2014; Willging & Johnson, 2009). However, the most broadly reported concern with online courses is participants' feelings of isolation (O'Neill & Sai, 2014; Banna, Lin, Stewart, & Fialkowski, 2015). Author (2020) found that "community groups" show promise in curbing the sense of isolation among students enrolled in online courses. This research sought to answer the two major questions, "Can community groups be used in online courses to create academic and social connections between students? If so, how?" In this qualitative study, Authors surveyed preservice and in-service teachers' initial perspectives of feelings of connectedness in courses with online components via questionnaires completed at the beginning of a semester, then at the end. In each course, students were grouped by a common characteristic, such as major area of study, to form an immediate connection between members of the group, known as a "community group" (Author, 2020). Students were asked to engage in structured activities, both academic and social, as part of community group work. Data was collected via qualitative questionnaire in Fall, 2020, and Spring, 2021, in Foundations of Education courses, taught by four instructors, which had some online instructional component (HyFlex or fully online), then coded and analyzed for themes (Bernard & Ryan, 2010). Beginning of semester results indicated that many students felt online and hybrid classes had many benefits, but mostly with flexibility in scheduling. Conversely, students reported obstacles were time management, lack of communication, slow communication with instructors, and personal accountability for completing course work. Previous interactions with peers in online courses ranged from none to limited and took place only through discussion board forums. Students overwhelmingly reported that they felt no sense of connection with other students in previously completed online courses, but noted that it was possible to create community in online courses with deliberate effort from classmates. After engaging in community groups for a semester, many students enrolled in hybrid/HyFlex or fully online courses reported a strong sense of connectedness with peers. The students who reported minimal or no connectedness indicated a lack of engagement with peers. Students recommended continued use of community groups and some suggested requiring use of videos, keeping "human" assignment, and to include more "group work." Implications are that with purposeful planning by the instructor and deliberate action by the students, community can be created in an online course. This is a strategy which could be used to connect and engage students with peers in these courses.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

135

## Land-Grant Institutions: A Solution to the College Degree Return on Investment Debate

Laura Bell<sup>1</sup>, Marla Dickerson<sup>2</sup>, Ashley Clayton<sup>1</sup>

<sup>1</sup>Louisiana State University, Baton Rouge, Louisiana, USA. <sup>2</sup>Southern University, Baton Rouge, Louisiana, USA

### Abstract

Land-grant institutions were founded in 1862 on the principle of creating opportunities in all 50 states for students, regardless of socioeconomic status, to pursue higher education. The federal and state financial support written into the Morrill Acts ensured states would continue to fund their land-grant institutions to develop a more informed and democratic society. These principles of affordability and accessibility are steeped in the mission of all land-grant institutions, yet in the last 15 years an increasing number of U.S. states are divesting funds for higher education resulting in steep cuts to land-grants institutions. The purpose of this paper is to explore the establishment of land-grant institutions, their mission and value in solving problems for our society, and strategies for stakeholders to revisit and reintroduce the land-grant foundational principles in current times.

This reflective essay examined the history of land-grant institutions and the modern perspectives about the value of public higher education. Using texts from Gavazzi & Gee (2018), the Association of Public and Land-grant Universities (APLU) and Sorber (2018), this paper weaves the historical perspectives and the modern challenges for land-grant institutions to deliver on the original promise of the American dream of opportunity and socioeconomic livelihood. U.S. higher education ideals are further inspiration that the U.S. views higher education as the pathway to solving our society's complex modern-day challenges.

An analysis of the contributing factors that led to the establishment of land-grant institutions in each state and how ensuring affordable and accessible public higher education for the working class remains a pillar of land-grant institutions is explored. Challenges meeting the land-grant tripartite mission of teaching, research, and service in the mechanical and agricultural arts is discussed while examining strategies to education leadership, legislators and the general public about the value of land-grant institutions. Significant challenges faced the U. S. in 1862 and those challenges continue today, but Federal and state government responded in 1862 with the Morrill Act to deliver a solution to ensure the U.S. rose to meet each challenge so science and education improved the lives of each state's population.

The increasingly unrecognized return on investment of public higher education by the public diminishes the social, financial and health benefits of a more educated population that can transform current and future generations. Examples are illustrated by state divestment in higher education and changing attitudes toward the value of a public college degree from legislators and the citizens, essentially changing the social contract between the state and its tax-paying citizens. But modern shifts in perceptions about the value of a college degree and benefits of an educated state population persist even as evidence that more educated, higher income earning populations are less dependent on state social welfare programs.

Finally, we suggest the urgent need for reconnecting education stakeholders to the original land-grant mission and value of a college degree and urge decision makers to recognize land-grant institutions are poised to solve future challenges our society encounters.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**136****Assessing Teacher Candidates' Knowledge, Skills, and Abilities of Teamwork**Eric Batts

Murray State University, Murray, KY, USA

**Abstract**

Teaching and collaboration are two words often heard together in today's schools. Educators serve on various school-related teams such as curriculum committees, professional learning communities (PLCs), co-teaching, and individualized education plan (IEP) teams. A research gap exists between educator preparation providers (EPPs) and teamwork preparation. In order to effectively teach these skills, more research is needed in the area of assessing teacher candidates' knowledge, skills, and abilities (KSAs). This quantitative study was designed to assess teacher candidates' KSAs, and the results were used to evaluate an EPP's effectiveness in preparing teacher candidates with teamwork skills needed in today's schools. Teamwork-KSA, the instrument used in this study, measures an individual's KSAs in specific teamwork characteristics. The study attempted to answer if there were differences between teacher candidates' progression through an EPP and Teamwork-KSA results. Teacher candidates' GPA, practicum experience, and teamwork self-efficacy were other variables analyzed with Teamwork-KSA scores. To measure teamwork self-efficacy, a survey required teacher candidates to rate themselves in the same teamwork characteristics assessed by Teamwork-KSA. Statistical analysis using ANOVA, *t* test, and Pearson's correlation resulted in several findings. The study revealed no significant difference in teacher candidates' teamwork KSAs between the beginning, middle, and end stages of the EPP. These findings suggest that the EPP does not prepare teacher candidates with teamwork KSAs needed in today's schools. Practicum experience did not have an effect on Teamwork-KSA scores. A significant relationship did not exist between teacher candidates' GPA and Teamwork-KSA overall score. However, a statistically significant relationship was reported between GPA and the following teamwork characteristics measured by Teamwork-KSA: *goal-setting and performance management, planning and task coordination, and self-management*. There were no statistically significant relationships identified between teacher candidates' Teamwork-KSA overall scores and their self-efficacy of teamwork. Based on the results of the study, the researcher recommends adding a potential teamwork component to the EPP and creating a faculty teamwork pedagogy guide. This study could potentially be replicated in other EPP universities to evaluate a program's effectiveness on preparing teacher candidates for teamwork in education. The data could then be used to make any teamwork pedagogy additions to the program. Given the lack of research in this area, coupled with the increase of teamwork involvement in K-12 education, a teamwork evaluation method for EPPs is needed.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**137****Modeling and Social Cognitive Theory in Teacher Education**ELISE LEBOEUF

University of Louisiana Monroeuoisiana Monroe, Monroe, LA, USA

**Abstract**

The study of learning is a field that stems from philosophical theories dating as far back as B.C., but the focus has typically been on the student: how they learn and what teachers can do to promote effective learning via their instruction. An issue less often considered is how teachers are prepared to actually implement instruction and what learning theories and instructional techniques are applied in the teacher preparation process. This poster presentation will address research methods for current doctoral research based on recent trends in research on modeling in teacher education and professional development. Social cognitive theory as a foundation for implicit and explicit modeling has been used extensively in pre-service teacher education research, with consideration given to overcoming the impact of ineffective student experiences, the multiple perspectives that are included in modeling for training teachers, and the shift away from teacher-centered instruction in teacher degree programs and professional development. The contrast of explicit versus implicit modeling has received much attention, with explicit modeling being most favored by research results. However, most of the research on these topics address pre-service teachers in degree programs rather than in-service teachers in professional development. Additionally, one of the most common concerns brought up against modeling is the inability to transfer content learned. Research exploring the variance between effectiveness of modeling that artificially replicates a K-12 classroom experience versus modeling that incorporates targeted teaching techniques authentically in faculty meetings may further direct teacher educators and providers of professional development with further guidance. The proposed mixed-methods study is quasi-experimental and phenomenological. Two similar groups of in-service teachers would participate in professional development using two types of modeling. In one group, the teachers would experience the target teaching method as an elementary student learning elementary content. The other group would experience the target teaching method to transfer knowledge relevant to the teacher development and school infrastructure; in other words, the presenter would model an instructional method to present to the teachers content that may typically be presented at a faculty meeting. Both qualitative and quantitative data will be collected from focus groups, surveys, and classroom observations to assess the perspective of the teacher participants in each of the two types of modeling, their response to the targeted instructional technique, and both how often and how successfully the targeted instructional technique is transferred to classroom use by the teachers in each group. The results of this comparative study will guide teacher leaders to implement effective professional development. The battle between what roles teachers play during professional development sessions of modeling imply that this small distinction in the modeling process may significantly impact the success of training. Without a firm grasp of what is most effective in teacher preparation programs and professional development for in-service teachers, no amount of curriculum theory or professional development on a new curriculum will lead to effective instruction and education in our schools.

Keywords: modeling, social cognitive theory, apprenticeship of observation, teacher education, teacher professional development

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**138****Single-Parents in Community Colleges: A Review of the Literature**Kimberly Davis

Louisiana State University, Baton Rouge, LA, USA

**Abstract****Problem Statement**

Community colleges are more diverse than other higher education institutions in the United States and enroll higher concentrations of single-parents than other post-secondary institutions (Malcom-Piqueux, 2018). Community colleges are responsible for serving these students, but there is limited scholarly research on this population.

**Research Description**

To understand the needs of single-parents, this literature review examines themes from studies about the experiences of single-parents at community colleges and discusses implications for policy, practice, and research.

**Methods****Data Sources**

The author searched electronic databases for empirical articles in peer-reviewed journals. Search terms included “single-parent,” “single mother,” and “community college.” When reading articles, the author also practiced backward and forward reference searching for citations to find related articles.

**Results****Theme 1: Reasons for Attending Community College**

Single-parents seek to enhance their lives and their children’s lives, and they aspire to improve their

position in society. Single-parents choose community colleges because of the lower costs and faster time-to-degree than four-year institutions. Further, the proximity of community colleges to students' homes and families offers stability for them and their children.

## **Theme 2: Financial Issues**

Single-parents at community colleges express financial obstacles, including housing, childcare, and school costs. These students desire a safe environment for themselves and their children near their schools. Although public assistance programs exist, single-parents find the applications frustrating.

## **Theme 3: Personal Challenges**

Student-parents at community colleges describe challenges with feeling isolated on campus. Many student-parents find it difficult to participate in campus events. As a result, these students are often unaware of the programs and resources that are available to them.

## **Theme 4: Personal Supports**

Student-parents describe family and nearby friends as critical supports at community college. Additionally, networking with peers and sharing responsibilities with other single-parents helps these students develop a support system.

## **Theme 5: Institutional Supports**

Student-parents' schedules may prevent them from seeking academic and mental health resources during traditional hours. However, student-parents who develop relationships with institutional agents possess greater awareness of resources and are more likely to seek help when needed.

## **Implications**

### **Policy**

Community colleges can explore changes to their daycare policies such as providing tuition assistance to cover daycare costs or prioritizing the enrollment of daycare for children of students, particularly single-parents. More broadly, policymakers must reevaluate policies for obtaining public assistance.

### **Practice**

Appointing and training an institutional agent to serve this population would provide student-parents with a point of contact on campus who could provide targeted programming about programs and resources that benefit student-parents. Hosting more family-oriented events on campus would help community colleges

seem more welcoming for students and would create networking opportunities for student-parents.

### **Future Research**

This area is wide open for future research. As examples, studying the intersectionality of race, income, socioeconomic status, and single-parent status could provide more nuanced insights into the experiences of single-parents at community colleges. A longitudinal study of single-parents who transfer from a community college to a four-year institution could inform future practice for serving students who continue their post-secondary education beyond the community college.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**139**

## **Cultural Deep Dive: A Look at the Influence of Institutional and Organizational Culture on Severe Hazing in Historically White Fraternities**

Kimberly Davis, Yu April Chen  
Louisiana State University, Baton Rouge, LA, USA

### **Abstract**

#### **Problem Statement**

Hazing is a complex issue, and research indicates that organizational culture contributes to severe hazing in historically White fraternities (HWFs). This study focuses on understanding how individual, organizational, and institutional cultures influence severe hazing behavior in HWFs. Specifically, this study seeks to identify ways that individuals, chapters, and institutions can provide safer experiences for undergraduate HWF members.

#### **Theoretical Grounding**

This study is grounded on two theories. First, Pascarella's (1985) General Model for Assessing Change frames student development and describes how students' background characteristics affect their development in college. Second, this study uses Organizational Culture Theory (OCT) to explore how shared norms evolve and influence organizations.

#### **Methods**

##### **Data Collection**

This mixed-methods study uses an explanatory sequential approach. It will take place at public doctoral research institution in the Southeastern United States. The quantitative phase is scheduled for data collection in September 2021 and analysis in October 2021. The qualitative phase will begin in November 2021.

##### **Instrumentation**

I have constructed a survey based on a hypothetical conceptual model linking individual backgrounds, individual beliefs and attitudes, organizational culture, and chapter characteristics to the outcome variable (severe hazing behaviors experienced as new members). The outcome variable will measure the prevalence of selected behaviors that members encountered as new members. The survey will be distributed in September 2021.

I will develop the semi-structured interview protocol once the data from the quantitative phase are analyzed, and I identify areas for additional study.

#### **Analysis**

##### ***Quantitative***

I will conduct descriptive analyses of the demographic questions and significant variables to identify

patterns in the data that can inform subsequent analyses using structural equation modeling (SEM) (Loeb et al., 2017). Using SEM, I will determine which results merit exploration in the qualitative phase. I will note any results that were unclear, surprising, or unexpected and therefore need clarification (Creswell & Plano Clark, 2018).

### ***Qualitative***

I will use software to transcribe and code the interviews. To support my codes and themes, I will provide quotes and descriptions for each theme. Finally, I will summarize the findings of the qualitative phase of the study, paying careful attention to how the themes and codes from the qualitative phase explain the data collected during the quantitative phase (Creswell & Plano Clark, 2018).

### ***Integration***

I will consider how the findings of both phases offer insight into the characteristics and cultural traits of HWF members and chapters that engage in severe hazing.

### **Subjects**

Study participants are HWF members at a public doctoral research university in the Southeastern United States.

### **Results**

At MSERA, I will present results from the quantitative phase along with the protocol for the qualitative phase.

### **Study Implications**

This study's cultural focus examines hazing from a new perspective, as it explores organizational culture in HWFs to understand how chapter culture contributes to a lack or presence of severe hazing. Few studies about hazing have utilized qualitative methods such as interviews or focus groups, but this study's mixed-methods approach will allow for deeper analysis of individual student experiences than in previous studies.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**140**

## **Investigating Early Elementary Students' Conceptions of Engineering**

Sandra Lampley, Sarah Dyess, Michael P.J. Benfield, Andrew Davis, Sampson Gholston, Monica Dillihunt, Matthew Turner

The University of Alabama in Huntsville, Huntsville, AL, USA

### **Abstract**

There is a demand for more STEM professionals, particularly in engineering fields which accounts for approximately 30% of all STEM jobs (US Department of Commerce, 2017). Despite this, many students do not consider engineering a possibility because they have had little to no exposure to the subject in their K-12 education (Chen, 2013). Additionally, students oftentimes have limited understanding of engineering and the work that engineers do (Kelly et al., 2017).

A child's conception of engineering is believed to play a critical role in the decision to pursue or not to pursue an engineering career (Miaoulis, 2010). Aligned with constructivist learning theory (Bruner, 1960), students' conceptions are formed from informal and formal learning experiences. Similarly, social cognitive career theory (SCCT, Lent et al., 1994) also acknowledges that learning experiences influence the factors that drive career choice, suggesting that this decision may also be linked to a student's conceptions.

Studies investigating student conceptions have utilized student drawings and various survey instruments, including a survey developed by Cunningham et al. (2005) to determine students' conceptions of engineering in Grades 1-5 that utilized pictures to overcome reading limitations.

The current study utilized the Cunningham et al. (2005) instrument to examine the conceptions early elementary students (Grades 1-3) have regarding the work engineers perform. Research questions were: (1) What images do early elementary students associate with engineering and engineers, (2) Do these associations change from grade to grade, and (3) How do the associations, from this sample, compare with the associations from the Cunningham et al. (2005) study sample? Survey data from 2,825 students in Grades 1-3 were analyzed by comparison analysis and cluster analysis, and then compared to the Cunningham et al. (2005) initial study.

Results indicate two main ways elementary students envision engineering: (a) utilizing equipment to build and improve things, and (b) writing or analyzing during the design process. When examining if these associations change from grade to grade, the results indicate five of the sixteen images were significantly different between Grades 1 and 2 and between Grades 1 and 3. Because a larger percentage of first graders associated these images as engineering than second and third graders, this could be illuminating a space where a shift occurs in students' understanding of engineering. A comparison with data from the Cunningham et al. (2005) study suggests there are differences in elementary students' conceptions of engineering, specifically from thinking about engineering as the items or equipment an engineer uses or how they build and improve things with equipment to being more aware of the engineering design process and teamwork associated with being an engineer.

Given that early elementary experiences provide foundational understanding in STEM (National Research Council, 2009), knowledge of students' conceptions about engineering can provide important understanding about early formation of STEM career pipelines. By understanding what early elementary students believe an engineer to be, researchers, practitioners and curriculum developers can use this knowledge to design curriculum to better support students' understanding of what it means to be an engineer.

**Select the TRACK most applicable to your submission:**

## Other

# 141

## Leadership Matters: Educational Leadership in the Post-Covid Era

Jill Channing, Yana Popper  
East Tennessee State University, Johnson City, TN, USA

### Abstract

Higher education and P-12 leaders in the coming years will face on-going challenges and opportunities related to the disruptions created by the pandemic. This session will provide an overview of the literature on educational leadership challenges and opportunities created by the pandemic. One hundred articles were selected through searching Education Database, Education Full-Text, and ERIC. Searches included “educational leadership and pandemic,” “leadership and Covid-19,” “leadership and learning loss,” “remote work and educational management,” and “online education and Covid-19.” Supporting online teaching and learning and managing faculty and staff remotely will become more significant aspects of leaders’ roles. Higher education and school administrators are also faced with leading during a time when scholars predict long-term effects of “learning loss” throughout the educational pipeline. However, with the rapid development of technological and other innovations, leaders are presented with many opportunities for transforming employees’ work lives and the student experience. Educational leaders and aspiring leaders will discuss the major educational disruptions created by the pandemic, identify which changes should remain, and develop ideas for creative problem-solving.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

**142****Post-Covid Online Teaching and Learning**Jill Channing

East Tennessee State University, Johnson City, TN, USA

**Abstract**

“Unprecedented” has been an over-used term in the last year and a half. What was unprecedented is now preceded. Students, faculty, staff, parents, and administrators experienced a major disruption in all education sectors, and this disruption has left education forever changed. The question that arises is what do we keep from the change in the status quo over the pandemic? For example, students and educators have deemed online education as practiced pre-pandemic as “insufficient.” Students have begun to expect more from online learning experiences and desire more interactive and meaningful learning experiences that utilize the latest in technology. Moreover, reverberations from this shift in technological expectations will be felt throughout the entire P-20 pipeline over the next decade. This session will provide an overview of the literature on the pandemic’s influence on online learning. Over 100 articles were reviewed using ERIC searches such as “pandemic and online education,” “online teaching and Covid-19,” and “technological advances, Covid-19, and education.” Implications include technological developments to counteract any learning loss created initially by the pandemic and the development of educational application software to provide teaching and learning flexibility and innovation. During this session, participants will discuss the transformation of online education and the future implications of these transformations for the P-12 and higher education sectors as a whole.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 144

# Adverse Childhood Experiences and College Attendance: Exploring Gender and Ethnicity as Moderators

Alicia Stires, Leigh Harrell-Williams  
University of Memphis, Memphis, TN, USA

## Abstract

### Statement of the Problem

This study examines if the total number of adverse childhood experiences (ACEs) a youth experienced is related to the likelihood of college attendance, and whether gender or race moderates this relationship.

### Research

Exposure to adverse childhood experiences leads to toxic stress throughout the lifespan, which adversely impacts learning, behavior and health outcomes (Shonkoff et al., 2012). While completion of high school and college leads to positive socioeconomic outcomes and avoidance of poverty, research on ACEs related to education has only focused on family issues and health problems resulting in barriers to academic success (Hinojosa, Nguyen, Sellers & Elassar, 2019) or on poor academic achievement in high school (Duke, 2020; Metzler, Merrick, Klevens, Ports & Ford, 2017). Hence, this study addresses the gap in the literature with its focus on college attendance.

### Methods

The sample consists of 4,385 participants from the National Longitudinal Survey of Youth 1979 who completed both the initial survey in 1979 as adolescents and a follow-up surveys in 2012 and 2018. There were slightly fewer males (47.3%) than females (52.7%). The majority of the sample did not identify as an ethnic or racial minority (6.7% Hispanic, 13.0% Black and 80.3% Non-Black/non-Hispanic). Total adverse childhood experiences (ACEs) was calculated as the sum of dichotomous participant responses to 8 survey items about events during their childhood that are now considered ACEs from the 2012 survey. In the 2018 survey, participants were asked their highest level of education, which was categorized in this study as “never attended college” and “attended college”. Logistic regression was conducted to investigate if total ACEs reported, gender, and minority status were related to college attendance.

### Results

Total ACEs was a significant predictor of college attendance. The estimated odds ratio indicated a decrease of nearly 7% for college attendance per every additional ACE reported. Gender was also significant, with the odds of attending college being lower for males than females by 32.1%. Race (categorized as Hispanic or Latino, Black, and Non-Black/non-Hispanic) was also significant. The odds of attending college was lower for Hispanics/Latinos and Black participants than Non-Black/non-Hispanics. A significant two-way interaction between Gender and Total Aces indicated that as the number of ACEs increases, males were less likely to attend college compared to females. A significant two-way interaction between Race and Total ACEs indicated that as the number of ACEs increased, Hispanic/Latino and Black participants were more likely to attend college compared to Non-Black/non-Hispanics adolescents.

### Conclusions

In summary, the number of ACEs participants recalled and reported when they were adults were related to their college attendance, and race and gender moderated this relationship. These findings support other research that showed that “higher ACE score was associated with lower educational attainment” (Houtepen et al., 2020, p. 9). Results are also consistent with a study by Giano, Wheeler and Hubach (2020) that found “those with higher income/educational attainment had lower mean ACE scores than those with lower income/educational attainment.”

**Select the TRACK most applicable to your submission:**

Other

145

## Relationships Between Teacher Self-Efficacy Regarding Feedback and Student Formative/Summative Statewide Test Results

Ben Alexander, Sean Owen, Cliff Thames, Sarah Dygert  
Mississippi State University, Starkville, MS, USA

### Abstract

While high-stakes (summative) testing has become increasingly normalized in secondary education over the last two decades, a pattern has emerged in recent research suggesting that students may demonstrate significant gains in learning outcomes due to low-stakes (formative) testing. Consequently, many school districts have adopted formative testing methods as an approach intended to improve statewide summative test scores, though it remains unclear whether such school districts fully understand *why* this method seems to work. For example, faculty and staff may not be aware of the ways in which certain factors, such as differences in feedback practices, may alter the relationship between formative and summative testing.

Because the efficacy of feedback can vary drastically across teachers and students alike, investigating the role of feedback in learning can be a complicated endeavor due to the complexities associated with the successful implementation of “effective” feedback in the classroom. From a research perspective, multiple personal and environmental variables have been demonstrated to impact the likelihood of the success or failure of feedback. In order to better serve students, teachers should be aware of the nuanced relationships among important factors known to impact the relationship between effective feedback and improved learning (e.g., timing of feedback; detail of feedback; frequency of feedback).

To better understand how teachers’ perceptions of feedback practices impact student learning, more than 60 Career Technical Education (CTE) teachers in a career pathway throughout the state of Mississippi were surveyed on their knowledge of feedback and how effective they felt their feedback practices were to their students’ statewide CTE summative testing outcomes. Responses from these surveys were analyzed and mapped to 170 students’ formative and summative test scores from their individual classrooms. Results indicated that while teachers are often quite accurate in predicting how their feedback practices may affect learning outcomes, inconsistencies also arise. In addition, teachers providing feedback with lots of positive comments tend to result in improvements in their students’ testing outcomes, while avoiding potentially conflicting comments seem to result in significant decrements in students’ summative test scores. Finally, teachers’ perceptions of student engagement with feedback served as a strong, valid predictor of student learning, indicating that student motivation likely plays a key role in whether or not students are willing to accept and/or act on the feedback they receive.

These results would be valuable for researchers and teachers alike as they expand on the existing body of work regarding the role of feedback in student achievement and testing outcomes. These findings reinforce the vital role that student motivation plays in successful feedback and would better help teachers focus on details of feedback delivery that may trigger more positive participation from students regarding effective feedback practices. These results also indicate that teachers may overvalue their own knowledge of successful feedback practices and their implementation of those practices within a classroom setting and may need more specific training on feedback engagement strategies.

**Select the TRACK most applicable to your submission:**

## Historical Perspectives of Education

146

## Open Mic Teacher's Edition: Sharing Experiences of Teaching During COVID-19

Jenni Smith

Middle Tennessee State University, Murfreesboro, TN, USA

### Abstract

The purpose of this narrative study is to share the stories of teachers at K-12 public schools in Middle Tennessee during the Covid-19 pandemic. In particular, I seek to share the ways teachers are empowered and disempowered as they seek to engage in good teaching during the shifting educational landscape. In this research, understanding teachers' daily lives during the pandemic is framed by demoralization and teacher resilience. The research question asks: How do teachers chronicle their empowerment and disempowerment during the Covid-19 pandemic and specifically, what do they want to share with administrators and other teachers about their experiences?

Data was collected in this narrative study by gathering the stories of three, high school educators who are re-learning how to teach during the covid-19 pandemic. The collection of stories is appropriate as Connelly and Clandinin (1990) argued that people, in particular educators, are storied individuals who construct and reconstruct their personal narratives within the educational landscape. Furthermore, Moen (2006) understood narrative research as a tool to empower educators by giving them a voice within the changing politics of education. Data analysis consisted of several readings and re-readings of interview transcripts to create a complete description of the events and experiences that contributed to the empowerment and disempowerment of teachers during the covid-19 pandemic. A particular focus is on the ways teachers describe stories of demoralization and resiliency. Each interview will be reduced inductively, "seeking what emerges as important and of interest from the text" (Seidman, 2013, p. 117).

Teachers want to be seen and valued by their administration. For example, one teacher shared, "We've never been faced with this situation, we were all asking what do you do with this? We all just needed mental support." They needed the time to prepare for instruction protected and to be supported mentally, physically, and pedagogically. This was illustrated by the following, "We were drowning. I know my team was coming in early, and we were staying up until eight, nine o'clock at night on top of using our planning." The advice teachers would give to other teachers centers around pliability, acceptance, self-care and perseverance. A powerful message from teachers includes, "Be flexible. You just have to take it one day at a time and know you can only do so much. Just do the best you can for that day and be done, and you have to leave it at school."

Significance lies in gleaning all we can from the pandemic experience to better prepare for the needs of teachers in the future. I learned through this process that teachers were giving to each other what they needed administration to give to them, support. In difficult times teachers rallied around each other and found footing in new ground after the initial struggles of the rapid shift in the needs of education. They supported each other mentally, physically, and pedagogically.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

**147****Examining the Teacher Shortage in Alabama**Tim McKenzie

University of Alabama at Birmingham, Birmingham, AL, USA

**Abstract**

The teacher shortage has been in the national spotlight for the past decade, since the Great Recession caused a spike in available teachers beginning in 2008. Teacher numbers in various states and communities have seen a significant stagnation or decline to the point that almost half of the states in the union sought legislation to address the shortages. In 2018, Alabama passed H.B. 261 to address the teacher shortage in math and science across the state. Historically, trends of the teacher shortage affect schools disproportionately based on location and socioeconomic demographics. This exploratory observational study used multiple regression analysis to examine how Title I designation and geographic code impacts teacher totals after controlling for student totals. The dataset includes the most recent data (2019-2020) from the National Center for Educational Statistics (NCES) Public Elementary/Secondary School Universe survey; data was filtered to only include Alabama schools (N=1226). After model validation, the analysis found that teacher totals have significant predictors in both Title I designation and geographic codes, rural and town, in Alabama schools. The results of this study are vital to the state of Alabama, where 71% of schools receive Title I funding and 61% of schools are identified geographically as rural or town. As legislation and policy decisions continue to impact the state of education in Alabama, efforts should focus on the teacher shortage as it impacts state schools.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**148**

## **Positive Classroom Design through Social-Emotional Learning**

Stefanie Sorbet

University of Central Arkansas, Conway, AR, USA

### **Abstract**

In order for educators to best meet their learners' basic needs and to connect with their students, they must first immerse themselves into the diverse population of their classroom. Students whose basic needs are met are then able to achieve higher levels of Maslow's Hierarchy of Needs (1943). Students may come to us lacking basic needs such as food, clothing, shelter, and a feeling of belongingness, safety, comfort.

