

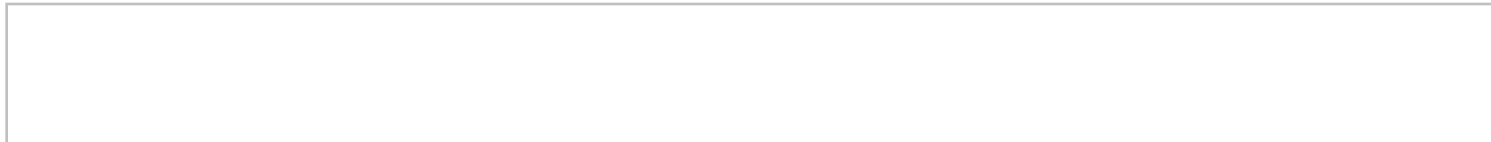
2004 MSERA Proceedings

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Session 1.1

9:00 A.M. – 9:50 A.M.

ACHIEVEMENT

Gardenview A

Presenter: Scott Bauer, George Mason University

Problems Associated with the Implementation of School District Accountability Programs

Ronald A. Styron and David E. Lee, University of Southern Mississippi

With the implementation of The No Child Left Behind Act, schools throughout the nation have been forced to put into practice some type of accountability program. Many of these programs have met with resistance as a result of the problems associated with their initiation. Problems such as funding, professional development, and central office support have been hypothesized as impediments to accountability programs, but there has been little scientific research on this topic. This research helped identify the most common problems associated with the implementation of accountability programs as identified by school principals. The research was qualitative in nature. Data were generated by 50 randomly selected principals from public schools in the state of Mississippi. During the spring of 2003, a survey was mailed to principals asking them to identify the most significant problems they encountered when implementing accountability programs and/or policies. Participants listed the problems in rank order of degree of difficulty from most significant (1) to least significant (10). Responses were anonymous.

Categories for responses were developed by a team of researchers and then reviewed anonymously by an independent team of graduate students. Responses were then grouped by categories following the same process as that used to determine the categories. Data were analyzed after recording the relative frequency with which each response category appeared as most important and also analyzed using an ordinal weighting method to determine the number of times a response was given. Principals identified curriculum and professional development concerns as the most significant impediments to the implementation of accountability programs. The results of this study may be used by local school districts to help determine appropriate strategies for the successful implementation of accountability programs. Follow-up studies may be conducted to help determine effective curriculum and professional development programs.

**The Relationship between Perfectionism and Achievement
in a Graduate-Level Research Methodology Course**

Lisa A. Witcher, Spalding University; Anthony J. Onwuegbuzie, University of South Florida;
Kathleen M. T. Collins, University of Arkansas at Fayetteville;

and Ann E. Witcher, University of Central Arkansas

The purpose of this study was to investigate the relationship between three dimensions of perfectionism (i.e., self-oriented perfectionism, other-oriented perfectionism, and socially-prescribed perfectionism) and achievement in a graduate-level research methodology course. Self-oriented perfectionists tend to set and pursue rigid and unrealistically high standards for themselves and to undertake stringent self-appraisal in an attempt to attain perfectionism and to avoid failure. Other-oriented perfectionists hold unrealistic standards for significant others, place pressure on other individuals to be perfect, and evaluate exactingly others' behavior. Socially prescribed perfectionists believe that significant others (e.g., friends, family, classmates) hold unrealistic standards for them, rigorously evaluate them, and pressure them to be perfect. Achievement in the research methodology course, which involved students' knowledge of research concepts, methodologies, and applications, was measured individually in all sections via comprehensive written midterm and final examinations. A canonical correlation analysis revealed that self-oriented perfectionism and other-oriented perfectionism predicted levels of performance in the research methods course. Specifically, graduate students with relatively high levels of self-oriented perfectionism and other-oriented perfectionism tended to have the highest levels of performance in the class, with socially prescribed perfectionism serving as a suppressor variable. Self-oriented perfectionism was the best predictor of performance, highlighting the relative importance of this dimension of perfectionism in the context of learning in research methodology courses. Implications were discussed and recommendations for future research provided.

No Parent Left Behind

Thelma J. Roberson, University of Southern Mississippi, and Jack J. Klotz, University of Central Arkansas

Since the advent of "No Child Left Behind," state and local departments of education have scrambled to put into place systems that ensure that every student is achieving at proficient levels. The foci have been on testing, teacher quality, scientific research-based programs, and tracking of students. This presentation highlighted the rationale and need for keeping parents involved in the educational process and included a review of the literature regarding: (1) the historical overview of parent involvement from colonial times to present; (2) the benefits of parental involvement including students with higher grades, higher standardized test scores, better long-term achievement, more positive attitudes and behavior, more successful school programs, and more effective schools; and (3) impediments to parent involvement including parents' personal experiences, level of education, socioeconomic status, transportation/child care, expectations, and others.

This session provided practical, effective strategies for ensuring that there will be "No Parent Left Behind." Strategies described activities for both parent education and teacher education.

Improving Student Achievements: Other Schools and Ours

Jianliang Wang and Jeanne Fiene, Western Kentucky University

This study was a comparison, at the micro level, of American public schools and Asian schools about organization of schools, classrooms, curriculum, instructions, teacher training, and student personnel development. Specific methods and models in raising student achievement were discussed. Issues and concerns about educational reforms in the United States and other countries were also discussed.

Session 1.2

9:00 A.M. – 9:50 A.M.

ATTITUDES

Gardenview B

President:

Pamela M. Broadston, University of Arkansas, Little Rock

Tutors' Attitudes Towards the Use of Teaching Reading and Writing Strategies and Content

Jun Li, Beth Richmond, and Dana G. Thames, University of Southern Mississippi

The intent of this study was to examine the relationship between tutors' knowledge and attitudes related to content reading and writing strategies and the tutors' actual implementation of those content reading and writing

strategies in a tutoring program in the Center for Literacy and Assessment at the University of Southern Mississippi. The researchers observed nine tutors' instructional behaviors during their tutoring sessions in the Center for Literacy and Assessment. The researchers investigated these tutors' knowledge of reading and writing strategies and their attitudes toward the incorporation of reading and writing strategies, as well as their recommendations for use of those reading and writing strategies by administering the Attitudes Toward Content Area Reading (ATCAR) and the Content Area Reading Strategies (CARS). Thereafter, the results of these two instruments were converted into numerical values and calculated for correlational analyses. The results showed that there were significant correlations between tutors' knowledge, attitudes, and recommendations of teaching reading and writing strategies in their tutorial programs. Observation of tutoring also revealed uses of such reading and writing strategies with expository text in tutoring sessions. Recommendations were provided.

Student-Centered Graduate Statistics

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

This study investigated the attitudes toward statistics of graduate students in a student-centered, activity-based course. The 12 sections involved in this study were offered in the spring and fall 2001, 2002, 2003 and spring 2004 terms. There were 99 participants for whom there were complete data. All were enrolled in advanced statistics, with 70 females and 29 males. The design of the study was pretest-posttest with all students being taught by the same instructor. The instrument used was the Statistics Attitude Survey (Roberts and Bilderback, 1980). The calculated chi square (244.10, $p < 0.0000005$) tempered with Cohen's w (0.19) indicated that there were only small differences in the distributions of ranks between male and female pretest and posttest results. Most of these differences occurred as increases in the number of rankings at each end of the scales. That is, after the course, students felt more strongly that they agreed or disagreed with statements about aspects of statistics. For example, both male and female students agreed more strongly that "Statistics will be useful to me in my profession when I evaluate other people." On the other hand, males disagreed more strongly that "Statistics is the most difficult course I have taken" while females disagreed more strongly that "I must constantly review statistics or I forget it." Comments from open-ended evaluation forms may help explain the results of the survey: "Opportunity to create a statistical problem and run it," "I liked the flexibility," "relaxed environment," and "I believe that I am better equipped for other classes in this area." The conclusion was that offering a student-centered course might help improve students' attitudes about certain aspects of statistics.

An Examination of the Attitudes Toward Mathematics in College Undergraduates

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

Attitudes play an important role in achievement and persistence in mathematics courses. Recognizing the importance of attitudes, there is an increasing awareness of the need to examine attitudes. The development of a positive attitude toward a subject is probably one of the most prevalent educational goals. While the literature shows that attitudes toward mathematics are important, there is a paucity of research about the different factors that influence the attitudes toward mathematics. The Attitudes Toward Mathematics Inventory (ATMI) was developed to measure students' attitudes toward mathematics based on exploratory factor analysis identifying four factors: self-confidence, value, enjoyment, and motivation. This study examined the effects of gender and college standing on attitudes toward mathematics of undergraduate students using a sample of 391 students enrolled in mathematics classes who completed the ATMI. Data were analyzed using a multivariate factorial model with four factors of the ATMI as dependent variables and two independent variables, gender, and college standing. Assumptions were examined with multivariate analysis of variance. The interaction of gender and college was found to be significant in confidence and value with small effect size. Male seniors scored significantly higher in confidence than all other male students. Female seniors scored significantly higher in value than female freshmen.

Session 1.3

9:00 A.M. – 9:50 A.M.

INSTRUCTION

Gardenview C

Presenter:

Ronald Skidmore, Morehead State University

Computer-Managed Supplement to Instruction

Lynn W. Varner, Delta State University

Instructional methods are appearing on the horizon with the “fix” for students being espoused. This is especially true of technology where research shows technology in itself is not enough to improve student learning. However, computer use can be beneficial for individualizing instruction to the learner’s needs. This study attempted to verify whether a computer-managed program, the LeapTrack Assessment and Instruction System, could assist in raising achievement levels. Four schools in the Mississippi Delta were chosen to participate: two classified as low-achieving, and two classified as high-achieving according to Mississippi standards. One high- and one low-achieving school were used as control; in these schools, the students were given the assessment portions of the program. In the other schools, assessment and instructional materials, as prescribed by the program’s Learning Paths, were utilized. This allowed teachers to prescribe skills for students to practice according to the diagnostic assessment. The researchers compared the Mississippi Curriculum Test scores at the end of the 2nd grade to those of the same students at the end of the 3rd grade after the students in the treatment schools had been exposed to the LeapTrack program for one-half of the academic year. Using ANOVA, no significant differences were found between the groups in mathematics or language arts. In reading there was a significant difference $F(1, 97) = 44.25, p = .000; \eta^2 = .479$. According to observations and interviews, the teachers in the treatment schools used the program in reading an average of 30 minutes two-to-three days per week. The use in mathematics and language arts was much less. It would be interesting to repeat this study with control over use in all three subject areas and to track time-on-task for program use to examine achievement increase or decrease as related to actual amount of interaction with the program.

The Uses of Bibliotherapy Techniques in the Classroom

Carol B. Tanksley and Joyce C. Nichols, University of West Florida

The purpose of this paper was to determine the most appropriate use of bibliotherapy in the lives of school-aged children. Bibliotherapy is a term coined over a half century ago. Bibliotherapy can play an instrumental role in personal development and social skills. Bibliotherapy is an approach to helping children with personal problems using books. In light of the Columbine tragedy, teachers should be prepared to use bibliotherapy as an alternative clinical technique for dealing with violence and the loss of life. In addition, bibliotherapy exposes children to stories of other children who have experienced a similar problem or situation. Often, children have a birds-eye view of how to deal with issues and trauma in their lives. Bibliotherapy can expand their horizons as they deal with these issues. Bibliotherapy will provide opportunities for teachers to use guided reading of written materials to help children grow in self-awareness and think critically about their problem. Finally, bibliotherapy will help children with practical applications for engaging in self-actualization through the uses of bibliotherapy.

The objectives of the activity included: (1) to determine if teachers use literature when children experience trauma such as the death of a parent or pet, illness, divorce, or relocation; (2) to determine the techniques that teachers use for addressing bibliotherapy, such as reading aloud, guided independent reading, and collaborative inquire; and (3) to determine the effectiveness of bibliotherapy with school-aged children.

What Educators Can Learn From Multiplayer Computer Gaming: A Study of Who Is Playing and Their Perceptions of Learning

Jonathan B. Beedle, University of Alabama

Video and computer multiplayer gamers’ perceptions were measured to determine if they believed higher order thinking skills such as communication, teamwork, motivation, creativity, and problem solving were developed from playing multiplayer games. A survey instrument was created, consisting of 25 Likert-style questions focusing on each of the five identified higher order thinking skills. Each skill was addressed by five statements, and the respondents were asked to rate each statement on a scale of 1 (strongly disagree) to 6 (strongly agree). Since multiplayer gamers are a group that is difficult to locate and about which there is very little research, the survey was administered using the snowball sampling method. Responses indicated that the majority of respondents perceived that skills in each of these categories were increased by participation in multiplayer video and computer games. Cronbach’s alpha was computed to determine the internal consistency of each question set. Three of the sets, those related to motivation,

problem solving and creativity, had high reliability of .70 or greater. Although the results of this study are not generalizable, the demographic information was similar to previous research on computer and video gaming that has found that the majority of gamers are white males from middle to upper class households. The findings of this study suggest that additional research should be performed to determine whether the aspects of multiplayer video and computer games that promote higher order thinking skills can be incorporated into educational curricula.

Session 1.4

9:00 A.M. – 9:50 A.M.

TEACHER EDUCATION

Gardenview D

President: Vivian H. Wright, University of Alabama

Using Bloom's Taxonomy to Develop Instructional Units in a Student Teacher Course

Jenetta R. Waddell and Darlene Crone-Todd, Delta State University

Educators recognize the importance of teaching higher order thinking skills in both elementary-secondary school and college. This study combined quantitative and qualitative data to investigate the implementation of strategies that enable student teachers in secondary education to apply their knowledge of a modified version of Bloom's Taxonomy within a three-week block course completed immediately before their student teaching began. Using the modified taxonomy to assess the level of each instructional objective, each student refined a teaching unit developed in a methods course in her or his discipline, with particular emphasis on including higher order thinking instructional objectives in the unit. In addition to independent assessment, the students work in pairs to develop a consensus on the level of their partner's unit objectives, and then the objectives were compared to data generated by two experts (professors and/or graduate students) who had also independently identified the level of each student's unit instructional objectives. Data were gathered to determine the agreement between the experts' determinations and those of the students, and feedback was provided to the students in the course. The results were that the group agreements were more in agreement with the experts than with the individual assessments, and that the recommendation will be to use this methodology in formulating instructional objectives.

Becoming Teachers: What Preservice Autobiographies Reveal About Motivations for Teaching Secondary Science and Social Studies

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

This study described the results of the analysis of science autobiographies of 36 students and the social studies autobiographies of 31 students compiled over a 15-month period. Among the science students, 16 were pursuing a traditional teacher preparation program and 20 students (18 of whom were teaching) were seeking alternative certification. Among the social studies students, 25 students were pursuing a traditional teacher preparation program and five students (three of whom were teaching) were seeking alternative certification. Three major questions were addressed: (1) what developmental and socialization patterns, if any, are revealed in these personal narratives? (2) what differences and similarities exist in the life stories of the science and social studies students? and (3) what differences and similarities exist in the life stories of students enrolled in either a traditional teacher preparation program or a program leading to alternative certification? Both science groups described the influence of time spent outdoors as a child, intense curiosity about the world and how things work, and the influence of parents and of science (and mathematics) teachers as major factors in their decision to pursue science (or science teaching) careers. Both social studies groups described the influence of parents and grandparents, as well as that of social studies teachers, as major factors in their decision to pursue social studies careers. As well, visits to historic places both in the U.S. and overseas were major influences. There were more similarities than differences between the science and social studies groups and between the traditional and alternative certification groups for both disciplines.

The Use of a Modified Bloom's Taxonomy in Developing Higher Order Thinking

Darlene Crone-Todd, Jenetta Waddell, and Alicia Satterfield, Delta State University

Higher order, or critical, thinking is a hallmark of education. One method of assessing higher order thinking is to use taxonomies, such as Bloom's Taxonomy of Educational Objectives in the Cognitive Domain. While

Bloom's taxonomy has been widely used, it has low reliability for assessment of the level of educational objectives and learning outcomes. Recently, a modified taxonomy has shown promise for developing more reliable assessments of both objectives and outcomes, and is being used for both online and on-campus higher education courses. This paper covered a review of the research that demonstrated that the modified taxonomy has shown good reliability for the Knowledge/Comprehension, Application and Analysis levels, and that further research is needed for the Synthesis and Evaluation levels. In addition, by making objectives clear to students and providing encouragement in the form of feedback and course credit, educators can create a learning environment that requires more student engagement and is conducive to creating critical thinkers who can optimize higher order thinking skills.

Session 1.5

9:00 A.M. – 9:50 A.M.

OBESITY IN CHILDREN: MAJOR AFFLICTION IN AMERICAN LIFE (Training Session) Gardenview E

Vincent McGrath, Jack Blendinger, and Linda C. McGrath, Mississippi State University

The training session used an open-forum format that allowed the participants to discuss critical issues affecting the emotional lives of children whose health has been stressed by obesity and related health problems. With a national focus on the current health crisis in children, especially obesity and diabetes, the participants discussed major social issues associated with unhealthy consumption of food and dietary practices, research findings on early infant feeding patterns, adolescent health issues, social costs, pressures on schools to change dietary practices in the food programs, and the resistance to life style changes in the general American family. Emphasis was on effective interventions to change institutional and social behaviors recognized to be erosive and seriously destructive of establishing long-term healthy dietary habits.

Session 1.6

9:00 A.M. – 9:50 A.M.

SELF-DIRECTED LEARNING (Symposium) Le Conte

Organizers:

Robert C. Donaghy, Patricia Duffley-Renow, and Dessa Beswick, University of Tennessee, Knoxville

Recent Research on Self-Directed Learning

Robert C. Donaghy, Patricia Duffley-Renow, and Dessa Beswick, University of Tennessee, Knoxville

Over the past five years, several research projects in self-directed learning have been undertaken at the University of Tennessee, Knoxville. Included among these studies are three content analyses and five dissertations. This symposium presented a synthesis of the work done to date and discussed the implications for research and practice.

Five Dissertations Emerging from the University of Tennessee Self-Directed Learning Research Group

Jim Canipe, Morehead State University

This paper summarized the findings of five dissertations that have emerged from the University of Tennessee research group. These studies investigated self-directed learning and the relationship between learning styles, cross-cultural adaptability, creativity, and resilience, as well as the development of an instrument to measure self-directedness.

Messing about Under the Hood: Expert Opinion about the Condition of Self-Directed Learning

Robert C. Donaghy, University of Tennessee, Knoxville

Over the past five years, several research projects in self-directed learning have been undertaken at the University of Tennessee, Knoxville. Included among these studies are three content analyses and five dissertations. This symposium presented a synthesis of the work done to date and discusses the implications for research and practice.

The PRO-SDLS: An Instrument for Measuring Self-Directedness

Susan L. Stockdale, Kennesaw State University

Quantitative analyses of SDL behaviors frequently rely upon findings derived from Guglielmino's (1977) Self-Directed Learning Readiness Scale (SDLRS). However, as educational psychology has expanded the knowledge base to include topics such as self-determination and self-regulation and their affect on self-directed learning behaviors, the psychometric properties of a quantitative measurement instrument (PRO-SDLRS, Stockdale & Brockett, 2003) based on four factors of control, intrinsic motivation, self-efficacy and initiative was presented and discussed.

The Literature of Self-Directed Learning: A Synthesis of Three Content Analyses

Dewey Fogerson, University of Tennessee, Knoxville

In a recent dissertation, a qualitative inquiry was made into the contributions and experiences of those scholars receiving the highest number of citations in the literature of self-directed learning. Contributions to the literature were presented along with a sharing of the experiences of the eight scholars interviewed.

Some Thoughts on Future Directions for Self-Directed Learning Research

Ralph G. Brockett, University of Tennessee, Knoxville

From the early 1970s through the early 1990s, self-directed learning was among the most active research topics in adult education. Since then, however, this line of inquiry appears to have slowed considerably. Today, many important questions about self-directed learning remain unanswered. This paper explored possible directions for future scholarship on self-directed learning.

Session 1.7

9:00 A.M. – 9:50 A.M.

DISPLAYS

Lower Lobby

High School Dropouts in Four-Year Institutions

Luria S. Stubblefield, Southern University and A&M College

The topic of persistence in higher education has been thoroughly researched, particularly for traditional students. This investigation of the existing research on the persistence of general educational development (GED) recipients revealed that most of the studies have been of a quantitative nature, focusing on GED recipients enrolled in community colleges. Research studies that highlight the persistence of GED recipients enrolled in four-year institutions from the perspectives of the students are scarce. In an effort to augment the existing body of literature, this study focused on the persistence of GED recipients in four-year institutions.

This study employed a qualitative methodology. The theoretical framework was based on symbolic interactionism. The main research question was: What experiences affect the persistence of GED recipients in four-year institutions? Data were collected in two phases. After a pilot study, Phase I consisted of two focus group interviews. Phase II consisted of semi-structured, in-depth interviews, students' records document analysis, photography, and photo elicitation interviews. Lincoln and Guba's Constant Comparative Method was used to analyze the data.

This study provided an opportunity for GED recipients to voice their experiences relative to their persistence in four-year institutions. Nine themes evolved from the data, such as quitting is not an option, I just can't go back, and math anxiety. The participants provided rich evidence that GED recipients have many diverse experiences that affect their persistence in four-year institutions.

This study served important roles as it added to the limited body of literature on the persistence of GED recipients in four-year institutions. This study provided valuable information that may have a positive impact on the educational experiences of GED recipients enrolled in four-year institutions. Additionally, this study may provide higher education officials with information to aid in the development or enhancement of policies that impact this segment of their student population.

Who Publishes in the Journal of Educational Psychology? A Ten-Year Review

Meiko Negishi and Angelia T. Carruth, Mississippi State University

The purpose of this study was to examine a variety of elements related to publishing and authorship in the Journal of Educational Psychology, namely: (1) number of authors per article, (2) gender of authors, (3) length of articles, (4) gender of authors in relationship to authorship position, (5) institutional affiliation of authors, and (6) student authorship. A total of 594 articles published between the years of 1993-2003 (except 2002) in the Journal of

Educational Psychology were examined. Frequencies and percents were obtained and correlations were performed on the resulting data. Preliminary results found: (1) the mean number of authors per article was 2.68 (SD = 1.36) with a maximum of eight authors, (2) slightly more female authors were represented than male authors, (3) article length did not correspond to the number of authors per article, (4) the ratio of female to male authors in the first and second position of authorship was equally distributed, (5) the number of articles authored by individuals of the same institution were slightly higher than authored by individuals from different institutions, and (6) the number of articles authored by students was less than 9% of the total articles published. Additional results with figures were presented.

A Case Study of Vocabulary Instruction for High School Students

John A. Sargent and Rachel Barrington, East Texas Baptist University

The purpose of this study was to investigate the use of vocabulary instruction techniques in a high school sophomore-level advanced placement English classroom. Vocabulary instruction is crucial to all aspects of education. Teachers continue to struggle with effective methods of vocabulary instruction. The research question guiding this qualitative intrinsic case study was: How does didactic and formal instruction of vocabulary words affect the meaning construction of advanced sophomore English students? The participants in this case study were 23 advanced placement sophomore English high school students in a suburban high school located in northeast Texas. The case study took place over a 14-week period. Action research methodology facilitated insights on a daily basis due to interaction between the participants and researcher. Data collection procedures included observations/field notes, reflective journal, student interviews and teacher interviews. Categories were generated through the constant comparison method with continual refining and analysis. Two themes emerged from the data analysis. First, students who learn vocabulary in a formal didactic manner do not comprehend or retain the majority of the words. Second, students undergoing this type of instruction report this type of instruction as boring and engage in off-task behavior. Implications from this case study are in several areas and are important for teachers who instruct vocabulary in the classroom. First, teachers must seek innovative methods for vocabulary instruction that utilize active learning processes and allow the student to use vocabulary in a climate of social constructivism. Second, didactic traditional instruction of vocabulary results in students who seek stimulation by engaging in off-task behavior.

Graphic Organizers to Support Qualitative Research Design

Jeffrey B. Romanczuk and Vicki Violette, Knox County (TN) School System,
and Vince Anfara, University of Tennessee, Knoxville

Historically, qualitative researchers have been critiqued for non-disclosure of many of the methodological decisions they make. Qualitative analyses are often presented and readers know little about the decisions that were made or the path that was followed in arriving at a particular analysis. Discussions regarding standards for assessing qualitative research and validity issues have not sufficiently addressed questions concerning this privatization. Recently, Anfara, Brown, and Mangione (2002) called for more public disclosure of these methodological decisions in an attempt to assess the rigor and analytical defensibility of this paradigm. This poster session addressed these disclosure issues in qualitative and mixed methods research through looking at the use of graphic organizers tables and figures to assist in explaining research designs, interview protocols, the presentation of discrepant data, triangulation of data analysis, the development of themes, and the relationship between data sources and a study's research questions. For the purpose of the poster display, attention was devoted to the research design maps. These visuals displayed the scope of the research to be undertaken, explained how the data collection methods are triangulated, and how qualitative and quantitative methods are employed in methodological triangulation. The accompanying paper addressed other graphic organizers listed above. The participants in this study included 12 doctoral students in an advanced qualitative methods course who experimented with these tables and figures during spring 2004. Additional data were collected by having each participant respond to a series of reflective questions about the process. The goal was to demonstrate how these graphic organizers could make public the links between methods and analysis that are often hidden or intuitive, especially in qualitative research.

Facing the Challenge: Using Scientifically-Based Research in Schools

Jane H. McHaney, Armstrong Atlantic State University

Every day one expects people to base their practices on evidence that demonstrate proven results – doctors diagnosing patients, lawyers advising clients, and educators teaching our children. In fact, the U.S. Congress that passed the No Child Left Behind Act (NCLB) in 2001 believes so strongly in the use of scientifically-based research (SBR) that it is referenced over 100 times within the pages of the legislation – in every section and on every topic. This display presentation answered the following questions: How will educators know what programs and practices are based on scientific research? How will they integrate SBR into daily practice? How will SBR change teaching and learning? How will educators make decisions about SBR as it relates to their specific database needs?

The focus on improving teacher effectiveness and raising student achievement through the use of scientifically-based research (SBR) is fundamental to the successful implementation of the No Child Left Behind (NCLB) Act. The law requires knowledge and application of scientifically-based research in all curricular areas, instructional methods and strategies, parent involvement, professional development, etc. This requirement places quality research in high demand and presents challenging opportunities for educators. This presentation addressed some of these challenges.

This display shared an informal discussion of innovative ways that educators can integrate scientifically-based research into practice. To make these concepts more readily understood, the display provided more detailed explanations and examples to illustrate the SBR components.

Session 2.1

10:00 A.M. – 10:50 A.M.

ACHIEVEMENT

Gardenview A

Presenter:

Christopher Skinner, University of Tennessee, Knoxville

Differential Effects of Cooperative Learning Contingencies on High-, Average-, and Low-Performing College Students

Briana L. Hautau, Erin Carroll, and Robert L. Williams, University of Tennessee, Knoxville

Some past research has indicated that while low- and average-performing students may benefit from cooperative learning, high-performing students may not. This study attempted to determine what type of contingency would benefit students at all performance levels. The study contrasted the effects of two different contingencies on the performance of high, average, and low performers. The objective was to determine the pattern of change for the three performance levels within each contingency and to contrast the patterns between the two contingencies. A total of 365 students in an undergraduate human development course over a two-semester period participated in the study. Student scores across three unit exams served as the principal dependent measure. Students were put into heterogeneous groups based on their exam performance in the baseline unit. In the first-semester, a group contingency was implemented in which each student earned 10 bonus points if their group mean increased one point from the baseline to the treatment exam. The second-semester contingency was a group + individual contingency in which each member of the group earned six bonus points if the group mean increased one point from the baseline to the treatment exam and earned an additional four points if the individual either earned an A or increased their score. A principal finding was that high performers maintained their high scores from the baseline to the treatment phase under the group + individual contingency but decreased under the group-only contingency. The average and low performance groups under both contingencies increased their performance from the baseline to the treatment phase. An overall conclusion from this study was that the right combination of cooperative reward contingencies, namely, a combined group contingency with individual accountability, can benefit students at all performance levels.

Adoption and Abandonment of Block Scheduling: One System's Decision

Dana L. Key, University of Alabama

Research examining student achievement in block-scheduled schools compared to traditional schools showed mixed and inconclusive results (Vawter, 1998; Richardson, 2000; Ferguson, 1999). Studies reported findings

such as: (1) grades students earned in their courses usually improved but sometimes did not, (2) failure rates improved or did not, (3) honor roll attainment increased, (4) sometimes there were increases in graduation rates, and (5) there were increases or decreases in AP and ACT test scores. Marshak (1997) saw the block period as a structural lever because its length simultaneously invited and impelled teachers to change their teaching (p.1). Researchers placed a heavy load of expectations on the block schedule as it would serve as both a lever and a stage in the development of a new vision of high school (p. 30). This study used both qualitative and quantitative methods and specifically compared and contrasted the disaggregated data test score data from Marshall County, AL. Findings suggested that while teachers, students, parents, and some administrators had very positive feelings toward block scheduling, this scheduling reform had a profound, negative impact on students' test scores in this school system. Reduced math and ACT scores were attributed to irregular planning time, little opportunity to modify curriculum, and the provincial examination system. Scheduling (extra) study periods during class periods has not worked well or produced higher academic achievement. Stakeholders in education from the community, administrators, teachers, and teacher educators need to consider the demands on the teachers and students in a block schedule and weigh carefully the benefits and risks to the success of educational programs.

Improving Vocabulary Skills of ELL Students for Gateway Testing

Connie McGinnis and Patricia Word, East High School, Morristown (TN),
and Rosalind R. Gann, East Tennessee State University

High stakes standardized testing has become a commonly used tool for grade-level promotion and high school graduation across the United States. Few, if any, accommodations are being made for non-native speakers and those with learning disabilities. A major problem with the test is its vocabulary level. In an attempt to boost scores on the Gateway Assessment, the authors implemented a program where students created their own vocabulary glossaries consisting of words they found troublesome. Students selected words by highlighting texts and making lists. Words on lists were annotated for future study and recognition.

Session 2.2

10:00 A.M. – 10:50 A.M.

COGNITION

Gardenview B

Presenter: Barbara Salyer, University of South Alabama

Haskell's Taxonomies and Principles of Transfer of Learning: Implications for Classroom Instruction

Gerald J. Calais, McNeese State University, and E. JoAnn Belk, University of Memphis

Research suggests that transfer of learning differs in kind, occurs at different levels, and influences all learning, memory, problem solving, and cognitive processes. Although the transfer of basic skills, knowledge, and thinking skills is integral to our educational aspirations and expectations, many students believe that little of what they learned in school benefited them later in life. Not surprisingly, transfer of learning persists as one of the most vexing problems in the classroom. The picture currently emerging has led some learning theorists to conclude that education's current emphasis on learning strategies and heuristics is inadequate for meaningful transfer to occur primarily because of an inadequate theoretical base. Information gleaned from articles and empirical studies was selected from psychologists of various theoretical orientations, including but not limited to, the following: Richard Anderson, Gary Borich, John Borkowski, Anne Brown, Joseph Compione, Michelene Chi, Robert Glaser, Robert Haskell, Richard Mayer, Donald Perkins, Lauren Resnick, and Edward Thorndike. Haskell's proposed theory of transfer of learning implies that one needs to make a paradigmatic shift regarding how one defines and attempts to achieve transfer. His system entails the following: (1) a taxonomy for levels of transfer implies six precise degrees of similarity; (2) a taxonomy for kinds of transfer implies that type of transfer may be classified into two categories: (a) transfer predicated on five types of knowledge, or (b) transfer predicated on fourteen specific types of transfer per se; and (3) a general theory of transfer that requires 11 learning and instructional principles in order for significant transfer and learning to materialize. These new insights into Haskell's proposed theory of transfer of learning have implications for classroom instruction and assessment, curriculum design, teacher educator programs, national standards, and state standards and benchmarks.

The Art and Science of Teaching

Paul B. Webb, Cosby High School

The 3,000 word position paper, *The Art and Science of Teaching*, covered five main topics: (1) metaphors for teaching, (2) the similarity of Vygotsky's Zone of Proximal Development to Robert Sapolsky's stress graph, (3) puberty and peers, (4) reflective thought, and (5) creativity. Three metaphors for teaching were discussed: Socrates as midwife, Parker Palmer's teacher as sheepdog, and Francis Bacon's comparison of researchers to ants, spiders, and bees. Bees gather pollen from many sources, internalize it, and make something new and wonderful. Lev Vygotsky's Zone of Proximal Development was compared with a stress/performance graph that resembled an inverted U. Considering the spectrum of talent in a classroom, encouraging peak performance is a challenge. The effect of puberty on peer relations was explored in section three. Erik Erikson's stage theory of development was compared with William Glasser's insights from *The Quality School*. Facilitating reflective thought and creativity comprised the heart of the paper. John Locke, William James, John Dewey, Jerome Bruner, E.O. Wilson, and perhaps most importantly Herman Hesse were quoted concerning reflective thought. Examples of cross-curricular assignments that cause students to reflect and recode information were given. Organic denominators for discrete data sets will engender cognitive integration. The fraction for the student assignment, *I Am Solar Powered*, looked like this: sun, photosynthesis, cell respiration, digestion, respiration, circulation. This section stressed the importance of play to creativity. Lev Vygotsky, Carl Jung, Ernest Dimnet, and Arnold Hauser were quoted. Didactic instruction supplies toy soldiers, reflective thought arranges them in set formation, and creativity finds the myriad combinations of battle. The three R's should be precursors to reflect, refine, and rejoice. The combination to creativity lies in the tumbling of cognitive structures, but only play will turn the dials.

Cognitive Interests of Nontraditional College Students

Sandra M. Harris, Troy State University, Montgomery

This study investigated the construct validity of the Cognitive Interest Inventory (CII) developed by Steve Butler for use with nontraditional college students. Theoretical beliefs regarding how individuals acquire knowledge provide the basis for decision making by curriculum developers, teachers, and learners. Habermas developed a theory which posits that knowledge is acquired from technical, practical, and emancipatory interests. Habermas' theory is relevant to education because it provides a basis for explaining how people learn. In spite of the theoretical implication of Habermas' theory, few researchers have investigated the relationship between cognitive interests and knowledge acquisition; this study sought to bridge the gap. The CII is a 45-item, self-report inventory that categorizes individuals according to their cognitive interests. The variables of interest were scores obtained on the CII and course performance. Participants were 479 students enrolled in psychology courses at a nontraditional university located in the southeast. Reliability estimates for the technical, practical, and emancipatory scales of the CII were .64, .74, and .73, respectively. A correlation analysis revealed that all three scale scores on the CII were statistically and positively related to overall course performance ($r = .45$, $r = .51$, and $r = .46$, respectively). In addition, the scale scores of the CII were significantly and positively correlated with each other with correlations ranging from .66 to .73. A confirmatory factor analysis conducted using AMOS 5.0 software and the maximum likelihood procedure revealed a moderately well-fitted model (chi-square to $df=2.0$, $CFI=.84$). Results indicated the CII to be a valid instrument for assessing cognitive interests of nontraditional college students. Results also indicated that there are many ways in which individuals learn, and that the ways of learning often overlap. The study also sought to enhance research on cognitive interests in adult education by assessing a unique population of individuals.

Session 2.3

10:00 A.M. – 10:50 A.M.

HIGHER EDUCATION**Gardenview C**

Presenter:

Kathy K. Franklin, University of Alabama, Tuscaloosa

Institutional Effectiveness in the Community College: The Institutional Stakeholders' Perspective

Gary J. Skolits, University of Tennessee, Knoxville, and Susan Graybeal,
Northeast State Technical Community College

This "discussion session" presented recent research on community college faculty and staff

understanding and participation related to institutional effectiveness and accountability practices. Research literature confirms the importance of broad-based faculty/staff support and involvement to make institutional effectiveness and accountability efforts meaningful. However, few studies have been conducted to address the perspectives and understandings of key internal stakeholders related to: (1) knowledge of institutional research and assessment processes; (2) awareness of employee roles and expectations regarding institutional effectiveness; and (3) behavior of faculty and staff related to institutional research, assessment, and the use of assessment results for continuous improvement. The setting for this research was a state (public) community college with a favorable track record related to institutional research and effectiveness practices as defined by SACS criteria. The study began as an external evaluation of institutional effectiveness using a mixed-method approach using: (1) analysis of institutional effectiveness-related documents, (2) institutional data, (3) internal stakeholder interviews, (4) multiple surveys of faculty and staff, and (5) interviews of state governing board representatives. Several key findings were addressed. For example, while administrative staff and faculty view institutional effectiveness and accountability processes favorably, they tend to differ on their level of understanding of the process and its expectations related to their respective roles. While faculty generally perceived the institutional effectiveness process favorably, some did not view the processes as particularly relevant to their teaching responsibilities. The study concluded that institutional effectiveness and accountability efforts are more likely to succeed if they are based upon intrinsic motivators rather than external mandates. Knowledge of institutional effectiveness procedures and processes are not enough – perceived professional relevance is the key factor, especially for faculty.

IT and the Three-Legged Stool

Jeff Anderson, University of Alabama, Birmingham

Higher education is built on a “three-legged stool” of teaching, research, and service. While these faculty responsibilities have not changed, how one approaches them has been impacted by the information technology explosion of the past two decades. Faculty have often been overlooked in research of information technology in education. This qualitative study concentrated on faculty perceptions of responsibilities and the impact of information technology on teaching, research, and service. Institutions have typically been indifferent towards the use of information technology, although it has become a staple of enhanced communication among students, faculty, and staff. This study looked at the perceptions of professors of Educational Leadership at a major southeastern university.

Rising Tuition Lends Credibility to New Reporting Model

Olin L. Adams III and George S. Hall, Auburn University

The Governmental Accounting Standards Board (GASB) makes the rules of accounting for public sector entities, including public colleges and universities. In 1999 the GASB set forth new reporting requirements for these organizations, with implementation beginning in 2001. The new reporting model, GASB Statement 34, addressed problems in “fund accounting,” the system of reporting long followed by public sector entities. In fund accounting, transactions are recorded and reports drawn by fund and account group. The system of fund accounting fragments reporting for governmental and not-for-profit organizations and statements prepared under this system appear in stark contrast to those of for-profit businesses whose balance sheets and income statements reflect an entity-wide orientation. The new reporting model was created to make public sector financial reporting easier for the general citizenry to understand. A key feature of the new model includes “government wide” statements of financial position and results of operations. Public colleges and universities are subject to a companion accounting standard, GASB Statement 35, under which the institutions may elect “business type activity” reporting (BTA). In an operating statement for a public institution of higher education prepared on a BTA basis, tuition is highlighted as operating revenue, while state appropriations are considered non-operating revenue. The relative proportion (materiality) of tuition and state appropriations varies by institution, but tuition as a percentage of total revenues has been increasing at most public institutions. While the new approach to reporting was developed and promulgated during a period of economic expansion, the model has been implemented in recession as public colleges and universities have sought to offset lost state appropriations with increased tuition. Although the new reporting model likely represents an improvement by most reckoning, the apparent genius of the GASB in focusing on tuition might owe as much to serendipity as to prescience.

Session 2.4

10:00 A.M. – 10:50 A.M.

TECHNOLOGY

Gardenview D

Presenter: Lola Aagaard, Morehead State University

Learning How to Transform Knowledge on the Web: Educational Portals

Fethi A. Inan, University of Memphis

This paper focused on the construction of educational portals and discussed what a portal is, what type of content they can include, and how different multimedia data types can be stored and used. Also, it dealt with technical considerations: portal's content, services, publishing, users, and security issues.

Along with the evolving multimedia capabilities of personal computers, portals have become very useful in processing multimedia data (graphics, video, audio, data, and text) and exchanging data over the Internet (Kuo, & Effelsberg, & Aceves, 1998). The Internet is becoming an information center of the world. Therefore, many governmental, commercial, and educational organizations have begun to carry their paper-based applications on the web. Publishing information on the web is more than posting text directly on the world wide web. Web publishing should also contain video, audio, and images to provide an interactive site. Portals are no longer simply a single access point for information; they are becoming the standard interface for all information activities in an application space. Therefore, portals should contain multimedia elements as much as text documents. Portals were developed to provide a single access point to information, and this is still the core to all portals. The central strategic issue is how to leverage this single access point to the fullest. Personalizing the portal according to learner, customer, supplier, or employee needs is generally one key to an effective portal strategy. This paper covered how to build an educational portal. The author divided building a web portal into four parts: (1) Designing content: What should a portal include? (2) Data storage and retrieval: Data types and data structure for various data types; (3) Publishing: How stored multimedia data will be published; and (4) Maintenance: Keeping portal up-to-date and security issues.

AIDEN: A Model for Educational Leaders in the Development of an Implementation Plan for Innovating K-12 Schools

Barry E. Porter, Dan W. Surry, and Katherine Jackson, University of South Alabama,
and Jennifer W. Porter, Mobile County (AL) Public School Systems

Collectively, the method model that the authors proposed is called "AIDEN." Each letter of the acronym stands for the steps in the implementation method model, which is structured around Don P. Ely's eight conditions necessary for the successful implementation of technology in education. These conditions serve as the premise for the authors 11 recommendations for creating a change friendly environment within the school. Briefly, the acronym AIDEN stands for: Analysis, Implementation Profiling, Development, Evaluation, and Network Solidification. The model discussed how educational leaders can analyze an innovation, its potential end-users, the human system in which the change is desired, and the resources that will be needed. The proposed model served as a method for developing a good change plan for educational administrators. The model included an actual profiling instrument that verified end-users implementation profiles. The results of the profiles set the pace for the planning of the actual implementation strategy development. Discussion about evaluating implementation plans (formatively and summatively) was discussed, as well as the importance of establishing an innovation support network. The model is not a guaranteed mechanism for successful implementation in schools; however, it provides a systematic approach for developing an implementation plan that may be of assistance to change agents who have an agenda and need resources to actualize their goals.

How to Decrease the Dropout Rate of Online Students

Fethi A. Inan, University of Memphis

The World Wide Web has become a widely available platform for educational applications. A number of online courses are increasing rapidly, but many of them suffer from high attrition. Research shows that there are two main problems regarding the perspectives of students. First, students do not know online course requirements and this new learning context. Second, most of the online courses are dull with lack of social integration. Two cases were presented to show how to decrease student dropout by introducing learners to the new environment and keeping them

actively engaged in this context successfully. These cases show that even small adjustments or modifications make remarkable changes on student decisions to quit or continue.

Session 2.5

10:00 A.M. – 10:50 A.M.

TEACHER EDUCATION

Gardenview E

Presenter: Susan Santoli, University of South Alabama

Teachers' Beliefs about the Development of Creativity

Amy F. Claxton and Karen L. Yanowitz, Arkansas State University

Teachers have a major impact on the development of creativity in children. The teacher's personally held ideas (or implicit theories) concerning the characteristics of creativity can either directly or indirectly impact their interactions with students. This study explored classroom and preservice teachers' implicit theories of the development of creativity. Twelve classroom teachers and 20 preservice teachers rated 31 traits (from Runco, Nemiro, & Walberg's 1998 study examining researchers' implicit theories of creativity) for their importance to the development of creativity. Traits were rated on a five-point scale, ranging from 1 (not at all important) to 5 (very important). The traits fell into three general categories: education/learning, cultural/social factors, and family/early background. Trait ratings were summed in each category and averaged (as there were unequal numbers of traits per category). Paired comparisons revealed that participants rated education and learning ($M = 4.3$) as significantly more important to the development of creativity than either family ($M = 3.9$) or cultural/social ($M = 3.6$), $ps < .01$). Family background was also rated as significantly more important than cultural/social factors, $p < .05$. No significant differences were obtained between preservice and classroom teachers on any measures. Additionally, only 20% of the participants reported having taken a class in creativity. Teachers' personal implicit theories of creativity may be the foundation from which they judge the creative behaviors and products of their students. Perhaps not surprisingly, classroom and preservice teachers believed that educational experiences were the most important aspect in development of creativity. However, these participants differed from creativity researchers' beliefs that cultural/social factors were more important than family (while our participants believed the reverse). The differences of opinion concerning the important factors in the development of creativity between the two groups may, in part, explain the disjoint between creativity research and classroom practice.

Things That Concern Teaching Interns: A Qualitative Analysis

Deborah J. Goodwin, University of Arkansas, Little Rock, and Mark McJunkin, Arkansas State University

Richards (1990) states, "Critical reflection refers to an activity or process in which experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decisionmaking and as a source for planning and action." Reflection has taken a prominent place in teacher education and practice. The ninth INTASC principle for teachers states that the teacher is a reflective practitioner who actively seeks out opportunities to grow. Most teacher education programs, though they have different conceptual and ideological bases, encourage reflective practice (Feiman-Nemser, 1990). Previous studies of student reflections have identified four types of writing in student reflections: descriptive writing (retelling of events), descriptive reflection, dialogic reflection, and critical reflection (Smith & Hatton 1993). This was a qualitative study presented in the narrative inquiry method that examined the reflective journals (some with daily and some with weekly entries) of 14 teacher interns in their last semester of a baccalaureate-level teacher education program. The researchers examined the journal entries to identify common concerns among the interns' comments in order to identify areas that might be addressed in the teacher education process before the interns are placed in the field. The qualitative nature of the study allowed research questions to develop and change as the inquiry process continued; however, initial research questions guiding the study were: (1) What things caused the student interns concern during the final field experience? (2) How much of the teacher interns' comments were actual reflections as opposed to diary type or descriptive writing? and (3) How might teacher education programs better prepare students for the final field experience known as student teaching?

Comparison of Question-Response Pattern Differences between Traditional and Online College Course Formats

Instructors regularly seek to increase the amount of appropriate class discussion in their college courses. Under certain circumstances, class discussion can be enhanced by delivery over the Internet. Secondary Curriculum, a graduate course, is such a course. During the spring 2004 semester, data were collected on the number of discussion responses in both a face-to-face meeting and the online sessions. Student responses to questions were higher in the eight online sessions (mean = 177) as compared to the regular session (50 responses). During the single on-campus class, 16 out of 26 students responded to questions, whereas during each of eight online sessions, every student responded. The amount of student-to-student discussion was greater during online sessions, as was evidenced by greater numbers of following responses. For the online meetings, the correlation for student-to-student initial-to-following responses ($c = .64$) was fairly close to that for initial responses to the instructor responses ($c = .75$). The number of student responses to following responses from the instructor was much lower ($c = .27$), showing that the students were responding to each other's comments more than they did to comments from the instructor. Opinion questions elicited more responses than did fact-oriented questions, especially with following responses due to extended discussions between students. The number of non-content responses ranged from 26% for factual, simple response-oriented questions, to 19% for factual, complex response-oriented questions. In regular classes students must speak one at a time, whereas when online they have no such constraints. Students who were self-identified as auditory learners were less enthusiastic about using online compared to self-identified visual learners. Overall, the number of responses generated through online meetings was much greater than that which occurred on campus.

Session 2.6**10:00 A.M.- 10:50 A.M.****GRIEF SUPPORT: AN EDUCATOR'S DILEMMA****(Training Session)****Le Conte**

Vincent McGrath, Jack Blendinger, and Linda C. McGrath, Mississippi State University

How does a teacher give solace to a grieving child or adolescent. Based on their experiences of sudden loss, the presenters, who have established grief support groups in their community, explored ways teachers may assist children coping with family trauma, death, separation, or divorce. This discussion combined the current literature on how children and adolescents manage grief, coupled with the personal responses of the participants to their own adult struggles with grief and healing. Proven strategies about how teachers build trust relationships with children were explored for generating healthy coping strategies for children.

Session 2.7**10:00 A.M.- 10:50 A.M.****DISPLAYS****Lower Lobby****Learning Style, Strategy Use, Mathematical Word Problem Personalization, and the Responses of Students with Learning Disabilities**

Nicki L. Anzelmo-Skelton, Southeastern Louisiana University

The primary purpose of this study was to examine the effects of learning style, strategy use, and personalization of mathematical word problems on the selection of appropriate operations and the execution of correct computational responses by students with learning disabilities (LD). Its secondary purpose was to determine if learning style, strategy use, and personalization of mathematical word problems interacted with mathematical word problem achievement levels to effect students with LD's selection of appropriate operations and execution of correct computational responses. The accessible population for this study was 144 fourth- and fifth-grade students with LD attending 18 elementary schools in a metropolitan school system in a southeastern state. Seventy-four students with LD randomly selected from the population agreed to participate in the study. A matched-pairs, pre-test and post-test control group factorial design (2X2X2) was utilized. The factors were learning style, strategy use, and personalization of mathematical word problems. Also, three 2x2 factorial designs were employed. The factors for these designs were learning style, strategy use, personalization, and mathematical word problem achievement level. The dependent variables were the participants' selection of appropriate operations and execution of correct computational responses for

mathematical word problems. Data were analyzed using SPSS modules (descriptive and ANCOVA), and null hypotheses were tested (alpha level $p < .05$). The results indicated that: (1) learning style affected the participants' selection of appropriate operations ($F[1, 64] = 13.54, p < .000$ – field independent participants had the higher mean score [55.48 vs. 44.52]), and correctional computational responses ($F[1,64] = 12.40, p < .000$ – field independent participants had the higher mean score [55.42 vs. 44.58]); and (2) learning style, strategy use, personalization, and achievement level did not interact to significantly effect students with LD's mathematical word problem responses. Results and limitations were discussed, as well as recommendations for future research.

Using Brief Sheets to Increase Math Fluency: A Single Case Design

Rachael S. Isaacs, University of Tennessee, Knoxville

A behavioral consultation model was used to develop a math intervention for a first-grade student with suspected emotional disturbance. The basis of the intervention was a combination of repeated practice and the Premack Principle of behavior modification. By giving the student brief sheets (1/3 piece of notebook paper) with 6-10 problems that were to be completed in order to gain access to a more preferred event (practice reading, playing phoneme bingo, talking with the consultant) the student was reported to complete significantly more problems than the amount she participated in during previous math activities and increase her digits correct per minute, and teacher report data indicate improved behavior during class time. Approximately four brief sheets were completed per 45 minute session. Sessions were conducted on a one-on-one basis, four days a week, for a 14-week period with the consultant serving as the tutor. With an average of 5.2 digits correct per minute (dcpm) on addition problems for numbers 1-10 during baseline measures, the data show an upward trend during intervention with an average of 6.07 digits correct per minute with a range of 1 to 13 dcpm. Using a changing criterion design, the number of problems the student had to complete before receiving the reinforcement was used cautiously as the student was prone to frequent uncontrollable outbursts seeming to stem from inability to complete assigned work. While the data show that the student made moderate gains in fluency, teacher report indicated that this intervention was more beneficial than the many past attempts to improve the student's math skills. This intervention offers support for breaking down larger assignments into smaller discrete tasks with frequent reinforcement in order to increase time on task and math fluency.

Photojournaling: An Innovative Instructional Technique for Today's College Classrooms

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

Textbooks are important tools that provide basic information for students. Understanding how the material in the text relates to their daily lives can be a problem. By extending learning beyond textbooks, students can broaden their perspectives of instructional techniques. One such technique is the exploration of historical objects. This specific example focused on a field trip to a historical cemetery. Students were encouraged to take photographs as a means of collecting data and to compile the photographs into a photojournal. A specific field within the social studies curriculum is history. The key to teaching history is to help students build both knowledge and know-how. They must not only learn history but also learn to do history. Neither is sufficient alone in the development of subject matter. By examining artifacts of historical significance in a cemetery, students record their observations through the use of photographs and construct historical interpretations using a primary source. Before the field trip, students brainstormed different ideas as to what historical information might be gathered from a cemetery. Questions formulated were as follows: (1) During the civil war did women outlive husbands or vice-versa? (2) How did most men die? (3) What were their occupations? (4) What happened to the babies/young children? (5) What wars did men serve in? and (6) How can we tell? On the day of the field trip, students were provided a self-guided map of the cemetery and progressed at their own speed taking photographs along the way. Students were allowed time after the field trip to compile photographs into a photojournal.

Session 3.1

11:00 A.M. - 11:50 A.M.

