



Proceedings

2008

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**PROCEEDINGS OF THE
THIRTY-SEVENTH ANNUAL MEETING OF THE
MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION**

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



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**NOVEMBER 5-7, 2008
KNOXVILLE, TENNESSEE**

Wednesday, November 5, 2008

9:00 – 9:50 AM **TAKING YOUR RESEARCH PUBLIC: PRESENTATION AND DISPLAY (Training Session)** **Cumberland**

Jane Nell Luster, LSUHSC-HDC, and Randy Parker, Louisiana Tech University

MSERA provides a broad range of resources and support for novice researchers, graduate students, new faculty, and other research-oriented folks through the annual meeting sessions that focus on publishing and job seeking, as well as an assortment of research methods; it also provides personal support through the experience of the MSERA mentors and regular publications. Yet, increasingly, there is a need for these same audiences to have skills necessary to present their data and research findings to a broad array of audiences, both within and outside university settings. However well intentioned or well prepared the presenter and technically sound the data, judgments are made on the ability to communicate effectively and efficiently.

This workshop session was designed to offer guidance on how to make presentations and display data in meaningful and understandable ways. Using humor and fun, participants were involved in identifying ineffective presentation methods. Examples of clear, understandable data display presentation were contrasted with those that lead the audience to sleep, weep, or walk out. Participants were given a wide array of information to take with them. These included contrasting visual comparisons along with guidelines for preparing, practicing, and presenting data; references, weblinks, and resources to use long after the MSERA meeting is over were provided. A Top Ten checklist for designing effective presentations was also included. Some of the workshop time was spent on formats available for presentation at various research-related meetings such as AERA and AEA.

9:00 – 9:50 AM **ADDING SEDUCTIVE DETAILS TO LECTURES AND TEXT: EFFECTS ON LEARNING (Symposium).....** **Summitt II**

Organizer: Emily K. Rowland, University of Tennessee

Emily K. Rowland, Christopher H. Skinner, Kai Richards, Richard Saudargas, Daniel H. Robinson, Juliann Mathis, Amy L. Skinner, and Lee Saecker, University of Tennessee

To enhance students' attention, lecturers and authors may add high interest information (e.g., seductive details) to their standard content. The placement of seductive details and the degree to which seductive details are related to the target material may determine if this information enhances or detracts (termed the "seductive details effect") from learning. This series of studies extends theoretical research and provides guidelines to those interested in enhancing learning by adding seductive details.

In study 1, researchers evaluated the effects of placement and type (either related or unrelated to the content) of seductive details that were added to texts. Undergraduate students (N = 391) read passages about Freud's psychosexual stages and were quizzed on target material. Seductive details were either related (context-dependent) or unrelated (context-independent) to the target material and were presented before or after the target material or not at all. Quiz performance was not influenced by type of seductive details. However, those who read the seductive details prior to target material scored significantly lower than those who did not read any seductive details and those who read the seductive details after the standard text. Thus, seductive details presented before the text hindered learning, even when those details were related to the text.

In study 2, researchers examined the effects of a particular type of seductive details: a speaker's description of personal experiences. A lecturer presented information about bipolar disorder to college students (N = 219). The control group received a standard, didactic lecture. The experimental group received a similar lecture; only the presenter began the lecture by informing the students that she had bipolar disorder and interspersed descriptions of her personal experiences that were directly related to the content. Pre- and posttest analysis showed that the experimental group learned significantly more target material than the control group. The results suggested that descriptions of personal experiences may be a context-dependent type of seductive detail that enhances, rather than detracts from, learning.

Study 3 was similar to study 2, except that high school psychology students (N = 61) viewed videos designed to dispel 12 common ADHD myths. The experimental group watched the same video as the control, except that the speaker described personal experiences related to 6 myths immediately following the standard description of those myths. Post-tests contained 18 questions: (1) 6 not addressed

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in either video, (2) 6 addressed only with facts across both videos, and (3) 6 facts that were supplemented with descriptions of personal experiences of living with ADHD in the experimental video.

Results revealed an interaction effect that supports the hypothesis that personal experiences linked to content can enhance learning of that specific content but may detract from learning other content (i.e., seductive details effect). The authors found no differences on students' behavioral intentions. During the symposium the authors attempted to solicit opinions/advice regarding details of future studies including using speakers with visible disabilities, how to measure behavioral intentions, the age of participants, and using parents of students as speakers.

9:00 – 9:50 AM TEACHER EDUCATION (Displays) Board Room

The Teacher Performance Assessment: Supporting and Developing Self Efficacy in Preservice Teachers

Kimberlee A. Sharp and Natalie M. Peterson, Morehead State University

Beginning in January 2008, the Kentucky legislature mandated that all first-year teachers, known as "interns," successfully complete a KTIP – TPA (Kentucky Teacher Internship Program-Teacher Performance Assessment) as part of their performance evaluation and to classify them as "highly qualified educators." One Kentucky university responded to this mandate by developing a TPA as a means to evaluate its preservice teachers' entry-level competencies. The competencies the university selected to evaluate were: (1) the ability to interpret and utilize students' contextual factors to inform instruction, (2) the ability to interpret and utilize assessment data to inform instructional decision making, and (3) the ability to align instruction and assessment to the Kentucky-adopted teacher standards.

The primary author of this display served on the committee that drafted the university's TPA and scoring rubric, and served as the Clinical Supervisor of six preservice teacher candidates during the TPA's pilot year. The author met with each of the six preservice teachers on a bi-weekly basis, advised the preservice teachers about their instructional unit planning, and queried the preservice teachers' perceptions and self-efficacies using a recursive approach. The preservice teachers articulated their instructional unit plans and rationales, assessment data and analyses, and reflections in the TPA. The end product of the TPA was in the form of original narratives by each preservice teacher and artifacts displaying assessments and samples of student work. The author of this presentation analytically scored each of the TPAs using a rubric written in alignment with the Kentucky-adopted teacher standards.

By immersing herself into the TPA process, the author generated several conclusions regarding the development of preservice teachers' self-efficacy. Although the university will utilize a double-blind scoring of the TPA in its second year, this author suggested several implications for its continuation, as well for teacher preparation.

PAWS Day: An Innovative Field Experience on "Our" Turf

Kelly Byrd, Edward L. Shaw, Jr., Jennifer Simpson, and Ruth Busby, University of South Alabama

Powerful Activities With Students (PAWS) was an idea that faculty members devised to not only give elementary students an opportunity to experience college life for a day, but also to provide preservice teachers with an opportunity for constructivist teaching that is not often afforded them in some of their field settings.

During spring 2008, 100 fifth graders visited the university and engaged in PAWS in an effort to make mathematics, reading, science, and social studies interactive and meaningful. Preservice teachers who were enrolled in methods courses planned and taught lessons to the fifth graders as faculty observed their teaching practices, with particular focus on their ability to spark interest in the content and maintain students' attention. In addition, preservice teachers offered two lessons integrating mathematics and science with art. One was a Gyo-tako session, which is the art of fish printing. The other was the artwork of Vassily Kandinsky, which is the art of geometric shapes. The students also toured various sites on campus.

Reflections from both the fifth graders and the preservice teachers were collected and analyzed. Inductive analysis was conducted, and thematic patterns emerged. Themes from the fifth-

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graders' reflections regarding what they liked best about PAWS Day included exploring the college campus, especially the College of Engineering, and the hands-on activities. They reported that they disliked walking on such a large campus and that they ran out of time and were unable to visit the dorms.

The preservice students reflected on their experiences of the day. The overwhelming responses were that it was exhausting to deal with 100 students, but they were exhilarant in the planning, delivery, and tremendous response from the fifth graders. Partnership with the K-12 counterparts proved to be a valuable learning experience for elementary students, as well as the preservice teachers.

Attitudes of Teachers Toward Science Reflected in Their Visual Representation of a Scientist

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

What does a scientist look like? Does he/she wear a lab coat? Does he/she wear safety goggles? Does he/she have scientific instruments readily available? Does he/she work in a lab area? These were important questions that must be answered before the attitudes of elementary education teachers can be determined toward the teaching of science or the scientist.

The implications for change in attitudes were evident in the literature review and through the data gathering of practicing professionals. It is important to have graduate students determine what a scientist is and what he/she looks like. An intervention program designed to address students' attitudes toward scientists could modify stereotypical images of scientists held by many students. The goal of any intervention program would be to create a classroom environment conducive to meaningful learning for all students. This would be true in the teaching of science.

Elementary Education students enrolled in a graduate science methods course completed a survey about courses taken and content used in the classroom. Using a Lickert scale, students responded to the following: (1) These undergraduate science courses have been beneficial to my ability to teach science in my elementary classroom, (2) I feel prepared to teach science in the elementary classroom after having taken these courses, and (3) I have confidence in my ability to teach elementary science. Students then completed an open-ended question: If you could have selected the content of the science courses you took as an undergraduate, what content would you choose?

At the beginning of the term, students were asked to create a visual representation of what they thought a scientist would look like. Throughout the term, male and female scientists were discussed. At the end of the semester, students created a second visual representation of a scientist. The results were interesting.

Secondary Teachers Certified Through Alternative Certification: Demographics, Entrance, and Retention

Barbara A. Salyer, Kennesaw State University

This descriptive study was designed to assess the outcomes of alternative master's (fifth-year) programs with regard to secondary teacher demographics, entrance into the teaching profession, and retention in the profession in a mid-sized southern state. It was hypothesized that if these programs were meeting needs often cited in support of alternative preparation, then there should be a higher proportion of males, minorities, and older adults among the more than 2,000 individuals included in the study. It was also hypothesized that a higher percentage of these individuals would have received certification in the high needs areas of science and mathematics. Individuals included in the study received certification in either secondary English, mathematics, science, or social science.

Data on entrance and retention in the profession over a six-year-period were tabulated for a subset of these individuals who received certification between the years 1995 and 2000. Data for this study were collected from two databases obtained in collaboration with state department of education staff members.

The first database contained demographic information on the more than 6,000 individuals who had received certification through an alternative fifth-year-program between 1986 and 2001. Each individual in the database was assigned an identification number to preserve anonymity; names and addresses were not included in the database. The second database contained information from the statewide personnel system that indicated the employment status for all teachers in the state for each

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school year between 1995-96 and 2000-2001.

Using the same identification numbers in both databases, the researcher was able to determine whether each of the individuals receiving certification between the years 1995 and 2000 was employed as a teacher in the state during this six-year period. The data on entrance and retention adds an important element to on-going debates comparing traditional and alternative preparation programs for teachers.

Teaching Experience Days: Cooperating Teacher Perceptions

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

Teaching Experience Days (TEDS) was piloted as a field experience requirement for all teacher education candidates at a southeastern university during the fall 2006 semester, and student perceptions were further explored spring 2007 and spring 2008. Findings suggested that teacher candidates generally perceived TEDs as effective. The follow-up study (conducted spring 2008) to develop tentative hypotheses towards the effectiveness of TEDS as perceived by participating cooperating teachers indicate positive perceptions as well. TEDs conditions include a pre- and post-conference meeting with the teacher in whose classroom the TED occurs and completion of the Teaching Experience Day Validation Form by the candidate.

During their program, candidates were required to complete a minimum of 10 TEDs over 3 consecutive semesters as follows: 2 days, 3 days, and 5 days. Candidates who were certified as substitute teachers may, under specified conditions, receive substitute pay when completing TEDs requirement. Participants were 47 elementary (K-6) cooperating teachers during the 2008 spring semester from 27 schools over 2 counties.

Data were collected using the Cooperating Teacher Teaching Experience Days Questionnaire, a 7-item instrument developed to ascertain participants' perceptions of the effect TEDs experiences had on their field experience student's teaching strategies, content knowledge, familiarity with overall school operations, behavior management skills, and knowledge of student development. The instrument's 4-point rating scale ranges from 1 (strongly agree) to 4 (strongly disagree). Data in the form of frequencies and percentages were calculated using SPSS. One hundred percent of cooperating teachers participating in the study responded "strongly agree" or "agree" to the seven questions; therefore, they viewed TEDs as effective in the five areas explored. The strongest agreement (70%: strongly agree) was in school operations, and the lowest percentage of strongly agree (51%) was in knowledge of student development.

The Acts of Kindness Project: A Study of Education Majors' Altruistic Behavior

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

National reports of student aggression at all levels, from elementary school bullying to homicide on college campuses, prompted an investigation into what might be done to promote a more altruistic community. The researchers designed this project as an extension of their previous work on bullying, student dispositions, and classroom incivilities.

The study examined elementary and early childhood education majors' participation in the Acts of Kindness Project during the fall 2008 semester at a southeastern United States university. Guiding questions for this study were: (1) How, if at all, would taking part in a project requiring the completion of 10 acts of kindness in 10 days affect participants? (2) What actions were considered "kindnesses"? (3) For whom were kindnesses done (e.g., family, friends, strangers, etc.)? and (4) What did participants write in postproject reflections?

Fifty-six candidates in elementary and early childhood education were offered the opportunity to take part in this project as an extra-credit activity. Each participant listed their good deeds in the order in which they were accomplished and wrote a reflection at the end of the required 10 days. Pre- and postproject surveys were analyzed statistically. Participant lists and reflections were examined qualitatively. Final results were presented, and preliminary conclusions and suggestions for classroom application were drawn.

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9:00 – 9:50 AM ACHIEVEMENT Salon A

Presenter: Lola Aagaard, Morehead State University

**An Evaluation of the Impact of a Prekindergarten Program on Improving
the Academic Achievement of At-risk Students**

Anna W. Grehan, University of Memphis

The quality of a prekindergarten program determines its long-term impact. In order to have a lasting influence on achievement, a program must focus on oral language, emergent literacy, and social development (Schweinhart, Barnes, Weikart, Barnett, & Epstein, 1993). The primary focus of this study was to evaluate the effectiveness of a prekindergarten program on improving the academic achievement of at-risk students in a southeastern, urban school district. Participants included over 1,300 four-year-old children in 69 classrooms across the district. Data for the mixed methods design were collected for the 2005-2006 school year.

Student achievement results from the Work Sampling System, a research-based performance assessment aligned with national and state standards, were analyzed for the prekindergarten students to determine gains throughout the school year. Achievement results for kindergarten students from the Qualls Early Learning Inventory, Dynamic Indicators of Basic Early Literacy Skills, and Iowa Test of Basic Skills (ITBS) were also analyzed with comparisons made between those who attended the district's pre-k program versus those who had not. Long-term impacts of the program were assessed by analyzing ITBS data over a 10-year period, again comparing scores of students who had previously attended the district's pre-k program with the scores of students who had not. In addition, questionnaires were administered to teachers and families. Principal interviews were conducted, and trained observers used two classroom observation tools to evaluate instructional practices and environments in random prekindergarten classrooms.

Results were generally positive. They revealed knowledgeable teachers and actively engaged students and significantly higher ITBS scores for African American students who attended the district's preschool program compared to other cohorts. The qualitative data revealed positive support by all stakeholders. The findings from this study may serve as a springboard for use of effective literacy-related instructional practices in other early childhood settings.

**The Relationship of Gender, Ethnicity, and Involvement in Extracurricular Activities
to Academic Success for Low Socioeconomic High School Freshmen**

Jon Rysewyk, Fulton High School

This paper was a portion of a larger study that sought to identify which factors were most closely related to academic success during the freshman year for low socioeconomic students. This was an ex post facto study conducted in one urban high school in Tennessee. The subjects were students enrolled in the ninth grade during the 2005-2006 or 2006-2007 academic school years. Low socioeconomic students (participants in the free- and reduced-price meals program) were divided into two groups based on academic performance during their freshman year of high school. Students with GPAs of 2.5 or higher were classified as higher performing, low socioeconomic status (HLSES). Students with GPAs of 2.4 or lower were considered lower performing, low socioeconomic status (LLSES). The higher achieving group contained 85 students; the lower achieving group had 292 students.

Relationships between three predictor variables (gender, ethnicity, and involvement in extracurricular activities) were examined across the two groups. Chi-square tests were conducted to compare the two groups. Significance was found in all three predictor variables. When compared to the study's overall population, males were over-represented in the LLSES group, and females were over-represented in the HLSES group.

Furthermore, both Hispanic and white students were under-represented in the LLSES group, and African American students were over-represented in the LLSES group. Students in the HLSES group were also more likely than their low achieving peers to participate in extracurricular activities as freshmen.

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Developing Data Analysis Competencies in Educational Leadership Programs

Talana Vogel, Christian Brothers University

At no time in history has the pressure been greater for school administrators to ensure student achievement. As educational leadership programs prepare future leaders, it is imperative that the candidates be adequately prepared to meet the challenges of current NCLB standards of academic mandates. There is an increasing demand on student performance and standardized testing that increases the need for candidates to become proficient at using assessment data to drive student achievement. Future school administrators must be able to implement instructional practices based on data from standardized tests that are required by state and federal laws.

Currently, educational leadership programs focus on pedagogy, leadership theories, and standards that do not focus directly on strategies to disaggregate data. While some programs introduce candidates to strategies that increase achievement, few immerse candidates into rigorous data analysis practices that drive curriculum and instructional decisions. There needs to be a greater emphasis on the use of data.

This position paper focused on a review of strategies utilized by current leadership programs to ensure that candidates are proficient at analyzing data. Practical strategies were discussed. Dialogues from this session encouraged participants to discuss the practices at their current institutions, as well as to explore new ideas to achieve producing candidates who can lead by utilizing data.

Correlational Study Between Students' Attitude on Gratification Delay on Academic Setting and Academic Achievement in a Computer Literacy Course

SungHee Yang Kim, Southern University

The researcher conducted an informal survey to pilot test an instrument measuring academic delay of gratification in an undergraduate computer literacy course. Academic delay of gratification refers to students' willingness to postpone immediately available opportunities to satisfy impulses in favor of academic goals that are temporally remote but ostensibly more valuable.

The research was conducted to determine the correlational relationship between gratification delay and academic achievement. The students' summary scores from a 10-item survey, called the Academic Delay of Gratification (ADOG), were obtained by summing the degree of preferences. One of the items is "miss several classes to accept an invitation for a very interesting trip, or delay going on the trip until this course is over." The students' final grades were obtained after completing the course. The sample size consisted of 30 students from two computer literacy classes. When students postpone their gratification, they attain their academic learning goal. This research discovered the correlation between students' attitude of internet use and academic achievement.

9:00 – 9:50 AM ADMINISTRATION Salon B

President: Samantha M. Alperin, Christian Brothers University

Problem of Public School System: A Leadership Solution

Abraham A. Andero, Albany State University

The ability to make effective decisions is vital to the successful performance of a school administrator. Many consider the task of leading a public school system to be one of the more difficult of jobs, as compared to 40 years ago. There is a special danger in present times of confusing leadership with management and conciliation. It is not news that leading a public school system is more difficult and demanding today than it was in the 1960s or early 1970s. The demand for well-prepared educational leaders is great today. The shortage of leaders who understand the nature of leadership, as well as their functions and roles in leading others, indicates an urgent need for effective leadership in public education.

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Pressures are mounting from many organizations and concerned citizens for public education leaders to respond to new societal issues. The pressures come as a result of the need for greater accountability, improved performance on standardized tests, guarantees of school safety, more input from parents, better school-community relations, and an acceptance and appreciation for diversity, with equal opportunities for all students. The self-interests of teacher organizations and public apathy toward providing increased financing for schools demand realistic solutions from educational leaders.

Public school leaders must respond forcefully and intelligently to growing issues in education or they will find their leadership usurped by other agencies. They must exercise positive leadership in rallying teachers to talk on growing educational problems and issues. They must develop the process of feedback so that individuals and groups can see the effects or consequences of their actions. Finally, they must assure that channels for action are kept open at all times.

Sixteenth Section Land Funds

Jack G. Blendinger Mississippi State University

This case study examined Sixteenth Section Land revenues and expenditures in three Mississippi school districts. Origins of the Sixteenth Section concept traced back to 1785 were also examined. In addition, state statutes governing the collection and expenditure of money derived from these lands were also examined. The researchers collected data for the study from public records and documents, school board minutes, and state regulations. Financial reports filed with the state were also analyzed. Findings showed that the amount of funds collected from Sixteenth Section Land varied significantly among the three school districts. Expenditures also varied greatly among the districts. Problems unique to Sixteenth Section funds encountered by the districts were also identified.

Mentoring New Principals: What Help Did Leaders Seek Post Katrina?

Tammie M. Causey-Konate, University of New Orleans; Scott Bauer, George Mason University; and Brian Reidlinger, School Leadership Center

As the role of the school principal becomes increasingly complex and demanding, the pool of readily available principals diminishes. In the aftermath of a natural catastrophe, such as Hurricane Katrina which devastated the greater metropolitan area of New Orleans in 2005, the availability of seasoned and novice principals is further reduced.

Current literature relevant to the preparation of principals for improved school leadership typically focuses on professional development, licensure policies, mentoring, and standards. Limited attention has been given to what type preparation, support, and development principals think they need, particularly in an educational environment impacted by crisis or disaster. Informed by the enabling leadership model, this qualitative study adheres to Falk's (2000) explanation that "[u]ntil now, concepts of 'leadership' and models of leadership have focused on 'the leader' alone rather than on the situation that leaders must enable. . . . The speed and nature of change . . . have re-focused the attention on the situations that demand a leadership of enablement. . . . This re-focusing provides an important and new possible perspective for those concerned with leading in new times" (p. 5). Perhaps what is needed by principals serving in a recovery context may be clarified through an examination of their requests for help and the concerns they note.

This case study investigated the following question: What types of professional concerns and requests do new principals in a recovery context articulate as relevant to their support? The analysis of documents developed by 12 principal coaches during visits and conversations with new, K-12 principals during 2007-2008 was the basis for the study. The results of the study detail the issues of importance to new, K-12 principals practicing in a post-catastrophic context and may offer help with improving and strengthening school leadership in recovery contexts.

9:00 – 9:50 AM

QUALITATIVE Salon C

Presenter:

Luella M. Teuton, Western Kentucky University

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The Influence of a Basal Reading Program on Expository Writing in the First Grade

Jennifer J. Jordan, University of Tennessee

Recently there has been a move to integrate more expository read alouds and student reading in the primary grades to help alleviate what Chall and Jacobs (2003) call the fourth-grade slump. Not only were students expected to read vast amounts of expository texts at the fourth-grade level, but they were also required to write vast amounts of expository text. The writing of expository texts needs to be integrated into primary classrooms in order to avoid the fourth-grade slump. The purpose of this study was to examine teachers' current views and teaching practices surrounding expository writing in order to better understand how more expository writing could be included in the curriculum.

The research question asked was: How do teachers view and teach expository writing with first-grade students? The researcher interviewed four first-grade teachers from a midsized, southeastern county school system about their teaching methods. Two teachers were located at a low SES school, and two were located at a high SES school. The interviews were transcribed and then coded using an inductive analysis process. Results from the interviews revealed interesting themes. Teachers explained that most of their writing prompts and lesson plans came directly from the reading basal, that they rarely had the time to teach the writing process as it was laid out in the basal, and that some teachers did not have a full understanding of what genre was.

These findings led the researcher to conclude that the basal reading series is one of the major influences of expository writing instruction in these classrooms. The implications of this research included the need to examine how expository writing is presented in basal reading series and the need to provide teachers with explicit professional development about how to successfully integrate expository writing into their classrooms.

The Tearing or Mending of Social Fabric: Colombian Children's Personal Experience with Educational Change

Jessica N. Lester, Rachel Kelly, and Katherine Greenberg, University of Tennessee

Within many developing countries, children live in environments filled with threat and unrest; youth residing within such war-infested lands often identify schooling as the main way to acquire a sense of security. In Colombia, a land plagued with sociopolitical turbulence, there is a need for learning opportunities that both acknowledge and thoughtfully respond to its youngest citizens. In this phenomenological study, the authors investigated the experiences of six Colombian children, ages 11 to 16, who lived in Bogota, Colombia and were students within a classroom using the Cognitive Enrichment Advantage (CEA) educational approach during the 2004-2005 school year.

In-depth interviews began with the question: When you think about your learning time in the CEA classroom, what do you remember most? Subsequent questions evolved from the context of the interview. Transcripts were analyzed with researchers identifying and recording meaning units. Thematic commonalities were noted across transcripts, with only those themes supported by all the participants included in the thematic structure.

To further examine the interview data, a content analysis was conducted. A coding scheme aligned with the thematic structure was applied, with Feuerstein's criteria of mediated learning serving as the sensitizing framework. Initially, the authors applied the agreed-upon coding scheme to one interview and then came together to further refine the coding scheme. This process was continued until 100% agreement was reached on all units of analysis and categories. Four themes resulted: (1) Cool Teacher, (2) Cool Class, (3) Learning How to Learn, and (4) Drastically Changed.

For the participants, the CEA classroom was more than just "copying down stuff off the board"; it was a place of "thinking," "caring for and sharing with others," and "doing," highlighting their desire for authentic ways learning in the classroom. The findings suggested implications for CEA classrooms, along with educational practices in developing countries.

Virtual Teachers Speak: A Qualitative Study of Factors Driving Student Success in Online Courses

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M. D. Roblyer and Marclyn Porter, University of Tennessee - Chattanooga

Despite rapid growth in the popularity of virtual schooling (K-12 school courses offered through distance technologies), virtual courses usually reflect higher failure and dropout rates when compared to traditional courses. Education's increasing dependence on these courses to provide middle school and high school educational opportunities not available locally has increased the need to study carefully the factors driving online student success and assist at-risk online students in ways that can help them be more successful.

Results of quantitative research studies have offered a variety of student and environmental characteristics that can contribute to student success and can be used to help identify virtual school students who are less likely to be successful. Factors that seem to differentiate best between successful and unsuccessful students include: past achievement (as measured by GPA), age, having a home computer with high-speed Internet access, taking virtual courses in assigned school periods and locations (as opposed to from home), and results of an instrument measuring a combination of achievement beliefs, organization, instructional risk-taking, and technology self-efficacy.

The study reported here was designed to add to quantitative information in past studies by gathering qualitative perceptions of experienced online teachers as to the usefulness and accuracy of a prediction model based on the above factors.

Researchers interviewed (by phone and in person) 78 virtual school teachers working for two large virtual schools. Interviews were completed using a common interview protocol consisting of three open-ended questions and five Likert-scale questions that asked teachers to rate the relative importance of various factors to student success. An analysis of interview results revealed several common themes with implications for confirming, adding to, and using information from quantitative prediction models. These included the importance of actions of school counselors who place students in virtual courses and of virtual school facilitators tasked with supporting students.

Fragmented Lives and Conflicting Experiences in Refugee Students

Franco Zengaro and Mohamed Ali, Middle Tennessee State University,
and Sally Zengaro, University of Alabama

The purpose of this research was to examine the life experiences of a group of refugee high school students and their academic and social integration in the U.S. Utilizing a critical theoretical model, this study investigated the lives and experiences of 11 high school students living and learning in a state in the southern U.S. Theories of identity construction, particularly those articulated by Foucault (1983; 1988) and Holland et al. (1998), provided the framework from which identities were constructed and interpreted. The following questions guided this study: (1) Do prior school experiences shape students' level of academic success in school? (2) Can prior experiences become reflective lenses used for capturing the lives and struggles of their learning experiences in school? and (3) How does the new environment shape the students' identities?

Data collection followed a standard qualitative protocol that included interviews, field notes, and document collection. Data were analyzed using constant comparative analysis (Glaser and Strauss, 1967). As data were analyzed, categories emerged and were clustered into themes. Findings revealed an ongoing struggle for continuity. Second, these young people felt that much of their progress and success as students in school and in society was attributed to the level of support they received. Support such as teachers, counselors, principals, parents, and their communities became important variables to the ongoing formation of their identities.

Two different pictures emerged from the data. On one side, some refugee students felt that they attended schools where the level of support for their schooling was available; they, in turn, spoke of a sense of belonging. On the other side, other students felt a diametrically opposed reality where support was scarcely available to them. These students failed to connect at their schools, and a sense of powerlessness, isolation, and hopelessness emerged.

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10:00 – 10:50 AM **STUDENTS' AND A PROFESSOR'S PERCEPTIONS ON ON-GROUND TRADITIONAL EDUCATION AND ONLINE DISTANCE EDUCATION (Symposium).....Summitt II**

Organizer: Wade C. Smith, Walden University

Kevin O'Connell, Sherry Pinto, and Alison Goldstein, Walden University

The symposium authors explored the commonalities and differences between traditional master's level classrooms and an online asynchronous distance learning doctoral classroom. Online learning is gaining respect and validity as more and more working adults are seeking to increase their academic learning. In today's two-parent households little time is left for nontraditional students to attend college because many adults struggle to manage a full-time employment and school. The onset of new educational advancements, such as online doctoral programs, has created opportunities for personal academic advancement while eliminating the ritual-like routines found in a traditional college environment. Distance learning is rapidly increasing in popularity and utilization among those seeking post-graduate degrees.