Once the basic levels need are met then higher levels can be achieved to include learning. Social-Emotional Learning, in conjunction with attention to Maslow's Hierarchy of Needs (1943) are the blueprints for building a positive classroom environment that focuses on students' increasing self-awareness, self-management, social awareness, relationship skills, and responsible decision making ([www.casel.org](http://www.casel.org)). Social-Emotional learning objectives and strategies embedded into the curriculum can increase community within the classroom and provide students with those "soft skills" necessary to thrive in their school. A variety of current research-based practices are modeling how to encourage students to engage in classroom experiences that are centered around the 5 CASEL competencies in order to build a community of learners. Research shows that students who are engaged in learning and participate in social-emotional experiences have increased motivation and may be less likely to demonstrate off-task behavior in the classroom. Through these classroom experiences teachers can decrease student misbehavior while increasing student engagement and learning. One such method of building classroom community is through The Responsive Classroom Approach of using Morning Meetings (Kriete, 2002). Morning Meetings in the classroom allow for a time when students can speak openly, share feelings, and express emotions which aids in having their basic needs met. These experiences paired with appropriate teacher language focusing on the way we speak to our students can help educators to create a respectful and positive classroom experiences that build students' self-confidence and prepare them for the real world (Denton, 2007). Through Social-emotional learning and increased attention to individual and diverse students' needs, educators can move to a more positive classroom design that focuses on those "soft skills" necessary for the real world while also encouraging all learners to become a part of their own learning community. This positive approach encourages the learner to want to participate and attend school and may minimize misbehavior and off-task behaviors. A classroom with minimal distractions and lower levels of misbehavior can increase student learning and engagement all while providing a safe and positive learning environment for all learners.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

149

## Exploring the Relationship Between Admission GPA and Graduation from an Initial Teacher Licensure Master's Program

Sunny Styles-Foster, Jason Trumble, Debbie Dailey  
University of Central Arkansas, Conway, AR, USA

### Abstract

Teacher education entrance requirements have changed overtime as primarily dictated by state laws and accrediting agencies (Hobson et al., 2018). Studies have investigated how high school GPA contributes to success and completion of bachelor's degrees (Allensworth & Clark, 2020; Noble & Sawyer, 2002, 2004; Vela, et al., 2016; Warne et al., 2014), however, there is little research examining admission requirements to a master's level initial teacher licensure program and the successful completion of the program. In this study, we examine the relationship of admission GPA of students in a Master's of Arts in Teaching (MAT) program to graduation status at a mid-sized university in a southern state.

### Methods

To examine the relationship between admission GPA and successful completion of the MAT program, admission GPA and program completion data from 2006 through 2018 were obtained resulting in an  $N$  of 1820. Data from 2019-2021 were not included because many of those students are still actively enrolled in the program.

**To answer the research questions, two chi-square tests for association were conducted to determine if there was a significant association between admission GPA and program completion.**

### Results

Of the 1820 students from 2006 to 2018, 893 (49.1%) completed the program and 927 (50.9%) did not complete the program. Of the 893 graduates, 66 (7.4%) of the students had an admission GPA of less than 2.70 and 827 (92.6%) had a GPA of 2.70 or greater. Of the 927 students who did not complete the program, 93 (10.0%) had an admission GPA less than 2.70 and 834 (90.0%) had an admission GPA of 2.70 or greater. There was a statistically significant association between admission GPA and completion of the program,  $\chi^2(1) = 3.981$ ,  $p < .046$  indicating the variables were not independent from each other with a small effect size of ( $\phi = .047$ ).

The second chi-square test was conducted using 3.00 as the threshold GPA. Of the 893 graduates, 271 (30.3%) had an admission GPA less than 3.00 and 622 (69.7%) had a GPA of 3.00 or greater. Of the 927 students who did not complete the program, 367 (39.6%) had a GPA less than 3.00 and 560 (60.4%) had a GPA of 3.00 or greater. There was a statistically significant association between admission GPA and completion of the program,  $\chi^2(1) = 17.068$ ,  $p < .001$  with a small effect size ( $\phi = .097$ ).

### Discussion and Conclusion

The results indicate a small association between admission GPA and program completion. The second chi-square test showed a greater association between the GPA and program completion indicating that students entering the program with a GPA of 3.00 or greater are more likely to successfully finish the program as compared to those entering with a lower GPA. This current study suggests that a 2.7 GPA is a

relatively reliable indicator of whether or not a student will be successful in a graduate teacher preparation program.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**151****Special Education Teachers' Perceptions of School Leaders' Support**Basim Shokr

Mississippi College, Clinton, MS, USA

**Abstract****Topic**

Special education teachers are required to facilitate many obstacles and one should not be the school leader (Schulze, 2014). The lack of administrative support is the most cited reason that negatively effects special education teachers causing them to consider leaving the profession (Conley & You, 2017). The special education field is considered highly stressful (Billingsley, 2004). School leadership and administration play a critical role in motivating and satisfying teachers to remain in the profession (Aminu, Foo, Ramli, & Roslen, 2013; Balu, Béteille, & Loeb, 2009; Roderick & Jung, 2012)

**Significance**

Garnes et al. (2004) concluded that future research was needed to evaluate the working conditions of special education teachers and to find ways to improve these conditions. To effectively support secondary special education teachers, administrators need to know what leadership behaviors are perceived as supportive (Roderick & Jung, 2012). School districts should work to enhance school principals' understanding of the needs of special education teachers.

**Method**

This study was designed to examine and analyze teachers' perceptions of principals' level of support of special education programs and to find the most valuable support (emotional, instructional, environmental, technical) while utilizing best special education leadership practices. This research follows a non-experimental method by using the "Administrative Support Survey" developed by Balfour (2001) to collect teachers' perceptions of special education leadership practice. Data were collected from central Mississippi school districts. The participants responded to the survey regarding the expected and actual support received from school leadership. The independent variables for the study are teachers' career status, teachers' degree level, teaching main assignment, and school level. The dependent variables are special education teachers' perception scores for emotional, instructional, environmental, and technical supports obtained through the survey.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**152**

## **Experiential Statistics: A Case Study in Favor of Using Project-Based Learning to Advance Preliminary Statistics Content Knowledge in the Algebra I Classroom**

Trey Earle, Ph.D.

East Baton Rouge Parish School System, Baton Rouge, LA, USA

### **Abstract**

Preparing secondary students for college entrance requirements and the expectations of the job market, a market which is actively seeking the employees who are most qualified to take on jobs that require data analysis skills, is becoming increasingly important. Federal, state, and local education administrators and personnel must rewrite many of the general education curricula to incorporate data organization, collection, manipulation, application, and analysis in order to better prepare students for the expectations of college entrance and an ever-changing employment market. From a purely pedagogical standpoint, while traditional educational structure has been commonplace for decades in the United States, projects used as formative assessment tools are a more progressive way to gauge content understanding and course achievement, especially in mathematics. Algebra I students at a lone high school were randomly assigned to participating teachers' classes that were assigned to one of two main treatment groups, one that used projects, the other traditional instruments, as formative assessments, in order to gauge two main goals - the growth in achievement before and after a curricular unit involving statistics, and the change in attitudes towards statistics before and after the statistics unit. Pre-unit and post-unit exams were administered to analyze achievement growth. Variations to the SATS-36 survey (Schau et al., 1995) were used to analyze student attitudes towards statistics. Using paired t tests, achievement growth was analyzed across treatment types (projects versus traditional instruments as formative assessments). Reliability analyses were conducted to measure internal consistency across items within a construct. MANOVA tests were conducted on attitudinal constructs and mean responses to determine significant positive changes in attitudes towards statistics across treatment type, then a follow-up, confirmatory, Wilcoxon signed rank statistical analysis was performed to show the percentage of "growth" vs "decay" in attitude towards statistics for significant items within constructs, and among a variety of demographic and class variables. Interviews of participating teachers were conducted to provide a rich, qualitative perspective to the use of projects as formative assessments in Algebra I courses. The results revealed that projects, from the perspectives of both participating students and teachers alike, often are much more effective in increasing achievement in a statistics unit in Algebra I, as well as positive attitudes towards the science of statistics than traditional instruments, specifically when these projects are introduced during statistics content units of the Algebra I curriculum. The results of this study would be useful in rewriting mathematics curriculum, within and beyond Algebra I, to incorporate a more focused attention to the science of statistics and to promote project collaboration and presentation skills at earlier years in the secondary mathematics course sequence.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**153****Teacher Engagement and Reflections of Attitudes Toward Students, Race, and Self following STEM Summer Enrichment**

Kelly Byrd, SUSAN FERGUSON, Sarah Guffey, Benterah Morton, Christopher Parrish, Andre' Green  
University of South Alabama, Mobile, AL, USA

**Abstract**

Recent data indicate that racial demographics are changing in public education across the U.S. trending toward an increase in the percentages of students of color, whereas the majority of teachers are White (USDE, 2017). These demographics position the teaching workforce as a mismatch with the majority of the students being taught. Considering the potential implications of racial mismatch on student academic growth (Gershenson et al., 2016; McGrady & Reynolds, 2013), teacher preparation programs need to prepare preservice teachers to work in diverse environments and with diverse populations of students, particularly with students of a different race or ethnicity. As many preservice teachers have had limited experiences interacting with people from culturally diverse backgrounds, there is a need to connect theory to practice by immersing preservice teachers in classrooms that allow for diverse experiences working with students and teachers in diverse school settings (Mathur et al., 2017; Miller & Mikulec, 2014). The purpose of this study was to explore preservice teachers' perceptions of their students, themselves, and race while working in a STEM elementary and middle school summer enrichment program serving over 500 students from Title I schools. Preservice teachers were surveyed through an online, open-response survey provided through Qualtrics about their experience and reported how they perceive students, race, and themselves within the context of a Title I school setting. Survey responses specific to each of the three categories--students, race, and self--were each independently, inductively open-coded by two researchers, with each survey question response being viewed as one unit of coding. After multiple cycles of coding, themes with each category were examined to identify patterns within the pre-service teachers' responses. Several implications for practice have been identified from this study. While the level of in-depth experiences with diverse populations prior to the summer enrichment program are unclear it is important to note that preservice teachers with limited prior experience with ethnically diverse populations have less confidence in their ability to connect with the students, and is one of the impacts of racial mismatch. Thus, teachers may benefit from more diverse field experiences within teacher preparation programs well before they begin student teaching. Furthermore, student misbehavior was unproductively framed by associating it to their "home life" or "absent parents." The deficit-based framings proved problematic and challenging to overcome in a short, four-week, period. These ways of thinking should be introduced and remedied throughout teacher preparation programs.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

# 155

## An Analysis of Indicators Relating to University Faculty Satisfaction

Mitzi Carriker, Mihili Edisooriya

The University of Southern Mississippi, Hattiesburg, Mississippi, USA

### Abstract

Maintaining a quality education system is a key aspect of every successful university. Because the final outcome of an education system is human resources, faculty plays an integral part in producing quality students. Therefore, faculty satisfaction, qualification, commitment, and responsibility are some of the key components that need to be considered for university development. Among these factors, faculty satisfaction is especially vital in order to maintain a functionally healthy education system.

The main aim of the study was to evaluate faculty satisfaction with working conditions, the provision of resources, professional interactions, professional development, shared governance, and the style and quality of management at a mid-sized Carnegie R1 research institution in the South. From this study, patterns in indicators of faculty satisfaction emerged allowing for identification of areas requiring further investigation.

In order to empirically study faculty satisfaction, a cross sectional study was conducted. The population of the study was university faculty employed at The University of Southern Mississippi. The total population size of the study was 566. The response rate of the study was 34.3%. Eight recodes were deleted due to missing responses. The questionnaire was comprised of 65 questions involving demographics, work load and type, salary, training, university expectations and commitments, institutional leadership and management, and shared governance. Analysis of data was done using descriptive analysis, multiple regression, and univariate analysis.

Gender distribution of the study was 47.4% males, 49% females, and 1.6% nonbinary. Majority of respondents were white and held tenure/tenure track position. The lowest satisfaction was reported for salary, indicating faculty dissatisfaction regarding salary levels. Additionally, overall lowest satisfaction was reported among tenure/tenure track faculty members. A decreasing trend was observed for average satisfaction on faculty position with years of experience. The negative correlation indicated that tenured/tenured track faculty work satisfaction decreased with an increase in workload over time. Satisfaction about teaching and research showed a strong positive relationship with overall work satisfaction. Institutional leadership reported a higher mean satisfaction level than that of upper administration. It has been concluded that satisfaction with salary, workload, institutional leadership, upper administration and shared governance were significant indicators of faculty satisfaction, but the most influential indicator is shown to be teaching and research.

The importance of the role of faculty satisfaction in university success should not be underestimated. Results of this study have highlighted several indicators of faculty working conditions and relationships that warrant further investigation and attention. The generated data will not only contribute to the overall body of knowledge surrounding the understand of perspectives of various aspects of university workings among faculty, but also may be of support for the decisions of university policy makers.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

**156****Perplexity surrounding Inclusion and Diversity: Improving cultural understanding and awareness to support inclusion in a diverse workplace.**Ranesa Shipman

Middle Tennessee State University, Murfreesboro, TN, USA

**Abstract**

Purpose: School systems across Tennessee have seen a decrease of educators of color over the past decade entering into the teaching profession (Collins, 2018). As an administrator at a school with a diverse faculty, it is important to me, that an awareness of cultural understanding is built to support inclusion in a diverse workplace. One mechanism that I can use to work with my faculty to bring to light cultural meaning in a diverse school is through action research. Thus, the purpose of this action research will be to work with my faculty to define, identify, and describe personal meanings of culture to develop a common understanding about cultural misunderstandings or micro-aggressions that educators have encountered in the workplace. The research question is, "Add your most recent question here"

Methods: The action research proposed in this study will utilize the inquiry cycle as described by Dana and Yendol-Hoppey (2019). Participants for this study will be considered collaborators and will be drawn from seventy-five to eighty-five faculty and staff currently employed at the school I serve. As part of this action research cycle, we will engage in collaborative discussions across 8 weeks guided initially by the 2019 Singh, Wise and Sue text, *The racial healing handbook practical activities to help you challenge privilege, confront systemic racism & engage in collective healing*. Data collected will include:

- Pre-survey focused on cultural identity, inclusivity and diversity.
- Audio recordings and artifacts generated from collaborative discussions.
- Researcher and Collaborator weekly journals focused on thoughts and experiences related to the cultural identity and microaggressions/ misunderstandings.
- Post-Survey focused on new understandings and desired next steps.

Initial Results will include the ways that the researchers and collaborators describe and understand their cultural identity and make sense of the impact of exploring personal cultural identities has on the climate of our workplace.

Next Steps will include expanding these critical discussions to high schools and middle schools based on school demographics and district climate surveys. Collaborators from the initial action research will be invited to plan and lead discussions. These next steps will allow for administrators, and educators to create and support a positive school culture through examinations of cultural inclusivity and diversity developed within the context of their own school.

References [\[AH1\]](#)

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[AH1] Weave these references as citations above....

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**157**

## **Will You Be My Partner? The Importance of Partnerships in Educator Preparation**

Whitney Sutherland, Morgan Fitch, Bryan McCoy  
Louisiana Tech University, Ruston, LA, USA

### **Abstract**

The structure of educator preparation program (EPP) partnerships by nature is complex as it is mutually beneficial, requires trust, shared decision-making, and communication (Farah, 2019; Ndoye, 2013; Smulowitz, 2015). Revised national and state accreditation standards require the structure of EPP partnerships to be effective as these partnerships support teacher efficacy, increase teacher retention rates, and increase attainment of K-12 student learning outcomes (Decker et al., 2018; CAEP, 2015; CAEP, 2020). Because effective partnerships play such an important role in training teacher candidates, assessment and accreditation, EPP leaders must have a deep understanding of the culture of their program, especially regarding assessment, as assessment is the key to understanding if partnerships are effective for all stakeholders.

Research in development by Ms. Fitch focuses on effective school-university partnerships development and sustainability. Research in development by Ms. Sutherland focuses on the culture of assessment within education preparation. While the focus areas of research differ, they both have highlighted the importance of partnerships within educator preparation. Therefore, we are proposing to present this display board together to discuss the problem of how it is impossible to train effective teacher candidates or complete essential assessment and accreditation requirements without mutually beneficial, sustainable partnerships with relevant stakeholders.

An extensive literature review conducted by both Ms. Fitch and Ms. Sutherland revealed three shared core partnership themes: the need for educator preparation program (EPP) partnerships, elements of EPP partnerships, and the impact of EPP partnership. We will discuss six studies for each core theme that also support our individual research. Studies were only included if they met the following conditions: empirical, peer-reviewed, full text available, research that occurred within the United States and published since 2012. Discussion of each of the core areas of interest is discussed briefly below.

All literature reviewed demonstrated the need for effective EPP partnerships. Important sub-themes are: partnerships are created to meet program needs as outlined by accreditation requirements, partnerships fulfill the need for professional development by creating mutually beneficial learning opportunities, and partnerships require involved and effective leaders. The literature also discussed the elements of effective EPP partnerships. Important sub-themes are: the need for continuous involvement of relevant stakeholders, partnerships must be mutually beneficial, and all effective partnerships require strong leaders.

Implications from the literature review showed the impact of effectively developed EPP partnerships. Important sub-themes are: increases in meeting learning outcomes, EPP partnerships lead to more community involvement in both the K-12 and postsecondary education process, and all stakeholders must be involved as they have shared accountability for the next generation of teachers. Importantly, EPP partnerships allow candidates to benefit from opportunities to practice and grow while being mentored.

In summation, the research undertaken by Ms. Fitch and Ms. Sutherland, while focused on different areas of educator preparation, both highlighted the need for effective EPP partnerships with relevant stakeholders. The literature also revealed elements of effective partnerships, and the impact effective EPP

partnerships have on all relevant stakeholders.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**158**

## **Student Retention Policies in the Age of Covid: What the Research Tells Us**

Ali Khalil

Arkansas State University, Jonesboro, AR, USA

### **Abstract**

#### **Statement of the Problem**

Students enrolled at four-year universities and two-year community colleges already face a myriad of challenges—financial burdens, cultural divorces, and Kafkaesque academic nightmares. The advent of the Covid-19 pandemic has engendered new waves of economic hardships that further diluted the abilities and willingness of many qualified students to pursue a college education. This dynamic has harmed the financial wellbeing of many academic institutions that rely on tuition-based revenues—creating a vicious cycle. Students cannot afford going to college; consequently, colleges cannot afford to function well and offer better services to their students. Therefore, a thorough examination of retention practices during the pandemic era is essential.

#### **Theoretical Grounding**

The chosen conceptual framework for this doctoral research is the Human Capital Theory. Given the fact that students constitute the capital of the current and future workforce, a human capital framework is logical and necessary for the purpose of giving this group of participants a voice in a matter that directly assesses their perspectives regarding student success and retention. The impact of the pandemic on student success has made students' voices more important for understanding, choosing, and implementing high-impact retention strategies that boost students' success and contribution to the workforce. Human capital, in this case, is the foundation for a more prosperous economic capital, so the Human Capital Theory is a suitable theoretical lens for this research.

#### **Summary of the Methodology**

To collect data from participants, the researcher divided the process into two phases: The survey questions phase and the interview questions phase. During the survey questions phase, the participants shared data about their experiences. During the interview questions phase, the participating students elaborately described their perceptions of retention policies and the factors that impact their decisions of enrolling in universities and community colleges. They provided the researcher with elaborate feedback regarding the challenges and the successes of retention practices—assisting the researcher in understanding this issue directly through their voices.

#### **Results**

The findings indicated a solid agreement among the participants that robust advising, financial aid packages and scholarships, and student support services have a positive impact on student retention. Interestingly, in factoring in the type of institution they attended—a two-year community college, as

opposed to a four-year university—differences in students' perceptions emerged regarding remediation, career services, and first-year programs.

### **Implications of the Findings for Policy Purposes**

This mixed-method research indicated that funding and scholarship packages remain a top priority. Many students make their decisions on which college to attend, or what type of program to pursue, solely based on finance. Therefore, policy makers should focus on this part to increase graduation rates. Additionally, policy makers should invest in student support services to increase students' persistence and graduation rates. Moreover, institutions should look into improving their advising services to effectively guide students through the maze of the college system and to establish a connection between students and their institutions to deepen students' sense of belonging and fuel their academic persistence.

### **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

159

## Social Media and Academic Performance: The Role of Gender and Major Social Media Platform

Kendall Hill, Shayna Wood, Jianling Xie, Brianna Holley  
Mississippi State University, Starkville, MS, USA

### Abstract

Social media has gained immense popularity over the past decade, especially among young adults. Platforms such as Facebook, Twitter, Instagram, TikTok, and Snapchat are some of the most popular that are used around the world. People use their mobile devices constantly and often find themselves scrolling longer than expected. Many universities use applications such as Canvas and Outlook for educational purposes; however, these keep students checking their devices, which often leads to becoming sidetracked and switching onto social media sites easily. The current study examined how time spent on social media affects the academic performance of undergraduate students through the role of gender and social media sites most used. Data were collected through administering surveys to a sample of students representing various majors, classifications (from freshman to senior), ethnicities, and backgrounds. As expected, time spent on social media ( $t = -2.6, p = .01$ ) negatively predicted GPA and time spent on school assignments ( $t = 2.4, p = .02$ ) positively predicted GPA. Therefore, while female students spent significantly more time on social media than their male counterparts ( $t(164) = 2.4, p = .02$ ), they also performed better academically ( $t(164) = 2.6, p = .01$ ) due to the fact that female students were more likely to spend a greater amount of time on school assignments as well ( $t(164) = 3.1, p = .002$ ). Further, results also found that TikTok was the most used social media platform among the participants in this current study (43%). However, the popularity of TikTok in this current study warrants further research given that 86% of the participants are White/Caucasian. Finally, TikTok produced another significant result. People who claimed to use TikTok most often were significantly more likely to have the thought "If I did not have social media, I believe that I would have a higher GPA,"  $F(3, 163) = 3.65, p = .015$  even if using TikTok most often did not make them have a lower GPA compared to those who used other social media platforms (e.g., Facebook, Twitter, Instagram, and Snapchat) most often,  $F(3, 162) = 2.37, p = .064$ . Since this topic is fairly new and social media is constantly changing with upcoming trends, more research needs to be done to help educators and students better understand and address the negative effects of social media.

### Select the TRACK most applicable to your submission:

Social and Cultural Change in Education

**160**

## **International Faculty Definitions, Implementations, and Challenges of Culturally Responsive Teaching in Higher Education Classrooms**

Fangyi Liao

University of Louisiana Monroe, Monroe, LA, USA

### **Abstract**

This study is designed to explore the definitions, implementations, and challenges of culturally responsive teaching by international faculty in higher education classrooms. Normally, one may assume that international faculty should apply more culturally responsive teaching in their teaching due to their diverse cultural backgrounds. However, as an international faculty member myself, I find that this is not always the case due to some challenges which are worth being explored. This study aims to discover international faculty challenges in implementing culturally responsive teaching in higher education classrooms and offer clarification of whether their personal culture and experiences will have any impact on their tendency to practice culturally responsive teaching in the classrooms. My research mainly targets international faculty due to the limited research that has been conducted on this issue. The existing research mostly discusses teachers in general and their culturally responsive teaching perceptions, implementations, and barriers.

The conceptual framework of this study will revolve around culturally responsive teaching (CRT) and critical discourse analysis (CDA). CRT will be the fundamental theoretical framework in this study, and CDA will be used as a data analysis tool to analyze the data. CDA will be used to examine how culturally and linguistically diverse international faculty and culturally responsive teaching interact.

The study will adopt a qualitative methodology with a combination of Phenomenology design and Narrative Inquiry design. Phenomenology design is appropriate for this study in that this type of research is based on the assumption that there is an essence or essences to shared experience. These essences are the core meanings mutually understood and experienced through a phenomenon. The experiences of different people are bracketed, analyzed, and compared to identify the essences of the phenomenon (Merriam & Tisdell, 2015). This study aims to discover whether international faculty and their different or similar backgrounds and experiences will impact their definitions, implementations, and challenges of culturally responsive teaching in higher education classrooms. As for the Narrative Inquiry, stories are emphasized and used to explain how we make sense of our experiences. I will adopt the psychological approach to analyze the stories from the participants since the psychological approach puts more emphasis on the personal, including thoughts and motivations (Merriam & Tisdell, 2015).

The data for this research will be collected through interviews with international faculty from across the disciplines in a University in the south. Instead of choosing my participants from a specific discipline, I will choose my participants from different disciplines to explore whether the faculty member's teaching subject will impact their definitions, implementations, and challenges in culturally responsive teaching in higher education classrooms. This is an ongoing project that is still in its infancy, requiring more literature reviews. Hence, there are no results or findings for this project at this point. However, there will be more data available for this project by the time of the presentation.

**Select the TRACK most applicable to your submission:**

## Social and Cultural Change in Education

**162****STEM Learning Experiences In and Out of School and STEM Attitudes**Drew Gossen

University of South Alabama, Mobile, AL, USA

**Abstract**

The experiences students have in their early life and in school have an impact on the development of their future career interests and choices, and understanding the influence of those experiences can provide educators and policymakers the necessary tools to meet society's future needs. This mixed-methods study examined how undergraduates at one large university perceived their pre-college learning experiences and how those experiences affected their self-efficacy, outcome expectations, interests, and goals in STEM. Participants were surveyed about their experiences and attitudes, and eight participants with a range of STEM self-efficacies were interviewed about the specifics of their experiences. Results indicated that many students participated in learning experiences that were easy to implement and required few resources, while those experiences that required substantial knowledge or outside resources occurred less often. These less common experiences, which often centered on STEM careers or future studies in STEM, were more common among students who are majoring in a STEM degree. Other factors influencing STEM attitudes included course performance, course selection, teachers, and out-of-school opportunities. The out-of-school experiences were selected less often and were generally targeted experiences that related to individuals' interests. These findings suggested the need for schools and teachers to engage in more complex and career-focused activities in STEM classes to enhance the development of interests in all students. There is also a need to provide opportunities for students to be involved in out-of-school STEM activities that relate to the students' interest or draw them into STEM fields of study.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**163**

## **Using PLCs to Improve Math Instruction by Increasing Teacher Pedagogical Content Knowledge**

Tonyaneka Jackson

University of Louisiana at Monroe, Monroe, LA, USA

### **Abstract**

A common misconception of student outcomes in math education in the United States is that failure is primarily the result of “bad” teaching. Concerns and criticism on teacher preparation often get lost amidst other topics and teacher reform takes a back seat to what is considered more pressing issues. This research reveals that leveraging professional learning communities in school improvement plans can provide math teachers with the adequate knowledge and skills necessary to support the excellence, quality, and measurements of achievement required by current educational standards. A mixed-method, quasi-experimental design will be used since it allows for advanced credibility of results. The sample for this study includes math students and their teachers, six volunteer participants who are full-time high school math teachers and are enrolled in a teacher certification program in Louisiana.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**164****TEACHER EXPECTATIONS OF MINORITY AND LOW-INCOME STUDENTS (TEMLS)**Heidi Hackbarth<sup>1,2</sup>, Thelma Roberson<sup>1</sup><sup>1</sup>William Carey University, Hattiesburg, MS, USA. <sup>2</sup>Hattiesburg Public School District, Hattiesburg, MS, USA**Abstract**

This poster presentation will present an instrument used to measure potential teacher bias for students from low-income families and students of color.

**Statement of the Problem:** There is an undisputed problem with the disparities in educational achievement between White students and students of color in the United States. Additionally, academic achievement gaps persist between students from high-income families and those from low-income families, with low-income students tending to score lower on standardized tests (Wolf, Magnuson, & Kimbro, 2017). There is a plethora of justifications as to why the disproportionate numbers of students of color continue to have lower academic achievement. These justifications include low teacher expectations for minority students based on stereotypes or biases. To test teacher bias for students of color and students from low-income families, the Teacher Expectations of Minority and Low-Income Students (TEMLS) was developed.