ACHIEVEMENT

Gardenview A

Presenter:

Thelma J. Roberson, University of Southern Mississippi

The Relationship Between School Size and Academic Achievement in Mississippi

William M. Welch, Mississippi Department of Education, and Donna Lander
and Darlene Thurston, Jackson State University

Proponents of school consolidation and supporters of small schools both claim that these disparate approaches enhance academic achievement. This study examined the relationship between school size and academic achievement in Mississippi public schools. The contemporary school size controversy has historical antecedents in the early part of the 20th century when early advocates of school consolidation sought to gain efficiencies of scale. More recently, state specific studies have identified a positive relationship between small school size and academic achievement. In this study, results from the 2003 Mississippi Curriculum Test for reading, language arts, and mathematics in grades three and seven served as indicators of academic achievement. Mississippi Department of Education data were used to identify small schools, enrollments of no more than 400 students, and to identify large schools, enrollments in excess of 600 or more students. A total of 230 small schools and 229 large schools were used in the study. The test scores were matched to the schools, and an analysis of covariance (ANCOVA) was used to determine if a significant relationship existed between school size and academic performance. Two concomitant variables, free and reduced lunch participation rates and minority enrollment, were used to assure legitimate test results no matter the school size. Findings revealed no significant relationship between school size and student achievement, as measured by the Mississippi Curriculum Test for language arts, reading, and mathematics, with the exception of grade seven language arts. Recommendations for further research include replication of the study using the results from the state norm-reference test and including additional variables that may affect student achievement in large or small schools.

Preservice Teacher's Understandings of Effective Literacy Teaching: A Phenomenological Study

Ellen M. Ramp and Renee Falconer, University of Southern Mississippi

This pilot phenomenological qualitative study explored a method for evaluating the success of the literacy curriculum at a teacher education program in the southeastern United States. Based on literature from the field, effective literacy teaching includes knowledge, beliefs, and dispositions that promote research-based learning in preservice teachers and subsequently, elementary and secondary school students. Investigations of effective literacy teaching conclude that successful literacy teaching includes motivation, student engagement, high expectations, differentiated instruction, effective classroom management, and higher order questioning. Research finds that the teacher matters, not the method, and effective instruction improves student reading and writing. The inquiry employed preservice teacher interviews and responses to a ranking of literacy components to determine whether preservice teachers value effective practices noted in the literature. The semi-structured interviews also asked the preservice teachers to evaluate the university's literacy curriculum and make recommendations for improvement. The respondents were seniors in the program, one semester away from student teaching: one Euro-American male, one African-American female, and two Euro-American females. The primary researcher did not teach any of the students during the semester of the study, but had past professional experiences with each of the participants. Using phenomenological methodology and constant comparative method for analysis, several themes emerged. The preservice teachers seem to value: (1) a personal relationship with children; (2) teacher competence, care, and effectiveness; (3) student motivation and engagement; (4) a print-rich environment, with many diverse literacy activities, student writing, and authentic learning; and (5) adjusting instruction to meet the individual needs of diverse learners. The findings mirror results from the literature and have useful implications for other teacher education programs and accrediting institutions as they participate in the process of continuous self-evaluation.

A Value-Added Analysis of Effects of Teachers

Ellen Lusco, University of New Orleans

Since the Coleman Report was published in 1966, researchers have consistently attempted to find evidence as to what factors promote student achievement. A detailed review of the literature was presented to demonstrate the progress in research since the early reports. The present research began by focusing on the research of Coleman and Jencks regarding environmental factors and their influence on student achievement. Following these early presentations, researchers such as Wimpelberg and Edmonds began focusing on school factors. Due to the fact that teachers have a direct impact on students, it is imperative to find whether teachers have an effect on student achievement. The purpose of the present study was to present a longitudinal analysis of data from one district in

Louisiana to provide evidence that teachers have a great impact on student achievement. In order to conduct this study, demographic data and school data were collected for all students in grades kindergarten through three from the 2000-01 school year through the 2003-04 school year. Analysis follows the “value-added” method developed by William Sanders and used in Tennessee to show the effects of teachers on student achievement.

Session 3.2

11:00 A.M.– 11:50 A.M.

READING

Gardenview B

Presenter: Jane Nell Luster, National Center for Special Education Accountability Monitoring

Using a Read-Reread Strategy as a Reading Intervention

Lisa J. Reece, University of Tennessee, Knoxville

Reading difficulties are one of the most common problems among today’s students. Considerable effort has been focused upon the remediation of these problems, and much research has been done investigating procedures designed to ameliorate reading difficulties. This study outlined a remedial effort that was designed to increase reading fluency. The remediation procedure used in the current study involved repeated readings. Specifically, a third-grade student, who showed reading deficits, was instructed to read and reread a 150-word passage a total of four times on a daily basis. Words per minute and errors per minute were calculated for each day’s first and fourth readings using the methods of Curriculum Based Measurement (CBM). Based on the CBM results, the student was classified as reading on the frustrational, instructional, or mastery level. Throughout the study, the student stayed at the same daily reading level until he reached mastery, whereupon he was promoted to the next reading level. Results showed that the student improved a total of three reading levels over a three-week period. This was the functional equivalent of half a grade. Discussion focused on the need to encourage students with reading skill deficits to engage in active reading behaviors (e.g., repeated readings) in order to remedy these deficits.

Using Measures of Reading Comprehension Rate to Evaluate the Effects of a Previewing Strategy on Reading Comprehension

Ashley D. Williams and Christopher H. Skinner, University of Tennessee, Knoxville

The current study examined the effects of a previewing strategy on reading comprehension levels and rates. TELLs is a pre-reading procedure designed to improve comprehension (Idol-Maestas, 1985). TELLs is an acronym that stands for title, examine, look, look, setting. In the current study, a fifth-grade male was experiencing difficulties with reading comprehension. Two dependent variables were used: comprehension level (i.e., percent comprehension questions correct) and comprehension rates (i.e., percent correct/time required to read the passage). During baseline, the student read 400 word passages from the Timed Reading in Literature Level 2 (Spargo, 1989) series and answered comprehension questions at the end of each passage. The experimenter recorded how long it took the student to read and calculated comprehension levels and rates. During the intervention phase, the experimenter instructed the student in performing the TELLs procedures before reading and answering the comprehension questions. Although the comprehension level data was influenced by ceiling effects, results showed increases in reading comprehension levels after the intervention was implemented (approximately 20% improvement). Rate of comprehension data showed a more gradual, but larger, increase in reading comprehension scores (comprehension rate improved over 100% by the last session). These data suggest the comprehension rate may be a more sensitive and effective measure for assessing improvements in comprehension. The discussion focused on the need to assess the effectiveness of reading comprehension interventions using reliable and valid measures that can be administered repeatedly over brief periods of time and are sensitive enough to detect small changes in comprehension skills.

Using a Repeated-Reading Intervention to Increase Reading Fluency

Rebecca G. Gray and Christopher Skinner, University of Tennessee, Knoxville

A repeated-reading intervention was implemented to obviate student trouble in reading. Students reading below grade level are a concern for some teachers. The classroom teacher had tested the student earlier in the school

year and found him to be reading on a first-grade level. He was also tested by the consultant using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The scores from this test also confirmed what the teacher found. Research has shown that interventions such as paired-reading and assisted-reading can increase fluency, accuracy, and comprehension. In addition, research has shown that by obviating reading problems a child will have a chance to pass subject areas, display higher self-esteem, and have reduced behavior problems. Data were collected using curriculum-based measures. At the start of the intervention, the student was in second grade. These measures determined the number of words the student was able to read correctly per minute. After establishing a baseline using books from the beginning first-grade level, a repeated reading intervention was implemented. The intervention consisted of the student reading a passage one time without practice while data were collected on the number of words correct per minute. Data were collected once again. After the repeated reading intervention was administered for each passage, the student scored at or above the mastery level of 50 words per minute or more on all but one passage. This intervention shows that repeated-reading can increase a students reading fluency that will allow the student to achieve academic success.

Session 3.3

11:00 A.M.– 11:50 A.M.

HIGHER EDUCATION

Gardenview C

Presenter: Kathy K. Franklin, University of Alabama

A Comparison of Leading Issues in Higher Education Finance, 1998-99 and 2003-04

Olin L. Adams III and Toni L. Edwards, Auburn University

This paper explored the leading issues in the finance of higher education as perceived by chief financial officers (CFOs) in four-year colleges and universities at two points in time, 1998-99 and 2003-04. Tuition at colleges and universities is rising rapidly at a rate substantially higher than inflation. The tuition at four-year public institutions averaged 14% more for the 2003-04 academic year than the prior year, while tuition at four-year colleges increased 6% in the same comparison period (Farelle, 2003). Public institutions have raised tuition largely in response to reduced state appropriations. Most institutions also have struggled with large increases in health care costs. The investigators surveyed a national sample of CFOs in four-year colleges and universities at two points in time, 1998-99 and 2003-04. As part of the survey, each CFO was asked to identify the three most important issues in the finance of higher education for the next five years. A total of 218 CFOs responded in 1998-99, while 142 have responded in 2003-04. Additional data are expected to be collected in a follow-up contact by electronic mail. In 1998-99 respondent CFOs identified the following as leading issues, with respective frequencies: technology, 46%; tuition, 35%; tuition discounting, 26%; physical plant, 23%. By contrast, respondent CFOs in 2003-04 cited the following issues as most important, with respective frequencies: tuition, 47%; declining public support, 37%; cost control, 30%. With year 2000 concerns apparently assuaged, technology was named by only 16% of the respondents. The large increases in tuition have captured public and Congressional attention. Colleges and universities also have engaged in aggressive fund raising but confront an imperative for the analysis, control, and reduction of costs.

Integrating Web-Enhanced Instruction with Traditional Strategies as an Experiential Approach to Teaching

Linda Wilson-Jones, Fayetteville State University, and Tom Thompson, University of North Carolina

An experimental teaching design was implemented teaching design on students enrolled in a Foundations of Education and Human Growth and Development course at FSU during fall 2003. The students were randomly divided into two groups. One group was instructed using traditional classroom strategies, with limited online assignments. The treatment group was taught using web-enhanced instructional strategies using Blackboard as a course management tool to deliver lectures and exams. Qualitative and quantitative results revealed that when Blackboard was used as an instructional method, students scored at least 10 points higher than students who were taught using traditional instructional strategies. Further, survey results indicated that students who received over half of their instruction via technological course management systems had significantly higher peer-to-peer contact, higher ratio of teacher-student interaction, and appeared more involved in classroom discussions. Interestingly, both classes demonstrated an understanding of the main course competencies by the end of the semester.

Evaluation of New Teachers for New Students Program -- An ESL Teacher Certification Program

Gypsy Abbott, Julia Austin, Lyn Froning, Richard Littleton,
and Afi Wiggins, University of Alabama, Birmingham

The number of non-native English language learners (ELLs) in the state of Alabama has increased 200% in the last five years. Clearly, the first step in meeting the needs of ELLs is to ensure changes in teaching practices. New Teachers for New Students was funded by the U.S. Department of Education Office of English Language Acquisition to provide add-on ESL teacher certification at the master's level to Alabama teachers. The program includes both on-campus and distance education instruction. Two cohorts of teachers have participated in the program, a total of 70 teachers. Finding the best methods to measure changes in teaching practices, the central goal of the project, is a dilemma facing the evaluation community. Documenting changes in teaching practices in this NTNS project was accomplished by comparison of pre- and post-program videos using 30-minute class lessons. The guidelines for videotaping lessons were identical to the procedures prescribed by the National Teaching Board (2003). Since instruction in NTNS is based on the theoretical model of Sheltered Instruction Observation Protocol (SIOP) developed by Ecchevaria, Vogt, and Short (2002), a rubric developed by these authors was used to assess changes in teaching practice. The SIOP consists of 30 items measuring six categories of instruction (preparation, instruction, comprehensible input, strategies, interaction, and review/assessment). Evidence of content validity of the rubric is provided in that the various components of the competencies on the observation scale directly relate to those in the SIOP curriculum model. Evidence of both intra-observer and inter-observer reliability was established at an acceptable level (a minimum of 70 for each scale). Issues related to establishing reliability were described. The areas in teaching practice that have reflected greatest changes were lesson preparation/delivery and teaching strategies congruent "ESL Best Practices." Implications of evaluation findings were discussed.

**The Effects of Music Participation in High School and Subsequent Collegiate
Developmental Studies Enrollment**

Patrick N. Kariuki, Milligan College

The purpose of this study was to examine the effects of music participation in high school on subsequent collegiate developmental studies enrollment. The sample consisted of 37 males and 37 females randomly selected from colleges in the northeast Tennessee and southwest Virginia region with a total population of 4,200 students. The sample was further divided into experimental and control groups. The experimental group consisted of all the students required to enroll in any developmental studies classes, whereas the control group consisted of all the students not required to enroll in any developmental classes. Data were collected using a questionnaire designed to solicit information pertaining to the participant's music experience prior to college. Data were analyzed using t-test for independent means and t-test for paired means. The results indicated a significant difference between music participation and developmental studies enrollment. Similarly, there was a significant difference between years of music participation and number of courses enrolled in developmental studies.

Session 3.4

11:00 A.M.– 11:50 A.M.

TECHNOLOGY

Gardenview D

Presenter:

Robert L. Kennedy, University of Arkansas for Medical Sciences

Achievement Scores from Online and Face-to-Face Instructional Designs

JoAnna Dickey, Eastern Kentucky University

This study provided information about the achievement outcomes of three groups of students taking the same graduate advanced program core course during the same semester. Each course design included a degree of blend of online learning and face-to-face interaction that would best accommodate each of student group's online learning experience and content area expertise. All three groups were required to complete four different types of course assignments that included: chapter quizzes, chapter challenges (essay questions), article reports, and a comprehensive course project. The pre- and post-tests in this study measured achievement in the acquisition of content knowledge as presented in the course quizzes. Student groups included candidates in an advanced degree in education (Group R), an advanced degree in school psychology (Group P), and a graduate degree in initial teacher certification (Group M). Pre- and post-test analyses indicated that all three groups gained significantly higher content area knowledge scores. Groups

R and P were required to take these quizzes online after studying each chapter. Group M was required to answer the same questions but were given these questions as a mid-term and final in a face-to-face environment. When comparing post-test scores between groups, Group M's achievement scores were significantly higher than the other two groups. An explanation was provided of how and why each instructional design differed, as well as an explanation about how these treatments may have influenced test scores.

Making Technology Teacher-Friendly: Designing a Master Technology Teacher Program

Vivian H. Wright, University of Alabama

With increased emphasis on technology integration from preservice to inservice teacher use, the University of Alabama's Department of Secondary Curriculum, Teaching, and Learning (SCTL) developed a program, Master Technology Teachers (MTT) in 2000. The professional development program was developed to encourage technology integration via partnerships between the content faculty and inservice teachers and to provide preservice teachers with technology learning experiences. Having completed the fourth year of MTT, this presentation offered a glimpse into the program's success and discussed areas of needed change. Research has established that teachers often teach as they were taught (Bennett, 1991). Therefore, teacher educators must not only model technology practices, they must ensure that preservice teachers are provided with opportunities to observe and to participate in technology practices in their clinical experiences. Bielefeldt (2001) noted the importance of professional development for successful technology integration that transfers into today's classrooms. The MTT partnership provided mentoring, professional development, and a climate in which preservice teachers could learn effective technology teaching methods. Evaluative data were collected each year, and methods included reflective journals, teacher surveys, and interviews with MTT partners. The authors were specifically interested to see if the new skills obtained in the MTT program were being used in the classroom and how the teachers were building upon those skills. Results over the past four years consistently demonstrated the inservice teachers' enthusiasm and thankfulness for being included in the program. While the MTTs used skills learned in the professional development seminars, many were not consistently building upon those skills. On the other hand, some MTTs became the "go to" technology person at their schools. Content faculty changed over the four years and that change contributed to varying levels of support with the preservice teacher's role in the partnership, an area definitely needing improvement and focus in upcoming years.

Session 3.5

11:00 A.M.– 11:50 A.M.

MINORITY RECRUITING

Gardenview E

Presider:

John R. Petry, University of Memphis

Teacher Improvement or Empowerment? Action Research in an NCLB Grant

Rosalind R. Gann, East Tennessee State University

The presentation outlined what occurred in a 2003-4 NLCB ESL grant where the graduate-level teacher improvement candidates were required to undertake action research as part of a course designed to help them grow in their ability to work with ESL students in reading. While the graduate students found the expectation initially intimidating, it helped them to reframe many of the questions they had been asking about their students' reading problems. A few students produced work that was presented at this conference. However, nearly a third of the graduate students withdrew from the course rather than complete the project.

Growing Teachers: The Minority Future Teacher Scholars Program

Michael C. Ross and Linda Akanbi, Kennesaw State University

The purpose of the review of this program was to highlight a collaborative and innovative approach in addressing the minority teacher shortage in Georgia. The Minority Future Teachers Scholars Program is based on a grant funding and the collaborative efforts of Kennesaw State University faculty. This program identified highly qualified junior- and senior-level high school students who have expressed an interest in a career in teaching and gave them the opportunity to attend a 25-day teacher induction academy where they receive instruction comparable to the university's introduction to education course. In addition to receiving educational and academic training, the

participating students are also given the opportunity to work as teacher practitioners serving as academic and enrichment tutors for a group of 30 public education students ranging from 2nd grade to 5th grade. Under the supervision of university faculty members, the participating teacher cadets provide academic enrichment programs in the areas of math, science, language arts, social sciences, and health and fitness. It is anticipated long-term that outcomes of this program include the programming serving as a means of identifying and recruiting talented minority students into the teaching field. Other immediate outcomes consist of the academic training the teacher cadets receive and the tutorial and enrichment services provided to the elementary students.

Non-Minority Preservice Teacher Perceptions Regarding Teaching in Urban School Systems

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

The purpose of this study was to assess the perceptions of non-minority preservice teachers in regard to teaching in minority urban school systems. The teacher shortage crisis has become a national issue. However, the effects of this shortage are perhaps most severe in predominantly minority urban school systems. When considering the many obstacles urban school systems commonly face, such as low academic achievement, poor facilities, limited equipment, high dropout rates, inadequate funding, and school violence, the problem of finding highly qualified teachers is a problem most urban school systems would rather do without. Yet, urban school systems systematically lose thousands of new teacher graduates each year due to the perceptions many novice teachers have regarding urban school systems. The participants for this study consisted of junior- and senior-level preservice teachers attending teacher education universities in the southeastern section of the United States. The colleges/universities participating in this study were identified as predominantly white institutions based on their current student population being 80% or more white. The participants were required to complete a 30-item Likert-type survey designed to measure their perceptions of teaching in minority urban school systems when considering factors such as academics, funding, and classroom management. The participants completed the survey anonymously via the Internet, providing only the name of their educational institution. The findings of this study strongly suggested that non-minority preservice teachers have definite perceptions in regard to teaching in minority urban school systems. Although the findings of this study cannot be generalized to all non-minority preservice teachers, the study provided valuable insight on how minority urban school systems can help to improve the perceptions of non-minority preservice teachers and perhaps increase the recruitment of this large future teacher source.

Evaluation of Turkish Distance Education

Fethi Inan, University of Memphis

This paper presented an historical evaluation of Turkish distance education. After presenting evaluation of distance education, the expectations, prediction, and some thesis about the future of the distance education in Turkey was presented. Distance education has been employed in the Turkish Education System during three prominent periods: 1927-1955, 1956-1981 and after 1980s. These periods were characterized by the following issues: intensive debate on distance education as a concept, employment of distance education at secondary and higher education levels, system-shut down, foundation of Council for Higher Education (CHE), and re-employment of distance education in higher education and later in secondary education (Agaoglu, Imer, & Kurubacak, 2002). In recent years, the application of the web-based instruction and training increasing considerably. Some universities started to employ distance education technologies to support conventional teaching. For example, Middle East Technical University (METU) started an experimental distance education course via the Internet in 1997. In the following years, METU has been experiencing an Internet Based Distance Learning certificate programs and Online M.S. degree program in Informatics.

Session 3.6

11:00 A.M.– 11:50 A.M.

EFFECTS OF AN INTEGRATIVE, LEARNING THEORY-BASED DISCIPLINE PROGRAM ON CHILDREN'S CLASSROOM BEHAVIOR: A NEW APPROACH TOWARD CLASSROOM MANAGEMENT (Training Session)
Le Conte

Peter A. Ross, Mercer University School of Education

This study investigated classroom behavior management from an integrative, multi-disciplinary

approach. This longitudinal study is integrating core principals of learning theory, child development, social skills training, and motivation theory to create a powerful, student-driven management program. Five classrooms were used for the study with grades ranging between second through sixth. Two basic social skills were taught by each teacher according to direct instruction principles. Throughout the day, teachers are systematically pointing out positive social skills when demonstrated by students. Secondly, students were asked to recognize these behaviors among each other. Discipline referral rates, time on task, teacher time for instruction, and positive social outcomes [both in class and school-wide] were tracked as measures. Based on the piloted program and results thus far, results were impressive for all measures.

12:00 P.M. – 1:30 P.M.

LUNCH – KEYNOTE ADDRESS

Tennessee Ballroom 1 & 2

Session 4.1

2:00 P.M. – 2:50 P.M.

ACHIEVEMENT

Gardenview A

Presenter:

Jimmy Lindsey, Southern University, Baton Rouge

School Climate and Whole-School Morning Meeting

Jean D. Krieger, Woodlake Elementary School

Many factors are involved in improving student achievement. Urban (1999) reported that students must experience a positive and supportive school climate in order to achieve their best. An investigation was conducted in one primary public school delineating the stakeholders' beliefs about their school climate. The questions are "How do the stakeholders of P.S. Southeast Elementary view the school climate?" and "How does Morning Meeting influence the school climate?" Stakeholders, including veteran and novice teachers, administrators, parents, students, and community members, were interviewed about their beliefs concerning the school climate. Questions concerning the whole school morning meeting were included in this study. The interviews were transcribed, and information was compiled to find patterns in their stated beliefs. The findings are outlined in the report. School climate is a factor mentioned frequently when discussing school reform and improved student achievement. This study outlined the processes involved with establishing daily, whole-school morning meeting, and the stakeholders' beliefs about this tradition.

Cross-Cultural Perceptions of Motivation in Learning

Srilata Bhattacharyya, New York Institute of Technology, New York

Teacher preparation programs in all countries are today geared toward developing the students' motivation and skill to learn. Research indicates that mainly American researchers, contextually related to the American sample, developed the conceptual framework regarding motivational factors that affect learning. Motivation has therefore been reviewed from a western philosophical outlook. The purpose of the study was to investigate the motivational factors that predict academic achievement in a cross-cultural context, and to find the common ground in how students from India, an ancient, yet paradoxically, younger nation, compared with students from the United States. The prediction of academic achievement by the components of motivational orientation in two separate cultural environments, India and the United States, was investigated in this study. The sample was comprised of 143 Indian preservice college students from Bombay, India, and 200 American preservice college students from a large southern university in the United States. Using the Motivated Strategies for Learning Questionnaire, this study specifically examined the effect of motivational orientation measured by the constructs goal orientation, task value, expectancy components of self-efficacy, and the affective component of test anxiety. Demographic factors of concern were parental education and socioeconomic status measured by income, age, and gender of the students and their religious affiliations in India, and ethnicity in the U.S. Academic achievement was measured by grades. Multiple regression results indicated intrinsic goal orientation and self-efficacy were predictive factors in explaining academic achievement in American students, while in the Indian students, academic achievement was predicted by self-efficacy. The emergence of the expectancy component of self-efficacy in both cultures as a major predictor of academic achievement is indicative of the fact that this construct is universal across cultures. The findings were discussed within a cross-cultural frame of reference, and ways to enhance student learning were implied.

Methods of Middle Grade ESL Students In Reading

Kristen Clary, Lincoln Elementary School, and Rosalind Gann, East Tennessee State University

These two projects, undertaken as action research with third- and fourth-grade students, demonstrated how fairly minor interventions by a classroom teacher can result in fairly dramatic improvement. The first project, which focused on vocabulary improvement in content areas, utilized vocabulary notebooks. The second, which aimed to improve fluency in reading, worked with a take-home bookbag project and involved the child's mother. Both students improved substantially.

Session 4.2

2:00 P.M. – 2:50 P.M.

COLLEGE STUDENTS

Gardenview B

Presenter: Gary J. Skolits, University of Tennessee, Knoxville

Measuring the Predictive Ability of a Self-efficacy Instrument for College Non-Majors Learning in Active Versus Passive Lecture Environments

Sandra L. Johnson, Middle Tennessee State University

Social cognitive theory asserts that self-efficacy, the beliefs in one's own ability to engage in or accomplish a task, and confidence affect motivation and persistence at new tasks (Bandura, 1996). For example, a student's belief in her/his ability to learn biology determines time and effort spent on biology-learning tasks (Pajares, 1996). Instruments measuring general self-efficacy are thought to have less predictive ability than those examining confidence relevant to specific tasks. The author tested the hypotheses that: (1) student reported self-efficacy predicts achievement in nonmajors biology, and (2) students' confidence in their ability to use biology in their lives increases when they engage in active learning. Three non-majors biology lecture classes (N=211) at a moderate sized southern university participated in this study in spring 2004. The multidimensional Biology Self-Efficacy Scale (BSES; Baldwin et al., 1999) served as pre- and posttest for the study. All lectures included several mini-lectures. In the active-lecture, mini-lectures were followed by multiple-choice questions. Taking time to answer questions gave students an opportunity to use the information imparted in lecture and allowed the author to correct misconceptions and help students work through distracters to find the best answer. Passive mini-lectures flowed together, although the correct information from the active-learn questions was presented at the same place in the lecture. Self-efficacy was not a significant predictor of final grade, contributing only about 3% to the grade. Active learning did not significantly improve total efficacy scores. However, two dimensions of self-efficacy significantly increased among active learners (methods, $P = 0.02$; analysis, $P = 0.009$). This project does not support the proposition that self-efficacy predicts biology achievement. However, achievement involves a broad spectrum of complex behaviors. Analysis of the behaviors that successfully lead to biological literacy may clarify the relationship between self-efficacy and achievement.

College Students' Study Habits and Test Performance

Lola Aagaard and Ronald Skidmore, Morehead State University

A common assumption is that studying for tests affects student achievement in a college course, yet the literature shows mixed results in many areas related to study strategies. Study procrastination (delaying studying until right before the test) does not show consistent adverse effects, for instance. Active engagement with course materials, such as note-taking while reading a textbook chapter, is not consistently better than a passive rereading of the same content. The current study investigated students' study habits and their relationship to test scores in an undergraduate course. Subjects were 149 undergraduate students enrolled in a course required for admission to the teacher education program at a regional state university. Students were given a short instructor-developed study habits survey in conjunction with each of five multiple-choice tests. The majority of students (70% or more) did most of their preparation (about two hours worth) right before the test. Ninety percent or more of the students read over the notes they took in class, but half or fewer read the assigned textbook chapters. One third or fewer of the students worked through the textbook's accompanying study guide or used mnemonics as a study strategy. Lesser-used strategies included studying with someone else (<25%), making flashcards (<15%), and writing sample test questions (<5%). A series of t-tests showed significantly higher test performance for students doing the study guide and for those using

mnemonics as a study strategy. Test scores showed no significant differences for any other study habits, including study procrastination and textbook use. These results have some implications for the overt instruction of students in the use of mnemonics. They also raise questions about the role of the textbook in college classes.

Emotional Intelligence of College Undergraduates

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

Salovey and Mayer define emotional intelligence as the ability to monitor one's emotions, the emotions of others, and to differentiate among them, and it involves the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to regulate emotions reflectively to promote emotional and intellectual growth. This definition connects intelligence and emotion because it combines the ideas that emotion makes thinking more intelligent and that one thinks intelligently about emotions. From this point of view, a person with these abilities is considered a well-adjusted and emotionally skilled person; the lack of these abilities renders a person socially and emotionally handicapped. The Emotional Intelligence Inventory (EII) was developed to measure emotional intelligence. The EII was based on the model of Salovey and Mayer. The initial pool of items was submitted to an exploratory factor analyses, and four factors were identified: empathy, utilization of feelings, handling relationships, and self-control. This study examined gender differences in emotional intelligence of undergraduate students. The instrument was administered to students at a large state university. The subjects of the study were 153 college students. Fifty-three of the subjects were male and 78 female. Data were analyzed using analysis of variance with four factors of emotional intelligence (empathy, utilization of feelings, handling relationships, and self-control) as dependent variables and gender as the independent variable. Significant differences were found on three of the four factors. Males scored significantly higher than females in empathy, handling relationships, and self-control. These results suggest that gender differences in emotional intelligence were reflected in this sample.

"I Like the Sound of Words...the Way They Fit in My Mouth": Urban Appalachian Professional Storytellers' Narratives

Christina Walton, University of Cincinnati

This IRB-approved narrative inquiry is an in-progress study investigating the life histories of professional storytellers who are of Appalachian descent and living in an urban metropolitan city located in the midwest. Each Appalachian storyteller-participant encountered is interviewed then observed during performances to determine what influenced their development as storytellers and informs the content of their oral narratives respectively. In the literature review, the 13 studies all used an in-depth interview format for adult narratives focused on story reconstruction, world view in story retellings, and cultural preservation. Narrative theory demonstrates that narratives are symbolic tools that mediate community and individual shared experiences (Ahonen, 2001; Obermiller, 1996; Wertsch, 1998 & Vygotsky, 1978). A comparative study of change design and narrative theory are used with a mixed method sequential exploratory design to allow integration of qualitative and quantitative data collection. This study uses convenience and snowball referral for the 20+ professional Appalachian storytellers. Two to three in-depth interviews concern personal matters, lived experience, values, decisions, ideology, cultural knowledge, and stories to examine the extent to which storytellers interpret their past through the lens of the story or narrative and serves to identify the factors that may influence their social, cultural, and historical interpretations. Storytellers introduce a story with a story so two concurrent stories unfold, the story with events, characters, setting, and content of the narrative, while the discourse involves the telling, presentation, expression and narration of the story. One storyteller expressed her love of the story, "I've always liked the sound of words. I like the way they fit in my mouth (heartly laugh)," and to "experiment with words, play with words." These storytellers use dulcimer, banjo, guitar, and fiddle to weave both story and song to make the past and present comprehensible to a community and educate through narratives.

Session 4.3

2:00 P.M. – 2:50 P.M.

LANGUAGE

Gardenview C

Presenter:

Jack J. Klotz, University of Central Arkansas

The Effects of Story Reading and Story Telling on the Oral Language Development of Young Children

Matthew P. Gallets, Chara Watson, Joseph Sobol, and Rebecca Isbell, East Tennessee State University

The purpose of this study was to determine how storytelling and story reading influence the language development and story comprehension of young children from five to eight years of age. During the study, two groups of children heard the same 24 stories. Group A heard the stories told, and group B had the same stories read to them from a book. The language pre- and post-samples were elicited from the participants by asking them to retell one of the stories that they heard. The language samples were analyzed using measures of language complexity and story comprehension. Both storytelling and story reading were found to produce positive gains in oral language. Differences between the two groups indicated that children who heard the stories told to them demonstrated improved story comprehension in their retelling, while children in the story-reading group showed greater improvement in the area of language complexity.

ESL Learning and the Study of Grammar

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

The fashions in second language teaching have been in a constant state of flux and evolution over the last 50 years. The proliferation of theories has come about as a result of scientific investigations designed to validate Second Language Acquisition as a discrete science in its own right. The theories applied to SLA themselves come from overarching theories of education based on behaviorist, cognitive, social, communicative, constructivist, and brain-based approaches to teaching. This multiplicity of theory, research, and methodology has led to varied and often contradictory ideas about teaching a second language. In particular, the subject of grammar and its place in SLA has undergone the effects of the winds of change in the field. This presentation of research focused on the continuing importance of grammar in teaching with reference to the changes in status accorded to grammar over the past 50 years and the current resurgence of interest in returning to grammar as an important component in the classroom. In addition, the importance of research in making decisions about when and how to teach grammar was explored.

Session 4.4

2:00 P.M. – 2:50 P.M.

RESEARCH METHODS

Gardenview D

Presenter:

Larry G. Daniel, University of North Florida

The Survey: Alive and Well?

Cindy S. Jacobs, University of North Florida

Developing a good research project, to a significant degree, rests squarely on well-designed data collection. Attitudinal surveys have long been employed as a technique to gather social science data. A comprehensive review of the literature yields evidence that good survey instrumentation is well-constructed,

well-written, and well-executed; yet still, many researchers report low-response rates. Further, even when a survey is well-written and response rates are relatively high, survey respondents frequently omit or overlook items within the survey, and, due to the effects of socially desirable responses, it is frequently unclear the degree to which data can be assumed to represent realistic perceptions. The purpose of the present paper was to discuss the issues surrounding development of survey instrumentation and how researchers can promote higher response rates and ensure a more comprehensive data collection process. Specifically, four major ways to promote higher response rates were discussed, and, where appropriate, examples and data were used to make the discussion concrete. First, suggestions for writing survey items were discussed, with emphases placed on the principle of parsimony and the careful wording of items and directions. Next, a variety of methods for collecting survey data (e.g., mail, e-mail, Internet, telephone, face-to-face) was explored, and procedures for increasing response rates within each of these methods were discussed. Third, the controversial practice of offering tangible rewards to participants to increase response rates was discussed. Finally, various methods for handling missing data were discussed, with data output comparisons made across the various methods.

A Typology of Mixed Methods Research Designs

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

The mixed methods paradigm is still in its adolescence, and, thus, is still relatively unknown and confusing to many researchers. In general, mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon. Over the last several years, a plethora of research designs have been developed. However, the number of designs that currently prevail leaves the doctoral student, the beginning researcher, and even the experienced researcher who is new to the field of mixed methods research with the challenge of selecting optimal mixed methods designs. A content analysis of the various available mixed research designs has led us to conceptualize that these designs can be represented as a function of the following three dimensions: (1) level of mixing (partially mixed vs. fully mixed), (2) time orientation (concurrent vs. sequential), and (3) emphasis of approaches (equal status vs. dominant status). This paper presented a three-dimensional typology of mixed methods designs that represents an attempt to rise to the challenge of creating an integrated typology of mixed methods designs. The typology presented here describes eight types of mixed research designs: (1) partially mixed concurrent equal status designs, (2) partially mixed concurrent dominant status designs, (3) partially mixed sequential equal status designs, (4) partially mixed sequential dominant status designs; (5) fully mixed concurrent equal status designs, (6) fully mixed concurrent dominant status designs, (7) fully mixed sequential equal status designs, and (8) fully mixed sequential equal status designs. An example for each design was included, as well as a notation system that fits the eight-design framework.

**Generalizability, Replicability, and External Validity: Promoting Understanding
and Addressing Common Misconceptions**

Larry G. Daniel, University of North Florida

When educational researchers use correlational statistical techniques for obtaining scientific results, they should be appropriately concerned with the external validity (i.e., the generalizability) of obtained results with respect to a broader population of interest. Because there is always the possibility that results of such analyses will capitalize upon chance, it is desirable that researchers attempt to replicate research findings across various samples selected from a given population. Replication is enhanced when samples are selected from the population of interest at random; however, when randomness is not feasible, the sample selected via whatever means should at least be representative of the population of interest. Replication is frequently given lip service, but rarely do researchers take careful precautions to truly replicate important studies within their areas of endeavor. Further, it is clear that some researchers simply do not clearly understand the replication or the broader concept of result generalizability. The present paper provided a background to generalizability as it has been perceived over time and proffers distinctions between generalizability and several other concepts important to educational research (e.g., external validity, replication). Following a review of terminology used in the literature on research generalizability, a variety of issues relative to the practice of replication follows, including: (1) the importance of sampling, (2) the distinction between generalizing to populations as opposed to across populations, (3) the place of cross-validation studies in replication research, and (4) the place of meta-analytic studies in replication research. Finally, several common misconceptions relative to the practice of replication were addressed, including the misconception that statistical significance testing informs the researcher as to the replicability of results, the misconception that all convenience samples are created equal, and the misconception that controls for internal validity necessarily result in threats to external validity, and vice-versa.

Session 4.5

2:00 P.M. – 2:50 P.M.

SCHOOLS

Gardenview E

Presenter:

Shelly L. Albritton, University of Central Arkansas

Parents' Ratings Regarding Goals of Gifted Programs

Stephani M. Choate and Sherry K. Bain, University of Tennessee, Knoxville

The purpose of this research was to examine popular views of appropriate goals for gifted programs in the schools, according to parents of children identified as gifted. A group of approximately 130 parents with at least one child identified as gifted was surveyed about their goals for gifted education. Nine schools were represented. Six were elementary schools and three were middle schools. The questionnaire listed five goals, as well as an "other" option that the parents could fill in. The goals included increased creativity, social skills, enrichment, acceleration, higher order

thinking, and self-esteem. The results were divided according to elementary school or middle school. Both groups ranked higher order thinking as the most important goal for gifted education and creativity as third in importance. Parents of students in elementary school ranked acceleration second and enrichment fourth in importance. The elementary parents gave the fifth and sixth rankings to self-esteem and "other," consecutively. The parents of students in middle school gave the rank of second to enrichment and fourth to acceleration. Self-esteem was ranked fifth. This group of parents did not choose the category of "other." Both sets of parents gave social skills the lowest ranking. According to this research, the parents of children identified as gifted place a strong emphasis on higher order thinking and creativity as important goals for gifted education programs. Fascinatingly, parents ranked social skills as the least important goal for these programs. This is an intriguing result considering the documented perceptions of social relationships in children identified as gifted.

Conflict Resolution Skills Training in Elementary School

Cenovia Burnes, Mississippi State University

This study was conducted to train students and evaluated a curriculum of nonviolent living for fourth-grade students. The Social Learning Theory emphasized the "proactive" aspect of aggression, while other research models emphasized the "reactive" aspect. Several research studies show that early classroom behavior and early antisocial behaviors are predictors of later violence or misconduct. The most comprehensive review of the effectiveness of violence-prevention programs for youth was done by the Carnegie Corporation, a total of 72 participants, ranging from eight to 10 years of age at an inner-city elementary school. Analyzing whether perceptions were impacted in research question one, the pretest mean score ($M=59.05$) and the posttest mean score ($M=65.40$) indicated an increasing difference. When the mean scores were compared, the results indicated the impact perceptions of aggressive behaviors among fourth graders were not statistically significant, $F(2,57)= 1.821, p>.05$. The mean difference was 3.15, which indicated no significant difference. The second research question focused on the effectiveness of the Peace-Able-Place program by increased awareness of alternative conflict resolution skills among fourth graders. The pretest reported the lower of the two mean scores ($M=59.05$). The posttest reports the highest mean score ($M=65.40$). A three-part questionnaire of 37 items taken from the Youth Risk Behavior Survey was administered as a pre- and posttest that was designed to measure interpersonal aggression, conflict resolution skills, and knowledge. The questionnaire was administered during regular counseling class. An analysis of covariance was used to determine if significant differences exist between the pre- and post-scores. There were two important implications within this study. First, the conflict resolution skills taught from the curriculum had an impact on the students' perception of aggressive behavior. In addition, results confirmed once again that violence is associated with multiple factors. Therefore, the Peace-Able Place curriculum is an effective violence prevention program.

Conflict Resolution Education: Preparing Preservice Educators to Work Collaboratively

Janetta L. Bradley, University of Tennessee, Chattanooga

Although conflict is a natural part of life and a common occurrence in the workplace, little preparation time is focused on assisting preservice educators to understand and manage conflict situations with colleagues, parents, and administrators. Limited research on student conflict and mediation exists, but little that addresses adult conflicts. This presentation provided background information for analysis and steps toward resolution of everyday conflicts. Data from two research projects with preservice educators provided support for including instruction in conflict skills into teacher education programs. Session attendees had opportunities to review, discuss, and practice outcomes from actual conflict situations in this theory-based approach to principled alternative dispute resolution method.

The Perceived Effectiveness of In-School-Suspension vs. Out-Of-School Suspension

Cenovia Burnes, Mississippi State University

The purpose of this study was to investigate and compare the perceived effectiveness of procedures of removing disruptive students from the classroom of schools with in-school-suspension (ISS) to schools with out-of-school (OSS) suspension. Research reports ISS as an alternative form of discipline. Among the other research findings there were identified models of ISS and recommendations for an effective discipline program. The samples of this

study were randomly sampled. All participants were certified faculty members. A questionnaire was conducted, and all subjects were treated equally. Data were obtained by utilizing a questionnaire that was designed to measure teacher perception of their school's discipline program and the perceived effectiveness of the procedures utilized for handling or removing disruptive students from the classroom. Data were analyzed using the Independent t-test to compare means for the two groups, which was a school with ISS and a school without ISS. The .05 was used for the level of significance to support the hypothesis. According to the data, there was not a significant difference between being effective and not effective. The difference of perceived effectiveness was not statistically significant, t value = .598, $p > .05$. There was a mean of 4.33 for the discipline program being perceived as just getting by 4.00 for the discipline program being perceived as very effective. The mean difference was .33, which indicated no significant difference, with a standard deviation of $SD = .52$. According to the data, 55% of the teachers at the school with OSS perceived their discipline program to be less effective. The school with ISS indicated 70% of the teachers perceived their program to be effective. Other studies have shown significant differences and more effectiveness. However, the limitations within this study could cause discrepancy. It is thought that more research and a continuation of this study should be done to develop a more reliable analysis of this topic.

Session 4.6

2:00 P.M. – 2:50 P.M.

CLINICAL SUPERVISION (Symposium)

Le Conte

Organizer:

Thelma J. Roberson, University of Southern Mississippi

Literature Reviews of Current Issues in Clinical Supervision

Thelma J. Roberson, University of Southern Mississippi

Graduate students (educational administration) discussed their reviews of literature on clinical supervision topics: Evaluation vs. Supervision, Peer Observations, Supervisory Role of Mentors, Teacher Receptivity of the Clinical Supervision Model, Role of Staff Development, Designing Observation Instruments; Teacher Retention, and Staff Involvement in a School-wide Supervision Plan.

Peer Observations' Role in Clinical Supervision

David Gibson and Wanda Stringer, University of Southern Mississippi

Based on a review of relevant literature, this paper presented the role of peer observation in the clinical supervision model. The presentation included aspects such as when peer coaching is appropriate, key studies investigating the positive and negative impact of peer coaching, selection of coaches, and the need for training. Copies of the paper and included bibliographic information were provided.

Teacher Evaluation vs. Clinical Supervision

Travis Edwards, Sonja Robertson, David Freeman, and Thelma J. Roberson, University of Southern Mississippi

Based on a review of relevant literature, this paper presented key differences and similarities between teacher evaluation and the clinical supervision model. Copies of the paper and included bibliographic information were provided.

Session 5.1

3:00 P.M. – 3:50 P.M.

ACHIEVEMENT

Gardenview A

President:

Lynn Howerton, Arkansas State University

Effects of Instructional Strategies on Seventh-Grade Science Achievement as Perceived by Kentucky Students

Larry S. Ennis, Lindsey Wilson College

The Kentucky Education Reform Act of 1990 brought about systemic transformations at all levels of the state P-12 educational system. While the reform has generally been accepted as successful at the elementary and secondary levels, improvements in the state's middle schools have been negligible, particularly in science. This study

focused on possible influence on student seventh-grade science achievement from students' perceptions of teachers' instructional strategies, student self-efficacy, and demographic factors. Based upon secondary accountability data from the Kentucky Department of Education, the analysis included 10 research questions at two levels of research: individual student scores, and the composite school percentage change over Accountability Cycle. Simultaneous and hierarchical regression analyses were conducted to investigate possible relationships. Consistent throughout the data analysis is the negative linkage between the use of computers and student achievement, suggesting that computer use in science classrooms is detrimental to the improvement of seventh-grade science achievement test scores, at least as currently practiced. In contrast, use of textbooks and worksheets, as well as specific hands-on action strategies, have a positive relationship with science achievement. Certain demographic factors were correlated with student achievement. White and female students perform at a higher level than their non-white and male counterparts. Free and reduced lunch students typically performed at lower levels than higher socioeconomic students. Mediating variables, such as student effort and confidence, demonstrated positive relationships with student science achievement. The findings are unique in Kentucky, representing the first available connections among these particular variables. The study discussed these results and raised several puzzling questions. Future research is needed to answer these questions if Kentucky's middle schools are to prosper in seventh-grade science in coming years.

First-Grade Parents' Perceptions of Elementary School Recess

Rose B. Jones, University of Southern Mississippi

Since many states no longer include recess in their elementary school curriculum, the purpose of this study was to identify first-grade parents' attitudes toward the inclusion of recess. Sixty-six (66) parents of first-grade children from three classrooms in an elementary school in the southeast were surveyed. Of 66 surveyed, 43 parents responded, giving 65% returns. Participants responded to a 20-item survey about recess aspects. Data were analyzed using simple, descriptive statistics. Parents responded about importance of recess and exercise: (1) physical exercise is important (100%), (2) physical exercise is important to children at recess (97.7%), (3) at least one supervising teacher at recess needs CPR training (90.7%), (4) play is important to over-all development (100%), (5) enjoyed having recess when they were in first grade (100%), (6) their child benefits at recess because he/she is learning to get along with others (100%), (7) teachers should know names of students (97.7%), and (8) teachers should interact and talk with children (78.6%). Additionally, data analysis revealed some negatives in regard to communication of the elementary school with parents, as some parents did not know if: (1) periodic safety inspections of playgrounds are conducted (83.3%), (2) there are written policies for children injured at recess (68.3%), (3) teachers at recess have taken recess safety training (82.9%), and (4) there is a recess disaster plan to evacuate students (57.1%). However, 90.7% of parents felt their child was comfortable reporting behavior problems. In addition, 51.2% knew if rainy day recess is provided, while 97.6% wanted recess for special needs students. Results were consistent with suggestions by advocates, researchers, and educational organizations (IPA, AACRP, SECA, ACEI, NAEYC). The majority of participants (79.1%) support a cognitive recess curriculum. The findings of this study suggest that participants strongly support the inclusion of recess.

An Examination of the Impact of Early Retention, Academic and Behavioral Interventions, and Grade Retained on Academic Achievement

Madeline Kay Grantham and Carlen Henington, Mississippi State University

Much debate has arisen over the implications of implementing retention as an intervention for students experiencing academic achievement problems. Students are often retained in the early years of school (kindergarten or first grade) in an attempt to allow time for growth socially, cognitively, and physically (Robertson, 1997). This study investigated the long-term academic performance of 116 rural school participants who were retained only once in either kindergarten or first grade. The two conditions investigated were Retention Only and Retention Plus Intervention. Also examined were grade of retention, ethnicity, and socioeconomic status. The archival data were the students' mathematics and reading percentile scores (converted to z scores) and were analyzed using SPSS-11.5. Descriptive statistics (means, standard deviations) and ANOVAS generated the descriptive and comparative results with significance established at the .05 level of probability ($p < .05$). The retained-only group experienced statistically significant long-term achievement gains in reading and mathematics. Retention plus intervention had a smaller effect on reading achievement than did retention only. Similar levels of achievement occurred across both group conditions without a statistically significant impact on math achievement. Analysis failed to differentiate a significant effect by

grade. Ethnicity, gender, and SES were examined and: (1) African-American children were retained more often than other ethnic groups, (2) males were retained more often than females, and, (3) retention occurred more often among lower SES students. The author concluded that retention is a viable intervention. However, when and why to retain needs to be considered and all options explored when retention is a consideration in kindergarten or first grade, increasing the likelihood that the best educational opportunities will be available for young children. Retention decisions, similarly to Special Education decisions, should result from a documented resistance to intervention and elimination of potential ethnic, SES, and gender bias.

Session 5.2

3:00 P.M. – 3:50 P.M.

COLLEGE STUDENTS

Gardenview B

President: Kathy K. Franklin, University of Alabama, Tuscaloosa

The Relationship Between Occupational Wellness and Work Ethic Among Army ROTC Students

T. Ross Owen, Morehead State University

A multi-dimensional wellness model incorporates aspects of intellectual, emotional, physical, social, spiritual, and occupational wellness. Occupational wellness is worthy of investigative analysis because occupational risks are oftentimes overlooked in the workplace, and overlooked risks can result in increased costs for employers. Modifiable occupational risks include work ethic. Work ethic plays a key role in an individual's performance on the job. Work ethic is the system of values or beliefs guiding employees' attitudes and behaviors. Having a positive work ethic can be more crucial to occupational wellness than knowledge or skills. The purpose of this study was to investigate the relationship between occupational wellness and work ethic among ROTC students. Occupational wellness and work ethic are essential components of any Army ROTC service-learning curriculum. The two instruments used in this study were TestWell (TW) and the Occupational Work Ethic Inventory (OWEI). One hundred percent (n=98) of the ROTC students enrolled in MS102 Introduction to Leadership during spring 2001 at Morehead State University were given the TW and OWEI. The overall reliability of TW, determined by computing Cronbach alpha, was .95. The reliability of OWEI was .88. The correlation between total TW score and total OWEI score was significant. The Occupational Wellness subscale of TW significantly correlated with total OWEI score and with the OWEI subscales of Interpersonal Skills, Initiative, and Being Dependable. The conclusion reached was that a relationship exists between work ethic and occupational wellness. Implications for leadership education and development were discussed.

Needs Assessment for African-American Female College Students and Their Likelihood for Entering Into Counseling

Debra A. Bell-Campbell, Mississippi State University

Despite the growing body of literature regarding advances in multicultural issues, some ambivalence exists toward identifying the counseling needs of African-American females in the college setting. Comas-Diaz and Green (1994) noted that black women have distinctive needs that are separate from black men. Moreover, there is a plethora of literature that seeks to identify these sources of maladjusted behaviors and feelings among college students in an effort to create efficient programs and treatment modalities. Other studies have conducted need assessments and listed depression, anxiety, and relationship conflict as important issues (Stabb & Cogdal, 1992). Fifty African-American female college students (18 to 42 yrs.) chosen from a private, historically black college in Florida completed a 15-item questionnaire. The items for the inventory were developed from problems and needs of African-American women expressed in the literature. The questionnaire consisted of demographic questions and concerns that a person would like to discuss with a counselor. The results were consistent with previous research. Nearly all of the participants preferred a female counselor and ranked it of high importance when considering entering into counseling. Seventy-two percent of the women age 31 to 42, married, single parent, or divorced rated anxiety, career concerns, and depression as high on the assessment. Forty-five percent of the women, age 18 to 30 and single, rated relationships, finances, and self-esteem as high on the assessment. Finally, substance abuse and health-related concerns were rated low. The limitations of this study were small sample size and reliability and validity concerns. Future studies should compare needs across different genders and ethnic groups. In conclusion, it becomes important to understand that African-American female college students share some of the same concerns as other students, yet their perception of how it impacts their life is

significantly different.

Homecoming Queen: A Symbol of Student Ethnic/Racial Identity Achievement

Cecilia D. Lemon, University of Alabama, Birmingham,
and Kathy K. Franklin, University of Alabama, Tuscaloosa

Predominantly white universities face the challenge of creating atmospheres where students representing a multitude of ethnicities and races will enroll, persist, matriculate, and gain the necessary skills to be productive in the workplace. An additional challenge exists for student affairs administrators to provide support for African-American students to develop leadership skills. Failure to achieve a sense of belonging at the undergraduate institution is a significant factor for student retention. Involvement in extra-curricular activities enhances student leadership development while a student and continues after graduation in the workplace. The purpose of this research was to explore the significance African-American students placed on participation in campus politics, the satisfaction gained by goal attainment, and their motivation in so doing. Members of the Pan Hellenic Council at The University of Alabama volunteered to participate in a study whose purpose was to describe ways African-American sororities and fraternities asserted political influence. Students that were actively involved in campus political processes during the decades from 1970's to the present were invited to recount their experiences related to student politics at the undergraduate level. Five juniors and seniors and two of the three alumni participants were presently enrolled at the university. Significance of this research was related to the achievement of ethnic/racial identity development of African-American students at predominantly white institutions through participation in extra-curricular activities and the symbolic representations of the university by African-Americans. Data were collected in one focus group interview with students and eight individual interviews using a purposive sampling technique. Researchers used open coding to identify emergent themes. Results of the study revealed a description of efforts of African-American undergraduate students' efforts to assert ethnic and racial identity through the election of African-American students to positions of visibility and/or influence.