The benefits of programs, such as satellite classes and online master's and doctoral programs, are largely those of convenience, including minimization of travel expenses and time, especially for those with families and careers. Customs, such as attending live lectures and/or participating in interactive "in the moment" class discussions, have been replaced with posted times for discussion and research-supported responses. In contrast, online classrooms allow working adults the ability to take academic courses from the comfort of the home or office with more time for research-based responses and well-supported reactions. One of the greatest benefits that has emerged from online classrooms is the opportunity to network with, and learn from, colleagues across the nation and beyond; in the traditional setting, these opportunities would be minimal.

Wang and Woo (2007), in a study of online discussions versus face-to-face discussions, found that there is a preference for face-to-face discussions such as the ones that take place in a traditional classroom. The positive attributes of face-to-face discussions include efficiency, promptness of responses, interaction of participants, and easier communication. Experiences of these researchers/participants support the findings of Wang and Woo, particularly in the areas: (1) promptness of responses, and (2) easier communication. Questions were answered during the face-to-face discussion, not a couple of days later in an e-mail. Intrinsic motivation is found to be stronger in online students versus traditional classroom students. While traditional classrooms offer immediate reflection time, camaraderie, and direct synthesis of discussed information, many times finding the time to travel and attend these classes was difficult.

These symposium papers used participants'/researchers' perceptions to analyze the commonalities and differences from four research/participant perspectives between traditional, face-to-face master's programs and an online doctoral program. The three doctoral students were currently earning the Ed.D. degree from a virtual distance learning university, and a professor is currently teaching and mentoring Ed.D. and Ph.D. students at the same university.

10:00 – 10:50 AM **MENTOR SESSION.....Board Room**

Presider: Linda W. Morse, Mississippi State University

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

10:00 – 10:50 AM **PROFESSIONAL DEVELOPMENT AND INSERVICE EDUCATIONSalon A**

Presider: Jan E. Blake, University of Tennessee

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Preparing Substitute Teachers for the Classroom

Tina Thornton Smith, Martin Methodist College, and Christon G. Arthur, Tennessee State University

The average student in the United States spends one whole year of education from kindergarten through high school graduation being taught by substitute teachers. Furthermore, every day, about 10% of the students are being taught by a substitute teacher. The critical questions are: (1) Who were these substitutes? and (2) Were they trained to teach the children?

In this study, regular classroom teachers were asked to evaluate the performance of their substitutes on six areas: teaching strategies, being prepared and professional, classroom management; following lesson plans, understanding legal and educational issues, and overall performance. The substitute teachers were then given professional development covering those six areas, among others. The regular classroom teachers were again asked to evaluate the performance of the substitutes after the professional development training.

The substitute teachers' performances were compared before and after the training. In each dimension there was a statistically significant improvement in the performance of the substitute teachers. In essence, the professional development program was beneficial because it resulted in the improvement of substitute teachers' performance. The professional development impacted substitute teachers' teaching strategies and their classroom management skills. Regular teachers want districts to place priority on training substitute teachers.

Course Delivery, Advisement, Web Pages, and Newsletters by Live Text

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

LiveText has become a positive addiction for the presenters of this workshop. They have found that LiveText is an awesome tool to use for course delivery, advisement, web page development, and online newsletters! Forget the hum drum! LiveText has provided a creative way for course delivery at Jacksonville State University. LiveText-delivered courses enable faculty members to enhance the look of their courses by using graphics, video-streaming, and any number of resources to create a package that encourages and entices students to enjoy the course presentation. Advisement via LiveText has been a resourceful way to address students' needs in a variety of university programs.

Faculty members have used LiveText advisement allowing electronic notes to be permanently placed in each student's portfolio. Course progression has also been duly noted. Web pages and Newsletters created in LiveText have given prospective students, as well as current students, an electronic information center encased in an innovative format. Program information has been updated in an ongoing manner providing students with recent information in an original format. Departmental phone contacts have been reduced because of the website providing answers to the most frequently asked questions. No more ho hum! "Created by LiveText" has become the designer label for all facets of university course delivery, advisement, web pages, and newsletters!

An Assessment of Foundational Research Approaches in Journals of Computer-Assisted Language Learning

Debra S. Lee, Douglas W. Canfield, and Jay Pfaffman, University of Tennessee

The study, which examined a year of CALL (Computer-Assisted Language Learning) journals, was undertaken to: (1) provide a better understanding of research approaches in mainstream CALL journals, (2) see whether approaches differed by journal, and (3) identify areas for further review by CALL researchers. The researchers chose five 2004 CALL journals (CALICO Journal, Computer-Assisted Language Learning, IALLT Journal, Language Learning & Technology, and ReCALL Journal) for review. Journal selection criteria were journals: (1) exclusively devoted to CALL, (2) exclusively or almost exclusively in English, (3) double-blind peer reviewed, (4) published by well-known publishers or CALL organizations, and (5) including international authors writing for a global audience. Ten coding categories were selected for each of the 84 articles reviewed.

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Based on prior educational technology studies and current researchers' knowledge of the CALL field, the following variables were chosen for investigation: (1) research approach, (2) research expectations, (3) research activity, (4) duration of data gathering, (5) frequency of data gathering, (6) data gathering method, (7) language skill under investigation, (8) author's gender, and (9) study focus. Inter-rater reliability was 84%. Although the findings varied and one year only provides a glimpse into the research, the trends noted in CALL publications indicated that more practical application articles appear rather than theoretical framework discussions. Studies were of short duration and did not focus skills more easily taught in the CALL environment, such as reading and listening. Finally, gender equality (equal numbers of male and female authors) is not the norm for most of the journals.

Additional research questions remain: How would CALL articles published in non-CALL journals, such as the Journal of Educational Computing Research, and the Journal of Research on Technology in Education, compare with articles published in CALL-only journals? What would a longitudinal study of CALL journals show?

After the Teacher Education Program: Teacher Use of Technology Five Years Later

Vivian H. Wright and Elizabeth K. Wilson, University of Alabama

This research study examined 10 teachers' perceptions of technology integration and actual technology use in their social studies classrooms five years after graduation from a social studies teacher education program (TEP) in secondary education. The TEP encouraged technology use and offered many opportunities (and resources) to use technology. Multiple data sources were analyzed in this qualitative study to determine the context of the teachers' technology integration and when, how, and why technology was used.

The researchers used Hooper and Rieber's (1999) five phases (familiarization, utilization, integration, reorientation, evolution) of teachers' use of technology to categorize the 10 participants' technology integration efforts. The researchers found that 5 of the 10 teachers were at either the reorientation (focus on student learning) or evolution (continues to evolve and adapt) phase. These teachers were most likely to engage in continuing professional development and to engage students in using the technology. Further, these teachers had the support of community, including support from administrators in the form of access to resources and professional development. Other conclusions were shared in this study, along with implications for teacher educators.

10:00 – 10:50 AM EVALUATION Salon B

Presenter: Carolyn P. Bowman, Midway College

Improving Online Course Design and Delivery: One College of Education's Process to Develop a Rubric to Guide Faculty in Designing and Delivering Their Online Courses

Shelly L. Albritton and Stephanie Huffman, University of Central Arkansas

This presentation described the efforts of a leadership team in a college of education to improve its design and delivery of online learning. According to the 2007 Sloan Consortium report, Online Nation: Five Years of Growth in Online Learning, "The number of online students has more than doubled in the four years since the first Sloan survey on online learning. The growth from 1.6 million students taking at least one online course in fall 2002 to the 3.48 million for fall 2006 represents a compound annual growth rate of 21.5 percent" (Allen & Seaman). The college has experienced a similar growth trend in recent years.

A Technology Needs Survey was distributed to 48 faculty members to gather information about practices and perceptions of online learning with a return rate of 52.08%. Results showed that 71% of respondents used WebCT, Centra (a Voice-over Internet Protocol system), or a blend of the systems with face-to-face delivery. Ninety-two percent of the respondents indicated that they had received training with WebCT, and 64% had received training with Centra. However, one-third of the respondents disagreed when asked if distance courses have the same rigor as face-to-face courses. Additionally, only half of the respondents agreed that students in online courses learn as much as in face-to-face courses.

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Chickering and Erhmann (1996) and Erhmann (2003) assert that online learning can be a natural information-and-technology-rich environment that, when well-planned and delivered, can facilitate best teaching and learning practices.

Based on the survey results, the leadership team made recommendations to improve perceptions and practices in online learning that included development of an online course rubric to use for the design and delivery of online courses in the college of education. The leadership team utilized the Blackboard Greenhouse Exemplary Course Project's rubric for judging online courses as a guide in the development of the rubric. The presenters shared the process of developing the rubric and gave a report of the results to date.

Using TaskStream for NCATE Review

Dawn Basinger, Louisiana Tech University

After using TaskStream, an online assessment tool, for one academic year, 2007-2008, the researcher examined responses and data provided by university faculty who have used TaskStream to evaluate signature course assessments and digital webfolios to find out: (1) whether TaskStream is an efficient and effective tool for collecting data, (2) if rubrics and reports generated in TaskStream provide meaningful data, and (3) how the system has changed from inception to its current usage. The researcher administered a survey prior to the fall 2008 term asking faculty to identify strengths and weaknesses of using TaskStream for course evaluation (data collection) and whether their rubrics provided meaningful data for candidate, program, and unit assessment. The researcher described changes made within TaskStream over the past year and interventions used to ensure that data were used to evaluate and improve the performance of candidates, the unit, and its programs.

Examining Teacher Candidate Effectiveness Through the Relationship of the Teacher Work Sample and the TeacherInsight™ Interview

Jana Kirchner, Antony D. Norman, and Sam Evans, Western Kentucky University

To meet national and state standards for student learning in this age of accountability, teachers must have the knowledge, skills, and dispositions to impact student achievement. With empirical research studies showing that effective teachers are critical to student performance, many university teacher education programs are grappling with how best to identify potential teachers and then to prepare these candidates to positively impact student learning.

This exploratory study examined two assessments designed to predict future teacher effectiveness: (1) the TeacherInsight, a web-based measure of dispositions frequently used by local school districts to identify potentially effective teachers, and (2) a Teacher Work Sample (TWS), an assessment that candidates complete during student-teaching as a culminating measure both of both candidate preparedness to teach and of the effectiveness of the education programs. Specifically, this study explored the relationship between the two assessments and the influence of demographic or academic variables on the two assessment scores. Study participants were student teachers (n = 400) at a Midwestern, regional university enrolled in their capstone course during fall 2007 and spring 2008 semesters.

TeacherInsight Interview scores and the Teacher Work Sample assessment data were collected from candidates as a part of their teacher education program. A standard multiple regression was used to analyze nine predictor variables: (1) TeacherInsight score, (2) gender, (3) age range, (4) ethnicity, (5) certification, (6) grade point average, (7) ACT score, (8) Praxis I score, and (9) Praxis II score with the criterion variable of the Teacher Work Sample score. Preliminary analysis of the data revealed some significant relationships between the variables that reflect previous findings from the teacher effectiveness literature. Results of this data analysis will inform both teacher education preparation programs and school districts in their efforts to both create and hire qualified teachers.

Exploring Relationships Among Academic, Assessment, and Nationally-Normed Data of Undergraduate Teacher Preparation Candidates

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Antony D. Norman, Western Kentucky University

Without question, teacher preparation programs across the nation feel the national pressure to demonstrate that their candidates meet national and state standards purportedly connected to PK-12 student learning. This pressure has led most institutions to develop key assessments to evaluate their candidates' proficiencies. However, few assessments have been in place for sufficient periods for programs to ascertain their relationship to other standard candidate data (such as teacher preparation admission criteria) or to judge their ability to predict candidate success on certification tests (Praxis II).

In 2000, a mid-south, regional university adopted the Teacher Work Sample as a culminating assessment for all of its teacher preparation programs. Survey research at the time revealed strong faculty commitment to this assessment as a sufficient measure of most, but not all, of the state's teacher standards. In addition, early research provided some indication that this assessment was related to other academic measures. However, lack of full implementation, small sample size, and concerns about scoring reliability left more questions than answers. Implementation of the Teacher Work Sample across all programs and work to establish scoring reliability now allows for greater confidence in exploring relationships among these various measures of candidate proficiency.

Thus, this study re-examined these relationships based on data from 428 candidates in student teaching during the fall 2007 and spring 2008 semesters. Data collected from candidate records included ACT scores, Teacher Preparation Admission GPA, Overall GPA prior to student teaching, Student Teaching Evaluation Scores, Praxis II Content and Principles of Learning and Teaching scores, and Teacher Work Sample Analytic and Total scores. Some results held to earlier findings, but others revealed variations based on newly available candidate and program characteristics. Preliminary conclusions about the Teacher Work Sample's relationship to other candidate measures and its ability to predict candidate success in PK-12 classrooms were drawn.

10:00 – 10:50 AM EDUCATION REFORM Salon C

Presider: Audrey Bowser, Arkansas State University

Teacher Education: A Time and a Place for Learner-Centered Change

Karee E. Dunn, University of Arkansas, and Glenda C. Rakes, University of Tennessee - Martin

Not long after the APA's task force of learning experts penned the 14 Learner-Centered Principles (LCP), a bi-partisan group of politicians pushed NCLB laws into effect. While APA's LCPs were the product of seven years of reducing decades of carefully constructed psychological research into core principles that support successful learning, NCLB's ill-conceived structure promotes standardized testing as the key to preventing children from being "left behind." After six years, NCLB has successfully done one thing: resulting in an overwhelming body of literature that indicates it has done more harm than good. In the current NCLB climate, teacher education plays an important role in improving education. As a result, many colleges of education across the country are beginning to implement learner-centered practices in teacher preparation programs based on guidelines provided by INTASC. Yet, little research has attempted to assess how successful NCATE-accredited teacher preparation programs have been at producing teachers who were not only learner-centered, but also equipped to implement learner-centered practices.

The purpose of this study was two-fold. First, the authors assessed the degree to which an NCATE-accredited university fostered learner-centered beliefs in their teacher preparation program. Second, the authors sought to investigate the possible influences of concerns and efficacy on learner-centered beliefs. Thus, the authors not only questioned if preservice teachers in an NCATE-accredited teacher preparation program presented learner-centered profiles, but the authors also sought to identify trainable preservice teacher characteristics that may be addressed in teacher education to produce more learner-centered teachers.

Data were analyzed using linear multiple regression and partial correlations. Results indicated that efficacy and concerns significantly influenced learner-centered beliefs. In light of the fact that this group did not present a strong learner-centered profile, these findings were encouraging because they indicated that addressing these trainable characteristics may facilitate learner-centeredness.

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**Alternative Compensation Programs for K-12 Educators:
New Directions and Principles From the Past**

Russell L. French and Shannon Coulter, University of Tennessee

About every 20-25 years, the wind and tides of reform produce in the ocean of education a wave that is strikingly similar to one seen two or more decades before. True, the "new" wave is not exactly the same. In fact, if one could view the "new" wave and its predecessor side by side, both similarities and differences would probably be noticeable. But, as the new wave rolls in, one wonders if current reformers, researchers, and practitioners studied the previous wave and learned anything from it that was useful in harnessing the energy of the current wave in positive ways.

Such is the case with the current wave of interest in alternative compensation programs for K-12 educators. The U.S. Department of Education has funded 34 alternative compensation projects, and a number of other states and school districts are contemplating, planning, or already dipping their toes into these waters. What do the current initiatives look like? How were they different from the AC programs of the 80's and 90's? Were there lessons learned from the earlier programs and projects that have been considered or ignored in the current programs? These were the questions the authors of this paper sought to answer in their review of current and past projects and their experience in them.

Emergent Design: Implications of Principal Preparation Program Evaluation

Pamela H. Scott and Eric Glover, East Tennessee State University

Recognizing the disconnect between principal preparation programs and the needs of 21st-century school leaders, the Administrative Endorsement program at East Tennessee State University has been in a process of program redesign and renewal the authors called emergent design. The emergent design is based on the results of a two-year process of evaluation grounded in research that has identified the inadequacies in principal training programs. Publications from the Southern Regional Education Board and authors such as Linda Darling-Hammond indicate that these inadequacies constitute a contemporary educational problem.

Data were collected from aspiring principal candidates, mentors, practicing principals, district level administrators, and professors. Multiple research techniques were employed in data collection: observation, semi-structured individual interviews, focus group interviews, and document and artifact review. The general strategy in data analysis was to build an explanation of the current status of the principal preparation program and the changes necessary for program redesign. Multiple sources of data allowed for broader analysis. Analysis of the data revealed the need for: (1) vertical and horizontal curriculum alignment, (2) an emergent design curriculum, (3) benchmark assessments, (4) university and district partnerships, and (5) mentor training.

The results indicated that program redesign and renewal is a continuous process involving all stakeholders resulting in the development of the emergent design curricula. The initial results indicated the need for a second phase of evaluation, tracking principal candidates after they were in a formal leadership role. The second phase results will inform the emergent design process and lead to continuous program improvement.

**Evaluation of Professional Training and Development Program
Funded by Education Sector Reform Assistance (ESRA)**

Muhammad Yousuf-Sharjeel, Iqra University

It is scholastically believed that pedagogic development programs augment the necessity of exploring newer techniques and methodology to excel in 21st-century education. In this context, professional development programs in the province of Sindh were launched at extensive levels to bring about the changes in teaching and learning styles particularly at the primary level.

This study elaborated on the fundamental aspects of primary teacher's approaches and in-class teaching methodology as part of a funded program to measure the scholastic changes experienced and demonstrated by public sector primary school teachers in the district of Dadu. The funded program

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was initiated by the United Educational Initiative UEI through Provincial Institute of Teacher Education (PITE) Sindh under Education Sector Reforms Assistance (ESRA) program sponsored by USAID. Structured in-depth interviews, classroom observations, and post-observation meetings with teachers and head teachers constituted the tools for data collection. The study found that the teacher training imparted through the PDP at this level could contribute to some extent to achieve the desired results. Teachers trained affirmed that some of the teaching methodologies were practically beyond the scope of the program and that the support of the provincial government was the dire need to sustain the productivity at this level. Classroom practices require expertise and desire to bring change. The participants' practices showed intermittent attitudinal change towards teaching-learning process. Trainee teachers demonstrated an urge to supplement their acquired skills through cost-effective and penny-productive teaching material.

10:00 – 10:50 AM SCHOOLS and FIELD EXPERIENCESummitt I

President: Lisa P. Brantly, Auburn University

Internship or Student Teaching in the MAT Program: Teacher Self-Efficacy

Michelle G. Haj-Broussard, Paula Wilson, and Tracy McLemore, McNeese State University,
and Anthony Guarino, Auburn University

Teacher self-efficacy has been found to affect student achievement, as well as teacher retention (Watson, 1991; Anderson, Greene, & Loewen, 1998; and Fives, Hamman, & Oliverez, 2005). Redmon (2007) found that teacher education programs can impact teachers' self-efficacy. This study examined two versions of one teacher education initial-certification program. The Master of Arts in Teaching (MAT) program allows post-baccalaureate candidates to receive initial certification and a master's degree simultaneously. The program offers both a student teaching and an internship route to completion.

Specifically, the study examined differences in MAT completers' self-efficacy depending on whether they participated in an internship or student teaching training in the program. MAT completers at a regional university in the southeast United States were surveyed after their graduate defense. Participants for this study were 40 MAT completers from fall 2007 and spring 2008. Of the 40 participants, the majority of them (83%) had chosen the route of internship rather than student teaching. The majority of those participants who chose student teaching over internship were in elementary education (over 70%). Participants completed the Teacher Efficacy Scale (TES) (Short Form) (Hoy & Woolfolk, 1993) to determine their levels of self-efficacy and to see if self-efficacy differed between the students who participated in internships and those who participated in student teaching. The TSE assesses two domains, a candidate's Personal Teaching Efficacy (PTE), and General Teaching Efficacy (GTE). A 2 X 2 Mixed ANOVA with Program as the between-subject variable and Teaching Efficacy as the within-subject variable was conducted.

Results indicated that MAT completers who participated as student teachers reported higher scores on the TES than those who participated as interns. Implications of this study were discussed and included that interns did not receive as much guidance as student teachers and that this might affect their self-efficacy.

Emotional Intelligence in Gifted and High-Achieving High-School Students

Kelli R. Jordan, Megan Parker, Taylor K. Pelchar, and Sherry K. Bain, University of Tennessee

Emotional Intelligence (EQ) is often defined as the awareness, interest, and management of one's emotions and an interest in the emotions of others. This construct may have significant applications in classrooms of gifted and high-achieving students as they struggle with the emotional demands that come alongside a challenging curriculum and social interaction with peers. When faced with high expectations of success, the pressure to excel may result in severe emotional distress if students are not able to properly manage their emotions. Thus, if students have high emotional intelligence, they may find it easier to deal with the challenges of being a gifted or high-achieving student.

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This study sought to identify the response patterns of gifted and high-achieving high-school students on a measure of emotional intelligence. The authors used the BarOn Emotional Questionnaire Inventory: Youth version (Bar-On EQ-i:YV) for this study, designed for use with children and adolescents between the ages of 7 and 18. The 60-item questionnaire asked participants to read each statement and choose the answer that best describes them on a scale from 1 (very seldom true of me) to 4 (very often true of me). The questionnaire yielded a Total Emotional Quotient and six scale scores: Intrapersonal, Interpersonal, Stress Management, Adaptability, General Mood and Positive Impression. The authors distributed the questionnaire to three classes of gifted and high achieving high school students between the ages of 14 and 18. In total, 68 students participated.

During the presentation, the authors presented the results of the findings, compared the mean levels of scores on the total EI score and on the subscales, and identified any strengths and weaknesses for the participants. Finally, the authors discussed the implications of the findings in terms of available and needed services for students who were high-achievers or were gifted.

The Initial Impact of an Innovative Approach to Mentoring and Inducting New Teachers into the Teaching Profession

Andrea M. Kent, University of South Alabama

The study examined the effect of intensive mentoring during the student teaching phase through the first semester of a beginning teacher's career. The underlying philosophy of the program was that a master teacher whose primary responsibility was to mentor and induct new teachers into the profession can provide intensive supervision, best practices models of instruction, and instructional coaching for selected student teachers through their beginning teaching experience.

Over a two-year period, 38 female, teacher education candidates, three university supervisors, 18 female mentor teachers, and seven female principals at seven schools were involved in the program. (Ethnicities of all participants and school demographics were presented in the paper). Teacher education candidates were placed in grades kindergarten through fifth. Quarterly meetings were held during year one and year two of the program. During these meetings, focus group interviews of the principals, mentor teachers, and teacher education candidates/first-year teachers were conducted to evaluate various aspects of the program. Following each session, mentor teachers and teacher education candidates were asked to complete electronic, Likert-type questionnaires regarding specific mentoring elements of the program. The researchers visited the participants in the schools on a bi-weekly basis, making notes of specific mentoring activities and the mentor/mentee/supervisor interactions. Student achievement data were compared by examining Criterion Reference Test scores to determine if there were significant differences in the test scores of the students of the candidates that were participating or had participated in the mentor teacher program as compared to the school district averages.

Overall results indicated that the candidates, mentor teachers, and principals viewed the program as a success in that the candidates had a strong induction into their first year of teaching. The findings of the study suggested implications for both teacher educators and public school personnel.

Change a Life Today in the Advanced Study of Teaching and Learning

Angela Webster Smith, University of Central Arkansas

Teachers who enroll in graduate programs believe that an advanced degree will proffer long-term benefits. They have faith that their increased knowledge will positively impact the lives of children over time. However, candidates tend to be surprised when the instructor requests that they change a life today and afford children the immediate benefits of their added knowledge. Even so, the instructor of 24 graduate candidates enrolled in a learning and development course assigned a semester project requiring candidates to directly implement the principles of the course content (McDevitt & Ormrod, 2004; Ormrod, 2006; Rathus, 2006).

Candidates were requested to select a student with whom they had little connection, little understood, or a student with poor social skills or low academic achievement. Each week students used three strategies (from course content covered during that week) that would increase the target student's holistic development. One strategy would seek to improve candidates' emotional relationships with

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students, another would aspire to improve the classroom environment for students, and yet another would aim to improve the academic achievement of students. Student reflections reported categorical and descriptive data once per month.

The candidates initially believed the assignment to be overwhelming with everyday professional and graduate school responsibilities. By mid-semester, nonetheless, candidates appreciated opportunities to enhance their professional tool boxes by applying strategies as they learned them. What is more, they were delighted with the change-a-life-today approach in that it afforded astonishing and unforeseen success stories for candidates and students alike.

This session was designed to dissect the structural strengths and weaknesses of the project from the instructor's and candidates' reflections. It was particularly helpful to instructors seeking ways to make assignments more readily applicable to course content and beneficial for persuading students of the notion.

11:00 – 11:50 AM DESIGNING A SURVEY INSTRUMENT FOR TARGET POPULATIONS (Training) Cumberland

Linda C. McGrath and Vincent R. McGrath, Mississippi State University

In this training session, survey research on practicing Mississippi obstetricians (116/196, 59.2%) conducted recently by the presenters was used as the model. Explanation of properties of a successfully conducted survey, along with its component parts, was analyzed to give future researchers a stronger perspective on the major characteristics of survey research. The researchers discussed the methodology of survey research. Literature review, identification of the problem, development of an effective survey instrument, checking the validity and reliability of the instrument, and data analysis were the focus of this discussion. Future researchers were better prepared to design a survey instrument that targets a specific population and obtains the best possible data for interpretation.

11:00 – 11:50 AM MATHEMATICS EDUCATION (Displays)Board Room

A Comparison of a Cognitive-Based and Behavioral-Based Intervention to Increase Mathematics Fluency in Elementary Students

Carlen Henington, Jeremy O'Neal, and Jennifer Lytle, Mississippi State University

A number of students who did not qualify for special education were lagging behind academically. With the advent of responsiveness to intervention, emphasis has been on pre-referral interventions for students who experience academic difficulties. This study provided a comparison of two mathematics interventions used with elementary children in a summer academic clinic. The first intervention, a cognitive-based intervention, utilizes self-instruction. The second intervention, a behavioral-based intervention, uses previewing and practice to teach students basic skills.

The use of self-instruction, in which sequential steps were used to teach covert self-speech, has been suggested as an effective intervention to improve academic functioning in a multitude of students. Researchers have implied that such a method can be time- and cost-effective. The self-instruction steps promote the development of a self-appraised understanding of the nature of the task, the necessary steps to complete the task, the determination of success or failure, and if failure, a reappraisal of the task. The behavioral intervention, previewing and repeated practice, has been found to be an effective intervention, individually or combined, for students who experience academic difficulties in reading and mathematics.

In the current study, an alternating treatments design (ATD) compared the two interventions in increasing math fluency of six elementary students, kindergarten through fourth grade. Single-skill worksheets at instructional level were presented during individual counterbalanced interventions sessions. Students' fluency was determined based on digits correct per minute (DCPM) across the four-week clinic. Students were also administered a multi-skill probe at the beginning of each session (to determine generalization of skill). Treatment integrity was assessed across baseline for at least 33% of the sessions.

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Preliminary results indicated that, in general, students improved their fluency rates under both intervention conditions. Individual responsiveness, however, was variable to each of the interventions. Discussion of the implications of the two interventions was held.

Math Fair Year Two: Summer Field Experiences for Mathematics Methodology Students

Julie A. Holmes, Louisiana Tech University

Field experiences for teacher candidates are an important part of methodology course work. Students gain knowledge about working with students in classroom settings and plan and implement lessons as part of the experience. Methods classes taken during the summer months pose challenges for these students to find appropriate and meaningful activities to complete for this mandatory course component.

The Math Fair was developed by this researcher as a way for the teacher candidates in the summer session of the elementary and middle grade mathematics methods course to gain practical experience by inviting students in grades Pre-K through sixth grade to attend this event held for one afternoon in July. The teacher candidates could select any strand of mathematics content and were to write a lesson plan and develop a center activity where they could teach their lessons to the participants in the Math Fair. The activity needed to be designed so that it could be taught at a remedial level for younger or lower-level students, and also could be modified to be more challenging for those students that were older or advanced in mathematics. Teacher candidates were then required to write a summary reflection of their experiences working with various levels of students during the Math Fair.

This poster session showed a display of the teacher candidates' lesson plans, pictures from the event, and an analysis of the professional reflection of the teacher candidates. Analysis of reoccurring themes was used to understand the challenges and insights into the experience. Comparisons were made from teacher candidate responses from the first year. These data were helpful in developing future experiences for teacher candidates.