**Theoretical Framework:** When looking at the formation of a teacher's expectations, one must look at teacher bias. One theory that helps explain teacher bias is Critical Race Theory (Ladson-Billings, 2013). This theory offers an explanation to why the disparities in education exist. The backbone of Critical Race Theory is the explanation of the role that race and racism plays in the education system (Bell, 1995). The phenomenon of the self-fulfilling prophecy and the part it plays on the education of minority students and low-income students was also used as a conceptual framework piece for this research.

**Methodology:** The researcher used 20 items similar to those examined by Auwarter and Aruguete (2008) and a review of literature in the development of TEMLS. Components of the instrument include vignettes and a rating sheet. The vignettes are a series of scenarios depicting hypothetical students experiencing behavioral and academic challenges. Each scenario was replicated with specific identifiers altered to indicate the student's race and socio-economic status. The resulting vignettes depict identical circumstances for each hypothetical student with the exception of race and socio-economic status. The purpose of the instrument is to determine if a group of teachers rate the same hypothetical student differently based on the student's race or income. The instrument was piloted prior to being used in a recent doctoral study.

The instrument is administered to groups of teachers who are provided a set of 4 vignettes depicting different scenarios with student race and SES randomized. No individual teacher receives the same scenario. Teachers are asked to rate the student in each vignette on various indicators using a 12-item dichotomous scale. Example: Rate the student between Lazy and Industrious; Unstable and Stable; Unsuccessful and Successful, etc., Additional questions ask about teachers' predictions of future academic outcomes such as the likelihood the student would graduate.

**Results:** When testing variables within the study, no statistical significance was found. This was likely due to sample which included teachers in schools that were almost exclusively students of color from low-income families. Future studies should include teachers with more varied teaching experience.

Implications: Further research is needed using the TEMLS.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

165

## Overcoming reductionistic educational spirals

Thomas Ricks

Louisiana State University, Baton Rouge, LA, USA

### Abstract

This poster presentation describes our research study investigating (i) how reductionistic educational spirals damage educational endeavors, and (ii) possible strategies to overcome them. We utilized the *constant comparative method*—a credible usage of broader grounded theory methodology well-suited for generating theory for wider application. Our study generated a theoretical matrix describing *reductionistic educational spirals*, a cyclic progression through six reinforcing stages: (a) *proceduralization*, (b) *bureaucratization*, (c) *standardization*, (d) *quantization*, (e) *de-humanization*, and (f) *exhaustion*. The spiral paradoxically develops when democratic society demands educating the rising generation (to be creative and critical thinkers so essential for continuing democracy) *through compulsion*. This contradictory amalgamation using undemocratic methods for democratic education places all educational participants in a perplexing moral bind. De-humanized, exhausted state officials, school administrators, teachers, and students then fall prey to the continuing seductive ease of procedural efficiency, thus initiating further cycles. This cycle spirals because each iteration restricts participants’—alias victims’—freedom as the various stages entrench, ever constricting restricted operational options. Because all seasoned members of society have experienced this reductionistic educational spiral themselves as students, they are thus prone to re-apply this tacitly-learned cultural-script in their appointed educational jurisdictions. State officials, having been students in “spiraled” classrooms, re-enact the spiral at their level of control. Administrators, squeezed from above by these state-sanctioned demands, re-enact the spiral at the school level. Teachers, feeling the pressure from authoritative school administrators, re-enact the familiar cultural-script in their own domain—the classroom. At each level, development of easy, efficient *procedures* invites entrenchment of *bureaucratization*, ossifying into official *standardization*. Bureaucratically-enforced standardization leads to *quantization*—the flattening of complex human behavior, especially into numerical data (GPA, SAT, ACT, etc.) Systematic quantization *dehumanizes*, which over time yields *exhaustion*—think of the un-excitement students express at doing *another worksheet*, or the well-documented phenomenon of *teacher burn-out*. Exhausted, dehumanized individuals crave the next easy and efficient procedure, rather than exuding the necessary energy to level-up for creative and critical thinking. Reductionistic spirals thus perpetuate. We conclude our presentation by exploring possible, concrete strategies to potentially disrupt spiral formation and continuation. The underlying principle is *education that enables every spiral participant to anticipate, side-step, and by-pass each potential spiral pitfall*. By refusing to reconnect with proceduralization, bureaucratization, etc., each time these spiral stages entice, participants exercise right-of-choice—alias proto-democracy—to protect their underlings from undemocratic pressures. As courage and capacity to resist mount, participants carve out the necessary room-to-manuever for forming like-minded communities where active choice can challenge apparent top-down compulsion. We consider paradigmatic shifts embracing complexity science, including internationalization of pedagogy and overcoming educational anthropocentrism, to provide desperately-needed infusions of diversity—so vital to nurturing dynamic, adaptive learning systems that can develop courageous, democratic educational participants. Our work illuminates realistic strategies for disruption of the reductionistic educational spiral by introducing sensible democratic elements and actions at key parts of the pedagogical process. We conclude our presentation by categorizing ramifications suggested by this theory, as well delineating potential future research studies.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

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## **A Bridge or Barrier? The Role Institutional Agents Play in Shaping Institutional and Disciplinary Sense of Belonging for First-Generation STEM Students Holding Intersecting Identities.**

Grace Sekaya, Angela Google, Jeremiah Henning, Zachery McMullen  
University of South Alabama, Mobile, AL, USA

### **Abstract**

#### **Overview and Rationale:**

First-generation college students (FGCSs), students whose parents did not attend or graduate college, make up over one-third of the undergraduate student population national-wide [13], and much larger portions at many regional public 4-year institutions[8]. Studies indicate that FGCSs are less likely to enter college, and once enrolled less likely to persist and earn a degree relative to continuing-generation students (students with college-educated parents) [9, 11]. Additionally, FGCSs experience unique and persistent challenges in their pursuit of undergraduate STEM degrees [5, 10]. FGCSs are known to experience greater social alienation and marginalization due to a mismatch of cultural values [4, 11, 15] and lower ratings of sense of belonging [11], which is often compounded by the fact that many FGCSs hold multiple marginalized identities. Sense of belonging impacts students' academic achievement, persistence, and overall student success, especially for underrepresented minority groups [1, 14]. Yet few studies have examined factors that contribute to institutional and disciplinary belongingness for students with intersecting marginalized identities, as well as the key institutional agents that potentially facilitate or hinder their academic progress [1, 6, 12, 14]. In efforts to create more equitable opportunities in STEM education, recent conceptual approaches draw on social psychological perspectives to illuminate factors that constrain and promote the success of FGCSs [2, 7, 11]. In this light, our work examined the unique experiences of FGCSs holding multiple social identities that are historically underrepresented in STEM (i.e., race/ethnicity, gender, religious, lower social class) and how their experiences shaped their sense of institutional and disciplinary belongingness, STEM identity, and perceptions of institutional inclusivity.

#### **Methodology:**

Undergraduate STEM majors enrolled in a southeastern, public, R-2 university (University of South Alabama) took a survey which conceptualized their sense of academic belongingness and current STEM identity and measured a wide-array of demographic identities. Of the 320 participants who completed the survey, 87 identified as FGCSs. We then sent recruitment emails to all FGCSs surveyed and 18 agreed to participate in a semi-structured interview. Our interview protocol was significantly informed by Bronfenbrenner's (1979) Ecological Systems Theory [3] which guided our qualitative analyses of interview transcripts to examine academic belongingness at the institutional, disciplinary and STEM classroom level. The interview questions were designed to elicit the academic experiences of instances when FGCSs felt valued, devalued, or most aware of their intersecting identities. Through thematic analysis, we isolated critical experiences and organized them according to hierarchical levels ( Institution, Discipline, Classroom). Our qualitative analysis revealed that certain institutional agents (i.e., Faculty mentors, Academic Advisors, Program directors) played a critical role in the academic trajectories of the participants. Institutional agents are defined as a person who has "status, authority, and control of resources in a hierarchical system" [11] and thus have the capacity to serve as bridges or barriers to the academic progress of FGCSs. Our poster session will share additional pre-liminary results in hopes of contributing to the scholarship leveraging the unique experiences of FGCSs holding intersecting identities.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**167**

## **Effects of Teacher Knowledge of Early Reading on Students' Gains in Reading Foundational Skills and Comprehension**

Susan B. Porter, Emily A. Farris, Timothy N. Odegard  
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### **Abstract**

The importance of having a highly-qualified teacher in every classroom is a commonly held belief in education. Most measures of teacher quality typically are indirect proxies such as highest degree obtained, the number or type of college courses completed, years of teaching experience, or type of certification (Goldhaber et al., 2018; Phelps, 2009). These proxies are often used as teacher-level variables in studies examining teachers' practices and their influence on student performance (Fischer et al., 2018). However, these indirect proxies have provided mixed results, prompting a call for more direct measures of teacher quality.

Teacher knowledge of the subject matter being taught, known as teacher content knowledge, is considered to be a more direct teacher quality measure. In literacy, teacher content knowledge typically focuses on knowledge of different domains of written and spoken language, such as reading comprehension or foundational skills involving phonological awareness, decoding, and encoding. Researchers have been studying how to measure teachers' knowledge of literacy for decades, but only recently have investigated the link between teacher knowledge and student reading outcomes. The few studies that have attempted to link teacher knowledge and student reading outcomes have provided mixed results with the observation of modest associations at best (e.g., Carlisle, 2011). The studies were limited by their small sample size or homogeneity of demographic characteristics for participating schools.

The current study addresses these issues by examining the impact of teachers' knowledge of language and literacy on their students' reading outcomes from a considerable number of teachers in schools with a wider range of performance. Using established teacher knowledge and student ability screening measures, we addressed the following research questions:

1. After controlling for student and teacher characteristics, to what extent does teacher knowledge of reading predict student performance in foundational reading skills at the end of kindergarten and first grade?
2. After controlling for student and teacher characteristics, to what extent does teacher knowledge of reading predict student performance in reading comprehension at the end of kindergarten and first grade?

Data from 9,640 students and 512 classroom teachers from 112 schools were analyzed using multilevel linear regression to account for the nested data. After controlling for student- and teacher-level variables, results showed that teachers' knowledge of language and literacy had a statistically significant impact on student's spring foundational skills scores, but not on reading comprehension scores. These findings support the idea that more knowledgeable teachers produce students with more favorable reading outcomes. Future studies should include observational data or a pedagogical content measure to examine the influence of teacher knowledge on teacher practice, another contributor to student learning.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**168**

## Evaluating Virtual Field Experiences Using Qualitative Data

Mindy Waldrop

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### Abstract

Evaluating Virtual Field Experiences using Qualitative Data

Statement of the problem.

Teacher education programs strive to prepare their teachers in pedagogy, content knowledge, and classroom management. In an effort to supplement lectures and active cooperative learning experiences, many universities use field experiences to provide their undergraduate education majors the opportunity to interact with K-12 students. Field experiences provide pre-service educators with the opportunity to reflect on their attitudes towards teaching, to practice presenting lessons, to receive targeted feedback on their interactions with students, and to determine their strengths as an educator. For many universities, the time and opportunity for meaningful field experiences are limited. Therefore, some teacher education programs have turned to virtual field experience formats to ensure that their pre-service teachers have multiple opportunities to interact with students in a safe and low-risk environment. One such simulated field experience program is TeachLivE where a teacher teaches a lesson in a virtual classroom to practice their instructional skills, delivery of specific content, and classroom management (EdSurge, n.d.). TeachLivE is a mixed-reality environment that combines real and virtual worlds because the student avatars are controlled by a human interactor in real time (Dieker et al., 2014). During the TeachLivE sessions the student avatars display typical student behaviors such as sleeping, engaging in impulsive and distracting behavior, using a cellphone, etc. Similar to being in a classroom, the teacher is tasked with choosing how to respond to the behaviors while continuing to teach their prepared lesson.

The current study aims to explore patterns and themes that emerge from pre-service teachers' responses to student behaviors from their first and second TeachLivE sessions.

### Methods

Data collection for this qualitative research study will include viewing two TeachLivE sessions of 20-30 university undergraduate education majors (elementary, music, or secondary). While watching the recorded sessions, the researcher will collect data on the teachers' responses to virtual students' behaviors. In addition to anecdotal notes and descriptions, the researcher will track the instances of planned ignoring (I), redirection (R), reinforcement (+), and punishment (-). After data collection, the researcher will use the open coding to determine what patterns or themes exist.

### Implications

The analysis of pre-service teachers TeachLivE sessions will provide valuable information to multiple stakeholders within the university's teacher education programs. First, the qualitative data will provide valuable information to classroom management professors in an effort to improve their instruction. Additionally, the results of this study will provide feedback on ways that the TeachLivE field experience can be improved or refined to be more helpful for pre-service teachers' development.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

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## A Simple View of Reading Analysis of Reading Skills in Diverse Ethnic ELLs and non-ELLs.

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Middle Tennessee State University, Murfreesboro, Tennessee, USA

### Abstract

**Problem and Background:** An estimated 4.9 million children in U.S. public schools are striving to learn to speak, read and write the English language but struggle to keep pace with their native English-speaking peers. Far less is known about the language and reading profiles of ELLs relative to non-ELLs peers. The research that has been conducted has documented marked differences in the language skills of ELLs and non-ELLs (Geva & Massey-Garrison, 2013). Yet, few studies have provided information on differences based on categorization by reading profiles based on what has been learned from research characterizing the reading profiles of non-ELLs.

The current study investigated potential differences in the early reading skills of ELLs and non-ELLs and strived to address the following research questions.

Research Questions 1: Are student profiles on the reading measures consistent with their decoding and reading comprehension abilities?

Research Question 2: Do ethnic groups differ on their reading achievements across schools?

**Method:** Participants included 5,515 students in 117 elementary schools from a single U.S. state for whom deidentified universal screening data from IStation (Mathes et al., 2016) was available from the fall of kindergarten through the fall of first grade. Participants were classified based on their ethnicity and ELL status to form four groups: Hispanic ELLs, Caucasian, African American, and Hispanic non-ELLs with each ethnicity and ELL group subdivided into reading profiles using universal screenings data collected in the fall of first grade. These profiles included Typical Readers, Poor Decoders, and Poor Comprehenders and Good Decoders and were based on the profiles specified in the prior study undertaken by Geva and Massey-Garrison (2013).

**Results:** Multi-level modeling was used to predict student's early reading skills from the fall of kindergarten (i.e., listening comprehension, vocabulary, phonemic awareness, and letter knowledge) based on student sociodemographic characteristics and reading ability assessed in fall of first grade while accounting for the nesting of students within schools. Across models predicting different early reading skills, students who were poor decoders generally performed lower on all measures replicating similar findings reported by Geva & Massey-Garrison (2013). In addition, the Hispanic ELL group performed lowest on the reading measures while the non-ELL Caucasian group outperformed all the other groups.

**Conclusions/Implications:** Decoding and reading comprehension differed by race/ethnicity. Future studies should consider the impact of other factors such as first language orthography or dialect.

*Keywords:* Reading profiles, Ethnicity, ELLs

### References

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**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 170

# You're on Mute...No More! Humanizing Virtual Interactions through the Gather Platform.

Ashley Wicker, Adam Elder

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### Abstract

Scope:

Finding normalcy during a worldwide pandemic has been quite the challenge. Educators have been tasked with redefining time and space in a virtual world, where computers allow for convenient interactions, but the connections made can still feel isolating and unnatural. The most common platforms used are Zoom and Google Meet, but these platforms still come with its own challenges, such as limited options for student engagement, restrictions in space and format, and constricting virtual interactions. Other platforms exist, but they do not provide what educators currently crave – a return to normalcy, while still providing the convenience and flexibility of online tools.

Enter Gather. Gather was launched in May of 2020, and its only purpose is to build a Metaverse for human interaction, which is the virtual layer that extends over the physical world, rather than trying to replace it. Through Gather, participants do not have to choose between working, socializing, and learning; instead, the platform provides opportunities to make virtual interactions more human, and it makes it fun with the use of personalized avatar characters and complete personalization of the virtual environment.

Gather provides many benefits for educators but is not restricted to just for classroom use. Instead, educators will have the world at their fingertips, which will allow them to redesign workspace, office hours, student meetings, workshops, presentations, conferences, etc. The basic platform is free of cost, which is sufficient for most desired uses, with the option to upgrade for large scale events.

Objectives:

At the end of this training session, attendees will be able to operate the basic features of Gather and learn how to use the platform for various interactions. The focus will be on exposing attendees to the platform, 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 Gather in their desired setting, and (2) to encourage its use in their own institutions and settings as a means of humanizing virtual interactions.

Summary of Activities:

In this training session, attendees will:

1. Explore the basic features of the Gather platform,
2. Identify ways to implement Gather for personal and professional needs,
3. Perform basic tasks in a simulated Gather environment, and
4. Receive Resources for further learning.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

171

## Leveraging P-16 Partnerships and a Grow Your Own Recruitment Model to Increase and Diversify the Teaching Workforce

Amy Weems, Yiting Chu

University of Louisiana Monroe, Monroe, LA, USA

### Abstract

The purpose of this study is to examine the impact of a high school Grow Your Own (GYO) program on the recruitment and preparation of aspiring educators from culturally diverse communities. Recruiting and retaining teachers, in particular teachers from diverse backgrounds, is an ongoing challenge facing many districts across the country (Kohli, 2019). GYO programs aim to recruit individuals into teaching in the communities in which they were educated (Irizarry, 2007). These programs have been promoted by recent federal and state education policies and initiatives as feasible pathways for recruiting and preparing a pipeline of diverse educators and returning and retaining them to teach in schools in their communities in hopes of diversifying the teacher workforce, enhancing teacher retention rate, and improving student learning in high needs schools (Gist et al., 2019; Villagómez et al., 2016). Similar to other pre-collegiate recruitment and early preparation programs aiming to encourage high school students to pursue teaching as a profession (Sleeter & Milner, 2011; Toshalis, 2013), the program reported here is the result of a partnership among a university-based teacher preparation program, local school districts, and a national nonprofit organization. Participants in this research study include high school students enrolled in the GYO program, instructors of record for program coursework, administrators in the GYO partner schools, and graduates of the GYO program who are currently enrolled in a teacher preparation program. Data for the study were gathered and analyzed for participants that represent three school-year cohorts from programs across the state in which the GYO program is being implemented. The self-reported data were triangulated using data collected from classroom observations and analysis of relevant course documents and artifacts, such as curricular materials and student works, to strengthen the trustworthiness of the analysis (Merriam & Tisdell, 2016). Survey responses, focus group transcripts, observation notes, and documents were first coded inductively by two researchers individually and a list of open codes and in vivo codes was generated and marked for possible themes (Corbin & Strauss, 2015). The preliminary codes were used to inform additional data collection and were continuously revised as more materials were collected and coded against existing data, using the constant comparative analysis strategy. The two researchers for this study meet regularly to compare codes and discuss coded sections for emerging themes. Survey and focus group results indicate that participating in this program has helped high school students to learn the knowledge base of teaching, gain relevant experiences in the classroom, and come to know the professional lives of teachers. Additionally, participation in the program has contributed to a greater awareness of the factors that influence educational inequities and the importance of fostering an empowering classroom culture. Aspiring teachers in this program have been equipped with knowledge and strategies to work with student populations represented in public schools in their communities through a strong tie to the local communities and an emphasis on cultural diversity and educational equity.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

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## Developing Scholar Practitioners as Agents for Change

Angela Hooser, Lando Carter, Heather Dillard, Kimberly Evert, Kevin Krahenbuhl, Jim Rost, Stacy Fields  
MTSU, Murfreesboro, TN, USA

### Abstract

**Problem statement:** In 2006, Shulman and colleagues called for a redesigned EdD, that is distinct from the PhD, to prepare educators as scholar practitioners. This was followed in 2007 by the formation of the Carnegie Project on the Education Doctorate (CPED), in which members collaborate as critical friends to redesign programs (Perry & Imig, 2008). As a new CPED member, we are using the backward design process (Wiggins, Wiggins & McTighe, 2005) to re-imagine our EdD program. Thus, the purpose of this action research is for our faculty to consider the ways that courses in general, and the dissertation in particular, can best be leveraged to meet the unique needs of our EdD students. Specifically, our question is, “How might faculty redesign courses to intentionally develop scholar practitioners as agents for local change?”

**Theoretical Framework:** Scholar practitioners have been described as educators who use “theoretical, pedagogical, and research expertise” to identify and address local problems of practice that improve learning for students and adults (Dana, et al., 2011, p.4). The work of the scholar practitioner emerges from, and is shaped by, the needs of their local context, and is thus distinct from research scholarship (Barnett & Muth, 2008). One mechanism to examine ways to support the learning of scholar practitioners in EdD programs is through action research.

Action research, or practitioner inquiry, is defined as the systematic and intentional study by educators of their own practice (Cochran-Smith and Lytle, 2009). The cycle utilized for this action research includes naming a question, data collection and analysis, taking action such as program redesign and sharing with others such as colleagues at MSERA.

**Methodology:** Data collection for this action research includes the following:

- Comprehension exams (declarative and written) from 3 cohorts of students.
- Problems and questions identified by students for course projects and dissertations.
- At minimum documents generated during 8 redesign work sessions.
- Student work related to successes and challenges of being and becoming scholar practitioners.

**Results:** Initial results are shared as current faculty questions.

- What does consuming and producing knowledge for local change mean for our program? What knowledge is needed for our students to critique the rigor and limitations of research? What skills do students need to lead collaborative change in local contexts?
- In what ways are program goals, and the dissertation, the process of learning to enact local change? In what ways is this the creation of a final product?
- How do we best communicate, and assess, outcomes to our students, colleagues and other EdD program faculty?

Currently, faculty are conceptualizing a graphic representation of the program and generating outcomes aligned with program goals. These redesign products, as well as learning from an inductive coding of data, is ongoing and will be completed in early fall (Saldana, 2021).

**Implications:** While efforts to redesign EdD programs and develop scholar practitioners, many of these programs are still in their infancy. Hence, this study will generate knowledge that can inform the continual evolution of EdD programs as unique and distinct from the PhD.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**173****Social Media as a Bridging and Bonding Tool for Professional Learning**Amanda Mayeaux

University of Louisiana at Lafayette, Lafayette, LA, USA

**Abstract**

The purpose of this collective case study research was to discover the impact of social media engagement on teacher development. This research was designed to determine why and how individual teachers use social media to interact, connect, and share knowledge. Additionally, the project sought to understand what type of information is shared and how peers interact with the knowledge. One major finding of this study concerned how teachers choose their professional learning experiences and build professional learning networks based on their perceived weaknesses in content, pedagogy, or social-emotional attributes. They seek to improve their weaknesses to improve student learning through the key motivating factor of Teacher-Student Kinship representing an almost family-like relationship. Teachers bond with peers within their school, but also bridge with peers outside of their school. This bonding and bridging have become accessible with the use of various social media technological tools from YouTube to professional learning networks on Twitter. The use of social media and other technology tools has allowed experts to develop Professional Kinship and enhance their practice regardless of location and proximity with peers within their professional learning community. These major findings hold implications for theory, practice, and future research particularly in the realm of teacher quality and the change of mindset towards the profession and the standards of education.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**174****The wonder year: Experiences of novice teachers**

Kelly Burlette, Lynn Walters-Rauenhorst  
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**Abstract**

As the country contends with political, environmental, and economic challenges, school systems are faced with the daunting task of providing students with equitable education services while ensuring their safety. A major obstacle to achieving this goal is the shortage of qualified teachers. Many teachers leave the profession for reasons other than retirement; for new teachers, the statistics are even more grim, with almost half of new teachers leaving the profession within the first five years of employment. A contributing factor to increased teacher attrition rates among new teachers may stem from competing personal and professional identity conflicts. As teachers experience these conflicts, they either revise their assumptions about teaching or leave the profession.

In this study, researchers utilized a phenomenological research design to explore first-year teachers' stories and experiences, and Mockler's non-linear teacher identity acquisition theory, referencing three dimensions that impact teacher identity: personal development, professional learning, and teacher activism, served as the theoretical framework. Five first-year, traditional public-school teachers agreed to participate in the study, and data collection included hour-long observations and semi-structured interviews. Interviews were transcribed and coded, and comparisons among transcripts and field notes were completed using a grounded theory approach.

Findings from the interviews indicated nuanced differences between prior research and the lived experiences of participants. For example, new teachers in this study were increasingly aware of the importance of building relationships with students. However, they found that the expectations of a standardized curriculum made fostering those relationships difficult as they tried to navigate the disconnect between the students' experiences and the curriculum's expectations. Additionally, participants shared that the quality of their pre-service academic and field experiences were varied, but all noted that the field experiences provided the most guidance in navigating many professional challenges. Another theme emerging from the participants' stories related to how they adapted and managed their expectations of what they believed teaching would be compared to their actual lived experiences. Teachers developed coping mechanisms to manage the overwhelming workload and stress they felt during their first year, which included limiting the amount of time they worked outside of school, scrolling through a list of available jobs after "a bad day," working out, and drinking. Finally, participants experienced mixed levels of administrative support and informal mentoring. Those who felt supported by school personnel reported feeling confident and prepared as they navigated the stress of their first year. However, a perceived lack of administrative and collegial support prompted one participant to migrate to another school within the district.

Consistent with Mocker's notions of teacher identity development, participants' stories highlighted the importance of early-career connections, quality of pre-service teaching experiences, student and collegial relationships, and managing professional and personal expectations. Understanding new teachers' perceptions as they navigate early career obstacles provides educational leaders with a clearer understanding of the supports novice teachers need and desire to persist in the profession. As one participant noted "It's not as hard as everyone thinks it is, but it's way harder than everyone says it is."

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

175

## WHITE TEACHERS IN PREDOMINATELY BLACK SCHOOLS IN MISSISSIPPI: THE RELATIONSHIP BETWEEN TEACHERS' LEVEL OF CULTURAL CONNECTIVITY AND SCHOOL ACCOUNTABILITY RATINGS

Sandra Childs-Jones<sup>1</sup>, Thelma Roberson<sup>2</sup>, Jim Young<sup>2</sup>

<sup>1</sup>Benton County Schools, Ashland, MS, USA. <sup>2</sup>Belhaven University, Jackson, Mississippi, USA

### Abstract

This paper will present findings of a recently completed doctoral study. The purpose of this research was to investigate a relationship between school accountability ratings and levels of cultural connectivity of teachers, especially White teachers, employed in public schools in Mississippi with 60 percent or greater Black student populations.

**Statement of the Problem:** The National Assessment of Educational Progress (NAEP) reveals a pervasive achievement gap nationally between Black and White students. The National Center for Educational Statistics (2011) cited inexperienced teachers, lack of rigorous instruction, and low teacher expectations in High Black Student Density (HBSD) schools (schools with 60 percent or greater Black student populations) as possible reasons for achievement gaps between White and Black students. With 79 percent of the teaching workforce in U.S. public schools being White, could cultural connections between White teachers and Black students be at the root of the problem? A report from the National Association of Elementary School Principals (2016) asserted that for modern schools to succeed in closing the achievement gap between Black and White students, culturally responsive pedagogy and culturally connected educators must evolve to meet the demands of a majority White teaching force educating a consistently growing Black student population.

**Theoretical Framework:** The conceptual framework underlying this study is Culturally Responsive Pedagogy (CRP). CRP is primarily based on the works of Gay (2000) and Ladson-Billings (1994). CRP encompasses the work of researchers who have sought to bridge the achievement gaps of diverse students whose teachers were not of the same cultural background.

**Methodology:** This quantitative study was non-experimental; no independent variable was manipulated. The study relied on a review of existing data to determine school demographics and survey methodology to measure teachers' level of cultural connectivity. The 45-item Teacher's Level of Cultural Connectivity Questionnaire (TLCCQ) was developed specifically for the purposes of this study and was designed to measure a teacher's demographics, socio-economic background, and socio-cultural background concerning the teacher's cultural connection to students. Participants were teachers employed in public schools in Mississippi with 60 percent or greater Black student populations. Data were analyzed using descriptive statistics and chi-squares. Viable responses were obtained from 429 teachers in 42 schools.

**Results:** The findings indicated low levels of cultural connectivity among teachers in the sample population. An overwhelming majority (almost 87percent) of White teachers in the sample had low levels of cultural connectivity. Although Black teachers' level of cultural connectivity was higher than their White

counterparts, Black teachers' level of cultural connectivity scores also failed to achieve high levels of cultural connectivity. Additionally, the findings of the study indicate that statistically significant relationships exist between White teachers' level of cultural connectivity and HBSD school ratings, as well as, multiple dimensions of personal schooling experience, socio-cultural dynamics, and demographics. The findings of the study show that cultural connectivity matters. Increasing levels of cultural connectivity in teachers in HBSD schools may help improve academic outcomes and ultimately school accountability ratings.

Implications: The results of this study have implications for teacher recruitment and training.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

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## Pathways2Teaching: Diversifying the Future Teacher Workforce with High School Students

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### Abstract

This innovative instruction poster/display presentation highlights a “grow your own” teacher preparation program for high school students of color attending two different charter schools in New Orleans. Presenters will provide an overview of the *Pathways2Teaching* Program while discussing student’s background, experiences, and knowledge gained within the program.