Session 5.3

3:00 P.M. – 3:50 P.M.

LEADERSHIP

Gardenview C

Presenter:

Mary Jane Bradley, Arkansas State University

Validating the Head, Heart, and Hands Expectation of a Leadership Platform in a Principal Preparatory Program

Jack J. Klotz and Shelly Albritton, University of Central Arkansas

A movement in recent years has propelled preservice educational administrative programs to rethink their delivery structure in efforts to produce well-prepared school leaders who are not only grounded in cognitive-based content, but who are also grounded in the practical applications of performance-based content in real-world settings. Criticisms that have been voiced concerning the delivery of traditional cognitive-based leadership preparation programs are that the training "does not reflect the realities of the workplace" (Murphy, 1992, p.88), that traditional administration training programs do not "provide the kind of experiences or knowledge that practitioners feel they need" (Muth, 1989, p.5), and that they may even be "dysfunctional in the actual/world of practice" (Sergiovanni, 1989, p.18). As a result of the apparent disconnect between cognitive-based programs and the real-world application, administrative preparation programs need to develop performance-based delivery models to provide tomorrow's leaders with necessary tools to meet the real-life, real-people challenges found in today's schools. This paper presented a specific model/schematic and its component parts through which principal preparatory candidates learn to develop and utilize an evolving philosophical leadership platform in order to reach decisions and guide actions. Also provided within the paper were several samples of student-developed leadership platforms affording participants the opportunity to compare and contrast developed products. The paper conveyed how these components may be addressed in a discourse guiding the future administrator's consideration of how to share such a platform with stakeholders, monitor its implementation, and collect data to assess its effectiveness. Finally, samples of developed student leadership platforms were provided within the paper.

New Wine in Old Bottles: The Importance of Place in Educational Leadership

John Dalton, Steve Farmer, Elton Freichs, Monty Howell, Teresa Robinson,
and Larry Stein, University of Tennessee, Knoxville

In May of 2004, an Educational Administration doctoral cohort of 10 East Tennessee teachers and administrators visited a sample of Cincinnati public schools in conjunction with the Urban Educational Leadership Program based at The University of Cincinnati. The rural educators planned to visit various schools in the urban setting to gain insights that would help them look at their own places through new lenses. They were attempting to “contribute to a theory of place as a multidisciplinary construct for cultural analysis” (Gruenewald, 2003, p. 619). In this exploratory case study the researchers sought to gain insight into the development of both cognitive and affective understandings of place that were resultant of the students’ visits to the Cincinnati schools. Ten reflections were collected from the cohort members upon their return from these visits to three schools in Cincinnati. Based on the analysis of the reflections from members of the UT cohort, it appears that adult learners go through a series of cognitive processes when they encounter familiar proceedings in an unfamiliar place. First, leaving one’s place and venturing into the unknown opens one’s mind, widens one’s lens, and stimulates learning. Second, when one encounters a new context, one instinctively makes connections to one’s own place, but one also begins to grapple with questions that emerge from the discomfort of confronting inconsistencies. Third, at this point one dispels old myths, creates new beliefs, or confirms previous hunches that expands one’s understanding of an unknown phenomenon. Fourth, one eventually makes judgments about the merit of what one sees. Finally, one makes a choice in one’s mind to either reject what one finds and return to the comfort of what one knows, or one internalizes new insights that compels one to want to impact change.

Obesity Among Mississippi’s Public School Educators

Jack Blendinger, Mississippi State University

Obesity is a national concern. More than 50% of Americans have been categorized as being obese. This paper addressed obesity among Mississippi’s public school administrators and teachers in relation to physical fitness, health risks, insurance costs, job-absentee rates, and difficulties experienced serving as positive role models for children and youth. In investigating obesity, the study’s authors reviewed published and unpublished research papers dealing with obesity among Mississippi educators from 1995 to the present. Results of the investigation, along with suggestions for future study, were shared with session participants. An explanation of the Body Mass Index (BMI) and how to use it to determine obesity were also shared with participants.

Session 5.4

3:00 P.M. – 3:50 P.M.

ADMINISTRATION

Gardenview D

Presider: Gail H. Weems, University of Arkansas, Little Rock

The Myths About Interviewing: Bridging the Gap Between Theory and Practice

Glenn Sheets and David Bell, Arkansas Tech University

What biases do public school administrators possess? What characteristics and information do Arkansas school administrators value when making hiring decisions? This study evolved from a common interest shared by two professors about what principals and superintendents actually use when they hire teachers. Data for the study were obtained during the 2003-2004 school year using a survey developed by the researchers. The survey was designed to examine the rating of importance by using rank order from 1-9 with 1 being the most important in the given area. The instrument asked for ranking in the following five areas: teacher abilities, school management, personnel qualities, professional and social traits, and verification of information. The instrument was sent to 40 administrators. The top rankings for hiring decisions from each area included: (1) Teacher Abilities-motivating students, (2) School Management-interest in students, (3) Personal Qualities-attitude, (4) Professional & Social Traits-understanding of children, and (5) Verification of Information-quality of interview.

Do Experienced Principals Perceive the Superintendency as Male?

Michael C. Natarrella, Harold Bishop, and Rose Mary Newton, University of Alabama, Tuscaloosa

This study examined whether position announcements emphasizing specified superintendent roles (instructional leadership, managerial leadership, political leadership) and district size (1,500 students, 3,000 students, 12,000 students) influenced the job search behaviors of men and women differently. A randomly selected sample of elementary, middle, and secondary principals rated hypothetical position announcements emphasizing one of the roles and a specified district size. Contrary to expectations, both men and women rated position announcements emphasizing instructional leadership more positively than position announcements emphasizing either managerial or political leadership. The findings have theoretical and practical implications for recruitment researchers and organizational recruiters.

The Effect of Principal Centers on School Principals' Perceptions of Professional Isolation

Kathleen T. Campbell, Academy of the Sacred Heart; Elizabeth LaForge, University of New Orleans;
and Lisa Taylor, St. John High School

Isolation from adult peers and lack of job-embedded professional development have long been complaints of school principals. The concept of a principal center as a means of providing professional development and networking to school principals originated at Harvard University in the 1980's. Since then, many principal centers modeled on the Harvard prototype have sprung up all over the country. Principal centers claim to make a difference in the lives of the school principals they serve, but there has been little evidence to support that claim. The present study explored the phenomenon of principal isolation and the perceptions of isolation of principals who associated with a New Orleans area principal center in a two-year fellowship program. Two research questions were addressed: (1) Do principals perceive themselves to be isolated in their position? and (2) After becoming Fellows, in what ways did the School Leadership Center affect principals' perceptions of professional isolation? Twelve principals who represented a cross-section of principal fellows were individually interviewed in this qualitative multiple case study, after which a within-case and a cross-case analysis were performed. Various themes emerged from the following conversation threads: (1) loneliness and isolation, (2) benefits gained through involvement with the School Leadership Center, (3) how involvement with the School Leadership Center affected isolation, and (4) loneliness. The data suggested that principals felt less isolated in their positions because of the professional networking experiences and the professional development opportunities provided by the leadership center. The finding has implications for educational policy makers, who are being urged to support principal centers. Quality programs do make a positive difference.

Session 5.5

3:00 P.M. – 3:50 P.M.

MENTOR SESSION

Gardenview E

Presiders:

**Qaisar Sultana, Eastern Kentucky University, and Harry L. Bowman, Council
on Occupational Education**

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

Session 5.6

3:00 P.M. – 3:50 P.M.

REDESIGNING PRINCIPAL PREPARATION (Symposium)

Le Conte

Organizer:

Mary H. O'Phelan, Western Kentucky University

Redesigning Principal Preparation

Mary H. O'Phelan, Western Kentucky University

This symposium featured papers on five aspects of the process of redesigning a principal preparation program: the role of the Southern Regional Education Board, the role of SREB training modules, collaboration with community stakeholders, faculty perceptions of the process itself, and recommendations for others in similar endeavors.

Role of SREB in Redesign of Principal Preparation

Betty Fry, Southern Regional Education Board

The Southern Regional Education Board (SREB) is working with 16 southeastern states to achieve the goal that “every school has leadership that results in improved student performance – and leadership begins with an effective school principal.” With a three-year grant from the Wallace Foundation in 2001, SREB launched an initiative to improve school leadership. This presentation focused on the role SREB has played in creating and supporting an 11-member University Leadership Development Network, provided a summary of what has been accomplished in the past three years, and described the processes that have supported progress in redesign of educational leadership programs.

Using SREB Modules in Redesign

Bill Kelley, Western Kentucky University

In today's climate of accountability, NCLB, standards-based education, and parental and student expectations, a new paradigm has emerged to develop curriculum and instructional leaders. The SREB Modules are based in real world field-based experiences designed to provide the tools necessary for school leaders to be successful instructional leaders. Classroom activities and field experience combine to broaden the student's perspective and knowledge. Implementation of the SREB modules in the classroom has presented successes, as well as challenges. This session provided specific information as to how SREB curricular leadership modules can be used in principal preparation.

Collaboration with Districts and Community

Sharon Spall, Western Kentucky University

The creation of advisory councils and collaboration with stakeholders has been cited as a way to ensure that programs help students develop important skills (McRae, 1996; Gainous, Williams, & Romine, 1999; Cole & Ryan, 2001). In order to promote collaboration and obtain perspectives from the field, school district leaders and community leaders within the service region of the university met with university faculty concerning the development of the principal preparation program. This session summarized conversations with the advisory council regarding the content and delivery of a new standards-based program, as well as reflections on personal experience (Clandinin & Connley, 1994).

Faculty Perceptions about the Redesign Process

William Schlinker, Western Kentucky University

The redesign process has included hours of writing and discussion, including several faculty retreats. This session reported results of anonymous faculty responses to open-ended questions about the redesign process, its effects on them personally and professionally, as well as their views on strengths and weaknesses of the process, as well as the product. After IRB approval, faculty members were asked to respond to a series of questions about the process of redesign. Topics addressed in the survey included the role of faculty; benefits of process and product to faculty, students, and schools; collaboration among faculty; and problems encountered.

Recommendations

Gayle Ecton, Jim Stone, and Vickie Basham, Western Kentucky University

This paper reported on the findings of a recent doctoral dissertation research effort comparing the attitudes and beliefs about classroom management held by alternatively certified and traditionally certified teachers at the high school level. The study included 57 traditionally certified teachers and 57 alternatively certified teachers in a single southeastern state. The ABCC (Attitudes and Beliefs on Classroom Control) Inventory was used in this study to gather data in three domains: Instructional Management, People Management, and Behavior Management. This study did not find statistically significant differences between the two sample groups. A review of the literature was presented that included a historical overview of teacher certification, the evolution of alternative certification, the pros and cons of

alternative certification, significant related studies, and classroom management. The methodology, results, and recommendations were discussed. The authors also explored possible rationales for why the results of this study differ from prevailing perceptions of differences among alternatively and traditionally certified teachers and implications the results of this study present. Copies of the paper, including references, were provided.

Session 5.7

3:00 P.M. - 3:50 P.M.

DISPLAYS

Lower Lobby

Teachers as Researchers

Marian Parker, Lisa Vardaman, and Judy Dye, Troy State University

Faculty members and graduate students engaged in the Reading Specialist program at Troy State University (AL) devised a collaborative activity intended to serve three primary purposes: (1) to expose inservice teachers to current and/or seminal research in the understanding of the reading processes of young people, (2) to model group reading and discussion practices that could be modified and replicated in the K-6 classroom, and (3) to determine whether, based upon achievement test scores over a period of time, these group reading and discussion practices are effective methods of increasing student achievement in any area of reading. Three groups were established; each read a different title, including *The Read-Aloud Handbook* (Trelease, 1995), *The Fluent Reader* (Rasinski, 2003), and *What Really Matters to Struggling Readers* (Allington, 2003). The display provided attendees with tips for establishing the reading communities, recommendations for titles, and ways to use the results to improve the teaching/learning environment.

Students Assess the Portfolio Process

Jeffery Dukes, Nancy C. Boling, and Lee Kem, Murray State University

What do student teachers really think about the portfolio process that is a requirement for graduation? At MSU, student teachers must turn in an "Eligibility Portfolio" as an authentic assessment of their capabilities to teach. Students continually complain about the time, effort, and energy that it takes away from their student teaching. The undergraduate researcher (McNair Scholar), assisted by two faculty members from the College of Education, conducted a survey of student teachers to determine their understanding of the portfolio process, what they learned from the process, and their ideas for alternate methods of assessment. The population included 65 respondents at a final student teaching meeting on campus. The majority of those who responded to the survey saw the need for the portfolio process but was highly critical of the time and effort that the development of the portfolio required. Most of the participants offered ideas for alternate forms of assessment. All but 14 of the students felt that all education students should continue to complete the Eligibility Portfolio as a requirement for graduation. While there were conflicting opinions about the value of the portfolio process and its benefits to them as future teachers, most of the respondents agreed that they did learn from the experience—both technologically and professionally. This research project was an excellent example of action research.

Bridging the Gap Between Theory and Reality

Daphne W. Hubbard, Ruth S. Busby, Andrea M. Kent, Edward L. Shaw, and Susan M. Jordan,
University of South Alabama

Cole and Knowles (2000) asserted that a gap exists between theories espoused in college textbooks and reality in real life classroom settings. Informal surveys of preservice elementary education teachers seemed to support this idea. In *Prepared to Make a Difference* (2003), the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction indicated that exemplary reading teachers not only possess the knowledge of research-based practices, but also demonstrate competency in implementing them. In order to address this problem in teacher education, a number of teacher education faculty designed a project that would serve a local elementary school and give university students the opportunity to create a 21st century language arts classroom. Months of planning culminated in a one-day event in which preservice teachers totally overhauled and transformed a novice third-grade teacher's classroom. The room was reorganized to facilitate best practice in literacy instruction including formation of a whole group area for shared reading, read aloud, and word work; a small group area for guided reading; a classroom

library center independent reading; and other small center areas: math, science, social studies, and technology. The presentation included a brief overview of the service project, practical guidelines for teachers for implementing such measures, a photo essay of the classroom before and after, and reflections and reactions from preservice teachers, the third-grade teacher, and his students.

The Impact of No Child Left Behind on NCATE Accredited Elementary and Secondary Teacher Education Programs: An Overview

Susan P. Santoli, Barbara Salyer, and Scott Hopkins, University of South Alabama

This study reported the results of a survey as to whether NCATE-accredited institutions throughout the United States made changes in Professional Education and/or Teaching Field Coursework, in either elementary and/or secondary areas, because of the No Child Left Behind Act (NCLB). Two hundred forty-eight of the 550 institutions surveyed (45.09%) responded that changes had been made because of NCLB. Areas of change included increasing hours in professional education and teaching field courses, and expanding alternative certification/licensure programs. There was also increased articulation/dialogue between Schools, Colleges, and Departments of Education (SCDEs) and Colleges of Arts and Sciences, as well as increased articulation between SCDEs and local schools/school districts. The percentages of SCDEs making changes were nearly uniform across all sizes of institutions. Changes were made in both private and public SCDEs.

Practitioner Teachers: Are They Highly Qualified?

Cathy E. Stockton, Dawn Basinger, and David Gullatt, Louisiana Tech University

Practitioner Teacher Certification Program is an alternative certification program designed for first-year and experienced teachers who have a bachelor's degree in an area other than education. The practitioner program is a new model for teacher preparation and certification that was developed at Louisiana Tech University in answer to Secretary of Education Rod Page's call for a teacher preparation program in which certification regulations are kept to a minimum. Recent research suggests that subject-matter background has a positive effect on student performance (Meeting the Highly Qualified Teacher Challenge: The Secretary's Annual Report on Teacher Quality). The Secretary's Annual Report on Teacher Quality stated that teachers' knowledge of pedagogy, degrees in education, and amount of time spent in practice teaching are less clearly linked to student performance. Presenters shared the Louisiana Tech University Practitioner Teacher Program plans of study, data collection instruments, and program data with participants.

Session 6.1

4:00 P.M. – 4:50 P.M.

ACHIEVEMENT

Gardenview A

Presenter:

Edward L. Shaw, Jr. University of South Alabama

Modifiable Behaviors that Affect Performance

Christon G. Arthur, Tennessee State University

Widespread concern exists that college students are not assuming enough responsibility for their academic success. As students assume greater responsibility for their academic experiences, the greater the likelihood that they will achieve academic success. Thus, educators have been seeking to find ways to academically engage students and thereby improve their academic success. This study's theoretical framework is based on the philosophical belief that the more students strive to control the events that affect them academically, the more likely they are to succeed in college. Therefore, students have a responsibility for their educational success. It is not good enough for students to be held responsible for their academic success. They should be responsible. This distinction suggests that students who are held responsible will work only when compelled to, while those who are being responsible will work without constant reminders or prodding. A correlation study was used to describe in quantitative terms students' attitudes about academics, their academic behaviors, and the degree to which these variables relate to GPA. The correlation design was used to identify predictor variables of the criterion variable GPA. The linear combination of the

variables ACT and diligence were able to explain 11% of the variance in GPA. When the coefficients for ACT and diligence are applied to the regression equation, a student with an ACT of 19 and who is not diligent had a predicted GPA of 2.585. On the other hand, if that student with an ACT of 19 were to become highly diligent then his GPA will improve to a 3.107. By becoming more diligent a student may increase his GPA from a C to a B. The behaviors that affect the academic performance of students are under the control of students. They are modifiable! An improvement in diligence translates to an improvement in GPA.

**The Impact of Reading Recovery on Student Performance:
A Comparison of Stanford Achievement Test Scores**

David C. Little, Samford University, and Gwendolyn Tilghman, Birmingham (AL) City Schools

The goal of this study was to determine whether elementary students enrolled in the Reading Recovery Intervention Program scored significantly higher in total reading and comprehension batteries of the Stanford Achievement Test 9 when compared with a control group of elementary students not enrolled in Reading Recovery. Reading Recovery is an early intervention reading program developed in New Zealand by Marie Clay. Numerous studies, including research by Schwartz et al. and Askew et al., indicate that the Reading Recovery program can have a significantly positive impact on student reading scores on standardized reading tests. Data derived from the SAT 9 for students' scores on total reading and comprehension were compiled as study data. Scores were analyzed using a two-way analysis of variance (ANOVA). There were found to be significant differences in the reading and comprehension scores of the experimental and control groups. Conclusions based on the research indicate that struggling readers who participate in the Reading Recovery program may be positively impacted regarding SAT 9 scores in reading and comprehension when compared with control groups of struggling readers who do not participate in Reading Recovery.

Graduate Research Course: Scores Compared by Sex

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

Are there performance differences between male and female students in a graduate-level research class? To investigate this question, the study compared test scores before and after a graduate-level advanced research class by sex. The six classes that were the focus of this study were offered in the fall 2001, spring and fall 2002 and 2003, and spring 2004 terms under the same instructor. All sections incorporated article critiques, a critique-based exam, and an oral presentation of a grant application completed by the student. The critiques and grant application were included to provide the students with opportunities to apply the research knowledge they had acquired from their basic research courses. There were 83 participants for whom there was complete information, comprising 53 females (64%) and 30 males (36%). Multiple-choice pretests and posttests on fundamental research topics were administered. A 30-item posttest yielded a somewhat low Cronbach's alpha of 0.53. Since there were only negligible differences in the pretest scores as to sex, a two-sample t-test was run on the posttest scores. The assumptions of normality and homoscedasticity were verified by the Omnibus Normality of Residuals and Modified-Levene Equal-Variance tests, but random selection was not possible since students cannot be randomly assigned to these classes. The t-test indicated that the null hypothesis of no difference between the posttest scores for the males and females could not be rejected at the 0.05 level ($t=0.80$, $p=0.43$). The effect size, $d=0.18$, was relatively small (Cohen). The Mann-Whitney U test agreed ($Z=0.68$, $p=0.50$). The conclusion was that there were no practical differences in the sexes as to their test scores, suggesting that there are no particular academic benefits for one sex over the other in these graduate research classes.

Session 6.2

4:00 P.M. – 4:50 P.M.

COLLEGE STUDENTS

Gardenview B

Presenter:

Cecilia D. Lemon, University of Alabama, Birmingham

Increasing Class Attendance Through Randomly Scheduled Extra-Credit Reactions to Course Lectures

Daniel L. Fudge and Robert L. Williams, University of Tennessee, Knoxville

Research has shown that exam scores and performance on related measures are affected by class

attendance in college courses. Students who attend class regularly have a better chance of performing well in a course than those who are frequently absent. This is especially true for students obtaining grades in the low- to mid-ranges. Considerable research is available on ways to increase attendance. Most of the research to date has revolved around punitive measures, negative reinforcement, and contingencies between grades and attendance. In contrast, the current study provided positive reinforcement in the form of extra-credit contingencies applied in class. Three classes were involved in the study. The class receiving the extra-credit contingencies (treatment class) included approximately 55 students in an educational psychology class at a large public university. Each of two non-treatment classes also had approximately 55 students taking the same course at the same university. The dependent variables in the study were: (1) the number of students who attended class on days when no credit-producing activities (e.g., exams, quizzes) were scheduled, and (2) their exam performance at the end of each treatment phase. The independent variable was unannounced extra-credit for written reactions to instructor lectures assigned at the end of randomly selected lectures during two units of the treatment class. The results indicated that students attended class more often on days when the contingency was in place. This was determined through both intra-subject (across phases within the treatment class) and inter-subject comparisons (between the treatment and the two non-treatment classes for the same units). Exam performance was higher for the treatment class during the treatment units and higher than in the same units in the non-treatment classes. This study demonstrated a manageable, positive way to increase attendance that would likely translate into higher exam performance.

Predictors and Correlates of Undergraduate Students' Career Maturity

John K. Rugutt, Illinois State University

Today's college students are much less likely than those in their parents' generation to follow a single career path, that is, taking jobs after graduating from college and staying with the organizations for their entire careers until retirement. More likely, current students will have multiple career experiences over their working decades of life. As this is a fact of life in the modern economy, the ability of students to make effective career-related decisions for themselves has become increasingly more important. The empirical study of career maturity has its foundations in the concepts of personal development, including identity formation and in the study of familial influences on vocational choice, as noted by Guerra and Braungart-Rieker (1999). From a developmental standpoint, the college experience forces students out of their comfort zones, often to a new place with unknown social factors. This push allows for growth opportunities in decision making of many types, including career decision making. Familial influences related to career maturity such as those studied by Hargrove, Creagh, and Burgess (2002) include the degree of family conflict and expressiveness and emphasis orientations in the achievement, intellectual-cultural, and moral-religious domains. This study investigated predictors and correlates of career maturity with a sample of 871 undergraduate students. Preliminary results showed that no significant relationship between mother's educational attainment and student's career maturity existed. However, career maturity was significantly correlated with classification and college GPA. The major findings and conclusions of the study were discussed in view of their implications for future research, measurement theory, research design methodology, and practice.

Generic Vocabulary Development as a Predictor and Outcome Variable in a Large Human Development Course

Haley E. Crisp and Robert L. Williams, University of Tennessee, Knoxville

Students' generic vocabulary can play a pivotal role in their collegiate experience, both as a predictor and outcome of learning. In fact, poor vocabulary development has been identified as the most important barrier to lecture and text comprehension in college courses. College students themselves consider a limited vocabulary to be a major impediment to success in their courses. The current research examined the relationship between students' generic vocabulary and their performance on a national critical thinking test and multiple-choice exams in a large undergraduate course. Also of interest was whether students with high, average, and low vocabularies made similar gains in their vocabulary development during the course. Students in 10 sections of the course participated in the study. The key measure used was a 50-item multiple choice generic vocabulary test given at the beginning and end of the course. The vocabulary instrument mainly included words that appeared on the five multiple-choice exams in the course. The Watson-Glaser Critical Thinking Appraisal-Form S (WGCTA-S) also was administered at the beginning of the course, and the multiple-choice exams were administered throughout the course. Pre-vocabulary scores were used to divide

students into low, average, and high-performing groups. Results yielded significant differences between the performance groups on course exams and the WGCTA-S. Specifically, students in the high-performing group scored better on both measures than students in the low and average-performing groups. However, compared to the high performers, students in the low and average performing groups made greater gains in vocabulary from pre- to posttest. A principal conclusion of this study was that entry and exit generic vocabulary have important predictive and outcome potential in large undergraduate courses. The study demonstrated that vocabulary improvement can be facilitated by providing students an opportunity to learn advanced vocabulary words before encountering them on exams.

Reading and College Students

Lee Kem, Murray State University

Are all students entering college reading at grade level? Will students be able to handle the amount of reading and comprehension involved in college courses? What reading problems are brought with the student from high school? Reading difficulty and an aversion to reading are major contributors to lack of success in college. To increase the probability of retention and success of these students, early identification and intervention are essential. Just as no child should be left behind in the public school, students in college should be provided opportunities to succeed. To identify reading problems and assist students toward success, a questionnaire, "The Reading Attitude Survey," was developed for use with college freshmen. Research was conducted at a midwest university. The survey was administered to 250 students as part of the education freshman orientation courses. The survey identified students with reading issues and correlated with lower ACT reading scores. The survey also provided insight into the source of the reading problems, thus providing information for the student and the freshman orientation instructor. This information was then discussed with the students, and proper resource referrals were made. The Reading Attitude Survey was also administered to three different groups of adult college advisors who took the survey from an assigned reading problem perspective. These data were correlated with the freshman orientation survey results. Objectives were to share research based on the questionnaire administered to freshmen, to take the questionnaire, to discuss the outcomes and results, and to identify intervention strategies and resources for students. This presentation is applicable to those interested in college-level reading difficulties, retention, remediation, and success in college.

Session 6.3

4:00 P.M. – 4:50 P.M.

LEADERSHIP

Gardenview C

Presenter: Daphne Hubbard, University of South Alabama

Research Findings of Leadership Styles of Department Chairs at the University of Montevallo

Glee Whitsett, University of Montevallo

Department chairs have the authority to make most departmental decisions, but rarely does formal training exist. They are left without an instruction manual, and some people may flounder. As Redwood, Goldwasser, and Street (1999) put it, "Some leaders are born, but most need help" (p. 64). Glaser and Smalley (1995) cited a 1992 survey by Industry Week that reported "less than half of the respondents said their bosses were good listeners. Fifty-five percent complained that their supervisors were 'poor' or 'average' in providing direction, in their knowledge of subordinates' jobs, and at communicating goals" (1995, p.32). Therefore, there is a need to study how the leadership styles among department chairs at the university level may be affected. This study compared the leadership styles of chairs on the campus of The University of Montevallo in the spring of 2002. This mixed-methods study was designed to identify the leadership styles, adaptability, and range of chairs; to compare these factors in terms of gender of participants; and to examine how these factors were affected by selected demographics. One hundred twenty-six faculty members and 10 department chairs were surveyed. Personal interviews were conducted with faculty and departments chairs. The results were statistically analyzed using SPSS version 11.0. The statistics showed that a significant difference exists on the mean scores of leadership adaptability of department chairs between department chairs and faculty members. There was insufficient evidence from the ANOVA to show that a significant difference exists for leadership adaptability levels among department chairs as perceived by faculty members, with the exception of enrollment size of the department. Further research should be conducted using a battery of personality tests to determine if personality type has an effect upon leadership styles. These tests may include life satisfaction, self-esteem, locus of

control, self-efficacy, and anger and aggression.

Analysis of Gender Differences of Public School Superintendents' Conflict Management Mode in Relation to the Synergistic Leadership Theory

Kimberly O. Truslow, University of Central Arkansas

This presentation explored the pressure caused by conflict resolution and personnel issues accompanied by the drive for increased student achievement placed on superintendents that may be the driving factor to the high turnover rate within the superintendency. The manner in which superintendents confront, control, and adapt to conflict is reflective of their personal conflict management modes. This presentation presented the results of this study regarding the differences in conflict management modes of male and female public school superintendents and more specifically the relationship between superintendents' conflict management modes and the Synergistic Leadership Theory (SLT). The SLT is a framework that encompasses leadership behaviors, organizational structure, and external forces, as well as values, beliefs, and attitudes. The target population utilized in this study consisted of all 13,728 public school superintendents in the United States. The stratified random sample included 500 female and 500 male superintendents. Quantitative and qualitative data were collected through the Thomas-Kilmann Inventory (TKI), an open-ended interview protocol, and the Organizational Leadership Effectiveness Inventory (OLEI). Chi-square tests revealed a significant difference between the number of males and females in each of the five conflict management modes. The Cramer's V for effect size also demonstrated a strong effect size at the $p < .001$ level. Qualitative data revealed that there was a relationship between conflict management mode and the factors of the SLT. A full analysis of the quantitative and qualitative data collected in this study was presented, along with the conclusions and recommendations for utilization by institutions of higher education charged with the development and delivery of graduate educational administration programs designed to prepare future school superintendents.

Can Community Survive in a Landscape of Justice?

Alison E. Buehler and Christopher Henderson, University of Tennessee, Knoxville

This study addressed the question, how do we define "effective" leadership preparation programs in light of the rapidly changing contexts of schools in the United States? The purposes of this study were to understand the experiences of cohort members at the graduate level of an educational administration program in a Research I-Extensive Institute in the southeastern United States, and to re-examine the value the cohort model holds for its members and for the field of educational administration programs in light of current contextual demands. Framing educational administration programs around the cohort structure, thereby fostering learning communities, appears to meet the challenges of living in a diverse, global society and understanding schools as communities (Furman-Brown, 1999). However, despite positive research and support received for cohorts among the educational leadership community, the use of cohorts in educational administration do not always garner the support from the larger university administration necessary for their ongoing success (Millstein, 1992). Some educational administration programs are being forced to abandon the cohort model in favor of the more traditional programming from which they recently emerged. In this exploratory case study two cohorts were examined: one at the doctoral level, the other at the master's level. Data were collected through semi-structured interviews and documents with 17 participants. The data were then analyzed using Merriam's (1998) constant comparative method through two frameworks, Furman's (2003) Ethic of Community and Norris, Barnett, Bassom, & Yerkes (2002) Cohort Model. In order to ensure trustworthiness of the findings, data sources were triangulated using Fielding and Fielding's (1986) data source and investigator triangulation methods. Findings from the study confirmed the value of academic and personal support provided by learning communities, exposed contradictions between the ethic of community and the ethic of justice in educational leadership programs, and disclosed new challenges for future transformational leaders.

Session 6.4

4:00 P.M. – 4:50 P.M.

COUNSELING

Gardenview E

President:

Nancy C. Boling, Murray State University

Sensitizing Supervisors and Counselors to Child Sexual Abuse Using the Message Program

Eighteen master-level counseling students and nine doctoral-level counseling supervisors' knowledge of and attitude toward Child Sexual Abuse (CSA) were explored through the use of the Sex Abuse Graduate Education (MESSAGE) program, the Counselor Child Sexual Abuse Knowledge Index (C-Know), and the Child Sexual Abuse Attitude Scale (CSAAS). Results indicated that counseling students' ($n = 27$) knowledge of child sexual abuse related issues were limited prior to CSA training. However, upon training in the MESSAGE program, participants' knowledge scores showed a significant increase, $p = .000$, indicating the effectiveness of the MESSAGE program in training both master and doctoral-level graduate students. However, the repeated ANOVA results indicated that exposure to CSA training tends to increase the negative attitudes toward CSA of master's level students (Cognition score, $F = 7.37$, $p = .015$, $MSE = 1.39$; Value score, $F = 6.78$, $p = .019$, $MSE = 56.89$), but failed to show a similar effect for doctoral-level counseling students. This seems to indicate that doctoral counseling students with more experience and training in CSA issues have more positive attitudes toward CSA clients. The preliminary results of this study point to the need for further specialized training and affect management of master-level students in dealing with the abreactions related to working with clients who are presented with child sexual abuse issues, thereby decreasing the negative experiences of CSA clients.

Identifying the Critical Characteristics of Substance Abuse Counselor Supervisors

Lee A. Garner and Katherine Dooley, Mississippi State University

This pilot study was designed to identify the characteristics that supervisees consider critical in supervisors who work in substance abuse settings. Little empirical research in the area of clinical supervision of substance abuse counselors exists. Culbreth and Borders (1999) completed one of the few studies of substance abuse counselors. These authors found that counselors in recovery preferred supervision be given by supervisors who were also in recovery. After reviewing the literature, a 35-item questionnaire was developed that included a variety of supervisor characteristics that are important in a successful supervisory relationship. One item stated, "A supervisor cannot be effective without a thorough knowledge of the 12 Steps." Also, a listing of 16 characteristics of supervisors was ranked on a scale of most: (1) to least (10) importance. Demographics were also collected: (1) gender, (2) race/ethnicity, (3) highest degree earned, (4) degree seeking, (5) years of counseling experience, (6) years of experience as supervisor, (7) license held, and (8) undergraduate college major. Data were collected by surveying graduate students in graduate counseling classes. Of the 27 participants, 21 were women and six were men. The majority of the sample, 74%, was Caucasian. Descriptive statistics, means, standard deviations, and percentages were computed on the questionnaire and ranking. The following critical characteristics of supervisors emerged as important to the participants: (1) ability to confront supervisee who relapsed, (2) ability to recognize the warning signs of relapse, (3) having a thorough knowledge of the effects of illegal drugs, and (4) creating a therapeutic milieu with supervisees. Supervisors were also expected to know about Alcoholics Anonymous and understand thoroughly the 12-Step model recovery. Recovery status of the supervisor was ranked low and did not support the work of Culbreth and Borders (1999). Further study with a larger and more diverse sample is planned.

School Administrator's Attitudes toward Role and Function of School Counseling

Dean Owen, Morehead State University

Previous research has documented a role conflict for many school counselors. While school counselors are traditionally trained to provide individual, small group, and classroom guidance services, many counselors express concern that they often must assume a variety of administrative or clerical duties at the behest of the school principal, leaving correspondingly less time to provide traditional counseling services to students. Clearly, the school principal or other school administrator is in a position to influence the role and function of the school guidance program. The purpose of this study was to survey the attitudes of school principals with regard to the role and function of the school counselor's activities. A total of 39 school principals and other administrators from a 22-county service region served by Morehead State University were the subjects of this investigation. Each of these subjects was asked to rate 27 traditional counselor functions on a scale ranging from "Totally unnecessary" to "Highly essential." Results of the study indicated counseling programs are highly valued, and some counselor functions are regarded as far more significant and essential than others. These subjects also indicated far less utilization of counselors for administrative

duties than is reported by counselors. Seventy-two percent of the respondents reported that the counseling programs made a critical or essential contribution to the school's mission.

Session 6.5

4:00 P.M. – 4:50 P.M.

WRITING AND GETTING PUBLISHED (Training Session)

Le Conte

John R. Petry, University of Memphis

Opportunities and problems associated with writing and publishing articles and manuscripts were discussed. Topics included sources of ideals for research and writing, guides for effective writing, elements of style, publication sources, preparing and submitting a manuscript, ethics in authorship, understanding the publishing process, and using writing/publishing for professional development. Objectives of the session were to increase the awareness of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth. The session addressed pertinent information designed to aid in the achievement of these goals. Activities included a diagnosis of the basic writing skills of attendees, analysis of articles ready for submission to publications, and administration of a predictive measure for publication success. Several sources for publishing (both print and electronic) were presented and discussed that gave the manuscript submitters a higher chance of achieving success or acceptance. Participants' manuscripts were evaluated for their content, style, impact on the reader, and value to the scholarly community. Important emphases included knowing the audience to whom the publication is intended, knowing the expectations of the editor and journal and making sure the article addresses its main point effectively, having a definite message and reason for writing, writing effectively and distinctly, writing about subjects that the author knows, following the style of the publisher's writing, knowing the editor's preferences, and using the journal's format, understanding the publishing process: how journal articles have been requested, reviewed, rewritten, and accepted; recognizing that the writing, reviewing, and editing processes are time consuming; and following up on every submission, contacting the editor to determine status, and learning how to edit personal submissions. Participants had a broad understanding of writing and publishing as a result of attending this session and were motivated to begin or continue the process.

Session 6.6

4:00 P.M. - 4:50 P.M.

DISPLAYS

Lower Lobby

Language Maintenance in Guatemala and United States Communities

Marlynn K. Martin, Rankin County School District, and Kristin Grayson, Emporia State University

This poster presentation addressed the complex nature of linguistic and cultural maintenance and language learning for language minority populations. Presenters compared Guatemalans in San Jose' Chiruyuju, Guatemala and Guatemalans in Rome, Georgia, and explored language-learning and cultural maintenance. Using the socio-cultural framework, presenters compared Guatemalans in San Jose' Chiruyuju, Guatemala and Guatemalans in Rome, Georgia in terms of why and the degree to which they have learned the language of the dominant group. One group learns the dominant language of the country in which they live, i.e., Spanish, and the other learned the dominant language of their host country. Guatemala is a country whose history, like the United States, is marked by struggles between indigenous and immigrant cultural groups. In both countries equal educational opportunity is perceived as essential and is mandated but difficult to achieve. The session detailed similarities and differences between these two settings in achieving community integration and educational equality for diverse cultural groups. One point of interest is that bilingual education exists in this small Guatemalan village; young children begin school speaking the home language of Kaqchikel and in the first few years of school are instructed in both Kaqchikel and Spanish. Despite years of prejudice and violence, indigenous people in Guatemala still wear traditional dress and continue to speak their native language even in large urban areas. What has kept these traditions strong? The display featured regalia from the Guatemalan village, including crafts, native dress, and samples of students' work. Photographs and audio recordings of speech and music showed English, Spanish, and Kaqchikel speakers from the two communities.

Involving the Critical Stakeholders in Educational Reform

Doug Feldmann, University of Southern Mississippi

This study examined perspectives on the purposes of schooling in the United States as related to preservice teachers in an elementary education program. With the recent influx of new federal, state, and local performance standards for public schools, further debate has been opened as to what the actual structure and purpose of schooling should resemble – for the present time and into the future. Consequently, this issue is perhaps no more importantly discussed than among the future educators in teacher preparation programs, as these individuals will literally shape the course that pedagogical processes take in the decades to come, and who will emphasize the aspects of education which they deem most important. Within this study, 80 students in a junior-level elementary education course at a medium-sized university in the southeastern United States were given a questionnaire to complete, asking for their perspectives on the priority of certain topics in the greater purpose of public education. The university course in which the students completed the questionnaire was the “Social Studies Teaching Methods” component within a block setting, whereby all of the students were simultaneously enrolled in a “Literacy Teaching Methods” course and a “Mathematics Teaching Methods” course (course names are pseudonyms). The data were collected during the fall semester 2003 and the spring semester 2004. This “Elementary Block” of courses took place in the semester prior to the student teaching experience for all of the participants. During the semester of the completion of this questionnaire, the students were also in the process of completing their second extensive field experience and visiting a local elementary school for an entire day once a week, while simultaneously fulfilling their block coursework on campus.

Special Education Accountability in MSERA States: Applying Focused Monitoring to State and Local Programs

Lisa L. Persinger, Lauren Doyle, Jane Nell Luster, and W. Alan Coulter,
Louisiana State University Health Sciences Center

Monitoring and enforcement of the Individuals with Disabilities Act (IDEA) has always been a topic of great concern among advocates, school district and state administrators, and federal officials. The National Council on Disability reports that no state has ever been found by the U. S. Office of Education to be in full compliance with the Individuals with Disabilities Education Act (NCD, 2001). Although a number of monitoring models have been implemented over the years, there has never been an effort to implement a focused monitoring system in which data collection and a small number of carefully-chosen priorities drive the process and intervention and enforcement occurs according to predetermined criteria. The Focused Monitoring model outlined in this display is used by the Office of Special Education Programs (OSEP), as well as an increasing number of states, and is replicable by state education agencies and local districts. Special educators have recognized the value of measuring results. Priorities are the key elements of the IDEA, defined as those items that, if fully implemented, would make a significant difference for infants and toddlers, children, and youth with disabilities. These priorities have been selected by a broad group of stakeholders after significant public input. While not intended to minimize the importance of other elements of the IDEA, it is the consensus of the stakeholder group that if these priorities are implemented, outcomes for infants and toddlers, children, and youth with disabilities will improve, and implementation of the other requirements of the IDEA will naturally follow. Each priority and key indicator was reviewed and defined for IDEA Part B. MSERA’s six states’ performance data was displayed within the context of the national data.

Reflections on a Diversity Field Placement by Preservice Teacher Education Students

Marci A. Malinsky, Arkansas State University

This session explored the reflections of seniors enrolled in a pre-teacher program who were specifically placed in a more diverse environment for part of their field training. The students attended a branch campus in Mountain Home, Arkansas. It was approximately three hours away from the main campus, and existed in a rural area of the Ozark Mountains. The area has a rich culture of its own, but has very little diversity. Many small close-knit communities have developed due to the hilly countryside and rural roads. The diversity experience itself consisted of the students spending one week at the main campus in Jonesboro, AR. There they were assigned to classrooms in the Jonesboro public schools. They were paired up with a pre-teacher student from the main campus. They were assigned to a mentor teacher as well. They spent their days in the classroom observing and teaching lessons. In the evenings they had seminars and discussion sessions presented by the teacher education professors from the main campus. They also had access to cultural experiences such as a visit to the Civil Rights Museum in Memphis. The research methodology was both qualitative and quantitative. The quantitative aspect was data taken from a survey of the students after having taken part

in the diversity field placement. The information was presented in a bar graph. The qualitative aspect was taken from interviews of the students as they participated in the diversity field placement. Quotes from the students were displayed. The summary of the research was in the form of a paper that was suitable for presentation at the conference, and the paper was put into an article format for possible publication in ERIC or other publications.



Session Numbers: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.1, 10.2, 10.3, 10.4, 10.5, 11.1, 11.2, 11.3, 11.4, 11.5, 12.1, 12.2, 12.3, 12.4, 12.5, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6



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[Officers](#)



[Abstracts](#)



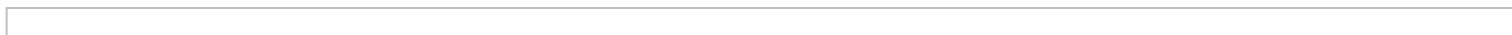
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Session 7.1

9:00 A.M. – 9:50 A.M. ACHIEVEMENT Gardenview A

Presenter: Randy Parker, Louisiana Tech University

The Impact of Storytelling on Reading Achievement: A Study in an Isolated Elementary School in Alabama

Brooks Steele and Mary Ann Robinson Finch, University of South Alabama

When a storyteller transfers an image to someone, the storyteller utilizes the spoken word in a partnership with gestures, facial expressions, tone of voice, and posture, etc. (Lipman, 1999). Information Power: Building Partnerships for Learning (American Library Association, 1998), states in Principle Seven of Learning and Teaching that the school media program will support the learning of all students regardless of their diverse learning styles, abilities, and needs. Because most children have much higher listening comprehension than independent reading comprehension, storytelling allows students who cannot read to participate fully in the learning process (Weismann, 2001). This presentation focused on ways in which storytelling techniques were used with elementary students to impact reading achievement. The participants attended Alabama’s most remote school, Monroe Intermediate School, which is accessible from within Monroe County only by ferry. Data collection methods, results, and implications for teachers and school library media specialists were presented.

A Three-Year Longitudinal Study of the Academic Performance of Students Enrolled in 21st Century Community Learning Center Afterschool Programs

Lynne B. Meeks, University of Alabama

After-school programs have changed and adapted in many ways since their inception in the late 19th Century. At present, growing interest and rising public investments in after-school programs are fueled by recognition of their potential role in improving social, emotional and cognitive development. In 1998, federally funded 21st-Century Community Learning Center (21st-CCLC) after-school programs were instituted with a mandate to improve student academic performance. Subsequently, under requirements established in No Child Left Behind (NCLB), programs face increased accountability standards. A limited number of studies have been conducted and reports are mixed. The Mathematica (2002) study of first year 21st-CCLC grantees reports few improvements although other studies indicate a positive impact on student academic achievements. This longitudinal study of one 21st-CCLC program analyzed changes in classroom grades and standardized test scores of regular attendees (n = 539) by site, grade level, gender and ethnicity. Paired sample dependent-t tests (p < .05) were used to analyze grade changes, and the Wilcoxon Signed Ranks

test was used to analyze changes in standardized test performance. Because of disparities in data reporting (sample NCE scores versus population percentile ranks) limited participant/nonparticipant statistical comparisons, performance differences were described in a narrative. Overall, students exhibited greater gains in standardized test scores than in grades. During each of the three years, all statistically significant changes ($p < .05$) as measured by classroom grades were negative. Conversely, all statistically significant changes in standardized test scores were positive. Since these findings are not congruent with national evaluation by Mathematica, recommendations for further study were suggested. Studies that differentiate among urban/suburban/rural populations, longitudinal studies with larger samples and comparison groups, and measures of program success other than grades and standardized scores were recommended. Implications for instruction and curriculum, marketing, administration, and policy development were also noted.

The Effect of Demographic Factors, Attitudes, and Self-efficacy on Achievement in Undergraduate Educational Technology Courses

Sara J. Lindsey and Jennifer L. Harris, University of Louisiana, Monroe

Technology is an inevitable part of our everyday lives. In order to prepare children for the future, technology must be an integral part of the education system. Agencies such as ISTE require that teachers effectively integrate technology into their teaching. Thus, university technology courses designed for preservice teachers have increased dramatically, and instructors have become more concerned with preservice teacher technology achievement. Several factors are thought to impact achievement. Demographic factors such as gender and race influence technological achievement (Harris, 1999; Ray, Sormunen, & Harris, 1999). Attitudes also affect achievement, with perception of value being a strong predictor of success (Volk, Yip, & Lo, 2003; Viau & Bouchard, 2000). Self-efficacy is yet a third factor that influences achievement (Harrison, Rainer, Hochwarter, & Thompson, 1997; Reynolds, n.d.). In order to determine predictors of achievement, the researchers administered a survey to 50 students in two undergraduate-level Educational Technology computer classes. Surveys were administered via the Internet, and the results were automatically emailed to the researchers. Towards the end of the course, the students were given a skill-based proficiency test; these results, together with their final course grades (a final grade which included exemplary projects and a penultimate grade which did not) were added to the data. Analyses were performed, and the results indicated that those older students who believed they had higher levels of knowledge and confidence in word processing and keyboarding skills did better in their final grade ($R^2 = .310$, $p = .003$), while white students with similar beliefs did better in their penultimate grade ($R^2 = .310$, $p = .003$). These results are in line with those of other researchers who claim that age, race, and self-efficacy affect achievement, and have several implications for the technology classroom.

The Effect of Teacher Characteristics on Students' Physical Science and Physics Achievement

Meiko Negishi, Anastasia Elder, and Taha Mzoughi, Mississippi State University

For the last 40 years, many researchers have empirically examined measurable factors affecting students' academic achievement. Previous studies indicated that students achieved more when their teachers' scores were higher (Ferguson & Ladd, 1996; Rowan, Chiang, & Miller, 1997), when their teachers had longer teaching experiences (Ehrenberg & Brewer, 1994; Ehrenberg & Brewer, 1995), and when their class sizes were smaller (Ferguson & Ladd, 1996; Hanushek, 1992). The subject areas studied were mathematics, reading, and vocabulary; however, there was little research in physical science and physics. The current study examined the effect of teacher characteristics (years of teaching experiences, class size, school socioeconomic status, and teachers' knowledge) and students' prior knowledge on students' achievement gain in physical science and physics. Data were obtained in conjunction with a three-week teacher training workshop held during the summer on a southern university campus. The teachers', as well as students', science knowledge, was measured by a conceptual test twice: pretest and posttest. Using two-level hierarchical linear modeling method (HLM), 108 students' science understanding was predicted by the characteristics of their six teachers. HLM (Raudenbush, & Bryk, 2002) is commonly used and is an appropriate technique for analyzing nested data such as students' achievement gains. As expected, students' prior achievement was a statistically significant predictor, $p = .01$. Although none of the teachers' characteristics was found to be a statistically significant predictor, there were consistent results, at least in terms of direction, with previous studies. Students scored higher on posttests if their teachers had higher scores on the test, if their teachers had more years of teaching experiences, and if their class sizes were smaller. Moreover, a large amount of variation in students' posttest scores was explained by teachers' years of teaching experiences (31%) and class sizes (62%). Limitations of this study and

recommendations for future studies were discussed.

Session 7.2

9:00 A.M. – 9:50 A.M. EVALUATION Gardenview B

Presenter: Jane Nell Luster, National Center for Special Education Accountability Monitoring

How to Distribute, Collect, and Analyze a Survey on the Web

Sherri L. Restauri, J. Gordon Nelson, and Franklin King, Jacksonville State University

Surveys are prone to error within the various steps of manual distribution, collection, and analysis. A more valid and timely method is the use of web-based survey software. Once created, surveys can be accessed and completed via selection of a hyperlink on websites or emails. In many survey systems, a preliminary report of the data is automatically calculated with percentages, bar graphs, and commentary. As well, many programs allow for exportation of the data into spreadsheet software for further analysis. The primary software used at Jacksonville State University is EventHandler Pro, Version 3.6. This software program was purchased in May 2001. EventHandler has been utilized in multiple capacities across campus, including attitudinal and interest surveys, end-of-term course evaluations, faculty research projects, and departmental evaluations, including recent use by the Office of Distance Education in maintaining accreditation. Step-by-step instruction for web-based survey creation, deployment, retrieval, and analysis was demonstrated. Several surveys of interest were illustrated. Overall, it appears that the use of web-based surveying increases productivity, enhances validity in assessment methods, and provides a solid platform for evaluation that can meet the needs of the students, faculty, staff, and administration in today's technologically-oriented society.

Website Evaluation Form

Charles E. Notar, Donna F. Herring, and Janell D. Wilson, Jacksonville State University

The evaluation of World Wide Web resources has become a critical information skill for students. Based on the definition of "qualified teacher" as charged in the No Child Left Behind Act of 2001 (NCLB), new teachers are "not qualified" if their program of study does not include an Instructional Technology class. It is recognized that the most successful technology-using teachers function with relative independence more as instructional designers than lesson planners. As such, educators are then asked to choose from many different activities that were created to fit the needs and preferences of groups of students different from their own, and adapt these activities for use in their own classrooms. Normally there is no guidance for the selection of World Wide Web-based instructional activities. A website evaluation form was developed for preservice students to use to assess websites to be used in their instructional design. There were 61 weighted items being evaluated that were divided into four major categories: Fundamentals, Credentials, Content, and Technical. The evaluation form was on an Excel spread sheet. The form has been tested on preservice teachers in stand-alone technology classes and technology-integrated classes.

Software Evaluation Form

Donna F. Herring, Charles E. Notar, and Janell D. Wilson, Jacksonville State University

Based on the definition of "qualified teacher" as charged in the No Child Left Behind Act of 2001 (NCLB), new teachers are "not qualified" if their program of study does not include an Instructional Technology class. It is recognized that the most successful technology-using teachers function with relative independence more as instructional designers than lesson planners. As such, educators are then asked to choose from many different activities that were created to fit the needs and preferences of groups of students different from their own, and adapt these activities for use in their own classrooms. Normally, there is no guidance for the selection of multimedia software-based instructional activities. A software evaluation form was developed for preservice students to use to assess multimedia software used in their instructional design. There were 40 criteria being evaluated that were divided into three major categories: Content, Student Involvement, Design, and Esthetics. The evaluation form was on an Excel spread sheet. The form has been tested on preservice teachers in stand-alone technology classes and technology integrated classes.

The Career Satisfaction, Future Plans, and Personal Characteristics of Tennessee Public School Science

and Mathematics Teachers in 2001

Delisa K. Dismukes and Janell D. Wilson, Jacksonville State University

The effect of state mandates on the supply and demand of science and mathematics teachers in Tennessee is dependent upon the composition of the population of science and mathematics teachers. The purpose of this study was to replicate a study conducted in 1985 by Smith that determined the demographic profile of the general population of secondary school science and mathematics teachers in Tennessee, their general level of job satisfaction, their future plans, and their perceptions of the extent to which they possess job-related skills and abilities, the extent to which they value job-related variables, and the extent to which they have achieved in the teaching profession. The population of this study consisted of licensed secondary science and mathematics teachers employed in Tennessee during 2001. A survey questionnaire was mailed to a sample of 320 science teachers and 325 mathematics teachers in order to obtain the information described above. Findings of this study included: (1) the typical teacher has over a decade of teaching experience and holds a graduate degree, (2) the highest rated ability for both subgroups was “Cooperating with a team.” The highest rated value and extent of achievement for both groups was “An inner sense of knowing you are doing well,” (3) typical science and mathematics teachers indicated they were very satisfied with their current employment and their personal growth in their career, and would be extremely likely to choose an education career again, and (4) approximately one-half of the science and mathematics teachers indicated that they plan to leave the public school classroom in five years. Recommendations for further research included investigating the gender ratio to identify factors that determine a career choice in education versus a career in other mathematical fields, since the number of female mathematics teachers is twice the number of males.