**Effects of Problem Order on Accuracy, Preference,
and Choice of Multiplication Assignments**

Kathryn E. Jaspers, Lee Saecker, Christopher H. Skinner,
and Robert Williams, University of Tennessee

The purpose of the study was to determine the relationship between problem order and students' accuracy and perceptions of mathematics assignments. Students' likelihood of completing an assignment is related to the difficulty, effort, and time required to complete the assignment. In order to increase likelihood of completion without changing the number and type of problems (i.e., making the assignment easier), the authors focused on measuring students' perceptions of the assignments by changing the order of problems.

Students (N = 151) in three equivalent sections of an undergraduate human development course completed three multiplication assignments consisting of nine problems per assignment of varying length. In the short-to-long assignment, the assignment began with three 2-digit by 1-digit problems, followed by three 2-digit by 2-digit problems, and progressed to three 3-digit by 2-digit problems. The long-to-short assignment began with the longer problems and progressed to the shorter problems. In the third assignment, the order of the problems was randomly interspersed. Participants were then asked which assignment: (1) required the least amount of effort and required the most amount of effort, (2) was least difficult and most difficult, (3) took the least amount of time and most amount of time, and (4) they preferred to complete for homework.

The authors found that participants' accuracy was commensurate across assignments, and no assignment was chosen for homework significantly more often than any other assignment. Participants perceived the interspersed assignment as less difficult than either of the other assignments and as requiring less effort than the long-to-short assignment. Although participants did not chose any assignment for homework more often than the others, they were more likely to choose an assignment they viewed as less effortful, less difficult, or requiring less time.

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required that all college of education students meet an established level of proficiency on six pre-algebra mathematics standards in order to receive certification. Because college of education students do not take any common Arts and Sciences mathematics courses, an independent math assessment was developed within the college. Online computer modules for review and assessment were created.

In 2008, approximately 300 elementary and secondary education students in a southeastern U.S. public university were assessed. Additionally, students completed a questionnaire, as part of the test registration, that asked for student major and mathematics courses taken in college. The focus of this session was to report on an analysis of preservice teachers' mathematics content knowledge by major and course. The authors addressed the following questions: What were the common mathematical misconceptions that these preservice teachers exhibited? Did secondary majors have a better grasp of fundamental concepts than elementary preservice teachers?

11:00 – 11:50 AM SCHOOL IMPROVEMENT Salon B

President: Dawn M. Emerick, University of North Florida

Why Democracy is Difficult to Implement in China: A Perspective from the Impact of Schooling on Democracy Process

Hui Huang, University of Tennessee

It is highly possible that the democratic experience is the missing link in Chinese schooling that causes the public's indifference to the political lives. The schooling process, which assumes the responsibility for educating citizens, is the crucial tie for connecting to the public and the preparation for democracy. Democracy is difficult to implement in China because the populous has not been schooled in its workings or motivated to participate.

The purpose of this paper was an attempt to explain how democracy is missing in Chinese schooling. The analysis began with the investigation of the classroom setting to reveal the collective-centered and teacher-as-authority method of schooling. The current Chinese political culture, traditional culture, and social values, and their influence on schooling purposes, were explored. Examples from curriculum materials supported the claim that democracy is not fostered in the process of schooling in China. Referencing from Dewey's theory, suggestions on improving schooling and the individual participants in democratic school life were brought forward.

A National Study of Improving Participation in Student Self-Governance Leadership

Jennifer M. Miles, University of Arkansas

Women attend college to further themselves through education, but are confronted with traditional concepts of beauty and stereotypes regarding physical appearance. For many women, college is a paradox between the serious nature of intellectual curiosity and the pull to conform to societal expectations. These expectations can be powerful forces as the students define themselves through their years in college.

This study was conducted in order to determine if a correlation existed between academic achievement and body image in college women. The McCroskey Image Fixation Questionnaire was chosen for this study because it was designed to determine an individual's fixation with her or his physical appearance. The questionnaire was distributed to undergraduate college women at three institutions of higher education. The institutions included the following: a public, research-focused university; a public, comprehensive university; and a private, liberal arts college. The survey instrument included 30 true/false items. The number of true statements indicated how sensitive the participant was regarding her physical appearance. Six hundred eighteen surveys were used in the analysis. Participants were asked to self-report their grade point average, and this was correlated with the student's image fixation score.

The Pearson Product Moment Correlation demonstrated an inverse relationship between academic performance and body image, suggesting that a healthier body image was positively linked to a higher grade point average. The findings also suggested further investigation. Qualitative research may be warranted to gain a better understanding of how women with different grade point averages feel about

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their bodies. This information could be helpful to health educators, academic advisors, and student affairs professionals.

Creativity, Creative Meaning, and Positive Psychology: The Relationship to Life Satisfaction to College Students

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

This study investigated the roles of creativity and positive psychology, as well as creative meaning, derived from creative hobbies to life satisfaction. College students (N= 95, which included 46 men and 49 women) from a variety of majors completed the following instruments: (1) the Khatena-Morse Multitalent Inventory, (2) the Positive Psychology Protective Factors scale, (3) a previously developed survey of meaning from creative hobbies, and (4) the Life Satisfaction Inventory. Participants were also asked if they had a creative hobby (e.g., pottery making, acting, jewelry making, writing, music) and how long they had had it and the amount of time spent on it.

Findings indicated that women with a creative hobby had a higher life satisfaction but there was no such difference for men. Participants with a creative hobby also scored higher on all three factors from the meaning from creative hobbies scale. Creativity as measured by the Khatena-Morse Multitalent Inventory was associated with the positive psychology factors of positive outlook and problem-solving/creativity. It was also significantly correlated with all three of the factors from the meaning from creative hobbies scale (i.e., spiritual meaning, usefulness, and mastery and recognition from others). The longer individuals had reported being involved in their creative hobby and the more time they currently spent on their creativity hobby correlated with mastery and recognition from the creative hobbies scale. Usefulness and the mastery and recognition factors from that scale also correlated with the positive psychology factor of positive outlook.

The findings of this study suggested that there is a relationship between positive psychology (i.e., positive outlook) and individuals' involvement in everyday creative activities as would be found in hobbies. Additionally, such everyday creativity appeared to be linked with life satisfaction.

Unintentional Injuries Among College Students

Kiley E. Winston, June Gorski, and Peggy Johnson, University of Tennessee

Most injuries were predictable and preventable according to the Healthy 2010 national report. Each year, unintentional injuries account for approximately 100,000 deaths and 27 million visits to hospital emergency departments. According to the Centers for Disease Control and Prevention (CDC), unintentional injuries are the leading cause of death for individuals between the ages of 1 and 65. Unintentional injuries are also the greatest cause of human suffering and loss of life among college students.

This discussion provided an overview of injuries on college campuses and off campus student work-related injuries. Additionally risk reduction and reporting methods were investigated. The methods used for this qualitative study consisted of academic literature reviews of unintentional injury data and campus surveys of on- and off-campus student work-related injuries.

Results of this study indicated that unintentional injuries were the leading cause of death among college students and were the fifth leading cause of death overall. Results indicated that the top three causes of fatal unintentional injuries included: motor vehicle crashes (41.8%), falls (14.8%), and poisoning (13.9%). Unintentional injuries were the primary cause of morbidity and mortality in young adults ages 15 to 24. There is very little published research concerning the prevalence of work-related injuries in this age group.

Surveys conducted by the authors of this study indicated that work-related injuries were a significant percentage of the unintentional injuries on the campus of the University of Tennessee. Further research should be done to identify the causes of unintentional injuries that were work-related. These efforts will contribute to the development of strategies for the prevention of injuries to college students working on and off campus.

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11:00 – 11:50 AM **MULTICULTURAL EDUCATION** **Salon C**

Presenter: Rebecca L. Farrell, Morehead State University

Intercultural Awareness in Preservice Teachers

Patricia Davis-Wiley, Eileen Galang, and Bob Rider, University of Tennessee

How can preservice educators gain the knowledge necessary to prepare their K-12 students to succeed in today's world? Presently, classroom practitioners are teaching the most culturally- and ethnically-diverse students in the history of American education. Yet, in contrast to their culturally-rich K-12 students, typical classroom teachers are predominately white, most likely monolingual - English is their first and only language - and are probably ill-prepared to teach children from diverse cultures and languages. The question is, then, How are teacher preparation programs enabling current students to deal with this international population of K-12 students?

The researchers piloted an instrument that attempted to measure the level of cross-cultural competence and global awareness of preservice teachers, at a major teacher-training institution in the southeast. In particular, the study aimed to answer the following questions: (1) How competent are current preservice teachers in dealing with cultural (global) diversity issues? and (2) What factors may contribute to preparing future teachers to be able to enter and succeed in the 21st-century global arena?

Results of this research (Phase One) were based on data collected from 13 preservice teachers who were just beginning their educational preservice core classes during the summer of 2008. Data from the 25-item instrument were manually entered into an Excel spreadsheet, and a mode was calculated for each item. Preliminary results were identified that led to the initial instrument's refinement for Phases Two and Three of the research study, which were conducted with a larger group of subjects during the 2008-2009 academic year, at the initial site of the pilot study, in addition to teacher-training institutions in Hawaii, New York, and Japan. The findings of the pilot study also suggested tentative implications for changes to be made to the preservice curriculum.

Teaching Strategies Reflecting the Culture and Learning Styles of Native American Students

Hani Morgan, University of Southern Mississippi

This review of research examined the culture and learning styles of Native American students to find out: (1) the teaching strategies that promote these students to work to their potential, and (2) the practices that were likely to prevent their success. Culturally relevant teaching and multicultural education are becoming more important today than ever before because the number of students coming from linguistic and cultural minority groups is steadily increasing.

This type of teaching focuses on the way minority groups learn best and includes the use of resources that accurately represent these groups. Schools in predominantly white districts have often ignored the importance of multicultural education, believing that it is only beneficial for minority students (Boutte, 1999). In elementary school, for example, children were found to be required to read children's books portraying the values and perspectives of whites such as "Little House on the Prairie" rather than those written by people of color (Harris, 1990). Bennett (2007) discussed that the traditional curriculum often includes stereotypical perspectives about Native Americans. This leads mainstream students to misunderstandings towards Native Americans and other racial minority groups that are likely to result in conflicts. Teachers can also have misunderstandings about Native Americans that lead to educational practices that are discriminatory towards this group.

This paper reviewed literature on the learning styles and culture of Native Americans. It discussed other topics relating to culturally relevant teaching for Native Americans including: classroom management, cooperative learning, curriculum, and the influence of family. This paper also discussed how traditional teaching styles may prevent Native Americans from reaching their potential in school and the way many textbooks misrepresent this group. In the concluding section, recommendations for teachers were offered on teaching Native Americans. Guidelines were also offered to avoid the use of stereotypical teaching materials concerning Native Americans.

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Effects of Modified Fluency Oriented Reading Instruction on African American Males' Fluency Development: A Preliminary Enquiry

Danjuma R. Saulawa and Parichart G. Thornton, Alabama State University

This study was motivated by the observation that multiple sources of reading achievement data clearly indicate that there is a reading achievement gap between boys and girls at the international, national, and state levels. Based on documented data, the reading achievement gap is even wider for African American males.

Specifically, the research questions addressed were: (1) Does the use of modified Fluency Oriented Reading Instruction (m-FORI) result in statistically significant difference in pretest and posttest oral reading fluency scores for African American males as measured by the Gray Oral Reading Test-4 (GORT-4)? and (2) Does the use of m-FORI result in a statistically significant difference between African American males' and females' pretest to posttest oral reading fluency scores as measured by the GORT-4? Participants in the study were 65 (34 males and 31 females) African American students in grades 2-7 in a parochial school located in a midsized city in Central Alabama. The study is part of a continuing exploratory research conducted to find out ways to close the achievement gap between African American males and females.

This study employed a quantitative, non-experimental research design. The design had pretest and posttest measures for all participants. The pretest and posttest measures allowed the researcher to assess any gains in oral reading fluency after six weeks of the m-FORI whole class instructional routine. The design had pretest and posttest measures for all participants in order to assess any gains in oral reading fluency after six weeks of the m-FORI whole class instructional routine. Repeated measures analysis of variance (ANOVA) was used to examine the effects of m-FORI on the participants' reading fluency as measured by GORT-4.

Statistically significant differences were found in the GORT-4 pretest and posttest scores for the males in the sample. The ANOVA generated a value of $F(1,33) = 96.32$, which is statistically significant with an obtained $p < .00$. The obtained Eta-squared was .75. To determine the between subject effects the repeated measures ANOVA procedure was performed to determine whether there were statistically significant differences for males compared to females on the GORT-4 pretest to posttest scores which yielded $F(1,62) = .057$, with an obtained value $p < .81$. This finding suggested that there was no statistically significant difference in the oral reading fluency for the males as compared to females at the end of the study.

The potential significance of this study is that it provided a valuable insight regarding ways educators can address the literacy gap that places African American boys at risk of reading failure, and determine if oral reading fluency instruction and choice of reading topics may lessen the probability of reading failure and increase chances of success.

Multicultural/Diversity Issues: Attitudes and Knowledge

Donald Snead, Middle Tennessee State University

The public schools in Tennessee are experiencing an influx of culturally diverse students. A number of inservice teachers are exhibiting a level of frustration when teaching these students because their personal background and preparation for teaching diverse students is limited. The inquirers assert that teachers' attitudes, in addition to specific skills taught within undergraduate, as well as graduate educational programs—of both preservice and inservice teachers with regard to diversity—are of utmost importance and directly related to teacher competence and effectiveness.

Incorporating elements of both quantitative, as well as qualitative research, this study examined multiple forms of data gathered from practicing and/or preservice teachers and/or administrators enrolled in various educational graduate or undergraduate education courses/specialty areas that explored sociocultural topics, issues, and trends. Data included results collected from administration of an attitudinal assessment instrument utilizing a Likert scale (The Multicultural/Diversity Scale—Revised), meta-comment papers, and reflective and interactive meta-comment journal entries recorded by the practicing teachers with regard to readings, topics, issues, and trends.

Therefore, the goal of this 2007-08 study was to ascertain participants' attitudes, cross-cultural perceptions, and knowledge toward multicultural/diversity issues for the purposes of informing

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and improving current practices within participants' classrooms within the university education courses themselves. Data from this 2007-08 study were compared to data from a similar 2004-05-06 study, and the results were shared in the session.

2:00 – 2:50 PM IT BEGAN IN TENNESSEE: 20 YEARS LATER, WHAT WERE RESULTS TO DISSEMINATE AND USE TO REDUCE K-3 CLASS SIZES, AND GUIDE FUTURE RESEARCH? (Training) Cumberland

Charles M. Achilles, Seton Hall University, and Jayne Boyd-Zaharias, HEROS, Inc.

Introduction/Issue

In 1948, medical researchers began the long-term, non-experimental, Framingham (MA) Heart Study. Results still (2008) influence health habits. By 1984, there were no longitudinal, randomized experiments and few topics of sustained inquiry in education. The Tennessee legislature requested research to improve schooling and passed H.B. 544 (5/1985). The Student Teacher Achievement Ratio (STAR) experiment, larger and more complex than the Framingham study, included two "treatments" in a randomized, longitudinal design. STAR spawned much good research and some controversy, yet results have been minimally known or used correctly.

Session Purpose, Content, and Delivery

This session increased dialogue related to class size, provided information to assist in establishing small classes, K-3, and suggested needed research. Research has consistently shown that small classes strengthen education processes and outcomes; during elementary years they facilitate teaching and learning environments where teachers can engage in effective teaching (Boyd-Zaharias & Pate-Bain, 2000). Among other things, small classes, K-3, have: immediate and long-term benefits for student achievement (Achilles & Finn 2005-2006); attract and retain teachers (Word et al., 1990); and increase graduation rates, and reduce majority-minority and male-female achievement gaps (Krueger & Whitmore 2002).

In the one-hour interactive session presenters gained feedback from researchers and practitioners while they provided participants with: (1) a summary of Tennessee's STAR experiment and a review of other relevant class-size research, (2) an explanation of pupil teacher ratio (PTR) and class-size differences necessitating the collection of class-size data at the school level, (3) an overview of Project STAR and Beyond, a 13-year on-line database, (4) practical steps for reducing class sizes in elementary grades, (5) information on national policy goals related to class-size reduction, and (6) a demonstration of the National Class Size Database, a user-friendly, web-based system for collecting class-size data.

2:00 – 2:50 PM COGNITION AND INSTRUCTION (Displays)Board Room

A Template for Teaching the Kruskal-Wallis One-way Analysis of Variance Technique

Robert L. Kennedy, University of Arkansas for Medical Science,
and Pamela M. Broadston, Arkansas School for the Deaf

A template is a pattern that might be used for building mosaics, for sewing a quilt, for constructing a dog house, or for guiding the gathering of information for a report. Over the past couple of decades of teaching, this teacher has found that the use of templates for instructional purposes has been advantageous for communicating relatively complex topics efficiently and clearly. Any number of ways of teaching the Kruskal-Wallis test might be tried.

Examples that have been derived from the literature include graphic display calculators, videotapes, interactive scattergrams, animation, web pages, and simulations. All were reasonably effective tools for teaching the Kruskal-Wallis test and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

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

The primary components included an abstract of the scenario to be investigated, the reference or citation for the source of the scenario, number of cases, variables, data, rationale for the statistical technique chosen, null hypothesis, assumptions to be tested, steps in testing the assumptions, reading and interpretation of the findings, and a conclusion relative to the hypothesis. Because of the data files, the materials were available on computer media.

Using Videos to Bring Lectures to the Online Classroom

Gail D. Hughes, University of Arkansas – Little Rock

Students' individual differences impact their learning experience. Learning theorists have long advocated the use of multiple modes of instruction to appeal to the diverse learning styles of students; however, many online courses offer only text-based instruction. For some students, reading the textbook, instructor notes, and emails may not provide them with the information in a way that meets their learning needs. Students in online classes often remark that they miss the lectures associated with traditional courses.

One way of offering lectures to online students is through video. The idea of recording videos is intimidating for many professors; however, once the pressure to film the perfect lecture is replaced with the reality of simply sharing information with students on camera, as is done in class, the process can become fulfilling. As with most tasks, the key is preparation. Most, if not all, videos should be recorded before the semester begins. It is also advisable to start small. The first time a video is incorporated into an online course one may want to begin with only a few, key videos instead of attempting to record lectures for each chapter for the entire course.

Other issues discussed were the video format/style, note preparation, adding personal touches, and avoiding references to weather, holidays, or current events. The purpose of this display was to share these insights and other lessons learned from making instructional videos for three online courses.

2:00 – 2:50 PM ACHIEVEMENT Salon A

Presenter: Stephen K. Miller, University of Louisville

A Reexamination of the Relationship Between Socioeconomic Status and Student Achievement

Steve M. Bounds, Arkansas State University

The study examined the relationship between socioeconomic status (SES) and student achievement in the areas of math and literacy. NCLB has forced districts to reexamine strategies to increase student achievement. Previous studies have shown a significant relationship between SES and student achievement. If NCLB has been successful, the relationship between SES and achievement should be less significant. A sample consisting of school districts from a southern state was selected. The socioeconomic status of each district was defined as the percentage of students eligible for free and reduced-price meals. Student achievement was defined as the percentage of students scoring at the combined basic and below basic levels in third- through eighth-grade math and literacy on the state benchmark exams. The researcher compiled tables of data consisting of the percentage of students eligible for free and reduced-price and the percentage of students scoring at the basic and below basic level on the state benchmark exams. Pearson r was computed, and the relationship was examined. Matrices and charts displaying the data were developed and used to identify patterns. Tentative conclusions were drawn, and the findings suggested areas that warrant further investigation.

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What NAEP Data Has to Say About the Impact of NCLB on Teacher Staff Development and Associated Student Achievement

John J. Marshak, Virginia Commonwealth University

One requirement of Title I of the No Child Left Behind Act (NCLB) (PL 170-110) in its attempt to improve instruction of the disadvantaged is the improvement of the qualifications for teachers and paraprofessionals. Specifically, for this study, it was Section 1119(a) (B), which states, "Shall include an annual increase in the percentage of teachers who were receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers." The complete version of the NAEP data contains not only achievement information but information about teachers' staff development. While this is only the teachers of those students involved in the NAEP, it is a national sample. Furthermore, the data were longitudinal, starting in 1992 and continuing to the most recently available. The kind and number of staff development activities were compared before and after 2001 for differences in trends. This entailed examining data from 1992 to 2000 and comparing them with that of 2002 to 2005.

Repeated measures analysis of variance was used to determine if a discontinuity occurs. Then, there was an examination, state by state, of the frequency of these variables to determine which states' teachers (if any) had a "dominant mode" of staff development. Within each state with a dominant mode, the following question was posed: Were the students' Plausible NAEP values (PVs) in Reading and Math (for available years) significantly different (hopefully higher) for those whose teachers participated in the dominant mode of staff development than those that did not? For each state, a simple comparison, a two-sample t-test was applied. For those that had two dominant modes, an ANOVA and post-hoc tests were applied.

Review of Instruments Related to Self-regulated Learning of Internet Use

SungHee YangKim, Southern University - Baton Rouge

This proposal reviewed instruments related to self-regulated learning of internet use. Self-regulation is a key to achieve academic goal. Various instruments have been used to study self-regulated learning and internet use. Those instruments were used to measure students' motivational attitudes to achieve goal or self-regulation, and academic delay of gratification and academic achievement. An instrument has also been used to measure metacognitive self-regulation as has an instrument to measure internet self-efficacy. No review of instruments has been put together related to self-regulation. This review of those instruments was required to find the commonality or the difference between the instruments.

2:00 – 2:50 PM ADMINISTRATIONSalon B

Presenter: Christon G. Arthur, Tennessee State University

Critical Elements of Hiring New Teachers: What Administrators Value?

David Bell, Arkansas Tech University

The purpose of this study was to determine what characteristics and information Arkansas' administrators value when they make hiring decisions. Staff selection is one of the most difficult tasks facing a school administrator. Staff selection is also a very frustrating experience for a teacher candidate. Teacher selection involves a complex set of procedures that includes information gathering, encoding, interpretation, retrieval, an integration of information, and decision making.

Although literature in personnel administration and industrial psychology provides a research base about employment practices in the private sector, research focusing on the behavior of school administrators in hiring practices is limited. Studies that have been completed commonly were identified as either macro-analytical or micro-analytical. The former usually involved descriptive correlation

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techniques to assess predictors of job performance – the most common is the job interview. The latter entails experimental settings and the use of inferential statistics and employs the common method of comparing written materials for hypothetical teacher candidates.

Recently, authors and researchers have explored teacher selection as a process rather than a discrete event. They examined administrator behavior during paper screening and interviewing stages. Data for the study were obtained during the 2008 school year using a survey developed by the researchers that was designed to examine the ratings of importance by using rank order from 1—9 with 1 being the most important in the given area. The questionnaire, composed of recommendations from public school personnel, was mailed to 40 area school administrators. 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 included 45 items with an option for administrators to add additional items. Thirty useable instruments were returned (75% return rate). The findings of the study suggested implications for staff selection.

Transportation: Rising Gasoline Costs

Jack G. Blendinger, Mississippi State University

This case study examined how the rising cost of gasoline impacts school districts. Gasoline, oil, repair, equipment, supply (e.g., tires), salary, and benefit costs for a seven-year period, 2000-01 through 2006-07, were studied. Changes in the number of students transported and the number of bus routes were also analyzed. Three medium-sized Mississippi school districts comprised the case studied. The researchers collected transportation data for the study from public records and documents, school board minutes, and state regulations. Transportation reports filed with the state were also analyzed.

Findings showed that the rising cost of gasoline and transportation-related equipment impacts salaries, benefits, number of bus routes, and number of students transported. Student activity and athletic travel were equally impacted. Problems unique to transportation encountered by the districts were also identified.

2006 School Health Policies and Programs (SHPPS)

Linda C. McGrath and Vincent R. McGrath, Mississippi State University

This position paper discussed the School Health Policies and Programs Study (SHPPS) 2006, a comprehensive assessment of school health programs at the state, district, school, and classroom levels. Centers for Disease Control and Prevention (CDC) conduct this national assessment every six years. Public schools were mandated to implement a school wellness policy for the 2006-07 school year. The Wellness Policy is part of the Child Nutrition and WIC Reauthorization Act of 2004. The federal document, Healthy People 2010, includes six objectives related to the health status of children. The overview and summary of this assessment, known as SHPPS, serves as an important resource for everyone involved in the health and safety of children and their ability to succeed academically and socially.

Administrative Perceptions of Mental Health Trends and College Counseling Services

Renee G. Wyden, University of North Florida

The purpose of the study was to determine if viable constructs could be identified relative to administrative perceptions of mental health trends on campus and counseling center service effectiveness, and the extent to which perceptions might be explained by respondent role, level of funding, and institutional size. The study was conducted in two phases and applied a multivariate correlational design.

In Phase I, survey data were collected from a sample of counseling center directors (n = 60) and superordinate administrators (n = 65) at collegiate institutions and analyzed using factor analysis and

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alpha reliability analysis for psychometric integrity. Scores on the two factors, mental health trends ($\alpha = 6.550$; $\alpha = .875$) and service effectiveness ($\alpha = 2.068$; $\alpha = .744$), were deemed adequately reliable for internal consistency.

In Phase II, data were collected from a second sample of counseling center directors ($n = 125$) and superordinate administrators ($n = 113$) at collegiate institutions, and, after evidence of repeated psychometric integrity, analyzed using canonical correlation statistics to explore correlations between multiple variable sets. Scores on the two factors, mental health trends ($\alpha = 5.731$; $\alpha = .884$) and service effectiveness ($\alpha = 2.824$; $\alpha = .800$), were accepted as reliable.

Canonical correlation analysis was used to test relationship between scores on these two dependent variables and a predictor variable set consisting of respondent role, level of funding, and institutional size. The analysis yielded two roots, root 1 ($\alpha = .037$; $p = .392$) and root 2 ($\alpha = .005$; $p = .678$), that were both negligible and statistically non-significant and could not be retained for further interpretation.

2:00 – 2:50 PM **EDUCATION REFORM** **Salon C**

Presenter: Mary B. Montgomery, Jacksonville State University

Predictors of Program Completion from a Court-Ordered Batterer Intervention Program: A Mixed-Method Study

Dawn M. Emerick, University of North Florida

Florida documented 115,150 domestic violence (DV) reports and 68,396 DV arrests (2007). Jacksonville experienced 6,832 DV offenses, 14 criminal DV homicides, and 2 manslaughters. In 2006, out of 8,640 court-ordered batterer intervention program (BIP) participants, 50% completed, and 50% were terminated for non-participation. This study assessed whether age, education, employment status, emotional intelligence, and stage of behavior change were predictors of BIP completion. In-depth interviews were conducted to develop a better understanding of the attitudes, perceptions, and motivational characteristics for completing a BIP.

It was hypothesized that participant's age, education level, employment status, emotional intelligence, and stage of behavior change would predict BIP completion. Logistic regression determined that BIP enrollees 33 years of age or older were 1.2 times more likely to complete BIP. Enrollees with some college education were 2.4 times more likely to complete BIP. Enrollees who worked full-time were 1.7 times more likely to complete a BIP. The EQ-i instrument revealed evidence of depression among the BIP enrollees. The URICA-DV-R instrument showed a significant difference between the means of completers and non-completers. In-depth interviews revealed partners, mothers, children, facilitators, and jail were motivators to completing BIP, while money and slow judicial consequences were reinforcements to attrition.

Researchers should examine the relationship between depression and BIP completion, examine why participants fail to attend their first session or choose incarceration rather than attend a BIP, consider customizing the curriculum to match individual risks for attrition and motivators, and push to include impacts of DV on children into the curricula. BIP managers should exam the perceived value of BIP and then redesign the entry point to improve retention. Finally, because of the gap between perceived consequences and the realities of not completing a court-ordered sentence, it was recommended that stakeholders develop and enforce swift consequences for non-compliant BIP enrollees.

Escuela Nueva: New Possibilities for Primary Schooling in Rural Uganda

Yvette P. Franklin, University of Tennessee

This position paper used the vehicle of cultural studies to address the problems found in the creation of a transformative and sustainable new primary school in Bundibugyo, Uganda using Escuela Nueva (EN) as an alternate education model. This paper was part of a deeply personal project that connects the author to the continent of her youth, Africa; to a social justice issue the author felt

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passionate about, access to quality schooling; and to dear friends in Africa in a working partnership. It was hoped that this paper would add to the voices of scholars interested in pedagogy and the field of education by looking at theoretical issues, issues of power, social justice issues, critical reflection on identity, and the concept of praxis in the context of attempting to implement the EN school model in Bundibugyo.