### Summary

The need to diversify our teacher workforce is clear and urgent (Goings, Brandeho, & Bianco, 2018). Much has been written about the critical need to increase the number of teachers of color throughout the country (Goldhaber, Theobald, & Tien, 2019). Similarly, we have years of research detailing the numerous barriers that exist at each juncture on the pathway to becoming a teacher for students of color (Lindsay, Blom, & Tilsley, 2017). Despite decades of research, few programs exist with the explicit focus of encouraging students of color at the high school level to enter the teaching profession. Of current, relevant importance the program focuses on social justice in the context of teacher preparation, daily living and thinking, and student and community advancement.

Although there are a number of early outreach programs directed at recruiting high school students into the teacher workforce, few focus specifically on recruiting students of color. Many students of color, especially those who live in poverty, are commonly placed at risk of academic failure early on and pushed out of school before graduation (Ford, 2010; Ladson-Billings, 2011; Toldson, 2011). If we really want to diversify the teacher workforce and build effective early outreach programs, programs must be culturally responsive. Programs must feature a curriculum specifically designed to engage students by explicitly illustrating why they are desperately needed as our future teachers – not just because of the color of their skin, but because of their lived experiences in the same communities that need them the most. This presentation seeks to highlight the curriculum developed which has an explicit focus on having students critically examine the complex educational issues and inequities that exist in poor, urban communities- the very issues that may have contributed to the marginalization they have experienced in schools. Through the innovative *Pathways2Teaching* Program teacher preparation can be addressed with interested students earlier, the teacher workforce can be increased with teachers of color, all while offering opportunities for student success.

### Participant Outcomes

The presentation will include an introduction of the program, provide an overview of the program while engaging the audience with students’ perspectives of and experiences with the program. Through the use of interactive discussion, this session will give participants an opportunity to learn directly from those involved in and lead the program, stressing:

- Full understanding of the need and importance of a diverse teacher workforce, especially in urban

- communities;
- The impact of working with youth on their desire to explore teaching and related fields;
  - Teaching as act of social justice

Further, participants will be encouraged to engage in an interactive dialogue so they can begin to explore how they can replicate this model in their universities and local school districts.

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## The Status of Financial Education in Louisiana Classrooms

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<sup>1</sup>University of New Orleans, New Orleans, Louisiana, USA. <sup>2</sup>Southeastern University, Lakeland, Florida, USA

### Abstract

The State of Louisiana has what appears to be a significant challenge in the area of financial literacy. According to a recent WalletHub survey (Kiernan, 2021), Louisiana ranks 50<sup>th</sup> in the area of financial literacy. Moreover, according to the FDIC (Federal Deposit Insurance Corporation, 2018), Louisiana ranks 49<sup>th</sup> in the country comparing unbanked resident rates and 41<sup>st</sup> in underbanked resident rates. In Louisiana, the rates of unbanked and underbanked residents with low-incomes, low-educational attainment, and for African American households surpassed rates for the same groups on a nationwide basis. In response to the dismal financial literacy profile evident in state and national reporting for Louisiana, the legislature of the State of Louisiana formally introduced and then passed bills in 2016, 2018, and 2019 that required formal instruction be provided in the area of personal financial management education in K-12 public school classrooms throughout the state.

In an effort to address the challenging issue of financial literacy in the State of Louisiana and simultaneously provide greater clarity on the status of personal financial literacy education in the public-school setting in the State of Louisiana, a study was conducted that focused upon eliciting the perceptions of K-12 educators employed within the public-school system on the matter of personal financial management. More specifically, the study was conducted to determine the extent of educator awareness of legislation regarding financial literacy, educator perceived readiness to teach financial literacy in K-12 public school classrooms, educator perceptions of the importance of financial literacy instruction in public schooling, and the actual frequency of implementation within the State of Louisiana. Survey response included 1,163 participants responding partially or fully to items on the survey. A total of 574 participants completed the survey fully. The sample size achieved exceeded *a priori* power analysis of 385 study participants.

The study's findings reflected a significant lack of knowledge regarding legislation and state mandates associated with personal financial management on the part of K-12 public school educators in the State of Louisiana (91%), and an apparent dearth of professional development opportunity and participation in the area personal financial management (84.2%). And, although approximately six in 10 of study participants indicated that personal financial management education was either "important" or "very important", a lesser percentage (50.3%) had indicated that they "never" address personal finance concepts with their students in the classroom setting. Implications of study findings and recommendations for professional practice in the area of personal finance management are addressed and discussed.

### References

Federal Deposit Insurance Corporation. (2018). 2017 FDIC National Survey of Unbanked and Underbanked Households. Retrieved

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**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

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## **Does it all add up?: Understanding elementary preservice teacher preparedness and mathematics teaching efficacy situated in an alternative certification program**

Kelly Byrd, Susan Ferguson  
University of South Alabama, Mobile, AL, USA

### **Abstract**

In order to address the national teacher shortage, universities have created alternative routes to initial certification in addition to traditional teacher education programs. While these programs offer a well-intentioned path to certification and to alleviating the teacher deficit, they often lack specific content courses to both refresh and fill prior knowledge of these teacher candidates. Although literacy is a focus for many of such alternative elementary educator preparation programs, courses of study often lack specific mathematics content courses focused on the study of elementary mathematics through a teacher lens. In order to scaffold and advance student learning, teacher candidates need more depth of mathematics content to facilitate their own competencies in understanding and teaching problem solving skills, implications and meanings of key concepts, and underlying or basic mathematical theory and procedures (AMTE, 2017). Additionally, as preservice teachers' beliefs are informed by their own K-12 experiences prior to entering a university teacher preparation program, many recognize the influence that their beliefs and perceived self-efficacy have on their future students (Maher et al., 2013). Thus, the purpose of this study was to investigate alternative master teacher candidates' perceived levels of preparedness and self-efficacy for teaching mathematics and to elicit suggestions for program improvement to better prepare them to teach elementary mathematics. Participants in this study included thirteen teacher candidates enrolled in an alternative master program at a university in the southeast. At the beginning of the elementary mathematics methods course, participants completed the Mathematics Teaching Efficacy Beliefs Instrument (MTEBI), which measures their beliefs about and confidence in doing and teaching elementary mathematics (Enochs et al., 2000). Participants also completed a written mathematics autobiography describing their experiences as a learner of mathematics as well as their perceived mathematics teaching efficacy. Data were also collected from an online survey eliciting program level recommendations that participants feel would better prepare them to teach elementary mathematics. Based on analyses from the MTEBI, the mean self-efficacy scores were in the mid to high range on the Likert-type scale; on the outcome scale a positive correlation existed between teacher efficacy and student achievement. Furthermore, the participants who reported greater confidence in their capabilities to do mathematics effectively were more likely to have more confidence in teaching mathematics. Recommendations for program improvement included more coursework focused in promoting automaticity and fluency of mathematics concepts developing the preservice teacher's own depth of knowledge and understanding of K-6 mathematics, as well as content specific pedagogy related to the different mathematical domains for each grade level. Based on the findings of this study, program revisions – including the development of an additional mathematics-focused seminar course – are being considered to increase the mathematical content knowledge and teaching efficacy of these preservice teachers.

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Innovative Initiatives in Education

**179**

## **Features of Effective Training on Culturally Responsive Teaching**

Caitlin Lowery

University of Louisiana at Monroe, Monroe, LA, USA

### **Abstract**

Culturally Responsive Teaching (CRT) is an educational framework born from Critical Race Theory (Gay, 2002). It is unique in that it requires explicit knowledge of cultural diversity in order to ensure the educator is able to meet the needs of their diverse classroom population (Gay, 2002). As CRT grows in popularity within K-12 schools, more campus and district administrators are seeking effective trainings on CRT for their staff. Research shows that CRT results in positive gains in both academics and behavior (Bonner et al., 2018; Brown, 2004; Byrd, 2016; Farinde-Wu et al., 2017; Leonard et al., 2018). However, research conducted on CRT training practices shows that not all CRT trainings are effective in producing these positive results in the classroom (Abacioglu et al., 2020; Debnam et al., 2015; Sleeter, 2012; Warren, 2018). This literature review examines classic and contemporary peer-reviewed articles centered on the efficacy of CRT and CRT training, ranging from 1992 to 2020. The implications of this literature review are that CRT training must be explicit, comprehensive, and include ongoing support in order for teachers to effectively implement these best practices in their instructional practices. Recommendations for educational leaders seeking effective trainings in CRT for their staff are offered.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

# 180

## Differentiated instruction in elementary classrooms

Aslihan Unal<sup>1</sup>, Zafer Unal<sup>2</sup>

<sup>1</sup>Georgia Southern University, Statesboro, GA, USA. <sup>2</sup>University of South Florida, St. Petersburg, FL, USA

### Abstract

Differentiated instruction is a method of teaching students with special needs. It is a philosophy to help teachers assist students in reaching their academic success regardless of differences in their ability. With the implementation of differentiated instruction, teachers can provide instruction at students' levels and implement individualized instruction to support all students. Differentiated instruction gives teachers the opportunity to provide choices for students, vary assessments and monitor academic growth (Whipple, 2012). Teachers consider students' academic abilities, interests, and skills while they differentiate instruction (Goddard, et al., 2010). Teachers need to differentiate instruction through content, process, and product and affect the classroom by student readiness, interests, and learning profiles (Weisberg, Sexton, Mulhern, & Keeling, 2009).

Although differentiated instruction is widely known as a method of teaching to meet the needs of diverse learners, little information is available concerning the actual execution of differentiated instruction in the classroom by teachers. While much research documented the success of differentiated instruction, limited research reported teachers' understanding of perceptions of the strategy (Maddox, 2015).

This study was designed to examine teachers' perceptions of differentiated instruction and their current practices in the area of differentiated instruction. The researchers focused on kindergarten through fifth grade teachers because differentiating typically begins at the primary grades.

To accomplish the goals, convenience sampling was employed in the quantitative part of this study. Groups of master's degree students (inservice teachers) from a university in the southeast part of the United States participated in this study.

The purpose of this mixed study is to explore K-5 teachers' understanding of differentiated instruction and their ability to implement differentiated instruction in their classrooms. A survey created by Tomlinson (2000) and modified by Page (2007) was used to collect the quantitative data. The researchers also conducted interviews with six randomly selected K-5 teachers in a southeastern state. This research will uncover teachers' understanding and implementation of differentiated instruction and identify areas of weaknesses and strengths of teachers' practices. This research study allows the researchers to gather information about teachers' understanding and implementation practices of differentiated instruction in order to gain a better idea of what types of support are needed for the future.

This study was designed to examine teachers' perceptions of differentiated instruction and their current practices in the area of differentiated instruction. The researchers focused on kindergarten through fifth grade teachers because differentiating typically begins at the primary grades (Maddox, 2015).

To accomplish the goals, convenience sampling was employed in the quantitative part of this study. Convenience sampling is a type of nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate in the study (Dornyei, 2007; Etikan et al, 2016). Groups of master's degree students (inservice teachers) from a university in the southeast part of the United States participated in this

study.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

## 181

# Innovation or Standardization? Examining Technology in Elementary Classrooms

Lorie Johnson, Jada Hughes, Isabella Thompson, Anna Bowen, Grace Bowen, Giovanna Ambrosio  
University of North Alabama, Florence, AL, USA

### Abstract

#### Problem Statement

During the recent global pandemic, the role of technology in American classrooms was nationally observed. Online tools, such as Zoom, Google Classroom, WebX and Youtube, were utilized by teachers to deliver instruction virtually in the wake of school closures forced by the Covid-19 virus. Post-pandemic, the classroom landscape has evolved; many of these technological resources continue to be employed. However, a closer investigation is needed to determine exactly how technology is utilized in instruction and assessment and how teachers, students and administrators perceive the role of technology in elementary classrooms. The International Society for Technology in Education (ISTE) offers technology standards that provide competencies for learning, teaching and leading in a digital age based on scientific research. ISTE standards for students, educators and education leaders define the role and the potential of technology in the classroom. This study investigates the following questions: Are elementary teachers using ISTE standards to guide technology use and support students as digital citizens? Are students using technology to create, design and construct knowledge? How do teachers, students and principals perceive the role of technology in the elementary classroom and has this changed since the pandemic?

#### Theoretical Grounding

This study utilizes a case study design to generate contextual in-depth, multifaceted understanding of the use of technology in elementary classrooms (Creswell & Creswell, 2018). Data will be collected in the natural setting and will examine educational practice through the theoretical lens of the ISTE Essential Conditions, a research-based framework identifying 14 critical elements necessary to effectively leverage technology for learning (ISTE, 2021).

#### Summary of Methodology

Data will be collected in elementary schools in five districts (city, county and rural systems) using qualitative observation along with interviews and focus groups with teachers, students and administrators. Data collection will take place August-September. Validity will be established by triangulating data, using member checking, using rich, thick description, and peer debriefing when reporting results (Creswell & Creswell, 2018). Data will be analyzed through the lens of the ISTE framework and will be coded as themes emerge.

#### Results

This qualitative study has IRB approval. A team of faculty and undergraduate students will collect data in schools in August-September 2021. Data will be analyzed, coded and described in October by the faculty/student team.

#### Conclusions/implications of the study

The utilization of technology in schools does not always leverage student creativity, problem solving and

knowledge construction. Depending on resources available, teacher/administrator perceptions of technology and school culture, technology may be reduced to standardization as “busy work” for students or as a teacher tool for classroom management and instructional delivery rather than as an impetus to empower student learning. This study seeks to explore how technology is used and what perceptions teachers, students and administrators have about its use in diverse elementary classroom settings. This will provide important information for educators as we move forward post-pandemic in an increasingly technology-driven world.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**182****An Investigation of Public School Funding Equity in Ohio**

Lynn Landis, Yoko Miura, Grant Hambright  
Wright State University, Dayton, Ohio, USA

**Abstract**

The purpose of our discussion is to provide information regarding a quantitative study examining financial equity within Ohio public schools. Much of the literature on the topic of school finance focuses on either policy reform or quantitative analyses limited to small and specific sample groups. We will present data gathered from accessible sources using quantitative methodologies to examine per-pupil-expenditures and state funding received by all public-school districts in Ohio and present quantitative findings regarding similarities or differences in expenditure and funding levels.

Financial data were collected for fiscal year 2019 for 610 school districts in Ohio from the Ohio Department of Education. FY2019 data were selected for the study to avoid using data during the pandemic impacted FY2020 which may have been inaccurate or skewed because of limited pandemic funding. School districts were ranked according to property wealth by the Ohio Schools Facility Commission and divided into quintiles for quantitative analyses.

**Research Questions:**

1. Research examined inequities that may exist in the share of state funding for school districts with low property wealth when compared to school districts with high property wealth in Ohio.
2. Research examined inequities that may exist in annual per-pupil expenditures for school districts with low property wealth when compared to school districts with high property wealth in Ohio.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**183****Parental involvement in elementary schools**Aslihan Unal<sup>1</sup>, Zafer Unal<sup>2</sup><sup>1</sup>Georgia Southern University, Statesboro, GA, USA. <sup>2</sup>University of South Florida, St. Petersburg, FL, USA**Abstract**

This study compared preservice, beginning, and experienced teachers' perspectives on parental involvement in elementary schools. A total of 227 preservice and inservice teachers participated in this study. The "Parental Involvement Questionnaire" was used to examine the perspectives of teachers. In addition, focus group interviews were conducted with fifteen teachers. The results from the study suggest that while participants hold positive perspectives on parental involvement, the findings also suggest that as the teachers' years of experience increase, they value more on parental involvement. While preservice teachers opt for parental involvement at home, beginning and experienced teachers prefer parental involvement in school. Based on the results, this study makes recommendations on what would be useful during teacher education programs in terms of increasing their parental involvement, knowledge, and skills.

In an effort to inform teacher education practices, this study investigated teachers' perspectives on parental involvement in elementary classrooms. The following questions guided this study:

1-What, if any, are the differences among preservice, beginning, and experienced teachers in their parental involvement perspectives?

2-What do teachers think would be useful during teacher education programs in regards to parental involvement?

The sampling in this study was purposive in nature. Purposive sampling is elected when certain groups are likely to provide rich information (Krathwohl, 1998). Therefore, groups of preservice teachers from a south-eastern university and inservice teachers from the state which is in the same location with the south-eastern university participated in this study. The participants of this study were 91 preservice teachers in elementary education programs, 77 beginning elementary school teachers, and 59 experienced elementary school teachers in a southern state.

Two different research instruments were used in this study in order to collect data for the research questions.

*The Parental Involvement Questionnaire* originally created by Epstein (1988; 2001) which examines the opinions of preservice and inservice teachers about parental involvement was used to collect the quantitative data in this study. Teachers' ideas about parental involvement were compiled by means of the parental involvement questionnaire based on Epstein's framework of six dimensions of parental involvement. The questionnaire includes a set of 82 Likert-scale items ranging from 1 (not effective) to 4 (very effective) on teachers' parental involvement perspectives. Reliability was tested by Lindberg and Ulker-Tumlu (2012) by calculating the Cronbach's alpha internal consistency coefficient. After two years, Lindberg (2014) conducted another study on parental involvement and found .90 for investigating the reliability of the scale by calculating the Cronbach's alpha internal consistency coefficient.

*Focus Group Interviews* were conducted to examine how teachers felt about their preparation to utilize parental involvement strategies and what kinds of experiences related to parent involvement they believed

would be useful during a teacher education program. The interviews were conducted with randomly selected five preservice, five beginning, and five experienced teachers.

**Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**184****Strava: A Glimpse Inside The Psychological Effects of the Social Media Fitness Tracking App**Caleb Bowen<sup>1</sup>, Tina Allen<sup>2</sup><sup>1</sup>Marshall University, Huntington, WV, USA. <sup>2</sup>Louisiana Tech University, Ruston, Louisiana, USA**Abstract**

This study set out to find the potential psychological benefits and drawbacks of the fitness tracking/social media app Strava. Strava allows users to record and measure their fitness activities and then post these activities on a social media outlet for all to see. Previous research indicates there are three main potential psychological benefits of using the Strava app: Motivation, Persistence, and Sense of Achievement/Happiness. One negative drawback dealt with obsessive-compulsive behavior which could lead to mental health issues such as eating disorders. For this study, a questionnaire was sent to 25 college student athletes at a mid-sized NCAA Division 1 University to determine their use and perceptions of the Strava app. The results of the study found that the majority of the student athletes used Strava and claimed it helped motivate them to train better. They also indicated that there were some negative aspects about Strava but the survey did not allow them to elaborate. While, further research is needed to explore the negative aspects, the study indicates there is a whole community that uses Strava and use it to motivate each other in their training. In essence, everyone on Strava is a participant, spectator, and coach all at the same time. Each person participates in the activities, observes each others' activities, and gives support to those who are training alongside them, no matter how far away they may live. All of which are crucial in the development of higher education student athletes in their athletic and academic journey.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**185****Using a culture of inquiry to augment behavior management preparation for elementary preservice teachers**

Matt Binion, Kelly Byrd, Jennifer Simpson, Susan Ferguson  
University of South Alabama, Mobile, AL, USA

**Abstract**

Deficiencies in classroom management competencies are prevalent on a national scale as new teachers enter the profession (Greenberg, et. al, 2014). This critical element has historically created frustration leading to early career teacher attrition (Oliver, 2007). To elevate the proficiency of elementary teacher candidates, an education preparation program critically evaluated cooperating teacher feedback and evaluative data across multiple factors. Quantitative and qualitative data were collected for both the 2019-2020 and 2020-2021 school years. Quantitative data were collected using a twenty-one item observation instrument to measure teacher candidate classroom management competencies. Each rubric item is scored on a three-point scale. The instrument was completed by the teacher candidate's cooperating teacher at the midpoint and end of each teaching placement. Analysis of the quantitative data showed "Behavior Management" as the lowest-scored competency for all elementary teacher candidates over all terms. Qualitative data were collected as part of an end of semester survey completed by cooperating teachers and school principals. Classroom and behavior management were noted as overall areas of improvement for our candidates, and specific suggestions for program improvement were indicated. After review of the data by program faculty, it was determined that elementary teacher candidates needed additional training and support with classroom management, with specific focus on behavior management. Courses within the K-6 Teacher Education program were reviewed by faculty resulting in revisions to instruction as well as course assignments. Professional development seminars, focusing specifically on behavior management, have been added throughout the final three semesters of the program. Additionally, candidates will complete a senior culminating project providing preservice teachers an opportunity to synthesize knowledge gained through coursework, seminars, and field experiences. Findings from this study, as well as a more detailed description of the program revisions will be shared.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**186**

## **Monitoring for the middle: The enactment of parents as learning coaches in online schools**

Lillie Connor-Flores

Louisiana State University, Baton Rouge, LA, USA

### **Abstract**

Online schools have been working for over two decades to provide distance learning opportunities to families who desire alternate forms of education. The middle school grade band has increased enrollment in cyber charter schools, but the research does not yet focus as much on the younger groups. Additionally, research into fully online schools is limited as blended-learning or supplementary online courses are more dominant in the literature. Research in the last five years that *has* focused specifically on cyber charter schools (e.g., Hasler & Leong, 2014; Borup & Stevens, 2015; Mann & Baker, 2019; Beck et al., 2016; Beck et al., 2017; Mann et al., 2018) often produces inconclusive or contradictory results about what works best in online and school or best practices for online learners. Further, there is little work delving into the role of parents and guardians in student learning in online schools. Parents, often referred to as learning coaches, are called upon by many online schools to support students as they work separately from their teachers.

This paper explores how middle school parents in online schools enact their role as learning coaches for their children. The researcher asks the following questions: How are learning coaches utilized and supported by ELA teachers in online middle schools? And How do middle school parents enact their roles as learning coaches in online schools? Using Siemens' (2005) theory of Connectivism, the researcher conducted a mixed-methods case study at an online school in the southeast United States to explore parents' roles as learning coaches. The researcher conducted semi-structured interviews with parents, teachers, and school leadership and analyzed literature produced by the school to support learning coach instruction and a parent survey.

Initial findings show that online schools see learning coaches as monitors, partners, and connectors between the school and the student. Teachers rely on parents to ensure that students are completing work, understanding expectations, and encouraging students to reach out to teachers when they need help. Similarly, parents see themselves as monitors and managers of their students' learning and a liaison between their child and the school.

The researcher intends to use the findings for three purposes. The first is to expand Siemens' theory of connectivism to include tenets of K-12 education. Secondly, enrollment in online schools continues to increase, which calls for a deeper understanding of best practices of online learning. Finally, many traditional schools have recently had to consider online education to support students when classroom learning is not an option, so adding to the body of K-12 online learning research is necessary for the productive implementation of alternate education practices.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

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## The Effects of Morphological Interventions on 9th and 10th Graders with Word Reading Deficits

Jessica Dainty

Middle Tennessee State University, Murfreesboro, TN, USA

### Abstract

While oral language skills overtake decoding as a larger predictor of reading performance after primary grades, students still reach secondary level schooling without proficient foundational reading skills. Students who struggle to decode words accurately and efficiently will fail to adequately access grade-level texts independently, furthering the gap between themselves and their peers. Despite knowing some students reach high school with word reading deficits, very few studies aimed at improving word reading/identification have been done with this age group. Evidence shows that students who reach high school with word reading deficits and learning difficulties are at a higher risk for dropout, under-employment, and crime. Phonics instruction has a strong research-base as a means for effectively teaching children how to read; however, due to the prevalence of multisyllabic and morphologically complex words in secondary grade level texts, research that focuses on the use of morphology may help address the unique needs of older readers. Yet, most reading intervention studies for secondary-age students focus on vocabulary and comprehension, rather than decoding and word reading skill. The current study seeks to investigate the effectiveness of an explicit morphological-based intervention (structural word analysis, syllable type instruction and syllabication practice, and study of Latin bases and affixes) on the reading ability of 9<sup>th</sup> and 10<sup>th</sup> grade students with decoding deficits to read morphologically complex words. Proposed research questions are as follows:

- Research Question 1: What effect does the morphological-based intervention have on students' morphological knowledge?
- Research Question 2: What impact did the intervention explicitly teaching structural word analysis and Latin roots and derivational affixes have on students' abilities to read multisyllabic and morphologically complex words accurately?

Students identified with reading difficulties and registered to a special education reading intervention class will be further screened for inclusion in this study. Measures will include pre- and post-test on a close transfer measure of morphologically complex word reading (researcher-made) and morphological knowledge (standardized measure) and a standardized measure of word identification (WIAT-III; TOWRE-II). Students at least one standard deviation below average on the TOWRE-II and word identification subtest of the WIAT-III will be eligible for inclusion in the experiment. The experiment group will receive roughly 30 hours of intervention over 12-15 weeks. The intervention will be scripted by the researcher and focus on syllable types, syllabication, structural word analysis, Latin base and affix study, and passage reading with target elements. Results of treatment group will be compared to other students, found through random sampling, identified with reading deficits who do not participate in an intervention period but who meet the same pre-test criteria on WIAT-III and TOWRE-II. The need for research on the use of morphology specifically for older students with word reading deficits are indicated. Success of morphological-based interventions for older students with foundational word reading deficits stands to have large implications in the field of literacy research and is currently an under-explored area.

*Keywords:* reading intervention, high school, decoding, word reading, morphology

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**188****Oh Program – My Program!!! - Musings, Suppositions, Edifications, and Random Assertions of Previous Program Chairs**

Randy Parker<sup>1</sup>, Jane Nell Luster<sup>2</sup>, Rebecca Robichaux-Davis<sup>3</sup>, Dustin Hebert<sup>4</sup>, Julie Holmes<sup>5</sup>

<sup>1</sup>Retired, Shreveport, LA, USA. <sup>2</sup>Retired, Baton Rouge, LA, USA. <sup>3</sup>Mississippi State University, Starkville, MS, USA. <sup>4</sup>Louisiana Tech University, Ruston, LA, USA. <sup>5</sup>Retired, Ruston, LA, USA

**Abstract**

This session is one of 4 special sessions for Wednesday, November 10th. It should be scheduled for mid-morning or just before lunch.

For a half century – the defining experience of MSERA has been the Annual Meeting, and, for each Annual Meeting, the navigation of the intricacies needed to ensure a successful program (thus making sure that the MSERA President look good) has been the challenge and responsibility of the MSERA Program Chair (PC). These intrepid individuals have been both the face and voice of the program process and have admirably responded to innumerable inquiries from participants over the years. This session will present a lighthearted, yet informative and reflective look at the history, development, and future of the MSERA Program; the evolution of the program submission process/system; and interesting and notable previous program highlights; combined with humorous and significant reflections and recollections from previous program chairs. Over the long history of MSERA, only the Program Chairs of the Annual Meetings have had the capacity to fully understand the depth and breadth of the Annual Meeting Program and only these individuals have been able to become “one” with their program data. Join us to celebrate the Past, Present, and Future of the MSERA Program as we reflect on the Highs and Lows; Challenges and Accomplishments, and the Agony and the Ecstasy that is the life of the MSERA Program Chair.

**Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

**189****It's Time for MSERA Jeopardy!**Kelly Byrd<sup>1</sup>, Rebecca Robichaux-Davis<sup>2</sup><sup>1</sup>University of South Alabama, Mobile, AL, USA. <sup>2</sup>Mississippi State University, Starkville, `MS, USA**Abstract**

This session is 2 of 8 Special 50th Celebration Sessions and should be scheduled for Wednesday, November 10th, as the last session of the day.

Attendees will play MSERA Jeopardy with the opportunity to win fabulous prizes while enjoying the excitement of competition. All game questions with concern knowledge of 50 Years of MSERA!! Categories will include Locations, Leadership, Operations Manual, Charter & Bylaws, Membership.

**Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

**190****Measuring Rural P-12 Teachers' Attitudes, Perceptions, and Utilizations of Social Media**Matt Hensley<sup>1</sup>, Stewart Waters<sup>2</sup><sup>1</sup>University of South Alabama, Mobile, AL, USA. <sup>2</sup>University of Tennessee, Knoxville, TN, USA**Abstract**

Social Media continues to evolve and change the way people interact, learn, and communicate. A corpus of scholarship in the field of education research advocates for the integration of social media platforms in the P-12 classroom to enrich teaching and learning. Rural teachers facing contextual barriers, such as isolation and lack of resources may take advantage of "bring your-own-device" programs and leverage social media to engage their students in necessary 21st century skills. Additionally, teachers may also take advantage of informal professional learning, such as Twitter chats (e.g. #EdChat and/or #SSChat. Initial strides have been made by researchers to identify the underpinnings of social media use for educational purposes by asking important questions such as why and how P-12 educators are using social media. Albeit these questions are important to this area of research, they may be a bit premature as they adorn implicit assumptions regarding teachers' general perceptions of social media. As social media continues to grow in importance within society and the field of education, it is critical to better understand if teachers actually view social media as an educational resource. Without this foundational knowledge to inform future research and practitioner pieces, scholars may lose focus of keeping their proposed strategies/utilizations relevant and representative of the educators they are writing for by making implicit assumptions regarding teachers' perceptions of social media in general. This quantitative study examined the general attitudes, perceptions, and utilizations of social media among P-12 teachers in a rural school district. The survey instrument used in this study was disseminated to 533 P-12 teachers in a classified rural school district in the souther United States. The final sample size was N=140. The survey instrument items were framed under six themes: 1) prior knowledge regarding the use of social media, 2) perceptions of student use of social media, 3) perceptions of social media use in the classroom, 4) personal opinions of social media use, 5) perceptions of social media usage on students' learning and engagement, and 6) personal concerns regarding social media use. Findings indicated that most teachers view social media as a high risk proposition for student use in the classroom, but do see social media as potentially useful and relevant to learning in the P-12 classroom.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**191**

## **Alternate Teaching Certification Teachers: Struggles in Teaching Informational Text**

Larkin Page

Xavier University of Louisiana, New Orleans, LA, USA

### **Abstract**

#### **Statement of Problem**

The purpose of this presentation serves to assist educational stakeholders recognize among in-service, new alternative certification seeking educators there often is a significant deficient understanding of informational text including definition, types, names, and instructional strategies and activities to utilize in K-12 classrooms.

#### **Theoretical Grounding**

In today's schools, teachers, including new, in-service alternative certification seeking educators, are constantly encouraged to utilize informational text with students. This emphasis often stems from the National Assessment of Educational Progress (NAEP 2019), Common Core State Standards (CCSS, 2010), and state standards. Based on data from this study many Alternate Teaching Certification Teachers (1) struggled with informational texts in many contexts including uncertain of exactly what informational texts were, including purposes, characteristics, and structures (CCSS, 2010; Duke & Bennett-Armistead, 2003; NAEP, 2019), (2) were confused to the various types and names of these texts (Bamford and Kristo, 2000; CCSS, 2010; NAEP 2019; SLCschools, 2012), and (3) often had difficulty with and/or ineffective use of informational text in the context of instructional strategies and instructional activities used in the classroom (Duke, 2019; Liebfreund, 2015; Oczkus, 2014). These dynamics created an abundance of ambiguous information and contributed to limited use of informational text in the classrooms of these teachers.

#### **Summary of Methods**

This presentation offers data using a qualitative methodology including triangulated data of an open-ended questionnaire, participants identified as new, in-service alternatively certified seeking educators in their first year of teaching, and one interview from six randomly selected participants (10% of participants). The triangulation serves to enhance the reliability and validity of research findings and to create a more in-depth picture of research problem. Research questions guiding this study include (1) What are informational text, including what are the characteristics, structures, and purpose? (2) What are the various types and names of informational text? (3) What informational text instructional strategies and instructional activities occur in your classrooms?

The sixty study participants are a convenience sample and include new, in-service alternative certification-seeking educators who are in their first year of teaching in K-12 public schools in a large urban setting. Each participant is seeking a Master of Teaching graduate degree in a private university setting.

#### **Results**

Seventy-eight percent of participants struggled with informational texts in many contexts including uncertain of exactly what informational texts were, including purposes, characteristics, and structures. Eighty-six percent were confused to the various types and names of these texts. Eighty-one percent often had difficulty with and/or ineffective use of informational text in the context of instructional strategies and instructional activities used in the classroom.

### **Implications of the study**

The study serves to broaden research about informative text for educational decision-makers in the context of new in-service alternative certification seeking teachers' explicit understanding of these texts, including the characteristics, structures, purpose, as well as types, names, and application of instructional strategies and activities.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**192****Unionization of New Orleans Charter Schools**Ivan Gill, Brian Beabout

University of New Orleans, New Orleans, LA, USA

**Abstract**

In 2005, the New Orleans public school system was effectively reformed as a result of inundation by Hurricane Katrina. Many public-school teachers lost their positions, and their union contracts, in the reformation of the school system, which ultimately became dominated by charter schools. More than a decade later, the first New Orleans public charter school became unionized, followed rapidly by a second. The issues cited as most important by the unionizing teachers were not the usual salary/benefit issues, but centered around hiring practices, pay equity, and the ability to express faculty complaints. Educational theorists remain split on the suitability of union representation in charter schools.

Although union organizational activity continued to exist in the city, two subsequent attempts at campus unionization met with administrative opposition. One unionization attempt resulted in a lawsuit on behalf of the school administration, testing whether charter-school teachers legally qualify for union representation. Another charter school responded with vigorous anti-unionization tactics and public rancor. Both of these unionization efforts failed. This research is based on anonymous interviews with teachers and administrators from New Orleans public charter schools.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**193**

## **How Schools and Our Youngest Learners Can Benefit from Access to Elementary School Counselors**

Alexis Brown

The University of Louisiana Monroe, Monroe, La, USA

### **Abstract**

As of late, mental health has been a very popular topic of discussion for not only adults, but for children as well. Studies have shown that students whose academic, physical, and mental or socioemotional needs are met tend to be more successful in school and later in life. Instead of adding one more thing to teachers already full plates, elementary school counselors could be utilized to meet the mental and social emotional needs of all elementary school children, but previous research has shown that many schools are lacking access to them. Elementary school counselors help students learn to cope and handle conflict, at home or at school, play a role in watching students grow and thrive, and help students develop self-esteem and confidence. This literature review employs various peer reviewed journal articles, book chapters, and more ranging from 2007 to 2016 and explores the benefits of having elementary school counselors in all schools and all children having access to them. The implications of this review confirms that having elementary school counselors throughout elementary schools increases the likelihood of having academically and socioemotionally successful students and, in addition, decreases the number of campus disciplinary incidents.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**194**

## **Exploring Co-planning Conversations as a Professional Development Activity for Mentors and Mentees at the Beginning of a Yearlong Teacher Residency**

Channing Parfait

Louisiana State University, Baton, Rouge, USA

### **Abstract**

#### **Problem Statement**

Student teaching is an inherent component of traditional teacher preparation programs; however, the rigor and purpose of this experience varies based on the interpretation of mentorship by the school site mentor. Co-planning has emerged as a professional development activity because teachers as reflective practitioners share ideas, reflect on past experiences, and develop common goals for students. A significant piece of what is missing from the discussion on co-planning is the conversations and dialogue that occurs at the beginning of the yearlong residency experience, prior to actual preparation to teach, that leads to successful co-planning during the experience or positive perceptions following the residency experience. Thus, the purpose of this study is to explore co-planning conversations at the beginning of a yearlong residency to shed light on the aspects of co-planning conversations that help experienced and novice teachers expand their expertise and develop a mutually beneficial mentoring relationship. While research on co-planning during the student teaching/residency experience exists, this research will illuminate the importance of mentoring conversations early on in the residency experience. Learning more about these experiences will help all stakeholders involved in novice teacher development understand more about the supports necessary for new teacher development.

#### **Theoretical Frameworks**

Two complementary theories frame this proposed study. Those two theories are situated learning theory (Lave & Wenger, 1991) and activity theory (Engestrom, 2001). Situated learning theory suggests that learning occurs when people engage with an existing culture. As part of this learning, they move from peripheral to full participation. Similar to situated learning theory, activity theory proclaims that learning occurs as part of an existing social community. As participants begin to question and deviate from the established norms of the activity system, they experience “the possibility of expansive transformation” (Engestrom, 2001, p. 137).

#### **Research Design**

A single case study design will be used to explore the aspects of co-planning conversations at the beginning of a yearlong student teaching residency. For this research, mentor-mentee dyads from kindergarten through fifth-grade classrooms within a 100-mile radius of a mid-sized, rural university located in the Southeastern US, will be examined. Five to seven mentor-mentee dyads will be included as part of the data collection process, which will include one in-person interview per mentor and mentee. This research will also encompass three observations of co-planning conversations between mentors and mentees, as well as document analysis of reflective journals and partnership agreements. As part of the data analysis, raw data collected from interviews and observations will be transcribed using audio and/or video recordings. The researcher will begin initial coding soon after transcripts are ready. Data collection will begin at the start of the 2021-2022 school year.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**195**

## **What Do We Do Now? The Intersection of Strategic Planning and Crisis Management in Higher Education Literature Review**

Elizabeth Generas

Wright State University, Dayton, OH, USA

### **Abstract**

This session proposes a literature review of the intersection between strategic planning and crisis management to observe how Institutions in Higher Education (IHE) in the United States rely on the written document, the strategic plan, to guide choices and allocate resources.

In the literature, planning articles related to higher education analyze the Great Recession, a historical period in the United States when the Gross Domestic Product (GDP) of the US contracted and unemployment rose to numbers not seen since World War II. Other work reflects the effects of COVID 19 but is not specific to higher education. This literature and other writings on times of domestic financial struggle may give guidance on how to weather the downturn and become a more agile operation. After a year of reacting to the global pandemic, what lessons can be learned about the way IHEs approach a crisis?

The proposed research stemming from the literature review may include a multi-site case study format with open consideration of qualitative data, with the potential for quantitative data stemming from the qualitative analysis, a sequential exploratory mixed methods approach. The researcher holds a pragmatic view, well suited to this approach, allowing a variety of methods and techniques to find solutions. There are four steps to establishing the study; first, determine the universities and colleges that may be interested or interesting to include. Second, identify key administrators that may be interviewed regarding the school's strategic plan and the plan's application. Third, collect qualitative information from each institution through semi-structured interviews and the retrieval of archival planning data. Finally, use the data to find themes that may emerge surrounding the strategic plan's use and the extent of guidance the plan played through crisis. This study contributes to the fields of strategic planning and crisis management in the area of higher education, although the outcomes may apply to other organizations and industries.

### **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

196

## Creating and Utilizing a Research Agenda: Strategic Considerations for PhD Candidates, New Scholars and Novice Researchers

Margaret-Mary Sulentic Dowell<sup>1</sup>, Cynthia F. DiCarlo<sup>1</sup>, Nate Hite<sup>1</sup>, Channing Parfait<sup>2</sup>, Langley Pierre McClay<sup>3</sup>

<sup>1</sup>Louisiana State University, Baton Rouge, LA, USA. <sup>2</sup>Nicholas State University, Thibodaux, LA, USA.

<sup>3</sup>University of Louisiana at Lafayette, Lafayette, LA, USA

### Abstract

This generative symposium is geared toward PhD candidates, new scholars and novice researchers. Designed to be informal, informative and dynamic, participants will engage with established and novice scholars, creating a toolkit for scholarly success.

Objectives are:

1. Learning to create and utilize a cohesive research agenda;
2. Learning to write for annual evaluation;
3. Learning to write for promotion and/or tenure; and
4. Learning to work both hard and smart.

### Establishing and Utilizing a Cohesive Research Agenda

Having a cohesive research agenda which focuses your scholarly products around a specific theme or topic, can launch you as a serious scholar, becoming an individual with recognized expertise, and establishing your reputation as a significant in your field. A cohesive research agenda allows you to set the purpose and establish a focus for your work. The research agenda should assist you in contextualizing your work in your scholarly community and better articulating your contribution to the field and to your institution over the course of your career.

### Defining the Research Agenda

The research agenda both frames and contextualizes the work of an adept and proficient researcher and also provides the researcher with a guidepost to study a specific topic or content area from several approaches or perspectives. A research agenda should include a set of research questions, strands, purposes, or problems which all relate to common topic or content area and typically serve to guide your career trajectory in one, three, or six-year increments. To be effective, a research agenda must be grounded, focused, coherent, and strong. A focused research agenda allows for multiple studies or strands (and corresponding research questions) where each study or question addresses a smaller, component part of the larger agenda. The studies may use different methodologies to answer similar questions or may use nested or related questions and similar methodologies to explore a larger phenomenon. A focused and grounded approach to your scholarly work is a cornerstone of a strong research agenda.

### Identifying Your Research Agenda

Novice researchers should attempt to establish a more singular focus that is broad enough to cover multiple strands or research topics. A singular focus should be identified where there is overlap across your interests. If overlap does not exist, we suggest that you cull your interests until you can identify where there

is overlap. This type of cohesiveness is necessary as you carve out your research agenda and identity yourself as an expert.

The following issues will be explored within this symposium, with presenters offering guideposts, personal exemplars, and reflections.

### **Utilizing Your Research Agenda to Drive Productivity and Publishing**

#### **Writing for Purpose of Annual Review or Evaluation**

#### **Reviewing Policy Documents for Annual Review or Evaluation**

#### **Writing Clearly and Persuasively to Your Targets**

#### **Writing for the Purpose of Promotion and/or Tenure**

#### **Reviewing Policy Documents for Promotion and/or Tenure**

#### **Working Hard and Smart**

##### **Mining Collected Data**

#### **Considering Projects That Will Produce Publications Quickly and Will Still Move Your Research Agenda Forward in the Long Term**

#### **Other Longer-term Recommendations**

##### **Strategies for Success**

**Select the TRACK most applicable to your submission:**

Other

**197****Changing the research, changing ourselves: Lessons learned during the Covid-19 pandemic from two graduate student researchers**

Melba Marin-Velasquez, Emily Leyava  
Florida State University, Tallahassee, FL, USA

**Abstract**

In the wake of the Covid-19 global pandemic, new issues related to research and learning in international fields of study began to emerge. While researchers often face disparate political, cultural, and linguistic barriers (Oleksiyenko et al., 2020), the spread of infection, the solitude of quarantine, and the rising mortality rates have disrupted our social order, thus impacting the ways we normally conduct research (Teti et al., 2020). For many graduate students and research faculty, the pandemic heralded unprecedented modifications. Restrictions on travel meant that data collection had to be suspended or done in alternative forms. In some cases, the pandemic changed the research project and location entirely. Both researchers and institutions of higher education are rethinking research in the aftermath of the pandemic as they adapt to the new geographical, virtual, and sociocultural landscapes. Trying new approaches, examining our understanding of research in new ways, and reflecting on our experiences of online research over the course of the pandemic opens new pathways to confronting the challenges we have faced, and allows us to find new opportunities in these changes. In the rush to try and fit our original research projects *into* this new virtual landscape imposed on us by the pandemic, we as researchers have had to learn how to adapt our research *to* the new virtual landscape and reconceptualize what it means to conduct a research project in an international setting without ever being able to conduct boots on the ground interviews and observations.

In this presentation we share the strategies used to address the changes and challenges that the pandemic wrought on the qualitative dissertation research of the two authors and turn them into opportunities. We explore such strategies as: resetting the research, utilizing different platforms to prepare and conduct research, continuing data collection remotely, and participating and engaging with research participants online. In the first context, the first author explores the challenges they faced during data collection among a rural population of Mayan herbal healers in Belize. In the second context, the second author discusses the difficulties of having to change their research project to an entirely new geographical location, research population, and methodology when the pandemic rendered their original project impossible to continue working on. Articles and studies were chosen from searches on topics relating to the themes of changes and challenges of conducting research during the pandemic, including: international education and the pandemic; language learning online; knowledge production during the pandemic; education during times of crisis; and diverse educational platforms used for learning and conducting research during the pandemic.

Through analyzing the ways we faced the challenges presented by the pandemic, we show how we transformed our research and how our research transformed us.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 198

### The correlation between phonetic and arithmetic skills for students in the early elementary grades.

Thankful Davis, Eric Oslund, Jwa Kim  
MTSU, Murfreesboro, TN, USA

#### Abstract

Reading and Math are essential subjects for students at all levels of education. The foundational years of early instruction build a framework for the rest of a child's academic journey. Reading and math curriculum teach different concepts but share a need for the same executive functioning abilities to achieve student success. Strong cognitive abilities such as working memory and processing speed are necessary for phonological and arithmetic achievement. (Singer and Strauss, 2017) The current research aims to extract the correlation between these latent traits and the observed skills in reading and math assessments.

Traditionally the foundational skills in education have been perceived as reading, writing, and math. These core elements of academic readiness make up about half of the compulsory curriculum in most developed countries, according to the OECD (Organisation for Economic Co-operation and Development) 2014 study. While these skills are vital to educational outcomes, research is ongoing on how they, directly and indirectly, relate to one another and the skills needed in the early elementary grades to build strong reading and arithmetic abilities. The prospect of correlation between the underlying skill sets in different disciplines would give educators and practitioners a way to simultaneously impact two essential academic areas. Identifying these underlying skills could create room in the curriculum for a greater content span or deeper content exploration.

Previous research has established that there is a correlation between reading and math achievement. This concept has been most explicitly explored in children diagnosed with learning disabilities or difficulties. (Daucourt, 2020; Geary, 2001; Greven, 2014.) Math and language skills are connected, but is this a reciprocal relationship or more of an overlap in relational elements? While we have a framework synthesized from years of research on the ways phonological skills impact reading ability and what emerging literacy skills are needed to be a successful reader. We have fewer studies that outline the basic arithmetic skills that create successful mathematicians.

Reading is essential for student academic success. To be a proficient reader, students must decode the letters in words they are reading and comprehend the concepts that those words represent. The reading process, while done hundreds of times by millions of people, is surprisingly complex. The underlying phonemic awareness needed to synthesize the symbols (graphemes) on a page into their corresponding sounds (phonemes) represents a significant reading skill category (Hulme & Snowling, 2011, Wagner & Torgesen, 1994). A reader must activate their RAN (rapid automatic naming) ability to quickly access the phonological information needed to read each word (Terry, 2019).

The numerous studies and ample resources on the early reading processes are massive compared to the articles and resources on early mathematic skills. However, researchers have been able to identify essential skills like counting, attention, working memory, processing speed, and numerosity. Geary (2016) defines the skill numerosity as the "magnitude and comparison estimation" and is categorizes it as a domain-specific component of the arithmetic process. Attention, working memory, and processing speed are cognitive abilities vital for mathematic competency while not specific to math alone.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**199**

## **WarhawkU: An Immersive Pilot Program to Build a Bridge with an Urban Community**

Myra Lovett, Matt Lovett

University of Louisiana Monroe, Monroe, LA, USA

### **Abstract**

Studies indicate that young people from low-SES backgrounds are often less informed regarding their understandings of higher education (Smith, 2011). Even though higher education has expanded opportunities to engage low-SES groups in initiatives that provide them with necessary knowledge about college attendance (including costs, financial aid, requirements, majors, campus life, etc.), participation in such programs has remained low (Archer, Hutchings, & Ross, 2005; Smith, 2011). Appadurai's (2004) work on raising aspiration offered strategies and recommendations that can be used to address this gap and increase college ambitions among low-SES groups. Raising aspiration among low-SES students, including increasing their access to higher education, is a means of establishing equity support that can lead to altered conditions. By strengthening the capacity to aspire, circumstances of poverty that have become traditional can be juxtaposed with developing a future-oriented focus (Archer et al., 2005). One of the recommendations for building such capacities is linking aspiration and achievement through local education initiatives that can help low-SES students focus on their futures (Smith, 2011).

In an effort to build a bridge between low-SES students in the urban communities around the University of Louisiana Monroe (ULM), ULM faculty and City of Monroe stakeholders collaborated on a week-long, summer day camp (called WarhawkU) that attempted to strengthen aspiration and promote forward-thinking among low-SES middle school students. Two cohorts of 13- and 14-year olds were exposed to 16 separate academic programs/disciplines/majors at their local university. The camp was comprised of immersive, interactive sessions led by ULM faculty but included staff, teacher candidates, and administrators that not only showcased potential unknown careers and areas of study but also depicted what college life could look like for them. The two WarhawkU events brought over 60 students to the ULM campus.

A mixed method study was employed; it included data gathered via student exit surveys, stakeholder roundtables, and instructor feedback to help determine results and effectiveness of the pilot program. The purpose of this presentation is to share in more detail the WarhawkU pilot program, including results regarding effectiveness as well as instructor and stakeholder feedback. Through this work, stakeholders seek to improve content and potentially pursue grant opportunities to fund and expand this initiative. Initial results indicate that increasing access opportunities for low-SES groups through this program plants seeds for a future-oriented focus and might build bridges among urban community stakeholders. The implications for this research include improving this program for future iterations as well as determining best practice for building stronger partnerships among institutions of higher education and local entities through shared goals and initiatives.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 200

### **Welcome to MSERA 2021: 50 Forward - Celebrating 50 Years of MidSouth Education Research!**

Teresa Clark<sup>1</sup>, Walter Mathews<sup>2</sup>

<sup>1</sup>Murray State University, Murray, KY, USA. <sup>2</sup>Retired, New York, New York, USA

#### **Abstract**

This is session 3 of 8 Special 50th Celebration sessions and should be scheduled for the 1st session on Wednesday, November 10th - whatever time Madame President would like.

This session will feature a Welcome by President Teresa Clark, followed by a Welcome Key Note Address by MSERA's Founder, Walt Mathews. A brief bio of Walt will be provided at a later date for inclusion in the program.

#### **Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

**201****50 Years of Research: We've Come a Long Way, Baby!**

Charles Notar<sup>1</sup>, Eric Oslund<sup>2</sup>, Rebecca Robichaux-Davis<sup>3</sup>

<sup>1</sup>Jacksonville State University, Jacksonville, AL, USA. <sup>2</sup>Middle Tennessee State University, Murfreesboro, TN, USA. <sup>3</sup>Mississippi State University, Starkville, MS, USA

**Abstract**

This is the 4th of 8 Special 50th Celebration sessions. It should be scheduled as an afternoon session on Wednesday, November 10th. A panel of presenters will discuss how research has changed over the last 50 years, since 1972 when MSERA was founded.

**Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

## 202

### **We Miss You Dearly: A Tribute to MSERA Members Who Were Gone Too Soon**

Jane Nell Luster<sup>1</sup>, Rebecca Robichaux-Davis<sup>2</sup>, Randy Parker<sup>3</sup>, Walt Mathews<sup>4</sup>

<sup>1</sup>Retired, Baton Rouge, LA, USA. <sup>2</sup>Mississippi State University, Starkville, MS, USA. <sup>3</sup>Retired, Shreveport, LA, USA. <sup>4</sup>Retired, New York, New York, USA

#### **Abstract**

This is the 5th of 8 Special 50th Celebration Sessions. This session should be scheduled for Thursday, November 11th and there should not be any other concurrent sessions when it is scheduled. Ideally, it should be "mid-morning". In this session, we will honor those members of MSERA whose contributions made a lasting impact and who have passed away. A panel of members will share stories and pay tribute to these notable former members of MSERA. Note - this may not be the final title. Please check with Rebecca for Final Title.

#### **Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

**203**

## **Collaborative Learning with Little Ones: Nurturing Young Children's Academic and Social Emotional Skills**

Linda Zhang

Louisiana State University Shreveport, Shreveport, Louisiana, USA

### **Abstract**

Collaborative learning promotes children's development and learning in all domains, especially in social and emotional aspects. Collaborative learning provides early childhood teachers a platform to support children's social emotional skills and maximize children's learning outcomes. While young children are involved in hands-on collaborative learning activities, they have opportunities to share their ideas, express their thoughts, ask questions, and most importantly, interact with each other. Utilizing collaborative learning structures that are developmentally appropriate not only help engage children in their learning but also enhance children's learning both academically and social-emotionally.

This paper uncovers the theoretical background, approaches, challenges, trends, and solutions in using collaborative learning within early childhood classroom settings, especially due to the massive disruption caused by the COVID-19 pandemic. Traditionally, collaborative learning has been used in face-to-face classrooms. Due to the impact of the COVID-19 pandemic, social distancing was required in early childhood classrooms. Some classrooms have gone to a virtual setting. Many early childhood teachers are facing difficulties and need guidance in planning group learning activities, especially those working with Pre-K and kindergarten children.

Extensive research on using collaborative learning in early childhood classrooms, targeting preschool through second grade, was examined to provide a theoretical background for collaborative learning in early childhood settings. A broad range of current critical topics related to collaborative learning with young children are presented. These include neuroscience research and its application in brain friendly learning, the principles of brain friendly learning and its relation to collaborative learning structures various ways of utilizing collaborative learning strategies to guide young children in the process of building foundational social and communication skills.

This paper intends to inspire early childhood teachers to be advocates of collaborative learning and implement recommended strategies in their everyday teaching. The topics covered in this paper will provide insight on recommended practices and critical issues concerning children's social emotional well-being. More importantly, it will help early childhood teachers deepen their understanding of how to teach the way children learn best and to fully reach and engage children who are from diverse cultural and socioeconomic backgrounds.

### **Select the TRACK most applicable to your submission:**

Historical Perspectives of Education

**204**

## **Maximizing Success among Racially Diverse Teachers of Color in Online Learning**

Audrey Bowsver, Timberly Baker, Kimberley Davis  
Arkansas State University, Jonesboro, AR, USA

### **Abstract**

This study examines the intentional preparation, hiring, and ongoing support to recruit and retain a racially and ethnically diverse teacher workforce through online graduate degrees in education. Faced with a national teacher shortage (Sutcher, Darling-Hammond, & Carver-Thomas, 2016), schools across the country are struggling to hire a workforce of qualified educators that reflects the racial diversity of their communities. While the population of teachers of color is growing overall, Black and Native American teachers are a declining share of the teaching force (Carver-Thomas, 2017). “Three in four teachers of color work in the quarter of schools serving the most students of color nationally, so their retention decisions have significant impacts on students of color” (Carver-Thomas & Darling-Hammond, 2017; as cited in Carver-Thomas, 2017). Therefore the need to increase both the number and quality of teachers of color and administrators of color is impactful for student outcomes. The demand to increase teacher diversity necessitates a reframing of the delivery format of online graduate degree programs in education. To convey evidence of the importance of this type of instructional delivery that includes a lens of culturally responsive pedagogy, this presentation investigates the research regarding the effectiveness of online learning.

We implement a critical qualitative research methodology to inform the application of culturally responsive teaching practices. Nevertheless, critical implies questioning, investigating, and challenging through a lens that ensures the examination of privilege, equity and social justice in an online degree program. First, we identify how online degree attainment is in continual growth nationally and at our institution. Second, we identify graduate students of color within our institution’s graduate online degree programs and discuss their characteristics and relationship to academic performance.

Ultimately, we posit that online degree programs in education are 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 increasing the number of teachers of colors to meet the educational needs of P-16 students; as well as policy and practice implications to overcome barriers to recruitment and retention; along with the necessary support to ensure successful learning through an online graduate program in education.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**205****The Printed Word: 50 Years of MSERA Publications**Randy Parker<sup>1</sup>, Julie Holmes<sup>2</sup>, Larry Daniel<sup>3</sup><sup>1</sup>Retired, Shreveport, LA, USA. <sup>2</sup>Retired, Ruston, LA, USA. <sup>3</sup>The University of Texas Permian Basin, Odessa, TX, USA**Abstract**

This is the 6th of 8 special 50th Celebration Sessions and should be scheduled for Thursday, November 11th at the first time slot of the day. This session will feature of panel of presenters who will share a historical perspective of the publications of MSERA, namely, The Researchers and Research in the Schools.

**Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

**206****Strange Tales of Past Presidents**

Rebecca Robichaux-Davis<sup>1</sup>, Franz Reneau<sup>2</sup>, Dustin Hebert<sup>3</sup>

<sup>1</sup>Mississippi State University, Starkville, MS, USA. <sup>2</sup>Georgia Tech University, Atlanta, GA, Belize.

<sup>3</sup>Louisiana Tech University, Ruston, LA, USA

**Abstract**

This is the 7th of 8 special 50th Celebration Sessions and should be scheduled for right after lunch on Thursday, November 11th. Ask any past president, which MSERA meeting over the last 50 years was the best, and he/she will tell you, their's was, of course! In this session, a panel of past presidents will share why their meeting was the absolute best, or was at least the most memorable, as well as other details of their meetings. We will also share memorable moments from other meetings whose presidents can't be with us.

**Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

## 207

### Mentor Teachers Respond: Voices from the Field

Margaret-Mary Sulentic Dowell, Cynthia F. DiCarlo  
Louisiana State University, Baton Rouge, LA, USA

#### Abstract

#### Problem Statement

Providing mentor teachers with mentoring and exploring their perceptions are important issues in the teacher education field. Mentoring pre-service teachers during the culminating capstone experience, commonly called student teaching or internship, is vital yet challenging work. Given that a lack of mentoring and induction support is often cited in the literature as reasons that motivate new teachers to leave the profession within the first five years of beginning teaching careers (Gujarati, 2012; Kearney, 2015; Ingersoll, 2013), the role of mentoring emerges as a crucial. When a state policy shift resulted in a typical semester experience expanding into a year-long residency, the classic issues of matching/selection practices, emotional support, communication, time, and change and conflict were scrutinized within the mentor teacher-intern relationship. This embedded case study (Yin, 2017) focused on 60 teachers' perceptions of these issues post-pandemic.