Session 7.3

9:00 A.M. – 9:50 A.M. TEACHER EDUCATION Gardenview C

Presider: Michael C. Ross, Kennesaw State University

Community Mapping: From the Community to the Classroom

Mary Ann Blank, Susan Benner and Cheryl Kershaw, University of Tennessee, Knoxville; Vicki Wells, Knox County (TN) Schools; and Shannon Jackson, West High School, Knox County (TN) Schools

As part of Title II Teacher Quality Enhancement Grant, a university, school system, and state department partnership initiated a number of curricular changes that impact both preservice preparation and induction of novices in urban settings. One of these is Community Mapping (Sears and Hersh, 1999). For the past four years, this partnership has been refining the use of the process to assure its link with classroom practice. This session shared data from over 30 urban schools that have used Community Mapping to create an awareness of the assets within their school communities. Second, it included the approaches that three Professional Development Schools (PDSs) have used to assure that preservice teachers have the knowledge, skills, and dispositions to apply the process to the school and classroom levels. Third, it illustrated how two secondary PDSs are expanding the process to help preservice and inservice mentoring teachers learn how to disaggregate student achievement data to better understand the impact of teaching on the learning of students at all ability levels. Finally, it addressed how Urban Specialists, talented urban teachers involved in the university’s two year “certificate program,” have assumed a leadership role in assuring that Community Mapping is a concept embedded in their own school and classroom cultures. Data from surveys and interviews provided insights into the impact of Community Mapping on the perceptions and practice of novice and experienced teachers in urban schools. Interview data with urban administrators indicated both a need for community mapping, as well as suggestions for using the process to its potential.

Emotional Competence Inventory--University Edition: Assessing Emotional Intelligence Levels of Preservice Secondary Teachers as a Means of Personal Change and Professional Growth

Daphne W. Hubbard, Susan Santoli, and Barbara Salyer, University of South Alabama,
and Michael C. Ross, Kennesaw State University

Emotional Intelligence refers to the abilities and personal qualities that help people fare better in life. Areas of Emotional Intelligence are demonstrated by attitudes, dispositions, and values associated with excellence in all

realms of human behavior and performance (Goleman, 1995; Perkins, 1995). Goleman (1995) asserted that one's success in life may depend more on Emotional Intelligence than IQ. Very little Emotional Intelligence research has been applied to the field of education and teacher preparation. Collinson (1999) asserted that past research dealing with teacher excellence has primarily focused on the technical and observable aspects of teaching, not the unseen and intangible qualities of effective teachers, such as empathy, hope, compassion, persistence, enthusiasm, cooperation, etc. The National Council for Accreditation of Teacher Education (NCATE) presently requires teacher education programs to assess and monitor the dispositions of preservice teachers as a means of predicting future effectiveness in the field. As a means of measuring levels of Emotional Intelligence effectively, The Emotional Competence Inventory, University Edition (ECI-U) focuses on four constructs of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. This 63-item, self-scoring assessment is designed specifically for use in academic settings. For this study, the ECI-U was administered to approximately 85 undergraduate and graduate preservice teachers in secondary education. The data were analyzed quantitatively and qualitatively based on the self-scoring inventory and a reflective, goal-setting guide for participants. The results were used to facilitate discussion regarding the affective or personal characteristics associated with effective teaching. The ECI-U is a valuable tool that can be used in any field for those interested in developing people who are fully aware of themselves as individuals and as members of larger communities in which emotionally healthy interpersonal interaction is a prerequisite to success and effectiveness.

Preservice Candidate Evaluation of Teacher Preparation Programs: A Follow Up

Kathleen R. Atkins and Joe Arn, University of Central Arkansas

Institutions of higher education have the responsibility of preparing future teachers for the classroom. Increased focus on standards-based instruction and assessment in preparing teachers has created a critical need for valid teacher preparation program evaluations. Research-based knowledge collected through a systematic study of teacher preparation programs to assist in program improvement is limited. Interviews and surveys completed by faculty, candidates, and cooperating teachers can provide sound data for assisting in the program evaluation process. This study sought to investigate program perceptions of candidates enrolled in the P-4 and Middle Education programs at the University of Central Arkansas. Senior-level undergraduate students (n=60) participated in the study by completing The Early Childhood Education and Middle School Education Program Evaluations. A Likert scale was designed to determine candidates perceptions in three areas: how well curriculum and planned experiences met program goals, how courses contributed to program goals, and the value of field experiences. The evaluation was administered to candidates during the exit seminar at the completion of Internship II, the program capstone experience. Means and standard deviations of 28 items allowed the investigators to determine the degree to which the program goals were met, courses contributing the most to meeting goals and those perceived contributing less, and the candidate's perceptions of the contribution of field experiences. The study indicated that while candidates feel program goals are being met and field experiences are valuable, particular courses in each of the two programs are perceived to have a minimal contribution to meeting program goals. Results of the evaluations of the programs indicated a difference in program effectiveness as perceived by the two groups of candidates. This study suggested the need for systematic assessment of teacher education programs for continual program enhancement and improvement.

Session 7.4

9:00 A.M. – 9:50 A.M. PERFORMANCE ASSESSMENT Gardenview D

Presenter: Beverly M. Klecker, Morehead State University

Student Development in Human Services: An Alternative Assessment

Joel F. Diambra, Tricia McClam, Robert Kronick, and Marianne Woodside,
University of Tennessee, Knoxville

Formal quantitative pre- and post-assessment limits the richness of information present in outcome performance especially from students' perspectives. The purpose of the present study was to measure student change and growth using a written assignment that students complete upon graduation. Pascarella and Terenzini (1991) identify two categories of theories specific to college students; developmental theories describe dimensions of student

development and phases of growth. These theories focus on outcomes or the nature of student change. The second category focuses on the environmental or sociological origins of student change and the variables presumed to influence student change. Researchers analyzed 14 students' critiques using a four-step process (Ryan and Bernard, 2000) of text data analysis: (1) the four researchers independently read text data, identified meaningful phrases, sorted them into categories, and assigned a name or theme for each; (2) the researchers met and discussed each analysis and themes emerged; (3) the researchers developed a list of phrases representing each theme; and (4) the researchers identified four major themes. The four major themes were: (1) Change - "I changed so much in so little time"; (2) Self-awareness - list strengths/list weaknesses; (3) Future - "Ready to work!"; and (4) Professional Growth - "Learning process will continue." Findings were consistent with current college student development theories and recent research findings. Results provided insight into the anatomy of student change during the major. The results of this study affirmed several principles of teaching and learning that are prevalent in most human service curricula. One that is particularly relevant is the sequence of the curriculum. Students understand and appreciate the human service generalist preparation and approach to helping others and the many career choices within diverse settings. The students lauded their numerous active classroom learning, service learning and field experiences.

Sensitivity of Curriculum Based Measurement: Identifying Possible Sources of Error Variance

Philip K. Axtell and Christopher H. Skinner, University of Tennessee, Knoxville

To evaluate the effectiveness of academic interventions, educators need valid and reliable measures of student learning that can be administered quickly, repeatedly, and within a brief time period, to determine whether to: (1) continue with an intervention, (2) adapt the intervention, or (3) try a different intervention. These measures also must be sensitive enough to detect small changes in academic skill development. Curriculum Based Measurement (CBM) procedures appear to produce such measures. While the sensitivity of CBM measures is critical for decision making, because these rate measures are so sensitive, they may be influenced by extraneous factors, creating error in the decision-making process. For example, a practitioner may conclude that an intervention is responsible for skill improvement, when in fact changes in the CBM data may have been caused by extraneous factors (error variance). Researchers have shown that showing children the stopwatch when administering CBM probes cause systematic increases in student CBM scores (e.g., Derr-Minneci & Shapiro, 1992). Thus, it is possible that other administration variables could impact students' CBM scores. The current study investigated the effects of instructional speed on student CBM scores for subtraction fluency. Twenty-six third-grade students participated in this study. Each student was included in four CBM trials: (1) fast instruction group format, (2) slow instruction group format, (3) fast instruction individual format, and (4) slow instruction individual format. ANOVA showed that varying the speed of instruction did not have a significant impact on student fluency scores. However, significant differences in scores were found across assessment sessions, indicating that these measures may be susceptible to testing or practice effects. Discussion focused on the need to both identify and reduce error when collecting CBM data.

Are Rural Schools Inferior? Revisiting an Old Question with New Data and Methods

Edward B. Reeves, Morehead State University

The inferiority of rural schools has long been studied and debated. Recently, several national studies have fueled the controversy by reaching inconsistent conclusions. This study took aim at the question with new data and a new approach. Repeated measures HLM was used to analyze a five-year series of assessment data for Kentucky public schools. Samples included 661 elementary schools, 280 middle schools, and 217 high schools. The schools in each sample were coded "rural" or "non-rural" using an NCES definition of school location. The effects of rural schools were then tested with scale scores in reading, mathematics, and science. In six of the nine tests, rural schools scored significantly below non-rural schools in baseline comparisons. In four of the nine tests, the mean annual gain was greater in rural schools. The tests offered qualified evidence for the inferiority of rural Kentucky schools; however, they also revealed that disparities might shrink with the passing of time. A subsequent series of tests, in which the percentage of students eligible for free and reduced-price lunch and the percentage of black students were controlled, showed that the rural/non-rural contrasts lost significance entirely. In conclusion, the inferiority of rural schools is not necessarily as dire as some have proposed. Furthermore, the locus of the problem may not lie in rural schools per se but instead in the rural school's under-resourced local environment. With fewer resources and opportunities available, rural families and rural communities seem less able to support children's and youths' educational achievement. Addressing

this problem could necessitate the creation of new policies that disproportionately enrich rural school instructional capacity. One innovation that could close the rural/non-rural performance gap in Kentucky is a Teachers' Corps.

Session 7.5

9:00 A.M. – 9:50 A.M. DIRECT INSTRUCTION READING: EFFECTIVE TEACHING AND BEHAVIOR MANAGEMENT STRATEGIES (Training Session)..... Le Conte

Alexandra A. Conniff, Auburn University

Teaching techniques for Direct Instruction Reading were presented. Participants learned strategies for teaching decoding and comprehension for all students, including students with mild learning and behavior problems. Research-based techniques for accommodating students with disabilities were presented. Strategies for linking effective classroom management with instruction were emphasized.

Session 7.6

9:00 A.M. – 9:50 A.M. DISPLAYS Lower Lobby

A Capstone Experience in Principal Preparation Programs: Two Programs' Approaches in Providing a Realistic Simulation Activity

Jack J. Klotz and Shelly Albritton, University of Central Arkansas, and Thelma J. Roberson, University of Southern Mississippi

This poster session provided attendees with working documents depicting the actual simulations from two universities designed to provide master's students in educational leadership preparation programs with real-world capstone experiences. These two programs utilize their capstone experiences near the end of their programs to allow students to collect fiscal, personnel, student enrollment, facility, and instructional data for use in developing a strategic plan for an actual school site. Students collect data from several years comparing district and building-site information to ascertain trends. From the collected data, students develop their strategic plans that they present at the end of their program in a simulated board of education meeting. Students are expected to provide board members with their plan and, after their formal presentation, are responsible for responding to board member questions. Attendees were provided with materials to replicate these capstone experiences in preparatory programs for master's degree students in educational administration and leadership.

Theory to Practice: Creating an Educational Leadership Specialist Internship Program

Donna E. Pascoe and Martha Hall, Columbus State University

The importance of training highly qualified administrators has facilitated changes to the Education Leadership program of a southeastern state university. Professional development was deemed the foundation of this initiative as a way to enhance effectiveness of administrators, thus resulting in improved student achievement. An important component to the Leadership program was the development of a year-long internship for teachers/administrators seeking an Educational Specialist degree (Ed.S.) in Educational Leadership. An emphasis was placed on taking theoretical knowledge, as presented in the leadership curriculum, and embedding practical application through the use of the internship. Students worked in collaboration with university faculty, local school district principals, and system superintendents. The goals of the internship were to create educational professionals who have the tools to fully implement school system change. This was accomplished by improving their abilities as administrators to interpret data, perform research in their own school systems, and to work cooperatively with site supervisors, school personnel, parents, and the community. Importance was placed on the use of data and research when making decisions regarding policy or practice. Program evaluation is ongoing and reiterative. Assessment measures have been designed as indicators for changes to the program and depend on the input of students, faculty, and community leaders. The purpose of this display was to demonstrate the step-by-step process for implementing and evaluating an Educational Leadership Internship program for university students seeking an Educational Specialist degree.

Validating the Educational Administration Internship Experience: The Portfolio Process/Application

Shelly L. Albritton and Jack J. Klotz, University of Central Arkansas

This poster session presented samples of students' artifacts from successful portfolios utilized in validating completed field-based and internship experiences within a principal preparatory program. Additionally, participants were provided a CD-ROM disk of all appropriate templates for replicating and validating internship experiences as part of such a portfolio process. Finally, participants were provided samples of an orientation document for implementing an internship portfolio assessment program.

Innovative Instructional Technique for Internationalization of Curriculum: My Place, Your Place, Our Place

Glenda J. Ross, Gerald Ubben, and Cynthia Norris, University of Tennessee, Knoxville,
and Galya Hristozova, Bourgas Free University

The My Place, Your Place, and Our Place (MYOPlace) Project is an example of the fact that both research findings and the research process can contribute to the internationalization of curriculum for K-12 and higher education institutions. Efforts to internationalize the curriculum of the Educational Administration program at The University of Tennessee, Knoxville have resulted in: (1) facilitating dissertation research on an international scale, (2) expanding the world view of departmental faculty and graduate students, and (3) influencing internationalization of curriculum in K-12 schools in rural, Appalachian East Tennessee. Dissertation research findings on the transition of Bulgarian higher education from communism to democracy led to comparisons of the historical, political, geographic, and philosophical barriers to internationalization of curriculum at all levels of education in Bulgaria and rural east Tennessee. Relationships formed as an outcome of the research process led to the formulation of a cross-cultural team of elementary, secondary, and higher education educators dedicated to overcoming these barriers. Consequently, K-12 students in both countries learn about their own and their partners' culture, environment, government, educational system and economy by participating in cross-cultural, hands-on projects. Participating educators learn about their partners' ways of teaching and learning. The foundations of the MYOPlace program are based in project-based learning, place-based learning, learning communities, intercultural communications, and global competencies. The display session included information on MYOPlace history, its theoretical foundations, and how to participate in the program. Team members from Bulgaria and Tennessee were present to discuss the project.

Collaborative School Leadership: Evaluation of a Principalship Program

Richard L. Rice, Jr., Margaret L. Rice, and Harold L. Bishop, University of Alabama,
and Daphne Ferguson, Tuscaloosa (AL) City Board of Education

The Tuscaloosa City Board of Education School Leadership Program, currently in its second year, was developed to provide experiences for aspiring and practicing principals. It is a year-long program funded by a grant received from the U. S. Department of Education and operated by the Tuscaloosa City Board of Education. The grant's purpose was to increase the pool of qualified persons who may apply for principalship and supervisory positions in the school district. The program was designed to provide education leaders with a theoretical framework and practical application of knowledge and skills to create school districts that foster quality learning for all students. The program supplied the demand for new principals, increased the pool of qualified candidates based on gender and race, provided mentoring, and provided leaders that meet the challenges of the future. The School Leadership Program used a cohort model (Norris & Barnett, 1994) for the development of leadership skills in law, finance, technology, strategic planning, school assessment, facilities, diversity, and training of effective leaders. Program evaluation was a case study design based on the Kirkpatrick model of evaluation for training programs (Kirkpatrick, 1959a, 1959b, 1960a, 1960b, 1994, 1998). The program was being evaluated on levels of reaction, learning, behavior, and results through the examination of quantitative and qualitative data. Evaluation was ongoing to provide for program modification to meet the needs of the participants. Collected data included observations, focus groups, interviews, checklists, pre- and post-surveys, a reaction survey, and participant reflections and artifacts. Due to the small sample size (12), the quantitative analyses was descriptive in nature. Qualitative procedures included triangulation of the above-mentioned data sources. Data were collected for cohorts that have finished the program to provide information on longitudinal effects. Analysis across cohorts was completed at the end of the project.

Session 8.1

10:00 A.M. – 10:50 A.M. ACHIEVEMENT Gardenview A

President: Sara J. Lindsey, University of Louisiana, Monroe

Residential Science Exploration Camps: The Impact on Achievement and Interest in Science

Randy Parker, Louisiana Tech University

In an era of increasing accountability, universities must collaborate with P-12 schools to develop programs that increase student achievement, as well as preparation for post-secondary educational opportunities. One way to collaborate is in providing on-campus experiences for at-risk students. Such opportunities have been shown to increase student attitudes and achievement (Dori & Revital, 2000), influence future career choices in mathematics, science, engineering, and technology (Joyce & Farenga, 1999), and provide for students a bridge to how science, technology, and engineering are used in society at large (Cavallo & Laubach, 2001; Dori & Revital, 2000). The purpose of this study was to determine the effects of summer residential science exploration camps (Year I and Year II) on the science achievement and attitudes of at-risk middle school students from 25 low performing school districts. Students participated in leadership workshops, tutoring sessions, science fieldtrips, and explorations in: (1) nature and biology, (2) engineering and chemistry, (3) physical science and physics, and (4) technology. There were 196 campers attending Year I camps. In Year II, there were 350 initial campers and 125 returning campers. Pre- and posttest data were gathered on science attitudes using the 40-item Science Attitude Survey (SAS) and on achievement using the EPAS (Explore). Data were analyzed with dependent t-tests and ANOVA with alpha set at .05. Results of this analysis showed significant increases in: (1) attitudes toward science, (2) math achievement, and (3) overall achievement for the total groups. Significant increases were consistent when data were analyzed by race and gender. Effect sizes using Cohen's d were in the moderate to large ranges. The results of this study indicated the positive attributes of residential exploratory camps in raising student awareness, achievement, and attitudes toward science, and in guiding student preparation for secondary and post-secondary education.

Linking School Libraries and Student Achievement

Mary Beth E. Applin and Thelma J. Roberson, University of Southern Mississippi

The presenters of this paper are involved in a multi-year study involving public school libraries and student achievement. To date the authors have accomplished the first three phases of the study and are embarking on Phase (4). Methodology and results were discussed. Phase 1 is Compilation of Related Literature. The authors have identified key empirical, longitudinal studies that have indicated a positive correlation between certain characteristics of a school's library and higher student achievement, even in studies that controlled for influences such as school funding and socioeconomic status of students. Phase 2 is Public School Libraries in Mississippi. Modeled from the works of Keith Lance, this study produced similar findings linking school libraries to higher achievement. The specific characteristics of libraries in high achieving schools included some obvious results such as number of hours library is open for student use, and number of print volumes and magazine subscriptions. However, this and earlier studies continue to highlight that when school librarians serve as an "instructional" partner, students perform higher on measures of student achievement. Phase 3 is Attitudes and Beliefs of Teachers, Librarians, and Principals Regarding School Libraries. Interesting results were found regarding the perceived role of the school librarian, most notably the instructional role of the librarian. Results indicated the librarian held the most favorable views, closely followed by principals. Teachers held the most negative views. Methodology and survey instruments were shared along with implications. Phase 4 is Attitudes and Beliefs of Faculty Members in Departments of Education who prepare preservice teachers and principals. The support for this study lies in the evidence produced in Phase 3 that the attitudes of teachers and principals are shaped by personal experience and their preparation programs. It is anticipated this phase will be completed in the fall 2004.

A Review of Trust as Part of the Eight Conditions in the Implementation of Innovations

Melissa J. Haab, Carla S. Stout, David Hall, and Daniel W. Surry, University of South Alabama

This review of the literature discussed the extent to which trust plays a role in the implementation of innovations. Ely's eight conditions are Dissatisfaction with the Status Quo, Skills and Knowledge, Adequate Resources, Rewards or Incentives, Adequate Time, Participation, Commitment, and Leadership. This paper suggested that trust

might be a ninth condition. This review is based on a suggestion given by Ely himself at a teleconference held at the University of South Alabama on March 31, 2004. The majority of the articles were found through EBSCO under the key words: leadership, change, trust. Several books on leadership and trust were also used. The literature suggested that trust is a major part of each of the eight conditions and should perhaps be a ninth condition. Trust should be considered as a major factor in the implementation of innovations and is an important requirement for creating a positive attitude and openness to consider change. Leaders must demonstrate the ability to be trusted to reduce resistance to change.

My Teacher and Me: Students' Perceptions of Their Teachers and Their Relationship with Their Academic Performance

Christon G. Arthur, David Hood, David Gerth, Michael Gonzales, Tina Smith, Melinda Marks, and Bridgette Jones, Tennessee State University

Current research has identified the classroom teacher as being pivotal in the academic success of students. Assuming that classroom teachers play such a pivotal role in students' academics, it would be meaningful to examine how students perceive their teachers and the extent to which these perceptions affect their academic performance. The recently enacted No Child Left Behind Act requires educators to reach every child in their school system and ensure that they are making adequate yearly progress. Sanders (2001) has identified the classroom teacher as being the most important factor in explaining the academic success of students. Assuming that classroom teachers play such a pivotal role in students' academics, it would be meaningful to examine student perceptions about their teachers and their relationship to academic performance. A person's perception is essentially that person's reality. Therefore, the way that students perceive their teachers would be tantamount to the realities that students experience in the classroom. In essence, students who perceive their teachers as being fair, loving, and caring are more likely to have positive feelings toward school and those positive feelings may translate into improved academic performance. This correlation study included about 900 students and their teachers from three school districts in Tennessee. The Student Perception Survey was administered to the students. Students' demographic information including socioeconomic status and level of parental involvement were collected. Their cumulative TCAP Math, Reading and Language Arts score will be matched to their survey response. Data analysis included: (1) the relationship between students' perception of their teachers and performance on the TCAP test; and (2) the best model for predicting students' performance on the TCAP Test (criterion variable) based on the predictor variables of students' perception of their teachers, socioeconomic status, parental involvement, etc.

Session 8.2

10:00 A.M. – 10:50 A.M. EVALUATION Gardenview B

Presenter: Charles E. Notar, Jacksonville State University

Validity and Reliability Related to the Functional Hearing Inventory

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

The Functional Hearing Inventory (FHI), an observational instrument for functional hearing, provides information about how a deaf-blind child uses her/his residual hearing within a natural environment. Criterion-related validity was investigated by correlating it with teachers' and parents' ratings of functional hearing, and the traditional measure of hearing, the audiogram. Interrater reliability was studied through correlating the FHI ratings of deaf-blind subjects by two trained evaluators using point-by-point and consensus methods. The two raters included the researcher, and another rater who was trained by the researcher. The subjects for this study were a purposeful sample of students between the ages of three and 21 who were reported on the Federal Deafblind Census. There were 14 participants for whom there was complete information, comprising six females (42%) and eight males (57%). Fifty-seven percent of the participants were male, and 57% were Caucasian. The majority of the participants were in their teens, with 21% being in the 7th grade. Over 42% of the participants had a primary handicapping condition of deafblind, and four of the participants had a secondary handicapping condition of either hearing or visual impairment. Cohen's kappa was used to measure agreement for criterion validity, as well as to determine interrater reliability. There was a moderate relationship between the FHI ratings and the teachers' ratings ($k = 0.46, p = 0.0043$), with a somewhat weaker relationship between the FHI ratings and the parents' ratings ($k = 0.22, p = 0.01$). There was not a significant relationship between the FHI

and the audiogram ($k = 0.13$, $p = 0.26$). The null hypothesis for interrater reliability could be rejected for environmental conditions/background noise, signal, and response levels. The respective kappas were 0.96 ($p < 0.0000005$), 0.85 ($p < 0.0000005$), and 0.81 ($p < 0.0000005$), all considered to be high levels of association.

Program Evaluation Under NCLNB - The Case for Quasi-Experimentation

Peggy Kirby, ed-cet.inc, and Siham Elsequeiny, University of New Orleans

School districts today are faced with exceedingly difficult accountability demands. Every program choice requires “scientifically-based evidence” of its success. Yet, such evidence rarely exists and agreement as to what constitutes “evidence” is hotly debated. The random experiment advocates, led by the Institute of Education Sciences, settle for no less than true experimental studies. Through this means only, proponents argue, can the efficacy of educational programs be determined. Opponents counter that the medical research model is inapplicable to educational settings and the “real-world dynamics of classrooms.” They further criticize such researchers as inexperienced in educational matters, naïve about how learning occurs, and foolishly loyal to practices that stem from untested assumptions. Should school districts embrace the research of their profession, sponsored by groups such as the American Educational Research Association, or do they acquiesce to the Department of Education with its direct connections to the purse strings? This paper argued that neither position should dominate the field of educational evaluation. True experimental research is clearly rigorous, meaningful, and necessary. It is also expensive, time-consuming, and often lacking in external validity. Yet, the current emphasis on qualitative methods leaves many unconvinced that a few case studies can inform wide practice. More “real-world” research that takes into account context without diluting rigor is needed. Rather than sacrifice external validity to obtain controlled conditions or to obtain rich description through case study, there is a middle ground in the quasi-experimental studies described by Cook and Campbell (1979). This paper presented the case of I CAN LEARN, an instructional system for teaching mathematics. Several studies using different approaches were presented. The strengths and weaknesses of each were addressed and a resulting rubric for districts to use in determining how best to conduct their own evaluations of educational programs was suggested.

Session 8.3

10:00 A.M. – 10:50 A.M. TEACHER EDUCATION Gardenview C

Presider: Nancy Boling, Murray State University

Raising the Bar in Reading Achievement: Four Teachers’ Experiences

Carla C. Dearman and Renee Falconer, University of Southern Mississippi

In an effort to raise the bar in reading achievement, legislative mandates (NCLB) are changing the business of education. Teachers are being held accountable for: (1) the achievement of a diverse group of students, (2) making data-driven decisions, (3) assessing, planning, and meeting individual needs of students, and (4) using scientifically-based reading programs and research. The literature includes research on the change process itself; however, there is a deficiency in the research describing how teachers experience these changes to their classroom practice. This phenomenological study explored the socio-cultural aspects of four teachers’ experiences with the change process required to meet NCLB mandates for high-stakes testing of accountability. Data were collected via semi-structured interviews, observations, focus group discussions, and examination of documents. To determine the essential structure of these teachers’ experiences, the data analysis included reading the transcripts numerous times, coding by text segments, horizontalization, and triangulation to ensure trustworthiness. This study provided an exhaustive description of the experiences of four southeastern, rural, second-and third-grade teachers implementing the requirements of the NCLB Act. For these four southeastern teachers, meeting NCLB requirements means adding to their already overloaded teaching responsibilities, frustration with their prescribed instructional process, and dealing with the assumptions of policy makers and administrators. Additionally, the findings indicated possible overreactions from policy makers and administrators to legislative mandates without considering the change forces (teachers) in the school (Fullan, 2000). Furthermore, this study underscored both the teachers’ ability to make valuable decisions about their students and the need for these teachers’ voices to be heard. Consequently, teachers and administrators need to engage in dialogue and reflect on the practices that affect both teaching and learning to improve student achievement.

Teacher Preparation: Kidwatching and Constructing Case Studies

Carla C. Dearman and Rose B. Jones, University of Southern Mississippi

Educational mandates for accountability create a critical need for teacher candidates to understand and meet the individual needs of the total child. The purpose of this study was to compare elementary children's case studies (kidwatching) conducted by 24 preservice teachers (12 in fall semester, 12 in spring) from a southeastern university. Both groups conducted case studies of one child in a school over a five-week period. The comparison indicates the need for preservice preparation in collecting and using observational data (kidwatching) when constructing a case study during the intermediate block practicum experience. The fall participants received traditional preparation in kidwatching, whereas the spring participants received the additional value-added training in the GALEF Institutes' observational tool (Bird, 1995). Data were collected by tallying each case study's notation regarding a child's Engagement, Collaboration, and Flexibility (with 16 categories) in the learning process. The analysis of the data using two-tailed t-tests indicated significance differences of $< .05$ (in 13 out of 16 categories) between the fall and spring preservice teachers' case studies. The means were higher in all three areas in the spring than in the fall. For example, in Engagement area means: attitude 1.67 in spring and .50 in fall; motivation in spring 2.00 and .50 fall; confidence in spring 1.08 and fall .17; perseverance in spring 1.17 and fall .33; attention in spring 2.08 and fall 1.08; and risk-taker in spring 1.50 and fall .08. The findings of this study indicated preservice teachers can be taught to kidwatch. The significant differences noted between the traditional and value-added teacher candidate groups' case studies could be important considering standards set by legislative mandates (NCLB) and NCATE stressing that teacher candidates must learn how to meet the needs of all students.

Developing a Sense of Diversity for the Classroom Setting

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

The purpose of this research was to report findings of a Diversity Self-Report Inventory created by the authors to determine how well the curriculum and faculty of the college prepared students to understand diversity related to the classroom setting. The sample, 245 graduate students, was collected during summer terms 2004. Diversity can be defined as "differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area." Depending on how well the teacher understands and satisfies the developmental needs of the students, the one-size-fits-all curriculum works less and less in classroom settings. Thus, it is important to understand how the curriculum and faculty in a university classroom contribute to a sense of diversity within the classroom setting. A questionnaire was developed to gather data. A definition of diversity was provided for the sample population reading the statements related to curriculum and faculty to focus on the same meaning. A Likert-type scale was used with the following choices: strongly agree, moderately agree, undecided, moderately disagree, and strongly disagree. The findings were tabulated according to age, gender, ethnicity, degree, and major. The results were used to analyze curriculum in light of developing a sense of fairness related to diversity, gaining knowledge about diversity, developing skills and/or strategies for adapting instruction related to diversity, developing a classroom climate that values diversity, and gaining a better overall understanding of diversity. In addition, results of opportunities provided for interaction in classroom settings, as well as P-12 schools, were reported. The overall college curriculum, as well as individual program areas, could make changes in program-related courses or seminars. Also, faculty may need to provide more opportunities for interaction in classroom settings, as well as P-12 schools, related to diverse groups of people.

Determining the Underlying Structure of a Technology Competence Survey

Jaime B. Curts, Jesus Tanguma, and M. Jeanne Yanes, University of Texas, Pan American

A new teacher preparation program was implemented at The University of Texas, Pan American during fall 2002 that included the new state standards for certification, including technology applications. To ensure that preservice teachers comprehend the value of integrating technology into their instruction, the decision was made to model the use of technology as a learning tool in all teacher preparation classes following The International Society for Technology in Education (ISTE) standards. In May 2004 a Technology Competence Survey was administered to all

students graduating from the program to determine their ability to use technology in their own classrooms. The interest is to study the underlying structure within students' responses to suggest improvements in the program. The survey was designed by The Academy for Educational Development (AED) in Washington, D.C. and used ISTE's "National Educational Technology Standards for Teachers—Resources for Assessment" to explore five dimensions: (1) students' fundamental technology skills, (2) technology and the professional development, (3) planning and implementing instruction, (4) management and assessment of instruction, and (5) communication and research. The survey included 19 questions written in the positive direction using a Likert-type scale where 1=strongly disagree and 5=strongly agree. To assess content and face validity, the survey was shared with six professors of the teacher preparation program. Based on the feedback from the professors, some items were eliminated and others were modified. To assess construct validity, data were subjected to factor analysis using principal components extraction with Varimax rotation and Kaiser Normalization. Five components (eigenvalues greater than unity) accounted for 68% of the total variance with a reliability coefficient (Cronbach's alpha) of 0.866 after dropping item number one from the survey. Subscales' reliability coefficients ranged from 0.686 to 0.833. Results were consistent with those from similar studies using published surveys derived from ISTE's standards.

Session 8.4

10:00 A.M. – 10:50 A.M. TECHNOLOGY Gardenview D

President: Cecilia D. Lemon, University of Alabama, Birmingham

Is Teaching Via the Internet a Viable Alternative to Teaching in a Face-to-Face Class?

Timothy E. Miller, Lola Aagaard, and Julia Lewis, Morehead State University

Although Internet delivery of university courses has increased exponentially over the past five years, many faculty members are skeptical of the Internet as an option for the delivery of instruction. Some research evidence exists affirming the use of the Internet (Kulik, 1992; Schutte, 1996; Willis, 1994). The question that drove this research was, "Does course delivery via the Internet result in graduate student achievement as high or higher than delivery in a face-to-face class?" Two graduate reading methods classes were offered the same semester with two delivery methods: Internet and face-to-face. The methodology included the same course description, syllabus, textbook, assignments, tests, and instructor. A major focus of the course was the process of modeling and demonstrating effective research-based instructional strategies followed by application by the student. A pretest/posttest design was used. Additional data included class exams and learning styles questionnaires. Independent and dependent t-tests were used to test for statistically significant differences ($p < .05$) within and between groups on the pre- and posttests and the additional data. There was no statistically significant difference in achievement between the graduate students taking class via the Internet versus the graduate students taking the class face-to-face. The Internet delivery of the course resulted in achievement as high as face-to-face delivery. It has been assumed by some faculty that the Internet could hinder or harm the learning process. The conclusions from this study do not support this assumption.

Instructional Technology Collaborative Field Experience: Results from Pilot 2003-2004

Lesia C. Lennex and Beverly M. Klecker, Morehead State University

The Art and Biology Collaborative Grant 2003-2004 allowed three departments to pilot a new method of field experience delivery that would improve teacher education candidate's school experience. Prior to the grant, candidates and mentor teachers indicated that they felt more daily interactions with classrooms and the workings of a school would provide needed contact with the teaching profession. The method allowed students in EDSE 312, Educational Methods and Technology, to consecutively perform field experience with the same mentor teachers in the schools with ART 301/302, methods in Art instruction, and BIOL 402/403, methods in Biology instruction. Both art and biology courses were first-time offers in fall 2003. EDSE 312 was used as the experimental group for art and biology and the control for all other disciplines not participating in the grant. The education course provided 14 hours field experience in collaborative planning, delivery, and evaluation of a unit that integrates technology; the art and biology classes provided between 60 and 70 hours of similar collaborative experience, but with an emphasis on content area.

The primary goal was to provide a more productive field experience to teacher education candidates. The outcomes tested were: (1) teacher education candidates increase in perceived and actual knowledge of curriculum development, pedagogy, and technology integration (as measured by NETS), as evidenced against baseline products collected in targeted art, biology, and education courses; and (2) improvement of educational products, as evidenced against baseline products collected in targeted art, biology, and education courses. Baseline data had shown a jump from a perceived apprentice to proficient level on NETS standards in several prior semesters of EDSE 312. However, as with the art and biology courses, no significant changes in the perceptions of course content or performance were established. The significant changes occurred in actual field experience.

Session 8.5

10:00 A.M. – 10:50 A.M. MENTOR SESSION Le Conte

Presiders: Qaisar Sultana, Eastern Kentucky University; and Harry L. Bowman, Council
on Occupational Education

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

Session 8.6

10:00 A.M. – 10:50 A.M. DISPLAYS Lower Lobby

Can A Mathematics Methods Course Change Preservice Teachers' Beliefs about Mathematics?

Marilyn M. Larmon, Mary Beth Evans, and Vickie E. Curry, University of Southern Mississippi,
and V. Faye White, McNeese State University

Does undergoing instruction in a mathematics methods course change preservice teachers' beliefs about mathematics in general, and about teaching mathematics in particular? An adapted version of The Belief's Inventory created by Andria P. Troutman (2002) was administered to preservice elementary education majors at the beginning of a required senior block mathematics methods course to identify positive and negative beliefs about mathematics. The need to recognize mathematics anxiety and negative beliefs about mathematics in oneself so as not to pass them on to elementary students was emphasized throughout the course. The methods course stressed the benefits of a constructivist approach to teaching as endorsed by NCTM, and included hands-on activities, the use of models, and a problem solving approach to teaching. Preservice teachers also worked with classroom teachers in a field setting. One of the course assignments was to develop and teach a mathematics lesson to elementary students in the public school to which the university student was assigned. At the end of the semester, the adapted version of the beliefs inventory was again administered to see if beliefs had changed.

Student Perceptions of Instruction Utilizing Blackboard Versus On-Campus Instruction

Lawrence A. Beard, Gena Riley, Jennifer Strain, Rita Boydston, and Phyllis Taylor,
Jacksonville State University

The Internet is currently the advanced technological mode used to support distance education course presentation in higher education. Published literature supports the advantages of Internet use for instruction. Taking advantage of the pedagogical strengths of on-campus and online teaching, instructors can offer students the greatest chance to discover their strengths and weaknesses as learners and the best opportunity to find their path to achieving success. Distance education Internet-based instruction translates to the fact that students spend less time in the college classroom and are able to complete course work at their convenience in the privacy of their own homes. Less money is spent on travel since class attendance is often not required or is optional. Additionally, more seats are often available in classes taught by distance education which tends to reduce the concern that some students have regarding course closure due to high enrollment. Online communication can diminish student inhibitions regarding communication by removing

psychological and social barriers to student-teacher and student-student interactions. While there are advantages to instruction provided through distance education, perceived disadvantages appear to exist. Many students learn best through direct interaction provided by professors and other students. The socialization so traditional to standard college attendance is often lacking, especially if instructors fail to utilize available opportunities for student interaction through various online software packages. In addition, students who lack the technological skills required for various types of distance education may fear approaching learning situations provided through nontraditional modes. The purpose of this study was to compare student attitudes and opinions toward in-class and online course instruction. The course was offered through both on-campus and online instructional formats to graduate students enrolled in Special Education. Attitudes and opinions were determined using a questionnaire that surveyed both on-campus and online course instruction.

Effects of Attribution Styles and Positive Outlook on the Academic Performance of College Students

Jasna Vuk, Meiko Negishi, and John F. Edwards, Mississippi State University

Previous research has confirmed evidence of a significant correlation between attribution style and academic achievement (Griffin, Combs, Land, & Combs, 1983; Noel, Forsythe, & Kelley, 1987; Nurmi, Aunola, Salmela-Aro, & Lindroos, 2002). Recent studies have found high rates of positive thinking and positive attitude in high-achieving students (LaForge & Cantrell, 2003; Parajes, 1995). Researchers have also reported positive effects on academic performance by interventions that attempt to restructure the students' attribution styles (Green-Emrich and Altmaier, 1991; Perry & Penner, 1990). However, few researchers have explored the relationships among attribution styles, psychological well-being, and academic achievement. The purpose of this study was to examine the effects of an intervention involving attributional retraining on students' academic performance and the relationships among attribution styles, psychological well-being, and academic achievement. Participants included undergraduate students attending Mississippi State University. One hundred eleven students (59 in experimental group and 62 in control group) participated in an attributional retraining workshop. Each participant completed the Attributional Style Questionnaire (ASQ) and the Positive Psychology Protective Profile (P-Quad) as pre- and post-measures. Analyses involving multiple repeated-measure ANOVAs found a statistically significant decrease from pre- to posttest on the P-Quad Negative Symptoms, $F(1,109)=25.45, p<.05$ and a statistically significant decrease on the ASQ negative scale, $F(1,109)=5.79, p<.05$. Additionally, statistically significant correlations were found between: (1) the P-Quad Negative Symptoms measure and the ASQ negative scale, (2) the P-Quad Positive Outlook measure and the ASQ positive scale, and (3) the P-Quad Problem-Solving and Creativity measure and the ASQ positive scale. However, there was no statistically significant difference between the experimental and control groups in academic performance. Findings of this study suggested that an intervention involving attributional restructuring can lead to a decrease in students' negative attributions and expression of negative symptoms. However, such changes are unrelated to differences in academic performance.

Fitting in as a New Assistant Professor

Aaron H. Oberman, University of Tennessee, Knoxville

The focus of this display presentation was on the process of how a new assistant professor joins a department of existing faculty members, and her/his satisfaction with mentoring relationships. Three areas that new assistant professors are confronted with are teaching, research, and service. A new faculty member will also have to deal with the positive and negative stressors of the position. She/he will develop relationships with fellow faculty members, staff, and students. In addition, preparing courses, time management, and promotion and tenure are factors to be considered. A key component in helping a new assistant professor fit with the department is a mentor system. Research has shown that the mentoring of new assistant professors by their colleagues is a helpful and satisfying experience. With the support of fellow faculty members, the new assistant professor will learn about the policies and politics of the university and have a better chance at becoming a productive faculty member.

Graduate Student Levels of Distractibility and Environmental Noise Variables: A Pilot Study

Johan W. van der Jagt and Nicki Anzelmo-Skelton, Southeastern Louisiana University,
and Marion Madison, University of West Alabama

Students in U.S. schools appear to have higher levels of distractibility and decreased attention to academic tasks resulting in lower achievement and increased behavior problems. Environmental variables, e.g., noise, may be the cause of these problems. There were two main purposes for this study: (1) to investigate the relationships among environmental noise factors (e.g., location, type, and constancy,), gender, education status, familial descent (ethnicity) and level of distractibility and attention; and (2) to investigate the relationships among (e.g., environmental noise factors, etc. gender, education status, familial descent) and preferred study methods accompanied with various noise levels. The participants in this sample consisted of 43 graduate teacher education students with teaching experiences ranging from 5-30 years from the southern states. There were six male and 36 female participants; 18% per cent were African-American, 4.6% were Spanish or Native American, and 75% were white Americans born from original European or Australian descent. The participants considered themselves to be residents of a large city (11), medium city (8), rural town (17), or rural area (7). A survey instrument was given to the participants. The participants indicated their demographic factors, and levels of environmental noise, distractibility, and study method preferences. The data were analyzed using SPSS descriptive and inferential statistical procedures. The independent variables were environmental noise (location, type and constancy), gender, education status, and familial descent. The dependent variables were levels of distractibility, attention, and preferred study methods accompanied with varied noise levels. The results of the investigation indicated distractibility differences depending on level of environmental noise age and attention environmental noise location, and preferred study methods. Limitations and implications for future research were presented.

Session 9.1

11:00 A.M. – 11:50 A.M. ADMINISTRATION Gardenview A

President: Edward B. Reeves, Morehead State University

Visioning: The Principal's Perspective

Edward Cox, University of South Carolina

The ability to develop and implement a school vision is now viewed as a core competency for school principals. The public expects a principal to play a leading role in shaping schools' improvement efforts into a coherent picture of a better future, namely, a school vision. Since being highlighted as an ISLLC performance standard, vision has received additional attention in the leadership literature and is increasingly incorporated into principal preparation programs. A positive, forward-looking perspective has long been considered a helpful leadership attribute. What has changed are the expectations of the public regarding the principals ability to articulate a detailed shared vision capable of inspiring others to higher productivity and improved quality. To investigate the status of visioning and how it is being utilized in South Carolina schools, a survey was constructed and mailed to 255 principals. This paper summarized the results of that survey and outlined the perceptions of principals regarding the visioning process and their role in that process. Issues regarding its development, utilization, and impact were addressed. The importance of specific vision attributes and limitations were discussed. Implications for preparation programs and professional development of school principals were considered. Among the findings were those principals focuses their attention much more on certain vision attributes (futuristic, ideality) and much less on other attributes (uniqueness, mental imagery). Those interested in developing a deeper understanding of this important subject should find the information presented in this paper useful.

Barriers That Prohibit Successful Implementation of the Whole School Initiative Model in Mississippi Public Schools

Falana N. Richmond and Donna A. Lander, Jackson State University

Mississippi's Whole School Initiative (WSI) emphasizes the arts as a critical component of whole school reform. As with other reform models, certain issues may hinder successful implementation. Previous research by Schaffer, Nesselrodt, and Stringfield (1997), *Impediments to Reform: An Analysis of Destabilizing Issues in Ten Promising Programs* provided the conceptual framework for the development of the survey instrument used in the study. In addition to the 33 items requiring respondents to indicate on a five-point Likert scale which certain issues were a problem, an open-response question solicited additional barriers. Mississippi principals in 15 schools that have implemented the WSI with the support of the model's developer, the Mississippi Arts Commission, responded to the

survey. Responses to the survey items were tabulated and rank ordered to determine those issues that had been barriers to the implementation. Five specific barriers were identified: (1) securing local funds to supplement WSI grants, (2) retaining teachers with art specializations, (3) infusing arts into the core curriculum, (4) involving the local community, and (5) obtaining appropriate instructional materials for some arts disciplines. Responses to the open-ended question revealed that additional communication from the Mississippi Arts Commission was needed by the principals as they attempted to adopt the model. The study results provided the model's developer with information that will allow a focus on specific resolution to each barrier and expand the body of knowledge concerning the implementation of whole school reform models.

An Exploration of Leadership Behaviors That Impact Teacher Motivation

Marvin Jeter, Donna A. Lander, and Darlene Thurston, Jackson State University

The No Child Left Behind Act requires the use of "practices that have been proven effective." Educational leaders must conform to such direction in their interaction with teachers in order to improve instructional quality. This study identified characteristic behavior of principals that motivate or fail to motivate teachers relative to improved instruction. Previous research grounded in motivation theory provided the conceptual framework for this qualitative study. Fifteen teachers from three schools recognized by the Mississippi Department of Education for "Closing the Achievement Gap" were interviewed for the study. Their comments were transcribed and arranged according to prevailing themes. After final coding, those themes were assessed for fit with traditional motivational theory. The data support the following general themes: (1) physiological needs, (2) material needs, (3) personal approachability, (4) positive environment, (5) intellectual approachability, (6) clear expectations, (7) consistent positive feedback, (8) follow-through, (9) administrative support, (10) visibility, (11) positive personal regard, (12) consideration, (13) affiliation, (14) student-focus, (15) positive reinforcement, (16) empowerment, (17) confidence in staff, (18) modeling, and (19) inspiring. The emerging set of behavior themes produced a grounded theory of types of behaviors that administrators may embrace to attempt to motivate teachers, as well as types of behaviors that they may avoid. It is important to note that any of the motivating leadership behaviors in isolation may or may not have an impact on teacher performance. From the consistency of participants' reports, administrators in their schools seemed to embrace most of the behaviors. However, no single theme was isolated as the pivotal theme and the combination of these themes crafted a motivating culture for learning. Educational leaders can use the results of this study to analyze their own behaviors and pursue needed changes. In addition, further studies can explore the applicability of theoretical findings in diverse school settings.

Expenditure Equity: An Examination of Louisiana's 66 School Districts

Susie Watts, Otis LoVette, and Bob N. Cage, University of Louisiana, Monroe,
and Anissa Harris, Harding University

During the last half of the 20th century, plaintiffs in school finance litigation argued against funding disparities that resulted from differences in ability to generate revenue. States responded to this litigation era by revising finance formulas and policies to consider a school district's revenue-generating ability and student needs. Despite state efforts to equalize available funding across school districts, disparities continue to exist. This study examined expenditure equity across Louisiana's 66 school districts for three consecutive fiscal years. The slope coefficient for a regression line relating a resource measure to a measure of wealth actually assesses equity (Peternick, Smerdon, Fowler, & Monk, 1997). As the coefficient's magnitude approaches zero, the resource is more equitably distributed. Using data included in Louisiana's DOE accountability reports, regression coefficients were calculated to estimate the relationship between resource variables and school district wealth. Results of the analyses indicated that both total current expenditures per pupil and current expenditures per weighted pupil count related positively to local wealth of the school district. Relationship estimates for expenditures per weighted pupil were larger than estimates for total current expenditures per unweighted pupil. These results indicated that inequities across Louisiana school districts are more pronounced when considering needs of students. Slope coefficients relating minimum foundation appropriations to local wealth were negative for appropriation measures that adjusted for student needs and for non-adjusted appropriation measures. The negative coefficients indicated that school districts less capable of generating revenues are receiving greater appropriations through the minimum foundation program than districts more capable of generating revenues. This study indicated a need for longitudinal investigations of equity, as well as an in-depth examination of different

resource measures. Existing inequities also result from factors other than appropriations distributed according to the state's formula, which accounts for district wealth and student needs.

Session 9.2

11:00 A.M. – 11:50 A.M. GENDER ISSUES Gardenview B

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

Perceptions of a Chilly Climate: Differences in Traditional and Non-Traditional Majors for Women

LaDonna K. Morris, Florida Community College, Jacksonville

The purpose of this doctoral dissertation study was to examine how perceptions of a chilly climate differ between students in the traditionally female-dominated majors of nursing and education versus the traditionally male-dominated majors of information technology (IT) and engineering, and how these perceptions relate to students' intentions to persist or pursue higher education in their chosen career field or leave the field. Four hundred and three students attending a community college in the southern United States participated in the study, including 91 IT majors (74 males, 17 females), 82 engineering majors (65 males, 17 females), 118 education majors (34 males, 84 females), and 112 nursing majors (13 males, 99 females). Students completed a Climate Survey, which consisted of the 28-item Perceived Chilly Climate Scale (PCCS) and other informational items. The primary research question asked: To what extent can scores on the five subscales of the PCCS be explained by the predictor variable set of gender, ethnicity, age, college major, and intent to leave the field? A canonical correlation analysis was conducted. The squared correlation coefficient for root 1 ($R_c^2 = .157, p < .001$), indicated that, as a set, the predictor variables accounted for approximately 16% of the variance in subscale scores on the PCCS. Gender ($r_s = .890$) accounted for the highest proportion of variance of the function, followed by major ($r_s = .750$). Findings indicated that women found the climate to be chillier than men, non-white students found the climate to be chillier than white students, younger students perceived the climate to be chillier than older students, and students in traditionally female-dominated majors perceived the climate to be chillier than students in traditionally male-dominated majors. Intent to leave the field was not a significant predictor of perceptions of chilly climate.

Making GRITS: Gender Roles in Southern Females

Catherine R. Strickland and Pamela Manners, Troy State University

Previous researchers have found that the development of feminist identity is promoted by enrolling in women's studies classes (Hyde, 2002). In this study, the effect of instruction on conceptual change in a psychology of women class was evaluated. Participants were 43 female undergraduate students enrolled in either general psychology or psychology of women classes. Their median age was 21 years, 58% were white, and their median family income range was \$30,000 to \$45,000 per year. The Ambivalent Sexism Inventory (ASI) and the Feminist Identity Composite Scale (FIC) were used in a pretest/posttest design, along with a global question about the continued necessity of the women's movement. Compared to general-psychology students, those taking psychology of women showed lower levels of passive acceptance of sexism, as measured by the FIC, at both the pre- and posttests. At the pretest, though not at the posttest, African-American women in both courses showed significantly greater awareness of sexism than did their white counterparts. Benevolent sexism scores, measured by the ASI, declined for all groups, with African-American women showing significantly more benevolent-sexist attitudes toward women than their white counterparts. Hostile sexism scores also declined for all groups and showed a significant effect by course, with psychology of women students showing greater decline in hostile-sexist attitudes. African-American students were more likely to agree that the women's movement is still necessary, although the difference was greater at the pretest. Results were discussed in the context of regional and cultural differences in the present sample compared to college students nationwide.

Science, Math, and Engineering Pipelines: A Comparative Analysis

Linda C. Kondrick, Arkansas Tech University, and Kathy K. Franklin, University of Alabama, Birmingham

Since 1970, women have made tremendous strides in achieving parity with men in most undergraduate and master degree fields, including health fields and biological sciences. However, the bad news is that they have not yet achieved parity with men in all science, mathematics, and engineering (SME) degrees. Among SME majors, women have exceeded parity with men in health fields and biological sciences. They are approaching parity with men in mathematical fields. However, they are still trailing in math-dominated disciplines such as physical science and engineering. They now earn 38% in physical sciences, only 27% in computer and information sciences, and just 17% in engineering. The statistics reveal an even greater inequity for women with advanced SME degrees in these fields. Historically, and even in recent combined studies, there has been little differentiation among the experiences of students in each of the three categories of SME disciplines. In the present study, the author distinguished among the experiences and attitudes of 205 SME career women across the three levels of the education system with respect to 36 variables that have been correlated with persistence in the SME literature. Confirmation/ Disconfirmation Theory and Social Force Field Models inform the methods employed in this study. Responses to both the initial surveys and follow-up interviews were analyzed for similarities and differences among women in each of these three SME discipline categories. Overall there were more similarities than differences among the three groups. The key differences were found among women engineers compared to the other two groups. Specific differences were found with respect to their experiences in their graduate programs and with respect to the importance they placed on certain internal and external variables at the undergraduate level.