Philosophy offers a means to go beyond a case study of the current schooling context of Bundibugyo and of EN to make a normative argument for the way things should be for this community. By drawing on the works of education theorists, reviewing of literature regarding the efficacy of EN, and quoting voices from the community, it is the author's position that the children of this rural community should have greater access to progressive educational approaches. These approaches provide a balance between government top-down reforms and the organic adaptation of curriculum, materials, and pedagogy. Additionally, they offer the hope of a schooling system that fosters the development of primary children who believe in their abilities, were ready to be engaged in civic behavior for the sake of community uplift, and were academically able to continue their schooling. The findings indicated that, despite the many complexities in issues of pedagogy, power, social justice, and identity, the ideal is a worthy one for the community.

Transforming Rural High Schools: The Implementation of the New Technology High School Reform Model

Brian D. Reid and Mary Jo Rattermann, University of Indianapolis

As the 20th century came to an end, widespread appeals from every corner called for the redesign of American education—not a mere tinkering around the edges, but a wholesale, massive restructuring that was required to keep America strong in the global economics game. Beyond content expertise, 21st-century workers would need competencies and traits in areas such as self-discipline, the ability to work effectively in teams, and flexibility in responding quickly and appropriately in a rapidly changing environment.

At the heart of the New Tech High School approach is project-based learning in a technology-rich environment. State and local standards are addressed in new ways that rely less on the traditional instructional delivery methods such as lectures and textbooks, and more on the resolution of multi-disciplinary, real-life, complex problems through student teams guided by, rather than instructed by, a teacher. Short-and long-term collaborative projects emphasize the development of oral and written fluency, proficiency in the use of technology as a tool for learning, creative problem solving, the ability to think critically about information, as well as soft skills such as punctuality, industriousness, and time management.

The first New Technology High School opened in Napa in 1999, followed in rapid succession by schools opening elsewhere in California, Texas, North Carolina, and now Indiana, where three New Tech High Schools opened in 2007—two in metropolitan Indianapolis and one in rural northern Indiana. Three more schools plan to open in Indiana under the New Tech flag during the 2008-09 school year with an estimated 5-10 new schools opening in 2009-2010. A research consortium was developed with the University of Indianapolis, Indiana University, IUPUI, and Rockman ET AL, a private research firm. The authors examined the process of change and impact on student performance as a rural, suburban, and urban high school implemented the New Tech High School model.

The purpose of this session was to discuss the implementation of the New Technology High School model in a small rural school district currently in the process of transforming the entire district. Using data gathered from the year-long study of the implementation of the new high schools, the authors described the effects of transforming each into a New Tech High on teachers, school leaders, students, parents and their community. The authors presented data gathered from classroom observations, site visits, and the analysis of the New Tech High Learning Management System on the fidelity of implementation of the New Tech High model. The authors also discussed the impact of this transformation on student achievement. Finally, the authors addressed the unique challenges and opportunities associated with undertaking educational transformation in a rural community.

3:00 – 3:50 PM

IRRATIONAL REASONING FOR IMPROBABLE RESEARCH WITH IMPOSSIBLE REPLICABILITY AND IRREPRODUCIBLE RESULTS BY IRRESPONSIBLE RESEARCHERS--INEPTLY REPRESENTED (Symposium)..... Cumberland

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

Science, as we know it today, has grown out of the murk of sorcery, religious ritual, and cooking. But while witches, priests, and chefs were developing taller and taller hats, scientists worked out a method for determining the worth of their experimental results: Reliability, Validity and Replicability. Six years ago at MSERA/Chattanooga, we asserted that to be an outmoded standard, and instead of tediously demanding "Is it reproducible?" we boldly asked "Is it funny?" While other prestigious research conferences continue to exercise the tyranny of validity, reliability, and reproducibility, we are proud that this annual session distains them like original sin.

The "Perfect" Letter of Recommendation

James E. McLean, University of Alabama

Everything you need to know to write, or get someone to write about you, the letter that will get you your dream job--keep dreaming!

Research Results You Did Not Know You Needed to Know, Part Cuatro

David Morse, Mississippi State University

This was a follow-up to that presented by the same author two and four years ago. With over one million scholarly publications worldwide each year, it is easy to understand why you can't keep up with the literature--but he can, since he scoured lesser-known resources for those compelling empirical results that we can ignore no longer: a new collection of under-celebrated, trailing-edge research gets the attention it deserves.

Special Vocabularies: Terminology Interpretations: Common Phrases in Uncommon Formats

Harry L. Bowman, Council on Occupational Education, Atlanta

This presentation contained special vocabularies (two academic and one vernacular), interpretations of terminology from a research report, and several common phrases in uncommon formats.

Academia! Is it Real . . . Funny, or is it Memorex?

Robert L. Kennedy, University of Arkansas for Medical Science

"If there is one way of ruining an academic's reputation, it is by calling them a 'great wit' in their obituary (Wolff, 2008)." So, is there really such a thing as humor in academia? If I knew, would I ask? [Bring a comic book, in case academia is funny, but the presenter is not!]

Seeing Red--The Rubric as Five Levels of Faddishness, or Crossing the Rubricon

Jerry Robbins, Eastern Michigan University

The term rubric originated, innocently enough, as a letter, word, or section of text, written in red ink, to ornament or highlight. From there, rubric came to mean a set of actions to take or words to be said by the leader, as printed in a religious or ceremonial service book. Then, rubric was applied to the red-ink comments written by a teacher in evaluating a student paper. And somehow, rubric has come to mean "a scoring grid for subjective assessments." Are we now in the post-rational stage of the use of rubrics in educational assessment?

Philosophical Jargon and Twisted Humor in the Research Community: An Evaluation of Utter Nonsense

George Gaines, Outback International, Atlanta

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This paper probed the depths of depraved academic thought and futile attempts at humor found in the research community. Having combed through countless archives, the paper revealed the best and worst of the genre.

3:00 – 3:50 PM DECREASING INAPPROPRIATE BEHAVIORS IN A CLASSROOM SETTING USING THE COLOR WHEEL (Symposium)Summitt II

Organizer: Emily R. Kirk, University of Tennessee

Christopher H. Skinner, Kathleen B. Aspiranti, and Emily Fuller, University of Tennessee

Although classroom teachers frequently have one set of classroom rules, they have often been vague and ineffective. The Color Wheel is a classroom management procedure that involves establishing, teaching, publicly posting three sets of rules (e.g., red, yellow, and green rules), and using the Color Wheel to indicate which set of rules is in place. As teachers switch activities, the Color Wheel is altered to switch from one set of rules to another, which establishes more appropriate behavioral expectations for the next activity. To allow students to meet behavioral expectations as rules change, educators deliver temporal warnings to indicate the pending change in colors.

In study 1, a B-C-D-C design was used to investigate whether supplementing group-oriented contingencies with Color Wheel procedures decreased inappropriate vocalizations. Participants included 20 third-grade students in a rural public school classroom. An independent group punishment system was already in place (B phase). During the C phase, an interdependent group reward with randomly selected criteria and rewards was also used. During the D phase, the CW procedure was added. Results indicated a decrease in inappropriate vocalizations during the phases that the Color Wheel was used. This study showed that supplementing group-oriented contingencies with Color Wheel procedures caused decreases in inappropriate vocalizations.

With study 2, an A-B design was used to evaluate the effectiveness of the Color Wheel intervention in a first-grade classroom with the intent to decrease students' out-of-seat behavior and inappropriate vocalizations. Data were collected for the out-of-seat behavior for three disruptive children and one average child. Inappropriate vocalizations were measured for the entire class. Results showed clear and immediate decreases in out-of-seat behavior and inappropriate vocalizations after the intervention was applied. These results provided evidence that the Color Wheel intervention can be used to decrease the inappropriate behavior of single student and an entire class simultaneously.

In study 3, the Color Wheel intervention was implemented in an urban kindergarten classroom that had high rates of inappropriate student vocalizations (calling out), accompanied by subsequent reprimands and instructions from the teacher to control the behavior problem. Class-wide data were collected each time a student called out and each time the teacher reprimanded student behavior. Results showed a sharp decrease in both calling out and non-academic teacher instructions and reprimands.

During the symposium the audience learned how the authors worked with teachers to develop and implement Color Wheel procedures. The authors also solicited opinions/advice for improving the Color Wheel procedures and/or adjusting rules or application of rules.

3:00 – 3:50 PM RESEARCH IN PROGRESS (RIP).....Board Room

Presiders: Michelle G. Haj-Boussard, McNeese State University,
and Pamela M. Broadston, Arkansas School for the Deaf

Standing in the Circle – Teacher ‘Voices’ Within the High-Stakes

Jan E. Blake, University of Tennessee

The current emphasis on high-stakes testing has caused a highly test-responsive teaching environment. High-stakes testing has become the moving bar to which teachers must increasingly direct their daily teaching and attention (Riddle Buly & Valencia, 2002). Throughout the profession, teachers under the “gun” of the No Child Left Behind Act (NCLB, 2002) have been finding that these high-stakes tests hold consequences for their teaching practice, pedagogy, and teacher identity (Johnston, 1998; Linn, 2003; Shepard, 2000).

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This study was in response to the current high-stakes testing environment, where high-stakes tests, holding intended and unintended effects, were viewed as highly efficient ways to obtain numbers and scores in the press to hold schools accountable for student achievement. This study made use of survey methodology to guide a research inquiry documenting the dynamic “voices” of teachers currently engaged in school communities, using quantitative data collection procedures to document an empirical and highly human perspective surrounding this study question.

Quantitative data were collected via internet survey methodology from respondents, representing six school counties, in southeastern Tennessee. Sampling was determined by representative methods. All teachers responding to the invitational email survey instrument (Pedulla et al., 2003) were included in the sample. Analysis of the data was framed by Stone’s (2002) epistemological stance of numbers as metaphors. Essential to this study was the current political assumption that high-stakes tests count what is “right and best”; this study recognized that within the mandate, homogenous testing environment it is highly advantageous to be interested in the discontinuity, the heterogeneity, the variability that is inherent to teaching and learning, (Foucault, 1972) within any testing environment. Choosing to view the empirical data within a metaphorical stance presents a seemingly provocative paradox where this study stands as a kind of “metaphorical praxis” between theory and practice, intent and consequence, education and schools, teacher “voice” and high-stakes test mandates. The author was interested in what is essential and central to this group of participants within the framing theoretical underpinnings of a critical, sociocultural perspective. Data collection concluded June 30, 2008. High-stakes testing so deeply impacts the educational setting that it is important the authors understand the consequential effects of high-stakes testing. The author has explored this question documenting the “voices” of teachers asking: What were teacher’s perceptions and experiences of the effects of high-stakes testing on their pedagogy, practice, and identity?

A Pilot Case Study of Workplace Use of Assistive Speech Technologies

David J. Horgan, University of Alabama

This pilot case study research explored an individual’s use of SpeechEasy™, an anti-stuttering device. The researcher uses an auto-ethnographic narrative framework. By using this approach, the study’s participant got an equitable opportunity to tell narrative on how he/she came to the decision to use the SpeechEasy™ device and how this device has affected the life of this individual (if any). According to both the Janus Development group and the SpeechEasy website, SpeechEasy™ is a fluency device that was developed based on the choral effect. The choral effect occurs when a stutterer speaks or sings in unison with others (e.g., a choir, karaoke, etc.). When this occurrence of the choral effect takes place, the stuttering is greatly reduced or eliminated entirely. The SpeechEasy™ device recreates this choral effect for individuals who desire a treatment of stuttering for everyday life.

In this case study, the researcher specifically explored, with the participant, the device’s impact on life in the workplace. An interview protocol was developed in order to obtain detail data regarding the participant’s stuttering experience before and after using the SpeechEasy™ device. The participant was asked 11 open-ended questions about stuttering experiences. The participant set boundaries and controlled the transitions that occurred in the verbalization of personal narrative. This presentation offered insight on how the researcher, himself a stutterer, developed this narrative framework and gathered and analyzed the data, helping him to further develop potential research.

The Relationship Between Organizational Health, Job Satisfaction, and Student Achievement in Middle Schools

Lon Fox, University of Tennessee

The passage of NCLB brought additional measures of accountability to schools with the goal of 100% proficiency of all students by 2014. To meet this goal, schools were required to meet Adequate Yearly Progress for each qualifying sub-group within the school. Tennessee publishes a Report Card each year showing the Adequate Yearly Progress, achievement scores, and value-added scores for each school system. William Sanders developed the Tennessee Value Added Assessment System (TVAAS), an alternative assessment employed in Tennessee to measure teacher and school effectiveness. Margaret Spellings has agreed to pilot the use of value-added scores to additional states throughout the

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nation. Christopher Henderson (2007) found in his research an inverse relationship between student achievement and the organizational health of the school: achievement scores increased while the organizational health of the school decreased.

This quantitative research study was conducted using secondary data collected from the Tennessee Department of Education Report Card and the collection of survey data concerning the job satisfaction and organizational health of middle schools across Tennessee. The secondary data analysis was used to separate Tennessee middle schools into four quadrants: high performance and achievement, high performance and low achievement; low performance and achievement, and low performance and high achievement. The researcher then collected a clustered random sample of schools within each quadrant to survey teachers concerning their demographics, job satisfaction, and organizational health of the school. The researcher used the Organizational Health Index instrument developed by Wayne Hoy to determine the organizational health.

The theoretical framework employed by this researcher was Hackman and Oldham's Job Characteristic Model. After the collection of all data, the researcher used the data to answer the following research questions: (1) Does a relationship exist between organizational health and teacher job satisfaction in Tennessee middle schools? (2) Does a relationship exist between organizational health and student performance/achievement (value added and achievement scores) in Tennessee Middle Schools? and (3) Does a relationship exist between teacher job satisfaction and student performance/achievement (value added and achievement scores) in Tennessee Middle Schools?

A Road to Success in Reading Nonfiction Texts for English Language Learners

Yuko Iwai, University of Southern Mississippi

English has been considered one of the significant tools to communicate with others in the global society. With such a demand, the population of those who were learning English as their second or foreign language has increased. Nonfiction texts were written to convey, describe, or explain factual information. They include biographies, essays, how-to books, encyclopedias, reference books, experimental books, scientific reports, newspaper articles, and so on. It is more difficult for English Language Learners (ELLs) to understand these types of materials than fiction texts because they have specific text structures, contain technical vocabulary, and require readers to have prior knowledge. Therefore, it is significant to consider how to help ELLs' reading achievement in nonfiction texts.

This paper explored effective strategies that enhance ELLs' understanding of nonfiction texts. It examined some features of nonfiction texts, including technical vocabulary, text structure, and prior knowledge. It then explored characteristics of more proficient readers. Research shows that metacognition plays an important role for reading comprehension. More advanced readers tend to employ a variety of metacognitive strategies than do less advanced readers. After the discussion of characteristics of more proficient readers, this paper provided some instructional recommendations for classroom teachers or instructors. Using prior knowledge, understanding text patterns, organizing information, and establishing vocabulary in a meaningful way were key factors for reading comprehension in nonfiction texts.

3:00 – 3:50 PM ATTITUDES Salon A

Presenter: Jeffrey Oescher, Southeastern Louisiana University

An Examination of the Perceptions, Attitudes, and Job Satisfaction Levels for Faculty Providing Face-to-Face and Distance Online Instruction

Emily G. Lewis, Auburn University

This study examined the perceptions, attitudes, and job satisfaction levels for faculty providing face-to-face and distance online instruction. Distance education programs have been encumbered with numerous issues about the quality of the delivery of distance education courses in comparison to traditional face-to-face course delivery. There is limited research from a faculty perspective. This research is important because of the limited substantial research investigating the perceptions, attitudes, and possible relationship to job satisfaction for faculty providing face-to-face and

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distance education instruction. A review of literature identified some particular issues that related to distance education programs. Some issues identified in the literature suggested additional research should be accomplished that would involve the following components: quality issues; all higher education faculty employment types should be included in the research; the issues of continual faculty motivation over an extended period of time teaching online; the decrease in past distance education programs as a result of lost of faculty enthusiasm and interest over time; lack of research that related to the changes in faculty roles because of distance education programs; and the increase and possible impacts of using adjunct faculty to facilitate online and onsite courses. The participants in this study included faculty providing face-to-face, distance education and/or both types of instruction.

The analysis was performed as a quasi-experimental study using a Likert five-point, web-based survey instrument to gather information. The survey questionnaire included questions that would assist in determining if the research questions posed in this study were found to have any statistical significance. This presentation included the purpose, method, findings, and implications for future research as a result of the outcomes from this research study.

Survey of Ed.D. Graduates of the Department of Educational Leadership and Policy Analysis (1972-2008) - East Tennessee State University

Lisa A. Speer and James H. Lampley, East Tennessee State University

Colleges and universities go to great lengths to keep in touch with alumni. Alumni associations, university advancement offices, and university foundations make contact with alumni by telephone, newsletter, or email on a regular basis. However, the authors have much less official contact with alumni at the academic unit level (college, school, or department level). This study was designed to gather information from Ed.D. graduates of the Department of Educational Leadership and Policy Analysis (ELPA) at East Tennessee State University (ETSU). The ELPA department at ETSU has graduated approximately 570 doctoral students since 1972.

A five-part questionnaire was adapted, with permission, by the lead research from a Cornell University questionnaire. It was designed to gather information from ELPA alumni. The first four sections (demographics, family academic history, program enrollment information, and current employment) consisted of either short answer or Yes/No questions. The fifth section was based on three Likert-type questions that dealt with leadership competencies. Descriptive and inferential statistics were used to analyze the data. Gender, age, ethnicity, and citizenship were reported in the demographic data of ELPA graduates. Differences were also detected on Likert-scale items among age groups and between male and female graduates.

Aggression, Sports, and the Moral Development of Italian Adolescents

Franco Zengaro, Middle Tennessee State University; Sally Zengaro, University of Alabama; and Marcello Malfi, ICT Castrolibero, Italy

This study examined sports participation and Italian middle adolescents' moral reasoning. The following research questions guided the study: (1) Do younger adolescents report a difference in the acceptance of cheating or of gamesmanship than older adolescents? (2) Is there a difference in the way older vs. younger participants report an ability to keep winning in proportion? (3) Does an acceptance of cheating or gamesmanship or keeping winning in proportion have a relationship to prosocial behavior? and (4) Does an acceptance of cheating or gamesmanship or keeping winning in proportion have a relationship to moral disengagement? The participants were 569 adolescents 11-18 years of age from a mid-sized town in southern Italy. They completed the Attitudes about Moral Decision making in Youth Sport Questionnaire (Lee, Whitehead, & Ntoumanis, 2007), the Questionnaire on Prosocial Behavior (Caprara et al., 2005), and one on moral disengagement (Bandura et al., 2001).

In a preliminary analysis, results indicated that males and females differed significantly on all factors except prosocial behavior. Further, adolescents 15-16 years of age scored highest in aggression and moral disengagement and lowest on the prosocial behavior scale. Results also indicated that adolescents with 4-5 years of playing experience scored higher than those who had 0-2 years of experience in acceptance of cheating. They also scored significantly higher than those with more than eight years of playing experience, while there was no difference in acceptance of cheating between those

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significant differences ($p < .05$) in the psychosocial domain ($M = 4.30$) indicated that more intense mentoring occurred when compared to the career domain ($M = 3.97$). Statistically significant differences were not found across variables of age, gender, and race. An adapted, theoretically based, conceptual framework was created to provide a foundation for examining mentoring in counselor education. The results were discussed from the suggested framework's components.

Comparing Scores of Community College Students Against the Normative Sample of the Motivated Strategies for Learning Questionnaire

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

This study compared the performance of community college students on the Motivated Strategies for Learning Questionnaire (MSLQ) to the performance of the individuals in the normative sample of the instrument. The MSLQ is a self-report inventory that assesses college students' motivational orientation and learning strategies. The instrument contains 81 items that are distributed among two major sections and 15 subscales of the survey. The sample consisted of 158 participants from four community colleges located in the Western United States.

A reliability analysis of scores obtained from the MSLQ produced coefficient alphas which ranged from .49 to .93. Using a test value of $\alpha = .70$ and a $p = .05$, six of 15 subscales generated statistically significant reliability coefficients. They were: six scales were task value, self-efficacy for learning and performance, test anxiety, elaborating, metacognitive self-regulation, as well as time and study environment. The obtained reliability estimates were consistent with findings from other studies.

The means of two groups were compared using an independent samples t-test. When compared to the normative sample, community college students obtained statistically significant differences on six out of 15 subscales. Community college students received higher mean scores on the Extrinsic Goal Orientation, Test Anxiety, Rehearsal, Organization, and Peer Learning Subscales of the MSLQ. The normative sample had higher mean scores on the Control of Learning Beliefs Subscale. Findings were consistent with other studies on the MSLQ that found ethnic group differences on the Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task value, Self-efficacy for Learning/Performance, Rehearsal, Elaboration, Organization, Critical Thinking, Metacognitive Self-regulation, and the Time and Study Environment Subscales. Researchers concluded that, while the MSLQ may be valid for assessing motivational and learning strategies, users must take caution when interpreting scores obtained from different cultures. Suggestions for further research were discussed.

A National Study of Improving Participation in Student Self-Governance

Jennifer M. Miles, University of Arkansas

Student governance is a way for students to participate in the decision-making process of an institution. Through governance activities, students can be involved in decisions regarding many components of an institution, including academic affairs and student affairs. Student governance, however, can be difficult for administrators to manage. One of the barriers to the effectiveness of student governance, which is lack of participation, can cause administrators to question the validity of student governance bodies. The purpose for conducting the current study was to determine strategies that may increase participation in self-governance activities.

The study was designed to identify ways to increase student self-governance at three types of institutions, including research universities, regional colleges, and private liberal arts colleges. The survey instrument was adapted from a Delphi-technique survey and contained 18 items, including three demographic questions and 15 strategies for increasing student participation in governance activities. They were distributed to students at three public, research-focused universities, three public comprehensive universities, and three private colleges. Four hundred fifty surveys were used in the analysis.

Survey items receiving the highest ratings included the following: establish a relationship between student governments and student organizations; give students a feeling of ownership, demonstrate past accomplishments of the student government; and administrators should respect the decisions of student governments. Items receiving the lowest ratings included demonstrating the effectiveness of student governments and providing a consistent time and location for student

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government meetings. In conclusion, students saw governance as a way to connect student leaders, the student government, and administrators. The strategies may prove helpful for either increasing or decreasing the number of individuals involved. This information may be beneficial to student leaders and administrators.

3:00 – 3:50 PM HIGHER EDUCATION Salon C

Presenter: Jenelle M. Ouimette, University of South Alabama

Using Synchronous Online Interaction to Promote Dialogue and Engagement with Subject Matter in College Courses

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

Effective dialogue has been recognized as an essential component of instruction for promoting deeper and richer student engagement with subject matter. However, in face-to-face classroom interactions effective dialogue can be hindered by a few students who dominate class discussion. With asynchronous web-based courses, the long time spans separating discussion entries can also hinder development of effective dialogue. A possible solution to these problems is synchronous web-based discussion via chat rooms, live blogging sessions, or live Blackboard or Web CT that can enhance learning of subject matter by removing these hindrances to effective dialogue.

This study analyzed the effect of synchronous (live) computer-mediated communication in college education courses as a means of increasing student engagement with subject matter and to increase the amount and quality of class dialogue. Positive results were found along with a set of caveats that need to be considered in order for this to be an effective instructional approach.

Leadership Role of the Department Chair in Private Colleges

Adam A. Morris, University of Arkansas

The academic leader is among the most misunderstood management position in the modern world. Little empirical research has been conducted on the academic leader, especially department chairpersons. With many decisions being made at the department level, many researchers reiterate the importance of department chairs in institutions of higher education. Also, within the academic department the chair has the most influence over faculty and academic support staff members. However, many institutions fail to recognize the importance of this unique and challenging position. Since the majority of important decisions are being made at the department level, there is considerable pressure and stress on the department chair.

This study examined private college academic department chairs and their roles and responsibilities. The purpose for conducting this study was to understand the unique role and dimensions of the department chair in the private college setting. Specifically, the study analyzed characteristics, roles, and responsibilities of four-year private college department chairs. This was completed by exploring the research related to department chairs, and the completion of a survey adapted from the Study of Higher Education and Postsecondary Education at the University of Nebraska-Lincoln and the Maricopa Community College National Community College Chair Academy.

Emerging Technology: Clickers in the Classroom

Kristie G. Ramsey, University of Alabama - Tuscaloosa

Advancements in the use of technology in the college classroom are continually being modified and have increasingly become a pedagogical staple for instructors across the nation. Instructors are constantly searching for ways to actively engage students in classroom activities, whether it is through the use of course management systems like Blackboard on interactive whiteboards. In addition, one new technology that has become a strong player in the pool of technology candidates is classroom response systems or clickers. The concept behind a clicker system is for students to be able to anonymously respond to multiple choice questions in class, record attendance, and participate in class

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exercises. The results were displayed in a histogram on the screen, thereby allowing the instructor to either proceed to a new topic or review material related to the question.

Research into the use of clickers in the classroom was conducted by analyzing peer-reviewed articles and investigating case studies at institutions such as Vanderbilt University and Northwestern University where clickers were being used in disciplines such as math and science. Through an analysis of the literature that chronicles the use of the clickers in the classroom, several case studies found that supported the integration of these clicker systems in the classroom.

The results from such case studies were categorized into areas of interest such as instructors' perception, students' perception, affordability, market penetration, and clicker suppliers. Implications of the study were that incorporating clicker systems into classroom instruction helps increase student retention by decreasing classroom boredom. Also gained from the study was the increased awareness of the affordability of clicker systems and the support from instructors who were currently using the systems and finding them to be an asset to their pedagogical methodology.

The Integration of Technology in the Community College

Jennifer Styron, Tiffany Labon, and Beverly Lewis, University of Southern Mississippi

Community colleges have assumed an increasingly central role in the nation's education and training system and, in addition, have traditionally strived to increase access to higher education through an open admissions policy with low or no tuition costs (Kane & Rouse, 1999, p. 63). While it is important to incorporate technology's latest tools, community colleges need to ensure that the technologies put in place meet and exceed student's needs and expectations.

This literature review identified best practices and challenges associated with implementing technology present in the community college sector and the benefits they provide for students, and provided suggestions to these challenges. A preliminary search for articles relating to the incorporation of the community college and technology was conducted. This included library resources and electronic searches for peer-reviewed and/or published work. From the initial line of research found, the determination of the topic of implementing technology within community colleges was chosen.

Students expect the accessibility and convenience technology provides from colleges. In order to be successful beyond graduation, students need opportunities to use and incorporate technology in their collegiate experience. Lower enrollment numbers were also found to be high among those colleges that lacked the implementation of technologies within the institution. The cost associated with such technologies is high; however, the skills and learning experiences gained are extremely valuable to the students. During the search for ways to reform academic programs in colleges, technology is an asset that must be taken into consideration.

3:00 – 3:50 PM

**COLLEGE STUDENTS and POSTSECONDARY
EDUCATIONSummitt I**

President:

Megan R. Parker, University of Tennessee

Building Online Communities: Recruitment and Retention of Male Minorities in Distance Education

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

On-going research within a distance education unit at a medium-sized, southeastern public university with a vision focused on providing learning to a broad group of students who may otherwise be underserved has indicated falling trends of male enrollment in the higher education sector. In the fall of 2007, data from an institution-wide analysis revealed that just over 40% of the local student population was male, while just over 28% of that same population was of an ethnic minority. Further, data compared between online and traditional enrollment indicated even lower percentages within male minority enrollment for that student group.

The reasons within current literature for the decline in enrollment within these particular student groups are ephemeral and most often unconnected to quantifiable data outcomes. For example, recent data from NSSE (2006) indicates that these groups of minority college students were more likely to

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remain in college with higher levels of campus “engagement,” while other studies (Grady, 2008) have similarly revealed suggested conversational style of females and males were indicative of different communication needs. How these “engagement” and “conversational styles” translate into effective recruitment and retention in the online environment, however, was not documented within these studies. Over several semesters, data collected from an online survey investigated students’ use of technology tools, preferred learning and communication styles, technological comfort levels, and other demographic variables.

Data collected from these surveys were utilized to determine means for proper recruitment and retention of ethnic minority males within the online teaching and learning environment, as revealed by trends in learning and communication patterns and preferences. Further, the data were used in the development and administration of a newly-established mentoring and enrichment program for minority male students on the face-to-face and virtual campuses.

Tenure in Higher Education: Property Right or No Rights?