#### Purpose

Mentoring pre-service teachers into the profession is intricate and complicated work requiring content knowledge, pedagogical skill, and the ability to mentor. Given the structure of year-long residencies in teacher preparation programming in early childhood and elementary, mentor teachers are vital to the health of the teaching profession. This present study, culled from a larger study, investigated participants' concerns when mentoring student teaching residents at two levels.

#### Literature Review

Five challenges are identified as the issues that confront mentors of novice teachers into the profession. Those issues are *matching and selection practices, emotional support, communication, time, and change and conflict*.

#### Methods

The current study, an embedded case study design (Yin, 2017), was employed to examine how 60 teachers perceived the mentor teacher-student teacher (intern) relational phenomenon post pandemic. Higgins & Kram's social network theory (2001) undergirds this investigation. The original study (Sulentic Dowell, Wheeler, DiCarlo, 2019), investigated 108 mentor teachers' experiences and knowledge of mentoring pre and post participation in an intensive professional development (PD). The present study included 22 PK-3 mentor teachers and 48 Grades 1-5 elementary teacher who were specifically asked their perceptions about five challenges when mentoring student teachers/interns yearlong and during the pandemic. The setting was South Louisiana schools in proximity to the University. Responses were coded, collapsed, then grouped into code categories by the research team: themes were identified (Saldaña, 2021). Addressing methodological rigor, a systemic analysis followed (Miles, Huberman, Saldaña, 2018).

#### Results

Early childhood and elementary teachers reported an absence of matching strategies, haphazard communication, and lack of dedicated time for mentoring. These problematic areas were also reflected in the literature. Time and acknowledgement that mentoring added to a teacher's life and obligations, were concerning, yet less problematic.

### **Significance**

In the current study, the complexity of mentoring pre-service teachers/interns into the teaching profession highlights the difficulty of this work. Decades of research pinpoints the importance of interconnected teacher education programming (Darling-Hammond, Hyer, & Gardner, 2017) that adequately prepares teachers via quality mentors, a vital aspect of teacher preparation (Sulentic Dowell, DiCarlo, Wheeler, 2019; Sulentic Dowell, 2020). As teaching becomes more intricate, mentoring novice teachers during the capstone experience of student teaching becomes more demanding.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**208**

## **Increasing Candidate Engagement in the College Classroom through Differentiated Classroom Design**

Kimberley Davis, Pamela Lewis-Kipkulei, Jacques Singleton, Topeka Small-Singleton  
Arkansas State University, Jonesboro, AR, USA

### **Abstract**

Active learning concepts of combined roundtable discussion and flipped classroom have been explored and implemented in K-12 and colleges and universities. This study examines the combined round table discussion and flipped classroom curriculum model's impact on student engagement on special education majors and occupational therapist majors in a university setting.

The active learning concepts of the combined roundtable discussion and flipped classroom have been explored and implemented in various formats in K-12 and colleges and universities. Round table include a discussion and debate on a specific topic. Each candidate is given an equal opportunity to participate. In a "flipped classroom" the instructor delivers lectures before class in the form of various readings and activities. The teacher spends class time engaging students in learning activities that involve collaboration and interaction. Though the combined roundtable discussion and flipped classroom have become widely used approaches, there is still an opportunity for more research to analyze the perceptions of students on these approaches and to measure the impact of both approaches. This qualitative case study examines if the combined round table discussion and flipped classroom curriculum model impacts the student engagement of junior special education majors and doctoral level occupational therapist majors in a university setting. Rubrics, focus groups, and instructor documentation of student responses were used to collect data in this study. The results indicate that student engagement and participation were positively impacted through the use of these models. The active learning strategies of discussion and peer instruction were also noted as important factors that contributed to the success of the model.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 209

# Improving Gifted and Talented Education: Universal Screening, Local Norms, and Student Growth

Bich Tran, Jonathan Wai, Sarah McKenzie  
University of Arkansas, Fayetteville, Arkansas, USA

### Abstract

Studies focused on rural gifted education's effectiveness are particularly rare. This study leverages achievement and demographic data of 3rd through 8th-grade students to assess the effectiveness of G/T programs in Arkansas, USA, known as a relatively rural state.

First, we examined the accuracy of the gifted identification process in Arkansas (AR), USA, by comparing the degree to which students who were academically talented in the top 5% on the 3rd grade state assessment in reading and mathematics were identified for gifted and talented (G/T) services. Across five years cohorts, we found that roughly 30% of the top achievers in 3rd grade were not identified as G/T. Multivariate models indicate that high achieving students from lower socio-economic families were less likely to be identified as G/T.

Second, using regression analysis and controlling for student characteristics, we investigate the association of gifted services with student outcomes who scored above the 95th percentile for Math or Reading relative to a similar ability group that did not gain access to gifted services. We found that students with G/T services experience significant gains in their academic achievements across five cohorts. Our study has policy implications for G/T screening strategies.

### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 210

# PERCEPTIONS OF GENDER OF LOUISIANA ELEMENTARY PRINCIPALS

Vicki Templet

Relay GSE, New York, NY, USA

### Abstract

The purpose of this study was to investigate teachers' and principals' perceptions of perceived leadership characteristics and gender. In this sequential mixed methods triangulation study, a survey of 20 leadership characteristics was used to obtain quantitative data of perceived leadership characteristics. Groups of teachers from four elementary schools participated in the study. Teachers from four schools participated in the survey to indicate the degree to which they believed the leadership characteristics described their principal. Two principals, a male and a female, also participated in the survey, indicating the degree to which he or she believed the leadership characteristic described him or her. Qualitative data was obtained by using open ended question on the teacher survey. Additionally, results of the teacher and principal survey were used for the questioning in the principal interviews.

Overall, the male principal's perception of his leadership characteristics and his teachers' perceptions of his leadership characteristics were similar. The female principal's perception of her leadership characteristics and her teachers' perceptions of her leadership characteristics were not similar. The female principal's teachers were inconsistent with their ranking of the leadership characteristics for the female principal and the male principal's teachers were consistent with their ranking of the leadership characteristics.

### Select the TRACK most applicable to your submission:

Social and Cultural Change in Education

**211****On the Cutting Edge for 50 Years: An Analysis of Themes, Geography & MSERA Social Constructs Straight from the Archives**

Kenneth Anthony, Rebecca Robichaux-Davis, Kasia Gallo  
Mississippi State University, Starkville, MS, USA

**Abstract**

This is the 8th of 8 special 50th Celebration Sessions which should be scheduled for Thursday, November 11th in the afternoon. In this session, the presenters will share the results of a qualitative review of the programs of the past 50 years in terms of session themes, presenter geography, number of sessions/schedule, types of sessions, and institutions represented. Audience participation will be required as the format of the session will be "Two Truths and a Lie".

**Select the TRACK most applicable to your submission:**

50th Anniversary Special Sessions

**212****A contribution to the democratization of science research opportunities for high school students.**Eleni (Helen) Coyle

University of Louisiana at Monroe, Monroe, LA, USA. Tenafly High School, Tenafly, NJ, USA

**Abstract**

It is known that inquiry-based science education is beneficial to students, as they are more engaged and have improved outcomes in science. Furthermore, researchers have reported that it is beneficial for high school students to be mentored by a professional scientist in a laboratory setting. It has also been found in studies that, underrepresented minorities have a higher chance of staying in a STEM career if they are exposed to research projects particularly in the actual site of research such as a hospital. Science research courses and programs exist in high schools and they often require that students secure a professional scientist willing to mentor them. The mentor is often a university professor and the students would optimally perform original research at a university laboratory. It is very challenging for students to secure a mentor and if they are not able to secure a mentor they are inhibited from completing science research. This curricular issue has become more exacerbated during the times of COVID-19 as university labs are often closed to high school students. This issue also exists during non-COVID years, as it affects students not located near universities such as rural students, as well as disadvantaged students who do not have the opportunity, time or means to travel to a university. Therefore, research opportunities are not equitably available to high school students even during non-COVID-19 years. To contribute to the solution of this curricular issue I created and curated a repository of online resources such as competitions and hackathons many of which have been transformed during the times of COVID-19 and present themselves in a way that guides students in the research process; students can utilize these resources to complete research projects virtually. The repository I curated presents a contribution to the democratization of science research opportunities for high school students by making available alternative curricular opportunities to high school students to perform original research that they otherwise would not have had.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

213

## Preservice Teachers' Perceptions of Teaching Computational Thinking: The Outcome of an Asynchronous Simulation

Louis Nadelson<sup>1</sup>, Angela Barlow<sup>1</sup>, Elizabeth Barlow<sup>2</sup>

<sup>1</sup>University of Central Arkansas, Conway, AR, USA. <sup>2</sup>Auburn, Auburn, AL, USA

### Abstract

The demand for professionals with computer science knowledge and skills continues to expand. As the integration of computers into personal and professional situations increases, so does the need for software developers, programmers, and system analysts to create the code to make devices function as desired. The increasing need for professionals with computer science skills has motivated the integration of computational thinking content into the K-12 curriculum. The early and sustained exposure to computational thinking is anticipated to lead to a more knowledgeable citizenry and expand the numbers of professionals with expertise in computer science.

New developments in computer science education involve teaching computational thinking from early elementary through high school as part of the general curriculum. Computational thinking is the process of examining problems and approaching the development of solutions in ways that can be executed by a computer. Thus, the integration of computational thinking can take place across the curriculum as students are faced with developing solutions to problems.

A common approach to teaching computational thinking at the elementary level is to integrate the concepts as a context for teaching traditional curricular content. Computational thinking concepts such as predicting and analyzing, making steps and rules, and identifying variables, can be taught to young learners. However, there is the potential for the perception that computational thinking concepts should be taught to higher achieving students, and lower-achieving students are not capable of learning the concepts. To determine if preservice teachers hold this perception, we created an asynchronous simulation using the Teacher Moments web-based application (<https://teachermoments.mit.edu/>).

The simulation placed the preservice teachers in a scenario as a new teacher in an elementary school in which there was a new initiative to teach computational thinking to all students. In the simulation scenario, the participants were faced with a range of situations ranging from a teacher next door to their classroom suggesting that computation thinking is not for all students, a supportive principal, and a concerned parent. The scenario also focused on the challenges of teaching computational thinking to underachieving students, thus, included issues of differentiated instruction, equity, inclusion, and professional responsibility. The preservice teachers shared their thoughts and actions they would take as they considered the various interactions using the Teacher Moments application.

We collected data from 84 preservice teachers to determine their thoughts about teaching computational

thinking to all students. Our initial analysis of the data indicated that the participants lacked or had fragmented understanding of computational thinking. We found that the participants indicated that it is important to teach all students computational thinking based on professional responsibility, and the need to prepare all students for the future. Few of the preservice teachers shared issues of equity and inclusion as justification for teaching all students.

In our presentation we will provide more details of the scenario, our analysis process, of our results, and share representative answers of our participants.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**214**

## **The Impact of Irreplaceables: The Role of Expert Teacher Leadership in Authentic School Improvement to Reach Whole School Optimization**

Tiffini Brigola-Kelly, Amanda Mayeaux  
University of Louisiana at Lafayette, Lafayette, LA, USA

### **Abstract**

Although other organizational systems such as the corporate sector and medical fields have worked towards optimizing their processes and resources, the American education system is struggling to follow suit, still toiling with which critical foundations must be in place in order for schools to reach states of optimization that enable them to successfully and authentically meet the needs of their students and the unique communities they serve (Blizzard, Klotz, and Hall, 2012; Bowden and Russo, 2017; Dolph, 2017; Guiette and Vandembemt, 2013). Due to decades of implementation failure, there is a need to study what works and uncover what is missing from improvement efforts that fail (Hudson, Hunter, and Peckham, 2019). The critical factor that is missing from systems that fail to create and sustain policy implementation is the foundation of effective leaders who practice styles of leadership conducive to inspiring and supporting change and who are capable of identifying and utilizing experts within the system as leaders in their improvement efforts (Hudson, et. al, 2019).

The major claim of my work is that irreplaceable, expert teacher leaders make a significant impact in reaching whole school optimization by taking on innovative roles in authentic school improvement initiatives. The purpose of this study is to answer the overarching question, "What system and human foundations must be in place in schools in order for educational organizations to reach whole school optimization?" This review places educational systems within the whole system approach to optimization which has been extensively researched in the fields of business and healthcare but has yet to be thoroughly analyzed in school organizations (Blizzard, Klotz, and Hall, 2012; Lv and Zhang, 2017; Stansfield, South, and Mapplethorpe, 2021).

This sequential mixed-method study focuses on understanding the utilization of expert teachers in solving "wicked problems" that present themselves in school improvement ventures. The population focuses on expert teachers and leaders of expert teachers. The study is in progress, but will be completed by the conference.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**215****Financial Literacy: Where the Knowledge Resides**Dr. Jamie Flanagan<sup>1</sup>, Dr. Keicia Hawkins<sup>2</sup><sup>1</sup>Northwestern State University, Natchitoches, La, USA. <sup>2</sup>Northwestern State University, Natchitoches, LA, USA**Abstract**

Financial literacy skills development is an essential competency needed for success. Higher education has the ability to create and facilitate learning opportunities to assist students in learning and enhancing these skills for improving their development. First-generation, low-income students face adverse challenges which include but are not limited to college readiness and resource access. Historically, this student population is not as knowledgeable in financial matters which is the key reason for further research and implementation of financial literacy education. Support programs like TRIO Student Support Services provides opportunity to close this knowledge gap and foster campus-wide collaboration to shape marginalized students financial literacy skills. Incorporation and improvement of financial literacy skills is beneficial for first-generation, low-income students and the institution. This education provides a pathway to improve academic success and career development with a pipeline to economic advancement for the institution through alumni contributions.

A quasi-experimental pilot study was conducted over 4 weeks to provide financial literacy to TRIO Student Support Services first-generation, low-income students through a two-phase support services approach.

Each phase was designed to provide knowledge building, Level I and application, Level II. John Dewey theorized learning as experiencing life while reflecting on previous experiences for further development. Additionally, David Kolb expanded on learning to be ongoing and engaging through experiential experiences.

The participants were selected from a TRIO Student Support Services program. Student classification ranged from freshman to senior year. Various data was collected to determine if participation in the study would increase financial literacy skills development. Instrumentation used for the study included Financial Literacy 101 and learning modules from Penn State University. The study activities included pre-and post-test assessment, pre-support self-assessment survey, post-support self-assessment survey, weekly financial literacy learning modules, spending tracker, and weekly TRIO Student Support Services advisor consultations. The data demonstrated the development gains or losses throughout the study and participants' perceptions of their level of financial literacy. Some participants selected Level I services only which included the pre-and post-test assessment and learning modules. Other participants selected Level II services which included Level I activities and the other aforementioned services. This quantitative study used Means-End Analysis to determine the appropriate action to increase financial literacy skills for first-generation, low-income students.

The results of the study revealed there was a gain in financial literacy skills development for the participants. Participant responses on the pre-support self-assessment indicated more than half had low confidence in financial literacy. Nearly half of the Level II participants indicated the weekly learning modules were the most beneficial aspect of the study. Only 3 items included on the pre-and post-test showed a loss since the inception of the study. Participants indicated the study assisted them in learning and growing more in understanding different aspects of financial literacy.

Additional research is necessary to further study how TRIO Student Support Services and higher education

may assist first-generation, low-income students thrive in financial literacy skills development. A more robust approach to this research may be conducted through an experimental study and incorporating a larger sample size.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 216

# Expert Teachers and Teacher Leaders: An Examination of the Relationship between Culture, Professional Learning, and Teacher Leadership in Developing Professional Capital

Stacy Castaneda, Amanda Mayeaux  
University of Louisiana at Lafayette, Lafayette, LA, USA

### Abstract

Increasing professional capital is often hindered by the misalignment between professional learning for teachers as effective practitioners versus equipping teacher leaders to lead in the dimensions of culture, professional learning and development, and leadership (Hargreaves & Fullan, 2013; Lambert, 2000). Further, teacher leaders are inadequately suited and/or inadequately equipped to create a positive school culture, utilize professional learning theory, or intensify leadership.

The purpose of this qualitative phenomenological case study is to understand the lived experiences of teachers who develop expertise as demonstrated by National Board Certification and the connections these experiences have in creating teacher leaders as these relate to leadership, culture, and professional learning and the development of professional capital.

The research demonstrates teacher quality leads to increased student achievement and gains for teachers; therefore, perpetual adult learning and collaboration is needed for teachers to further their craft (Fullan & Hargreaves, 2016). Effective professional learning and development occurs when teachers collaborate within a strong school culture and focus on student achievement (Fullan & Hargreaves, 2016). Understanding this, the obvious answer is to create a culture where teachers have time and structures for this work to happen (Fullan & Hargreaves, 2016). When there are structures and time in place for teachers to collaborate and learn professionally, the culture is established where learning for all is valued (Hall & Hord, 2020). When this is coupled with intensified leadership, teacher leaders emerge and expert teachers flourish (Kruse & Louis, 2009).

Phenomenological research allows the researcher to study the lived experiences and perceived realities of a particular group of people within a certain context (Moustakas, 1994). The researcher explored the phenomenon of teachers who exhibit expertise as demonstrated by achieving National Board Certification. National Board Certification is a voluntary certification based on five core propositions that describe what expert teachers should know and be able to do (National Board for Professional Teaching Standards, 2020). Assessment for certification consists of a portfolio and a written assessment that is performance-based and reviewed by peers (National Board for Professional Teaching Standards, 2020). The stories of the teachers provided a rich understanding of their pursuit of expertise, professional learning experiences that truly impacted their journey, and the cultures that allowed them to flourish.

Qualitative case study research is an approach in which the researcher explores a case or cases over time, delving in-depth through multiple sources of information (Creswell, 2007). Yin (2003) describes case study research as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident” (p. 13). Case study also provides an insider’s perspective that is missing from quantitative studies.

Findings include expert teachers seek deep impacting professional learning experiences and have relationships with encouraging mentors and colleagues. Expert teachers also desire positive, collaborative

school cultures and are aware of their professional needs. These teachers will also step up to leadership, but require support and training in a positive, collaborative, and student-focused culture.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**217****Exploring Causes of Achievement Gaps for Black Students on the ACT Exam**Alicia Rollins

University of Louisiana-Monroe, Monroe, LA, USA

**Abstract**

“The American College Test (ACT) is often considered the prevailing examination to determine college readiness. The intention behind the exam is to give a standardized score to assess abilities that have been recognized as important to achieving success in higher education. However, research is emerging suggesting that the exam consists of race, gender, and class biases that afford white, male, and affluent students opportunities to achieve higher scores on the exam than their minority peers. Previous research has identified growing disparities in achievement on the ACT exam for minority groups. However, much of the research has focused more on identifying the disparities and less on finding their cause. My review covers twenty journal articles and unpublished works between 1995 and 2020 to identify trends that lead to disparities in achievement on the ACT exam for Black students. My findings identify two contributing factors to disparities for Black students—wealth and question bias. By identifying these trends, education professionals can create opportunities to increase cultural capital in order to decrease these achievement gaps and foster equity for their students. ”

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 218

### Instructional Strategies: Research versus Practice?

JeriLynn Reed

Middle Tennessee State University, Murfreesboro, Tennessee, USA

#### Abstract

**Problem Statement:** Instructional strategies in general, and cognitive strategies in particular, have been touted as a tool that teachers can wield to make learning happen for students (Kircshner & Hendrick 2020). With the importance of student learning in mind, the purpose of this narrative study is to learn from the stories of teachers about the instructional strategies they have tried, and those that work or don't work for the diverse students, in their classrooms. The research question is, In what ways do teachers describe and use instructional strategies to support student learning in their classrooms?

**Literature Summary:** There are strategies that have been researched and proven to increase student learning and improve knowledge and memory retention and that can be adapted to accommodate students across grade levels and content areas. One method, called "expertise reversal effect," can allow a teacher to tailor his or her instruction to be more individualized to the learner (Blayney et al., 2015). Kirschner and Hendrick (2020) discuss that learning new knowledge involves building on what you already know. They state that when an educator understands more about the students' prior knowledge, it can aide the teacher in identifying weaker learners, determine the level of the lessons to be taught, and group students into different levels. Carey (2015) claims that "distributed learning," or "spacing," is one of the most powerful, reliable, and easy methods to use (p. 63). This technique has been proven to deepen the learning of subject areas or skills and increase retention, and in certain situations, even double the amount that is remembered (p. 66). Retrieval practice is a wonderful way to improve learning in students by having learners set aside the knowledge they have acquired and practice actively restructuring the material independently (Karpicke et al., 2014). Retrieval practice can feel strange to some teachers because educators are accustomed to filling students' minds with knowledge, and retrieval-based learning requires the knowledge to be pulled, or retrieved, from the learner. But whenever students are able to retrieve knowledge successfully and practice doing so repeatedly, retrieval-based learning provides learning that is strong, long-lasting, and able to be transferred to new material (Karpicke et al., 2014).

**Methods:** To gain insight into the ways learning strategies are experienced and used in classrooms, I interviewed two fourth grade teachers. One teacher was from a rural community and one from an affluent suburban area. I conducted one interview with each participant that lasted approximately 45 minutes.

**Results:** The initial analysis of these interviews will be completed by August of 2021.

**Implications:** Much of the research on cognitive learning from my initial search has focused on older learners, such as high school and college students. The learning from this study will help make sense of the ways elementary teachers use instructional strategies to bridge the gap between recommendations from the literature and practical applications in school. This in turn will inform elementary school teachers, coaches, and district leaders of instructional strategies that will support their diverse learners.

#### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

**219****Building Assessment Literacy in Teachers**Candace Thompson

Middle Tennessee State University, Murfreesboro, Tennessee, USA

**Abstract**

**Statement of the Problem:** Increasing student achievement has been a topic of concern across the United States for quite some time. For decades, both federal and local government have pushed money into a variety of education reforms in hopes to find a solution. “If we are to develop truly effective schools, educators must understand how to gather dependable evidence of student achievement and use the assessment process and its results either to support or to certify student achievement depending on the context” (Popham, 2009). While teachers are held accountable for student performance, however many teachers have not been explicitly taught how to analyze and interpret data to drive their instructional decision-making. Thus, the purpose of this action research is to determine the assessment literacy skills of the teachers I support in order to help them use data to make instructional decisions. The question driving this research is, how can do I coach teachers to be assessment literate?

**Brief summary of the literature:** Assessment literacy has been defined by Popham (2011) as, “an individual’s understandings of the fundamental assessment concepts and procedures deemed likely to influence educational decisions”

Literature has described foundational understanding that educators must possess before they are able to effectively use student data to drive instruction. First, educators must understand the most effective types of assessments to use in their classrooms throughout the school year, not just recite the definitions of the different types of assessments. Then, educators must be trained on how to analyze student data; understanding what “represents an accurate versus an inaccurate interpretation of assessment-elicited data” (Popham, 2009). Once a foundational understanding is formed, educators can begin to use the data derived from these assessments to assist them in their instructional-decision making. Popham (2009) describes instructional decision-making as two parts: “use of classroom assessments, which ones to employ, and how they should be used” and “accountability tests that, almost without exception, have direct or indirect influence on what teachers do in their classroom”. Using this data to drive instruction allows educators to plan the most appropriate lessons for their students. This testing and the data gathered from it can serve as a “catalyst for improved instruction” but teachers must know what to look for when disseminating the data (Popham, 2011).

**Summary of the Methods:** I will begin my research by conducting an interview with middle school math teachers to gain their insight and rationale on how they generate assessments and use the data from these assessments to make instructional decisions. I will analyze the results from these interviews and examine the academic growth of their respective students. After collecting this data and researching the literature, I will use my findings in my role as an instructional coach to train teachers on assessment literacy. My goal is to expand the number of teachers involved in this training each school year.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

## 220

# Going Gradeless: The Shift From Traditional Grading to Point-less Scores and Student Feedback

Shelby Short

Middle Tennessee State University, Murfreesboro, Tennessee, USA

### Abstract

**Statement of the Problem:** The current 100-point grading scale is unequitable to students because it does not provide adequate instruction on how students can improve and offers more chances to fail than to succeed. Although, some teachers have begun attaching comments to numerical grades studies show “scores with comments were just as ineffective in that students focused entirely on the score and ignored the comments” (Chiaravalli 2017). The purpose of this action research will be to implement pointless grading, and a focus on feedback, to provide students with a clearer picture of their academic growth.

**Brief summary of the literature:** Assigning number grades without providing clear feedback for students to correct their errors has led to more incorrect work being turned in. Grades started to become what administrators, teachers, parents, college admission officers, and employers looked to for “basic information about academic aptitude and accomplishment” by the turn of the twentieth century (Schneider and Hutt pg. 3). The numerical scale damaged learning for learning's sake, and transitioned students to prepare for earning points to win the “game” of school. The drive for teachers to provide feedback also became minimized as class sizes grew and teachers did not have the time (Schneider and Hutt pg. 7). Grades hold such power and are crucial to the classroom and school that no one wants to change them (*Grading for Equity* pg. xxi). Marzano discusses three problem areas regarding grades 1) teachers do not always only consider academic achievement when they assign grades, 2) assessments are not weighted the same, and 3) single scores on classroom assessments can be misinterpreted (pg. 3).

One response to the dilemmas with grading is what Sarah Zerwin in 2020, calls “pointless grading” or eliminating number grades completely and solely providing her students with feedback to guide their work. Her thought process is that points-based grading gets in the way of student learning (pg. 3). Zerwin argues that the current grading system attempts to measure the immeasurable: “No series of numbers can adequately capture a student’s meaningful, authentic work...yet the grading system asks [teachers] to quantify [the unquantifiable]” (pg. 6). Rick Wormeli encourages teachers to “teach [so] students can learn... without using any sort of grade” (pg. 159). For most of these teachers going “gradeless” means “avoiding the damaging and demotivating effects of grades”; these teachers hope to place the spotlight on learning and to focus on feedback and growth (Chiaravalli 2017).

**Summary of the Methods:** The action research cycle as described by Dana and Yendol-Hoppey (2019) involves educators working with others to understand the problem, implement appropriate action, investigate the effects of that action, and decide on next steps. I will begin my research by conducting interviews with teachers who have shifted their grading practices from point-based to feedback-based. From the analysis of this data, and the literature, I will develop a plan to implement and study feedback-based grading in my own high school classroom.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

## 221

# Improving Instruction and Enhancing Student Learning Using a Flipped Classroom Model

Adam Elder

Southeastern Louisiana University, Hammond, LA, USA

### Abstract

#### Scope:

The sudden shift to virtual learning and teaching in the spring of 2020 due to the global pandemic demanded a change in pedagogical practice. As schools and universities return to a “new normal,” educators are presented with an opportunity to innovate our teaching in a post-pandemic landscape. One teaching model that can incorporate the best aspects of both a virtual and face-to-face learning environment is a flipped classroom. A flipped classroom is one in which the traditional educational structure of in-class lectures and out-of-class practice/homework is inverted to better utilize face-to-face instructional time (Bergmann & Sams, 2013). This model allows for an unprecedented level of interactivity and insight into student learning and performance and can serve as a conduit for other innovative pedagogical models such as project-based learning. This blended model has been shown to be considerably more effective than face-to-face or online models alone (e.g., Means et al., 2010) because students are able to master objectives at the lower tiers of Bloom’s taxonomy using online resources and in-class time is spent guiding students through active learning activities focused on the highest tiers.

#### Objectives:

At the end of this training session, attendees will be able to apply the best practices for adopting a flipped-classroom approach to teaching their courses. Specifically, they will learn the core components of flipped classrooms, different models (i.e., student-led and instructor-led) for implementation, and different learning activities that can be built into flipped lessons.

#### Activities:

This training session will begin by first introducing flipped classrooms and an overview of the research on them. This will include a discussion about important considerations and potential pitfalls when implementing a flipped classroom model. The second half of the training will be an engaging session in which attendees will design a mock flipped lesson for one of their own courses. Each step of the process will be modeled for attendees using a flipped lesson from the trainer’s doctoral-level statistics course that utilizes a flipped-classroom approach within a guided project-based learning framework. Attendees will also receive additional resources for further learning after the session.

#### Select the TRACK most applicable to your submission:

Innovative Initiatives in Education

## 223

### Administrative Supports that Lead Teachers to Remain in Title I Schools

Stefanie Tinnell, Rebecca Grandstaff, Shae Miga  
MTSU, Murfreesboro, TN, USA

#### Abstract

Keywords: teacher retention, Title I schools, high-risk schools, high-needs schools, high-poverty schools, administrative supports

Purpose: Within urban schools, as many as 70% of new teachers may leave their position within their first five years (Kamrath & Bradford, 2020). Poor support from administration, classroom management issues, limited professional development opportunities, and lack of mentoring opportunities are key indicators of their departure (Bennett, Brown, Kirby-Smith, & Severson, 2013). The research states teacher turnover increases a negative impact on classroom instruction, and in return, school becomes about teacher recruitment, rather than focusing on the quality of instruction. However, strong administrative support leads to retaining teachers (Mullen, Shields, & Tienken, 2021). The purpose of this phenomenological narrative study is to examine elementary and secondary teachers in public schools in Middle Tennessee, specifically teachers in Title I and high-poverty schools, and identify factors, such as support from administration, that lead to teachers working long-term in Title I schools. For this research, long-term is defined by six or more years.