Session 9.3

11:00 A.M. – 11:50 A.M. QUALITATIVE RESEARCH Gardenview C

Presenter: Charles L. McLafferty, Jr.

Voices of the Blind: Coping and Succeeding in the Academy

Randy Parker and Julie A. Holmes, Louisiana Tech University

Educational opportunities for students with exceptionalities, including the blind and visually impaired, have increased in recent years. With these inclusive opportunities come new challenges for both students and faculty. Students may find themselves in an academic environment where their blindness is misunderstood or misinterpreted by other students, as well as instructors and faculty. Educators' understanding of the socialization, communication, and participation needs of blind students may be incomplete (Day & Sebastian, 2002). The purpose of this qualitative project was to allow blind students to: (1) express their understanding of what it means to be blind in academic settings, (2) determine the strategies used to cope in this environment, (3) discover what accommodations (technical or otherwise) are needed and favored, and (4) celebrate the successes of blind students in an academic setting. A purposive sample of 18 blind students who completed an orientation and mobility degree program or were enrolled in university classes participated. All interviews were recorded and transcribed. Member checks were used to determine authenticity and accuracy. In addition, focus groups were used to provide a supportive forum for emerging discussions, and policy documents were reviewed for consistency. Constructivist and critical theorists paradigms guided this qualitative inquiry (Denzin & Lincoln, 2000; Lincoln & Guba, 2000). Data were analyzed inductively to determine emerging themes, categories, and patterns. Participants' statements were used to provide an authentic voice and to allow their constructed realities to be presented. The themes of individualism, commitment and self-motivation, self-reliance and initiative, increased use of technology, and collegial support systems emerged from the data. Participants did not see themselves as weak or handicapped: "I am not stupid, I just can't see." The results of this study revealed how the blind adjust and succeed in an academic setting.

What Is Qualitative Research?

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

There are researchers in education who consider themselves to be "qualitative researchers." Interestingly, when asked what this means, most researchers describe their topic of study, population of interest, or method of collecting data. Some researchers use the term "qualitative researcher" to describe what they are not, that they are "non-quantitative" researchers (Silverman, 2001, p. 25). The Dictionary of Qualitative Inquiry defines the word "qualitative" as "a not-so-descriptive adjective...it does not clearly signal a particular meaning or denote a specific set

of characteristics” (p. 213). Further, Denzin and Lincoln (2000) state in the Handbook of Qualitative Research, “The field of qualitative research is defined primarily by a series of essential tensions, contradictions, and hesitations” (p. xi). This ambiguity around the definition and meaning of qualitative research is astonishing; how does one teach a “qualitative research” course when people in the field cannot agree on a single definition? Thus, the purpose of this paper was to describe the history of qualitative research, illustrate the paradigm issues associated with qualitative research, delineate a definition of qualitative research, and outline course content for a basic qualitative research course.

Perspectives on Building Rapport between Professors and Graduate Students in Higher Education: A Qualitative Study

Jerry Worley, Carolyn Reeves-Kazelskis, and Renee Falconer, University of Southern Mississippi

Research on the social/emotional interaction between the teacher and student has disclosed that rapport is a major component for effective teaching and learning. Interpersonal rapport has been identified as a key independent quality in the effective college professor. This phenomenological study explored and described the perspectives of professors of graduate students at a regional research university in the southeastern United States. This inquiry found that all three professors agreed that meeting and maintaining their personal and basic psychological needs of achievement/power, respect/belongingness, fun, and freedom, helped them be more willing to support and facilitate their graduate students. If the professors' psychological needs were met before entering the classroom, they found themselves to be much more genuine, authentic, happy, and more open and receptive to the diversity of student personalities and needs. Additionally, the theme of using fun and humor was one of two distinct and dominant elements that all three professors used and believed to be important for engaging their students in the learning process. Not only did the professors view themselves as consciously using humor and fun in their classrooms, all nine of the graduate students interviewed in this inquiry mentioned this dimension in some form or another. The final major premise that emerged from this study was the use of accommodation provided by the professors to give their graduate students several opportunities and chances to succeed without doing the work for them. Although the professors used many other elements to build rapport with their graduate students, it was noted by all 12 participants in this inquiry that the elements of fun/humor and student accommodation were the paramount contributors that establish rapport within the graduate classroom.

A Case Study of Teacher Questioning in a High School Mathematics Classroom

John A. Sargent and Alexis Langley, East Texas Baptist University

The purpose of this study was to investigate the use of teacher questioning techniques in a high school mathematics models classroom for students who are at risk for failure in mathematics. Teacher questioning techniques assist students with tasks they cannot yet complete and serve as a springboard for learning in an environment of social constructivism. The research question guiding this qualitative intrinsic case study was: How does a teacher’s use of questions impact students in a high school mathematics models classroom? The participants in this case study were eight high school math students in a suburban high school located in northeast Texas. The case study took place over a 14-week period. Data collection procedures included observations/field notes, reflective journal, student interviews, and teacher interviews. Categories were generated through the constant comparison method with continual refining and analysis. Three themes emerged from the data analysis. First, effective use of questioning promotes teacher-student interaction, student involvement, and maintains student attention. Second, questions from the lower levels of Bloom’s Taxonomy elicit lower-level responses, but serve as a means for students with lower ability to grasp more complex subjects. Third, questions enable the teacher to gain insight into the thought processes of the students, as well as facilitating students’ metacognition. Implications from this case study are in several areas and are important for teachers who deal with at-risk students. Effective use of questioning enhances the classroom environment and helps to gain or maintain student attention. Questions provide the door to active learning that makes learning more meaningful and enjoyable. Effective questioning techniques help prevent discipline problems. Breaking complex mathematical concepts into several lower level cognitive processes through the use of questioning techniques serves as reinforcement for students struggling with math and empowers these students to higher-level cognitive processing skills.

Session 9.4

11:00 A.M. – 11:50 A.M. ACHIEVEMENT Gardenview D

Presider: Mary O'Phelan, Western Kentucky University

Effects of Literature Circles on the Reading Achievement of Small Town African-American Students

Frances J. Hill and Danjuma R. Saulawa, Alabama State University

The purpose of this study was to explore the effects of literature circles on the achievement of African-American students in reading. Specifically the study sought to find out if this strategy would work to improve the reading skills of students, regardless of ability, and to find out if literature circles have a positive effect on the attitude of the participants. The subjects of this study were 125 fifth-grade African-American students randomly selected from a pool of students of low-to-medium scores on the Stanford Achievement Test (SAT) to participate in literature circles. They were pretested and posttested using the Standardized Test for Assessment of Reading (STAR) and Diagnostic Placement Test (DPT). In addition to that, a survey was administered at the end of the year. Their scores were compared to the scores of a comparison group. Results indicated that the experimental group outperformed the comparison. Their attitude toward reading seemed to be more positive.

Relationships Between Extracurricular Activities, Student-Faculty Interaction and Student Academic Achievement: A Structural Equation Modeling Approach

John K. Rugutt and Mohamed Nur-Awaleh, Illinois State University;
and Philip Kaloki, Dallas Baptist University

The authors of this study used the structural equation model (SEM) approach to test a model that hypothesized the influence of participation in unstructured extracurricular activities and student-faculty interaction on students' academic achievement. The study used data collected from 1,184 second-year college students at Illinois State University. Participation in extracurricular activities was based on the number of college-related activities in which the students reported taking part while academic achievement was measured by the students' cumulative grade point averages at the end of their first year. Student-faculty interaction were measured the contact between the faculty and the student. The results show that: (1) participation in unstructured extracurricular activities had a significant positive impact on student academic achievement, (2) student-faculty interaction had a significant negative impact on student academic achievement, and (3) a statistically significant negative relationship between student-faculty interaction and participation in extracurricular activities existed. The positive relationship between extracurricular activities and student academic achievement indicated that the experience gained through involvement in extracurricular activities fosters the students' overall development, which in turn positively impacts their academic performance (Cooper, Valentine, Nye, & Lindsay, 1999; Garber, 1996; Jordan, & Nettles, 1999; Mahoney, Cairns, & Farmer, 2003). The major findings and conclusions of the study were discussed in view of their implications for future research.

A Study of the Relationship Between Female Pupils' Self-Efficacy in Mathematics and Their Achievements in Mathematics

Pamela S. Self and William A. Person, Mississippi State University

The purpose of the study was to investigate the relationship between self-efficacy in mathematics among female high school pupils and their achievements in mathematics in selected public high schools in Central Mississippi. This study analyzed the influence of mathematics self-efficacy on the mathematics achievement of Mississippi public high school females. The participants were 164 female pupils in the 9th or 10th grade taking Algebra I for the first time. Each female participant completed the Mathematics Self-Efficacy Scale (MSES) and demographic data sheet. Also, the final grade in Algebra I and the TerraNova scale scores for the participants were used in the study. There was a positive relationship found between the final Algebra I grade and the MSES daily tasks, high school courses, and problems. There was no relationship found between the TerraNova mathematics scale scores and the MSES daily tasks, high school courses, and problems. It was concluded that since mathematics self-efficacy does predict achievement and career opportunity, it seems necessary to conduct research on ways to increase mathematics self-efficacy in female high school pupils.

Session 9.5

11:00 A.M. – 12:50 A.M. CREATING AND MAINTAINING YOUR OWN POSITIVE ACTION CLASSROOM (Training Session) Gardenview E

Sandy Devlin, Laura Kuhn, Amy Bodkin, and Stacy Smith, Mississippi State University

The purpose of this training session was to provide a series of presentations on the development of positive behavior support in a classroom as an alternative placement of children with behavior problems in the school environment. Children with emotional disorders are likely to require the extra structure and a supportive environment as they learn appropriate behavior for the school environment. This training session provided information on positive behavioral supports in classrooms from early elementary through high school. These support programs are a comprehensive, research-based, proactive approach to behavior interventions aimed at producing positive change for students with challenging behavior. Topics included overcoming resistance; classroom structure (e.g., scheduling, staffing, integrating district/state benchmarks for academic progress); behavior management in the classroom (e.g., functions of behavior and targeted interventions using reinforcement of appropriate behavior); and social skills interventions (e.g., development of curriculum, small group and individual interventions) for children. Additionally, topics and suggestions for teacher training were provided including training tips, development of a teacher handbook, and modification of the interventions to meet specific needs of the teacher, student, and problem behavior based on functional analysis. Presentations of individual case studies were also presented. The presentations provided specific strategies, potential modifications for diverse populations, and methodology for evaluating the treatment integrity and efficacy of the Positive Action Classroom. Discussion about how to modify these interventions to meet specific circumstances was also conducted. The participants were encouraged to ask questions and utilize the experiences of the presenters to assist them in problem solving their unique situations for implementing a positive action classroom.

Session 9.6

11:00 A.M. – 11:50 A.M. IMPROBABLE RESEARCH (Symposium) Le Conte

Organizer: Walter M. Mathews, Evaluation Associates of New York

IR/IR/IR: Improbable Research with Irreproducible Results by Irresponsible Researchers
Walter M. Mathews, Evaluation Associates of New York

Two years ago the authors presented Irresponsible Research; last year the authors sponsored Irresponsible Research with Irreproducible Results; now the authors presented: Improbable Research with Irreproducible Results by Irresponsible Researchers. The presenters have been certified by the MSERA Board to be Irresponsible, and their presentations demonstrated characteristics of Improbability and Irreproducibility.

The MSERA Blues
Ronald D. Adams, Western Kentucky University

As always, the authors opened with The MSERA Blues, performed by its composer. The Blues usually means that your wife and girlfriend ran away together in your pickup truck with your hounddog...but in this case, the MSERA Blues has to do with the academic life the authors all share.

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Sister Hope: Sage of Statistics
Harry L. Bowman, Council on Occupational Education; David T. Morse, Mississippi State University;
John R. Petry, University of Memphis; and Jerry H. Robbins, Eastern Michigan University

“Sister Hope: Sage of Statistics” featured highlights of advertisements for statistical services offered by Sister Hope, a renowned fortune teller who was based in Memphis. These advertisements announced a series of four summer statistical institutes, formation of the Sister Hope Institute for Top Leaders in Educational Statistical Services, and an instrument titled the Sister Hope Attitude Fluctuation Test.

Session 10.1

12:00 P.M. – 12:50 P.M. EXCEPTIONAL EDUCATION Gardenview A

President: Sherry Shaw, University of Arkansas, Little Rock

Assessing the Relationship Between College Students' Reading Abilities and Their Attitudes Toward Reading-Based Assignments

Kathleen M.T. Collins, University of Arkansas, Little Rock

Research indicates that poor or underdeveloped reading skills among undergraduates are a serious problem that has a negative impact on students' achievement levels across disciplines. Indeed, it is common for college students, especially freshmen, to be overburdened by the conceptual complexity of information presented in course textbooks, the quantity of required reading, the number of topics covered, and the variation of assignments across their courses. In response, colleges are offering remedial courses that are designed to improve students' reading abilities, that, in turn, should improve their performance on reading-based assignments. Although the impact of reading problems is recognized at the college level, there is limited evidence evaluating the degree that college students' reading abilities (i.e., reading comprehension and reading vocabulary) influence their attitudes about reading-based assignments. To empirically test this link, the goal of the present study was to assess the relationship between reading abilities as measured by undergraduates' scores on the comprehension and vocabulary components of the Nelson Denny Reading Test and students' responses to three questionnaires that measured their attitudes about reading-based assignments, such as writing papers, using library resources, and implementing effective study habits. The sample consisted of undergraduate students enrolled in three sections of a remedial reading course offered at a public southern university. Results indicated that undergraduate students' reading abilities were related statistically significantly to their attitudes about reading-based assignments. Results have instructional implications for designing effective remedial reading courses at the undergraduate level.

An Analysis of Teacher Talk with Autistic Children in a Preschool Setting

Jane E. Baker and Darrell H. Garber, Tennessee Technological University

The purpose of this study was to describe and analyze the input behaviors of three preschool teachers as they facilitated language growth in their autistic students in one classroom setting. This study explored the following questions: What types of teacher talk strategies do the teachers use when working with students with autism? Is there a dominant form of any particular type(s)? What types of teacher talk strategies are scarcely used or not used at all? It was hypothesized that the teachers would use a variety of teacher talk strategies to facilitate verbal language use in their autistic students. Although children with autism vary widely in the extent to which they manifest autistic symptoms, nearly all children with autism require intervention to support the development of language and communication skills (Hancock & Kaiser, 2002). Preschool teachers must assume the role of language facilitator with autistic students (Hancock & Kaiser, 2002). Observations were conducted in a preschool classroom serving children with autistic spectrum disorders. The classroom was staffed by a teacher and two teacher assistants. Data were collected on five consecutive school days for 30-minute intervals at various periods of the school day. A simplified version of the Flanders Interaction Analysis System was used to collect data on patterns of teacher verbalizations in the classroom (Hopkins & Moore, 1993). The observer tabulated totals for teacher-talk behaviors in a matrix. According to the data, the hypothesis was proven incorrect. Two-thirds of teachers' communication acts with autistic students involved Giving Directions (42%) and Asking Questions (25%). Other teacher talk strategies—Accepting Feelings (3%), Using Ideas (5%) and Praising or Encouraging (7%)—were infrequently employed. The findings of this study suggested that preschool teachers may lack sufficient training in a variety of teacher talk strategies that promote language use in autistic children.

A Comparison of Performance on the MMPALT-III Visual and Print Subtests and Two Other Tests of Visual Performance

Donna Browning and Angelia T. Carruth, Mississippi State University

The study was conducted to answer this question: "will there be a relationship between performance on the visual and print subtests of the MMPALT-III and two other tests of visual memory and learning performance, the Hidden Figures Test and the Picture-Number Test?" The MMPALT-III is a performance-based learning style test that assesses memory and learning skills across seven sensory perceptual modalities: print, visual, aural, interactive, haptic, kinesthetic, and olfactory. In this study only the print and visual subtests were investigated. The MMPALT has been

used to research perceptual modality learning styles since it was conceived in 1975 (French, 1975a) and initially refined by Cherry (1981). Twenty-three dissertations and numerous articles have used the MMPALT as the performance assessment of choice to investigate “in modality” learning style. This follow-up study compared performance of 176 College of Education undergraduates on the print and visual subtests of the MMPALT-III to their performance on ETS's Hidden Figures Test and Picture Number test. All 176 of the participants took the MMPALT print and visual subtests. Scores were obtained for 153 of the same 176 on the Picture-Number Test and 76 participants also took the Hidden Figures Test. A factor analysis was performed to determine whether the assessments were testing similar constructs. It was determined that the Print and Visual Subtests of the MMPALT-III were assessing similar constructs, and the Picture Number Tests was also assessing a similar construct although the relationship was not as strong. Participants' performance on the Hidden Figures Test, which is an assessment of visual-spatial discrimination, did not appear to be related to any of the other assessments. Participants scoring above average on the MMPALT-III visual subtest appeared also to score well above the average on the Picture Number Test. There was no significant difference between their performance on the print and visual subtests of the MMPALT-III and their performance on the Hidden Figures Test as compared to those participants not scoring above average on the print and visual subtests. The implications of the study are that an above average score on the print and/or visual subtests of the MMPALT-III may not predict above average performance on more visual-spatial learning tasks such as those required by the Hidden Figures Test. The construct measured by the MMPALT-III print and visual subtests appear to be similar to the associative memory skills required by the Picture-Number test. Therefore, it cannot be concluded that all visual learning skills are assessed by the MMPALT-III visual and/or print subtests.

Session 10.2

12:00 P.M. – 12:50 P.M. GIFTED EDUCATION Gardenview B

President: Alexandra Steiner, University of South Alabama

I'm Gifted! Is There Anyone Else in College Like Me?

Lee Kem, Murray State University

What is it like to be a gifted student in high school and in college? Gifted students face a number of academic and social-emotional issues. Some of these include: (1) the importance of challenging learning environments in developing self-efficacy in the gifted learner, (2) the need to address the psychosocial needs of the gifted learner, (3) how gifted students are at risk of underachievement due to problematic academic factors in their learning environment, and (4) the failure to recognize and address their unique counseling needs. This qualitative research study gathered information on the perceptions of giftedness reported by college students while recalling public school educational experiences. This information provided valuable data to assist educators and counselors in designing and implementing programs and strategies that will respond to constructs identified by the gifted students. The presentation provided data from the research study. Information included findings related to the level of understanding of the concept of giftedness among students, commonalities among students' experiences as gifted students, positive and negative factors in past and present educational environments that impact gifted students' learning, and identified social and emotional issues regarding being gifted. Discussion also focused on interventions and strategies for addressing the needs of gifted students in high school and college. Ideas were shared about how to facilitate the transition from high school to college. This presentation was of interest to instructors, advisors, counselors, parents, and those interested in the retention of gifted students.

Undergraduate's Ratings of Goals for Gifted Programs: A Survey of Prospective Teachers

Stacy L. Bliss and Sherry K. Bain, University of Tennessee, Knoxville

The purpose of this research was to examine prospective teacher's views of appropriate goals for gifted programs in the schools. Perceptions of appropriate goals have rarely been examined in the past, with the exception of the perceptions of teachers in gifted programs reported by Bain, Bourgeois, and Pappas (2003). In this study, the authors questioned 285 undergraduate students in a sophomore-level human development course and a senior-level educational psychology course concerning their perceptions of goals for gifted programs. Most students enrolled in these two courses were prospective teachers. Participants rank ordered five listed goals for each of three educational levels:

elementary school, middle school, and high school. Listed goals were accelerating academic progress, developing creativity, providing enrichment activities, developing self-esteem, and developing higher-order thinking skills. The authors found that undergraduate students were relatively consistent in their perceptions of the goals of gifted programs across educational levels and across subgroups of participants according to course enrollment and whether or not participants had been identified as gifted. The authors presented total group rankings of goals, discussed trends across grade levels, and the implications for gifted program goals.

Session 10.3

12:00 P.M. – 12:50 P.M. RESEARCH METHODS Gardenview C

President: Renee Falconer, University of Southern Mississippi

Addressing Barriers to Technology Integration: A Case Study of Teachers in a Rural School

Beth F. Coghlan, Delta State University, and R. Dwight Hare, Mississippi State University

Researchers have indicated that teachers face four main barriers to technology integration in their teaching: tools, time, training, and support. This study examined how a federally funded project attempted to address these barriers so teachers would begin using technology in their instruction. CREATE for Mississippi introduced on-site, just-in-time support for teachers in the schools. Core teachers (one from each core academic subject) were selected from each participating school to receive time, tools, training, and support to use technology in their instruction. The purpose of the case study was to examine the changes in teaching by the four core teachers once CREATE attempted to remove the barriers to technology infusion. The cases were developed based on three years of on-going research that included observations, formal and informal interviews, and document analysis. Experienced teachers had been working together for several years. The median number of years' experience of the teachers was 23 years, and two of the four teachers grew up in the community in which they teach. Although the barriers to technology infusion by teachers were addressed by CREATE for Mississippi, the teachers did not change their teaching styles. The teachers believed that the project was a burden and that the project staff were intruders. The conclusion drawn from the case study was that the barriers addressed in the literature were not the only barriers to technology infusion by the teachers. The teachers did not understand the purpose of the project. The teachers did not accept the project staff who they considered to be outsiders. The teachers lacked the motivation to change their teaching.

A Qualitative Study of Sixth- Seventh- and Eighth-Grade Student Reactions to a National Disaster

Rebecca Jacobson and Kimberly Combs, Troy State University, Montgomery

The opportunity to study the impact of a national disaster on children within the United States as a result of terrorism is new. Woodcock wrote that modern technology causes traumatic events to challenge individual expectations and coping ability. Research indicated that even the threat of violence directed at a child influenced the child's sense of safety and that traumatic experiences render a young person temporarily helpless. With media now available in most classrooms, children are exposed to repeated trauma in the name of increased awareness. How children experience traumatic events was the focus of this study. Current trauma themes were evaluated to determine if children experience a traumatic event the same way as adults. The themes included understanding the trauma, shared reactions, meaning of the experience, grief, helplessness, emotional and psychological discharge, perception of safety, and religious coping outcomes. Two hundred eighty-one sixth- to eighth-grade students from an Alabama middle school were given the opportunity to write letters to the firemen in Manhattan who responded to the September 11th crisis. Student identity remained confidential and copies of those letters were used for content analysis. The strongest themes reported in the literature and contained in the letters written by the students included emotional and psychological discharge and shared reactions. Emotional discharge was identified based on the mention of sorrow (56%), loss (53%), death (52%), and love (39%). Psychological discharge was supported by the mention of being brave (24%), being a hero (16%), and courage (11%). Religious themes were mentioned by 39% of the students. One of the strongest emergent themes contained in the student letters was that of patriotism (55%). This exploratory study of student reactions to the traumatic events of September 11th provided insight as to how children react to media exposure of a national tragedy.

**How Do You Really Feel About Your Educational Research Class? An Inquiry into Student Attitudes
Toward Instruction in Educational Research**

Thomas H. Blaylock and Linda L. Haynes, University of South Alabama

The purpose of this study was to investigate whether instructional goals and objectives were being met, and the need for changes in course activities and presentations in an Educational Research and Evaluation graduate course. The research approach selected was a phenomenological inquiry into student attitudes. Fuhrman and Grasha (as cited in Frazee, 2003) argue that teaching and learning can only improve when evaluation is continuous, descriptive, and personal. Student feedback provides data to measure learning and the effectiveness of different strategies and techniques (Lewis, 2001). In addition to the 23-item end-of-course evaluation questionnaire required by the university, the course instructor wanted rich, descriptive feedback from students with specific suggestions for improvement. Qualitative designs study real-world situations without the researcher manipulating the phenomenon being studied to fit a predetermined course or outcome (Patton, 2002). A phenomenological inquiry incorporating open-ended interview questions was conducted. Participants included 21 graduate students assigned to one of four focus groups during a regularly scheduled class meeting. One student was randomly selected to serve as moderator for each group. Participants responded in writing and orally to seven open-ended questions. The data were analyzed via a thematic categorization process. Student suggestions for improving the course included the following: (1) incorporate a greater number of examples and application-oriented activities during classroom instruction, and (2) provide a greater amount of explanatory test feedback. Participants also suggested that several course elements be continued. The following activities appeared to be valued by the students: (1) group research projects, (2) learning to use the library for research, (3) literature reviews, and (4) learning the publication format of the American Psychological Association. Through this phenomenological inquiry, the instructor received the descriptive information desired to improve the presentation of the Educational Research and Evaluation course.

Session 10.4

12:00 P.M. – 12:50 P.M. SCHOOLS Gardenview D

President: Ronald A. Styron, University of Southern Mississippi

Evaluating Attitudes Toward Teacher Dispositions

Gloria Richardson, University of West Alabama, and Anthony J. Onwuegbuzie, University of South Florida

New standards from The National Council for the Accreditation of Teacher Education (NCATE, 2000) included the measurement of dispositions related to teaching based on recommendations of 10 principles categorized into knowledge, dispositions, and performance standards from the Interstate New Teachers Assessment and Support Consortium (INTASC, 1992). Dispositions selected for teacher candidates are characteristics desirable in graduates of N-12 programs. This study was designed to assess attitudes toward selected dispositions. The sample consisted of 175 preservice teachers, inservice teachers, and administration candidates. The majority of participants (84.39%) were female. The sample members were aged between 19 and 56 years ($M = 30.32$, $SD = 8.5$). The amount of experience in the field of education for the participants ranged from 0 years to 25 years ($M = 3.89$, $SD = 4.86$), with one-third (32.39%) reporting no teaching experience. Participants completed the Survey of Dispositions of Inservice and Preservice Teachers Form 2 (SDIPT2). The SDIPT2 is a 5-point Likert-type scale with 40 positively stated items anchored by strongly agree and strongly disagree. Demographic information obtained from participants included gender, age, groups, years of experience, work assignment, major, highest degree earned, grade level served, years of experience in administration where applicable, and number of children. With an internal consistency score reliability coefficient of .92 (95% CI = .90, .94), this instrument yielded scores in the present investigation that were extremely reliable. Further, attitudes toward dispositions varied as a function of race and years of experience. Recommendations for future practice were delineated, and implications for further research were provided.

A Study of Teacher, Principal, and Student Experiences of a Ninth Grade Academy Program

Allison Potter, University of Memphis

The purpose of this study was to explore the experiences of teachers, principals, and students involved in the first year of a ninth-grade academy program. This program was developed by school administrators to support students academically and socially with the transition from middle school to high school. The study incorporated both

quantitative and qualitative methodologies in a mixed-methods design. Data for this study were collected in the 2002-2003 school year. The participants included ninth-grade academy faculty, students, and principals from a high school in the southern United States. There were approximately 25 academy faculty members. These teachers responded to a school climate survey, a ninth-grade specific survey, and some of these academy teachers also participated in a focus group, to describe their experiences with program implementation. There were approximately 350 first-year ninth-grade students who completed a survey on their ninth-grade year. Ten of these students also participated in focus groups for the study. Four principals at the high school were interviewed about their academy experiences. Results suggested that students attending the freshman academy experienced more opportunities for class participation, greater success on statewide tests, and a bonding with classmates that had not been seen previously. Teachers collaborated to a greater extent than prior to the academy and became closer to their students in ways that allowed for a more personalized learning experience. Administrators had more parental involvement with student behavior problems and saw the climate of both the Academy and main high school campus improve. In order to continue on an upward path, the academy needs to address a few key areas of weakness, such as having a thematic focus that sets the academy apart, shared leadership and decision making among all stakeholders, utilization of an effective evaluation document, and more student-centered instruction in classrooms.

Making Kids Count: The Effect of a Small Town's After-School Program on Academic Functioning and Interpersonal Strengths

Connie L. Tollett, University of Memphis

Using existing program evaluation data, the study examined differences in student's academic functioning and interpersonal strengths associated with after-school attendance. The existing data were collected on 211 students in grades first through fourth attending four elementary schools in Conway, Arkansas; 82 students in the after-school program, and 129 students in the comparison group. Of these students, 47% were female and 53% male. Approximately 49% were African-American, 43% Caucasian, and 7% other. The data for this study consisted of a pretest and posttest on two scales: Academic Functioning and Interpersonal Strengths. For these analyses, one-way ANOVAs were conducted with group (two levels: non after-school attendance, after-school attendance) being the independent variable. Two separate one-way analysis of covariance (ANCOVA) for the groups were conducted in which the posttest scores for academic functioning and interpersonal strengths were the dependent variables and the pretest scores were the covariates. The findings of the study suggested that there is a significant difference between the groups for interpersonal strengths.

Factors Influencing Teacher Perceptions of the Parent-School Relationship

Allison Potter, University of Memphis, and Anthony J. Onwuegbuzie, University of South Florida

Parental involvement is being mandated to schools on every front. Federal and state laws requiring the development of programs designed to get parents involved with their child's education are adding to the efforts of local school districts to attract parents into the classroom. The purpose of this study was to explore teacher perceptions of parental involvement and communication in their child's academic environment. Data for this study were a subset drawn from a state-wide database on teacher perceptions of school climate collected by the Center for Research in Educational Policy (CREP), The University of Memphis. There were 2,222 teachers participating in this survey, with 981 teaching in elementary schools, 594 in middle school/junior highs, and 647 teaching in high schools. Teachers' perceptions of parental involvement, communication, and responsibility were measured using seven 5-point Likert-format scale items. Results indicated significant differences in two key areas. Teachers at the high school level were less positive than elementary teachers about the amount of time and energy expended by parents at their child's school. Not surprisingly, parent volunteers were used less, and information about school activities was communicated less often to parents in secondary schools than in elementary schools. Significant differences also were found as a function of the age of the teacher responding to the scale. Specifically, older teachers were more pleased with the parent-school relationship than were younger teachers. Requirements in recent years to involve parents more may have set up expectations for younger teachers that were not there in previous teacher education programs. This raises the question of whether the amount of parental involvement in schools has changed that dramatically over the years, or whether teacher expectations have grown to the point where previous levels of home-school interaction are perceived as not being adequate.

Session 10.5

**12:00 P.M. – 12:50 P.M. REDESIGNING A MASTER'S FOR TEACHERS PROGRAM
(Training Session) Le Conte**

Cathy E. Stockton, Louisiana Tech University

This training session was designed to help university faculty redesign a master's for teachers program using a template that was successful for Louisiana Tech University. Redesigned post-baccalaureate programs have been revised to incorporate requirements of No Child Left Behind, school improvement, empirically-based researched practices, and student achievement. All redesigned initial and advanced master's programs were aligned to National Board for Professional Teaching Standards (NBPTS). Louisiana Schools, District Accountability System (LSDAS), and Grade Level Expectations (GLE) were addressed in appropriate courses and Southern Regional Education Board's (SREB) Educational Leadership modules. Each redesigned course reflected an increased emphasis on field experiences. For each Post-Baccalaureate Program, a listing of the performance activities that candidates are expected to complete as they move through their programs and apply knowledge in site-based settings was discussed. Although some courses may not include site-based performance activities, the total program provided candidates with ample opportunities to apply new knowledge through site-based experiences. Components of the session included the following: (1) discussion of the process used, (2) timeline of redesigning activities, (3) persons involved in the redesign effort, (4) resources used, and (5) sharing of the components of the redesigned program: Overview of the Institution, Advanced Program Mission Statement, Identification of Programs, Ongoing Professional Development for Teachers, Institutional Level Evaluation of Advanced Programs, Program Description, Course Descriptions Template, Description of Field Sites Template and Performance Activities Template, and the Assessment System and Program Evaluation. Each participant received a handout that included templates for course descriptions, description of field sites, and performance activities, suggested resources, and the PowerPoint slides. Participants were encouraged to ask questions or share relevant examples or experiences.

Session 11.1

1:00 P.M. – 1:50 P.M. AT-RISK STUDENTS Gardenview A

Presenter: Margaret L. Rice, University of Alabama, Birmingham

The Effectiveness of a Writing Center Tutoring Program on the Grammar Knowledge of Remedial College English Students

Linda H. Thornton and Tianna Tripp, Harding University

The purpose of this study was to investigate the effectiveness of tutoring provided by graduate assistants in a writing center jointly operated by the English and education faculties of a small university. A previous study had revealed no significant difference between the performance of students who had used computer grammar programs in the center and those who had not. To evaluate the benefit of the tutoring program, freshman remedial English students (n = 53) who had scored below 70% on a pretest were assigned to visit the writing center. There they received tutoring by graduate assistants in up to six different grammar and usage instructional units, according to the number of units on which they had been unsuccessful on the pretest. Posttest scores revealed significant improvement in all six units, a finding congruent with the literature on the effectiveness of university writing labs.

Reading and Writing across the Curriculum for Us? Parents, Students, and Teachers Respond to Issues Regarding Reading and Writing across the Curriculum in Low-Achieving Schools in the Black Belt Region

Frances J. Hill and Danjuma R. Saulawa, Alabama State University

A total of 245 teachers, 219 parents, and 241 students from low-achieving schools located in the Black Belt Region were surveyed to find out their attitude toward the integration of reading and writing across the curriculum. Specifically, questions were asked, ranging from the need for teaching reading and writing in all subject areas to

requiring students to writing papers in all subjects and holding teachers accountable for teaching students to read and write in their respective teaching fields. A preliminary analysis of the data seemed to show consensus among the parents, teachers, and students about the need and benefit of teaching reading and writing across the curriculum, even though the general practice in these schools is worksheet oriented. Implications of the findings were explored regarding the disparity between belief and practice.

Beyond “At Risk”: Teaching and Learning Inside a Juvenile Institution

Ronald D. Pickard, East Tennessee State University, and Betty B. Ragland, University of Tennessee, Knoxville

Current educational research devotes much attention to students considered to be “at risk.” What happens when these students are removed from community schools? This paper, jointly authored by the principal and assistant principal, explored teaching and learning at Mountain View Youth Development Center, a hardware secure juvenile facility in Dandridge, Tennessee, from the perspectives of the system, the students, and the teachers. Unique features of the institutional environment, demographics of the student body, policy mandates, and safety and security issues comprised the system perspective. Student attitudes toward education, both in the community and inside the institution, were explored through surveys and written narratives. Phenomenological interviews with teachers in this environment revealed tensions and coping mechanisms brought about by balancing the competing paradigms of correction and education. This study has implications for educators in a variety of settings.

Promoting the Literacy Development of Preschool Children for Kindergarten Success Through Parental Involvement and Computer Technology

Lisa M. Lauer, Nicholls State University

This presentation was designed for educators to participate in a successful project created for parents to acquire the understanding, skills, resources, materials, and wherewithal to support the emergent literacy development of their children on exiting the Head Start Program to be successful in kindergarten. A simple, cost-effective, comprehensive, multidimensional project including Parent Workshops, a Home-Classroom Library, Parent-Reading Volunteers, a Can-Collection Project, a Home-Friend Project, and a Parent-Child Computer Lab was established. Businesses, community service organizations, families, and school personnel were involved in creating and contributing to this project. Parents, working in partnership with teachers, were provided with many choices that were convenient for them in their life situations to participate in and to become aware of their importance upon the emergent literacy development of their young children. Parent-child activities involving literacy were held in the classroom and in the students’ homes to enhance parental involvement. Assessment instruments and oral surveys of the students and their parents were conducted to determine the literacy needs of both groups and success rates into kindergarten. From these surveys and assessments, the presenter was able to acquire the evidence of the problem that students were exiting the preschool program without the literacy background necessary to be successful in kindergarten. Analysis of the data after implementation of the project indicated that the majority of the students would be placed in kindergarten.

Session 11.2

1:00 P.M. – 1:50 P.M. HIGHER EDUCATION Gardenview B

Presenter: Regina Patterson, Southern University

Awareness of Copyright Issues and Practices at a Regional University

Sekhar S. Pindiprolu, East Tennessee State University; James E. McLean, University of Alabama; and Todd O. Doman, East Tennessee State University

In this age of technological innovations and sharing of materials through web-based course management systems, it is important for teachers and teacher educators to understand the copyright laws and comply with the guidelines. However, many educators are not aware of what they are allowed to copy/post and use in their classrooms (Carter & Rezabek, 1993; Simon & Saunders, 2000). This lack of awareness might lead to inadvertent violations and negative consequences. A survey was administered to determine the current knowledge and inservice training needs of a college of education faculty regarding copyright issues. The sample consisted of 67 faculty (35 college faculty, 54%

return rate, and 32 K-12 faculty, 80% return rate) of a regional university and its affiliated laboratory school. A two-page questionnaire was designed to collect information regarding faculty's: (1) current practices of employing web resources in their classes, (2) current practices of multimedia materials usage, (3) awareness of university's copyright policy, (4) knowledge of "fair use" and copyright guidelines for employing different types of informational materials (multimedia and print materials), (5) training priorities in the area of "fair use" and copyright guidelines for use of multimedia and print materials, and (6) preferred method of training/support. Results supported the findings of other authors (i.e., Carter & Rezabek, 1993; Simon & Sanders, 2000). While 82.1% of faculty indicated they are aware of the copyright policy, results suggested that not all of their practices may comply fully with that policy. Faculty indicated they are most knowledgeable about obtaining copyrights for their own materials and least knowledgeable about the "fair use" statute and its limitations. However, they rate copyrighting one's own material as a training priority while not doing so with the "fair use" statute. The presentation provided detailed results of the survey and its implications for IHE.

Motivational and Learning Strategies of Nontraditional College Students

Sandra M. Harris and Rebecca Jacobson, Troy State University, Montgomery

Nontraditional college students comprise 40-45% of the student body. Research on adult learners reveals that nontraditional students are motivated by a variety of factors including personal interest, job improvement, and employment requirements. However, research has not yet focused on nontraditional students to determine if their motivational and learning strategies are similar to those used by traditional college students. The objective of this study was to estimate the construct validity of the widely used Motivated Strategies for Learning Questionnaire (MSLQ) for assessing the motivational and learning strategies for nontraditional college students. Data were collected using the MSLQ, an 81-item, self-report inventory designed to assesses college students' motivational orientations and learning strategies. The MSLQ consisted of two scales and 15 subscales. The sample consisted of 409 participants from a nontraditional, southeastern university that targets adult students by offering classes during nontraditional hours. Reliability analyses revealed Cronbach alphas of .89 for the Motivation Scale and .91 for the Learning Strategies Scale. Alphas for the subscales ranged from .57 to .89. An exploratory factor analysis (EFA) using SPSS 11.5 principal components analysis with an unspecified number of factors, eigenvalues greater than one, and a varimax rotation confirmed a six-factor structure for the Motivation Scale; thus accounting for 59% of the variance in scores (KMO=.88 and $p=.000$). A nine-factor solution was confirmed for the Learning Strategies Scale, accounting for 55% of variance in the scores (KMO=.90, $p=.000$). However, confirmatory factor analyses using AMOS 5.0 software revealed an ill-fitted model for the Motivation Scale (chi-square to $df=6.09$, CFI=.60) and the Learning Strategies Scale (chi-square to $df=4.05$, CFI=.60) scales. Results suggested that while the MSLQ may be a potentially valid instrument for assessing the motivational and learning strategies for nontraditional students, additional research is needed to determine the model that best described this population.

A Preliminary Study of a Linked Learning Community and Student Outcomes in a College Biology Course

K. Sadler and Sandra L. Johnson, Middle Tennessee State University

The term learning community sometimes refers to a residential community in which students live together. Such communities may increase retention; however, they must also have an academic focus. This entails a curricular restructuring effort that links courses coherently for groups of students with an expected outcome of increasing intellectual interaction with faculty and other students. Interdisciplinary in scope, linked learning communities often coordinate general studies courses as connected enterprises. The objective of this study was to assess the impact of participation in a linked learning community on student success in a general education biology course. The following questions were addressed: (1) Does working within a community of peers enhance biology learning and self-efficacy? and (2) Does biology self-efficacy influence student success as determined by final course grade? The study included students in two biology lecture classes, with one of several lab sections designated as learning community. A pre- and posttest design was used to test student biology content knowledge and self-efficacy using the Texas High School Biology-End-Of-Course Exam (BECE, Spring 2001) and Biology Self-Efficacy Scale (BSES, Baldwin et al., 1999), respectively. Final course grade, along with posttest data, was used to measure successful completion of the course. The data were analyzed by ANCOVA using the pretests as a covariate to compare the effectiveness of learning community inclusion verses traditional enrollment. It was found that inclusion in a learning community did not

significantly enhance course grade. This study of the impact of learning community participation came at the earliest stage of implementation at a moderate-sized southern university in fall 2003. Although preliminary findings did not support gains in final grade or self-efficacy, the authors are actively exploring ways to increase the impact of this new strategy for improving the quality of students' college experience and learning.

Session 11.3

1:00 P.M. – 1:50 P.M.

INSPIRATION AND PASSION IN SCHOOLS UNDER DURESS

(Training Session) Gardenview C

Vincent McGrath, Linda McGrath, and Jack Blendinger, Mississippi State University

This training session used an open forum format that allowed the participants to discuss critical issues affecting the emotional lives of children whose health has been stressed by obesity and related health problems, with a national focus on the current health crisis in children, especially obesity and diabetes. The participants discussed the issues, the most recent research findings on early infant feeding patterns, adolescent health issues, social costs, pressures on schools to reconsider dietary practices in their schools, and the resistance to life style changes in the general American family, whether obesity is a factor or not. Emphasis was on what seems to be the most effective interventions to change institutional and social behaviors that are recognized to be detrimental and seriously destructive for long-term healthy dietary practices, but stubbornly resistant to change.

Session 11.4

1:00 P.M. – 1:50 P.M.

RESEARCH METHODS Gardenview D

Presider:

Linda L. Haynes, University of South Alabama

Mixed Methods Sampling Considerations and Designs in Social Science Research

Anthony J. Onwuegbuzie, University of South Florida, and Kathleen M.T. Collins,
University of Arkansas, Little Rock

Central to all sampling designs are issues of sampling cases and data units because some type of generalization nearly always is made. In particular, either numbers/words/observations from the sample are generalized to the population. In other cases, the sample of words or observations from the participant is generalized to the participant's population of words or observations in order to capture the voice. In the context of mixed methods research, sampling considerations are even more complex because sampling decisions must be made for both the quantitative and qualitative components of the study. Therefore, this paper provided a framework for developing sampling designs in mixed methods research. First, the authors discussed the role of sampling in both quantitative and qualitative research. Second, the authors discussed sampling tenets common to both quantitative and qualitative studies, including the following: (1) sampling decisions should stem from the research goal (e.g., predict, understand complex phenomena), research objective (e.g., exploratory vs. confirmatory), research purpose, and research question; (2) the sample of cases and/or units must be adequate such that the underlying characteristic, experience, and/or process is captured; (3) the sample of cases and/or units must be compatible with the research design; (4) inferences should stem directly from the sample of units that is extracted; and (5) the sampling strategy should be viable, efficient, practical, and ethical. Third, the authors provided a typology of sampling designs in mixed methods research. Here, parallel, concurrent, and sequential mixed methods sampling designs are distinguished. Fourth, sample size issues pertaining to cases/units in the quantitative and qualitative components were discussed. Finally, sampling design considerations were discussed in terms of the triple crises in mixed methods (i.e., research of representation, legitimation, and praxis.) The authors contended that carefully reflecting about sampling design represents an appropriate way of achieving verhesten in social science research.

Toward a Dimensional Understanding: Resolution of the Qualitative-Quantitative Dichotomy

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

The debate has been heated: Is qualitative or quantitative research best? Graduate students are assailed with the superior objectivity of the quantitative approach, only to be counterpunched with the power of emergent design

in qualitative studies. Philosophical explanations reveal an apparent incompatibility, creating an either/or dichotomy. The mixed methods researcher must either ignore the philosophical standoff or find a philosophy that integrates both. Homosapiens have the unique quality of seeking to understand the human condition. Research methods are a natural response to this need. However, the current methodology is partial and incomplete, as the person lives in multiple dimensions. By understanding these aspects, the authors can resolve the quantitative-qualitative dichotomy. Viktor Frankl states that the person lives in three interrelated dimensions: soma, psyche, and noös, which translate into body, mind (and emotions), and human spirit. Study of the somatic dimension is best through quantitative, scientific methods. In the psychic dimension, the authors must make certain assumptions to adapt quantitative methods to understanding the emotional and intellectual parts of being human. In general, quantitative approaches have been somewhat effective, though qualitative methods are best suited to completely understand the psyche. Frankl defines the noëtic dimension as that which makes us more than animal. The noös includes choice, responsibility, meaning, and spirituality, uniqueness as a person, and our universal connection with Life. Perhaps the best way to investigate the noëtic is by discovering it within one's self; adequate research methods are unavailable. However, just as the tools of science can be extended to study the psychic dimension by making certain assumptions, so can one find "lines of intersection" between traditional research methods and the noëtic dimension. The present paper demonstrated that the traditional qualitative-quantitative dichotomy is transcended in the context of Frankl's three-dimensional ontology.

Why Hypothesis Testing Is Hard to Learn (and to Teach)

Schuyler W. Huck, University of Tennessee, Knoxville

Of all the topics covered in a graduate-level statistics course, the most difficult one for students to understand is the logic of hypothesis testing (HT). Almost every student who first encounters HT is thrown for a loop. A few of them come to understand HT by the end of their course, long after it was first covered. Most students, however, finish the course without ever grasping the "why" of it all. In their classic text, *Statistical Methods in Education and Psychology*, Gene Glass and Kenneth Hopkins (1984) provided this warning in the opening section of their chapter on HT: "The concepts of hypothesis testing . . . will make the discussion to follow a challenge, and mastery of these concepts for most students will require several careful readings." Sometimes, authors or instructors give a reason as to why HT is difficult to learn. For example, in their 2004 text, *Fundamentals of Statistical Reasoning in Education*, Coladarci, Cobb, Minium, and Clarke explain that "the logic [of hypothesis testing] may strike you as a bit backward." However, there are many other reasons why most students never fully grasp the logic of HT. In this MSERA presentation, 20 reasons were cited and briefly discussed. For example, Difficulty #16 deals with the fact that researchers never know if their decision to reject (or fail-to-reject) the null hypothesis is a Type I error (Type II error). Those who teach statistics will do a better job if they are aware of the full array of reasons why students have trouble with HT. Students, as well, will benefit from exposure to this presentation, for their ability to comprehend any inferential technique (e.g., a t-test, ANOVA, a test of a regression coefficient) will increase if they understand more fully the logic of HT.

I Cannot Read My Statistics Textbook: The Relationship Between Reading Ability and Statistics Anxiety

Kathleen M. T. Collins, University of Arkansas, and Anthony J. Onwuegbuzie, University of South Florida

The vast majority of graduate students in the social and behavioral sciences are required to enroll in at least one statistics course as part of their program of study. Unfortunately, for many of these students, taking a statistics course can be an extremely negative experience. Indeed, most students report higher levels of anxiety in statistics courses than in any other course in their degree programs. As such, the last several years have seen an increase in research examining the antecedent correlates of this construct. Although several antecedents have been identified, many of these factors are relatively immutable (e.g., gender, race, age), and thus, at best, identify students who are at risk for debilitating levels of statistics anxiety, thereby having only minimal implications for intervention. The area of reading ability comprising reading comprehension and reading vocabulary appears to offer a viable avenue for research on the antecedents of statistics anxiety. Indeed, reading ability has recently been found to be significantly related to achievement in graduate-level research methodology and statistics courses. Most notably, reading comprehension was found to be a strong predictor of students' ability to write up statistical results. Because students typically find that statistics textbooks present complex material, it is likely that a student with low reading ability is particularly prone to experience high levels of anxiety. However, to date, this link has not been formally investigated. Thus, the purpose of

the present study was to examine whether reading ability predicts levels of statistics anxiety. Participants were 92 African-American graduate students enrolled in a historically black college and university located in the eastern section of the United States. Findings revealed a strong multivariate relationship between reading ability and statistic anxiety. In particular, scores pertaining to all six dimensions of statistics anxiety were related simultaneously to reading comprehension and reading vocabulary.

Session 11.5

1:00 P.M. – 2:50 P.M.

DESIGNING AN INSTRUCTIONALLY SOUND, COMPUTER-BASED TRAINING INTERFACE: PRINCIPLES AND PRACTICE

(Training Session) Le Conte

Alexandra Steiner, University of South Alabama

Electronic learning, or e-Learning as it is widely known, has become a promised land for education and business organizations. It includes both self-paced computer-based learning, as well as distance learning and virtual classrooms. Harnessing the power of this new collection of delivery mediums involves focusing on sound instructional principles over flashy displays of sound bites and graphics. From what elements to include within a lesson, to how much control the learner should have, these questions must be answered by looking to what is known about how people learn and about what has been supported by the research. This training session allowed the participants to immediately apply the skills and research presented toward the sound design of computer-based training interfaces. Upon completion of this training, the participants were able to: define Computer-Based Training (CBT), identify different types of CBT formats, identify various design options when creating a CBT interface, describe best practices and considerations when incorporating learner control into a CBT program, describe best practices and considerations when incorporating navigation schemes within a CBT program, and relate relevant instructional theory to CBT interface design. Session activities included the following: Introduction to CBT, the different types of CBT formats, decision points for designing a CBT program interface, introduction to learner control, design dilemma activity 1, research basis for incorporating learner control into CBT interface design, introduction to navigation schemes, design dilemma activity 2, research basis for creating and incorporating navigation schemes within CBT interface design, best practices in interface design text and graphic layout, use of audio narration versus text instructional agents, examples and non-examples of instructionally sound interface designs, questions/wrap up, and evaluations.

Session 12.1

2:00 P.M. – 2:50 P.M.

CURRICULUM Gardenview A

Presenter:

Gloria Richardson, University of West Alabama

Methods of Teaching the Holocaust to Secondary Students as Implemented by Tennessee Recipients of the Belz-Lipman Holocaust Educator of the Year Awards

Julie Mitchell, Lake Forest (TN) Middle School

Teaching the Holocaust is a challenging task. Not only do educators have a responsibility to impart the historical information surrounding these events, but issues of humanity are also an important part of the lessons. As of 2001, Holocaust education has been mandated by at least six states in the United States. At least 11 others, including Tennessee, have task forces or commissions responsible for promoting Holocaust education and providing professional development opportunities and materials for teaching such units. Other states may someday enact similar legislation. The purpose of this qualitative study was to explore methods of teaching Holocaust education in a variety of subject areas to secondary students in grades 7 through 12, as implemented by recipients of Tennessee's Belz-Lipman Holocaust Educator of the Year Awards. The researcher interviewed 17 of the 39 award recipients to determine commonalities in the resources, materials, and instructional methods used by the teachers. The participants included four males and 13 females, representing language arts and social science teachers from the middle and high school levels. Interviews were analyzed using the QSR NUD.IST software program. The findings of this study included the importance of teacher training in this area; participants spoke of regularly attending sessions offered by reputable Holocaust organizations. This study also found commonalities in resources and materials used, including specific titles of poetry, literature, and film. Instructional methods such as group discussions, writing assignments, student project activities, and assessment strategies were frequently discussed. The importance of personalizing Holocaust history was

emphasized throughout the study. The results indicated that students and teachers benefited from these lessons. While the findings of this study significantly contribute to the field of Holocaust education in Tennessee, additional research was also addressed. To ensure successful, meaningful, pedagogically sound lessons, attention to this topic must be an on-going endeavor.