Sheila A. Webb, Jacksonville State University

One may ask, “What is tenure today with its fuzzy parameters?” Is it a property right that a faculty member may earn and “hold” to retain employment? To understand the issue, educators must first understand what they were tenured to. Since the tenure process emanates from a department, were they tenured to a department or to a college or to the university? Although professors understand that tenure status is not automatically transferred to another institution but must be earned or negotiated again if the professor changes institutions, they often never ask to what they were tenured. This vital question may be their demise. Institutions that tenure faculty to departments or colleges versus the university itself may simply dismiss all tenured faculty by eliminating or restructuring the department or college. Collaborative administrators accomplish this through established processes and procedures often involving program review to establish productivity and programmatic need.

Procedures for this can encompass programmatic self-study reports and faculty review committees, including the Academic Senate. If groups of tenured faculty are removed from their positions through this process, benevolent administrators may offer options for the faculty such as funds for retraining personnel for needed positions in other areas of the university. Retraining offers no guarantees because tenured faculty who have lost their positions must compete for other positions; they need to interview, and, if hired, again seek the tenure track regulations to regain tenure in a new department or college. This paper discussed the pros and cons of tenure, as well as the changing definition and frequency of tenure-track positions.

Effect of Living and Learning Community on Excessive Absences for First-Year Freshmen

Sylvia Gaiko and Katherine E. Wright, Western Kentucky University

Western Kentucky University’s College of Health and Human Services (CHHS) coordinates a living/learning community (LLC) geared towards incoming freshmen interested in a career in health and human services. The program encompassed two years, which creates student opportunities and activities to enhance academic and professional success. Gump (2008) noted the negative relationship between absences and grades, stating that as absences increased, grades tended to decrease. Several other studies have also noted this relationship, thus raising the importance of attendance. Every fall, WKU’s Office of Institutional Research gathers fifth-week data assessment on first-year freshmen to examine any deficiencies in students classes, which includes the number of excessive absences, passing grades, and D/F grades.

The community’s first cohort (2005) showed that CHHS LLC students had an average of 0.05 excessive absences ($n = 38$). This number is markedly lower than the CHHS non-LLC student’s average of 0.20 ($n = 266$) and the WKU student’s average of 0.29 ($n = 2,786$). The second and third cohort (2006 & 2007) had an even lower number of excessive absences, with an average of 0.03 absences both years ($n = 36$ and 32 , respectively). These numbers were also markedly lower than CHHS non-LLC student’s averages (0.14 when $n = 365$ and 0.10 when $n = 381$, respectively) and WKU student’s averages (0.20 when $n = 2,792$ and 0.16 when $n = 2,695$, respectively). According to the data from this living/learning community, it can be assumed that the students were attending class more often

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because of the nature of the community and potentially could have higher GPAs in comparison to students not participating in a LLC program.

4:00 – 4:50 PM MULTIPLE-BASELINE TAPED-PROBLEMS INTERVENTION ACROSS MULTIPLICATION SETS, BASIC ADDITION, AND NUMBER IDENTIFICATION (Symposium).....Summitt II

Organizer: Daniel F. McCleary, University of Tennessee

Kathleen B. Aspiranti, Katherine R. Krohn, and Christopher H. Skinner, University of Tennessee

The taped-problems (TP) intervention was used to increase elementary students' math accuracy and fluency. TP is an automated system in which math fact prompts are recorded so that when played students hear a problem being read aloud, a delay occurs providing time for students to answer, then the correct answer is read allowed (immediate feedback), and an interval is provided for students to correct answers. The time delays (time to answer) varied as problems are repeated. To prevent finger counting and reduce errors, the initial delays are brief, then lengthened to allow students time to respond and then made briefer to encourage automaticity. These investigations across students, target behaviors, and schools, provide evidence of internal and external validity and sustainability.

In study 1, a class-wide, multiple-baseline across sets of problems was used to evaluate TP on multiplication fact fluency (factors 2-5) in an intact urban, low SES, fourth-grade classroom. The problems were separated into three mutually exclusive sets (2 digit-factors, 3 factors, and 4-5 factors). The first time a problem was read the delay was 0 seconds. On the next 2 trials the delay increased to 2 seconds, and the final two trials were delayed 1 second. Results showed immediate improvements in fluency across each set of problems after the intervention was applied, without a concomitant improvement in sets still in baseline, suggesting a treatment effect. Maintenance phase data showed an immediate decline in fluency scores after termination of the intervention; however, maintenance levels remained above baseline levels across all three sets. The students rated the intervention as acceptable.

In study 2, a multiple-baseline across behaviors (sets of additional problems) design was employed to evaluate the TP on basic addition fact fluency in an intact, rural first-grade classroom. Delay sequences were 0, 2, 2, 1, and 1 second. Students received individual feedback and rewards based on improvements in fluency. Group rewards were given contingent on class average fluency improving from the previous day. Results revealed increases in students' addition fact fluency (digits correct per minute) immediately after the intervention was applied to each set and no similar increases on sets still in baseline. In study 3, a multiple-baseline across students design was used to evaluate the effect of a TP intervention on number identification accuracy of four kindergarten students, three of whom were English language learners (ELL). Three students showed immediate increases in number identification accuracy after the intervention was applied and gains were maintained. One student demonstrated increased but highly variable performance during the intervention. Thus, reinforcement and overcorrection procedures were applied and accuracy increased to 100%.

The authors invited opinions and advice for further research such as applying the TP intervention across students and target behaviors. The applicability and effectiveness of TP to special populations such as ELL students and students with disabilities was discussed. Although the intervention is efficient and automated, the role of feedback and reinforcement was discussed along with other procedures designed to enhance the efficiency and effectiveness of TP procedures.

4:00 – 4:50 PM SCHOOL IMPROVEMENT (Displays).....Board Room

Sociopolitical Perspectives and News Choices of College Students

Megan R. Parker, University of Tennessee

The 21st century has yielded an overwhelming volume of information available to the general public regarding world events. For example, web pages are updated every minute, providing both valid information and misinformation. Citizen understanding of world events and the implications of those events are somewhat dependent on a citizen's choices of news sources. Among the factors that affect selection of news sources are the consumers' sociopolitical views. Of particular interest in the current study are the news-gathering practices of college students.

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Students (N = 235) in six sections of an undergraduate course in the teacher education program at a large state university participated in the study. The primary measure included in the study was an assessment of self-reported use of 10 different news sources: C-SPAN, Fox News Channel, CNN, Network News (ABC, CBS, and/or NBC), PBS, Comedy Channel, NPR, periodicals, New York Times, and Internet blogs. Students were asked to indicate how frequently they used each source for current information about world news on a 5-point scale. In addition, nine 10-item sociopolitical measures were included in the battery of inventories: critical patriotism, uncritical patriotism, respect for civil liberties, emphasis on national security, militarism, perceived threat of Saddam Hussein, support for the Iraq War, Christian politicism, and environmentalism. Of the sources in the survey, Network News was the most frequently reported news source. The three least used sources were C-SPAN, PBS, and the New York Times.

Only two sociopolitical variables (uncritical patriotism and emphasis on national security) were significantly correlated with the total news scores. The current study supported the notion that college students were not avid consumers of the news. In fact, the extent of accessing most news sources (an average of at least once a month) would hardly be adequate for staying abreast of major news events.

Implementing the Modality Principle into the Classroom

Jenelle M. Ouimette, University of South Alabama

Cognitive Overload is a complex problem solved with the simple introduction of the modality principle. Multiple audio software programs are available, fitting any budget or content need, to aid educators in implementing the modality principle. One such program that has been successful in the department and professional development needs is Audacity, an audio recording program that can be used to turn written text into spoken word, which can then be added to visual graphics. Audacity is not only a transparent, user-friendly program, but it is also a free download, making it ideal for educators in all situations. This form of technology can easily be adapted into the everyday classroom environment.

The presentation included graphics, text, and an interactive demonstration explaining cognitive overload and how implementation of the modality principle is one way to overcome this problem. Participants were shown how to download and apply the fundamental tools in the Audacity program. The display included laptops where participants could record sound using the Audacity program and experience the ease in which this program allows this important element to be added to the educational process. The implementation of the modality principle through the use of technology will increase students' motivation, as well as aid in the transfer of information.

In the demonstration, the problems of cognitive overload were addressed, and how, by using audio recording programs, specifically Audacity, provides a solution to this problem. Information about the theorists concerning the modality principle in education and implementation possibilities was provided. The display also illustrated before and after examples of how information can be enhanced through the use of audio recording, thus providing support for a dual modality delivery system of information.

A Day in the Life of a Japanese Teacher Education Student

Donald Snead, Middle Tennessee State University

Middle Tennessee State University and Naruto University of Education, located in Naruto, Japan, have a Friendship Project that is currently in place with the objectives: (1) to promote intercultural understanding of US and Japanese teacher education students through providing them with the opportunity to experience nature and life in a Japanese mountain village, (2) to promote the mutual understanding of US and Japanese teacher education students of each country's teaching methodologies through collaborative teaching activities, and (3) to promote the understanding of US and Japanese teacher education students about children's development and learning through interactions with elementary school students. An informational display session including slides - pictures and paper - was provided. This joint educational project involved not only MTSU and Naruto University of Education, but also the University of Puget Sound.

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Indicators of Success for Kentucky Secondary Schools

Robert Lyons, Murray State University, and David Barnett, Morehead State University

In Kentucky, only 46.1% of middle and 52.7% of high schools met the accountability goals of No Child Left Behind in 2007, as compared to 93.0% of the elementary schools (Kentucky Department of Education, 2007). The purpose of this study was to reexamine state school audit results to develop actionable best practices for use by secondary school leaders. The Kentucky Department of Education [KDE] is required to audit unsuccessful schools employing 88 indicators of best practice called the Standards and Indicators for School Improvement [SISI]. Schools were rated on a scale of one to four on each indicator based on data sources including interviews, document reviews, and surveys. A rating of "three" is considered as target, "four" is exceptional.

KDE was additionally required to audit a sample of successful schools each year, establishing a basis to determine whether any subset of the 88 SISI indicators is more related to school success than the others. KDE referenced this subset of indicators as "variance points" (Kentucky Department of Education, 2003). Researchers obtained a purposive sample of scholastic audits of 10 secondary schools (five successful and five unsuccessful) audited between 2004 and 2007. Audits were examined at the variance points and interpreted in terms of the practices that differentiated successful schools from unsuccessful schools.

P-5 Language and Literacy: Preservice Teachers Create Engaging Environments

Susan T. Franks and Judi Robbins, Georgia Southern University

This display presented methods and strategies that were utilized by university faculty members to engage preservice teachers in active learning. The session described a six-hour P-5 Language and Literacy course that was developed and taught by faculty, with input from classroom teachers, to uniquely involve preservice teachers in experiences based on accepted theoretical, empirical, and philosophical foundations of best practice. Special emphasis was placed on meeting the needs of diverse learners through group presentations of language arts concepts. Preservice teachers collaborated with each other to address specific language arts topics and to demonstrate specific, related teaching strategies that were appropriate for a diverse group of learners. Preservice teachers actually demonstrated how to adapt strategies to meet the needs of all learners in the P-5 classroom. These strategies revolved around thematic topics and included all modes of the language arts. In these presentations, the preservice teachers set up actual classroom environments with literacy centers, technology, a wide array of children's literature from various genres, and developmentally appropriate materials.

Data were collected through the use of surveys and interviews with the preservice teachers and classroom teachers. They were used to evaluate the effectiveness of the course and to make any necessary changes. The P-5 Language and Literacy course involved providing preservice teachers with meaningful classroom experiences that they took with them to their practicum sites. The preservice teacher presentations were built on accepted foundations of best practice for the P-5 classroom. Preservice teachers examined language and literacy development and become familiar with materials and methods to meet the needs of all learners. They made connections between the course and field experiences, implementing the various strategies in the primary classrooms.

4:00 – 4:50 PM CULTURESalon A

Presenter: Danjuma R. Saulawa, Alabama State University

Discipline Strategies from Successful Teachers of African American Adolescents

Carolyn P. Bowman, Midway College

This study explored discipline strategies of successful teachers of African American adolescents. Utilizing the qualitative approach, this researcher surveyed 100 middle school teachers from the Jefferson County Public School System in Louisville, Kentucky. The researcher sought to identify their perceptions of discipline strategies instrumental in their success with African American adolescents. The

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data showed that the factors instrumental to their success were: (1) building relationships, (2) extra motivation, (3) firmer limits, (4) mentors, (5) being proactive, (6) positive environment, (7) rewards and consequences, (8) culture, (9) learning and teaching styles, and (10) interesting lessons. These strategies pointed out the need for positive classroom management, mentoring programs, and family/community partnerships with students.

Further exploration of discipline strategies for African American adolescents on a national level, as well as comparisons with other groups, was recommended. Also recommended was the development of a college-level course in discipline strategies for African American adolescent students.

Lessons from Leading Knowledge Workers

Frank Fletcher and Charles Roberts, Midway College

Research supports that the academic leader's position is multifaceted. This often incorporates roles that include scholar, faculty developer, and manager. In fact, studies have reported that academic leadership often incorporates as many as 18 different roles. To improve their performance, academic leaders might look outside their institutions to organizations that successfully manage knowledge workers. The term "knowledge worker" was coined by Peter Drucker almost 50 years ago to describe anyone who works for a living at the tasks of developing or using knowledge. Knowledge workers are going to be the primary force determining the success of many organizations and what countries are winners in the new global economy. The work of faculty is most definitely the work of a knowledge worker.

Organizations designed to accommodate and maximize the performance of the knowledge worker usually effectively integrate the best elements of self-organization and networking with different styles of communication and leadership. They address the knowledge workers' desire for challenging assignments, effective leadership, and ample feedback. Key attributes of these kinds of organizations center on leadership that has: (1) character – the intention to do the right thing, (2) competence – knowing how to do the right thing, (3) influence – the ability to deliver and execute the right thing, and (4) relationship building – on a one-to-one basis. Managing human intellect is vital to the success of any academic unit or institutions as it is to an enterprise that employs knowledge workers. Organizations designed to maximize the performance of the knowledge worker integrate the best elements of self-organization and networking and are effective in leading, relationship building, allowing clever people to thrive, are authentic, can use integrative thinking, and, most of all can manage constant change effectively. They offer an organizational frame for academic leaders to consider and model.

A Correlational Study of Media Use and Violent Incidents in Three Rural Southern Schools

Linda H. Thornton and Stephen May, Trevecca Nazarene University

Violent behavior by students in school has been regarded as an especially notable concern since the news-making 1998 middle school violence in eastern Arkansas and the widely reported 1999 high school violence in Colorado. Violent media have been suggested as contributing factors, particularly in the Colorado case. This study examined the choices regarding television, music, and video games of 276 students in a high school and a junior high school in rural areas of western Tennessee and a high school in rural northern Mississippi, as well as a self-report of the number of violent incidents in school in which they had participated. There is some evidence in the literature of possible relationships between aggressive behavior and three variables chosen for this study: television (Huesmann, Moise-Titus, Podolski, & Eron, 2003), music (Jeanita & Scott, 2002), and video games (Anderson & Dill, 2000; Tamborini, Eastin, Skalski, Lachlan, Fediuk, & Brady, 2004).

Data were collected using anonymous surveys developed and administered by teachers. Preliminary data analysis has revealed a small, direct relationship ($r = .30$) between hours spent playing video games and violent behaviors in school. Relationships among data disaggregated by specific genres of television, music, and video games were explored. Among the 60 students who reported their favorite genre of video games to be racing games, such as Grand Theft Auto, the correlation was moderate ($r = .39$). Some qualitative interview data were also collected, and they also appeared to support the hypothesis of a positive relationship between violent media use and violent behavior in schools among

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junior high and high school students. Future research was recommended using a randomly-selected sample.

4:00 – 4:50 PM EVALUATION Salon B

Presenter: Barbara A. Salyer, Kennesaw State University

Using Program Data Portfolios for Accreditation Documentation

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

The presenters examined the utilization of LiveText in the development of an Electronic Program Data Portfolio for storing and organizing departmental data. Because of the importance accreditation agencies place on data collection, it has become important to place this information in an easily accessible location, one that is secure and easily shared. Further, departmental faculty members need to access various data in order to make curriculum decisions. The ease of having everything in one place to enhance the decision-making process contributed to the decision to use LiveText for the development of the Program Data Portfolio at Jacksonville State University. NCATE, CACREP, and the Educational Leadership Re-design through the Alabama State Department of Education provided motivation for evolving an electronic portfolio.

The Program Data Portfolio has been enormously helpful in providing data for accreditation reports. The department head of Education Resources developed a design to organize all program information in the Educational Resources Department. A Program Data Portfolio was provided to faculty members through the Educational Resources Faculty Newsletter, also provided through LiveText Program. Chairs also contributed by adding data and information within their individual program areas. Program Data Portfolios have been developed for each departmental program including Counselor Education, Educational Leadership, Instructional Technology, and Library Media. The EIM Program Chair contributes to the Instructional Technology Program Data Portfolio. She is also the Departmental Assessment Committee Chair and has contributed to the design of the assessment plan placed in the portfolios. The School Counseling Program Chair assists in the training of faculty with the Program Data Portfolio.

The Program Data Portfolio information includes program information, assessment plans, program data, annual program reports, annual action plans, continuous improvement results, a syllabi and vita repository, and minutes for all professional minutes. Implementation of the Program Data Portfolio has provided a secure place for faculty to access data easily and quickly at one site.

From SIRS to SETE: Changing a College Course Evaluation Instrument

John R. Petry, University of Memphis

A task force, the general faculty, and an academic administration team took two years to change from a 28-item, paper-administered instrument for evaluating the effectiveness of a college to a 9-item, online instrument. The change arose from a concern of members of the Faculty Senate who wanted to protect instructors of online courses when an online evaluation instrument was not available. The situation posed a potential threat to tenure and promotion attempts. A survey of the faculty (n=121) revealed that a low percentage wanted to retain the old instrument (SIRS—Student Instructional Rating System) and that one that measured what was happening in varying types of teaching situations (e.g., large and small lectures, one-one-one instruction, laboratories, internships, and readings and research courses) was preferred.

Task force members retained 9 of the 28 items, sent them to the Faculty Senate where they were slightly modified, and to the Provost, who accepted them. The items apply to each course and section offered by the university. Each department was given the opportunity to add up to five optional items per course, and each instructor was given the opportunity to add up to five items per section. Thusly, each course can have a different version of the new instrument, SETE (Student Evaluation of Teaching Effectiveness). Added to the instrument were six items seeking demographic data from each respondent and an optional comment section.

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Participation in the SIRS administration had been falling at an alarming rate. Many universities had gone online with their evaluations. Changing from SIRS to SETE was an attempt to correct the situation. The first online administration produced a 29.3% participation rate; the last, spring 2008, produced a 71.2 % participation rate, a significant turnaround for the university.

Coleman's Social Capital: Validation of Measures of Parenting Resources

Stephen K. Miller, University of Louisville

Coleman (1988) theorized social capital generally as relationships, contacts, and networks - both prevalence and intensity - that parents create and tap in passing human capital to their children. To date, little work exists on measures of Coleman's theory. This paper reported instrument validation for one portion of Coleman's framework, Parenting Resources. Two views of social capital were prevalent: (1) Coleman focuses on structure and functions that constitute relationships, noting that middle class families have better skills and more efficient networks than lower income parents, and (2) Bourdieu and Passeron (1977) posit that individuals' norms and values are governed primarily by access to institutional resources, which are controlled by elites. Dika and Singh (2002) summarize the distinction: effectiveness (skills and networks for Coleman) versus power (limited access to resources and accompanying norms for Bourdieu and Passeron). Measures described - Parental Work Status, Birth Order, Parenting Resources, and Family Networks - were developed for a larger study of factors influencing students' college placement scores at five historically black colleges/universities (HCBUs).

After extensive data gleaning, descriptive statistics and psychometric analyses (including factor analysis, Cronbach's alpha, inter-scale correlations, and criterion validity) were reported for a sample of 681. Factor analysis of Family Networks produced one component, explaining 46.3% of the variance with Cronbach's alpha of .76. Inter-scale correlations among the four constructs (ranging from .02 to .15) indicated distinct constructs. The four variables were regressed on 13 demographic factors; all but Birth Order had significance but with very small effect sizes (essentially independent of social stratification, consistent with Coleman's theory). None of the four influenced students' scores.

Results provided considerable support for construct validity. Despite select sample (lower scoring non-college students excluded from population) with concomitant restricted range and reduced power, the findings were consistent with Coleman's treatise. Implications were discussed vis-à-vis equity and black achievement.

4:00 – 4:50 PM QUALITATIVE.....Salon C

Presider: Abraham A. Andero, Albany State University

Creative Outlets for Students in Crisis: Any Teacher Can Do It, Any Scholar Can Benefit

Jean N. Clark, University of South Alabama

This paper was a research report, as well as application and available resources. When crisis strikes, entire schools and communities are affected. Two post-crisis research projects were presented, with applications for K-12 education; in addition, university-school research partnerships were reported. Finally, resources were given, with applications to all grades and all content areas. The first research project was a qualitative narrative analysis of 125 "Dear Katrina" letters written by third graders one month after the hurricane struck. Quantitative measures included chi square bifurcation of themes by gender; themes include types of affect, influence of media, hopefulness/hopelessness, and creative use of language. Qualitative analysis included Piagetian cognitive stages, moral development, and constructivist concepts. The second report was a semiotic analysis of 60 drawings, along with 40 descriptive written statements, from children in a community where a father threw his four children from a bridge. The children were directly affected, since the bridge was within two miles of the school, and most of them had family and neighbors involved in the 10-day search for the bodies. Analysis included thematic meaning, field reports from self-descriptions of the pictures, what the children say they were thinking, and comparison of written and pictorial elements. Both sets of data were treated holistically and analytically. Although the data held some measures for quantitative assessment (which were reported), the holistic

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experience included discussions, effects of the disasters on teachers and researchers, and other features that responded to tenets of qualitative analysis.

Variations of these and other interventions were presented for practitioners to use in most K-12 content areas. The authors also presented a description of university-school partnerships which were formed, and because of which the research endeavors were made possible. Finally, a CD containing over 100 sources of post-disaster lesson plans and teaching units was offered to participants.

Case Study of a Creative Writing Program and the Interplay of White Instructors' and African American Students' Social and Cultural Differences

Tammy C. Cook, University of Alabama

The study explored a creative writing program in a ninth-grade English classroom and how all of those involved in the program navigated their social and cultural backgrounds in order to form a learning community in which each member contributed to the overall discussions. The following theories guided the case study: (1) creative writing programs create opportunities for students to become a part of a learning community, (2) students from diverse social and cultural backgrounds can gain confidence about themselves when they were provided opportunities to explore their identities, and (3) creative writing will enhance teachers' success and communication with students who were from backgrounds much different than their own.

Over the course of the spring semester of the 2007-2008 school year, the author attended a high school freshman English class two to three days per week over the course of 14 weeks to observe their participation in, as well as the teacher's instruction of, a creative writing program. Participants included one class of 21 students who were African American, the English teacher who was Caucasian, and the two university instructors who were Caucasian. The research was an integrated system comprised of a broad range of data collection methods: recorded field notes, audio-taped classroom sessions, interviews of eight students, artifacts gathered from all students, and the collection of as much information as needed for successful fieldwork. All data were analyzed and coded for recurring patterns related to social and cultural differences.

Findings indicated the importance of teachers' understanding the specifics of socio-cultural learning theory in relation to their guiding students through creative writing that involves students' personal histories. The findings of this case study have implications for English teachers interested in providing a classroom of diverse adolescents with opportunities to tell their stories, in their own words, in a secure, structured environment with encouraging feedback.

Middle School Science Students' Photonarratives: Seeking Relevancy by Connecting Science and Community

M. Jenice Goldston and Sabrina Stanley, University of Alabama

The purpose of this study was to examine African American middle school students' views of science using visual-based methodologies. Eighteen students used digital photography to capture and explain their views of science in their neighborhood and community. Complementing the students' photos were narratives explaining their choices and connections. As students presented their photonarrative powerpoints, the class began to envision cultural relevancy in science for themselves and their classroom. The research, guided by three questions, included: (1) How do students engage their memories and experiences of science as they select and create a digital photonarratives of science in the community? (2) In what ways do photonarratives serve as referents for revealing middle school students science identity narratives? and (3) What photostory referents were disconnects to school science that were important toward envisioning cultural relevancy in their classroom? Anchored within sociocultural theory, visual methodology, and narrative inquiry, this study honed in on "individual and collective" understandings while recognizing the assumption that constructs of science, "identities as narratives," were socioculturally constituted (Sfard & Prusak 2005; Wertsch, 1998).

Photographs were analyzed for visual categories, while narratives were analyzed interpretatively. Initial themes suggested: (1) digital photonarratives provided a innovation "space" for student to begin to draw out their images of science and examine them in light of their memories and views of science in the community, and (2) digital photonarratives revealed relevancy connections and

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disjunctures between students' prior science experiences and their images of science as part of their neighborhood and community. Implications for the classroom suggested visual-based methodologies as useful pedagogical approaches included evoking discussion, discerning students' misconceptions, and in developing cultural relevancy within the science classroom.

Beginning Teachers' Culture Awareness While Working with Students of Diverse Backgrounds

Cary S. Smith, Mississippi State University

Research has shown that beginning teachers tend to experience critical challenges during their first few years of teaching. As a result, researchers have conducted numerous studies hoping to find the reasons causing the high teacher turnover rate; likewise, they hope to find effective solutions to amend the problem. One primary factor indicates that cultural backgrounds substantially impact the teacher-student relationship.

The present analysis used the qualitative case study method that provided deeper and richer data regarding how teachers perceived their own multicultural training. The study was informed by three lines of research addressing the experiences of beginning teachers employed in diverse school settings. The first line examined challenges beginning teachers faced when working with students with different racial and/or cultural backgrounds. The second line addressed beginning teachers' perceptions concerning the multicultural training they received from their teaching training institution. The third line addressed the degree regarding whether the differing cultures might had a deleterious impact on their teaching satisfaction. The researchers interviewed six beginning teachers: two African Americans, one Hispanic, one Indian, one Caucasian, and one who emigrated from Jamaica. They were employed as full-time teachers at several public schools all located in Miami, Florida. The data were collected during the fall 2007 semester. During this period, the researchers interviewed each participant twice and observed their classroom five times, with the primary goal of collecting as much relevant data as possible.

The findings of this study indicated that cultural issues within the school setting greatly affected teachers' job satisfaction. Although the teachers did not specify any preference regarding their students' culture, they explicitly stated that it was easier to communicate with students possessing similar cultural backgrounds with their own. In addition, how cultural awareness and preservice multicultural training affected their communication style with their students was also addressed.

4:00 – 4:50 PM CONSTRUCTIVISM Summitt I

President: Gordon R. Sutherlin, Harding University

The Sky Is Falling! No, Everything Is Wonderful! Complex Science Issues and How to Teach Them

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

Some science topics and concepts are controversial, and often textbooks do not do a proper job of presenting all sides of the controversy, so this task is left to the teacher. A number of studies show that misconceptions held by science teachers themselves can lead to K-12 students being taught these misconceptions. Thus, the teacher can "infect" students with misconceptions and, when these misconceptions involve complex scientific issues, this problem is further compounded.

In this presentation, a variety of instructional approaches that were found to help promote better understanding of such complex issues were shared, along with some instructional errors to avoid. Global warming was chosen as an example of a major environmental issue that involves complex issues encountered in science teaching. It is quite evident from current news reports and a plethora of conflicting scientific articles that global warming is a very complex issue in science.

Over a period of several semesters, an elementary science methods course was used to examine the effect of various instructional approaches for their effect on long-term learning with elementary preservice teachers. The results show that a variety of instructional approaches can raise short-term scores significantly and can increase to some degree long-term concept development and retention. But, in each case, many participants demonstrated a noticeable regression back to naïve misconceptions over time. However, some significant overall improvement in long-term learning was found.

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These results support the conclusion of several studies that many people, including preservice and inservice science teachers, naturally gravitate toward simplistic explanations instead of maintaining the more accurate, but complex, explanations currently accepted by science.

Alternative Assessment Necessary When Using A Constructivist Approach

Robert I. McDowell, University of South Alabama

This paper used the literature to compare and contrast the necessity of alternative assessment when a constructivist method was employed in an instructional setting. The purpose of the paper was to present evidence from the literature for the necessity of using alternative assessment in a constructivist atmosphere and then to present evidence from the literature for the use of tradition assessment. The author then presented his position on using alternative assessment when a constructivist method is used in an instructional setting.

The paper began with a traditional discussion of constructivism as seen in the literature. Following the constructivism discussion was a brief discussion and description of alternative assessments with a brief mention of the various types of alternative assessment that can be implemented. The paper then presented the argument for the necessity of alternative assessment when using a constructive approach citing various sources from the literature. After that discussion, the paper presented the argument for the use of tradition assessment and the necessity for using it. Finally, the author's position was presented using the literature to substantiate his claim while weaving a personal experience into the discussion.