The research question is: *What administrative supports lead teachers to remain in Title I schools?*

Methods: Five Title I school educators were selected to participate in interviews, identifying reasons why they stay in their Title I schools long-term. Participants were selected based on years of experience in Title I schools and the circumstances of their employment and professional experiences will be explored.

Data collection includes interviews with five teachers and is currently in progress. Initial analysis will be completed by the beginning of August as part of a summer research class.

Conclusions: The conclusions drawn from this research will serve as a springboard for future research on elementary and secondary Title I schools, understanding why certain teachers stay in this challenging setting, and what administrative supports are in place. In addition, this research will add the voices of Title I teachers to the literature on Title I teacher retention. Finally, the research will further promote the resources and supports educators need to teach in Title I and high-poverty schools.

#### References

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Historical Perspectives of Education

## 224

### I Wish I Knew Then: Advice from Veteran Teachers in Title 1 Schools

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MTSU, Murfreesboro, TN, USA

#### Abstract

Key words: teacher retention, Title 1 schools, high-risk schools, high-needs schools

Purpose: In the educational community, a growing concern is teacher retention (Smethem 2007). Within the first five years of teaching, researchers have found that as many as 50% of teachers leave the profession (Darling-Hammond and Skykes 2003; Ingersoll 2003). Within Title 1 schools, or high needs schools, this statistic is even more pronounced. The purpose of this narrative study is to elementary teachers in public schools in Middle Tennessee during the COVID-19 pandemic. The purpose of this phenomenological narrative study will be to determine what we learn from the stories of teachers working long-term, as defined by six or more years, in the Title 1 community and the advice they would give first year teachers in a Title 1 school. The research question is: What do we learn from the stories of veteran Title 1 teachers and what advice they would give first year teachers in a Title 1 school?

Methods: Five teachers within Title 1 schools will be selected for this study out of a larger surveyed group. Participants will be selected based on years of experiences in Title 1 schools and the circumstances of their employment and professional experiences will be explored.

Data collection will include interviews with five teachers and is currently in progress. Initial analysis will be completed by the beginning of August as part of a summer research class.

Conclusions: The conclusions drawn from this research will support K-12 Title 1 schools understanding of why certain teachers stay in this challenging setting. In addition, this research will add the voices of Title 1 teachers to the literature on Title 1 teacher retention.

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- Bennett, S., Brown Jr., J., Kirby-Smith, A., & Severson, B. (2013). Influences of the heart: novice and experienced teachers remaining in the field. *Teacher Development*, 17(4), 562–576.
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Commitment to and Retention in High-Poverty Urban Schools. *Urban Education*, 52(7), 799–828. <https://doi-org.ezproxy.mtsu.edu/10.1177/0042085915574531>

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Historical Perspectives of Education

## 225

### **What are the developmental effects on early childhood aged students in a multi-aged classroom who stay with a teacher for more than one year?"**

Jason Sales

MTSU, Murfreesboro, Tennessee, USA

#### **Abstract**

Early Childhood Education plays a critical role in every child's educational journey. With the proper academic and social-emotional foundational skills, their journey through grade school will likely be more successful. More students are participating in Early Childhood educational programs, such as Pre-K programs or Early Learning centers. Dr. Maria Montessori was a proponent of students learning in multi-aged environments and classrooms. She noted that there are several benefits for every student when they are given the opportunity to interact and learn with one another. She describes this learning model by saying, "As schools have shown how children of different ages help one another. The younger ones watch what the older ones are doing and ask all kinds of questions, and the older ones explain." In these environments, students are placed in one classroom together despite different ages or grade levels, usually with an age range of no more than three years.

For this study, the multi-aged classrooms are broken into two categories: Primary classrooms, which hosts preschool, Pre-K and Kindergarten students, or Elementary, which hosts first and second grade students or first through third grade students. The purpose of this narrative research is to explore and detail some of the benefits and difficulties of students engaging in this learning environment at the beginning of their academic journey. I also want to investigate if this learning model has potential to be the primary model for educating young students. In particular the research question is, "What are the developmental effects on early childhood aged students in a multi-aged classroom who stay with a teacher for more than one year?"

**Methods:** To gain more insight, surveys will be sent to teachers and educational assistants at public Montessori schools who serve multi-aged classrooms, parents of students who have attended multi-aged classrooms (student must have spent more than one academic year with one teacher), and others in the field of Early Childhood education (child psychologists, social-emotional experts, etc.). Interviews will also be setup with those who choose to participate.

**Significance:** The significance of this research lies in the specific discussion of the influences of multi-age classrooms on student academic skills and progress, social-emotional skills, student-teacher and student-student relationships, self-motivation, and self-efficacy.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 226

### Addressing teacher perceptions of ability grouping in order to effectively dismantle tracking in high schools.

N'keesia Hall

Middle Tennessee State University, Murfreesboro, TN, USA

#### Abstract

Description of the Research: According to the National Association of Secondary School Principals (NASSP), tracking is the academic placement of students based on their levels of ability or achievement. Tracking has been utilized for almost a century and supporters believe that it is the only way for students to receive the appropriate level of rigor in academic courses. On the other hand, opponents argue that tracking is exclusionary and contributes to inequities in the American education system. The impact that educational separation has on students is not simply an academic one; there are emotional aspects to tracking in schools. For this reason, it is understandable that one student “inferred from her reading placement something about her intellectual ability (that she was “dumb”)” while another student “takes her placement to mean she is ‘smart’” (Chambers, 2009, p. 423) and therefore has better teachers and higher expectations. The purpose of this action research study is to understand how teachers view students’ academic abilities and how ability grouping has impacted motivation and achievement for students in high school. With this purpose, I wonder how I, an instructional coach, could impact a teacher’s perception of ability grouping in their academic classroom and provide instructional supports to improve motivation and achievement for all students.

Methods: This action research study will explore the perceptions of both teachers and students from schools within my district. This will include teachers at schools where de-tracking has occurred (ability groups are not used) and schools where tracking is still implemented (ability groups are still used). More specifically, data collection will include:

- Pre-survey focused on the thoughts and emotions of teachers and students related to ability grouping.
- Interviews with students to hear how their placement impacted their self-confidence and/or self-efficacy.
- PLC discussions with teachers from tracked and de-tracked classrooms focused on:
  1. student feedback from interviews,
  2. instructional practices that could help them, and
  3. plan of action for classroom shifts based on discussions
- Artifacts created during focus groups including exit tickets, agendas, and protocols used.

Significance: The learning from this action research study will be shared with teachers, instructional coaches, and administrators in my district. A greater understanding of the experiences of students in tracked (ability grouping) and de-tracked (no ability grouping) classrooms as well as the teacher creation of a plan of action to shift classroom practices, holds promise to increase the self-confidence and/or self-efficacy of students. Additionally, the positive academic impact that teachers could show through growth, achievement, and motivation of students abounds.

## Resources

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### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 227

## Building students' background knowledge through community engagement to ensure positive academic outcomes

Myra Taylor, Thomas Chappelle, III  
Middle Tennessee State University, Murfreesboro, TN, USA

### Abstract

**Purpose:** My career has been spent teaching in Title I schools who primarily serve students and families from low socioeconomic environments. Through years of observation, I realized that a lack of life experiences and background knowledge can negatively and gravely impact students' achievement and very likely the possibility of a prosperous posterity. Willingham (2009) informs us "when it comes to knowledge, those who have more gain more" so it is imperative that we help students build background knowledge. The purpose of this research is to discover ways in which I can plan events for my students and their families that will create rich experiences that will aid in knowledge acquisition. The research question is, *What happens when I plan school-wide events to build my students' background knowledge and impact student learning?*

**Methods:** To gain insight into this question, I will engage in an inquiry cycle as defined by Dana and Yendol-Hoppey (2019). This cycle will include the question named above, data collection and analysis followed by taking action and sharing the results with other administrators and literacy educators in my district. In the coming school year, I will plan a total of three family engagement events. The planning committee will consist of instructional coaches and four literacy teachers. Each of the family engagement events will build student and family background knowledge by providing experiences on the topical content and literacy skills that are part of the curriculum, *Wit & Wisdom*. The data collected to understand the impact of these events will include:

- Planning documents for the three school wide events
- Exit surveys from event attendees,
- Pretests and post tests from the literacy units that correspond with the events
- Teacher, student and parent anecdotal data. These data will come from participant interviews and surveys.

**Implications:** From the careful implementation and analysis of these events, I hope to be able to create a template for building background knowledge via school-wide family events that may be replicated at other schools in other locations.

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Wiley.

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Innovative Initiatives in Education

**228****Analyzing Curriculum for Equity and Accessibility for Students with Severe Disabilities**Quanteeta McCarthy

University of Louisiana Monroe, Monroe, LA, USA

**Abstract**

With the plethora of changes implemented by Every Student Succeeds Act (ESSA), there is still an issue with students with disabilities having equitable access to the curriculum. Special education students in general education classrooms have equal access to the curriculum; but those students with significant cognitive disabilities are not always afforded this opportunity. Teachers of low incidence students are now required to align their lessons to the general education curriculum. The pragmatics of the general curriculum is now having to be navigated by teachers of students with severe cognitive disabilities. (Peterson, 2016). These teachers should be given materials to engage these students that includes curriculum that is properly aligned with state standards for students with severe disabilities and proper training.

The proposed project will examine the curriculum that has been developed for students with significant disabilities in a small Louisiana district to determine if it accurately and fairly gives low incidence students equal access to the curriculum as their non-disabled peers. When examining the curriculum used by these teachers, it is important to ask the following questions: Are the teachers given the appropriate materials to accurately engage their students to ensure they are receiving an equitable education? Are low incidence special education teachers properly trained to implement the curriculum? The curriculum will be analyzed to determine if it adequately prepares those students for life outside of the classroom. For this to occur, there must be appropriate curricula that aligns with post school goals and outcomes (Dymond et al., 2018).

Although these students have severe cognitive disabilities, they should still have equal access to the same curriculum as their non-disabled peers. This ensures equity in the curriculum for these students. Early in the education of students with severe disabilities (SWSD), the students were taught according to their developmental level and not according to age-appropriate skills that the students needed (Dymond et al., 2018).

When exploring the topic of curriculum in relation to special education students, it is important to look at the fundamental questions about curriculum. Two of the most important questions to consider when discussing special education students is how curriculum is defined and how does learning take place (Ornstein & Hunkins, 2017). These two questions can help determine the efficiency of the curriculum that is used in educating special education students. Curriculum design and development are paramount in ensuring that students with severe cognitive disabilities have equitable access.

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Innovative Initiatives in Education

## 229

### How do middle school related arts teachers describe and experience teaching in a Title 1 school?

Kerry Vaughn

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#### Abstract

Key words: related arts teachers, teacher retention, Title 1 schools, high-risk schools, high-needs schools, teacher-student relationships

Purpose: According to National Association for Music Education website, “It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theater, and visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts educators in partnership with community arts providers.” The importance of the arts is even more dramatic within Title 1, or high-needs, schools. The purpose of this qualitative study will be to determine what factors in Title 1 schools lead to middle school related arts teachers working long-term, as defined by six or more years, in the Title 1 community and to share their stories. The research question is: How do middle school related arts teachers describe and experience teaching in a title 1 school.

Methods: Two Title 1 related arts teachers will be selected for this study out of a larger surveyed group. Participants will be selected based on years of experiences in Title 1 schools and the circumstances of their employment and professional experiences will be explored.

Data collection will include interviews with two teachers and is currently in progress. Initial analysis will be completed by the beginning of August as part of a summer research class. Findings will be drawn from arts-based methods (Leavy, 2015) and shared through music.

Conclusions: The conclusions drawn from this research will support K-12 Title 1 schools understanding of why related arts teachers stay in this challenging setting. In addition, this research will add the voices of Title 1 teachers to the literature on Title 1 teacher retention.

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- Bennett, S., Brown Jr., J., Kirby-Smith, A., & Severson, B. (2013). Influences of the heart: novice and experienced teachers remaining in the field. *Teacher Development*, 17(4), 562–576.
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Historical Perspectives of Education

## 230

# Behind a Different Desk: Investigating the Transitional Experiences of First-Year Assistant Principals

Langley McClay

University of Louisiana at Lafayette, Lafayette, LA, USA

### Abstract

#### Statement of the Problem

When transitioning from the teacher role, first-year Assistant Principals (APs) experience myriad challenges, including lack of proper preparation and limited support during the transition (Armstrong, 2010). As a position frequently unnoticed and undervalued, new APs must be equipped with critical tools and skillsets to navigate, adjust, and develop in their new position. This study examined the personal and professional tensions that emerge when transitioning from a teacher to an administrator. Motivations to enter the role, social and organizational structures, and work-related adjustments in the new position were also investigated.

#### Theoretical Grounding

Organizational socialization theory (Greenfield, 1985; Van Maanen & Schein, 1979) and role theory (Biddle, 1986; Kahn et al., 1964) served as dual frameworks and grounded this study. Where organizational socialization theory investigated perspectives, adjustments, and socialization practices that occurred upon entering a new organization, role theory provided contextual perspective as it pertains to individual behaviors, social activities, and human experiences that surface in the new role. Both theoretical frameworks are positioned in social systems, as school administrators are faced with possible role-related conflict, stress, ambiguity, and overload when navigating their new position.

#### Summary of the Methodology

A qualitative multiple case study was appropriate for exploring motivations and transitional experiences of novice APs after leaving the teacher role. Aligned with case study research methods, the study was bound within the teacher to AP context (Yin, 2013). Individual case data consisted of semistructured interviews, a focus group interview, reflective journaling, and job-related artifacts (Creswell, 2013; Patton, 2000). Four teacher-turned-APs with no prior leadership experience agreed to participate. Data were content analyzed to identify possible patterns of experiences, changes that occurred when transitioning, and recurring themes, followed by a cross-case pattern analysis across cases (Strauss & Corbin, 1998).

#### Results

Findings revealed APs were primarily motivated to enter the role to help teachers, students, and parents. APs leaned on past teaching experiences during their transitions; lack of prior leadership experience was not formally expressed as a transitional hindrance. APs also developed new personal and professional characteristics to withstand stress and negotiate schoolwide conflicts. Results of this study revealed the following themes: Considering the Position, Classroom Burnout, Expectations of the Role, Being “Socialized” into the School Community, Having Support while Transitioning, and Role Stressors. Lastly, job satisfaction was markedly related to emotional exhaustion and role stressors (e.g., student/parent conflicts & COVID-19 procedures), so it is imperative that APs feel empowered, perceive themselves as competent, and possess self-determination to succeed in the position.

## **Conclusion/Implications of the Study**

When presented with an accurate job description, support, and professional development, APs can set realistic job expectations, prepare, and ease into the transition. These findings hold salient implications for PK–12 scholars and practitioners to acknowledge the motivations and transitional experiences of new APs and develop policies and procedures needed to recruit and retain administrators in this role. Aligned with MSERA’s special track of innovative initiatives in education, this study contributes to an emergent subfield of educational leadership scholarship—research focused solely on the AP role.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 231

# Framing the Absorptive Capacity of Schools to Use Research

Mindy Crain-Dorough, Adam Elder

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### Abstract

This paper is both a review of the literature and a conceptual discussion. The focus is on understanding the process of connecting research and practice using the absorptive capacity framework.

**Statement of the Problem:** Research is an important source of credible knowledge for K-12 schools. Schools can examine problems and gain knowledge for solutions by either obtaining external research knowledge or using the research process internally (Coburn et al., 2009; Data Quality Campaign, 2016; Farley-Ripple et al., 2018). 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 describe how the absorptive capacity framework can increase understanding of how practitioners use research.

**Theoretical Framework:** Cohen and Levinthal (1990) conceptualized the original absorptive capacity framework as an organization's ability to implement a set of routines when utilizing prior knowledge. Other researchers have explored iterations of the model and/or applied it to the field of education (Farrell & Coburn, 2017; Todorova & Durisin, 2007; Zahra & George, 2002). The model can be used to frame research use as a process made up of steps. A school's ability to do one step impacts its ability to execute subsequent steps. The steps are:

1. Recognize the value of new knowledge
2. Acquire new knowledge
3. Absorb/assimilate/adapt the new knowledge
4. Exploit the new knowledge by putting it into practice

These steps collectively encapsulate the absorptive capacity of a school. Other factors that impact this process include: the source of the new knowledge, the prior knowledge of those within the school, social structures and norms within a school, motivations for accessing and using knowledge, and power dynamics and relationships.

**Reporting of Literature Synthesis and Application:** Previously, we examined the research-to-practice literature and identified different types of disconnects between the research and practice communities and examined how the framework increases understanding of these disconnects (Authors, 2020; 2021). The current conceptual paper discusses how the framework applies to understanding the absorptive capacity of schools, and also we discuss strategies for addressing disconnects. The paper will be organized by the steps of the framework.

Implications: The information in this paper can be useful to members of both the practitioner and research communities as consideration for ways to remediate the disconnects between research and practice. A description will be provided of how the two communities can jointly bridge disconnects using research practice partnerships.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**232**

## **The Perfect Blend! Take A Test Drive On The Tech Bus - A Case Study Of Early Career Medical Professionals At A Multi-Disciplinary Medical Society**

Sarah Ramaiah

University of Alabama, Birmingham, AL, USA. American Society for Reproductive Medicine, Birmingham, AL, USA

### **Abstract**

The purpose of this study is to develop an innovative, evidence-based educational strategy that provides medical trainees unbiased training that uses scaffolded learning approaches via an automated technology platform. The next generation of trainees who enter the medical system are digital natives with a very different blend of cognitive skills from their predecessors (Prensky, 2001). Medical trainees begin with learning the basics of the medical practice, the health care systems, and patient care. Second, they take competitive exams for licensure and certifications, attend interviews, and explore the world of research. As much as this profession requires absorption of learning, it is equally required to retain knowledge and apply the learning by providing high level expertise to patients (Chesluk et al., 2019). The medical field requires professionals to conduct research at the same pace as medical practice and technology evolve at an unprecedented rate (Paz, 2016). This study will explore a learning intervention for members of a medical society in the United States that implements an innovative educational strategy combining scaffolded content, testing effect, and spaced learning through adaptive technology.

For the purpose of this study, question banks will be developed based on the most frequently used and most popular Resident Learning Modules by a trained group of volunteers. The training focused on the development of learning questions over assessment questions. The question banks will be uploaded to a spaced learning platform. The combination and effect of scaffolded learning that combines content, pedagogy, and adaptive testing technology will be studied. A pre-survey will be collected to determine residents' current learning format and their preferences. A survey will be administered to Medical Educators to inform learning preferences of residents and learning strategies incorporated for trainees. The technology platform will capture a pre- and post-score at the beginning and at the end of the implementation, learning will engage in adaptive testing with spaced out questions. A post survey will gather feedback from the learner on the educational strategy and on further improvement. Results from the study will inform future programming that can be incorporated by medical education systems, societies, associations, and organizations for future trainees. This study may be utilized and replicated multidiscipline in the healthcare system such as early career nursing professionals, genetics counselors, lab managers, mental health professionals. This study will also (1) inform the improvement in retention and recall (Henry L. Roediger & Jeffrey D. Karpicke, 2006); and (2) the need for micro learning and mobile learning (Bruck, P.A., Motiwalla, L., & Foerster, F., 2012).

Findings from this study may contribute to the field of medical education among early career professionals who are left to learn through mentorship and apprenticeship with minimal guidance on evidence-based learning practices long after they leave the medical school system. To embark on a lifetime journey of learning it is essential for these professionals to implement on-the-go learning through technology access.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

## 233

# Practice at the Core: Placing Practice at the Center for Learning How to Teach

Andrea Scalzo Willson

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### Abstract

Current shifts in teacher preparation programs address the call for teacher educators to “focus upon helping novices develop and refine a set of core practices for teaching” (Grossman, Hammerness & McDonald, 2009). Teacher educators are beginning to look at the ways they define their practice with the core practices, and share the work being done with elementary pre-service teachers (e.g. Peercy, & Troyan, 2017; Kazemi, Ghouseini, Cunard, & Turrou, 2016). There is limited research that investigates the ways preservice teachers learn and develop knowledge and pedagogy for teaching through practice-based teacher preparation. Additionally, investigating preservice teachers’ experiences learning complex mathematical teaching practices may reveal challenges and struggles which is important knowledge for teacher educators (Ghouseini, 2015).

### Theoretical Grounding:

Through the lens of activity theory, a practice-based methods course can be considered a system for supporting teacher candidates (subject) to learn the core practices needed to teach mathematics (outcome) where Collaborating Teachers and University Supervisors (community) coach Teacher Candidates in enacting practices with students (rules) can influence how Teacher Candidates learn to teach mathematics. I aimed to examine the ways pre-service teachers learn to teach mathematics through both contexts of math methods course and field experiences.

### Methods:

I used an exploratory multiple case study to gain a better understanding of the ways three TCs learn to teach mathematics across math methods courses and accompanying clinical internships in elementary classrooms. I explored the similarities and differences in the ways each teacher candidate planned and enacted teaching behaviors for teaching mathematics.

### Results:

As Teacher Candidates learned more about the core practices for teaching they began to dig deeper in how to enact them which heavily relied on what they experienced through interactions with Collaborating Teachers and their field experience classrooms. After the consistent, repeated practice of these behaviors over time, Teacher Candidates were able to become responsive to students and make in-the-moment decisions during the teaching of mathematics.

### Conclusion/Implications:

This study has implications for teacher preparation programs. This study provided evidence for the learning that happens in clinically rich learning contexts. Teacher Candidates’ learning to enact core practices for teaching mathematics were grounded in the field experience settings and reinforces the necessity for teacher preparation programs to carefully consider who and where Teacher Candidates are placed with for field experiences. Collaborating Teachers greatly influenced teacher candidates learning to enact core practices and teach mathematics. As a result, teacher preparation programs should ensure Collaborating

Teachers are models for good teaching, make the act of teaching explicit, are able to provide meaningful feedback and engage TCs in meaningful discussions around the invisible pedagogies of teaching.

In addition, Supervisors across universities in the U.S. have a wide range of backgrounds, training, and experiences that may or not include mathematics education. Therefore, it is imperative that math teacher educators reimagine/reinvent their roles to not only embed their classrooms within PK-12 field experience classrooms but also become active in supporting Teacher Candidates learning math content and pedagogy in those areas.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 234

### The lived experiences of Black Professional Staff during the BLM movement and their perceptions of policy changes at their institutions

A. Shea Kuykendoll

University of Memphis, Memphis, TN, USA

#### Abstract

The murder of George Floyd in May 2020 was captured on cell phone video for all to view and witness the unconscionable act of an unarmed black man being killed by Derek Chauvin keeping his knee on Floyd's neck for eight minutes and 46 seconds. This horrific act led to higher education institutions releasing statements that Black lives matter and committing to address systemic racism with a commitment to diversity, equity, and inclusion. However, do the experiences of Black staff tell a different story of their lived experiences within predominately white institutions (PWIs)?

Black professional staff make up a large population of employees in higher education across various divisions, however, their lived experiences are invisible in the literature. Much of the focus in the literature is on Black students, faculty, or student affairs professionals. There is some literature with a focus on Black academic advisors, but the literature does not focus on black professional staff although they are an integral part of the success of PWIs.

Using Critical Race Theory (CRT), the purpose of this study is two fold: to analyze the racialized experiences of Black Professional Staff (BPS) at PWIs and how they navigate working at PWIs during times of racial unrest and Black activism, particularly during the Black Lives Matter Movement (BLM), and to describe BPS' perceptions of policy changes that have taken place at their institutions following the release of institutional statements after the murder of George Floyd in May 2020. The questions directing this study are:

1. What are the racialized experiences of BPS working at PWIs during and after BLM?
  1. What are the microaggressions and systemic barriers faced by PBS at PWIs?
2. What individual and collective acts of resistance have BPS at PWIs participated in during and after BLM?
3. What are the BPS' perceptions the policy changes that have been implemented at their PWIs after the release of institutional statements in response to BLM?

Critical Race Theory will serve as the theoretical lens and research approach for this study. CRT will help examine the systemic structures and systems of power that continue to marginalize and oppress BPS at PWIs and help to tell counter-stories about their acts of resistance.

Using critical race methodology and its tenets of challenging the dominant ideology and composite counter-storytelling, I will conduct a) document analysis of institutional statements released by three PWIs in the mid-South and b) interview six BPS at those institutions. The criteria for participant selection are: to identify as Black or African-American and be employed at their respective institutions for a minimum of seven years, with a requirement of being employed from 2012, the inception of BLM to the present. I will use thematic analysis to analyze the documents and Gee's narrative analysis for the interviews. This study will be conducted over a 5-month period starting in January 2022. This is my proposed dissertation research and I plan on defending my proposal Fall 2021.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**236**

## **A Quantitative Study on Black Male Collegiate Athletes' Perceptions of Their Career and Academic Preparation**

Franklin Soares

LSU, Baton Rouge, La, USA

### **Abstract**

I employed a quantitative approach with regression analysis design and a Social Capital Theory framework (Bourdieu, 1977) to investigate three research questions: (1) In what ways were participants' career and college readiness capital developed during high school? (2) How do participants view their academic and career growth and development prior to and after coming to college? (3) Who provided career and college development to participants in this study prior to their college entrance? Results revealed potential reasons why disparities existed between Black and White participants beginning in K-12 and continuing through college. First, Black participants were less likely to be encouraged to take AP and honors courses in high school than White participants (38% and 81% respectively). More concerning, only 59% of Black participants had a teacher tell them about a career outside of athletics they had an aptitude for compared with 94% of White football players. For students to build career capital they need to hear about careers they may have an aptitude for or enjoy, and teachers are critical for helping students identify such possibilities. Second, More Black participants agreed or strongly agreed that if they had more information prior to coming to college they might have prepared differently while in high school compared to White participants who agreed or strongly agreed (51%, 31%). Only 13% of the White participants agreed that having more information prior to college might have led to a different choice in degree compared to 81% of Black participants. Further, there was a statistically significant difference for Black and White student-athletes on the ACT, another indicator of academic preparation. We concluded that Black participants perceived they had significantly less career and college preparation. Finally, Nearly 75% of the participants took a career assessment and 70% reported access to a high school career curriculum. Yet, coaches and family members were the main influence on career decision-making. A problem in the scope of our data set is that we did not measure the career and college interventions received by participants in high school. In other words, they might have received a robust career and college planning curriculum or very little. Implications for anti-racist school counseling are given. School counselors should implement antiracist practices including working to create a culturally competent and welcoming school environment, providing access to a career and college going culture for all students, and providing academically rigorous programming for all students. Furthermore, providing faculty with training and resources for trauma informed teaching, such as identification of students who may need support, and recognizing faculty and staff behaviors that have the potential to re-traumatize students (Malott et al., 2018). School counselors should analyze school data for opportunity gaps among student groups and address gaps through programming, services, and advocacy (ASCA, 2016, 2019).

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**237**

## **Multimodality as an Embodied Medium for Cognitive Scaffolding and Cognitive Off-loading in a Second Language Classroom**

Honorine Ntoh Yuh

The University of Alabama, Tuscaloosa, Alabama, USA

### **Abstract**

Given that classrooms do not offer realistic language contexts, second language (L2) learning in a non-immersive environment has proven to be a challenge (Fuhrman et al., 2020). However, studies show that language learners' embodied and situated experiences can subserve their L2 learning and acquisition (Fuhrman et al., 2020). Furthermore, while specific areas of the brain (Broca's area and Wernicke's area) have been known to be instrumental in the processing and learning of language, specifically for comprehension and expression, language processing is not limited to those areas.

The sensorimotor areas of the brain help us create meaning through perception and action driven by previous language experiences or imagined language experiences (Kiefer & Trumpp, 2012; Wilson, 2002). Engelkamp and Zimmer (1994) posit that by recalling events and situations, stored sensorimotor experiences are reactivated, thus offering multiple ways of interpreting and make meaning of experiences through emotions, feelings, perceptions, cognitive processing, and sensing bodies. Moreover, recent studies show that neuroplasticity still takes place in the brains of L2 adult learners (Li, 2014) and that the brain of L2 learners is a "highly adaptive system" (Li et al., p. 302) in relation to processing language experiences.