What Every Tennessean Needs to Know: Cultural Literacy for Students of Tennessean History

Jerry A. Sayers and Patrick N. Kariuki, Milligan College

The purpose of this study was to apply E. D. Hirsch’s theories of cultural literacy and the core curriculum to the study of the history and culture of the state of Tennessee. According to Hirsh, cultural literacy is that body of knowledge shared by all members of a culture, the comprehension of which allows members of that culture to communicate through shared concepts, allusions, knowledge, and common memories. The sample participants for this study consisted of teachers and other historical and educational professionals throughout the state of Tennessee. Data were collected through an open-ended questionnaire and telephone interviews. The participants were asked to list topics with which they felt all educated Tennesseans ought to be familiar. Some responses were clarified through interviews. The results yielded 191. One hundred eighteen topics were determined to be significant. From the significant topics, ten categories were derived. These categories were Geography, Early History, Military History, State Symbols, Politics, American Indians, African Tennesseans, Education in Tennessee, Literature, and Music. These categories are crucial to an understanding of Tennessee’s history and culture, and may form the basis of further investigation.

Session 12.2

2:00 P.M. – 2:50 P.M.

LEADERSHIP Gardenview B

Presider:

Lynne B. Meeks, University of Alabama, Birmingham

Developing More Effective Teachers through Educational Leadership Training

Paul R. Erickson, Robert Biggin, and Jerry Austin, Eastern Kentucky University

Bandura (1993 and 1997) has shown a relationship between self efficacy and performance. Generally, good performance is one of several factors that raise self efficacy. In 1998 the College of Education of ECU changed its program to accommodate development of leaders who could be certified as principals. Many of the students were not placed in leadership positions because of lack of availability. The question now becomes, “Why train classroom teachers to be school principals when there are few positions available?” One answer to this question is that classroom teachers who have had extended leadership training will, due to an increase in self-efficacy, make better teachers. A survey of the perceived effects on teacher effectiveness as an outcome of leadership training was completed by more than 400 students in the leadership program. Many of these students had previously stated that they believed the program made them more effective teachers; therefore, the survey instrument was developed to acquire documentation of these perceptions. The instrument requested demographic data, and questions concerning the usefulness of leadership training for the classroom teacher were presented. The initial results were very positive. Most students reported that they were well prepared to be an educational leader and were better teachers as a result of the program.

A Grounded Theory Study: What Prompts a Graduate Student to Become a Student Group Leader?

David Hall, Carla S. Stout, and Melissa J. Haab, University of South Alabama

Research on the theories surrounding student involvement have supported the findings that student development is positively impacted within the context of actively participating in a student organization. Student leaders are charged with maintaining the organization in a balance that is both static and dynamic, depending on the memberships needs. The linchpin in maintaining this delicate balance is dependant upon the aspirations of the student leaders. The purpose of this grounded theory study was to examine the student group leader’s expectations when she/he volunteered for the position. Leaders expectations were studied as to what she/he sought to receive from the experience, how the leadership position is anticipated to impact personal and professional goals, task motivations, and activity

satisfactions. The study’s participants were officers and chairpersons of an instructional design and development graduate program. This study used data collected from open-ended questionnaires and interviews utilizing the open-ended, standardized interview protocol. The analysis of the correlation between what prompts a graduate student to become a student group leader and student involvement and program satisfaction was elaborated in the manuscript. Discussion was made on the researchers’ methodology of coding, categorizing, and theory model. Implications from the data provided practical suggestions on tending leadership expectations, roles, and impact on the student organization.

Online vs. Face-to-Face Instruction – Similarities, Differences, and Efficacy

David Barnett, Morehead State University

Advances in technology have led to an explosion of online university programs. Online programs have created more competition for students that in turn has led to a greater demand from students and university administration to change courses that heretofore had been face-to-face to an online setting. This change in instructional delivery has led to the need to exam the instructional practices, evaluate their applicability/effectiveness, and determine the impact on student learning. This study analyzed two courses, Introduction to School Leadership and Administration and School Finance, compared instructional strategies, examined the efficacy of the two formats, and looked at the impact on student learning. A number of studies (Taylor & Maor, 2000; Smith, Ferguson, & Caris, 2001; Dennis, 2003; Kassop, 2003) have compared various aspects of face-to-face and online teaching exploring the advantages/disadvantages of both delivery methods. These studies suggested advantages may be found in either approach depending on the objectives and the methods used to accomplish those objectives. The efficacy of these two delivery methods was examined through student surveys, focus group feedback, comparison of student participation in class discussions, and student learning as measured by assignments and exams. While the results vary somewhat depending on the learning preferences of the students, there appeared to be little difference in overall student learning with some content being delivered more effectively online with other content being delivered more effectively face-to-face. Therefore, in addition to finding the students’ particular learning styles, university faculty should exam the objectives of the course and, whenever possible, provide instruction in a manner using a combination of instructional delivery methods.

Developing Teacher Leaders – A Case Study

David Barnett, Morehead State University

The call for greater student achievement has left many P-12 educators scrambling trying to find ways to align the curriculum with national standards and meet the needs of their students, while increasing scores on state mandated tests. While the principal is often viewed as the school’s instructional leader, it is becoming more and more evident that one individual cannot easily provide all the instructional leadership needed in today’s complex schools. Over the years there has been discussion, yet few success stories, of developing the capacity of the teachers to become a part of the instructional leadership team. Moreover, these attempts seem to be scattered and very often tied to larger school districts. Indeed, Tyson (1993) states, “The effort to create a cadre of leaders within the teaching ranks is rhetorically supported by nearly everybody and actually supported by very few.” Personnel within a small, midwestern school district (student population - 1,200) noted that, though student achievement was rising (as measured by scores on state-mandated tests), there was a need for some breakthrough ideas to meet the demands for even greater student achievement. Hence, The “I” Team concept was born. The “I” Team was composed of teachers identified by their peers and charged with the responsibility of providing professional development to a cadre of four to six other teachers. The underlying theme of all professional development focused on tying instructional strategies to national and state standards, which in turn required students to be involved in activities requiring higher level thinking. In this study teachers were divided into two groups: “I” Team members in one group and non “I” Team members in the other. Teachers responded to a survey describing “I” Team activities, what worked/didn’t work, and their thoughts on continuation of the program. Planning, scheduling and funding issues were also described.

Session 12.3

2:00 P.M. – 2:50 P.M.

SCIENCE EDUCATION Gardenview C

President: Ava F. Pugh, University of Louisiana, Monroe

Science Teachers' Use of Analogies

Ann Ross and Karen L. Yanowitz, Arkansas State University

Research shows that using analogies can be a particularly useful way to teach science. However, few studies have examined teachers' perceptions using analogies. Forty-seven science teachers (mean years teaching = 14.9 years) completed a survey designed to ascertain their experience with analogies. The results revealed that teachers obtained analogies from a variety of sources. Seventy-eight percent generated original analogies, 57% obtained analogies from other teachers, 47% obtained analogies from handbooks, and 40% obtained analogies from workshops (teachers could indicate multiple sources). However, teachers did not feel their education classes prepared them to use analogies, as participants significantly disagreed with statements such as "My teacher education classes taught me how to use analogies in my lessons." Additionally, only 6% claimed to have obtained analogies from teacher education classes. Differences emerged in analogy use as a function of grade taught. Participants who taught in secondary schools were significantly more likely to use analogies than those who taught in elementary schools ($p < .05$). Secondary school teachers were also more likely to claim they described the limits of analogies than were elementary school teachers ($p = .054$), as well as believing analogies could help make abstract concepts more concrete ($p < .05$). Analogies can be very useful when teaching science, and overall, the teachers in this study were familiar with and used analogies. However, they did not believe they received this information in their teacher education courses. Additionally, secondary school teachers were more likely to use analogies than were elementary school teachers. Research shows, however, that even elementary school students can benefit from learning science by using analogies. The results of this study suggested that faculty in teacher education programs, especially those preparing elementary school teachers, might want to consider increasing their discussions of appropriate ways to use analogies to increase student learning.

The Effectiveness of Collaborative-Investigative Discussion for Promoting a Better Understanding of the Ozone Layer

Ava F. Pugh, University of Louisiana, Monroe; Fred Groves, Southwest Missouri State University; and Jerrilene Washington, University of Louisiana, Monroe

Teaching complex issues pertaining to environmental science has become a major challenge since the education reform of the National Science Education Standards (1996). Teaching about these issues should provide explicit explanations since teachers' beliefs transmit to student understanding, as well as student explanations, for the future. For the past eight years, a pre-and posttest questionnaire had been administered to preservice candidates in elementary education for the purpose of determining the amount of understanding gained from a guest speaker on the topic of the ozone layer. The questionnaire contains 30 Likert-scale items, seven multiple-choice items and two items pertaining to grade status and gender. For the fall 2003 and the spring 2004 academic year, the collaborative-investigative discussion method was employed where candidates were issued the pretest and then assigned one to two questions per group to investigate on the Internet for class discussion approximately five weeks later. After the class discussion of their findings, the candidates were administered the posttest. The purpose of this study was to determine the effectiveness of the collaborative-investigative discussion method for promoting a better understanding of the ozone layer, a complex issue. Totals for the first 35 items were averaged. Preliminary results indicated the fall 2003 pretest mean correct responses were 50%, and the posttest correct responses were 48%. The spring 2004 pretest mean correct response was 48%, and the posttest correct responses were 62%. The t-test for 2003 was non-significant, yet the spring 2004 was significant ($< .00001$). These results could be affected by the class composition, learning styles of the individuals, or the interest in science topics. It also suggested that student exploration of the Internet may reinforce, rather than reduce, misconceptions.

Use of Pre- and Post-Visit Classroom Activities with Informal Learning Settings

Julie A. Holmes, Louisiana Tech University

Science museums and other informal learning settings have been shown to improve student achievement (Bartels, 2001). The positive effects of museum-based learning may be increased if content knowledge activities are

included before visiting the museum and if post-visit activities are planned to build upon the museum experience (Gilbert & Priest, 1997). The purpose of this study was to examine the use of classroom activities before, during, and after a visit to a science museum. The participants were approximately 150 PK-eighth-grade teachers from north Louisiana and southern Arkansas who participated in the annual IDEA Place Space Days/Space Olympics programs at Louisiana Tech University. Teachers were given a survey to complete to indicate the activities they had completed with their students prior to the museum visit, such as reviewing rules, completing science experiments, and completing cross-curricular activities that would build prior content knowledge, if their students had structured activities to complete during the visit, and what activities they had planned to complete after the visit. Preliminary data analysis indicated that most teachers at all grade levels reviewed school and museum rules prior to the visit, and they completed at least one classroom activity in preparation for the science museum visit. A majority of the teachers at all grade levels indicated that their students had a structured activity to complete during the museum visit; however, this was not observed by the researcher. Planned post-visit activities were more cross-curricular in nature, such as writing paragraphs and drawing pictures about the experience. Recommendations for future practice would be for museums to provide teachers with activities to complete prior to the museum visit. Teachers also should visit the museum before the class visit and plan appropriate activities to be completed during the museum visit in order to maximize the learning potential of the museum experience.

Using Historical Non-Fiction Texts to Develop Preservice Teachers' Nature of Science Understandings

William J. Straits, Appalachian State University

The science education research literature has clearly demonstrated the importance of developing both students' and teachers' understandings of the nature of science (NOS) (for review see, Lederman 1992). However, accurate portrayals of science in the elementary classroom are all too often lacking. To address this problem, preservice teachers included in this study participated in literature circles-based reading groups focused upon a science-related, historical nonfiction text. Literature circles are mini-book clubs that emphasize student choice of text, reading schedule, discussion topics, and means for sharing text with others (Daniels 1994). Literature circle techniques were chosen here for both pedagogic and research purposes. Pedagogically, this method served as a way of modeling quality reading instruction and to highlight the potential for integrating science and reading instruction. From a research perspective, literature circles encouraged prospective teachers to explore their own understandings of (NOS) concepts revealed through the text and promoted rich dialogue among reading-group members, as well as between individual group members and the instructor/researcher. Throughout the five-week activity preservice teachers explored, shared, and discussed their views of how science was being conducted in the text, factors that influenced science in the text, and parallels between the science in the text and the efforts of contemporary scientists. Upon completion of the text, groups were asked to share, though a presentation of their own design, understandings of science as influenced by the reading and discussion of the text. Pre- and post-survey VNOS-C and associated informal interviews, email dialogue, literature circle group meeting observations, literature circle role sheets, and presentations and associated artifacts all served as sources of data for this study. Preliminary analysis suggest that use of historical non-fiction texts may be a powerful means for improving prospective teachers' NOS understandings, particularly of social and cultural influences on science and the role of creativity in science.

Session 12.4

2:00 P.M. – 2:50 P.M.

SCHOOL IMPROVEMENT Gardenview D

Presenter:

Michael C. Ross, Kennesaw State University

Teacher Inquiry: Changing Student Achievement One Classroom at a Time

Mary Ann Blank, J. Amos Hatch, and Mary Humphrey, University of Tennessee, Knoxville;
 Shannon Jackson and Theresa Nixon, West High School, Knox County (TN) Schools;
 and Bryan Paschal, South Doyle Middle School, Knox County (TN) Schools

As part of a university, school system, and state department collaboration, funded by a Title II Teacher Quality Enhancement Grant, a "certificate" program for talented urban teachers was developed. The Urban Specialist Certificate Program was designed to enhance the already strong performance of urban teachers through a rigorous series of four courses designed to promote teacher leadership, research, peer coaching, and understanding of and commitment

to diversity and social justice. The teacher inquiry component, taught during the first year, is expanded to action research during the second year. Upon completion of the program, the urban specialists have completed two inquiries and one year-long action research project. This session focused on the impact of teacher inquiry on the perceptions and professional practice of nine urban specialists: three elementary, middle, and secondary schools. The session was presented as a series of case studies. After a brief overview of the inquiry process, each of these teachers shared her/his reflections or “voice” related to engaging in reflective practice, both prior to and following the period of the Urban Specialist Program. In addition, they shared the impact that this component of their coursework had on their own teaching and on the learning of their students. Student test score data and feedback were used to document the impact on student learning.

What Small Districts in Central New York Can Tell Us About Meeting the Accountability Challenges of the Big NCLB

John J. Marshak, SUNY Cortland

New York has historically been a leader in high-stakes testing with its Regents. Along with most other states, it has had to introduce testing at 4th- and 8th-grade levels to monitor progress in compliance with NCLB. Small districts do not have the resources to do sophisticated data analysis. What data analysis strategies do small school district in central New York use to make curricular adjustment decisions to comply with test score progress expectations by the state and, subsequently, NCLB? This study looked at approximately 20 such districts and their intermediate data service providers. Surveys of the district’s administrators and interviews with the service providers’ personnel were used to collect the data. Hopefully, the results provided processes worthy of sharing with other small districts trying to meet the same accountability challenges across the nation.

The Impact of Manipulating Attendance Zones on the Level of School Effectiveness

John A. Freeman and Jeff Scott, University of Alabama

The purpose of this study was to determine if school-level test scores are valid measures of school effectiveness if they can be manipulated by altering the attendance zones. The study was based on the grounded theory of school “effects” generated by over 35 years of research. While school effectiveness researchers find standardized tests to be ill-suited for their purposes, it was the only measurement device that they had at their disposal. But, rather than using raw scores to compare schools, various regression methods were used to take these raw test scores and input variables into a regression model that takes into account the students’ score and what that student should be expected to score on the test. The difference between the expected score and the actual score is called a “residual” or “value-added” score, which is much more conducive to determining what an effective school is than simple raw scores (Willms, 1987). The school district made it known to the public that the attendance zones were being drawn for the usual reasons, but added that some schools were scoring lower on test scores due to a larger share of students residing in multi-family rental units. The attendance plan would include a process of dividing up these students and evenly distributing their numbers. The school-level test scores were then reconfigured based on student enrollment at each school under the new attendance plan. Under the proposed attendance plan, six of twelve schools increased their test scores significantly. The school indicators were manipulated to alter the results; therefore, the use of such systems is suspect and should call for further research in this area.

Session 12.5

2:00 P.M. – 2:50 P.M.

DISPLAY Lower Lobby

Using Technology to Enhance Teacher Quality and Improve Student Achievement: Phase I

Carolyn C. Williams and Carolyn Pinchback, University of Central Arkansas;
Geraldine Malette, Little Rock (AR) School District; and Rhonda Bradford
and Mark Crowder, The Mayflower (AR) School District

Universities and colleges have a professional responsibility to ensure that its P-16 Education Partnership staff development programs are of the highest quality. The use of information technologies to assess and train inservice teachers can be invaluable tools for the systematic gathering and evaluation of teacher content knowledge, skills and

dispositions relative to student achievement. This presentation described a staff development project for enhancing teacher knowledge and student achievement and how the use of a web-based and Tegrity Web Cast information technology is incorporated to assess training and evaluate its effectiveness. Recent researchers (Cohen and Hill, 1998; Harkreader and Weatherby, 1968, Kennedy, 1998) suggest there is a direct relationship between the use of new instructional practices and techniques in school improvement professional development programs and student progress on statewide assessments. The six major professional development components are identified as: (1) engaging teachers with content knowledge directly relevant to what students are learning, (2) providing follow-up and support in implementing the new skills and practices, (3) developing an understanding of the rationale behind the skills or practice, (4) using peer study groups to enhance learning about the new skills or practice, (5) demonstrating or modeling the new skill, and (6) studying the change process. This presentation described Phase 1 of the professional staff development with emphasis on how a P-16 Education Partnership with local school districts encompasses the integration of innovative informational technology to enhance teacher quality and improve student achievement.

The Whole Schools Initiative: An Investigation of Casey Elementary School

Roma W. Morris and Jack Blendinger, Mississippi State University

The display presented the impact that the whole schools initiative has had on Casey Elementary School, an urban predominately African-American school in Mississippi. Documents and artifacts were used to tell the story of Casey Elementary becoming a Whole Schools Initiative school. Casey Elementary was examined for a period of years beginning in 1995 and ending in 2004. This period of 10 years included five years prior to and the five years after becoming a Whole School Initiative school.

The Relationship Between Race and Library Anxiety: A Replication Study

Qun Jiao, Baruch College, The City University of New York; Anthony J. Onwuegbuzie, University of South Florida; and Sharon L. Bostick, S.L. Bostick and Associates

Many studies have investigated factors that place college students and other users at risk for library anxiety. Race is one variable that has been theorized as predicting levels of library anxiety. Yet, to date, only one empirical study has been conducted examining racial differences in library anxiety among college students. Specifically, using the Library Anxiety Scale (Bostick, 1992), Jiao, Onwuegbuzie, and Bostick (2004) found that African-American graduate students attending a Carnegie-designated research-extensive university reported statistically significantly lower levels of library anxiety associated with three library anxiety dimensions (i.e., barriers with staff, affective barriers, and comfort with the library) than did their Caucasian-American counterparts attending a Carnegie-designated, doctoral-granting institution. However, because the two racial groups selected for the study differed in the types of institution they attended, the researchers were unable to conclude whether the differences found in the library anxiety levels were the result of race or the groups' educational experience/aptitude. Therefore, the present study replicated Jiao, Onwuegbuzie, and Bostick's earlier investigation while addressing this concern. To control for educational background in the current study, the two racial groups of graduate students were all selected from the same institution – a Carnegie-designated, doctoral-granting university located in the south. After applying the Bonferroni adjustment to control for Type I error, a series of independent t-tests revealed that the African-American graduate students (n = 25) reported consistently lower levels across all five dimensions of library anxiety than did the Caucasian-American graduate students (n = 155). These two studies suggested that racial differences in library anxiety exist in the college student population. The implications of these findings were discussed in this presentation.

Multiple Intelligences and Written Discourse: Ideas for the Classroom

Patty M. Reed, Louisiana State University, and Peggy Doviak, University of Oklahoma

In this display session, the authors put together some ideas that fuse multiple intelligences and written discourse. With these instructional techniques, the authors attempted to enable students to access the knowledge they have outside of written discourse and cohesively bring that knowledge to their written texts so that these texts focus on a dominant idea/theme throughout. The display included samples of students' multiple intelligences at work, as well as outlined descriptions of how students applied these intelligences to certain types of writing assignments. This display

was significant because it included innovative instructional techniques. Most educators are faced with continually creating new and interesting writing assignments for the students. And oftentimes, whether the curriculum areas are math, science, history, or, yes, even English, this task is quite daunting. Although the instructional techniques for the display originated in language arts higher education curriculums, these techniques may be applied in a wide array of educational levels and content areas because they involve students applying multiple intelligences while evaluating, explaining, observing, and researching. The methods used for the display session involved samples of students' work, for the most part, on poster board. These samples involve drawings by students, collages made from pictures and/or advertisements, and musical compositions constructed by students. The paper accompanying the display outlined specific writing assignments utilizing multiple intelligences, as well as a brief theoretical explanation of the significance of using these intelligences when constructing meaning for and with written texts.

Enhancing Student Learning Strategies

Wendy L. Jordanov, Tennessee State University, and Srilata Bhattacharyya,
New York Institute of Technology

As educators, it is important to remember that all students do not have solid backgrounds in learning strategies and techniques. Student learning strategies may be underdeveloped and in need of assistance. There are a variety of ways to improve student learning skills, including a review of valuable study tips and suggestions, in-class games to review for quizzes and tests, group presentations, and test correction options. During the first few weeks of class, it may be helpful to review study tips that will help students excel in that particular course. Students often value suggestions regarding how to take in-depth notes without including minutia. Tips to assist in reading comprehension are also popular at the beginning of a new semester. In-class games such as Bingo and Jeopardy are creative, fun ways to review terms and definitions before quizzes and tests. Prizes such as candy, pencils or garage-sale knickknacks are excellent incentives to motivate students to study for these review sessions. Group presentations of small sections of the text help add variety to the class and allow students the opportunity to delve into course information in an in-depth manner. The first exam in each course is often stressful to students because they are not sure exactly what to expect. Allowing students the option of making test corrections to items they missed is a beneficial way to help student's process information from the course. These four methods for enhancing student learning strategies have been found to be useful tools and were shown and discussed in depth in the display session.

Critical Thinking Experiences, Perceptions, and Practices of General and Special Education Teachers of Students with Mild/Moderate Disabilities

Carolyn F. Woods and Jimmy D. Lindsey, Southern University, Baton Rouge

This study examined the critical-thinking experiences, perceptions, and instructional practices of general and special education (SPED) professionals. A stratified, randomized sampling procedure was used to select a sample of general and SPED classroom teachers in a metropolitan school system in a southeastern state (N = 300); strata were teaching area (General Education and SPED) and instructional level (elementary, middle, and high school). Ninety-one general educators and 66 SPED teachers participated in the study. Simple factorial designs (2X2 and 2X3) were employed, and the factors included teaching area, instructional level, and critical-thinking experiences (e.g., course work, professional conferences/workshops, inservice, independent study, assessment, and commercial or teacher-made materials). A four-part, researcher-developed questionnaire was used to collect the data, Part III (Perceptions of Critical-Thinking) and Part IV (Critical-Thinking Instructional Practices) were developed using a Delphi procedure, and dependent measures obtained included critical-thinking experiences (frequencies), perceptual scores (four-point Likert scale from "Strongly Disagree" to "Strongly Agree"), and instructional practice scores (four-point Likert scale from "Strongly Disagree" to "Strongly Agree"). SPSS and ANOVA modules were used to analyze the data; null hypotheses were tested at the $p < .01$ alpha level. Findings indicated that: (1) teaching area and instructional level were not associated with the critical-thinking experiences of general and SPED educators (e.g., course work, professional conferences/ workshops, etc.), and (2) teaching area and instructional level did not affect the participants' critical-thinking perceptual and instructional practice scores. The results of the study were discussed, limitations of the study presented, and recommendations for future research described.

Session 13.1

3:00 P.M. – 3:50 P.M.

DEVELOPMENT Gardenview A

Presenter: Rebecca M. Giles, University of South Alabama

The Relationship Between Piaget's Theory of Formal Operational Thought and Fluid Intelligence

Angelia T. Carruth, Jasna Vuk, and Latoya Marble, Mississippi State University

This study examined the relationship between tasks designed to measure Piaget's theory of formal operational thought, the Raven's Progressive Matrices, and a researcher-designed instrument to measure fluid intelligence. The Piaget's tasks were designed to correspond with three benchmarks of formal operational thought: scientific inductive reasoning, hypothetico-deductive reasoning, and reflective abstraction. The Raven's Progressive Matrices and the research designed instrument, as well as the Piaget's tasks, were timed. The study was conducted over a two-week period of time. Of the 20 participants, one was male and 19 were female, nine were Caucasians and 11 were African-American. The majority of the participants were college seniors with a mean age of 24 and a mean ACT score of 21. The researchers met with the participants individually. The instruments were administered, one at a time, with scripted instruction given by the researcher. Beginning and ending times for each instrument were recorded by the researcher. Initial analysis, conducted by a repeated measures ANOVA, concluded that there was a statistically significant difference between the Piaget's tasks, the Raven's, and the researcher-constructed instrument. Further analysis indicated that the Raven's and the researcher-constructed instrument were related, but the Piaget's tasks were not related to either instrument, contradictory to other research finding.

Creativity and Self-Actualization: A Comparative Study

Angelia T. Carruth, Mississippi State University

This study examined the relationship between creativity and self-actualization. The instruments that were used were a pre- and post-creativity test and a pre- and post-self-actualization test. The researcher explored four areas of comparison: (1) the relationship between the pretest measure of creativity and the posttest measure of self-actualization, (2) the relationship between the posttest measure of creativity and the posttest measure of self-actualization, (3) the difference between the pre- and posttests of creativity, and (4) the difference between the pre- and posttests of self-actualization. Participants were recruited from a 3000-level Giftedness & Creativity class in which they were enrolled, and included 14 males and 27 females: one Asian American, 19 African-Americans, 21 Caucasians, and one college freshman, 10 college juniors, and 30 college seniors. At the beginning of the semester, before class instruction, the 41 participants were given a demographic questionnaire, the creativity test and the self-actualization test. The participants then received approximately six weeks of instruction in creativity and self-actualization. Approximately six weeks after instruction, at the end of the semester, the participants were given the same creativity test and self-actualization test. Analysis determined that there was a statistically significant difference in the scores of the pre- and posttests for creativity and a statistically significant difference in the scores of the pre- and posttests for self-actualization. In addition, a statistically significant correlation was found between the creativity posttest and the self-actualization posttest. Since statistical significance was not discovered between other relationships, the results of this study have been considered mixed and did not firmly support Maslow's or Rogers' premise that there is a positive relationship between creativity and self-actualization. Possible reasons for the discrepancy were noted.

The Tail Wags the Dog: How Research Assumptions Have Defined and Delimited Human Development Theory in "Nature-Nurture" Studies

Charles L. McLafferty, Jr.

It is a cornerstone of developmental psychology and research: Is a given trait the product of nature or nurture, or both? Sir Francis Galton is credited with the first scientific use of the term "nature-nurture" to study human development in 1869. Galton believed that genius was inherited, and wanted to devise a way to demonstrate this fact. In the early 1920's the formula $h^2 + e^2 = 1$ was introduced for the study of heredity vs. environment in twin studies. Later, Anastasi noted that rather than asking "how much," the authors should ask "how" nature and nurture affect

development. There is a problem: validity has been assumed. The current twin studies partitioned variance into two or three factors, and the methodology assumed that no other factors exist, other than error. It has never been demonstrated that nature and nurture, even in interaction, are solely responsible for the development of human traits. Therefore, it is impossible for one to ask the “how much” question, or even the “how” question, without carefully reconsidering the nature-nurture paradigm. The purpose of this presentation was to outline additional factors critical to human development that fall outside of the nature-nurture paradigm, and thus render it invalid. Concepts such as choice, meaning, purpose, and responsibility, as well as the symbol systems (language, music, sciences) developed by humanity, are evidence for a third factor. The dimensional ontology of Viktor Frankl was used to parsimoniously integrate nature, nurture, and noös. Such a viewpoint allowed for a more complete understanding of human development, thus making it possible for psychological theory to encompass the whole person.

Session 13.2

3:00 P.M. – 3:50 P.M. LEARNING STYLES Gardenview B

Presenter: Lynda Daughenbaugh, University of South Alabama

**The Effects of Brain-Smart Practices on Preservice Teachers’ Achievement and Perceptions:
Phase I (Memory)**

Ruth Busby and Daphne W. Hubbard, University of South Alabama

Unacceptable progress and No Child Left Behind mandates reflect a need for change in America’s classrooms. The traditional one-size-fits-all approach has left large numbers of students (NAEP 2003) behind others. To teach effectively and meet this mandate requires that educators consider the needs of a broad range of learners. This is a complex endeavor especially in the traditional structure of American schools. If educators are sincere about their efforts of adapting to student diversity and setting higher standards of learning, then change is the steep price educators must pay to reach these worthy goals. Recognizing how students learn is the best place to start when designing instruction to meet diverse needs. Due to recent brain-based research, educators are provided with much insight into how students learn. Research is available today to support exemplary strategies that effective educators have been implementing for years. These strategies provide a means for attending to individual differences in an environment that is conducive to learning for all students. However, there is very little research to support the application of these brain smart principles with college students. The purpose of this study was to determine the effect of brain smart principles on adult learners. This study constituted Phase I in which the brain smart principle of “boosting memory” was examined. The study consisted of two groups of preservice elementary teachers. The experimental group was treated with various memory techniques to aid in improving their content knowledge, while the control group did not receive these specific techniques. In subsequent phases of this study, each brain smart principle will be isolated and studied for its effects on student achievement, yielding a longitudinal perspective. Results will be statistically analyzed for influences of memory boosting techniques on student achievement and student attitudes toward the course and the instructor.

Attitudes of Students Toward Concept Mapping in Science Courses

Jacqueline K. Bowman and Linda C. Kondrick, Arkansas Tech University

The benefits of concept mapping as a study organizer for students and an evaluation tool for college instructors have been well documented. Most of the research has concentrated on its ability to increase student understanding of interconnections between concepts. However, the authors of this paper desired to understand: (1) What are student attitudes toward the experience of concept mapping strategies they were required to use in science classes? and (2) What are student attitudes toward the independent use of concept mapping strategies in the future after the required use of such strategies in science classes? The authors conducted two independent exercises with students in general education courses in both Biology and Physical Science classes. In the Biology course, the concept mapping was used as a study organizer. In the Physical Science course, concept mapping was used a project organizer. Student attitudes were measured in both post-surveys and semi-structured interviews. Students in both courses gave high ratings to the experience of concept mapping as both a study tool and a project organizer. More than half said that they probably would use concept mapping independently in the future. The reservations that they expressed toward

independent usage of the strategies focused on the issue of time required versus perceived gain for use as a project organizer and on practice needed to become comfortable with the tool as a study organizer. The researchers concluded that, after exposure to concept mapping in a single course, students were more likely to adopt the strategy as a study tool when they formerly lacked a satisfactory method for organizing complex systems of information. They were less likely to convert to the use of concept mapping as a project organizer when they formerly had in place a method for organizing a project or outlining an essay.

The Effects of Socioeconomic Status and Learning Styles on the Achievement of Seventh-Grade African-American Students When Instructed Through Cooperative Learning in Social Studies

Michael C. Ross, Kennesaw State University

Cooperative learning and lecture discussion methods of social studies instruction for seventh-grade low SES African-American and low SES Caucasian students were investigated for their effectiveness. The study was conducted using a quasi-experimental design in which a control group and an experimental group each of low SES, African-American students and of low SES, Caucasian students received lecture discussion instruction and cooperative learning instruction. Quantitative and qualitative data were collected for the purpose of this study. The control and experimental sample populations consisted of four groups of students defined as intact classes at two different schools. The study measured academic achievement, student perceptions, and teacher perceptions while controlling for the independent variable of instructional method. The purposive sample was based on an accessible target population that met the study requirements of race and socioeconomic status. This investigation was conducted in two public schools located in the southeastern section of the country. The schools and classes had a comparably-sized, seventh-grade student population, a comparable number of teachers, and either a majority of low SES, African-American or low SES, Caucasian student population based upon 80% or more of the of the students receiving free or a reduced fee lunch. The control group was instructed using the lecture discussion method; the experimental group received cooperative learning instruction. The researcher and the participating teachers collaboratively designed the lessons implemented. The two groups were instructed during their regular class time for a period of five days. The findings of this study supported the implications of previous research that indicated that African-American students are social in their learning habits. The analyses of the results of this study also concurred with the research that indicated African-American students are field-dependent learners, which may create a conflict when using cooperative learning as an instructional method with low SES, African-American students.

Session 13.3

3:00 P.M. – 3:50 P.M.

SCIENCE EDUCATION Gardenview C

President:

Julie A. Holmes, Louisiana Tech University

Preparing Secondary Students for Success in College Chemistry

Ann Ross, Arkansas State University

Few studies have been done concerning the choices that secondary chemistry teachers must make concerning what topics should be stressed and/or omitted as they prepare their students for college chemistry. In this study, 160 secondary chemistry teachers in Arkansas responded to a survey in which a Likert scale was used to rate the emphasis they placed on 56 selected topics in their chemistry classes. Forty college chemistry teachers rated the importance of these topics. Results were analyzed, and ranking was determined by the means of all college or secondary teachers' replies. Little difference existed in mean ranking of the top 20 items from both groups. The college chemistry teachers also evaluated secondary chemistry laboratories as mandatory; desirable, but not mandatory; or not appropriate at the high school level. Secondary teachers indicated on the survey which laboratories they taught. Rankings of desirability of laboratories to be taught, as perceived by college teachers, were compared to numbers and percentages of high school teachers whose students performed those laboratories. The four laboratories that were rated as mandatory by all college teachers and the percentages of high school teachers whose students performed them were measurement (79%), mass (90%), volume (88%), and density (84%). In addition, both groups of teachers responded to

the following open-ended question, "What topics do your students seem to have the most difficulty understanding?" Both groups indicated that math applications and problem solving were the most difficult topics for the majority of their students. No correlation existed between the two groups for other topics mentioned. The results of this study indicated that college and secondary chemistry teachers in Arkansas generally place similar values on topics taught both in the classroom and in the laboratory.

TTIPS: Training Teachers in Physical Science

Anastasia D. Elder, Meiko Negishi, and Taha Mzoughi, Mississippi State University

Student learning in physics and physical science is riddled with misconceptions and misunderstandings (e.g. McCloskey, 1983). In addition, in high school physics, students are ill-prepared to cope with the rigors of quantitative science in college. Proper training of teachers is needed to ensure that students are taught the material accurately and confidently (Darling-Hammond, 2000). TTIPS, Training Teachers in Physical Science, a workshop, was implemented to provide specialized training in physical science concepts and technology for science teachers in high schools and middle schools. The workshop was based on the nationally recognized Modeling Instruction workshop model developed by Arizona State University that challenges students to think as scientists think (Hestenes, 1987; 2002). The TTIPS program promoted science instruction that reflected many of the principles recommended by National Assessment of Educational Progress (NAEP) and the Mississippi Science Framework: in-depth coverage of physical science topics of force, motion, velocity, and energy; reasoning and communicating about scientific findings; integrating mathematical competencies with science learning; and active student participation. Fifteen physical science and physics teachers from school districts that primarily serve students of low-income and under-trained science teachers were taught in physics/physical science and mathematics content, use of the modeling instruction technique, and the judicious use of technology in teaching. The training took place during a three-week summer workshop on the campus of Mississippi State University during July 2003. Evaluation results from this training are promising. From survey results obtained prior to the workshop (pre) and those obtained during the following school year (post), teachers improved on conceptual knowledge of physical science and physics topics, engaged more frequently in instructional practices emphasized by the modeling method, and reported more technology use. Student-level data regarding conceptual knowledge and science beliefs and motivation have been collected and are in the process of being analyzed.

Levels of Understanding of Physical Science Concepts of K-8 Preservice and Inservice Teachers

J. Tillman Kennon, Arkansas State University

The purpose of this session was to present the results of a study to determine and compare the level of understanding of basic physical science concepts of four groups of K-8 inservice/preservice teachers. The groups included in the study were as follows: Milken national award winning teachers, Arkansas K-8 teachers, and two groups of preservice teachers at an Arkansas university. The test and questionnaire instrument used in this study consisted of 25 multiple-choice questions that were designed to test the level of the participants' understanding of basic physical science concepts. These items were designed to test concepts described in the Arkansas Science Curriculum Frameworks, which were developed to address the National Science Education Standards. A total of 246 inservice and preservice teacher participated in the study. The Arkansas K-8 teachers completed the test instrument while attending staff development workshops during the summers of 2002/2003. The Milken teachers completed the test on a web page developed by the author. The preservice teachers were divided into two groups. One group, preservice 1, took the test at the beginning of a physical science course designed for K-8 major—Science in the Elementary Classroom. The other group, preservice 2, completed the test after completing the course. ANOVAs were conducted to test for differences between the group means for level of understanding of the physical science concepts being tested. ANOVAs, t-tests, and correlations were conducted to test for the relationships between the levels of understanding of the tested concepts and teaching experience, school size, location of school, number of college science courses, college major, and number of college hours.

Session 13.4

3:00 P.M. – 3:50 P.M.

SCHOOL IMPROVEMENT Gardenview D

Presenter: John J. Marshak, SUNY Cortland

Assessing the Effectiveness of Comprehensive School Reform: A Competing Values Approach

Louis A. Franceschini III, University of Memphis

A product of the educational restructuring movement, Comprehensive School Reform (CSR), aims at school-level, “second-order” change and calls for the development of a congenial operating environment to bring the notion of the “highly effective school” to scale. Although the effective schools’ literature has served as the lens through which CSR has been studied, some researchers have asserted that paradigmatically newer views of organizational development might better articulate the reform’s dynamics. Thus, this study applied to CSR an exemplar of the new paradigm--the Competing Values Framework (CVF), using it as a source of common criteria for exploring the perceived effectiveness of diverse CSR models. As part of an evaluation of the Memphis Restructuring Initiative (MRI), a 40-item questionnaire was developed to measure the extent to which schools’ implementation of their chosen models had addressed the eight effectiveness criteria encompassed by the CVF’s four management approaches or “quadrants.” Although the questionnaire was administered to over 6,000 respondents, the level of reform commitment observed during the MRI’s second half posed the risk of assessing the effectiveness of “non-events.” As a result, exploration of the questionnaire’s underlying structure was confined to: (1) a subgroup of 888 respondents at 34 schools where seven models were assessed as being the best implemented, (2) a subgroup of 237 administrators whose knowledge/political power rendered them the MRI’s “dominant coalition,” and (3) a subgroup of 347 respondents at 10 schools implementing two models assessed as having had “some positive impact” on student achievement. Applying principal components analysis to these subgroups’ responses extracted in each case a three-factor solution that respectively explained 77%, 73%, and 78% of the variation and that, when rotated, could be interpreted in ways congruent not only with three themes linking the CVF quadrants but also with three lines of discourse concerning restructuring itself.

**Five Years of Developing a Systemic Model for Teacher Mentoring and Induction:
Findings, and Implications**

Cheryl Kershaw, Mary Ann Blank, and Mary Humphrey, University of Tennessee, Knoxville;
Shannon Jackson, West High School; and Daphne Odom, Jamie Hurst,
and Sarah Moore Green, Magnet Technology Academy

This session provided qualitative and quantitative data related to the impact of a systemic mentoring and teacher induction initiative development and implemented over a five-year period as part of a Title II Teacher Quality Enhancement Grant. The model that has been developed has four primary components: (1) the establishment of Mentor Core Teams (MCTs), composed of administrators and teacher leaders, to guide the development, implementation, and assessment of the induction program, (2) professional development to increase MCTs awareness of research and best practice in teacher mentoring induction, (3) the alignment of teacher induction with school improvement planning, and (4) annual assessments of the program to provide feedback and data for use in refining the program for subsequent years. The initiative, originally developed to reduce the high attrition and teacher turnover rates in urban schools, has been refined and expanded for any school context. As part of the expansion, the model has been implemented in urban and rural schools and school systems across the state. Furthermore, to facilitate the expansion, a cadre of “Lead Mentors” have been selected, trained, and supported by grant personnel and the state department of education to provide the professional development component for their respective school systems. The specific focus of this session was on perceptions of novice and mentor teachers in 21 urban schools who have participated in the program for five or more years. It addressed the needs of novice teachers, identified through pre- and post-assessments, effective induction strategies that have been identified to address the needs, the impact of an expanded mentoring role on the practice of experienced teachers serving on the Mentor Core Teams, and the perceptions of Mentor Core Teams on the impact of the program on teacher retention, teaching and learning, and school improvement planning.

Utilizing Qualitative Software In Conducting Policy Research

Over the past 25 years, many researchers have been faced with a dearth of tools used in conducting and analyzing qualitative research. In many cases, the researcher served as the primary tool for qualitative data analyses that could diminish the validity and may cause bias results. Researchers of education were concerned that the quality and rigor of their research was questioned based on these issues and sought to resolve this problem. Today, many innovative qualitative software packages have been designed to analyze a plethora of studies that better lend themselves to qualitative research. Three major research questions were addressed: (1) How can N6 contribute to conducting qualitative research specifically for policy analysis? (2) What are the relevant tools and processes of N6 for policy analysis? and (3) How are the outcomes when utilizing N6 affected?

Session 13.5

3:00 P.M. – 3:50 P.M. AT-RISK STUDENTS Gardenview E

Presenter: Edward Shaw, University of South Alabama

Success Strategies: Impact of an Experimental Course on Academic Achievement and Retention of At-Risk Students

Bob Karcher, Mary Ann Taylor-Sims, Glennelle Halpin, and Gerald Halpin, Auburn University

Four of every 10 students leave four-year postsecondary institutions without obtaining a degree (cf. Tinto). To prevent students from becoming dropouts, many colleges and universities have responded by developing courses targeting the at-risk population. Reported herein were the results from one such intervention. Participants in this study were 113 pre-engineering students who had been identified as at-risk based on pre-entry attributes. An experimental design was used with the treatment group (N = 26) participating in a 15-week one-credit discipline-specific study skills course and a comparison group (N = 87) receiving no treatment. The focus was on cognitive and metacognitive strategies for dealing with course content and assessment of knowledge. In addition, traditional study skills were taught using simulated realistic academic dilemmas. Data collected on the participants included their overall grade point averages and grades in math courses taken, as well as their academic status (still enrolled, suspended, dropped out, transferred). Chi-square and t-tests were used in analyses of these data. While the mean GPA and mean grade in math for the experimental group were higher than the corresponding means for the comparison group fall term, the differences were not significant. In the spring term the direction of these differences was reversed, but again differences were not significant. At the end of spring term, 34.6% of the experimental group had left the program while 35.6% of the comparison group had exited. Results of this study were promising. The experimental group tended to do better in the fall semester while in the special class. That their advantage did not continue in the spring semester suggests that a one-term intervention was not sufficient. College faculty and administrators have a responsibility to provide a supportive learning environment for at-risk students as long as needed. What is being planned at the institution was shared.

Attention Deficit Hyperactivity Disorder (ADHD): Variations in Diagnostic

Andrea D. Clements, East Tennessee State University

This study of how, and how often, ADHD diagnoses were made in this southern Appalachian area was motivated by the difficulty in locating a sample of children diagnosed with ADHD to conduct a research study. Even with specific criteria set forth in the DSM IV TR and a great deal of research, ADHD remains one of the most difficult child mental disorders to characterize because of changing diagnostic criteria and the overlapping of symptoms with other disorders. Forty-one southern Appalachian physicians (16 pediatricians, 19 family practitioners, and six physicians from other fields who treat children) responded to an anonymous, mailed survey about the diagnosis and treatment of ADHD. For those who reported diagnosing ADHD, methods of diagnosis were explored. Questions regarding diagnosis were phrased as forced choice (yes, no) items with follow-up open-ended questions. Medication use was also explored. A Likert-type scale (1=often, 2=sometimes, 3=rarely, 4=never) was used for each of nine medications that have been reported in literature to be used for the treatment of ADHD. A third area of the survey explored how physicians learned about ADHD. Finally physicians were asked whether they thought that ADHD is overly diagnosed. Choices were yes, no, and unsure. Only descriptive statistics have been computed. There were substantial variations in reported diagnostic

procedures ranging from parent interview only to multiple observation sessions and multiple behavior checklists. Ritalin was most often prescribed, followed closely by Adderall and Straterra. Almost all respondents had received some training. Twenty-five indicated they believed ADHD is overly diagnosed, seven were unsure, eight indicated they did not think it is, and one did not respond. Diagnosis of ADHD is still quite variable, as are medications used to treat it. To recruit subjects who have been diagnosed with ADHD, one should consider verifying criteria used to ensure a homogenous study sample.

Social Injustice: “No Child Left Behind”

Kerry L. Rhone and Tarsha Bluiett, University of Montevallo

This literature review evolved from a doctoral class entitled “Social and Psychological Factors in Curriculum and Teaching.” The purpose of the course was to engage in a critical look at K-12 education while considering the ways personal, social, cultural, and historical context mediates classroom teaching and learning. The infamous educational gap will continue to expand as long as the system does not recognize the social injustice, which exists and continues to implement “supplemental services” for those students who are confined within its walls. Since 2002 and the signing of the “No Child Left Behind” act the world of education has been turned upside down. It is a world of accountability; highly qualified teachers and state officials are taking over schools that are not “making adequate yearly progress.” When are the educators going to honestly and wholeheartedly look at those students being left behind? Not at test scores but at the way in which these students are being engaged in academics. “Frankly, it's foolish to expect quality schoolwork from children who are abused, scared, sick, hungry or bereft of love and security. Even the most skillful teaching, up-to-date texts, clean and safe schools, and enlightened educational practices are relatively impotent in the face of these and similar difficulties” (Clabaugh, 2002,5). Researchers and policy makers agree that teacher education must change so that prospective teachers will be prepared for the needs of the changing population (Dilworth, 1992; Holms Group; Rice-Jordan, 1995) and regard social change and school reform as part of the job of teaching (Goodlad, 1990). In a 2001 national survey, 33% of teachers reported insufficient preparation to reach students with backgrounds different from their own (The Metlife Survey of American Teachers, 2000 and 2001).

Bridging the ESL/ELL Gap Between Families and School

Barbara N. Young, Middle Tennessee State University, and Terrie Mullican, Tamra Newby, and Kim Henegar, Warren County (TN) Schools

The overarching questions that precipitated and defined the qualitative action research project were: (1) What was the effect of language on Parental Involvement in Schools? (2) Would student performance participation directly affect or be affected by parental participation in this project? and (3) Would this project build the bridge necessary to close the gap between ESL/ELL families and school? The project included three meetings designed to increase community awareness, school awareness, and present information regarding school practices and practical information in a welcoming and nonthreatening manner to parents of ESL/ELL learners. In meeting one, parents of ESL/ELL learners received an invitation letter in their primary language with details regarding time, place, focus of the three meetings, in addition to letting them know that their children would be performing a pre-meeting “talent” show. Meeting one entailed the “talent” show, basic information sharing (community awareness focus) via power point presentation, tour of the school and information packets shared with parents by teachers of their children (school awareness focus), and snacks/informal conversation and introductions. Session presenters shared the design of the project, described its implementation, and shared findings and results of the experiences from perspectives of participating parents, students, and teachers.

Session 13.6

3:00 P.M. – 4:50 P.M.

PUBLISHING TIPS FOR BEGINNERS (Symposium) Le Conte

Organizer:

Gail Weems, University of Arkansas, Little Rock

Getting Started in Research

Anthony J. Onwuegbuzie, University of South Florida

Finding a Journal and Writing for It

Larry G. Daniel, University of North Florida

Writing Tips

James E. McLean, University of Alabama, Birmingham

Obtaining the first few publications can be a daunting task for graduate students and new faculty. Therefore, the purpose of this training session was to offer basic advice to those who are undertaking this mission. Advice was offered for getting started in research, finding a journal and writing for it, and writing tips. Areas for each topic were as follows. Getting Started in Research: (1) establishing a research agenda, (2) try working with coauthors, (3) reading, writing, and finishing, and (4) scheduling research time and sticking with it. Finding a Journal and Writing for it: (1) tips on locating journals, (2) know your audience, (3) know your journal, (4) know your journal's writing style, and (5) watch for special issues. Writing Tips: (1) write concisely, (2) edit, (3) revise, (4) check references, and (5) what to do with tables. The training session was presented as a panel discussion with each member sharing 10-15 minutes on one of the above areas. The remainder of the two-hour session was reserved for participants' questions.

Session 13.7

3:00 P.M. – 3:50 P.M. DISPLAY Lower Lobby

Plagiarism: What Can Educators Do?

Vivian H. Wright, University of Alabama, and Jonathan B. Beedle, Mississippi Department of Education

Concern over an increase in plagiarized works has caused many educators to reevaluate how to combat this problem and how best to educate students on responsible and fair use of materials. The Center for Academic Integrity at Duke University conducted a study across 21 college campuses and found that over two-thirds of the students surveyed had cheated (Muha, 2000). Researchers (Bates & Fain, 2003; Hamlin & Ryan, 2003) have asserted that students are not always aware of proper citation and paraphrasing techniques. Additionally, understanding of copyright laws in the classroom often gets fuzzy with improper fair use techniques or a misunderstanding of what is in public domain. While the growth of online paper mills has certainly added to an increase in plagiarism, there has also been a growth in online education and detection resources for educators. This session showed some easy ways to help implement copyright/fair use guidelines in the classroom that can help deter plagiarism. Further, this session presented techniques to better recognize and detect plagiarized works. Online resources to detect plagiarism (such as Cheating 101 and turnitin.com), online management tools to help deter plagiarism (e.g. use of discussion boards), and user-friendly sites for copyright/fair use (thecopyrightsite.org) were shared. This session enhanced knowledge and awareness of online plagiarism and detection resources and copyright and fair use guidelines in an effort to better promote and encourage students' responsible use of technology and information.

Research and Statistical Sites on the World Wide Web

Jimmy D. Lindsey, Chanda Ghose, and Regina Patterson, Southern University, Baton Rouge

Academics and students in increasing numbers are using the World Wide Web (WWW) to obtain research and statistical information. Although the use of search engines (e.g., Google, Lycos), search directory (e.g., Yahoo, About), and megasearch engines (e.g., Dogpile, LookSmart) has facilitated the task of finding Web sites addressing research and statistical concepts, academics and students still face the daunting problem of accessing the specific information they need because of the size of the WWW (over four billion Web pages are available today and millions are added daily) and "Verbraucher seien Ware" ("user be ware"). This display session presented different search engines and directories that academics and students can use to identify research and statistical sites and describe techniques for broadening and narrowing searches (e.g., Boolean). Also, it presented selected Web sites that academics and students should consider visiting to obtain research and statistical information including but not limited to histories, biographies, and portraits (e.g., Materials for the History of Statistics - <http://www.york.ac.uk/depts/math/histstat/welcome.htm>); glossaries (e.g., Howell's - <http://www.uvm.edu/~dhowell/StatPages/Fundamentals/Glossary.html>); tutorials - general (e.g., University of Miami

Libraries - <http://www.library.miami.edu/netguides/psymeth.html>), specific (e.g., Garland's Research Methods - <http://www.garland.f9.co.uk/RM/rm.htm>), research risk (e.g., University of California Irvine - <http://tutorials.rgs.uci.edu/>), and other tutorials; statistical tools (e.g., Sample Size Calculator - <http://www.surveysystem.com/sscalc.htm>); online statistical books (e.g., Electronic Textbook StatSoft - <http://www.statsoft.com/textbook/stathome.html>); chat rooms (e.g., Northeastern Education Research Association Chat Rooms - <http://www.nera-education.org/chatroom.html>); research centers and databases (e.g., National Center for Educational Statistics - <http://nces.ed.gov/>); and organizations (e.g., MSERA – <http://www.msea.org>). Finally, attendees were asked to share the search engines and techniques they use and their favorite research and statistical Web sites.

Gender Differences in Attitudes and Uses of Technology

Connie D. Bain, Margaret L. Rice, and Vivian H. Wright, University of Alabama

With continued growth and prevalence of technology, of interest is whether gender differences continue to exist with regard to technology. Researchers found that gender attitudes toward technology were significantly different, with males indicating greater interest and knowledge (Bame, Dugger, & deVries, 1993; Boser, Palmer, & Daugherty, 1998; Teasdale & Lupart, 2001; Wolters, 1989). This study was a pilot study to examine gender differences in attitudes toward technology and the impact of computer instruction on students' attitudes. Study participants were eight boys and seven girls taking a non-graded computer elective course. Instruments used were the Pupils' Attitude Toward Technology (PATT-USA) and the Computer Survey. The PATT-USA consists of 100 questions used to obtain demographic information, students' attitudes toward technology, and students' concept of technology. The Computer Survey was a survey adapted from the PATT-USA consisting of 36 questions that assess the technical home environment, computer uses, and attitudes toward the computer. Due to the small sample size, frequencies and percentages were used to analyze data. Results of the study indicated that there are differences between males and females with females' attitudes toward some aspects of computers more positive than those reported in earlier literature. The implication for this is that females need to continue to be exposed to technology and encouraged to use it. Not all students will have this opportunity at home, so it is important that educational institutions continue to encourage the use of technology. This study was the pilot for a larger study to be conducted in fall 2004. This study will involve three classes of students – one all male, one all female, and a mixed group. These groups were given a pre- and posttest to see if there were differences between groups, as well as differences in pre- and posttest scores for the groups.