Fostering an Environment of Comfort, Confidence, Motivation, and Value of Knowledge Within a Socio-Cultural Constructivist Mathematics/Statistics Classroom

Gholamreza Tashbin and Alan Chow, University of South Alabama

This qualitative study evaluated how students in Developmental Studies (DS) Mathematics classes learn best through their experience in a socio-cultural, constructivist classroom. While the evaluation focused specifically on a college algebra course, the results should transfer to other mathematics and statistics courses at the undergraduate level. The study was conducted in the Developmental Studies mathematics department classrooms and instructional laboratory.

Participants included 33 Developmental Studies mathematics students enrolled in elementary or pre-algebra classes taught by a teacher fostering a socio-cultural constructivist classroom. Students reported on teacher characteristics, behaviors, and classroom environment that they valued in their learning. Students that were in a class with a teacher fostering a socio-cultural constructivist classroom stated that their mathematical ability was greatly affected by their mathematical attitudes. They were primarily concerned with four major factors: comfort level, confidence level, motivational level, and their value of the knowledge, which affected their mathematic attitudes and their mathematics achievement. These factors were not stressed in the majority of the mathematics classes that where taught in a traditional lecture format.

Quantitative measures of achievement (quizzes, homework, and test scores) were stressed in the DS department rather than qualitative measures (comfort level, confidence level, motivational level, and their value of the knowledge). Students reported that their quantitative measures were affected by these qualitative measures. Students were not only seeking mathematics knowledge, but also to become better learners through other non-measurable factors such as comfort level, confidence level, motivational level, and their value of the knowledge. Students wanted to be in an environment that provided real "learning" with a caring teacher who fostered a socio-cultural constructivist classroom. This preliminary research indicated that more research needs to be done to better identify students' perceived needs in learning mathematics so that instruction can be tailored to meet those needs.

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9:00 – 9:50 AM **HOW TO EFFECTIVELY DESIGN AN ONLINE SURVEY (Training Session)** **Cumberland**

Lasonja B. Kennedy and Marcia R. O'Neal, University of Alabama – Birmingham

An essential tool for conducting qualitative research is the survey. Surveys are usually in one of two forms: paper format or electronic. The paper survey is quickly becoming an item of the past as efforts are being placed on conservation of resources and expediency. Online or electronic surveys offer individuals, institutions, and organizations several benefits, such as savings in time, financial expenses, and environmental impact. Designing an effective instrument is fundamental to data collection. Converting questions and paper surveys to an electronic format requires some basic skills and knowledge in survey development. Developing a well-designed electronic survey increased efficiency in a variety of areas for the researcher.

During this session, participants utilized online software to develop and launch an electronic survey from written materials. Trainers worked with participants to review best techniques to collect data and formulate questions. Sample survey items from health and educational areas were also used to facilitate discussion. By session's end, participants were able to: (1) contrast advantages of online to written surveys, (2) identify resources available for hosting online surveys, and (3) demonstrate the ability to navigate features of webpages for online survey development

9:00 – 9:50 AM **PODCASTING IN THE CLASSROOM: WITH EXAMPLES FROM ULM ENVIRONMENTAL SUMMER CAMP (Symposium)** **Summitt I**

Organizer: Laura B. Pritchard, University of Louisiana - Monroe

Laura B. Pritchard, Jessica Hunter, and Brittany M. Garner, University of Louisiana - Monroe

Podcasting technology aids the learning of students in rural and low socioeconomic schools. These schools have a limited amount of funds, teachers, and subject areas. Podcasting allows teachers to teach subjects other than just the minimum requirements to be admitted to college. Most students in grades 6-12 own an iPod, MP3 player, or a computer. If not, they have access to a computer through the school or public library. With these technologies available, teachers help aid their students outside of the classroom. Podcasts open many doors for these students because the use of podcasts helps the students in their learning process and gives them more supplemental information. Students also make their own podcast very easily. The use of podcasting technology helps students learn while they are having fun, and they learn a new type of technology that could aid them in their future educational careers. Podcasts help students' learning abilities in different areas.

Through Environmental Workshops, the authors offered different lessons to the students. The authors provided bus transportation to and from the college, and the authors opened the workshop up to anyone in grades 6-8 that wanted to attend. The workshop had many components: computer work/research, voice recording, podcasting, and video editing. The authors offered all of these avenues for the students to learn new technology for their future usage. Not only were the authors teaching about the environment, the authors were also teaching them how to work together for a common goal. The students left with new knowledge, a new work ethic, and new technology that they could bring back to their schools. The authors made it a point to first show them how to navigate through the programs the authors used, but the authors also let them teach their fellow classmates. This helped them learn the programs more quickly and feel that they had accomplished a new goal.

In the research, the authors found that the students enjoyed having a hands-on project. They worked in groups to learn about the environment. With their newly acquired knowledge about ozone depletion and its effects on the environment, they made podcasts to teach others about the environment and how to help. The students not only learned science-related material, but they also learned how to make a podcast, use a Mac computer, and work together for a common goal. The authors not only taught them how a podcasts works, but they also taught them all of the different steps that go into creating one. They learned new research avenues that were available for them and how audio files work. Many of the students that were in the program had never used a Mac or any type of voice-recording devices. Through the assistance, their eyes were opened to new technology and new educational tools.

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9:00 – 9:50 AM

THE STATUS OF EDUCATION EQUITY IN THE SOUTHERN BLACK BELT (Symposium)Summitt II

Organizer: Gary L. Peevely, Tennessee State University

Gary L. Peevely, Benjamin Brown, and Steve Smith, Tennessee State University

Overview

The term “Black Belt” has been used for more than a century to describe a socioeconomically distressed, crescent-shaped region in the South. The Black Belt area comprises approximately 623 mostly contiguous counties in portions of 11 southern states (Wimbley & Morris, 1997, 1997). In the Black Belt, 43% of blacks have not graduated from high school; furthermore 54% of non-metro blacks have not finished high school. Half of the non-metro whites and 94% of the nation’s non-metro blacks who have not graduated from high school live in the South, with the majority of these residing in Black Belt counties.

Methods and Data

This research was non-experimental, causal-comparative in nature. The statistical methodology utilized effect sizes to illustrate the strength of the differences between the outcomes of the Black Belt and the non-Black Belt groups. Both Cohen’s *d* and Hedges *g* were computed for each variable. Geospatial analyses utilizing ARC – GIS methodology were used to “map” differences in outcomes of this research. Socioeconomic variables, including levels of education attainment, poverty, and expenditure on public education, were analyzed in these studies.

Results

Effect sizes indicated very large discrepancies in levels of student poverty, educational funding levels, and achievement outcomes of Black Belt school districts compared to non-Black Belt school districts. One important concept exhibited by the findings is the fact that the immensity of the effect within this contiguous region has the potential of having a large impact on the cumulative educational outcomes of the nation.

The Importance of Black Belt Education Research

Nowhere is educational inequity based on social status more evident than in the Black Belt; this status is defined primarily by ethnicity and economics. When considered as an autonomous region, the Belt pales in educational and economic comparisons to other ethnically dense areas of the nation. Under the No Child Left Behind Act (NCLB), states are required to assess all students in reading and mathematics in grades 3 through 8. This requirement, along with mandated reporting of percentages of students achieving “proficient or above,” has generated data rich with the potential for examining the achievement outcomes of students served by Black Belt school districts throughout the 11-state area designated as the Black Belt. Cross-state analyses require comparable achievement standards that are not currently operationalized.

Education Funding Analysis of School Districts in the Black Belt District per-pupil expenditure comparisons between Black Belt districts to all other districts in the country were analyzed along with comparisons of intra-state per-pupil expenditures – specifically how Black Belt districts in a given state compared to other districts in the state. Along with simple comparisons between districts, other analyses considered the number of special need students (i.e., free and reduced, English Language Learners, and special education). A Comparable Wage Index for all school districts in the country was utilized in order to make more accurate comparisons.

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9:00 – 9:50 AM **MENTOR SESSION****Board Room**

Presenter: Linda W. Morse, Mississippi State University

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

9:00 – 9:50 AM **AT-RISK STUDENTS****Salon A**

Presenter: Ioana A. Badara, University of Tennessee

Restorative Justice and School Discipline

Katherine R. Evans, University of Tennessee

Research indicates that over 30% of teachers leaving the profession cite discipline as an important factor in their decision. Teachers often complain that they did not enter the profession to be prison wardens; they want to teach and make a difference in the lives of their students. However, they often find themselves grossly undertrained to handle classroom management problems. Traditional approaches to discipline often see misbehavior as a violation of rules or a defiance of authority. The focus is on rules that have been broken, who did it, and what they deserve. They often focus strictly on external behavior, rather than the underlying causes of behavior, and this often results in kids being labeled as "good kids" and "bad kids," labels that become a self-fulfilling prophesy, perpetuating the very behavior that one would like to avoid.

In contrast to traditional methods of classroom management, non-traditional approaches, such as restorative justice, are gaining momentum. Restorative discipline sees misbehavior as a violation of people and relationships, rather than a violation of rules. The focus is on cooperation, community building, and mutual respect, and open dialogue serves to strengthen relationships. The result is restitution rather than retribution. Restorative practices deal with the root of the problem, not just the behavior; therefore, the impact tends to be more long-term, reducing the amount of time spent on disciplinary action and leaving more time for engaged instruction. In light of recent trends in teacher attrition, it is important to consider a wide array of approaches to classroom management.

Through this presentation, the author provided an overview of several non-traditional approaches to classroom management, including restorative justice, to delineate principles that were consistent in each of these non-traditional approaches, and to discuss possible implementation of restorative justice practices within educational contexts.

Attachment, Moral Development, and Parenting Classes

Taylor K. Pelchar, Cora M. Taylor, Angela H. Mounger, and Sherry K. Bain, University of Tennessee

The presentation examined the ethics concerning how school-based parenting resources are offered to families. The authors began by discussing literature regarding the relationship between attachment and moral development. Attachment is described as "a deep and enduring relationship with the person with whom a baby has shared many experiences" (Bernstein, Penner, Clarke-Stewart, & Roy, 2003, SIG-3). Based on this initial bond, a child creates an attachment style. Researchers have identified four attachment patterns: secure attachment and three types of insecure attachment. Thus, initial parental interactions are important because they affect the child's personality (Berk, 2003). Attachment and parenting styles were significant factors in children's moral development. Research suggests that empathetic parenting styles influence moral reasoning (Doris, 1978; Hollos & Cowan, 1973). Children must have healthy moral development to express prosocial behaviors (Knafo & Plomin, 2006). In theory, warm parental relationships that utilize positive discipline foster prosocial behaviors and moral development.

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The second part of the presentation discussed parenting classes and ethical issues related to the availability of such classes. Parents may attend parenting classes as a means of support or be referred to these services. In Tennessee, parenting classes are offered at family resource centers. In Tennessee, there are over 100 family resource centers, which are located within K-12 schools, adult education centers, central school system offices, and subsidized housing developments in areas where there were many high-risk families. The distribution of the family resource centers indicates that parenting resources exist mainly for families labeled high-risk based on factors like low socioeconomic status. These resources might exclude low-risk families who could benefit from access to parenting resources. This presentation examined the ethics of targeting specific groups with regard to school-based parenting resources.

What Were They Thinking: Perceptions of Non-Minority, Preservice Teachers Regarding Urban Education?

Michael C. Ross, Kennesaw State University

Most would agree that urban education presents some of the most perplexing and challenging opportunities for educators. Factors such as increasing student populations, systemic poverty, increasing crime, and drug usage, when combined with problems such as student and parent apathy, high rates of academic failure, alarming dropout rates, and unbelievable teacher shortages, lead many to the conclusion that urban schools are not salvageable. This study represented phase one of a three-step process designed to assist in the improvement of urban education, invigorating the urban teacher talent pool with non-minority teacher talent. This study sought first to understand the perspectives of non-minority preservice teachers through quantitative and qualitative assessment. The findings of this study provided an enlightening view of non-minority preservice teachers' thoughts regarding urban education. This study also provided some areas of opportunity in addressing and perhaps changing these perceptions and ultimately leading non-minority preservice teachers into urban classrooms.

The Dropout Issue in Tennessee's Upper Cumberland Region

Matthew R. Smith, Sandy H. Smith, Larry E. Peach, Susan Elkins,
and Jann Cupp, Tennessee Technological University

Researchers and educational policymakers throughout the nation and in Tennessee believe that school systems should adopt comprehensive reforms to increase their high school graduation rates. In 2007, approximately 1 million students across the nation failed to graduate from high school. This excessive dropout rate has seriously affected the economy and society. For example, last year's cohort group of dropouts will likely cost the nation more than \$200 billion in earnings and taxes over the long term. In addition, the state of Tennessee could have saved over \$300 million in Medicaid costs if the dropouts from the Class of 2006 had graduated from high school.

This quantitative research study addressed questions regarding the influences on students from the Upper Cumberland region of Tennessee who failed to graduate from high school. The Upper Cumberland region is located in the rural Appalachian foothills between Nashville and Knoxville and is one of the most economically depressed areas of the state. Authorized school system officials provided publicly available, non-identifiable data along 14 variables on 320 recent dropouts from five similar public high schools in three targeted school systems within the Upper Cumberland region.

A statistical analysis was conducted on the data using both descriptive and inferential techniques. The results indicated that disciplinary infractions, absences, and retentions played a major role in the lives of students who failed to graduate from high school. The findings also indicated that low socioeconomic status played a role in the failure of students to complete high school. As a result of this study, a comprehensive, research-based dropout prevention program has been recommended to help school systems in the Upper Cumberland improve their high school graduation rates, as well as the overall quality of life in the region.

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9:00 – 9:50 AM

ADMINISTRATION Salon B

Presider:

James H. Lampley, East Tennessee State University

**A Descriptive Study of The Personality Preferences and Styles
of First-Year South Carolina Principals**

Edward P. Cox, University of South Carolina

This study examined the personality and leadership style preferences of first-year principals in South Carolina. Calls for more transformational change in schools and higher levels of emotional intelligence among school leaders are focusing additional attention on these important but often undervalued aspects of school leadership. While new leadership models often include emotional intelligence components, the database regarding perceived leader preferences is still very limited. The authors simply do not know how well prepared new school leaders are to handle transformational change efforts. How do first-year principals perceive their personality and leader style preferences? Are they comfortable with the aspects of their work that increasingly require higher emotional intelligence? What issues do those preferences raise for those attempting to foster more transformational change in the schools?

Three self-assessments were recently administered to 103 first-year school principals in South Carolina. The sample included principals from over half of the 85 school districts in the state and 90% of all new principals hired in South Carolina for the 2006-2007 school year. The Strength Deployment Inventory, Change Style Indicator, and Leadership Practices Inventory were administered to assess the personality preference, attitude toward change, and preferred leader practices, respectively. The battery of assessments provided a composite profile of this group of highly influential new school leaders. The assessment results were organized into a series of tables indicating the frequency and percentage of new principals in each category on the respective instruments. The profile that emerged is that of a cautious and careful new school leader. Implications for transformational change in schools and possible explanations were discussed in the concluding portion of the paper.

A Publication to be Released - Passing the Leadership Licensure Assessment

Leslie F. Jones, Nicholls State University

The proposal represented a manuscript released in October 2008. The publication is divided into two parts: in Part I, test preparation is discussed; in Part II, the Interstate School Leadership Licensure Standards are discussed with sample test items for the School Leadership Licensure Examination.

Preparing for a standardized test, especially a test that involves high stakes, can be a controversial enterprise. Is it cheating to study older versions of the test? Will it be helpful? Were test preparation courses legal, and, if so, were they ethical? These and other questions can lead some persons to take only a passing interest in such basics as getting to know the types of questions on an examination, and reviewing the types of items presented on the examination. Of course, a systematic strategy for preparing for a standardized test is not only ethical, but assumed by most test publishers who hope that an examinee's performance will not be impaired by a lack of familiarity with the types of items on the test, paralyzing anxiety about the testing experience, or fatigue from an all-night cram session. Any of these activities, as well as many others, only clouds the inference test publishers desire to make about the level of mastery of a given examinee.

Test preparation is ethical and essential, and it is important to note that there were some preparation activities that are both unethical and illegal. Stealing a copy of an examination and using it to memorize correct responses is an obvious example of an illegal practice. It is not so clear, however, that studying an older version of an examination and doing little more is equally inappropriate, perhaps not illegal, but almost certainly to confuse the picture an examinee paints of her/his level of mastery of the material represented in the test. What then, is appropriate test preparation? This section walked the reader through those activities that were appropriate and those that were not. It is intended to prepare and assist the reader as he/she develops a systematic plan for tackling the Educational Testing Service School Leaders Licensure Assessment (SLLA).

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The specifics of the examination are presented in Part II. This section speaks to general principles of test preparation. Why do some examinees do poorly on standardized tests? There are four basic reasons. First, they may simply lack sufficient mastery of the content of an examination to perform well. Most people, including developers of standardized tests, would probably agree that this is an acceptable reason for poor performance on an examination and that, in this instance, the test was functioning properly. Chapter one discusses the content mastery related difficulties some examinees experience with standardized tests.

The second reason some individuals have problems with standardized tests is that they lack sufficient familiarity with the format of the examination. Multiple choice items, for example, are confusing for some individuals, and, despite mastery of the content, this particular item format may negatively impact their performance. Essay and short answer items also present a challenge in that they require that the examinee have the ability to craft a coherent written response. Chapter two presents a discussion of techniques for tackling various types of test items. Given the structure of the SLLA, the emphasis in this chapter is on essay and constructed response items.

Another source of the difficulties some examinees experience with standardized tests involves emotional states. Tests engender a certain degree of anxiety. This can be helpful to the extent that it serves to motivate an examinee. On the other hand, if it cripples an individual and leads her/him to avoid preparation activities prior to the exam and to freeze or flounder during the exam, then it constitutes a source of difficulty which should be addressed. These issues were discussed in Chapter three. Finally, an examinee's physical state can be an impediment to maximum performance. These potential problems are addressed in the final chapter of this part of the book.

This book is designed for graduate school leadership candidates; principals and other educators serving in leadership capacities can also benefit from the book. Many states have adopted the Interstate School Leadership Licensure Consortium's standards (ISLLC); therefore, many states have transitioned to the use of the ISLLC examination for Licensure. The book provides preparation for the ISLLC examination. It presents a means of organizing and planning for the assessment that goes beyond what is currently available on the market.

Measuring Performance in the New Orleans Recovery School District

Jane Nell Luster and W. Alan Coulter, LSUHSC-HDC

The phrase New Orleans Recovery School District (RSD) conveys to many the impression that the district was formed as a result of the devastation of Hurricanes Katrina and Rita. RSD was actually created in response to the state's accountability plan requiring the state to take over repeatedly low performing schools. In summer 2005, plans were being made for the Louisiana Department of Education to take over 107 of the 128 New Orleans Public Schools (NOPS) because of continued failing performance. The coincidence of the naming of RSD is one of many challenges the district has faced. In 2007, the paper, titled *Measuring Success in New Orleans Recovery School District*, described challenges in rebuilding a system that was educationally and physically broken. It compared the fourth-grade student pretest and posttest performance on curriculum based measures of reading and math during the 2006-07 school year and compared performance of five elementary schools on the statewide assessment before the hurricanes (2004-05) and after (2006-07). These comparisons starkly revealed that, while success was noticeable in the achievements of opening schools and rebuilding physical structures, success in building educational success was not so quickly achieved. The study's author concluded, "The best conclusion is that progress is very slow."

The current study continued previous comparisons and extended these to include comparisons of RSD to the reopened and reconfigured NOPS. Descriptive demographic comparisons of RSD in 2007 and 2008 were presented and compared to the New Orleans Public Schools in 2005, 2007, and 2008. Second, specific schools in NOPS and RSD were compared across the time periods on statewide assessments in reading and math and to the state as a whole to show performance post hurricane. The study concluded with both the educational and policy implications resulting from state takeover and subsequent reconsolidation.

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9:00 – 9:50 AM EDUCATION REFORM Salon C

President: Dawn Basinger, Louisiana Tech University

The Voices of Teachers in Educational Reform

Gina U. Barclay-McLaughlin, University of Tennessee

Across the nation, urban schools serving students who are disproportionately poor and marginalized struggle to improve academic outcomes for their students and to reduce the existing achievement gap. The overall goal of this presentation was to examine the complexities and subtleties of educational reform and teacher participation in the process. More specifically, this case study offered a focus on literacy reform and teacher participation in leading change. The intent was to investigate how teachers at one urban school thought about their work with students and their commitment to forge change they considered better aligned with the needs of their students. The presentation was a story of the determination of a small group of teachers who were propelled by their strong commitment to improve literacy outcomes for their students and change the academic status of their urban school. It is a qualitative case study designed to capture their attempt to use a more balanced approach to literacy instruction and participate in decisions linked to their daily classroom interactions and work.

The study examined teacher perceptions of their experiences in literacy reform and the meanings they attach to their involvement in the process. Participants of the study consisted of 15 teachers (K-3) in an urban elementary school serving predominately African American students. Researchers conducted a series of interviews individually with participating teachers who volunteered to share their experiences during face-to-face, in-depth interviews for approximately one hour. Interviews were transcribed verbatim and analyzed. Findings revealed the actions and contradictions associated with change and the importance of understanding contextual influences on reform.

Is Teacher Quality Related to Eighth-Grade Mathematics Achievement? Evidence from the 2007 NAEP Data

Beverly M. Klecker, Morehead State University

The purpose of this paper was to explore the relationships between teacher quality and students' eighth-grade mathematics achievement using the recently-released 2007 National Assessment of Educational Progress (NAEP) national public school data. The No Child Left Behind Act (2001) included teacher quality as a major factor that is likely to affect student learning. Teacher quality was defined by NCLB basically as teacher credentials (e.g., degree level, certification, experience).

Through their research, Darling-Hammond (2000), Darling-Hammond and Youngs (2002), and Wayne and Youngs (2003) found strong links between the NCLB-defined teacher quality variables and student achievement. Additional researchers found that the quality of the teacher in the classroom was the most important schooling factor predicting student outcomes (Ferguson, 1998; Goldhaber, 2002; Goldhaber et al., 1999; Hanushek et al., 1999; Wright et al., 1997). 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 2007 NAEP was administered. Teacher questionnaires were completed by the teachers of the eighth-grade students who took the mathematics test. NAEP national public school eighth-grade average scale scores were examined with the following (categorical) teacher quality variables: (1) major/minor in mathematics, (2) major/minor in mathematics education, (3) highest academic degree, (4) type of teaching certificate, and (5) years taught math. One-way ANOVAs (alpha set a priori at .01) were used for the analyses. Through this secondary analysis of the 2007 NAEP data, statistically significant differences in the eighth-grade mathematics scores were found for each of the five teacher-quality variables. Effect sizes were calculated and were reported with a discussion of the use of effect size with NAEP data.

Evaluation of Primary Inservice Teachers' Training Programs with Reference to Curriculum Delivery and Monitoring Practices in Rural Sindh

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Shahid H. Mughal, GECE Thatta

One of the main purposes of this research study was to evaluate the different aspects of Primary School Teachers (PSTs) 12000 Program with respect to relevance of content and teaching pedagogies to teachers' professional requirements. The issues and challenges while implementing the training program in the province of Sindh and existing support (monitoring and follow up) mechanism have also been critically examined.

The research was designed in a qualitative paradigm; individual interviews, focus group discussions, monitoring visits, and documents analysis were used to explore the realities. The findings were triangulated. The research participants were primary school teachers, master trainers, course directors, and district education officers. Major findings from the study revealed that The PST 12000 Inservice Teachers' Training Program was launched in 2003 under ADP Scheme with an amount of Rs. 76.36 million. Under PST 12000 Program, 9735 teachers (51% male and 49% female) have been trained. The data collected from group discussion were consolidated.

The data revealed that before the start of the program no needs assessment survey was conducted. It was found that the program improved on teachers' content knowledge, but it did not help them to design activities (teaching material) according to the needs of diverse learners. The findings related to master trainers (MTs) showed that subjects such as English, Math, and Science were taught by those MTs who did not have specific qualification (i.e., master's degree in Science, Math, or English). Although MTs content knowledge about their subject was satisfactory, yet, it was difficult for them to develop teaching resources and design activities according to the level of their learners (i.e., PST). The majority of MTs used only textbooks as a teaching material, and only a few MTs were seen with supplementary material. The findings related to course directors (CDs) indicated that it was a challenging experience for course directors to conduct a training program. The course directors focused only on the attainment of quantitative targets instead of improving the quality of teaching and the learning process.

The analysis of interviews conducted with district officers' education showed that there was a communication gap between DOE (Academic & Training), ADOE, SPE, and teachers. The data further indicated that the District Education Department had no mechanism for following up the teachers after the completion of their training. The data collected from monitoring visits indicated that most of the centers lacked basic facilities such as OHP, sufficient computers, science laboratories, and well-equipped classrooms. The subject of IT is taught without computers. If the computers were there, then many were out of order. The majority of the monitoring officers agreed that the content delivered was according to the aims and objectives of the training program, but it was difficult for MTs to integrate this content with particular pedagogy.

In the light of the findings, the study recommended the conduct of a needs assessment survey before the start of new training, revision of training manuals according to new curriculum, promotion of action research in all teachers' training programs, an increase in the budget for activities, arrangement of trainings for MTs according to new curriculum, and a 100% increase in the remuneration of PSTs, master trainers, and course directors. In order to create interest and an environment of competition in the training program course, participants should be given some kind of awards/ best performance certificates. There is a need to develop a follow-up support mechanism for teachers who have received training. In this regard PITE and the district education department should work together.

Elementary Preservice Teachers' Misconceptions: Multiplying Proper Fractions

Rebecca R. Robichaux, Mississippi State University

Because of teacher quality mandates at both the national (No Child Left Behind) and state level, it appears that teachers' content knowledge may be insufficient to effectively instruct their students. The purpose of this research was to examine misconceptions of preservice teachers regarding the multiplication of fractions. Previous research findings have indicated that preservice teachers have difficulty explaining the meanings of multiplication and division story problems involving decimal numbers or common fractions. Research has indicated that preservice teachers can, at best, compute answers to problems that contain decimal numbers or fractions by strictly applying rules like "invert and multiply" to divide fractions; however, sometimes the rules that they employed were faulty. Two hundred fifteen preservice teachers graded a simulated student solution to a fraction story problem. All participants had

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successfully completed at least three content mathematics courses with a "C" or better. Participants received one point for each mistake that they failed to identify and a point for every correct response that they graded as a mistake.

The percentage of Type I errors (identifying correct responses as incorrect) and Type II errors (failing to identify incorrect responses) were identified for each participant. Statistically significant results of the data analysis indicated that these participants had difficulty identifying the student errors. One misconception identified was the participants' belief that the proper procedure to multiply fractions is to "cross-multiply." These results provide evidence of the lack of conceptual understanding possessed by preservice teachers. Participants did not recognize correct solutions, explaining that the student set up the problem correctly, but should have "cross-multiplied" to get the answer. There is a need to investigate ways of teaching mathematics content to preservice teachers so that they develop a more conceptual understanding of this content.

10:00 – 10:50 AM CREATIVE HEALING USING THE ARTS (Training Session)..... Summit I

Vincent R. McGrath and Linda C. McGrath, Mississippi State University

In this training session, participants were introduced to the use of the arts in grief therapy. Students experience less difficulty in their school work when given the opportunity to express their emotions by drawing, composing, creating, and performing. Packets with information and materials on the arts successfully used by schools and institutions in dealing with grief were given to participants. The facilitators have personally experienced the loss of spouses, have organized a community grief support group, have worked with school counselors, and have conducted several national conference workshops on grief support.

Teachers who were open to innovative ways that have been used successfully by others can handle crisis situations in wise strategies founded on sound psychological and social research methods and a mix of common sense. Many teachers feel uncomfortable becoming grief counselors, and yet, they may be the only adults to whom students can openly express their grief. Parents need teachers to assist them during stressful times in their child's life. Whether it is from death, divorce, chronic or terminal illness, natural disaster, or any other type of change to their normal routines, students need the regular routine of school and their teachers to feel safe in their worlds. A national dialogue to consider intervention measures to brace children against the many possible interruptions to their lives and their families should be discussed in these times of international violence and human distress. Counselors report that recovery from loss can begin when the child has an opportunity to express her or his pain. The arts provide the means in which the child can express her/his negative feelings into something concrete. Students who participate in creative activities at school experience less difficulty with their school work and develop healthy coping skills.