Analogously, multimodal interaction points to cognition as a social process (Scarborough, 2015). For example, engaging bodies and interacting with the physical learning environment within a shared physical space activates mirror neurons as ELLs also perceive others actively engaged in such interactions (Rizzolatti & Craighero, 2004). Similarly, mental simulation activates modality-specific brain areas (Kiefer & Trumpp, 2012; Bergen & Wheeler, 2010) – an imagined activity (Glenberg et al., 2004) that helps in enhancing episodic memory and in recalling specific events or experiences. Likewise, Social Semiotics present an additional modal affordance that extends beyond other semiotic "modes" (Östman et al., p. 3) to encompass multimodality as a form of meaning-making.

This study, therefore, seeks to investigate multimodal sensorimotor representations in the brain, which, when translated into multimodal visual representations such as video diaries and multimodal picture books (Farmer, 2021), do not only become episodic memories but serve in allowing for cognitive off-loading as well as provide deeper insights into L2 learners' learning experiences and attitude toward the L2.

Participants in this study are two groups of adult ELLs with prior experience with other L2s who can draw from their episodic memory of learning an additional language. The experimental group and control group will be provided with the same prompts. A mixed-method approach will be adopted through the triangulation of data. Data analysis will incorporate multimodal methods associated with intertextuality analysis. Observation notes, survey scores, and audio transcriptions will establish the link between multimodal-based artifacts and embodied and situated cognition. Informal conversations will reveal whether oral communication differs under multimodal and writing conditions and if it can be used to make inferences about differences in sensorimotor cortex activation.

This study will show the positive outcome of mental simulation and multimodal interactions in encoding memory and enhancing recall which points to the scaffolding and off-loading roles of embodied and situated

experiences in language learning.

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**239**

## **Forest Kindergarten: A Novel Approach in Public Schools**

Christopher Hansen

University of Tennessee Chattanooga, Chattanooga, TN, USA

### **Abstract**

#### Problem

Forest school is a novel approach to classroom context that has been sporadically applied and mostly in private schools; very little research has been published beyond contextual description. This presentation discusses academic outcomes of the first cohort of kindergarteners from the 2016-2017 school year at a public elementary school in the southeastern U.S.

#### Theory

Forest kindergarten originated in Europe with the Scandinavian practice of udeskole, a regular outdoor schooling experience that has recently become popular in the United States (Benston, 2013). Forest kindergartens relative newness in the U.S. -- particularly in public schools -- results in limited research beyond descriptive studies of the general experiences of program participants (Camasso, 2018). Little is known of how forest kindergarten can be integrated into public school settings or how those public school models affect participants' experiences, perceptions, and academic outcomes (Lee, 2017).

#### Methodology

This mixed-methods study uses three qualitative approaches to understanding the experiences of participants (educators, students and parents): questionnaires, discussions, and observational notes of the school day. It also uses statistical analysis of in-situ school instruments for academic, behavioral, and health measures.

During the study's first year a randomized, controlled experiment was implemented, comparing the students in the forest kindergarten with those who were not chosen to participate. Forest Kindergarteners were randomly selected from a list of registrants, and those not chosen were dispersed across three other kindergarten classrooms. Assessments included three academic measures (iReady math scores, district benchmarks, year-end reading levels) and physical activity levels. In addition, content analyses identified elements of play-based learning (imperative for long-term development) present in the forest kindergarten methodology.

#### Results

During their kindergarten year, Forest kindergarten students outperformed traditional students on all academic assessments, though the results were only statistically significant for benchmark scores ( $p = .07$ ). Forest kindergarten students were also more physically active, and the forest area was found to enhance

physical activity overall. Forest kindergarten students demonstrated 35% more physical activity, and the forest setting induced the highest overall level of activity. Finally, the methods employed by the forest kindergarten included elements of play theorized to enhance learning and prevent the rise of pathology.

Following the academic outcomes of the cohort into subsequent years (first and second grade years) found no statistically significant differences between Forest-attending and traditional classroom students.

### Conclusions/Implications

There are few public forest kindergartens, and so any opportunity to study them cannot be overlooked. The researchers were able to identify short- and long-term outcomes for forest kindergarten participants; identifying and describing them informs 1) the participants and participating school system so that they can make informed decisions for this and future school-context reform models and 2) the education research community at large so that U.S. public school efforts to enact forest kindergarten learning contexts can become part of the international conversation on early childhood learning contexts.

### **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**240****The School-to-Prison Pipeline: What It Is and How to Prevent It**Hani Morgan

University of Southern Mississippi, Hattiesburg, MS, USA

**Abstract**

Students of color experience out-of-school suspension at a higher rate than other students. During the 2015–2016 school year, for example, Black males comprised 8% of enrolled students but represented 25% of those who were suspended. The higher rate at which these students are suspended is believed to contribute to what some researchers call a school-to-prison pipeline, which refers to the societal inequalities marginalized people endure that increase their chances of going to prison. This paper is designed to enhance the understanding of the school-to-prison pipeline by focusing on the factors that lead to this problem. A purposeful sample of recently published literature by some of the leading scholars in this area was selected for analysis. The findings indicate that several factors may contribute to the school-to-prison pipeline. Some studies indicate that school personnel may be biased in the ways they respond to students of color. The lack of teacher preparation and support has been documented to be one of the contributing factors as well. The punitive approaches to discipline that schools with high concentrations of students of color implement are also believed to contribute to this problem. These findings suggests that several strategies need to be implemented to alleviate this problem. First, school personnel need to be trained to be culturally sensitive. Second, teacher preparation programs and professional development need to be improved. Finally, better approaches to discipline need to be used in schools with high concentrations of students of color.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

## 241

# How can memories of enacted masculinity create more effective elementary school teachers?

Christopher Hansen

University of Tennessee Chattanooga, Chattanooga, TN, USA

### Abstract

#### Purpose

This study focused on the intersection of race and gender identity intersectionality for men elementary teachers, using modified Collective Memory Work methods (Haug, 1983/1987) with a group of elementary-teaching men (using "men" is a deliberate gender researcher decision to bring attention to the gendered aspects of this study's participants as opposed to their biological sex). This qualitative presentation will explore the privileging/de-privileging experience of being a man working in an elementary school through the analysis of experiences of Black and Asian-American educators.

#### Theoretical Context

Allan (1993) argued that studying men who do work in women-populated spaces can be helpful because "gender is highly problematized and [men teachers] negotiate the meaning of masculinity every day" (p. 114). This situation – of a man employed in a women-populated space – is unique when compared to that of men employed in fields seen as traditionally acceptable for men, and because of this it provides a unique experience and perspective for those men and the researchers who choose to study them.

#### Data

Ten men elementary school teachers (including the principal investigator) residing in the southeastern United States collaborated in this project. We were either current or former elementary school teachers working in classroom levels ranging from prekindergarten to fifth grade, with years of experience ranging from a few months to fifteen years. Most of the participants resided and lived in or near a small town whose economy has built around the presence of a large research university, but three resided and worked within a large city nearby. We self-identified as gay, straight, sexually-unsure, White, Black, Asian, hearing, and deaf. This presentation will focus on the Collective Memory Work of two of those participants -- one Black and one Asian teacher.

#### Methods

This study followed four phases. An initial collective meeting allowed participants to share experiences and perspectives in an unstructured manner and identify a collective writing goal. Collective members then individually wrote a short narrative (identity-story) in response to the writing goal, focusing on a moment or event in their teaching lives where they became aware of their gender interacting with their career; these narratives were distributed to the collective for reading before the final meeting. During the final collective

meeting, members read and discussed each narrative, and engaged in collective narrative analysis in facilitation with the principle investigator.

### Results/Significance

The men teachers of this study acknowledge having traded on their value as a “rare commodity” (Priegert Coulter and McNay, 1993, p. 411) for professional and social privilege in schools. One example of this comes during AJ’s reflective interview when he explained that he had applied for a fellowship that would be rewarded to one woman and one man, and that at the informational meeting

there’s a whole room of women. I’m the only man, and I’m thinking ‘Whoa!’

AJ is confronted with the situation where his gender and the gender preference of the fellowship providers gives him a “glass elevator” effect for the selection process (Williams 1992, 1995).

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**242**

## **The Relationship Between 8th Grade Students' NAEP Mathematics Scores and their Parents' Education Level**

Beverly Klecker

Morehead State University, Morehead, KY, USA

### **Abstract**

Educational researchers have long been aware of the pitfalls of correlational studies; still the methodology continues to be useful and popular. Linear correlations, reported as Pearson's  $r$ , can be positive or negative. In a positive linear correlation, as the measure of one variable increases the measure on the second variable also increases. In a negative linear correlation, as the measure of one variable increases, the measure of the other variable decreases. However, these relationships should not be interpreted as causal. Currently, in the United States, state and national accountability reporting require disaggregation of assessment results by student demographics. One of the required variables is socioeconomic status (SES). In educational research, measures of SES have been found to be positively correlated with the educational attainment of one or both of students' parents (e.g., Davis-Keen, 2005; Kodippili, 2011; Moon & Lee, 2009; Mulligan, McCarroll, Flanagan, & Potter, 2014; Socan, 2013). Purpose of the Study The purpose of the study was to explore the relationship between parents' education and their eighth-grade students' mathematics achievement. The National Assessment of Educational Progress (NAEP) (NCESa, 2019) is a large, representative, national dataset that provides a multilevel measure of parental education and multiple years of eighth-grade mathematics assessment data. This study used a secondary analysis of the National Assessment of Educational Progress (NAEP) 2019 8th grade mathematics scores to explore relationships between parents' education and their eighth-grade students' mathematics achievement. Information from the NAEP database identified parents' educational level and students' eligibility for the National School Lunch Program (NSLP), a proxy measure for SES. A moderate correlation ( $r=0.43$ ) was found between parents' educational level and SES. In 2019, the highest average scale score was by students' who were not eligible for NSLP and whose parents' graduated from college ( $M=293$ ,  $SD=39$ ). The lowest average scale score in 2019 was obtained by students' whose parents' did not finish high school and whose eligibility for NSLP was "unknown" ( $M=263$ ,  $SD=37$ ). The effect sizes are reported.

### **Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**244**

## **Rethinking the Roles of Early Childhood Teachers in Creating Quality Learning Environments in Traditional and Digital Learning Settings**

Linda Zhang

Louisiana State University Shreveport, Shreveport, Louisiana, USA

### **Abstract**

The caring, intentional, and responsive interactions children have with adults and their peers not only provides children with profound learning experiences, but also significantly affects their brain development and success later in life. Well trained early childhood teachers are the key to providing high-quality learning environments for children from diverse cultural and social-economic backgrounds. For decades, early childhood teachers have been trained to create learning environments for young children in face-to-face traditional classroom settings. However, the COVID-19 pandemic has necessitated early childhood teachers to create interactive learning environments in digital learning settings. The abrupt move to online learning left many early childhood professionals unprepared to create quality learning environments in their teaching practices. Moreover, despite evidence of quality early learning environments and their impact on children's development and learning, early childhood teachers are not being adequately prepared to provide quality learning environments for young children, especially teachers who work at centers and schools located in low social-economic communities.

Early childhood teachers have three fundamental roles in creating quality learning environments. These include setting up a caring and developmentally appropriate physical environment, managing an intentional and developmentally appropriate temporal environment, and supporting a responsive and developmentally appropriate interpersonal environment. This paper examines the roles of early childhood teachers in creating quality learning environments in both traditional and digital learning settings. It focuses on recommended practices on how to create a caring, intentional, and interactive high-quality learning environment to keep children motivated and engaged. Subsequently, challenges and issues in engaging and motivating children in traditional and digital learning environments were discussed. Correspondingly, strategies for supporting children's development and learning in a traditional and digital settings were suggested.

Extensive research over the last five decades has demonstrated the importance of quality learning environments on children's development and learning in all domains and content areas. A broad range of current critical topics related to quality learning environments were presented. These include the elements of quality early learning environments; the roles of teachers in creating quality learning environments in traditional and digital learning settings; learning environments and their impact on children's development and learning in all domains and content areas, such as linguistic, social-emotional, physical, and cognitive development, as well as content learning in literacy and STEM. More importantly, early childhood teacher training and professional development as well as its impact on improving and sustaining the quality of learning environments were discussed.

To help policy makers, early childhood leaders, and early childhood teachers advocate and provide equitable access to quality learning environments for children from diverse cultural and social-economic backgrounds. The recommended solutions for best practices in creating quality learning environments and its implementations were presented. The recommendations focus on strategies and techniques in designing a caring physical environment, managing an intentionally planned temporal environment, and supporting an interactive interpersonal environment in both traditional and digital learning settings.

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Innovative Initiatives in Education

**246****Impact of School Social Economic Status (SES) on Advanced Placement (AP) Computer Science (CS) in the State of Louisiana**Ajayi Anwansedo

Southern University and A&amp;M, Baton Rouge, Louisiana, USA

**Abstract**

There is a gap in Advanced placement (AP) computer science (CS) participation in High schools. The explanation for this gap is given as the lack of computer science learning opportunities in high schools.

Previous research has indicated that an increase of AP CS learning opportunities increases the number of students participating in the course. However, some researchers argue that even when computer science are available female and underrepresented students do not enroll in the courses. This is an indication that there are other factors causing the participation gap.

While a lot of research has been done on student factors affecting student's participation in AP CS, very few studies have examined how school factors influences student's participation in AP CS.

This study examines how the school factor of school socio-economic status impacts student's participation in AP CS in high schools offering the course in the State of Louisiana.

This study will utilize a quantitative approach and t-test to compare AP CS participation between low-SES and high SES high schools in the state of Louisiana. Data will be retrieved from the archives of the Louisiana State Department of Education data archive and the National Center for Education and Statistics (NCES) to compare low-SES and high SES schools to determine the impact of School SES on AP CS in schools offering the course in the state of Louisiana.

**Select the TRACK most applicable to your submission:**

Social and Cultural Change in Education

**247****Fostering Proactive Learning Environments: Engaging with Today's College Student**Rachel Champagne<sup>1</sup>, Margaret Finch<sup>2</sup>, Erin Kitchell<sup>3</sup><sup>1</sup>Tulane University, New Orleans, LA, USA. <sup>2</sup>Louisiana State University, Baton Rouge, LA, USA.<sup>3</sup>University of South Carolina, Columbia, SC, USA**Abstract**

Title: Fostering Proactive Learning Environments: Engaging with Today's College Student

Managing a classroom is more than just being an expert in your field of study. Whether you are a tenured faculty or a new instructor, this training will assist you in understanding today's student and how to structure your class to foster a sense of belonging, develop proactive and reactive strategies for handling academic misconduct, and practice how to avoid and address classroom disruptions. In addition to sharing research and best practices, this training will include the creation of an action plan, small group discussion and other interactive activities. The content of this training is rooted in the work of several scholars:

- Dr. Gerald Amada's 1992 publication *Coping with the disruptive college student: A practical model*.
- Dr. Alexander Astin's work on enhancing student engagement
- Dr. Jay Howard's 2015 publication, *Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online*
- Dr. David Kolb's theory on experiential learning
- Dr. Donald McCabe's longitudinal study on high school and college student cheating
- Dr. Gary Pavela, a consultant on law and policy issues and a faculty member in higher education, has worked to educate faculty and students on academic integrity

Participants will be able to:

- Identify methods of developing a sense of belonging to promote persistence and retention
- Develop pedagogical strategies to negotiate positive norms within your classroom
- Discuss cheating trends in the classroom with a focus on online learning environments
- Identify successful tools to address academic misconduct with a focus on formative assessments
- Identify classroom disruption and response techniques
- Demonstrate common strategies to address disruptive behavior

**Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

**248****Towards a reading motivation progress monitor for young elementary students**Jennifer Grow, Amy Elleman

Middle Tennessee State University, Murfreesboro, TN, USA

**Abstract**

## Statement of the problem:

Young students need both reading skills and reading motivation to become proficient readers. Lacking either of the two hinders their growth and development as they are learning to read. Reading motivation is strongly correlated to reading behavior and reading achievement but has been shown to decline across the elementary years. Much time and energy has been spent researching the best practices for teachers to use to efficiently and effectively teach students the skills required for success with reading, but less has been done to give teachers tools to measure and intervene with students' reading motivation.

## Brief description of theoretical grounding:

Reading motivation is measurable and malleable, suggesting students would benefit from teachers being able to monitor their reading motivation more frequently with a brief progress monitor so they can respond to their students with effective motivation interventions, as necessary. Expectancy-value theory suggests that motivation towards a task develops when a student expects to be able to complete the task and finds value in the task. Self-determination theory digs into the innate psychological needs that influence intrinsic motivation: autonomy, competence, and relatedness. Items on the Elementary Reading Attitude Survey (ERAS) and the Me and My Reading Profile (MMRP) are expected to show overlap in the constructs of self-concept as a reader (perceived competence) and value of reading.

## Summary of methods:

The ultimate goal of this line of work will be to develop a valid, reliable, and feasible progress monitoring tool for young elementary students. In the first study, we will examine the factors that underlie reading motivation for second grade students ( $N = 300$ ) using two validated measures. The ERAS is a 20-item survey normed for grades 1-6 focusing on recreational and academic reading that asks students to choose from four Garfields representing a span of emotions in order to respond to each question. The MMRP is based in expectancy-value theory. It has been shown to assess three factors: value of reading, self-concept as a reader, and a new construct called "literacy out loud." After identifying the underlying constructs through exploratory factor analysis, we will then use IRT to identify the most discriminant items within each unidimensional factor across the surveys.

In the second study, we will develop literacy progress monitoring short probes using similar items as those identified from the first study. We will then recruit 30 classroom teachers to administer monthly probes across 6 months. The probes will be evaluated for reliability using an internal consistency measure (i.e., Cronbach's alpha), validity using another validated literacy motivation survey for young children (i.e., Motivation for Reading Questionnaire), and feasibility by interviewing teachers about how they perceived the usefulness of the information provided by the probes and how easily the data was to collect.

**Select the TRACK most applicable to your submission:**

## Innovative Initiatives in Education

**249**

## **Teacher-Student Relationships: The Importance of Building Relationships with African-American Boys**

Angela Bingham

MTSU, Murfreesboro, TN, USA

### **Abstract**

Teacher-Student Relationships: The Importance of Building Relationships with African-American Boys

Authors: Angela Bingham

Middle Tennessee State University

Key words: student-teacher relationships, African-American boys, minority students, poverty, disruptive behaviors, positive identity, learning development

Purpose: Research tells us that poor relationships between African American male students and their teachers is linked to low school performance. African-American boys who do not have a positive relationship with their teachers are unlikely to meet their learning goals. The purpose of this action research is to discover the positive effects of student-teacher relationships and their impact on student performance. The research question is: How can I support teachers in building healthy relationships with African-American boys?

Theoretical Grounding: Culturally responsive pedagogy posits that when teachers are warm, supportive, personable, patient, understanding, enthusiastic, flexible and stay on task it focuses on various aspects of student achievement and supports students to uphold their cultural identities.

Gloria Ladson-Billings proposed three main components of Culturally Relevant Pedagogy: (a) a focus on student learning and academic success, (b) developing students' cultural competence to assist students in developing positive ethnic and social identities, and (c) supporting students' critical consciousness or their ability to recognize and critique societal inequalities. All three components need to be utilized. (Ladson-Billings, 1994)

One tool that I can use to engage the kindergarten teachers I work with in exploring and enacting culturally responsive practices is action research. Action research, or practitioner inquiry, is defined by Cochran-Smith and Lytle (2009) as the systematic and intentional study by educators of their own practice. For this action research I will engage in the inquiry cycle as defined by Dana and Yendol-Hoppey (2019) by gathering and analyzing data, taking action with my teacher team and sharing findings with others at my school and beyond.

Data collection will include surveys.

Conclusions: The conclusions drawn from this study will support elementary classroom teachers

understanding of how to build relationships and engage with their African-American boys (Wright, 2018).

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Social and Cultural Change in Education

## 250

### **Negative Reading: In support of opinionated reading**

Anita Dubroc

Louisiana State University, Baton Rouge, Louisiana, USA

#### **Abstract**

#### **Statement of the Problem**

Reading has often been viewed as positive because we learn through reading. Students are encouraged to like what they read, yet can rarely oppose assigned texts. Real-world reading culture does not support positive reading without critical analysis. Readers on Amazon reviews and reading-centered websites such as Goodreads admit to not finishing the books that they start.

The following research questions guided this study:

How can negative critiques be part of how we encourage readers to approach reading?

How can social media help our educators and students become more critical readers through previewing texts?

#### **Literature Review**

Miller (2009) promotes student autonomy in their reading experiences, yet also supports the belief that students should build up both stamina and critical thinking around reading. Conversely, several studies have pointed out the variance in the reliability of literary reviews posted on social media platforms (Fay, 2012) and may even extend students' understanding of literary analysis. Fay (2012) proposes that internet reviews of literature could be book reviewing's saving grace, which opens up the possibility of incorporating book reviews into classroom practice.

#### **Theoretical Framework**

Louise Rosenblatt's (1938/1994, 1968/1995) transactional reader-response theory guides this project. Reader response theory (RRT) is centered upon a reader's response to what they read, while also taking into account what they bring into their reading experience. RRT also takes into account the background knowledge that a reader brings into reading a text.

Readers who have a strong reader response to a text will likely continue reading. They are able to continue their reading because they like the author, they may connect to the characters, the conflict, or the setting. Reader response drives the emotions behind a reading experience. Reader response also helps one decide when to quit reading.

#### **Methodology**

Reading is perceived as a private and solitary experience, but social media has created avenues to explore readers' experiences. Social media and online articles have opened up the possibility for readers to filter their reading decisions. Social media sites can help readers make informed decisions about how and what they read.

I used reader-centered social media communities such as Goodreads, Bookstagram, Book Twitter, and

Booktube, a YouTube subcommunity, to derive data for this project. I completed a content analysis of entries noting the poster's/content creator's wording, tone, and opinion toward negative reading (or "did not finish") experiences to understand their reasoning for not finishing a text. These are all publicly-accessible sites, they are readily-available to researchers, educators, and students.

## **Findings**

Initial findings showed that readers on social media freely admit not finishing books. Online reviewers freely admitted to not being able to continue or finish texts due to a lack of connection. Educators could easily incorporate negative reading into their classroom experiences.

## **Conclusions**

Readers freely admit "too many books, too little time." Encouraging student-readers to select the books they want to read based on their interests can help support a lifetime of critical reading, even if that means not finishing.

## **Select the TRACK most applicable to your submission:**

Innovative Initiatives in Education

## 251

# Student Outcomes in Charter Versus District Schools in the State of Texas

Kevin Badgett, Kara Rosenblatt, Larry Daniel  
University of Texas Permian Basin, Odessa, Texas, USA

### Abstract

Charter schools, once seen as *avante garde*, have become a mainstream option for schooling, particularly in states in which charters may apply for state per pupil funding to underwrite their costs of operation. Nationwide, the popularity of charter schools continues to grow. Enrollment in charter schools increases by 10% annually, and charter schools now educate more than 2 million U.S. students across 40 states each year.

The present study explored various outcomes of charter versus traditional independent school district (ISD) schools in Texas using a large statewide database. Many previous studies have examined the overall effectiveness of charter schools, particularly as regards student academic outcomes as compared to traditional, district schools. These studies have examined long and short-term impact of school type on student learning; learning outcomes in a variety of subjects, particularly mathematics and reading, and type of community (e.g., urban versus rural). Findings of these studies have not been conclusive regarding superiority of either district or charter schools, and data results are often confounded by failure to control for factors such as school size, population demographics, and background of the students being served.

Given the increasing share of U.S. students educated in charter schools, it is important to better understand possible differences in student achievement defined in multiple ways for students in charter schools and those in traditional ISD schools in the state of Texas. We retrieved district demographic and student outcome data from the Texas Education Agency's (TEA) repository that includes data organized annually and available on the TEA website. Specific data points and definitions of achievement were based on characterizations of achievement found in the relevant literature. Specific data points included but were not limited to graduation rate, student performance on standardized testing, and teacher-related factors such as experience and longevity in district/school.

Our basic research question was: To what extent do student outcomes differ among traditional district (ISD) schools versus charter schools in the state of Texas? A secondary question was: To what extent are student outcome differences in district versus charter schools confounded by student demographic, community, and teacher-experience variables. Data were analyzed using 20 predictive models via multiple regression and discriminant analysis, with confounding variables included in about half the models. Findings across the several models we explored include no appreciable differences (correlational effects of less than 10%), those showing small effects (i.e., correlations of at least 10% but less than 25%), and a few showing larger effects (i.e., correlations larger than 25%). Our findings indicate some similarities with the extant literature on long-term student achievement in English/Language Arts (favoring charter schools); however, the findings differ substantially from other recent research related to long-term student achievement in social studies (also favoring charter schools). There are a number of interesting findings also related to differences between achievement in different types of charter schools in Texas. Implications of the findings for leadership in different settings are explored.

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**252****MSERA Mentoring Session: Fifty Years of Mentoring and Launch of New Mentoring Activities**Larry Daniel<sup>1</sup>, Kasia Gallo<sup>2</sup><sup>1</sup>University of Texas Permian Basin, Odessa, TX, USA. <sup>2</sup>Mississippi State University, Starkville, MS, USA**Abstract**

The MSERA Mentors are a group of experienced members and leaders in MSERA who are committed to working with student members, early-career scholars, and colleagues desiring guidance and support in any area of career development. Roughly 15 years ago, the MSERA Mentors grew out of the natural function of mentoring that had characterized MSERA from its outset. Mentoring sessions are held at each annual meeting to give mentors and student/novice members opportunity to interact and share experiences. This year's mentoring session will include several special features: a town hall format led by several Mentors, a brief discussion of the historic mentoring functions within MSERA, and projection of plans for the future of mentoring in the association.

As part of projecting the future of mentoring in MSERA, the Mentors will use the session to launch of a protocol for matching mentors with mentees, with a structure for assuring that mentoring activities will go on throughout the year with the opportunity for formal check in at the 2022 annual meetings. As MSERA is a research association, mentor/mentee connections will focus largely on providing tutelage and assistance for advancing mentees' development of research skills and productivity; however, knowing that mentoring may encompass all areas of one's career, mentors and mentees will be encouraged to focus as well on clarifying career goals, job searching, the publication process, preparation for tenure/promotion, and preparation for leadership opportunities in education, among other possible outcomes.

This town hall session will be high-interest and fast-paced. The first one-third of the session will be devoted to discussion of MSERA's history as a mentoring organization and general mentoring activities included within MSERA; the remainder of the session will be devoted to gathering information from both mentors and those desiring to be mentees, with the goal of creating mentor/mentee pairs with defined goals for their partnering. Session organizers will follow up with those mentors and mentees sharing information during the session to encourage advancement of mentoring activities during the upcoming year.

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50th Anniversary Special Sessions

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## **School Transformation and Trauma Informed Care: A University and School Partnership in Educational Leadership**

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### **Abstract**

In 2020, Anderson Elementary, a PreK-6th grade school in Bristol City Schools located in Tennessee completed a five year partnership with the University of Tennessee and East Tennessee State University to identify and design research-based action steps for the following concerns: high number of office discipline referrals; school leadership structure; and low academic proficiency rates. In the second year of the partnerships and implementation, AES students demonstrated exceptional academic gains resulting in a TVAAS school-wide Level 5 score. By the fourth year of the partnership Anderson was awarded the Gold Level TN Model of Demonstration School Status for Positive School Culture. The faculty recognized the need to create school-wide systematic and explicit instructional activities and celebrations to support students and adults in a transformational process resulting in a decrease of office discipline referrals and an increase in student growth to a Level 5 school. The principal and leadership team partnered with the Educational Leadership and Policy Analysis Department at East Tennessee State University to identify and implement adult professional learning around educator strengths, emotional intelligence, and trauma informed care. The school implemented trauma informed care, personalized learning goals, Response to Intervention and Instruction for Behavior (RTI2B) School-wide Lesson Plans, Believe in Me Behavior Contracts, a Reset Room, and RTI2B educator professional learning focused on new opportunities for the students and faculty to realize personalized goals. The presenters will model the school reform processes and share about the challenges and successes of leading and implementing university partnerships focused on both adult and child centered research applications.

Participants will leave the session with examples of strategic goals; a five-year strategic plan for university and school partnerships; examples of quantitative data sets; examples of qualitative data sets; professional learning plans for adults; examples of school-wide positive behavior lesson plans; instructional video clips, posters, and academic interventions that create a positive culture. In the second year of implementation, AES students demonstrated exceptional academic gains resulting in a TVAAS school-wide Level 5 score and were identified as a Bronze Level Model of Demonstration School. The University of TN supported the school leadership team with research and training for student-centered trauma informed practices. ETSU focused strategic professional learning on the teacher leadership and administrative leadership empowering the school to define and demonstrate the shared Vision, "Learning and Leading to Create our World" The partnerships with the universities and school resulted in making their motto, "Every Student, Every Day!" a reality.

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