Effective Use of Technology to Increase Student Understanding School

Beth H. Counce, Rachel Fowler, and Virginia Avery, University of Montevallo,
and Liza Mims, Bragg Middle School

The effective use of technology by faculty and candidates at a public liberal arts university is an integral part of the curriculum and candidates' implementation of various projects that included technology proved to be very successful. Candidates were required to demonstrate the use of technology throughout their programs. Some of the technology skills candidates were taught to enhance their instruction included how to accomplish the following: create WebQuests, create a web page, create HyperStudio stacks, create Power Point presentations, use palm pilots, and use videoclips. In one technology course, candidates were required to work collaboratively with middle-school-aged students from area schools on a research-based technology project. One project example involved candidates and middle school students researching a topic on the Internet, writing a storyboard, creating a HyperStudio stack, and sharing the information with the class. Results of the candidates' technology projects and the responses from the middle school students have been phenomenal. Students increased their understanding of using technology and increased their grades. To demonstrate how the technology skills learned continued to be used by graduates, a former graduate used palm pilots to teach science vocabulary to her middle school special needs students. Students were given their vocabulary words and, to increase their comprehension, they were taught how to use the palm pilots to animate the definitions of these words. Results indicated that comprehension increased and the students demonstrated more on-task behavior. This display session included examples of numerous success stories that include examples of videoclips, Power Point presentations, web quests, and palm pilot demonstrations that were the results of candidates' work with middle school students and the results of the one graduate's work with students in her classroom. The effective use of technology proved to be a successful tool for increasing student understanding and participation.

The Use of a Tablet PC in the Day of the Life of a Teacher Educator

Adam J. Kantrovich, Morehead State University

This case study/demonstration of a Tablet PC was written to show how the Tablet PC has become indispensable to a teacher educator. The day in the life of a teacher educator can be described as organized chaos. Many teacher educators have multiple professional and personal responsibilities that usually require multi-tasking of national, state, and local paperwork; preparing and teaching of courses; advising students; committee responsibilities; student teacher supervision; outreach; research; and family. With so many responsibilities on ones' plate, time management and organization is of the utmost importance. Many teacher educators, as well as other faculty and professionals, have the tendency to have paperwork in multiple binders in some type of hieroglyphic filing system, notes on multiple pads of paper or on about anything within arms reach, and sticky notes stuck to anything that does not move. This complicates life more than simplifies it. For one teacher educator the Tablet PC was the answer. It not only acts as the main computer system that can be carried anywhere, but is also a calendar and task list, note-taking device (in one's own handwriting, no keyboard needed), and has been able to compile all of the notes, paperwork and binders of information into a single two pound's of an inch thick device. The Tablet PC could be what teacher educators are looking for as a method to simplify and compile all of their day-to-day needs into one device. This is the first device the teacher educator has used that has been easy to integrate into the many facets of his daily life. The day ends much as it began, checking the calendar, task list, and email. It is what takes place between the beginning and the end of the day that the Tablet PC swings into action.

Exploring Sociocultural Issues of Education and Research: An Interactive Photoessay Gallery

Sharon E. Nichols, University of Alabama; Kerry Rhon and Tarsh Bluiett, University of Montevallo;
and Susan Thompson, Elizabeth Thompson, and Lee Freeman, University of Alabama

This display featured a collection of photoessays. The photoessays were created by graduate students to evoke their interpretations and questions concerning sociocultural issues in education and the art of data framing in qualitative research. The photoessays were designed around two focal point questions, which included: (1) How might the creation of photoessays serve as a pedagogical tool for learning about sociocultural issues in education? and (2) What assumptions about qualitative research are raised through the creation of photoessays? The photoessays, representing a variety of disciplines (e.g., mathematics education, science education, foundations, literacy), were generated through analysis of field observations, personal journals, photos (by students and/or the researchers themselves), and interview transcripts. Sarah Pink (2001) has argued that such "academic epistemologies and conventional academic modes of representation should not be used to obscure and abstract the epistemologies and experience realities of local people" (p. 5). Photographic research represents voices of silenced images in ways that the written word cannot, for it has the power to engage the mind, stretch the imagination, and to transcend written script. These displays explored the use of visually-based research as possibilities for expanding educational critique and alternative ways of knowing. The gallery included several Reflexive Photoessays entitled: Clipped Images: Deconstructing of Elementary Teachers' Perceptions of Self as Science Teacher; Children's Perceptions of Literacy Reflected Through Photo Images; Investigating Children's Awareness of Cultural Contributions in Society; Visualizing Intersections of Community Culture and Mathematics Education; and Becoming an Elementary Science Teacher: Auto-Photographic Critique. Narrative Photoessays with the following titles were also displayed: Illuminating Social Injustice Among America's Youth; Reading English Language Learners Through Song Beyond the Classroom; Tomboys, Dykes, and Girlie Girls: Exploring Subjectivities of Adolescent Female Athletes; The Art of Teaching Science Inquiry; and Wisdoms of Southern Football: Extracurricular Collisions.

Session 14.1

4:00 P.M. – 4:50 P.M.

EARLY CHILDHOOD Gardenview A

President:

John S. Gooden, Alabama State University

Does Highly Qualified Teacher Status Mean Better Collaboration?

Nina M. King, Lynetta A. Owens, and Cynthia H. Harper, Jacksonville State University

In 2001, when President George W. Bush signed the No Child Left Behind (NCLB) Act, it established greater accountability for student progress in all 50 states. A multi-pronged approach to a multifaceted problem, NCLB not only addressed accountability issues, but also granted increased parental choice and local flexibility in designing strategies within broad directives and timelines. A significant proviso of the legislation was that all teachers of core academic subjects be “highly qualified” by the end of the 2005-2006 school year (U.S. Department of Education, 2003). These efforts have raised questions, as well as expectations, for early childhood and special education. The No Child Left Behind Act supports early learning (e.g., the Reading First provision) and the special needs of some children, but contains little about collaboration except between teachers and administrators or agencies. In his speech at Butterfield Jr. High School in Van Buren, Arkansas, for instance, President Bush stated that it is essential to “get it right” with our youngest students in order to assure their future success (2004). In the same speech, the president recognized, “We're making sure that the progress of special education students is judged by standards appropriate to their development” (2004). Though not viewed in NCLB as vital, collaboration between early childhood and special educators has been recognized as important in the field and in the literature. The problem addressed in this study was whether highly qualified teacher status advances collaborative efforts between early childhood and special educators. This presentation provided a review of the literature focusing on the No Child Left Behind and Highly Qualified Teacher (HQT) requirements, as well as the evidence supporting collaboration between early childhood and special education. The research conducted to investigate the stated problem was described, findings shared, implications reported, and suggestions made for future study.

An Examination of Specially Designed Instruction Provided to Students with Disabilities

Qaisar Sultana, Eastern Kentucky University

Specially designed instruction, according to IDEA regulations, “ means adapting, as appropriate to the needs of an eligible child . . . , the content, methodology, or delivery of instruction.” (300.26, IDEA Regulations) The purpose of this study was to examine the SDI provided to students with disabilities in order to assess the effectiveness of special teacher preparation and to recommend adjustments, if necessary. Two hundred thirty-four randomly selected IEPs of elementary, middle, and high school students who were receiving the special education resource program in 13 counties were randomly examined. The IEPs included 86, 62, and 86, respectively, at the high, middle, and elementary levels. Disabilities represented in the data were learning disabilities, other health impairment, seriously emotionally disturbed, mental retardation, hearing impairment, visual impairment, and autism. SDI as written on each IEP was recorded. Frequency of each SDI was counted and tallied, which resulted in a total of 85 items. In the judgment of the author two items appeared to be related to content adaptations. Six items in the data were identified as methodology related. Eighteen items appeared to be related to delivery of instruction. The remaining 59 items fell in the category of accommodations and modifications or effective teaching strategies. Concerned about the results, the researcher asked her peers in the department to read the legal definition of SDI and rate the items with a yes or no. Three faculty members returned their responses. One of the three left 50 of the 85 items blank. The other two disagreed on 16 items. One of these two answered seven items with a yes and no. These results show a need for additional research on the subject and professional development because the issue has serious legal and financial implications for school districts.

Investigation into the World of the Black Male Kindergarten Teacher: Lonely Voices and Instructional Choices

Ursula Thomas-Fitts, Mercer University

This study explored African-American male teacher beliefs about developmentally appropriate practices in African-American kindergarten classes. This study also explored the rhetoric used to justify instructional choices made by teachers. The study examined African-American male teachers in African-American kindergarten classes. The teacher questionnaires were used to collect data. Interviews, case studies, and field notes were also used in collecting data. The findings of the study strongly suggested that teacher beliefs had a moderate correlation with instructional practices and teachers use several rhetorics to justify teaching practices. The study also suggested that teachers “culturally” fit developmentally appropriate practices to the needs of their students. Implications from this

study suggested further development of practices that are culturally and individually appropriate.

Session 14.2

4:00 P.M. – 4:50 P.M. MULTICULTURAL Gardenview B

Presenter: Jimmy D. Lindsey, Southern University, Baton Rouge

The Urban Specialist Program: An Innovative Approach to Teacher Leadership

Cheryl Kershaw, Mary Ann Blank, and Mary Humphrey, The University of Tennessee, Knoxville;
Shannon Jackson, West High School, Knox County (TN) Schools; Beth Blevins, Project GRAD,
Knox County (TN) Schools; and Daphne Odom, Knox County (TN) Schools

As part of a university, school system, and state department collaboration, funded by a Title II Teacher Quality Enhancement Grant, a “certificate” program for talented urban teachers was developed. The Urban Specialist Certificate Program was designed to enhance the already strong performance of urban teachers through a rigorous series of four courses designed to promote teacher leadership, research, peer coaching, and understanding of and commitment to diversity and social justice. Provided to cohorts of 15-18 urban teachers, the program was designed, implemented, taught, and evaluated by a cross-section of university faculty (education and arts and sciences), school central office personnel, and community leaders. Now in its fourth cohort, the program has graduated 31 Urban Specialists who are assuming leadership roles both at their school and system levels. This session focused on the perceptions and performance of Urban Specialists, both graduates (Cohort 1 and 2) and those still in the program (Cohorts 3 and 4). Data for the session were gathered through: (1) needs assessments for each cohort, (2) pre- and postsurveys on technology, perceptions of diversity, and teacher confidence, (3) interviews with graduates of the program (Cohorts 1 and 2), and (4) student achievement data (where available). Many of the teachers in the program represented grade levels (K-2) and subject areas (P.E., special education) where student achievement data were not available. Interview data provided insights into the changes in professional practice that have occurred when talented teachers are challenged to improve and study their own practice as they prepare for expanded roles in inducting novice teachers into the profession. Their voices should inform the efforts of school and system leaders charged with the responsibility of designing professional development opportunities and/or implementing teacher induction programs.

Fostering Multicultural Appreciation in Preservice Teachers

Elizabeth B. Ambe, Renee Falconer, and Sheila Alber, University of Southern Mississippi

Schools today represent an array of students from diverse racial, ethnic, linguistic, religious, gender, physical and other cultural backgrounds. Teacher-preparation institutions have the responsibility of providing future teachers with the skills necessary to adequately meet the intellectual, social, and personal needs of these diverse learners. Fostering awareness and appreciation for multiculturalism in preservice teachers is an important step toward reaching this goal. In this light, the National Council for the Accreditation of Teachers (NCATE, 1982) mandated that multicultural education be included as a component of the teacher certification program in the form of courses, readings, clinical, and other field experiences. This is because teachers’ beliefs influence their practice, and those beliefs can affect instruction in ways that may determine the success or failure of students. Yet, studies (Grant, 1994) have shown that many universities are not integrating the multicultural component in a consistent manner across the curriculum. To adequately prepare teachers to meet the challenges of the rapidly changing school demographics, teacher-preparation institutions need to be holistically transformed. This transformation needs to occur in the various dimensions of teaching and learning across disciplines, as well as relationship building, and the creation of a positive environment where multicultural activities can thrive. Pedagogical approaches must be reconceptualized to embrace course content, methods, and assessment tools that take into consideration multiple and diverse perceptions. Successful multicultural curricular transformation requires students, instructors, professors, and administrators to embrace the right attitudes through self-reflection, critical thinking, and a willingness to study “the other” (people who are different from them). These transformative approaches will foster multicultural appreciation in preservice teachers and help them develop the cultural competences and dispositions necessary to effectively meet the needs of diverse learners in pluralistic school settings.

Exploring the Issues of Global Justice Through Study-Aboard Experiences in Jamaica and South Africa

Jade Stanley, JoAnn Karr, Elizabeth Landerholm, and Yi Hao, Northeastern Illinois University

The purpose of this project was to identify and assess some of the salient factors that contribute to a successful study abroad experience for graduate and undergraduate social work and adult education students. This study focused on the discussion of global justice, equality, and liberation as experienced by students in study abroad programs to Jamaica and South Africa. Data were collected from the faculty and students on the trips through pre-trip and post-trip questionnaires and semi-structured interviews, as well as recorded narratives of their experiences. Data were analyzed using both qualitative and quantitative approaches to determine the impact of the students' study abroad experiences on the students' and faculty's cultural awareness. Implications for adult education and adult educators were discussed as it relates to critical issues of race, class, power, and self-determination within a global perspective.

Session 14.3

4:00 P.M. – 4:50 P.M. TECHNOLOGY Gardenview C

President: Charles McLafferty, Jr.

Making the Connection with Instructional Technology

Phyllis S. Sanders and Susie Watts, University of Louisiana, Monroe

In an effort to ensure preservice teachers are able to effectively integrate technology into their teaching throughout their teacher preparation process, colleges of education are requiring that preservice teachers take an instructional technology course earlier on in their teacher preparation programs (Glenn, 1997). This study explored the impact of a summer instructional technology course on preservice teachers enrolled in an undergraduate teacher preparation program. The purpose of this on-going study was to determine the impact of a beginning technology integration course on candidates. Participants in this study were incoming freshman enrolled in an instructional technology course in teacher education program. A 16-item survey instrument was used to collect data. The Candidate Technology Integration Survey instrument developed for use with the Louisiana Passport System was used to gather participants' data. Participants responded to 16 items regarding their knowledge of word processing, database, spreadsheet, multimedia and digital peripheral. Prior to providing any instruction, 50% of the candidates indicated that they had knowledge about using word processing and database software applications. Only 33% indicated knowledge on the use of multimedia presentation software, and 39% indicated knowledge of imaging software. Upon completion of the course, 100% of the candidates indicated knowledge of these computer skills. As a result of participation in the course, candidate home access to the Internet increased from 77% to 93%. Although candidate knowledge and skills of technology increased, more candidates indicated frustration with technology when adequate support is not provided.

Using Technology to Reduce the Variability of Instruction in an Alcohol Safety Education Program

John F. Edwards, Mississippi State University

Universities and colleges have a professional responsibility to ensure that its P-16 Education Partnership staff development programs are of the highest quality. The use of information technologies to assess and train inservice teachers can be invaluable tools for the systematic gathering and evaluation of teacher content knowledge, skills, and dispositions relative to student achievement. This presentation described a staff development project for enhancing teacher knowledge and student achievement and how the use of a web-based and Tegrity Web Cast information technology is incorporated to assess train and evaluate its effectiveness. Recent researchers (Cohen and Hill, 1998; Harkreader and Weatherby, 1968, Kennedy, 1998) suggest there is a direct relationship between the use of new instructional practices and techniques in school improvement professional development programs and student progress on statewide assessments. The six major professional development components are identified as: (1) engaging teachers with content knowledge directly relevant to what students are learning, (2) providing follow-up and support in implementing the new skills and practices, (3) developing an understanding of the rationale behind the skills or practice, (4) using peer study groups to enhance learning about the new skills or practice, (5) demonstrating or modeling the new skill, and (6) studying the change process. This presentation described Phase 1 of the professional staff development with emphasis on how a P-16 Education Partnership with local school districts encompasses the integration of innovative informational technology to enhance teacher quality and improve student achievement.

Survey of the Use and Availability of Technology Resources Among Pre-K Through High School Educators

Thomas A. DeVaney and Nan B. Adams, Southeastern Louisiana University

As many professional organizations develop standards for technology practice, the integration of technology integration classroom practice continues to be a challenge for educators. This study was designed to examine the level of use and availability of various software and hardware resources among pre-K through high school educators. After being piloted with 40 students in a graduate educational research class, a two-page technology survey was distributed to over 925 pre-K through high school educators in southeast Louisiana. The final sample of 610 educators was 85% female with 61% and 26% of the respondents reporting bachelor's and master's, respectively, as their highest degree earned. The average amount of reported classroom experience ranged from one to 49 years with a mean of 14.9% years. Overall results indicated that educators are more likely to interact with technologies such as email; productivity tools such as word processors, spreadsheets, etc; and web browsers than specialized software and hardware. Results further indicated that educational technology is most frequently used for teacher-oriented tasks such as the design and delivery of instruction, recording of student data, and communicating with other teachers. In contrast, the majority of respondents indicated that the use of technology by students for the creation of educational products and collaboration occurred once a month or less. With respect to the availability of hardware, over 80% of the respondents indicated that computer-related equipment such as printers and CD-ROM or CD-R/RW drives were available in all or some classrooms while digital still cameras were most commonly reported as available for checkout. However, portable computing equipment such as laptops and PDAs, as well as digital video cameras, were most commonly reported as not available. Implications related to the preparation and professional development of teachers and technology coordinators were discussed.

Preservice Teachers' Perceptions and Performance-Based Abilities with Technology-Integration-Related Computer Skills

Eric D. Marvin, Freed-Hardeman University

The purpose of this study was to develop, through the exploration of empirical data, an understanding of the technology-integration-related computer skills of preservice teachers. In contrast to most prior research that has investigated this topic with self-reported assessment techniques, this study aimed to use performance-based assessment techniques to obtain actual data produced by the preservice teachers. To compare the findings of the two test types, this study gathered both the self-reported perceptions and the actual performance-based abilities of the same technology tasks. In addition to determining the extent to which preservice teachers could actually perform relevant computer tasks, this study was conducted to determine if a statistically significant difference existed between the perception and performance of the preservice teachers on spreadsheet, presentation, and Internet tasks. Likewise, it sought to determine if any statistically significant differences between perception and performance were related to gender, age, ethnicity, grade level of certification, degree goal, or years of teaching experience. Through the use of researcher-created instruments, the Computer Skills Survey (CSS) and the Performance Assessment Rubric (PAR), this study identified how preservice teachers (n = 64) at the University of Memphis perceived and actually performed computer-related tasks. Statistical analysis procedures included descriptive statistics, t-tests, and multivariate techniques. Statistically significant differences between how the preservice teachers perceived (i.e., self-report) and performed with spreadsheets, presentations, and the Internet were found. In all cases, the preservice teacher overestimated their actual abilities with the related applications. The t-tests further identified the specific tasks within each of these computer-related categories as items in which perceptions were statistically higher than their performances.

Session 14.4

4:00 P.M. – 4:50 P.M.

HIGHER EDUCATION Gardenview D

President:

Kathy K. Franklin, University of Alabama, Birmingham

Locating Power at the Heart of Conflict: The Role of the Faculty Senate in Establishing Curriculum

Daniel F. Pigg, University of Tennessee, Martin

The belief that faculty controls curriculum decisions is widely held throughout American institutions of higher education, both public and private. Such a position for the faculty senate, in light of how the representative body functions with regard to the larger administrative campus structure and to a seemingly loosely connected Board of Trustees, can be problematic. Faculties must not only be sensitive to growth and change within their disciplines, but they must also be aware that curriculum is the creation of social, political, and environmental forces beyond immediate identification. Curriculum, by practice, is a political act that brings to the fore, suppresses, or alters the transmission of knowledge. Events involving curriculum reform at Stanford in 1998, in the SUNY system in 2000, and at George Mason University in 1999-2000, show how faculty felt pressured to accept the governing principles of a Board of Trustees, even as they sometimes respond with words of censure. Each of these cases merits investigation because the problems that result are directly tied to an ideology of faculty senate governance. Understood from Marxist and Foucaultian perspectives, the ownership of power and the mechanisms of implementation become important. Each of these university cases can be viewed through Minor's model categories of senates as "functional, influential, ceremonial, and subverted" (2004, p. 344). With the help of critical theory and sociological models for shared leadership, this paper demonstrated how the subtle dance of faculty senates with local administrations, governing boards, and accrediting bodies is not only vital to a healthy view of curriculum, but is also vital to the success of shared governance. Balancing defensive and offensive postures is paramount.

Launching International Research via the Springboard of Collaboration

Sherry Shaw, University of Arkansas, Little Rock

The expansion of research projects across national boundaries contributes to improved personal, professional, and intellectual outcomes for researchers. Establishing and maintaining these collaborative teams is especially beneficial to strengthening the research agenda of new researchers. Conducting international research requires intercultural sensitivity in all stages of a project and has the potential to combine culture-specific perspectives and expertise for a more comprehensive application of results. This paper presented the sequence for evaluating potential for collaboration, initiating research relationships, organizing contributions by team members, preparing results for publication, and maintaining contact for future research opportunities. This paper was supported by a review of literature in the area of collaborative faculty efforts to involve new researchers in establishing a research agenda. It presented the experiences of the author in developing a project that incorporated interdisciplinary expertise at three universities (University of Arkansas, Little Rock; University of Alabama, Tuscaloosa; and the Karl-Franzens University of Graz, Austria) from 2002-2005. It followed the project through its conceptualization (2002) to publication (2004) and expansion beyond the initial research project (2004). Topics of discussion included: incorporating models for research mentoring, improving communication, and collaborative skills; addressing complications of international research; and identifying mutually beneficial research topics with international universities.

Augmenting a Principal Preparatory Program with WebCT: Facilitating the Development of a Learning Community among Students

Shelly L. Albritton and Jack Klotz, University of Central Arkansas

In a performance-based leadership program for today's school administrators, facilitating the development of a learning community assists students' quest in applying concepts, models, and theories to relevant "real-world" settings. A performance-based principal preparatory program demands inquiry-based discourse from students that is built upon an androgogical model (Knowles, 1992) of delivery rather than a pedagogical model. Assumptions of the androgogical model assume students are non-traditional students who bring their professional and life experiences to the table, that all can learn from each others' perspectives and experiences, and that students are self-directed in their quest for an applications-based learning environment. This model also assumes that students are oriented to task or problem-centered learning and are driven by internal incentives to excel in the development of their leadership capacity. On-going dialogue is essential for a learning community's continual development through discussions, debates, and critical-thinking activities in order to examine individual assertions about education and leadership. In order to experience a learning community, students require opportunities to practice articulating individual beliefs and perceptions in a risk-free environment so designed for continual discourse beyond the classroom. This paper discussed augmenting class sessions with WebCT e-mail, bulletin boards, and chat rooms that allow students

to continue to engage in such inquiry-based discourse beyond “seat time” in the classroom. By posting case studies, hot topics, simulations, and critical thinking activities on a WebCT bulletin board, students were provided an opportunity to extend their engagement in dialogue by accessing WebCT at their convenience to continue to weigh in on issues, collaborate on projects, and to facilitate the communication process of a learning community. With WebCT, what was begun in the classroom is extended beyond the confines of location and time to facilitate the expansion of a student’s learning experiences and to develop a learning community.

The Impact of Multiple Intelligence Domain Strength on Students' Performance-Based Computer Skills

Stephen R. Marvin and Eric D. Marvin, Freed-Hardeman University,
and Fethi Inan, University of Memphis

Governmental and educational organizations have been attempting to promote the integration of technology into K-12 schools. No Child Left Behind is replete with reference to the importance of technology in K-12 schools (U.S. DOE, 2001). Educational organizations have sought to provide focus to such technology-based efforts. For example, the International Society for Technology in Education (ISTE) has developed the National Educational Technology Standards (NETS) for Students (ISTE, 1998). Along with such technology-focused reform efforts, other research has focused attention on enhancing students’ abilities. One theory is Gardner’s (1983, 1993) Multiple Intelligence Theory. Gardner argued for the existence of several “relatively autonomous” human intellectual competencies (Gardner, 1983, 1993). Research suggests that when academic needs of students are not met, academic success decreases. Therefore, research that identifies the MI domains in relation to basic computer skills may assist in providing data useful for assisting students. From such identification, strategic planning and action could improve student success. Current work in this arena suggests implications of the MI Theory as it relates to the use of technology. However, statistically-based research is deficient. Therefore, the purpose of this study was to identify the performance-based computer skills of secondary students and determine their distinct multiple intelligence profiles. Furthermore, statistical procedures were used to investigate if the MI strengths of students were linked to their ability to perform computer-related skills. Specifically, in this research, a quantitative method was used. The data were gathered throughout the spring semester of 2004. To identify students’ performance-based abilities with basic computer skills, the Digital Spreadsheet Performance Assessment (DSPA) and the Digital Presentation Performance Assessment (DPPA) were administered. To measure students’ MI strength, the Multiple Intelligences Developmental Assessment Scales (MIDAS) was used. The data were analyzed by statistical techniques including frequencies, percentages, means and standard deviations, correlation, paired t-test and MANOVA.

Session 14.5

4:00 P.M. – 4:50 P.M. WRITING GRANT PROPOSALS (Training Session) Gardenview E

John R. Petry, University of Memphis

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

Session 14.6

4:00 P.M. – 4:50 P.M. DISPLAY Lower Lobby

Preservice Teachers' Attitudes toward Art: An Exploratory Study

Paige V. Baggett and Rebecca M. Giles, University of South Alabama

Art education has been revitalized by new standards-based curricula intertwining art and subject matter content (Koster, 2001) providing opportunities to not only produce art projects but also to view, describe, and evaluate artwork of others. Art provides students with a significant visual and symbolic communication tool comparable to the spoken or written word, and as such, should permeate the school curriculum. In order to produce students who become adults capable of understanding, valuing, and using art in their lives, teachers must first realize that art, taught meaningfully, develops both body and mind. This study explored attitudes toward art among preservice teachers. Participants were 69 education majors (five male) enrolled in Art in the Elementary School. Sixty-four participants were elementary education majors. Data were collected with two subtests, measuring self-estimate in art and attitude toward art and artists, of the Eisner Art Attitude Inventory (Eisner, 1964) using a 5-point rating scale ranging from 1 (strongly agree) to 5 (strongly disagree). Participants indicated more positive attitudes toward art and artists as compared to attitudes toward personal art abilities. Sixty-four (93%) disagreed that "People who become artists are usually those ones who could not succeed at other, more important tasks in life." Eighty-four percent agreed, "Almost anyone can learn to appreciate art," while 83% disagreed that "Artists should paint pictures the majority of people can understand." Approximately one-third were uncertain about the importance of artistic advances for a country's progress and the need to study art to be well educated. These findings suggested that participants have generally positive feelings about art and artists although they are unsure of arts' contribution to society and education.

Aggression and Rural Youth: Do Programs in School Setting Make a Difference

Angela L. White, Leanee Whiteside-Mansell, Caren Moore, David Deere,
and Mark Edwards, University of Arkansas for Medical Sciences

Alternative schools have been in existence for sometime with schools defining the criteria for student enrollment differently. Research has shown significantly higher incidents of violent behaviors (e.g. carrying weapons to physical fighting) of students enrolled in alternative schools compared to those students enrolled in regular high schools. Because of the increase of violent behavior, many programs are being established within school districts to help decrease this problem in the alternative school settings. Program evaluations for these programs are often difficult in part because of a variety of barriers, particularly those associated with students and their parents who are required to attend alternative schools. Some problems include student or parent mental and physical health, parental involvement, and failures in school both by the students and their parents. Other barriers include the time commitment from students and faculty needed for lengthy and indepth evaluations. This study evaluated the Aggression Replacement Training (ART) intervention implemented in a rural alternative school in Arkansas. The ART program has been implemented in several types of school environments from regular school to alternative schools throughout the United States. The evaluation examined the impact of the program on aggression as assessed by Attitude Toward Conflict and Modified Aggression Scale and self esteem as assessed by Rosenberg Self Esteem scale. Preliminary data have been collected from high school and junior high students attending an alternative school. Pre- and post-data have been collected for 30 students. Analyses examined changes in attitudes after attending ART intervention classes using pair t-tests. Further analyses will examine the extent that ART intervention is moderated by student gender or other student characteristics. Study results included issues of the assessment of the fidelity of the implementation, logistics of school based behavioral intervention, and outcome findings based on student report and school records.

Comparing Social Communication of Children with Autism Spectrum Disorders and Their Typical Peers

Hollie Cost, University of Montevallo

The purpose of the current study was to use direct observation to document differences between individuals with ASD and their typical classmates. Seventeen children with Autism Spectrum were selected as participants. An age-matched typical peer was identified for each child with ASD within each classroom. Using the observation instrument developed by the investigators, trained graduate students observed and recorded the communicative behaviors of the children with and without ASD simultaneously for four separate 15-minute intervals. Specific behaviors observed included verbal initiations, verbal responses, joint attention, and nonverbal communicative attempts. Children with ASD and typical peers were compared to determine if significant differences could be detected in their social communication. Levene's test for homogeneity of variances was calculated for each behavior, as well as for the total interaction scores. Test statistics ranged from .132 to 4.28, none of which were significant, thus meeting the

assumption of homogeneity. All data fell within +/- 2 with the exception of VR and NVA which were slightly positively skewed, not constituting a significant threat of type I or type II errors. ANOVA was utilized to compare students with ASD to their typical peers on each of the four behaviors and on total interaction scores. Comparisons of verbal initiations, verbal responses, joint attention, and total interactions were significant at the .01 level. Comparison of nonverbal communication attempts was significant at the .10 level. Data between ASD and typical peers were analyzed using ANOVA. The results of this investigation indicated that the direct observation instrument used categorically discriminates between children with and without Autism Spectrum Disorders. This objective method of comparing children with ASD to their typical peers can be used to substantiate the need for social communication instruction, as well as to provide further support for eligibility determination.

Preparing Preservice Teachers to Teach Reading: A School-Based Approach

Andrea M. Kent, Rebecca M. Giles, and Phillip Feldman, University of South Alabama

Research suggests that over 50% of new teachers in low-income schools will leave the profession in their first five years of teaching (Hunt, J. B. & Carroll, T. G., 2003). Providing preservice teachers a comprehensive induction program with emphasis on preparing them to meet the literacy needs of academically challenging children should curtail this mass exodus. Simultaneously, preservice teachers become better prepared to meet the high student achievement standards, ultimately linking teacher quality with student success (Greenwald, Hedges, & Laine, 1996). As a direct result of No Child Left Behind (NCLB) legislation, the University of South Alabama initiated a school-based approach to teaching a required, undergraduate methods course in reading. Increased clinical field experience with an exemplary mentor teacher was coupled with assistance and guidance of a university-based team leader. The team leader served as university-school system liaison providing on-site coaching and modeling throughout the yearlong internship. In addition, the team leader taught the reading methods course that met during the first semester of the internship. With a primary goal of being an effective teacher of reading that links student achievement with success (Allington, 2003), student interns worked five days a week for two consecutive semesters with the same mentor teacher. This afforded the interns an opportunity to extensively observe and participate in the integration of reading theory and practice including initial and ongoing assessment, read alouds, shared reading, guided reading and independent reading. It is posited that such a program provides the opportunity for: (1) school administrators to collaborate with teacher educators in creating an authentic model for undergraduate instruction, (2) classroom teachers to benefit from faculty expertise while engaging in classroom-based professional development, (3) preservice teachers to fully understand and implement the components of a comprehensive reading approach, and (4) elementary students to be increasingly successful readers and writers.

Measuring Preservice Teachers' Dispositions: A Qualitative Content Analysis of Assessments Utilized by Selected NCATE Accredited Colleges and Universities

Lynda R. Daughenbaugh, Richard Daughenbaugh, Edward L. Shaw, Jr.,
and Carolyn Casteel, University of South Alabama

The purpose of this study was to determine which dispositions of undergraduate preservice teacher candidates of selected colleges and universities with NCATE accreditation were being measured, what type of assessments were used, and how the results of these assessments were being implemented. A qualitative content analysis of instruments, rubrics, and other assessments used to measure these dispositions was conducted using documents posted on the Internet by the teacher education programs of NCATE-accredited institutions having enrollments of more than 8,000 students. Charts were developed to compare and contrast the frequency with which specific dispositions were chosen and assessed and the type of instruments or rubrics used to assess these dispositions. For example, some institutions limited the dispositions to those provided by the NCATE definition of dispositions, while others made additions such as technology dispositions. Items used to construct the charts included student journals, surveys, interviews, as well as assessment systems using GPA, standardized test scores, oral presentation skills, written communication skills, content knowledge, professional knowledge, evidence of a candidate's ability to work with children, or rubrics designed by the individual institutions. Results of the study suggested no consensus about which dispositions are essential, or how dispositions should be assessed. Additionally, the purposes for which the assessments were utilized, such as the selection, limitation of enrollment, or the elimination of candidates, for undergraduate preservice teacher education programs varied widely. The results of this study provided some insight into

developing assessment instruments for specific dispositions and how the results of those assessments may be implemented to improve the quality of teacher education programs. Further study and refinement of instruments to assess dispositions was recommended to improve the pre-admission procedures used to select teacher candidates, as well as the process through which they are educated.

How Does Liberal Arts Contribute to Teacher Education?

Patricia D. Goldberg, Kay Williams, Erin Doak, Michele Neal, and Jennifer Washburn, Hanover College

Two years ago the elementary teacher education program changed from an elementary education major to a liberal arts major and an elementary program organized around teacher certification requirements. A key component is the EDU 01 Series – four courses designed to guide prospective teachers in making connections between their liberal arts course of study, including the major, and teaching. How does the EDU 01 Series facilitate the link between the liberal arts course of study and development of an aspiring elementary teacher? The authors intend to create what Putnam and Borko (2000) describe as a discourse community, where teacher candidates think in new ways about content and teaching. Delandshere and Arens (2003) identify surface translation of content in their study of preservice teacher portfolios. Do the participants make similar surface connections between liberal arts studies and teaching? This EDU 01 Series is meant to minimize fragmentation in teacher education between content and pedagogy. The primary researchers formed a research team of three education faculty members and a college student from the freshman, sophomore, junior, and senior class. The research team developed a survey, and student members interviewed all of the elementary teacher candidates who were taking any EDU 01 course during winter term 2004. These interviews were transcribed into anonymous responses, and possible categories were discussed at a research team meeting. In addition, candidate inquiry papers were gathered during the term. Three types of information were analyzed: interview responses, faculty/student interactions, and student writing.



Session Numbers: 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 17.1, 17.2, 17.3, 17.4, 17.5, 18.1, 18.2, 18.3, 18.4, 18.5



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Session 15.1

8:00 A.M. – 8:50 A.M. MATH EDUCATION Gardenview A

Presider: Dana Thames, University of Southern Mississippi

Lost in Problem Solving: A Case Study of a Child's Difficulties in Solving Word Problems and Measures Found to be Effective in Addressing Them

Ji-Eun Lee, Auburn University, Montgomery

This case study explored a third grader's difficulties solving word problems and pedagogical measures taken to address them. The child's performance in computation was excellent in terms of accuracy and speed. However, he had a hard time in solving multi-step word problems that required more systemic analysis. He could produce some partial results but frequently "got lost" as to why these results were needed and how these partial results were related to the entire problem. His biggest difficulties came from an inability to comprehend and interpret the problem and a failure to form an outline plan of solving the problem. As a result, he frequently had trouble in rephrasing the context of the problem and lost sequence in the solution steps. These difficulties caused him to use several non-systemic problem solving strategies as follows: (1) focused on the given numerical data as a guide and gave little or no attention to the context of the problem, (2) combined the numerical data in the problem using randomly selected operations and could not justify his choice of operation, and (3) tried to make all possible answers using the given numerical data. To help this child, the author tried several approaches. Used was a translation strategy. That was effective to check if the child's solution steps were correctly matched with the given problem. Second, the author substituted the numerical data in the problem with letters or single digit numbers in order to check if he had comprehended the whole structure of the problem. He worked comparatively well with letters and single digit numbers. Especially, when letter data was used, he focused more on the context of the problem rather than the final answer. In other words, by eliminating the pressure of "speedy calculation," his ability to recognize the problem was significantly improved.

Teaching a Unit on Graphing Linear Functions and Equations Using Graphing Calculators

Keisha L. Burney, Marilyn Larmon, Renee Falconer, and Dana Thames,
University of Southern Mississippi

The purpose of this qualitative study is to understand graphing calculator usage among the mathematics teachers in a secondary school in Georgia and to explore the achievement and attitudes of students who used graphing

calculators for instruction during a unit on graphing equations and functions. The central question explored was, "How do teachers at a secondary school in Georgia use graphing calculators in their mathematics classes, and what are the attitudes and achievements of the students using them?" Subquestions that developed were: (1) How many teachers are using graphing calculators in their classrooms? (2) What is each teacher's calculator policy? (3) In which courses do teachers recommend students use graphing calculators? and (4) How do students who use graphing calculators for instruction perform compared to students who do not use graphing calculators on five specific objectives? The participants were nine mathematics teachers and 24 Algebra I students in a Georgia high school. Data were collected through the administration of surveys, questionnaires, pre- and posttests, and interviews. The researcher used simple descriptive statistics to discuss the analyses of data. The pre- and posttests were administered to a graphing and a non-graphing calculator group. At the end of the unit of instruction, the graphing calculator group scored higher and had more positive attitudes about the unit than did the non-graphing calculator group.

Mathematics Self Efficacy and College Level Mathematics Performance

J. Jones and Diane W. Blansett, Delta State University

While some research has investigated mathematics anxiety as a predictive factor for mathematics performance, far less attention has been directed toward the more inclusive construct of mathematics self efficacy. Self efficacy was defined as a person's beliefs about their ability to produce behaviors that will influence outcomes in their life. Bandura (1994) has argued that self-efficacy beliefs achieve their effects through affective, motivational, and cognitive processes. Mathematics anxiety may be an affective process, but it bears only an indirect relationship to motivational and cognitive processes. The present research studied how all three of these processes impact college-level mathematics performance. One hundred undergraduates at a regional university in the southeast earned extra credit for allowing access to their academic records and for completing surveys on mathematics anxiety, mathematics motivation, and mathematics self-efficacy beliefs. Grades in their required college mathematics course and ACT-Mathematics score served as performance variables. As expected, all three survey results were significantly ($p < .05$) intercorrelated (r 's ranging from .42 to .84). Grades in the required college mathematics course were more strongly associated with self efficacy ($r=.56$; $p < .01$) and motivation ($r=.50$; $p < .01$) than they were with anxiety measures ($r=.23$; $p < .05$). Using the three survey results as independent variables in a fixed model regression to predict mathematics grades was successful ($R=.56$; $F[3,71]=10.90$; $p < .01$). Only the self-efficacy score made a significant ($p < .01$) contribution to regression. Regression results for ACT-Mathematics were mixed. If these results are replicated, they appear to indicate that self-efficacy is a better predictor of college-level mathematics performance than are the more traditional measures of anxiety or motivation.

Preservice Elementary Teachers' Ability to Identify Computational and Conceptual Errors in a Division Story Problem

Rebecca R. Robichaux, Southeastern Louisiana University, and J. Guarino, Auburn University

Research indicates that many preservice teachers have difficulty performing division word problems (Ball, 1990; Stacey, Helme, Steinle, Baturo, Irwin, & Bana, 2001; Tirosh & Graeber, 1990; Thomas, 2000). These studies suggest that because preservice teachers lack the conceptual understanding, they are then unable to perform the correct calculations. This study investigated preservice teachers' ability to accurately identify and correct common conceptual and calculation errors in simulated written student solutions to division story problems. Two hundred fifteen preservice teachers enrolled in an elementary mathematics methods course were participants. These participants were randomly assigned to one of four simulated solutions and were instructed to identify and correct all mistakes in the solution. In analyzing the responses, the investigators determined the percent of Type I errors (identifying correct responses as incorrect) and Type II errors (failing to identify incorrect responses). They also determined the percentage of each Type II conceptual error and each Type II computational error. Results indicated that: (1) the group given the computationally incorrect solution made more Type I errors than those given a completely correct solution; (2) the group given the computationally and conceptually incorrect solutions made more Type II conceptual errors than the group assessing the conceptually incorrect simulated solutions; and (3) the groups given the computationally and conceptually incorrect solution and the computationally only incorrect solution were more likely to commit Type II calculation errors involving basic facts, regrouping, and remainders. Results of this study indicated that preservice teachers have difficulty identifying errors made in solutions to division problems. The majority was unable to identify

conceptual mistakes or mistakes involving place value, regrouping, or remainders. Particularly bothersome are the proportions of Type I errors made that indicate that many of these teachers were not able to recognize the correct solution.

Session 15.2

8:00 A.M. – 9:50 A.M.

**EFFECTIVENESS OF ACADEMIC INTERVENTIONS IMPLEMENTED IN A
BRIEF SUMMER ACADEMIC CLINIC (Symposium) Gardenview B**

Organizer: Carlen Henington, Mississippi State University

Overview

The purpose of this symposium was to present a series of brief case studies of academic interventions in mathematics, reading, and writing with elementary school-age children. The interventions were conducted for children identified with delays in one or more of these subject areas using time-series analyses and curriculum-based assessment.

The Effects of Changes in Mathematics Achievement on Students' Attitude about Mathematics

Michael Mong, Mississippi State University

Tocci and Engelhard (1991) concluded that students who obtained higher scores on mathematics achievement tests tended to have more favorable perceptions of mathematics. Conversely, another study by Quinn and Jaday (1987) demonstrated no causal relationship between student attitude and mathematics achievement. The present study examined the relationship between student attitudes about mathematics and their mathematics achievement before and following several empirically validated interventions. The participants included three to six elementary school-age children from a summer academic clinic. This study employed a between series, multiple baseline across participants. Data were visually analyzed for trend, level, and variability.

A Comparison of the Effectiveness and Acceptability of Three Math Interventions

Amy Bodkin, Mississippi State University

Given the popularity of Cover, Copy, and Compare; Explicit Timing; and Power Testing as common instructional and intervention techniques in mathematics education, it is interesting that few comparative studies have been reported in the literature. This study compared the effectiveness of these three interventions with children in grades two through five enrolled in a summer academic skills clinic. Researchers utilized a multiple-baseline, crossover design to examine interventions for math skills (addition and subtraction, no regrouping and regrouping) as appropriate for individual children. Data were analyzed visually for trend, level, and variability. Acceptability data were also presented.

The Effectiveness of Self-Monitoring and Goal Setting on Mathematics Skill

Masanori Ota, Mississippi State University

Although a plethora of studies have shown self-monitoring to be effective in improving academic performance across a variety of subjects, a combination of self-monitoring and goal setting may promote further academic gains. In this study, a comparison of the effects of self-monitoring, goal setting, and a combination of those techniques on mathematics performance was made using a multiple baseline, changing criterion design. Participants included three students enrolled in a five-week summer academic clinic. The effects for on-task behavior were examined. Future research on the use of self-monitoring and goal setting in academic interventions is proposed.

Using Self-Monitoring to Enhance Written Expression Fluency and Quality in Elementary Students

Laura Kuhn, Mississippi State University

Few empirical studies exist that examine the effectiveness of writing interventions. The current study used a multiple-baseline design to examine the effectiveness of Monitoring Comprehension (a self-management procedure using revisions). Participants included second- to fifth-grade elementary students enrolled in a four-week summer academic clinic. The students completed three-minute written expression probes daily using a problem

detection rate (number of problems found and revised) following one of the two interventions. Generalization probes were used to assess progress in written expression using T units (subject/verb measurement) and number of words written in each T unit (syntactic maturity).

An Analysis of Monitoring Comprehension on Written Expression

Christie Jones, Mississippi State University

Few empirical studies exist that examine the effectiveness of writing interventions. The current study used a multiple-baseline design to examine the effectiveness of Monitoring Comprehension (a self management procedure using revisions). Participants included second- to fifth-grade elementary students enrolled in a four-week summer academic clinic. The students completed three-minute written expression probes daily using a problem detection rate (number of problems found and revised) following one of the two interventions. Generalization probes were used to assess progress in written expression using T units (subject/verb measurement) and number of words written in each T unit (syntactic maturity).

A Comparison of Assisted Reading and Repeated Readings on Fluency and Comprehension

Stacy Smith, Mississippi State University

Learning to read is arguably the most important aspect of a child’s education. It is little wonder that reading interventions are considered a critical component for special education services. This study used a multiple baseline, crossover design to examine two interventions (assisted reading and repeated readings) with three groups of children in grades two through five referred to a five-week summer academic clinic. The interventions were administered individually using reading materials from their grade level. Generalization probes were also administered to track reading comprehension. A questionnaire was used to evaluate children’s preference for the two interventions.

Session 15.3

8:00 A.M. – 8:50 A.M. EARLY EDUCATION Gardenview D

Presider: Gahan Bailey, University of South Alabama

A Comparison of First-Grade Academic Achievement and Student Attitudes toward Learning Using the Direct Instruction Approach and the Student Teams Achievement Divisions Approach

Stacey J. Dickson, Daphne (AL) Elementary School, and Gahan Bailey, University of South Alabama

Over the past two decades, education has seen an increase in the use of cooperative learning strategies. Research on this topic has indicated that when given the opportunity, students can learn from one another in a variety of ways. New research findings suggest that using cooperative groups effectively can increase both academic understanding and positive attitudes toward learning. The purpose of this study was to determine if the use of the Student Teams Achievement Divisions (STAD) cooperative learning approach would positively affect academic achievement and student attitudes toward learning over the Direct Instruction (DI) approach. The subjects of this study consisted of 18 mixed ability first-graders at a suburban elementary school in the south. Four assessment instruments were used: (1) Direct Instruction Attitude Thermometer (DIA-T), (2) STAD Instruction Attitude Thermometer (SIA-T), (3) Direct Instruction Assessment (DIA), and (4) STAD Instruction Assessment (SIA). Additionally, individual quiz scores were recorded and analyzed to determine levels of mastery, and teacher observations were noted in the form of anecdotal records. Data from the DIA-T and the SIA-T of each subject were analyzed to determine if positive or negative changes in attitude occurred over the research period. The DIA and the SIA data were analyzed to determine the subjects’ attitudes concerning working alone, working with others, and other attributes of DI and STAD. The data revealed that there was an increase in mastery learning after the first STAD implementation. In the subsequent STAD and DI lessons, students consistently reached mastery. Analysis of the DIA-T and the SIA-T revealed positive attitudes toward both approaches throughout all research periods with a more positive trend in the direction of STAD. The anecdotal records revealed an increase in students’ enthusiasm for learning, an increase in self-directed learning, and an increase in positive classroom management skills.

The Measurement of the Effect of Error-based Grammar Instruction in Elementary Language Arts

Shoudong Feng and Kathy Powers, Conway (AR) Public Schools

More and more researchers and educators seem to be in favor of teaching grammar in the context of reading and writing (Cox, 1999; Cramer, 2004; Patterson, 2001; Weaver, McNally & Moerman, 2001; Tompkins, 2002). What seems to be missing in the debate, however, is the evidence that this kind of instruction is in fact effective. The current research, which is a collaborative effort of a public school teacher and college faculty, was intended to measure the result of this kind of instruction. It was comprised of three phases, i.e., analysis of grammar errors in student writing, mini-lessons that target those errors, and reanalysis of errors in follow-up writing. Conclusions were drawn on the effect of this method of instruction. The participants were a group of fifth graders in an elementary school. The data of this study were student writing samples collected at three different times in the school year. The first batch of samples was collected at the beginning of the school year. Grammar errors were identified and categorized. Mini-lessons followed to correct them. One week after the mini-lessons were completed, the second batch of samples was collected to assess the immediate effect. At the end of the school year, a third batch of samples was analyzed to determine the long-term effect. The study found that in areas such as apostrophe, subject-verb agreement, pronouns, and prepositions, students seemed to have improved. In some mechanical skills, such as punctuation and spelling, there was no improvement. It seems that error-based instruction is effective only in short-term measurement. The authors recommended a model that begins with analyzing student writing, teaching mini-lessons to correct errors and then reanalyzing writing to measure progress. For long-term effect, the model should cycle by identifying new errors for new instruction.

The Effect of Computers on Peer Learning and Peer Interactions: A Case Study of Preschool Students

Srilata Bhattacharyya, New York Institute of Technology, New York

The purpose of this research was to determine if peer learning occurs during computer activities by preschool children. Peer learning has been investigated as a function of self-regulation of learning from the social cognitive point of view. Researchers have indicated that peer dialogue helps students to clarify problems and gain insight that may not be possible on one's own. In this study, preschool children working on individual computers in the classroom were investigated to find out the type of peer interactions and peer learning that occur during these interactions. Seven kindergarten students in a preschool affiliated to a large urban university in the midsouth United States were investigated. Using the triangulation approach, this qualitative study used three different methods of student observation, and interviews of the student and the teacher, which were taped and then transcribed for analysis. Themes that emerged were that the students do help their peers at the computer center; however, students are not always aware that they are helping their peers, and they are rarely aware that they receive help from their peers. Peer interactions are dependent upon who is seated next to that student. The researcher concluded that, when used properly, the classroom computer center is an excellent vehicle for peer interaction and peer learning among students. This is a unique form of peer interaction where computers give students something in common to talk about, while at the same time keeping them focused on their schoolwork, which results in peer learning. The findings of this study imply that in addition to enhancing the use of technology in the classroom, computers can be used to foster peer interaction and create new friendships.

Attitudes of Preservice Teachers Toward Character Education

Linda H. Thornton and Amanda White, Harding University

This study was a replication of a study of education students toward character education conducted at Arkansas State University and was presented at MSERA in 2003 by Irina Khramtsova. In this replication, attitudes of 53 student teachers at Harding University, a private church-affiliated university in central Arkansas, were explored, along with their beliefs about the role of teachers as moral examples. The same survey instrument was used to examine the extent to which these college students agreed that traits identified as virtues by Seligman and Peterson in their positive psychology studies should be taught in schools and possessed by teachers. Results were surprisingly similar to Khramtsova's 2003 findings. They indicated a consistent agreement about the importance of all examined character strengths. Participants rated all strengths as at least somewhat important as characteristics that should be possessed by teachers and taught to students. The similarity of results from a state university to those from a private, Christian university support Seligman and Peterson's idea of consensus about character principles that transcends religious differences.

Session 15.4

8:00 A.M. – 9:50 A.M.

GETTING YOUR FIRST ACADEMIC JOB (Symposium) Gardenview E

Organizer:

Gail H. Weems, University of Arkansas, Little Rock

The Application

Gail H. Weems, University of Arkansas, Little Rock

The Interview

Anthony J. Onwuegbuzie, University of South Florida

The Offer

Larry Daniel, University of North Florida

Securing a first job in academia can be a daunting task. Therefore, the purpose of this training session was to serve as a mentoring session by offering basic advice to graduate students who are undertaking this mission. Advice was offered for the application, the interview, and the offer. Areas for each topic are as follows. The Application: (1) have a member of the faculty unfamiliar your work review your credentials, (2) request a mock interview with your department, (3) prepare a teaching portfolio, and (4) have copies of publications available. The Interview: (1) review university catalogs, (2) request a copy of the interview itinerary, (3) anticipate questions from interviewers, (4) prepare questions for interviewers, (5) anticipate interviews with the vice president of academic affairs, the department chair, and department faculty, (6) anticipate a teaching and/or research presentation, (7) request interviews with the director of Human Affairs to discuss benefits, and (8) clarify who is covering travel expenses. The Offer: (1) prepare a list of items that you may need to negotiate such as: salary, graduate assistants, travel money, reduced teaching load for the first year, seed money for grants, computer needs, and moving expenses, and (2) do not accept an offer over the phone – request it in writing. The training session was presented as a panel discussion with each member sharing 10-12 minutes on one of the above areas. The remainder of the two-hour session was reserved for participant questions.