10:00 – 10:50 AM WRITING AND GETTING PUBLISHED (Training Session).....Summitt II

John R. Petry, University of Memphis

Opportunities and problems associated with writing and publishing articles and manuscripts were discussed. Topics included sources of ideas 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,

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having a definite message and reason for writing, writing effectively and distinctly, writing about subjects that the author knew, following the style of the publisher's writing, knowing the editor's preferences, and using the journal's format, understanding the publishing process: how journal articles have been requested, reviewed, rewritten, and accepted; recognizing that the writing, reviewing, and editing processes were time consuming; and following up on every submission, contacting the editor to determine status, and learning how to edit personal submissions. Participants had a broad understanding of writing and publishing as a result of attending this session and were given handouts.

10:00 – 10:50 AM ADMINISTRATION AND ADULT EDUCATION (Displays)Board Room

Negotiating the Relationships Involved in a Multi-Stakeholder Evaluation Effort

Danica Davis, University of Alabama - Birmingham

Evaluation can serve as an effective way to improve the quality of academic programs and services. The process of evaluation requires constant awareness of the relationship between activities and the overall mission, goals, and objectives of the program and institution. Results can serve as a baseline for demonstrating improvement and a source for developing and reporting accountability measures.

This paper presented the negotiations involved in updating program assessment tools to increase efficiency and data use by a university education program. Stakeholders involved include program coordinators, supervisors, graduate administrators, and the evaluation team. Using a logic model approach, the evaluators facilitated a process that prioritized task, designated responsible individual(s), monitored assignment completion, and tracked deadlines. The process of evaluation should acknowledge that: (1) there were multiple stakeholders, (2) obstacles to data collection require appropriate consideration, and (3) proposed changes should be responsive to both stakeholders and respondents. The presenter shared lessons learned in utilizing communication and shared purpose to facilitate a collaborative process.

Electronic Portfolios: Strengthening the Principal Preparation Program Intern Experience

Pamela S. Angelle, University of Tennessee; Jessica Chambers, Scott County High School;
and Stephanie Ogden, The Webb School

Quality principal intern experiences provide opportunities for putting into practice the leadership knowledge, skills, theories, and attitudes learned through coursework. Increasing aspiring educational leader competence through hands-on learning is a critical component of preparation. One southeastern university has implemented electronic personal learning portfolios (PLP) as part of the principal preparation program. The session demonstrated the PLP used in this university's leadership preparation program and generated discussion regarding the usefulness of tool to preparation programs.

The objectives of this session were: (1) to demonstrate the usefulness of PLPs in a principal preparation program, (2) to view the types of objects that may be posted to a PLP, such as reflections, artifacts, and logs, (3) to examine rubrics used to score the quality of the postings, and (4) to generate discussion with current graduate students regarding the benefits and challenges of a PLP as part of a principal preparation program. This display session began with an overview of the intern program and the role of the PLP, along with an explanation of the coursework relationship to the portfolio. Portfolios of students (with permission) were viewed with examples of artifacts and reflections posted by students. Rubrics used by faculty to score the reflections and artifacts were available.

Faculty have found that the use of PLPs is integral to the training of aspiring leaders. Intern artifacts provide evidence to instructors of student leadership experiences. A positive outcome has been the "learned habit" of reflection, a skill that will serve the student well long after he/she leaves the program. Reflection, as a part of practice, will produce thoughtful, deliberative decision makers and problem solvers in the field of school administration.

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Group Cohesiveness in Online Courses

Debra S. Lee, University of Tennessee

The presenter, who develops and teaches online courses, constantly seeks methods and techniques for motivating distance education students to form cohesive learning groups. Whether people ascribe to the social identity theory, the self-categorization theory, SIDE, SIP, or Hyperpersonal CMC, most agree that group cohesiveness in online courses enhances learning. So, what practical approach can help students form successful group identities in online courses?

The presenter discussed activities from online courses, highlighting failures, successes, and changes in the search for cohesiveness. Four areas for improvement were selected: (1) group continuity, (2) discrete to judgment-related tasks, (3) personal interaction, and (4) maintaining individual identities within a group identity. To improve cohesion, the presenter changed the group dynamic by requiring students to remain in the same group for the entire course. Absenteeism forced the convergence of two groups. However, instead of a new group, two pairs within the group formed.

The second method was more successful. The presenter designed discrete tasks for individuals within the group, moving to whole-group activities as the group members learned how to communicate. To encourage communication, the presenter provided information on how to communicate online and the nature of praise and critique for group activities. Students were also required to post photographs and informal biographies online. Additionally, activities that fostered competition between groups were extremely effective in creating without group cohesion. However, the least successful of the changes implemented was trying to ensure that group members had a high level of self-esteem while understanding the importance of the group. The presenter was required to intervene frequently with individual and group encouragement focusing on the importance of individual members of the group, while providing tips about how to combine individual efforts into a group project.

Educational Philosophies of Teachers of Adult Sunday School Classes

Lisa P. Brantly, Auburn University

This research focused on developing and validating a survey instrument to measure the educational philosophies of teachers for adult Sunday school classes. The five educational philosophies of Elias and Merriam were attributed with characteristics and vocabulary particular to Sunday school or church environments. Questions were written pertaining to the domains, and the instrument was validated using a card sort with a panel of experts. Literature has emphasized the importance of adult educators understanding their teaching philosophy because it impacts the effectiveness of their teaching style in the classroom. Therefore, adult Sunday school teachers also need to understand the importance of their philosophies and the link to their teaching style and effectiveness in meeting their objectives for their adult learners in the classrooms.

Teaching Technology Using Technology

Jeffrey L. Beard, University of Tennessee

When it became clear that technicians were unable to use new, expensive infrared (IR) cameras for troubleshooting problems, the issue became how best to train the technicians in a cost-effective manner. In order to reach the training goal, technicians must be able to operate the IR camera and capture a clear image for troubleshooting problems. The problem led the company to consider a technology alternative for a technology problem. Courses for infrared thermography certification were available at inconvenient times and locations and involved travel costs and lost work hours. Therefore, developing in-house computer-based training became the most cost-effective, efficient solution.

The task was to develop an "Introduction to Infrared Thermography" module that would be accessible online and possible to complete in less than eight hours. The module and materials were to involve instruction and hands-on experience that would enable the technicians to capture a good image for troubleshooting problems using the infrared camera and report software. The learners had a personal company laptop and wireless access so that web-based training was available at the learners'

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convenience and would allow for future reference. Adobe Flash and Captivate were used to develop an interactive camera and software simulation so that completing the module would not require access to the actual camera or software. Interactive practice quizzes were designed to reinforce the concepts.

Alpha testing was performed on associates with thermography credentials, and beta testing followed with new users. After receiving the formative evaluations and making improvements, the module was released to include associates with no infrared training and new hires. Assessment was simplified by the fact that technicians can operate the camera and report correctly or they can not. To date, all participants have been able to successfully perform after completing the module.

10:00 – 10:50 AM ACHIEVEMENT Salon A

Presenter: Stasia L. Weston, University of South Alabama

Audience Response System: Want to Know the Answer in Just One Click?

Lon Fox, University of Tennessee

Do you want to know if your students are comprehending the material you were teaching? Do you want immediate feedback? An audience response system (Turning Point Technology) allows one to do both. With a simple click on the response card by every student in one's class, one will quickly know how many students understand the key concepts of the lesson. In the age of accountability, every teacher wants to know if their students are understanding the key concepts of the lesson. Using an audience response system, teachers can obtain immediate feedback from the students, allowing one to determine if reteaching is necessary. It is a quick, easy way to assess understanding in the classroom.

In this presentation, audience members used the audience response system and learned applications of the program within all types of curriculum. Can one build a powerpoint presentation? If so, one has already taken one step towards the use of an audience response system. It is almost that easy! One can develop a lesson, review, game, quiz, or test using the audience response system. In addition, the program has database capabilities that allow the teacher to collect data along with gaining real-time audience responses within the classroom.

The Effects of Reading Comprehension Strategies on the Academic Achievement of Algebra I Students

Candance A. Russell, Southern University

This research study examined the effects of reading comprehension strategies on the mathematics achievement of Algebra I students. The reading strategies used in this investigation were anticipation guides and graphic organizers and employed problem-solving and other National Council of Teachers of Mathematics (NCTM) process standards to help students read and comprehend mathematical content.

This study was conducted with four groups of Algebra I students. Sixty ninth-grade students were participants in this study. There were two experimental (treatment) groups and two control groups. The treatment groups used reading comprehension strategies before the lesson, during the lesson, and after the lesson. Anticipation guides and graphic organizers were used. The control groups were taught the same lessons as the treatment group but without the use of the reading comprehension strategies.

This investigation was quasi-experimental. The subjects were not randomly selected; they were pre-assigned to classes by the school's guidance department. The participants were administered a reading test and an Algebra I unit assessment on solving systems of equations and inequalities. There was no significant difference in the participants' instructional reading level and participants' knowledge of systems of equations and inequalities at the start of the investigation. A two-way analysis of variance (ANOVA) was conducted. There was a difference in mean gains of pretests and posttests of both the treatment groups and the control groups. However, the control groups had greater mean gains than the treatment groups. The graphical item analysis of the unit assessment indicated that there were positive correlations between the unit assessment and the treatment posttests. It cannot be concluded that the reading strategies in this investigation affected the academic achievement of Algebra I students.

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The Effect of Embedded Prompts in Graphic Organizer Instruction on Students' Relational Understanding of Secondary Content Material

Stephen W. Wills, Mercer University

This study examined the effects of two types of graphic organizers on students' relational understanding of secondary content material. In the study, graphic organizers were classified by the way the information was being prompted. Graphic organizers containing organizational prompts used wording and visual design to cue learners about the organizational structure of the content. Graphic organizers with information processing prompts cue the learner to use information processing strategies such as information analysis, and summarizing or predicting.

Ninety-six students and four general education teachers in eight eleventh-grade World History classes participated in this study. The student sample included equal numbers of high achieving, typically achieving, and low achieving students. Also in the sample were 16 students identified as having a learning disability. A concept mapping assessment was used to measure students' depth and breadth of relational understanding, as well as the erroneous understanding of students.

The findings indicated that for students of all ability levels and disability status, the use of graphic organizers with organizational and information processing prompts led to significantly higher depth and breadth of relational understanding scores than the use of text publisher provided worksheets. The results also showed greater depth of relational understanding scores when instruction used graphic organizers with information processing prompts when compared to instruction using graphic organizers with organizational prompts. Semi-structured interviewing was conducted to examine the perceptions of participating teachers and students toward use of the two types of graphic organizers used in the study. The resulting qualitative findings were congruent with the quantitative findings of the study supporting the classroom use of graphic organizers.

10:00 – 10:50 AM RESEARCH METHODOLOGYSalon B

Presider: Terry E. Brumback, University of Alabama

Teaching and Learning Mixed Methods Research Online: Challenges and Rewards

Nataliya V. Ivankova, University of Alabama - Birmingham

Online environment provides students great flexibility for learning opportunities and allows for maximum involvement by all participants. It also creates challenges imposed by the distance learning format, technological issues, and personally related internal and external factors. Teaching and learning research methods in such environment impose additional challenges related to the applied nature of the course and the focus on the development of research skills.

The paper discussed the experience of teaching and learning mixed methods research online and its related challenges and rewards drawing on both instructor and students' experiences. The student perspective was based on the results of the evaluation survey of two student cohorts (N=21). For students, learning challenges fell into four categories: content-related, cognitive, technological, and because of online learning format. Students were not equally cognizant in quantitative and qualitative research approaches, which created difficulties in comprehending and applying the course concepts. Students noted the complexity of accepting mixed methods approach because of the existing dichotomy of research methods, new and often confusing mixed methods terminology, and inconsistencies in design typologies. Cognitively, learning research methods online creates a steep learning curve, reliance on written communication presented a challenge for some, and some demonstrated fear of doing research.

For the instructor, teaching mixed methods online caused methodological challenges related to the lack of practical advice and discussions in press, difficulties in teaching topics that require instant verbal explanations and illustrations, varied levels of students' knowledge of research methods, and limited teaching resources. Value added was reflected in the fact that students' involvement with each other's projects over the course created collaborative learning environment and provided the opportunity to see the application of different mixed methods designs to various research situations and disciplines.

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Seventy-two percent of the students reported that they applied gained knowledge appropriate to their dissertation and funded studies.

Evaluation of the Bardis Religion Scale: A Ten-Year Study

Rebecca Jacobson and Sandra M. Harris, Troy University - Montgomey

The evaluation of the consistency of religious ideas is an area that remains of interest today as society is constantly in the process of moral revision. Walker stated that "moral emotions such as empathy or guilt always occur with some accompanying cognitions." Christopher reported that religion seems to be helpful to some people some of the time and harmful to some people some of the time, and that the interaction of intrinsic religiosity and extrinsic religiosity needs to be addressed.

In an effort to study the change in moral ideas over time, the Bardis Religion scale was administered to college students in the early 90's and again in 2004. The initial collection of data for this study took place in 1994 for validation of the scale with a college population. One hundred forty-eight college students participated in the original study. The second sample of 77 subjects was also drawn from a college student population, in 2004.

A reliability analysis of the Bardis Religion Scale was completed in an effort to determine if the instrument was consistent over time. An independent samples t test was done, and significant differences were found on five of the items on the scale between the sample taken in the early 90's and the sample taken in 2004. Levene's statistic indicated homogeneity of variance on the items where significant differences were found. Statistical validation of the instrument with two samples collected 10 years apart was the focus of this study.

Predictors and Correlates of Higher Order Thinking Skills: A Structural Equation Modeling Approach

John K. Rugutt and Caroline C. Chemosit, Illinois State University

The authors of this study used the structural equation model (SEM) approach to test a model that hypothesized the influence of student-faculty interactions (SFI), self-efficacy (SE), and self-directed learning (SDL) on higher order thinking skills (HOTS) through motivation (MO). This research was guided by the following research questions: (a) Is there a relationship between student motivation (MO) and higher order thinking skills (HOTS)? and (b) Does student motivation (MO) moderate the relationship between: (1) Self-efficacy (SE) and student's higher order thinking skills (HOTS)? (2) Student-faculty interaction (SFI) and student's higher order thinking skills (HOTS)? (3) Self-directed learning (SDL) and student's higher order thinking skills (HOTS)? and (4) Were there direct significant relationships between SFI, SE, SDL, and MO and higher order thinking skills (HOTS)? The study investigated direct relationships between SFI, SE, and SDL and HOTS. The study used data collected from 2,190 undergraduate students that represented a mixture of traditional undergraduate curricula.

The results showed that SFI, SE, and SDL significantly predict higher order thinking skills through motivation. The study also shows that SFI, SE, SDL, and MO to be individually and significantly related to HOTS. Further, bivariate significant positive relationships exist between student-faculty interaction and self-efficacy, student-faculty interaction and self-directed learning, and between self-efficacy and self-directed learning. The complete results of the study, the major findings, and the conclusion of the study were discussed in view of their implications for research design, measurement theory, practice, and future research.

A Pilot Study of Using ICOMP in Structural Equation Modeling

Hongwei Yang, University of Kentucky

To add to the literature of statistical model selection, the study examined the use of Bozdogan's Information Complexity Criterion, or ICOMP, in selecting structural equation models. The study intended to provide a framework on which future work would be based to make ICOMP readily

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available in major commercial SEM software packages. The study provided an introduction of structural equation models, the concept of complexity and information theoretic measure of complexity of a multivariate distribution. Formulas for several types of ICOMP criteria were presented without mathematical proof. Those formulas were presented in open form so that standard outputs from SEM software packages could be entered directly. When each pre-selected candidate structural equation model was evaluated using information criteria, the one that minimized the criterion of choice was selected as the champion model.

One of the key tasks for the study was the estimation of the implied covariance matrix for a structural equation model, a component needed to score ICOMP criteria. AMOS was used to obtain the implied covariance matrix. The above techniques were implemented using both simulated data and real data. Sample data sets were simulated based on a known underlying model. Several models from each sample were evaluated to find out about the number of times the true model was correctly identified by each information criterion. Information criteria were also scored to evaluate several pre-selected models from a real data set.

The study was supportive of the use of ICOMP in structural equation modeling. An implication from the study was the need to develop a model specification search mechanism to data-adaptively generate the pool of candidate models to be evaluated. To this end, Genetic Algorithm with ICOMP as the fitness function should be a possibility.

10:00 – 10:50 AM HIGHER EDUCATION Salon C

Presenter: Kelly Byrd, University of South Alabama

Career Development: Why Teachers Choose a Master of Arts in Education Degree Program

Jo Anna Dickey, Eastern Kentucky University

Research indicates that, once a career is established, individuals want to increase their knowledge in their career area. Information about factors that impact candidate decisions when selecting a program can be helpful in designing programs and developing recruitment strategies for advanced programs. To help develop a recruitment plan and program re-design, this pilot study examined the growth patterns of three Master of Arts degree programs that, on completion, also lead to an additional certification. The importance of being able to add a certification in a candidate's choice of her/his program was investigated.

To help determine the growth pattern of the programs in this study, the number of admitted candidates per program was collected and analyzed via an admission database over a three-year period. To help determine if candidates entered programs in order to add a certification, candidates from each of the programs were asked why they chose their program. A majority of the candidates did not state that they entered a program to add a certification. If efforts were made to increase enrollment in advanced programs, factors other than certification acquisition should be explored. The results of this study suggested that factors such as curriculum trends and state certification requirements should be investigated.

Advocating the Implementation of Mastery Learning in Higher Education to Increase Student Learning and Retention

Beverly M. Klecker, Morehead State University, and Ann Chapman, Eastern Kentucky University

The purpose of this position paper was three-fold: (1) to present a review of the theory and research on mastery learning and criterion-based assessment as originally presented by Bloom, Tyler, and Guskey for K-12 schools, (2) to advocate the extension of these concepts and processes to higher education to increase student learning and student retention, and (3) to invite MSERA members to join in future research projects examining mastery learning in higher education and its effects on student learning and retention. Definitions of mastery learning vary widely. The authors used the definition presented in Guskey's (2001) paper on the educational contributions of Benjamin Bloom. The essential

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elements were: (1) the feedback, corrective, and enrichment process, and (2) congruence among instructional components or alignment.

The theoretical framework for this presentation was in the form of an annotated bibliography of publications on mastery learning over the last three decades. Most of these theoretical and research studies were targeted toward K-12 students. A search for research on mastery learning in higher education was performed using both the ERIC database and Google Scholar. These few studies were also included in the annotated bibliography. The authors also referenced the use of mastery learning beyond public schools and universities (e.g., military training and corporate workshops).

The authors of this position paper have used mastery learning, formative assessment, and cognitive alignment in both face-to-face and online classes at both the undergraduate and graduate levels. They shared examples of their syllabi, assessment designs, and findings from their own action research studies. They invited MSERA members to share their experiences with mastery learning and criterion-based assessment. They also invited interested MSERA members to form a research group focused on future scholarly research presentations and publications.

How to Create a Faculty Website Using Live Text

J. Gordon Nelson, Kathleen Friery, Donna F. Herring, and Jimmy Barnes, Jacksonville State University

LiveText is currently being used by many universities to provide faculty and students with a highly flexible and interactive digital environment for distance education courses. It is also being used in education departments to teach student teachers LiveText skills to augment their own teaching when they enter the teaching profession. A unique feature of LiveText, one that Blackboard does not provide, is the ability to develop personalized websites. This feature is seen by faculty as a method of communicating information to students, colleagues, friends and family. It is also seen by students as a means of sharing information for employment searches (i.e., Portfolios), as well as developing personal "My Space" type websites. When students find that they can develop their own personalized websites, they become more highly motivated to learn LiveText skills; therefore, faculty who teach Distance Learning classes can create and share their own websites to inspire and motivate students to more quickly learn LiveText. Examples of four faculty websites were given.

This display session also compared some differences between LiveText and Blackboard, and further highlighted the use of other LiveText features in teaching distance education (for example, how faculty and students can use modifiable templates to create and submit projects for evaluation). Specific course projects used by the authors included contact information/resumes (with links to email addresses), flyers, newsletters, scavenger hunts, lesson plans (with links to videos and websites), rubrics, calendar resources, and working portfolios. Other topics included more detailed information on modifiable LiveText templates in course development, exams, lesson plans, portfolios, projects, and training templates. An example was given of how one university designed even more specific templates related to various departments indexed to National Accreditation and Certification Board (NCATE) standards, which also makes LiveText an "Accreditation Management System."

The Effect of Changing Instruction Methodologies on the Achievement of Introduction to Organic and Biological Chemistry Course Students Using a Student Handheld Response System

Gordon R. Sutherlin, Harding University, and Autumn Sutherlin, Abilene Christian University

The study examined the effect of the teacher's natural tendency to change the teaching method when a student handheld response system (clickers) is used in the classroom. The study was a follow-up study to one that found no significant difference in the achievement of chemistry students who used clickers during instruction and those who did not. Two sections of Introduction to Organic and Biological Chemistry were studied with 33 students in section one meeting at 8 a.m. and 32 students in section two meeting at 9 a.m. The clickers were integrated into section one's instruction that required more teacher directed questions and discussion, whereas section two was taught using traditional lecture methods.

After the first exam the methods were switched, section one received the traditional lecture method while section two used the clickers with interspersed questions and discussion. The student

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university grade point average and college entrance exam scores were compared to determine if the two sections had comparable populations. The average quiz and exam scores were compared to determine if there was a significant difference in the achievement of the sections when using the questions and discussion method and when there was the traditional lecture method. It appeared that there was no significant difference in the two methods.

10:00 – 10:50 AM EXCEPTIONAL EDUCATION Cumberland

Presenter: Charles E. Notar, Jacksonville State University

Improving Outcomes for Students with Disabilities: Linking Spelling and Writing Instruction

Alexandra Conniff, Eufaula City Schools, and Kate D. Simmons, Auburn University - Montgomery

Students with learning and behavior problems often experience great difficulty in written expression, especially in the area of spelling. Even though students with mild disabilities often have lower achievement levels across all content areas, spelling ability has been determined to be a powerful predictor between low achieving students and students with learning disabilities.

The purpose of this study was to examine the effects of two instructional procedures for teaching elementary students with mild learning and behavior problems to spell. Forty-one students from an inner-city elementary school in southeast Alabama with mild learning and behavior problems were randomly assigned to either the traditional or explicit rule-based group. Daily instructional sessions lasted 20-25 minutes for three weeks. The writing study compared two highly dissimilar approaches of teaching writing: Writer's Workshop, a writing process approach, versus Expressive Writing, a rule-based strategy approach.

In this study, 21 secondary students with mild mental retardation, specific learning disabilities and other health impairments in a rural high school (13 males, 8 females, 16 African Americans, and 5 Caucasians, ranging in age from 14.6 to 18.6 years) were randomly assigned to treatment groups. Two weeks of 45-minute daily instructional sessions were implemented. The two groups were compared on two essays, two curriculum-based measures, and a maintenance essay. To determine whether students demonstrated a preference for either instructional method, an attitude/satisfaction scale was administered.

Results of this study suggested that students with mild disabilities can benefit from small group writing instruction. Learners were able to identify instructional methods for writing and spelling. Learners were able to identify specific methods that were more effective for maintaining students' writing and spelling knowledge. Learners were able to articulate if students with mild learning and behavior problems had a preference towards certain types of spelling or writing instruction.

Response to Intervention and Early Intervening Services: Perceptions of Success and for Improvement

Marion Madison, Athens State University

IDEA 2004 has given schools the opportunity to determine eligibility for special education through increasingly intensive interventions in the inclusive classroom. Although some success has been noted in the research, more needs to occur since procedures vary from one district to another. It was the main purpose of this study to investigate the successfulness of Response to Intervention (RTI) and Early Intervening Services (EIS). Secondary purposes included suggestions for improvement and perceptions of effects from inclusive classroom, special education, and general education teachers. Thirty-seven responses to a mailed survey were received from a randomly selected sample of 150 schools in three southern states. SPSS 16.0 program statistical modules were used to analyze the frequency data.

The results of the investigation indicated that two interventions were most frequently used per student; that there was a 70-79% success rate of Response to Intervention, and that most schools used Response to Intervention. Generally, the anecdotal findings indicated that there has been a decrease in the number of students being referred. Most general education and inclusive teachers appeared to be pleased with the process while special education teachers were observing improvements

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in student success rates. Very few schools used Early Intervening Services. Further results, limitations, and implications were presented.

Linking General and Special Educators Through BRIDGES

Patricia Turnipseed, Sam Houston State University, and Susan Santoli, University of South Alabama

BRIDGES is a grant funded by the Alabama State Department of Education to support inclusion in secondary schools. Six inclusion teaching pairs (one special education, one general education) from two secondary schools in a culturally diverse, rural, south Alabama county were selected. The project began with individual interviews and pre-assessments.

The purpose of the research component was twofold: (1) to identify collaborative behaviors, teacher concerns, and interpersonal needs and wants that should be addressed with inclusion teachers as they strive to work together, and (2) to determine if there is a significant difference in how special education and regular education teachers regard their inclusive settings as the "ideal" and the "real" as measured by the Inclusion Q-Sort, a new instrument developed by the principal investigator. Following pre-assessments, two workshops were held for the participants. Teachers worked side by side with their partners, receiving useful tools and hands-on help in identified areas of need. In addition, the project coordinator visited participants in their classrooms, observing inclusion techniques and offering ideas and assistance.

This presentation focused on the data obtained from the participants' pre- and post-experience surveys and discussed the necessary components for successful collaborative teaching. Data were shared with the participants, and copies of the Inclusion Q-Sort were made available.

**11:00 AM– 12:50 PM ENGAGING STUDENTS IN THE READING PROCESS
(2-hour Training Session)..... Cumberland**

Luella M. Teuton and Lucy Maples, Western Kentucky University

Reading is one of the most important life skills, and there are many ways to encourage children to become involved in reading. This hands-on workshop demonstrated fun and creative ways to help children realize that reading can be fun. Participants enjoyed an interactive session with sharing of ideas and activities to engage and encourage students to read. Presenters linked book titles with hands-on activities that can be used in the classroom to encourage children to read. Workshop participants took home both ideas and actual projects that they can use in their classroom.

**11:00 – 11:50 AM VISITING THE VIRTUAL WORLD: DO YOU HAVE A SECOND LIFE?
(Symposium)..... Summitt I**

Organizer: Vivian H. Wright, University of Alabama

Chris Inman, Rebecca Ballard, Joy Burnham, and Rick Houser, University of Alabama

In-world, metaverse, avatar, griefer, prims, first life, and second life are words associated with the virtual world. For many, these terms may represent a new language to learn in the near future. The virtual world now has millions of inhabitants. With the exponential growth of the virtual world, opportunities for those in academia to interact at multiple levels exist. This symposium presented an overview of the online 3D virtual world of Second Life and described how one major southeastern university is entering Second Life and creating venues for teaching, research, and service. Second Life is used worldwide by the business and private sectors and is rapidly gaining popularity in the educational community. The virtual world environment of Second Life gives educators a myriad of opportunities. One can create simulations, conduct class with students from around the world, purchase products, attend conferences, visit art museums, and much more. Virtual worlds are considered safe in comparison to scenarios/simulations conducted in the real world (Zoll et al., 2006). In fact, it may also be easier or more convenient to conduct simulations/scenarios in virtual world environments for research purposes rather than conducting them in the real world (Tettegah, 2006). Therefore, the possibilities of Second Life are "virtually" endless.

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This symposium gave an overview of what Second Life is and how it has grown since its digital world premiere in 2003. The presentation began with a video tour through Second Life. Attendees were introduced to some Second Life residents and their in-world creations. The next presenter in the symposium shared how a campus-wide effort was led to establish and expand the university's presence in Second Life. They shared the multiple levels of participation the university has experienced in the past year and offered advice and guidance to others interested in going "in-world." Concrete examples of these efforts were also provided. Next, while there were several research projects currently underway in Second Life at this institution, a team of three presented their ongoing project. Using virtual world scenarios, their project investigated the effects of cyberbullying on middle-aged children. The presenters shared their experiences with planning and conducting research in Second Life. The final presenter offered a glimpse of a new class under development in Second Life, in which all course modules were presented virtually and all class sessions were held in-world. This presenter also briefly shared the plans to collect data during the semester.

This presentation included multiple forms of media and a variety of interactive modes (e.g., video, multiple presenters, PowerPoint, Internet examples, handouts). Throughout the presentations, the senior researcher offered the audience opportunities to pose questions and to interact with all presenters. The symposium was meant to inform attendees of the complexities of Second Life, while also informing them on its diverse possibilities, specifically related to academia and teaching, research, and service.