Session 16.1

9:00 A.M. – 9:50 A.M.

OUTSTANDING PAPERS Gardenview A

Presider:

Jane Nell Luster, National Center for Special Education Accountability Monitoring

Session 16.2

9:00 A.M. – 9:50 A.M.

EDUCATION REFORM Gardenview D

Presider:

Joyce C. Nichols, University of West Florida

A Challenge to Awareness

Karen L. McDonald-Currence, University of Tennessee, Knoxville

This position paper challenged public awareness toward educational reform that moves away from federal mandates to true intrinsic valuing and student-centered learning. The shift should be through Multicultural Education, Educational Agency, Cultural Wealth, Critical Awareness, and Aesthetic Literacy.

Multicultural Education seeks to educate students intellectually through developing cultural sensitivity. Education should reduce tensions and subjugation. This points to the need for effective leadership in the schools and new educational strategies in pedagogy programs and in classrooms. Educational reforms take place through restructuring professional development and preservice programs. In turn, social justice issues and intrinsic motivation emerge through the pedagogical reforms. Educational Agency is the mode of transmitting power through knowledge, skills, habits, values, or attitudes. Cultural Wealth expands the notion of educational agency. Society is a process of transmission with the school as the major social focus for many students. America’s students arrive at school with many unmet social needs that today’s schools are expected to meet. The passage of PL 94-142 [Education for All Handicapped Children Act] and PL 99-457 [Individuals with Disabilities Education Act] brought into existence a unique

learning format, the Inclusive Classroom. This creates a state of hegemony when the dynamic of class size and ratio of abilities are not balanced. Critical Awareness leads to judgements or the formation of opinion, estimates, or conclusions, a far cry from memorization and regurgitation. It shifts educational strategies toward higher levels of cognitive functioning. Cognitive accountability plays into the notion of self-correction and intellectual empowerment. Aesthetic literacy builds onto the development of critical thinkers. It focuses on the following types of activities: participatory encounters, reflection, personal desires, embracing harmonies, questioning, making meaning, constructing and reconstructing realities, and communication. Education should affirm the richness of our cultural heritage and build toward tomorrow.

Gender Generalization: Female Integration into Industrial Technology and Factors Contributing to Their Recruitment and Retention

W. C. Johnson and Jessica L. Buck, Mississippi State University

The purpose of this study was to analyze efforts by the two NAIT (National Association of Industrial Technology) accredited Industrial Technology programs toward recruitment and retention of females. The researchers wanted to determine whether the learning environment promoted male/female equity, and whether gender generalizations existed within programs. Also, this study analyzed the efforts made to convey the opportunities (e.g. careers, salaries, advanced study, and professional appointments) in Industrial Technology regardless of gender. What practices are used to recruit and retain females in IT? What influences help to integrate females into IT? What barriers females perceive they encounter while studying IT? What recommendations can the faculty and students make for integration of female students in IT? The population included 45 female undergraduates and 12 faculty members from Alcorn State University, and 80 female undergraduates and nine faculty members from Jackson State University. The faculty questionnaire had sections: Section A, Recruitment; Section B, Retention; and Section C, Suggestions and Recommendations. The student questionnaire had six sections: Section A, Knowledge of Industrial Technology and Influences; Section B, Career and Salary Opportunities; Section C, Perceptions of Barriers; Section D, Recruitment and Retention; Section E, Demographics; and Section F, Suggestions and Recommendations. Descriptive statistics and cross tabulation (test of chi-square) were used in data analysis. IT professionals can create more gender friendly environments. The role of other school professionals can be more clearly defined. Articulating ideas is very important to female integration into IT. IT departments must be more sensitive to this segment of the potential workforce.

How the 50 States are Meeting the “Highly Qualified Teacher” Requirement of NCLB

Jean L. Pinney, University of New Orleans

As part of the reauthorization of the Elementary and Secondary Education Act the federal government has added the requirement that all schools receiving Title I funds must have “highly qualified teachers” in every classroom. The term “highly qualified teacher” comes from the No Child Left Behind Act of 2001. What exactly is a “highly qualified” teacher? This part of the law is widely debated throughout the 50 states, but most agree that a teacher’s subject-matter knowledge and experience result in increased student achievement (Ansell & McCCase, 2003). Some states have made progress in meeting the “highly qualified” requirement of NCLB. However, most states have merely set up the criteria for determining if a teacher is highly qualified (Keller, 2003). The Education Trust has called for clarification from the Department of Education on the guidelines for the teacher quality provision of the law. Ten states have put into law all the requirements of the federal law, 22 have done some work toward that goal, and 18 states still have a long way to go (Keller). With so many states still grappling with compliance to the law, this study may well give policy makers in those states options that are being used in other states to consider. In addition, the study focused on middle school and the possible impact these requirements will have on staffing of middle schools. Policy makers would do well to look at this aspect closely since middle school is often where education “loses” the students. Also, the middle school is where the greatest number of non-certified teachers are working and where the greatest percentage (44%) of teachers are teaching without even a minor in the subject they teach (Ingersoll, 2002).

The Influence of Demographic Factors in Accountability Effect Sizes for Student Versus School Levels

Stephen K. Miller, Beverly D. Moore, and Joseph M. Petrosko, University of Louisville

Central to the Kentucky Education Reform Act (KERA) is a high-stakes, value-added accountability system. The primary premise is that pressure will motivate educators to higher levels of productivity. Schools failing to make adequate progress are presumed to need better leadership, better teaching, or better effort. But what if demographic factors impede adequate progress? In Kentucky, schools are the unit of accountability. Accordingly, the differential effect of socio-demographic factors on student-level versus school-level outcomes must be known if policy-makers are to make rational decisions regarding whether accountability systems are fair and equitable. Theoretically, it is to be expected that school-level effects will be more pronounced than student-level results. Wilson (1987) notes that concentration produces deleterious effects when the same factor spread evenly throughout a population has minimal impact. This paper compared the influences of seven socio-demographic factors for student-level versus composite school-level effects. The study was a secondary analysis by forward multiple regression using SPSS 11.5 of state and district data for 2002 for all the students and schools in a large urban district. The achievement measurements were the reading and mathematics tests of the KCCT and the CTBS/5 Survey Edition. The demographic variables at the individual level were gender, socioeconomic status, ethnicity, mobility, family structure, giftedness, and disability. At the school-level demographic variables were parallel representing the percentages of students in each category. Elementary, and middle and high schools were analyzed independently. The effects at the aggregate school level (.56 to .91) were much greater than at the student level (.15 to .36). The effects were greater at middle and high school than at elementary. With the influence of socio-demographic factors accounting for up to 91% of school-to-school differences, it is not likely that current performance gaps are likely to be closed quickly under current conditions.

Session 17.1

10:00 A.M. – 10:50 A.M. EDUCATION REFORM Gardenview A

Presenter: C. W. Franklin, University of Alabama, Birmingham

The Effects of Demographic Factors on Student Performance Assessment: Variation by Subject Content and Type of Test

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

The Kentucky assessment system includes testing of students with the Comprehensive Test of Basic Skills (CTBS, norm-referenced test) and various Kentucky Core Content Tests (KCCT, criterion-referenced tests). Although there have been demonstrable improvements in student achievement, the persistence of achievement gaps raises questions about the effects of demographic factors on those tests. The correlation of background with achievement is extensively documented, including poverty, ethnicity, gender, family structure, student mobility, home atmosphere, and language experiences. Recent Kentucky results indicate that poverty has a substantial negative effect on students' test scores. Black students score lower than other students. Gender has a significant effect, and mobility and disability are frequently negatively correlated with achievement. This study was a secondary analysis of Department of Education (KDE) and district data by forward multiple regression using SPSS 11.5. The achievement measurements were the reading and mathematics tests of the KCCT and the CTBS/5 Survey Edition. The demographic variables were gender, socioeconomic status, ethnicity, mobility, family structure, giftedness, and disability. Subjects were all third-, fourth-, and fifth-grade elementary students from a large urban district. Socioeconomic status was a major influence on both the KCCT and the CTBS. However, black was only a substantial influence on the CTBS tests. Female had a minor positive influence only on the KCCT Reading test. Giftedness was a stronger influence on the KCCT tests than on the CTBS tests. ECE was a stronger influence on the CTBS than on the KCCT. The differential effects on KCCT than on CTBS test scores could be crucial to decision making on the choice and use of different kinds of tests, as well as on instructional issues. These findings challenge the equity of using a test on which race and gender have a significant impact.

Relationships Among Economic Contexts and Interpretations of Moral Education

Thomas A. Lucey, University of Memphis

This society pursues economic-based social reasoning. According to Bobbitt (2002), security, welfare, and multiculturalism issues contribute to development of a market-state societal identity-basis that relies largely on financial exchange among cultural groups and on global business relationships. This new framework involves costs. Ruiz & Mínguez (2001) observed that such environments prompt immoralities such as “poverty, inequality, and exclusion” (p. 159), exasperating economic dependencies and poverty of south hemispheric populations. If education is to address these economic-based decision processes, it must develop understandings of how children develop conceptualizations of both social convention and morality and understand how economic influences relate to this development. Financial education represents an emerging area of research providing opportunity for exploring this

issue. As commonly interpreted, financial education involves four areas (income, money management, spending and credit, and savings and investments). To affect a sound moral education process that addresses patterns of economic bias, a holistic financial education process should not only teach acquisition and management of resources, but respect for others who either own different amounts and/or manage their resources differently. The author began by providing an overview of research and theory related to social cognition and its economic influences and provided literature to argue these patterns occur in education systems and impair academic freedom through standardization efforts. He then presented findings of a recent survey involving nearly 180 educators in grades K-4 from three mid-southern school districts (1 urban, and 2 rural). The survey measured educators' agreement with a proposed character education component to financial education for grades K-4. Regression analysis found, in the presence of other variables, no relationship between income and interpretations of the character education items. The survey findings appear to challenge patterns found in literature. The author invited attendees to share their ideas about reasons for these differences.

The 95% Solution: Endangering Educational Reform in Mississippi

Lauren R. Wells, University of West Alabama, and Jack Blending, Mississippi State University

Over two decades ago, Governor William F. Winter envisioned public education as the key to moving Mississippi to a better future: a future away from systemic poverty. From the beginning of his tenure as governor, Winter's major goal was to improve K-12 education through a three-fold educational reform strategy: state-funded kindergartens, compulsory school attendance, and appointment of interested citizens to a state board of education. In 1982, Winter's landmark educational legislation was passed by the state legislature. From 1982 to 2004, educational reform in Mississippi made steady, but albeit slow, progress. Unfortunately, the state's current governor and 2004 legislature did not keep pace. Educational reform in Mississippi took no steps forward and at least one step back. Using artifact and document analysis as data sources, this paper focused on the recent action of the governor and legislature, which endangered reform by not funding education. Neither the governor nor the legislature identified education as a budget priority. Attempts to fund education were slapped together and did not gain approval. In an ill-conceived attempt to do something about the problem, Mississippi's governor encouraged the legislature to pass a state budget funding education at 95 percent of the level for the 2003-04 school year. As a result of the reduction in funding, thousands of Mississippi teachers were informed they would not have jobs for the coming school year. This paper explored the impact that a funding strategy such as the "95% solution" has on educational reform in Mississippi.

The Influence of Teachers' Instructional Strategies on Student Self-Efficacy for Seventh-Grade Science Accountability in Kentucky: Individual and School Level Results

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

Student self-efficacy (SSE) has a strong effect on achievement (Brookover et al., 1978) but instructional antecedents are seldom examined. Other issues included the impact of high stakes assessment, subject studied, age, specific operational definition, and level of measurement. These issues came together here: under Kentucky's accountability model, to what extent do students' perceptions of teachers' instructional strategies influence student self-efficacy: (1) self-concept of science ability, and (2) effort in science, measured for the student and composite school levels? Brookover and Erickson (1975) and Bandura (1978) provide a theoretical framework for understanding how the norms, beliefs, values, and attitudes of different role groups influence students' own agency, internalized as self-efficacy, that mediates various student outcomes. Measures of SSE represent proxies for how students mediate these forces. This is a secondary analysis of seventh-grade data from the Kentucky Department of Education (N 8776; 22,000). The independent variables are students' perceptions of seven different teachers' instructional strategies (IS) collected with the KIRIS science assessment: (1) texts and worksheets, (2) small groups, (3) computer, (4) ordinary objects from everyday life, (5) math science demonstration, (6) hands-on activity, and (7) do science experiment. The seven strategies were combined into three factors: traditional, computer, and action. Dependent variables were two self-efficacy constructs: student self-concept of science ability and student effort. Multiple regressions were performed for two levels of analysis: individual students, and composite school aggregates. At the student level, all three factors were significant for both SSE constructs, but the effects were very small. In contrast, both regressions for the composite school level produced higher effect sizes, but computer was not significant. These results represented new information

about self-efficacy. The contrast in explanatory power in the two levels was discussed in terms of Wilson's (1987) concentration effects and the narrow, test-focused definition of SSE.

Session 17.2

10:00 A.M. – 10:50 A.M. PROFESSIONAL DEVELOPMENT Gardenview B

Presenter: David Hall, University of South Alabama

Do Educators Use Healthy Computing Practices?

Dorothy P. Bethea, Winston-Salem State University

Computers are viewed as an essential tool in education. Schools have incorporated technology by outfitting classrooms with the latest technological equipment, computer labs, laptops, and personal data assistance devices for both students and teachers. In education, the primary emphasis of computer use has been on teaching and student learning. However, the medical community and researchers have identified some adverse health concerns such as muscle discomfort and eyestrain, attributed in part to using various pieces of equipment like computers repeatedly. The literature indicates that students show increased incidence of computer-related muscle discomfort, but these problems are often preventable with the use of good ergonomics and appropriate body mechanics. With emphasis on learning environments and its impact on performance, this study focused on identifying educators' level of awareness and knowledge about safe "healthy" computing practices, and determines to what extent they apply these practices with students and other users. Using a questionnaire, a descriptive research study was conducted with 40 educators at four universities in higher education. Descriptive statistical analysis was employed to detail the frequency and means of questionnaire items. The results showed that educators in this study were knowledgeable about some physical symptoms associated with computer use. On a personal basis they apply healthy computing strategies frequently, but share information about health risks or implement during class instructions minimally. Using Pearson correlations, the results indicated statistical significance for the amount of information educators received on appropriate set-up of computers and actual use of healthy computing practices at the 0.01 level. Conclusions indicated that teachers may need more information on the physical impact of computers and that "healthy computing strategies" should become a part of computer professional training.

The Benefits of an Online Environment in Promoting Learner-Centered Professional Development for Teachers

Eamonn Walsh, Jr., University of Montevallo, and Lisa Beckham, Shelby County (TN) Schools

The online course, "Professional Development for Alabama Teachers," utilizes contemporary staff development practices to train P-12 teachers to identify and implement the appropriate, data-driven staff development steps necessary to impact their own teaching and their students' learning. In contrast to the "one shot, hit or miss" training most often associated with teacher professional development, the online environment used in this course was intended to remove participants from the traditional workshop or staff development settings and place them in an extended, content-rich, online learning community with opportunities to read and discuss current research, communicate with peers from within and outside of their own school systems, consult with staff development experts, and implement and report site-based action research. Within the context of staff development for practicing teachers, the implications and benefits of utilizing an online environment were discussed.

Does Technology Training Influence Teaching Practices in the Classroom?

April Di Benedetto, University of Southern Mississippi

This paper was an overview of a doctoral dissertation defended in the summer of 2004. The purpose of the study was to investigate whether a state-supported Integrate Technology (In-Tech) training influenced teachers to use student-centered learning practices in their classrooms. Two hundred In-Tech trained elementary teachers and 200 elementary teachers who were not trained were invited to participate in the study. Results of the MANOVA between the two groups were statistically significant with regard to: student-centered learning, use of a variety of technology skills, teaching pedagogy, and attitudes toward technology use in the classroom. The follow-up univariate tests produced interesting results in that student-centered learning and use of technology were not statistically significant while teaching pedagogy and attitudes toward technology were statistically significant. The results suggested that In-Tech trained teachers believed student-centered learning was most appropriate for technology integration, but the application of student-centered learning was not evidenced in their teaching practices. The paper and presentation included an

overview of related literature, the research design of the study, the results, and implications for the field.

An Evaluation of Peer Coaching in Terms of Teacher Retention and Teacher Collaboration

Therese Reddekopp, Northgate High School

The purpose of this study was to evaluate the effects of peer coaching on teacher retention and perceived teacher collaboration. Questions considered in this study included: (1) Do teachers who participate in the peer coaching program as peer coaches have a higher teacher retention rate than teachers who do not participate in the program? and (2) Do teachers perceive that they experience a higher level of teacher collaboration because they participate in the peer coaching program? The peer coaching retention rate in the high school was measured through chi-square and compared to the non-peer coaching retention rate. In addition, a survey was prepared in order to measure perceptions of teacher collaboration in relation to peer coaching. This survey was given to all teachers in the suburban high school who participated in the peer coaching program. Therefore, qualitative and quantitative data were used for this study. Among the findings were: (1) teachers who participated in the peer coaching program as peer coaches had a higher teacher retention rate than teachers who did not participate in the program, as indicated through chi-square calculations; and (2) teachers perceived that they experienced a higher level of teacher collaboration because they participated in the peer coaching program, as indicated through Likert-scale responses. In addition, responses to the open-ended questions in the study were supportive of the chi-square and Likert-scale results.

Session 17.3

10:00 A.M. – 10:50 A.M. SCIENCE EDUCATION Gardenview C

President: Gahan Bailey, University of South Alabama

Preliminary Evaluation of the AMSTI Summer Training Institute

Scott W. Snyder, University of Alabama, Birmingham; Philip Feldman, University of South Alabama;
and Steve Ricks, Alabama Department of Education

This presentation provided an overview of the Alabama Math and Science Teaching Initiative (AMSTI) funded through the Department of Education and summarized preliminary results of the first summer institute conducted in June 2004. Approximately 150 math and science teachers and administrators from two large school districts in south Alabama participated in the institute. This AMSTI summer institute was designed to provide intensive and high quality professional development in inquiry-focused math and science instruction for teachers and administrators in grades K-8. Participating teachers received two weeks of grade-specific training in the subject matter and pedagogy. Teachers who complete the institute will have access to AMSTI instructional materials (module-based) to support math and science instruction in their classrooms. Teachers data collection included pretest/posttest subject matter knowledge (tied to the content of the workshop, not-to-deep subject matter understanding), descriptions of current practices and attitudes of participating teachers, and an evaluation of the workshop and its anticipated impact on practices. The evaluation of the institute is one aspect of a comprehensive multi-year evaluation of a large-scale grant intended to reform math and science teaching in Alabama. The presenters described the AMSTI and the summer institute, summarized results of the preliminary evaluation of the institute, and outlined subsequent evaluation plans. Feedback and discussion regarding evaluation of Math and Science Partnerships were solicited from the audience.

Comparison of Civic Education in America and Hungary

Kaye Pepper, University of Mississippi

According to a current report published by the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Carnegie Corporation (2003), in recent decades increasing numbers of Americans have disengaged from civic and political institutions, and it appears that young people are following this trend. The need to understand and effectively practice the rights and responsibilities of citizenship is important for citizens of countries that have recently overthrown the repressive governments of the Soviet Union and its Central and Eastern European satellites. Education is one of few means at our disposal to inspire voluntary participation of citizens. The ability to

maintain democracy rests upon the success of education for democratic citizenship in schools and in our education of teachers (Patrick and Leming, 2001). This study investigated civic education in America, a country based on democratic principles over 250 years ago, and Hungary, a European country presently making the transition to a government based on democratic principles. The purpose was to compare obstacles faced by these two countries as they seek ways to provide their young citizens with the training and experiences necessary to be responsible, effective citizens and to closely examine the similar obstacles faced by these two countries that have such varied backgrounds. In addition, the need for intensive teacher training in civic education was emphasized. Because of the trends revealing that Americans' participation in the democratic processes is declining and because of the difficulties Hungary has faced in establishing a new form of government, it is imperative that our young citizens are provided the opportunity to fully understand the democratic principles and participate effectively in the democratic process. Teacher training institutions and classroom teachers must play a major role in providing the training these young citizens need. By taking a look at the obstacles these two countries face and closely examining the similarities in these obstacles, some societal issues may be revealed that, once understood, can be used to provide educators with a better understanding of the issues that negatively effect participation in civic life. Comparative analysis was used to investigate the problem presented in this study. In "Teaching Democracy in an Unpopular Democracy" (1995), János Setényi, director of Civitas Association-Hungary, outlined three levels of democracy to consider when describing the challenges Hungary faces in teaching civic education. These were: (1) social and political concepts, (2) institutions, and (3) the knowledge, attitude, and skills that operate a democracy. A thorough analysis of the obstacles faced by America and Hungary was conducted on these three levels. Results revealed that both America and Hungary face obstacles on these three levels. A partial explanation of results was included. On the first level, social and political concepts, it was revealed that American youth score only moderately well on standardized tests about civic education. Hungarian youth have a great deal of difficulty with social and political concepts partly because their experiential background has been with a different form of government. Often the teachers there do not know the democratic concepts themselves and it is very difficult for them to grasp the true meaning of those concepts in order to convey them to the students. On the second level, institutions, it was found that in both countries corrupt politicians and organizations such as Enron in America and public utilities in Hungary have caused much skepticism in the people about the democratic concepts. And on the third level, knowledge, attitudes, and skills, one of the major problems in both countries, is the method of instruction used in the classrooms. In the brief explanation of the results provided here it is interesting to see the parallels that can be drawn between civic education in America and Hungary. It appears that the educational system in both countries must be altered to better train our youth about the democratic concepts.

Social Studies and Science: The Second Class Citizen

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

The purposes of this study were to determine the actual amount of instructional time spent on social studies and science, and to determine the variety of instructional strategies used and the amount of technology usage with the addition of a paraprofessional in the classroom. As part of addressing the No Child Left Behind legislation, a university in the southeast partnered with the local school system and placed 57 university preservice teachers in Title One schools to serve as paraprofessionals. The paraprofessionals' university social studies and science methods instructors designed a simple instrument for collecting data in three areas: (1) the number of actual minutes a day spent on teaching social studies and science, (2) the instructional strategies used, and (3) the inclusion of technology in the classroom. The data were collected over a two-semester period. The data analyses revealed that the amount of time spent on social studies and science on average was far less than the amount of time allocated by the county and represented only a small percentage of the state mandated instructional time. When technology was used in the classroom, it was developed and utilized by the university paraprofessionals rather than the classroom teacher. The data also revealed that the variety of teaching strategies was limited primarily to "read the book and answer questions" or "define vocabulary words." Concerns were raised about meeting state and national content standards, students not having the background knowledge to be successful in middle and high school grades, and the ability to pass the state high school exit examination.

Session 17.4

10:00 A.M. – 10:50 A.M. MULTICULTURAL Gardenview D

Presenter: Srilata Bhattacharyya, New York Institute of Technology, New York

Effective Multicultural Teaching Strategies for Diverse Classrooms

Indranie Dharmadasa, Chicago State University

The present study examined the effects of multicultural teaching strategies in a diverse classroom. In an effective diverse classroom, instructor and students work together to create and sustain an environment in which everyone feels comfortable, supported, and encouraged to express views and concerns. Creating this kind of an environment is a challenge for most educators. Research indicates effective teaching strategies that can be used to address issues in diverse classrooms. However, studies that tested the effectiveness of such strategies are scarce. The author used the experimental and control group research design to examine the degree of effectiveness of multicultural teaching strategies on early childhood preservice teachers' knowledge, skills and attitudes. A total of 36 preservice teachers participated in the study: 18 in the experimental group, and 18 in the control group. A modified version of *Infusing Multicultural Perspectives Across the Curriculum* (Mount St. Mary's College, 1993) was used to collect data for the pretest and the posttest. Two classes of the same course taught by the same instructor in an early childhood program in one semester were selected for the study. The experimental group was exposed to a series of multicultural teaching strategies while the control group was taught in the regular way without exposing to the experimental activities. A pretest was administered to both groups on the first day of class, and the posttest was administered at the end of the term. The t-tests indicated that the effect was statistically significant at $t(13)=2.85, p=.02$ in the experimental group compared to the control group. In the experimental group, posttest mean scores of the three components: knowledge, skills, and attitudes recorded higher than the pretest scores. In control group posttest mean scores, only the knowledge component showed higher than the pretest scores. The findings of the study have important implications for teachers and teacher educators.

Culturally Responsive Constructivist Teaching in the College Classroom: A New Pedagogical Approach

Joyce C. Nichols, University of West Florida

In the fall of 1998, the author began teaching the course *Teaching Diverse Populations*, to preservice teachers. After using traditional methods of teaching that included primarily lecture format, the author realized that this format was not the best for teaching such delicate topics. The purpose of this paper was to provide instructors who teach diversity with alternatives to traditional pedagogical approaches. These alternatives may lead to more effective teaching of diversity in the college classroom. In this paper, the author proposed a new pedagogical approach to teaching diversity in the college classroom---Culturally Responsive Constructivist Teaching. As an African-American junior faculty member, the author experienced some difficulty connecting with some of the students. Some of the topics discussed in the course include race, gender, language, socioeconomic status, prejudice and students with special needs. The students in my course are predominately white females who are in their freshmen or sophomore year in college. The author reviewed feedback from my students after the first experience teaching the course. The comments were as follows: "the instructor is biased, racist, and prejudiced," "the course is anti-American," "and "the course includes too much lecturing." Because of this feedback, the author wanted to find a new way to connect to the students. Somehow, the author needed to find a pedagogical avenue that would create an environment in which students could learn about diversity and be prepared to work with culturally diverse students in their classroom. The author found that avenue when a colleague introduced the author to pedagogical approaches designed to get students actively involved in the process of learning. As this was researched further, the author discovered the research on progressive education, active learning, constructivist teaching methods, and culturally responsive pedagogy. The presentation introduced Culturally Responsive Constructivist teaching.

Tolerance for Ambiguity and the "Passions of Pluralism": Examining Hypothesized Linkages

Louis A. Franceschini III, M. Sharon Herbers, and Linda H. Wesson, University of Memphis

For educational philosopher Maxine Greene, a high tolerance for ambiguity is the prerequisite not only to good teaching in general (quoted in Ernst, Mileta, & Reilly, 1998) but also in particular to teaching issues linked to "the passions of pluralism." (Greene, 1995). With the Quick Discrimination Index or "QDI" (Ponterotto et al., 1995) employed as an outcome measure, empirical support for the second of Greene's propositions was sought in the context

of a larger study involving the anti-discrimination program Facing History and Ourselves (FHAO). As pretest measures, a battery of instruments that included Budner's (1962) Intolerance of Ambiguity Questionnaire and Phinney's (1992) Other Group Orientation Scale was web-administered to 60 undergraduate and 18 graduate students, all of whom were enrolled in educational leadership courses dealing with diversity issues. When an initial block of four demographic characteristics was regressed on students' total QDI scores, only their "cultural identification" [1 = non-dominant, 2 = dominant] was observed to be a significant predictor variable ($F(1, 56) = 61.506$; $\beta = -.370$, $t = 3.22$, $p = .001$). Signaled by a significant change in R^2 , however, the proportion of variance explained increased substantially (to 42%) when a second block of attitudinal measures was added. In this full model, both students' self-assessed orientation towards other ethnic groups ($B = .372$, $t = 3.522$, $p = .001$) and their self-assessed tolerance for ambiguity ($B = -.303$, $t = 2.914$, $p = .005$) proved to be robust predictors of their attitudes about women's equality, matters of race, and multicultural issues in general. Congruent with the results of a recent meta-analysis concerning intergroup contact and prejudice reduction (Pettigrew & Tropp, 2000), this study's findings would also seem to lend empirical support to Greene's (1995) intuition that indeed "our ability to tolerate the unexpected relates to our tolerance for multiculturalism" (p. 157).

Session 17.5

**10:00 A.M. – 10:50 A.M. USING MICROSOFT EXCEL TO CONDUCT THE STATISTICAL ANALYSIS
- PART TWO (Training Session) Gardenview E**

Feng Sun and Jeff Anderson, University of Alabama, Birmingham

This one-hour, free, hands-on training session kept introducing this add-on feature of Excel to attendees as a continuous training session that was presented at last year's MSERA conference. The training session used a specific statistical problem as an example to demonstrate each statistical function for data analysis. The content covered ANOVA: single factor two-sample F-test for variance, Multiple Regression, Hypothesis test, and Moving average, etc. There are lots of different statistical software packages for data analysis, such as SPSS, SAS, S-Plus etc. Most of these are not cost effective for individual students and faculty to purchase to be used at home for their classes and research when they are away from school computer labs. Right now, few statistical programs are free for people to use. Many people in need of statistical analysis overlook a powerful tool they already own. Microsoft Excel has one add-on component called Data Analysis that can conduct many of the statistical analyses. Often, Excel (MS Office) is included with the computer at the time of purchase.

Session 18.1

11:00 A.M. – 11:50 A.M. MATH EDUCATION Gardenview A

Presenter: Gail Weems, University of Arkansas, Little Rock

Conceptualizing Mathematics: A Professional Development Opportunity

Marian Parker, Diane Porter, and Linda Ussery, Troy State University

Conceptualizing Math is a professional development program of sequenced instruction for inservice and preservice teachers in grades 5-6. Based upon research that points to evidence of increased mathematics achievement among young learners who are introduced to manipulatives as a means of increasing understanding, Conceptualizing Math provides teachers and teacher candidates with the tools and skills required to implement manipulative-based mathematics instruction. Assessment results for students in the target area indicate that scores on the mathematics portion of the SAT10 begin to fall significantly at the fifth grade, when problem solving and procedures become more complex. The use of concrete objects to transfer understanding to the abstract level has been shown to be effective for middle grades students, but teacher training in their use is critical. Focused instruction in the use of manipulatives as a teaching tool, and not just a remedial or reteaching strategy, reinforces teachers' knowledge of concepts, enhances their confidence in using the materials, and subsequently helps students understand concepts from the start, eliminating confusion and "unlearning" of erroneous practice. The professional development sessions were conducted by an expert and recognized mathematics teacher skilled in both classroom instruction and training. Content for the sessions were developed by university instructors from the College of Arts and Sciences and the College of Education, with support from preservice teacher candidates in elementary education and secondary mathematics education. Community members representing business, industry, and farming also contributed to the project, developing real-world mathematics applications that illustrate the concepts included in the fifth- and sixth-grade Alabama Courses of Study for

mathematics.

Spreadsheets Can Enhance Higher Level Thinking in Mathematics Classrooms

Mary Kay Bacallao, Mercer University

Before 1970, mathematics curricula in schools focused on hand calculations. But, from 1971-1974, as the modern calculator began to emerge as an affordable device for students, changes in the mathematics curricula were inevitable. Some teachers and parents alike resisted the changes that were bound to come, but others chose to embrace them. Debates emerged concerning the place of these new devices in mathematics classrooms. Do calculators allow students to “cheat?” Why should students be trained as calculators when such devices had become so inexpensive? If teachers are to decrease emphasis on rote computations, what are they to do during class time? As some adjustments were made to focus on problem solving and mathematical applications, others wondered what had happened to the traditional mathematics curricula. Many expressed their exasperation as they watched modern students struggle to make change when the cash register was not working. Mathematics instruction began to change. Widespread teaching practices involving an overemphasis on computation drill and practice were challenged. If calculators could do the computations, what would the students do that a calculator could not? Then, beyond calculators, spreadsheets were introduced. An improvement over basic calculators, formulas could be programmed, and many numbers could be viewed at the same time. The possibilities for greater creativity in teaching methods were now limitless as real-world and real-time data could be accessed and viewed. However, the vast majority of mathematics teachers continue to teach math the way they were taught. There is a gap between the technology available and the knowledge of teaching methods that utilize spreadsheet technology. Teachers need the resources and skills to effectively teach math using spreadsheets. This position paper addressed how this need could be met through the development of spreadsheet templates that teachers can use in their mathematics classrooms.

Urban Sixth-Grade Students’ Performance on Piagetian Conservation Tasks

Leslie G. Marra, Claudia Melear, and Leslie Suters, University of Tennessee, Knoxville

Elementary and middle school students are capable of reaching higher levels of scientific reasoning than school assessments and standardized tests show. Passive textbook learning teaches students to approach science as information unrelated to their lives (Carey, et al., 1989; Sandoval & Morrison, 2000; Songer & Linn, 1991). Carefully structured guided inquiries transform scientific reasoning ability (Smith, et al., 2000; Tytler & Peterson, 2004). Elementary school children are more “ready” to engage with higher level issues than assumed (Smith, et al., 2000). In this study some students were provided a concept and inquiry-rich environment prior to testing, while others received more traditional science instruction. Standardized mathematics scores were correlated to randomly select a sample of 52 students, without reference to name, gender, culture, or “team of residence” within the school. The final, stratified cross-section of 10 students (five boys and five girls, one of each gender per level of math score continuum) was surveyed using six Piagetian conservation tasks. Students were videotaped during tasks and videotapes were transcribed. Watson (2002) described a neo-Piagetian model of cognitive functioning used to describe three response levels in this study. Math scores did not correlate consistently with developmental levels. However, results indicated a somewhat recognizable developmental pattern. The relationship that emerged was more definite than expected, though still there are questions about gaps in schema at any given developmental level. Concept confusion and/or lack of background knowledge appeared to be occurring at times, shown by varying degrees of sequential understanding among participants. There is an apparent need for scaffolding of reasoning processes within science content beginning in elementary school years and continuing through middle and high school education.

Concept Mapping: To Use or Not to Use, That is the Question

Donald Snead and Barbara Young, Middle Tennessee State University

Given the data regarding concept mapping and science achievement, the question remains as to why researchers have not been able to document consistently statistically significant effects. These research findings suggested that concept mapping is most effective when: (1) used with lower ability students over long time periods, (2) students are required to invest in map construction, and (3) alternate assessment is used. Research data were presented to support the findings.

Session 18.2

11:00 A.M. – 11:50 A.M. READING Gardenview B

Presenter: Dana Thames, University of Southern Mississippi

Metacomprehension Awareness and Application in a Literacy Education Course

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

Metacomprehension is described as consciously engaging in strategic behaviors in order to monitor and control one's own comprehension. The literature provided empirical evidence that good readers have strong metacomprehension abilities, and poor readers do not. Moreover, research provided empirical evidence that strategic behavior before, during, and after reading can be learned and taught. Clearly, literacy courses in education should include strong metacomprehension components aimed at preparing future teachers to help their students become strategic readers. This qualitative study focused on two research questions: (1) What are preservice teachers' understandings of metacomprehension? and (2) How do preservice teachers use metacomprehension knowledge and experiences to cultivate learning and reading achievement in their students? This study chronicled 10 preservice teachers and their understandings and applications of metacomprehension. Each participant tutored one elementary school-aged reader for one hour each week over a 10-week period. Three sources of data were produced: (1) individualized lesson plans, (2) reflective journals, and (3) comprehensive case studies. Each of these sources was examined separately for significant statements. Categories were created and patterns identified by comparing the statements from the three sources of data. Results of the study indicated the preservice teachers' understandings of metacomprehension were shaped and depended on the tutoring experience, reflective journals, and case study analyses. Also, the preservice teachers' uses of metacomprehension knowledge and experiences to inform their instructional practices were guided by the individual reading needs of their young readers. The implications for educators have been identified.

Reading Performance of African-American Students Receiving Direct Reading Instruction Over a Three-year Period

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

The reading performance of 124 African-American students who had received scientifically-based, sequential, systematic direct reading instruction program from first through third grades was examined. Reading comprehension was measured using the Cloze procedure, and general reading performance was measured using scale scores from the Mississippi Curriculum Test (MCT), which was administered at the end of grades two and three. Data were analyzed using two Gender-by-Year repeated measures analyses of variance. Prior to analysis missing data was imputed using the multiple imputation techniques of program NORM (Schafer, 1997). For the Cloze scores a statistically significant Year effect was found [$F(2, 240) = 69.90, p < .001, \eta^2 = .368$]. The Gender effects nor the Gender-by-Year interaction were statistically significant. A follow-up trend analysis indicated a statistically significant quadratic trend for Year [$F(1, 120) = 98.22, p < .001, \eta^2 = .450$]. The trend indicated that Cloze performance notably increased from the end of grade one to the end of grade two with a leveling off in performance from grade two to grade three. For the reading scale scores, statistically significant Year effects [$F(1, 120) = 9.48, p < .005, \eta^2 = .073$] and a statistically significant Gender-by-Year interaction [$F(1, 120) = 10.57, p < .002, \eta^2 = .081$] were found. The Gender effects were not statistically significant. The Gender-by-Year interaction was such that the female students' performance remained constant from grade two to grade three, whereas the male students' performance improved from grade two to grade three with males performing at approximately the same level as the females at grade three. Implications of the results relative to direct reading instruction were discussed in light of the related literature.

The Utilization of a Paired-Reading and Assisted-Reading Intervention to Increase Fluency and Accuracy

Daniel L. Fudge and Christopher H. Skinner, University of Tennessee

The development of reading skills is one of the primary goals of education, and increasingly educators are being asked to provide support in the implementation and evaluation of reading interventions. The key to early

identification and remediation of student reading deficits is to preventing future achievement problems. Two interventions that have been demonstrated to increase reading accuracy and fluency include paired-reading and assisted-reading interventions. Assisted-reading and paired-reading interventions have been researched and used by a number of professionals. Moreover, researchers have also shown that using this type of intervention can increase fluency, accuracy, and comprehension in both learning disabled students and students who spoke English as a second language. The participant was a child in third grade and he was reading at an early second-grade level. The student's baseline fluency score was 59 words correct per minute (WCPM), placing the child at an instructional level for second grade. To increase the student's accuracy and rate of reading, the combination of a paired-reading and assisted-reading intervention was implemented. Curriculum-based measurement (CBM) procedures were used with second-grade probes and were administered two times a week to evaluate the effectiveness of the interventions on both reading accuracy and fluency. Results showed that the intervention increased the child's reading fluency to 75 WCPM, commensurate with a late second-grade level. Four-month follow-up showed the student continued to read at the late second-grade level. This study demonstrated the combined use of two interventions to increase a child's reading fluency, and how CBM can be used to evaluate student progress.

Memories of Learning to Read: A Personal Experience

Janet S. Boyce and Renee Falconer, University of Southern Mississippi; and Leslie G. Marra, Claudia Melear, and Leslie Suters, University of Tennessee, Knoxville

Reading is an experience unique to each individual. Small children, learning to read, are unable to articulate their experience of learning. Although research addresses the philosophy, methods, and data about the learning process, it is strictly the researcher's point of view. The child's voice is left unheard. To reach the core information about the learners' perspective, one must ask adults what the experience of learning to read was like for them. Now more than ever, education is influenced by accountability, and a drive to teach more material at an earlier age. Under these pressures, the sensitivity of children is more likely to be overlooked. The purpose of this research was to increase awareness that learning to read is first a childhood experience and that government mandates must come second to that. Now more than ever, teachers, administrators, and legislatures need to hear the voice of the child. What does learning to read mean to a child? Three participants described their experience as long, sad, frustrating times in their lives that left indelible marks on their memory. Two major themes were evident: (1) although all three participants verbalized having problems and claimed that they have overcome them, one cried while telling her story, one reported the inability to remember anything of second grade, and one was noticeably nervous and uncomfortable during the interview; and (2) although all three participants are very successful adults, each made remarks indicating that as a child, and even now, they believe there was something wrong with them because they struggled with learning to read. Can this information bring about change in the way that the authors approach the teaching of literacy? Perhaps, but a greater awareness of the child's perspective must be part of the conversation and may help bring balance into the educational practices of the future.

Session 18.3

11:00 A.M. – 11:50 A.M. EVALUATION Gardenview C

Presider: Stephen Miller, University of Louisville

Using Rubrics to Increase the Reliability of Assessments in Health Classes

Jeffrey Oescher and Lynette Silvestri, University of New Orleans

Teachers are being encouraged to use alternative assessments, but their training often leaves them apprehensive about the subjective nature of the scoring process and the potential lack of reliability associated with the results. Scoring rubrics can address this concern. The purpose of this study was to examine the effect of using a rubric on the reliability of scores on an assessment of students' knowledge of health-related needs. The researchers developed four sample responses to specific questions about these needs. Each response reflected incorrect information or common misconceptions about the needs. A rubric was developed around appropriate criteria and scoring scales. Sixteen preservice teachers scored the four responses twice. On the first occasion scores were assigned using only a five-point scale for each section of the response. Prior to scoring the paper again, the rubric was discussed thoroughly with the

subjects. The criteria were explained as well as the descriptions of each point on the scoring scales. Subjects rescored the papers using the rubric to guide their efforts. Analyses of the data described the scores and determined the extent to which the mean scores differed from the “true” scores for each paper. The data for scores developed without rubrics inflated the scores for all papers. The comparison of these scores to the respective “true” score indicated a non-significance difference for Paper 1 ($t_{15} = 1.43, p = .173$) and significant differences for Papers 2-4 ($t_{15} = 11.09, p = .000$; $t_{15} = 12.00, p = .000$; and $t_{15} = 4.34, p = .001$). Scores resulting from the use of the rubrics tended to be close to the “true” scores for all papers. Inferential analysis indicted non-significant results for Papers 1-4 ($t_{15} = -0.89, p = .386$; $t_{15} = -0.47, p = .643$; $t_{15} = 1.98, p = .067$; and $t_{15} = 1.15, p = .270$). The results of this study confirm the need to address issues of score reliability, particularly when using alternative assessments requiring significant levels of subjectivity.

The Relationship Between Eighth-Grade Students' NAEP Mathematics Scores and Their Mothers' Educational Attainment

Beverly M. Klecker, Morehead State University

Educational researchers have long been aware of the pitfalls of correlational studies; still, the methodology continues to be popular and useful. The No Child Left Behind Act requires the disaggregation of accountability test data by socioeconomic status (SES). This SES variable has been found to be moderately to highly correlated with the educational attainment of students' mothers. This paper presented secondary analyses of the National Assessment of Educational Progress (NAEP) data for the years 1990, 1992, 1996, 2000, and 2003. The analyses explored the relationship between students' eighth-grade mathematics scores and their mothers' educational attainment. The National Assessment of Educational Progress (NAEP) has, since 1969, been the only nationally representative and continuing assessment of what America's students know in various subject areas. Demographic and questionnaire data were collected as the NAEP was administered. Considerable research literature was found on the relationship between maternal educational level and (1) student achievement (e.g., Campbell, 1991; Chao, 1994; Chao, 1996; Flannagan & Perese, 1998; Khazzom, 1997; Voelkl, 1993; Wolfer & Moen, 1996; Zill, 1992); and (2) student mathematical achievement (e.g., Chen & Stevenson, 1995; Illinois Mathematics & Science Academy, 2001). NAEP eighth-grade mathematics average scale scores were examined through secondary data analyses. Students' responses to the question, “How far in school did your mother go?” were in five categories: “Did not finish H.S.,” “Graduated H.S.,” “Some education after H.S.,” “Graduated college,” and “I don't know.” The percentage of students responding “I don't know” ranged from 12% (1992) to 16% (2000). The students' average scale scores on the NAEP consistently increased as mothers' educational level increased. The statistical significance of the differences (alpha set a priori to .01) was consistent across years (measured by ANOVAs). This presentation included a discussion of the calculation (and reporting) of effect size with NAEP data.

An Examination of Congruence of Literacy Instruction from Middle Schools to High Schools

Beverly M. Klecker and Mary Anne Pollock, Morehead State University

This research study examined the extent to which classroom teachers used research-based practices to facilitate reading across content areas in grades eight through ten. Comparisons were made between teacher practices in high scoring and low scoring schools. The research also examined the congruency of teacher practices from middle school to high school. The research question was, “Do teaching practices in schools with high reading achievement scores differ from teaching practices in schools with low reading achievement scores?” The population for the study was all eighth- through tenth-grade teachers in Western and Eastern Kentucky. Stratified (by state-wide reading achievement test scores aggregated at the school level, and region of the state) random sampling was used to select participating high schools ($N=20$; 5 from each strata). Feeder schools for the high schools comprised the middle-school sample ($N=19$; one school was a K-12 school). A survey instrument was developed using research-based practices as the content for the questions. Validity and reliability were addressed (Cronbach's alpha reliability was .83). Data were collected during regular faculty meetings in spring 2003 from all eighth-, ninth-, and tenth-grade teachers in all 39 schools in the sample. In fall 2003 and spring 2004, teachers randomly selected from those who completed surveys were observed and interviewed about their teaching practices. Each Kentucky school must generate a Comprehensive School Improvement Plan (CSIP) to guide all aspects of school instruction and management. Each school's CSIP was examined to determine its literacy focus. Resulting qualitative and quantitative data were triangulated. Statistically significant ($p < .05$) differences were found on some items of the survey and some variables on the observation and interview instruments.

Complete results of the study were presented. Discussion consisted of implications for classroom reading instruction.

Results of a Pilot Test of a Senior Project Certification Process

Art Hood, SERVE

Senior Project is a culminating assessment for 12th graders consisting of a research paper on an approved topic of student choice, a related product and portfolio, and a presentation before community members. Senior Project (SP) attempts to address some of the current concerns about the degree to which high school prepares students for post-graduation life (Boyer, 1985; Sizer, 1992; Aness & Darling-Hammond, 1993; National Commission on the High School Senior Year, 2001). As SP implementation has spread though, its definition has become blurred (Egelson, Robertson, & Smith, 2002; Taafe, 2001), and it has become increasingly important to ensure that programs are being implemented faithfully. The researchers developed a certification process that employs a 24-item "Yes Test." The researchers pilot tested the process in four eastern high schools with established SP programs. Staff made site visits to each school and conducted full-day process trial runs. Each school was then assigned to a staff member who assumed responsibility for analyzing data and writing the report. Data came from stakeholder (SP coordinator(s), principal, faculty, and randomly selected 12th graders interviews; the selected students' portfolios and papers; and the SP student handbook and related SP materials. The pilot test produced two kinds of results: school results (certified or not and why), and process results (how well it worked and what changes were needed). No school met all 24 certification requirements. The process results confirmed that the process was fundamentally sound but needed several changes. Implications include certification can establish a minimum standard for programs that can raise the level of SP nationally and enrich the experience of the students involved, can make a student's participation an important consideration in college admissions or job applications, and can help direct state rewards, such as NC's awards program for best Senior Project programs, to deserving schools.

Session 18.4

11:00 A.M. – 11:50 A.M. ATTITUDES Gardenview D

Presenter: Anthony J. Onwuegbuzie, University of South Florida

Selected High School Teachers' Perspectives Concerning Academic Dishonesty

Beverly C. Culley and William A. Person, Mississippi State University

The purpose of this study was to investigate perspectives of academic dishonesty among selected high school teachers. The specific problem in this study was to determine whether high school teachers of various school classifications, gender, highest level of educational attainment, and years of teaching experience differ in their beliefs, concerns, and attitudes regarding academic dishonesty. The moral climate of a school influences the level of academic cheating. The literature on cheating among high school students has shown that it is widespread and growing (McCabe, 1999; McCabe & Trevino, 1996; Schab, 1991). Students have readily offered a variety of rationalizations for academic dishonesty (Evans & Craig, 1990a; McCabe, 1999).

An Analysis of Educator Attitudes about the Significance of Multiple Intelligences

Pat Hawley and Lucrecia Hawley, Alabama A&M University

This research project examined preservice and inservice teacher attitudes about the importance of Multiple Intelligence learning within their classroom milieu. Teachers and potential teachers examined their own attitudes toward specific Multiple Intelligences. The independent variable was the preservice and inservice teacher attitudes about the importance of multiple intelligence learning within respective classroom settings. The dependent variable was how the teacher attitudes reflect Gardner's analysis of the multiple intelligences. Additionally, the researchers examined a specific teaching activity that posited all the multiple intelligences within a mini-unit. This can easily be expanded into an outstanding thematic unit that encompasses any time limitations.

Educational Beliefs: Can They Be Influenced?

The purpose of this study was to replicate and expand a previous study by Minor (2002) that addressed the question—Does instruction have the potential to change teacher candidates’ educational beliefs? In Minor’s study, trends in teacher candidates’ educational beliefs were examined over time. Participants were enrolled in an introductory-level education course and were administered the Witcher-Travers Survey of Educational Beliefs (WTSEB) on the first day of class and at the end of the semester. Results from the WTSEB indicate proclivity toward transmissivism, progressivism, or an eclectic viewpoint as defined by Doll. Minor’s study indicated that a significant proportion of students changed from an eclectic viewpoint to a progressive one, and a large proportion of teacher candidates changed from a transmissive orientation to an eclectic one. By the end of the course, teacher candidates tended to shift toward progressivism. Minor, however, recommended that further research be conducted after teacher candidates become more aware of a multitude of teaching philosophies through their educational courses and their field experiences. Therefore, participants in this study were teacher candidates who had successfully completed the introductory-level education course and educational psychology and were enrolled in their first methods course. The scores from the WTSEB were analyzed using a paired-samples t-test, and a chi-square analysis test was conducted to determine if the proportion of teacher candidates falling into the three categories changed. Results from this study supported the original findings. Teacher candidates by the end of the semester of their methods course demonstrated a shift from their pretest results.

Using Positive Psychology: The Influence of Protective Factors on Well-Being in Cancer Patients

Linda Morse, Carolyn E. Adams-Price, Elisabeth Wells-Parker, Marsha Williams,
and Patricia Dill, Mississippi State University

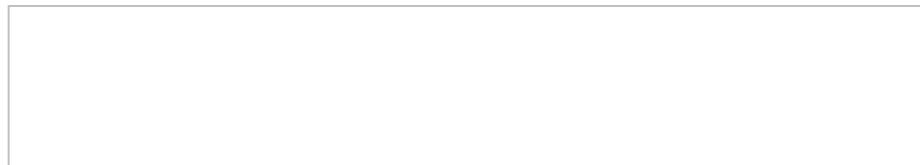
Considerable evidence exists that suggests that social support, activities, religious affiliation, and other positive factors mitigate the effects of physical illness on the psychological well-being of individuals. The current study examined the relationship between protective factors and well-being in female breast cancer patients and in women who have had other medical problems involving general anesthesia. The study employed a scale designed to measure individual differences in the quantity of protective factors available, the Positive Psychology Protective Profile (PPPP) developed. The scale has three factors, positive outlook, negative symptoms, and creativity and problem solving, and has been shown previously to differentiate between college students who have had chronic illnesses, and those who have not. Participants in the current study were women aged 35-75 who received chemotherapy for breast cancer six months to three years ago, and a comparison group of women who had had general anesthesia for a medical illness in the last six months to three years. Participants completed the PPPP and the Geriatric Depression Scale that is often used as a well-being measure. The cancer patients and controls scored similarly on the three factors of the PPPP, but cancer patients had lower scores on the Geriatric Depression Scale. Among the cancer patients, well-being scores correlated strongly with positive outlook and negatively with negative symptoms, but the relationship between creativity/problem solving and well-being was only marginally significant. By contrast, there was no relationship between positive outlook and well-being or negative symptoms and well-being in the control group, but there was an extremely high correlation between problem solving/creativity and well-being in that group. This suggested that the cancer patients' mood is more closely related to attitudes toward their illness than the mood of the control subjects, which has implications for positive psychology as it relates to well-being and resilience across the life span.

Session 18.5

11:00 A.M. – 11:50 A.M. THE ROLE OF AUTHENTIC ASSESSMENT IN HIRING FIRST-YEAR TEACHERS (Symposium) Gardenview E

Nancy C. Boling, Lee Kem, and Jeffery Dukes, Murray State University

Education majors are required to complete authentic assessment portfolios for graduation. Concerns expressed by student teachers are that portfolios are time-consuming and often cause high levels of stress. The question is, “Do those involved in the hiring process (administrators and other personnel) perceive that the portfolios are vitally important in the hiring process?”



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