11:00 –11:50 AM INSTRUCTION and RESEARCH METHODS (Displays).....Board Room

Keeping Quality in Qualitative Analysis: Methods for the Thematic Analysis of Data from an Urban Teacher Education Program

Lasonja B. Kennedy and Danica Davis, University of Alabama - Birmingham

Qualitative data serves as a valuable asset to educational researchers. Information obtained from qualitative analysis guides well-informed administrative decisions and program reviews. Respondent comments (qualitative data) offer insights to the "why" and "how" missed with quantitative data. An effective method used for synthesis of qualitative data is thematic analysis. Thematic analysis allows for the integration of large amounts of qualitative data into similar topic areas for reporting. Although thematic analysis is a successful method for qualitative analysis, a dearth of methodological scholarship related to the topic exists.

The purpose of this research project was to discuss methods utilized in analyzing data from an Urban Teacher Education Program in the southeast. Qualitative research must have clearly defined steps to be credible. The steps involved in the thematic process offer a transparent method of demonstrating how categorical themes relate to raw comments. Interpretive rigor using secondary experts verifies that participant responses match selected themes. Participants' views are preserved while condensing occurs.

Students who completed their internship in an Urban Teacher Education Program in the southeast were asked to evaluate the program by completing a questionnaire that included four open-ended questions: (1) identification of the most outstanding instructor, (2) program strengths, (3) program weaknesses, and (4) ideas for program improvement. One hundred seven students completed the questionnaire.

The final thematic analysis of data was the result of several steps: (1) initial text coding, (2) development of categories, (3) analysis of categorical data into themes, and (4) secondary expert review. Initial text coding required researchers to enter comments as given by respondents. Development of categories involved aggregating data into similar areas. During thematic analysis researchers constructed themes from larger quantities of data given in categories. Finally, thematic analyses were reviewed by a senior researcher who served as expert in facilitating methods.

A Template for Teaching the One-way Analysis of Variance Technique

Robert L. Kennedy, University of Arkansas for Medical Science,
and Pamela M. Broadston, Arkansas School for the Deaf

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A template is a pattern that might be used for cutting out sections of material for recovering a couch, for sawing wood into pieces to assemble into a toy box, or for guiding information gathering for a report. Over the past couple of decades of teaching, this teacher has found that the use of templates for instructional purposes has been advantageous for communicating relatively complex topics efficiently and clearly. Any number of ways of teaching the analysis of variance (ANOVA) might be tried. Examples that have been derived from the literature include Java Applets, various other software programs, graphs, statistical labs, puzzles, and worksheets. All are reasonably effective tools for teaching ANOVA and other statistical techniques. However, another tool for teaching that is widely marketed is the template.

Templates are distributed and/or sold for quizzes, certificates, posters, surveys, course management, syllabi, electronic portfolios, and interactive exercises, among other purposes. They save time, not only for the less-experienced (or even experienced) teacher using them, but they can also benefit students by allowing a more efficient approach to learning. They may be available as open source documents, freeware, trialware, demoware, commercial software; immediately downloadable from a website or available on CD through snail mail; and in common word processing or PDF formats.

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

11:00 – 11:50 AM MATHEMATICS EDUCATION Salon A

Presider : Ellen J. Foster, University of Mississippi

Putting the Hands in Hands-on Learning

Eric J. Heinrich, Louisiana Tech University

This discussion focused on the use of hands-on activities to teach students mathematics and science concepts. For years, many have written and talked about the need to employ hands-on learning activities to strengthen and deepen students' understanding of various concepts. In talking with both students and elementary classroom teachers, it is apparent that many teachers today do not employ hands-on activities often, if at all.

This presentation put forth reasons why the authors need to convince elementary school teachers to employ hands-on activities on a regular basis. It also provided specific ways in which teachers can incorporate hands-on activities into both mathematics and science lessons. Both classroom teachers and college professors working with teacher education majors benefitted from participating in this discussion.

Investigating the Effects of an Interspersal Procedure on Persistence

Emily R. Kirk, Christopher H. Skinner, Justin Ridge, Emily Rowland,
and Amy Roberts, University of Tennessee

This paper described an experiment designed to evaluate the effectiveness of an interspersal procedure on computer-delivered tasks to determine if this procedure would enhance high school students' persistence. Previous researchers have shown that interspersing additional brief problems in with long math problems resulted in students choosing the assignments requiring greater effort (i.e., additional brief problems and additional long problems). Based on these studies, researchers have suggested that a completed discrete task (problem) may serve as a reinforcer, hence, interspersing additional brief tasks enhances rates of reinforcement and accounts for students' preference for these assignments.

The current study extended this research by investigating whether interspersing brief math problems among long ones would result in students persisting at the task. A between-subjects design was used to determine if interspersing additional briefer math problems among longer math problems

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delivered by a computer would enhance high school students' persistence. Participants included 40 students from a rural high school. Students used laptop computers with software that delivered math multiplication problems. Participants in the control group received long math problems only. Participants in the experimental group received long math problems along with interspersed easy math problems. The study required one hour. Participants were informed that they should start doing problems but that they could quit working on the math tasks and do crossword, sudoku, or word-search puzzles at any time.

Results showed that students in the control group persisted significantly longer than students in the experimental group ($p < .05$). As increasing rates of reinforcement has been shown to enhance persistence, these results did not support the hypothesis that a completed discrete task serves as a reinforcer. Alternative explanations of interspersal effects were discussed.

Exploring Successful Learning Experiences in a University Math Tutoring Center

Randy Parker and Julie A. Holmes, Louisiana Tech University

Many university students often struggle to be successful in math courses. An increasing number of institutions have implemented tutoring centers with the intent to provide students with support and academic resources needed to succeed in higher education. Literature indicates that student experiences may vary widely, and it is important to continue research to determine the effectiveness of such tutoring programs. This project sought to determine the effectiveness of the mathematics tutoring experiences of students who participated in a math tutoring center at a public, four-year institution in a southern state. Demographic and quantitative survey data from student participants during the 2006-2007 and 2007-2008 school years were reviewed for descriptive and trend analysis. Researchers also conducted semi-structured interviews, focus group sessions, and online communications with a purposive sampling of students, tutors, math instructors, and tutoring center staff members to better understand the effectiveness of this service through the perspective of these various stakeholders.

Initial research questions were: (1) How satisfied were the students? (2) How did the experience help students to better understand mathematics content, develop self-confidence, and affect academic performance? (3) How competent were the tutors in content knowledge, patience, communication, and availability? and (4) How can the math experience be improved?

Quantitative data analysis indicated that students appeared relatively satisfied with the program (mean > 3 on a 5-point scale) with no significant difference between groups by gender (alpha at $.05$). Trend analysis supported this conclusion. Qualitative data analysis themes that emerged were: (1) success involves a substantial time commitment, (2) tutors vary in their content knowledge and ability to communicate with students, (3) successful students were proactive in seeking help and clarification, and (4) tutoring was perceived as a positive experience. Results of this study can be used to improve tutoring programs in other institutions.

An Investigation of Peer Teaching

Jerrilene Washington and Ava F. Pugh, University of Louisiana - Monroe

According to the National Council for Accreditation of Teacher Education (NCATE), teacher candidates must have in-depth understanding of the subject matter that they plan to teach. They must demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. Thus, this study was designed to determine if preservice teachers grow academically from peer teaching, one instructional strategy utilized for teacher candidates to demonstrate their understanding of mathematics content. The participants consisted of four cooperative learning groups of five preservice elementary education majors, who had enrolled in two elementary mathematics methodology courses (Lower and Upper Elementary Mathematics Methodology) immediately prior to student teaching, and who had completed five undergraduate mathematics content courses and one assessment course.

The 26 students: (1) volunteered to work in one cooperative learning group, with five other teacher candidates, (2) developed a group 50- to 60-minute lesson plan on one of the Louisiana Mathematics Strands, and (3) developed content knowledge pretests and posttests for their peers to complete. In the class session, the group: (1) administered its pretest, (2) peer taught concepts in one mathematics strand for each of the two courses, and (3) administered its posttest. After class, the group

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checked its tests and returned them, along with an analysis, to the professor, who further analyzed the data. For the lesson plans, the group: (1) provided clear, interesting presentation of content, (2) utilized technology, mathematics trade books/ children's books, and audio and visual aids, (3) utilized Louisiana Mathematics Grade Level Expectations, Standards and Benchmarks, and (4) decided on concepts to teach. Then, each teacher candidate presented and taught an activity from a personal plan.

For this research, data on Lower (grades K-2) and Upper Geometry (grades 3-5) were analyzed and indicated a significant positive difference between pretest and posttest scores. Thus, peer teaching was effective in Geometry.

11:00 – 11:50 AM SCHOOL IMPROVEMENT Salon B

President: Nancy J. Fox, Jacksonville State University

Tapping Teacher Leaders: Structures for Identification

Pamela S. Angelle, University of Tennessee

The necessity of teacher leadership to successful schools leads us to question how teachers are identified and nurtured to step into the role of leader. Do teachers “become” school leaders through principal appointed positional designations? Is leadership a self-identified function where teachers “step up” when a need is recognized? The framework for this study was role identity theory. One’s perceptions of self are formulated by each of the many identities (Stryker, 1980). Behaviors of individuals in their role and the relationship between the individual’s behavior and the organization where this behavior takes place were associated with this theory (Hogg, Terry, & White, 1995).

This qualitative study took place in a southeastern state in 11 schools. The interviews were audio recorded and transcribed verbatim. Notes were taken by the researcher to provide further clarification. Permission for interviews was requested and received from 14 administrators (8 females and 6 males) and 51 teachers (44 females and 7 males).

This study found that principals wield great influence on teacher leader selection, particularly at the elementary level. Middle school teachers indicated that teacher leaders were identified by role. High school teachers perceived that teacher leaders were self-selected. Elementary teachers viewed their role as classroom teachers first and only stepped into the role of leader if asked to do so by the principal. Teachers at the high school level were more often self selected by viewing a need for leadership to “step forward and say I’ll do it.” High school teachers indicated that, rather than principal appointments, teacher leaders “emerge.” Recognition of formal and informal sources of teacher leadership is important to support teachers who aspire to lead school reform but have not been given the opportunity. Possession of leadership skills is insufficient for successful teacher leadership.

A Comparison of Teacher Leader Programs in Louisiana

Kathleen T. Campbell, Southeastern Louisiana University; Carmen Riedlinger, Our Lady of Holy Cross College; Betty Porter, School Leadership Center of Greater New Orleans; and Carrice Cummins, Louisiana Tech University

Louisiana universities with principal preparation programs have been mandated to include a teacher leadership program in their redesigned master’s degree. Although the universities underwent a rigorous approval process, each teacher leadership program is unique. The present paper compared the teacher leadership programs at three Louisiana institutions. Grounded Theory/Literature Review Research indicates that both teacher involvement in shared decision making and teacher leadership activities have a positive impact on student learning. Providing leadership opportunities to teachers attracted more qualified people to the profession and motivate the most competent teachers to remain in the profession. Furthermore, a new paradigm is needed for the teaching profession that recognizes the capacity of the profession to provide long overdue revitalization and the potential of teachers to provide new forms of school leadership. Teacher leadership is an idea whose time has come because dynamic teacher leadership leads to a renewal of the profession, school improvement, and ultimately increased student learning.

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Surveys regarding teacher leader program components were completed online by 75 subjects, and three focus groups of 7-10 participants each discussed knowledge, skills, and dispositions needed for teacher leadership and whether those features were present in their programs. The three programs were compared by using a mixed methods approach. Surveys were compared using an analysis of variance procedure, while themes emerging from each focus group provided the qualitative data for the discussion of commonalities and differences.

Survey results indicated strengths and weaknesses, as well as similarities and differences, but no significant differences in the programs. Focus groups highlighted the evolving nature of the teacher leader programs. Because the programs were still evolving, collaboration among the institutions would avoid duplication of effort and would allow each to benefit from the successes of the other.

Supplementary Podcast Influences on College Students: A Pilot Study

John C. Cummins, University of Tennessee

Supplementary podcasts may aid the college professor accustomed to giving traditional lectures in PowerPoint by developing interest in the students toward a subject. Supplementary podcasts were developed and delivered in the spring of 2008 to a greenhouse management class at the University of Tennessee. Podcasts were provided to the students in both enhanced and audio-only formats. Students were required to listen to one of two episodes and then received test questions covering both episodes to evaluate learning. Students were supposed to listen to the podcasts after having read on similar topics. The students received a quiz and a survey on the podcasts. Several days later they listened to lectures on the same subjects. Later in the semester they listened to the other episode and received a second and more detailed survey eliciting their opinions of the podcasts. Survey responses suggested that students were not more interested in traditional lectures with prior podcasts, but that they were interested in supplementary podcasts. Students favored enhanced formats over audio-only formats and indicated that podcasts may be a useful addition to the course.

A Study of Student Achievement and Professional Development Within a Professional Development School Setting

Debbie N. Williams, Keitha Rogers, Yong Dai, Brandi Rivers, and Cay Evans, Louisiana State University – Shreveport (LSUS)

The study examined the relationship between student achievement and teacher professional development to determine if there was a correlation between professional development received and student achievement. Questions guiding the research were: (1) Is there a correlation between the professional development teachers received and student achievement within a Professional Development School setting? and (2) What were the levels of student growth between pretest and posttest on a standardized instrument? Participants in the study were 12 students from kindergarten through fifth grade enrolled continuously in an urban elementary school following the Professional Development School model. Of the 12 students (10 females, two males) participating in the study for the five-year period, all were African American. For the longitudinal quasi-experimental study, the researcher collected data from a standardized assessment administered as a pre- and posttest annually. Data from selected subtests were utilized for the study.

Test data were analyzed using a correlated t-test. Percentile correlation, mastery level, and test item were summarized to determine student achievement. Professional development data were collected based on number of hours required by each teacher and content of the professional development meetings. Teacher accountability was studied to assess implementation of resources in classroom practice. The transfer of professional development into the classroom was expected to increase student achievement as evidence by pre-and posttest data. Matrices displaying data from all sources were created and used to identify patterns correlating professional development and student achievement.

The reported data showed statistically significant results to support the hypothesis that professional development in the context of a Professional Development School model increased the

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achievement of students. Findings of the study have implications for classroom practice, student achievement, and professional development.

11:00 – 11:50 AM QUALITATIVE.....Salon C

Presenter: Yvette P Franklin, University of Tennessee

A Comparative Study of the English Language Guidelines in Japan and University Students' Observations: Implications for Effective English Language Methods

Yuko Iwai, University of Southern Mississippi

English has become a significant tool because it is used as a communication language by many people in this global society. As a result, there is a greater need for Japanese people to seek English language proficiency. The purpose of this qualitative case study was to explore effective English education teaching methods in Japan based on perceptions of three Japanese ESL students in a university in the southeastern part of the United States. First, this study provided an overview of the guidelines of English language education recommended by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) and reviewed sociocultural theory developed by Lev Vygotsky. Second, this study analyzed the students' perceptions regarding English learning in Japan.

The researcher used one-on-one semi-structured interviews for the participants to answer open-ended questions. The semi-structured interview questions were as follows: (1) Think of your most impressive teachers of English in Japan. What qualities did they have? (2) What types of teaching methods did they use? (3) What made you enjoy their teaching? (4) What were the typical teaching methods of English you were taught in Japan? and (5) What were the methods that you think helped you learn best? After the interviews, the researcher explored the data, divided them into categories with similar characteristics, labeled them with codes, reexamined them, and reduced them into themes until saturation was reached. Finally, this study compared the MEXT guidelines to students' views regarding the perceptions of their learning experiences.

From an analysis of semi-structured interviews, the results of the study indicated that the overlapped points were the development of communication skills, cultures, motivation, and independent learning. However, MEXT advocated the importance of cultivating Japanese language abilities with English ones, whereas students viewed teachers' character and attitudes toward teaching as significant elements for learning.

Exploring the Influential Factors of Successful Writing Instruction and Meaningful Dialogue in the Primary Grades

Jennifer J. Jordan, University of Tennessee

The results from the 2007 National Assessment of Educational Progress (NAEP) show that students can write; however, their writing skills were not refined enough to succeed in higher education and the workforce. Clearly, the amount of time spent on writing instruction has taken a back seat to other reading skills specifically referred to in NCLB. Writing and reading bear reciprocal relationships to each other and should be taught simultaneously through integrated literacy lessons.

Articles for this review of the literature were chosen by searching the electronic databases of ERIC and Educational Full Text using such keywords as write, writer, writing, scaffold, responsiveness, internalize, interactive, primary, dialogue, conversation, and discourse. As relevant articles were identified, the references in these articles were also examined for more resources.

The literature illustrated that many factors were influential in developing writing competence. These factors included writing objectives that suit each student, social interaction among peers, authentic and purposeful writing, and students' transfer of knowledge through teacher responsiveness. Through these factors and meaningful dialogue students begin to internalize the knowledge of writing skills and strategies. The research reviewed suggested that for inner knowledge to develop, literacy lessons should be explicitly introduced, be meaningful to the writer, and practiced through dialogic conversation. Many

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classrooms are arranged for student talk, but unless the talk is meaningful and within a child's zone of proximal development, learning may not occur.

Despite significant writing research, there were no studies of how teachers revise their instructional methods in response to student outcomes and how students learn strategies of writing through classroom discourse in the context of interactive writing. This gap in the literature needs to be explored to generate suggestions on how to enhance students' writing ability and consequently their performance on the NAEP writing assessment.

Action Research: A Valuable Inquiry Within and Beyond Practice

Rong Li, University of Tennessee

Action research is inquiry/research that one can do in one's practice as an individual, a group, a community, or an institution with an aim to understand oneself in practice through actions and ultimately improve the practice and environment in which the authors practice. There are many types of action research. Among them, action research, participatory action research, cooperative inquiry, appreciative inquiry, collaborative action research, action science, and developmental action inquiry are the most common ones. Goals of action research vary from research to research, but the primary goals common to all research can be as much about creating a change or improvement in the environment in which the authors practice as it is about knowledge making and problem solving.

Four points were suggested in terms of validity of action research: (1) the researcher's worldview determines the methodology he/she uses for her/his research, (2) the researcher needs to go back and check if her/his research methodology agrees with the criteria of the research tradition he/she subscribes to, (3) the researcher view towards knowledge affects her/his judgment of validity of knowledge generated from action research, and, (4) understanding bias in the action research and addressing it as detailed as possible can be a powerful means of building the trustworthiness of the research.

The literature review in action research works as a bridge, leading the researcher and other researchers to understanding shared questions and context. Literature, however, is extended as it is reviewed by the researcher in the action research. Power issues and relationships with colleagues in action research have to be addressed. An honest attitude and a healthy dialogical space can be very critical to approaching some of these problems.

Improved Written Competence for English Language Learners

Susan N. Piper, University of South Alabama

The U.S. continues to host a growing number of speakers of English as a second language. Among other difficulties faced by English language learners (ELLs) is the effective command of written communication. To learn how to better instruct ELLs in the writing process, and to use writing as a tool for teaching English, it is important to understand exactly which aspects of the writing process are difficult for students and which are more intuitive or more similar to writing in the first language. It is also helpful to consider the instructional methods and accommodations that are employed in the writing classroom. The purpose of this research was to better understand what, from the day they enter the English language classroom situation, may be done to better instruct ELLs through guided and effective use of the writing process.

The results of this study informed better use of test data, better use of classroom resources (including instructors), and more effective use of the limited and precious time ELLs have in the language classroom. A new theory also emerged from the data. From evidence the author observed at the start of the school year, it seems that use of best practices for ELLs aides in the second language literacy of students who were semi-literate or illiterate in one or more aspects (speaking, writing, reading, and listening) in their first language. Through careful analysis of the particular students involved, practices are being developed to aid in the further acquisition of their second language. These practices are also being studied for implementation into the established protocol for ELLs, particularly in light of the growing number of ELLs who have other academic and social needs in addition to learning English for success in the classroom and in the community.

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12:00 – 12:50 PM

READING Salon A

President: Rebecca Jacobson, Troy University

Trends in Graphics Use in Award Winning Science Trade Books

Julianne Coleman, University of Alabama

Because of the prevalent use of science text books and science trade books by elementary teachers during science instruction (Weiss et al., 2001) and the increase in the density and variety of graphics in science texts (Martins, 2001; Moss, 2002), students need to become more proficient at processing and integrating both sources of information (e.g., graphical and text). If students were to utilize graphics effectively while reading to learn, the authors must first know what types of graphical representations students were encountering in these texts.

This study addressed the following research questions: (1) What types of graphics were most frequently found in award winning science trade books over the past 20 years? (2) What types of graphics were found most frequently? (3) Does the type of graphic vary by science discipline? and (4) Does the type of graphic vary by intended audience age? The materials analyzed for this study included a compilation of award winning science trade books (n=300) from the National Science Teaching Association (NSTA)/Children's Book Council (CBC) outstanding book lists that appears annually in *Science and Children*. The books appearing on these lists carry indications of intended grade levels (e.g., K-2, 3-5, 6-8) and fall under the topics of Earth Science, Life Science, and Physical Science. Moline's (1996) classification system of graphics was used to code the graphics. His work is based on seven categories that include simple diagrams, synthetic diagrams, analytic diagrams, timelines, graphs, maps, and tables. After the coding was completed, the researcher imported the data into SPSS, and simple descriptive statistics were run to provide an overall picture of graphics use.

The findings of this study presented a graphic portrait within award-winning science trade books that has implications for both reading and science elementary teachers, teacher educators, and curriculum designers.

Is Phonemic Awareness a Strong Indicator of Good Readers in Early Elementary Grades?

Shoudong Feng, University of Central Arkansas

Phonemic awareness is one of the five elements advocated by the National Reading Panel and one of the most important curricula components in Reading First. This research intended to find out if it was a strong indicator of good readers at first-, second-, and third-grade levels. Phonemic awareness is the awareness of sounds in spoken words (Pikulski & Templeton, 1997). Much research has indicated that phonemic awareness is an important factor that determines early reading success (Adams, 1990; Armbruster, Lehr & Obborn, 2001; National Reading Panel, 2000; Snow, Burns, & Griffin, 1998). The authors reasoned from the above findings that good readers must have good phonemic awareness.

This research was intended to find out if phonemic awareness is always a good indicator of strong reading in early elementary readers at first-, second-, and third-grade levels. Subjects were 100 first graders, 100 second graders, and 100 third-graders from public schools. A grade-level passage from *Diebels* was used to measure their comprehension ability, which serves as the indicator of good readers. Test words from *Diebels'* phonemic segmentation fluency (PSF) part were used to assess the subjects' phonemic awareness. A t-test was conducted to find out if the two sets of scores were correlated at each grade level.

Results showed that at first grade level, phonemic awareness was correlated with reading ability while it was not correlated at second and third levels. The findings of the research suggested that the correlation between phonemic awareness and good reading at first grade may be a result of classroom instruction in phonemic awareness and phonics. Early elementary educators need to rethink if it is worth the time and effort they put into teaching and assessing phonemic awareness in the early reading curriculum.

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The Effect of Shared Reading on Sixth-Grade Students' Motivation to Read and Reading Comprehension

Deborah N. Hollimon, Lincoln Parish Schools

The purpose of this study was to examine whether there were changes in student motivation to read and reading comprehension when shared reading is used with sixth-grade students. This quasi-experimental study was based on the pretest-posttest, nonequivalent control group design. The sample for the study was 122 sixth-grade students at a public school in a north Louisiana town. The Adolescent Motivation to Read Profile and the Gates- MacGinitie Level 6 Comprehension subtest were administered to obtain pretest and posttest measures of student motivation to read and reading comprehension.

Statistical comparisons of the mean scores of the control group and the treatment group and within each group were conducted using a one-way analysis of variance (ANOVA), independent t tests, and dependent t tests. Conversational interviews were analyzed using qualitative methods. Statistical analysis of the data revealed that no significant changes resulted between the treatment group and the control group on the variables of motivation to read, value placed on reading, self-concept as a reader, or reading comprehension. Data analysis within groups revealed a significant decrease in the value placed on reading by control group participants and a small effect size. Both treatment and control group participants' reading comprehension increased significantly, with small effect sizes.

There were no other findings to support that shared reading significantly affected students' motivation to read or reading comprehension. In conclusion, shared reading as explored in this study had minimal effects on student reading motivation and reading comprehension. Lack of a random sample, limited time for the study, lack of student choice, and teacher variability, and insufficient teacher training may have negatively affected the findings of this study. Future research on the instructional practice of shared reading was recommended.

Relationships Between Florida Comprehensive Assessment Test (FCAT) Third-Grade Reading Scores and Students' Demographic and Financial Variables in Selected Florida Counties

Wade C. Smith, Walden University

This study explored the relationships between school-level Florida Comprehensive Assessment Test (FCAT) third-grade reading scores (1998-2006) and demographic and financial variables in selected Florida counties. The pertinent demographic and financial variables investigated were the ethnicity and gender composition and the schools' percentage of students in free or reduced status and the aggregated free and reduced category. The key assumption in this study was the third-grade ethnicity and gender composition and percentage of students in free or reduced status and the aggregated free and reduced category did not significantly differ from the school-level variables.

12:00 – 12:50 PM EVALUATION Salon B

President: Gina U. Barclay-McLaughlin, University of Tennessee

Student Assessment of Instruction: Differences Among Undergraduate, Master's, and Doctoral Students' Perceptions

James H. Lampley, East Tennessee State University

The intent of this study was to determine the perceptions and opinions of graduate and undergraduate students at East Tennessee State University (ETSU) concerning the Student Assessment of Instruction (SAI) process. Most colleges and universities use SAIs, or something similar, to meet SACS requirements, and to evaluate faculty for tenure and promotion, or as a tool of continuous improvement. Data were collected using a researcher-developed questionnaire that sought to determine the thought process students go through when completing the SAI. The questionnaire consisted of a demographics section and 18 Likert-type questions.

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This study was primarily descriptive in nature. However, inferential statistics were used to measure differences in students' perceptions of the instructor/course evaluation process among undergraduate, master's, and doctoral students. With the help of College of Education faculty, the researcher distributed a traditional pencil and paper questionnaire to graduate and undergraduate classes. A total of 393 usable questionnaires was returned, 131 by each of the three groups (undergraduate, master's, and doctoral students). Doctoral students consistently scored higher than either undergraduate or master's students on questions that indicated a more thoughtful approach to completing the SAI. Similarly, master's students scored higher than undergraduate students on the scale. There was also a statistically significant difference in the Likert-scale scores between graduate and undergraduate students. As a result of these analyses, tentative conclusions were drawn about how students approach the SAI process at East Tennessee State University.

Formative Assessment: Precursor of Good Test Results

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

What makes for good teaching and good "High Stakes Testing" results? One answer is formative assessment, which is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. Formative assessment is not a test but a process—a planned process involving a number of different activities. The presentation discussed a large number of formative activities and fostered the argument that formative assessment is a precursor of good, summative test results. The presentation was based on extensive literature search and teaching experience at the junior high, high school, junior college, and university levels.

Issues and Effective Pedagogical Approaches Virtual Learning Environment

Cary S. Smith, Mississippi State University

Kentucky has developed nine Standards and Indicators for School Improvement (SISI), extending standards-based performance assessment from disciplinary content areas to whole-school reform. First among the states with this innovation (other states were interested), the Kentucky Department of Education (KDE, 2004) developed a Scholastic Audit (externally trained teams rate 88 indicators across nine standards) as a school improvement tool.

Because KDE has done no formal psychometric investigation of this model, this paper addressed that issue. The standards-based accountability movement is premised on the belief that students should learn and schools should teach the essential knowledge of disciplinary standards (Bolon, 2000; Fuhrman, 2001; Linn, 2001; Smith & O'Day, 1991). Kentucky's SISI contains three groups of three reform-related standards: Academic Performance, Learning Environment, and Efficiency. Only the second grouping (School Culture; Student, Family and Community Support; Professional Development, Growth and Evaluation) was examined here.

This study utilized secondary data from KDE composed of Scholastic Audits from 181 elementary schools from 2000-2005 across a range of achievement levels. Each standard has its own set of indicators, assessed on a four-point, behaviorally defined scale (4 is high). Psychometric analyses included factor analysis, Cronbach's alpha, inter-scale correlations, and criterion validity (multiple regression against both demographic factors and the Academic Index) performed separately for each standard.

All three sets of indicators produced results consistent with KDE's model. Factor analysis explained 53.8%, 53.3%, and 64.3% of the variance for Standards 4, 5, and 6, respectively, with one, one, and two factors. Cronbach's alpha ranged from .775 to .904. Inter-correlations demonstrated distinct but related factors. For criterion validity, effect sizes ranged from .10 to .37 for demographics and up to .37 for achievement. These results demonstrated exceptional psychometric quality for all three standards. Their presence in the Scholastic Audit provides a valid and pragmatic resource for school improvement efforts.

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The Importance of Proper Research Design: A Critical Evaluation of a Project Design Used in an Inquiry-based Experience for Science Courses

Sumita Bhattacharyya, Nicholls State University

This paper reported on a long-term field project for non-science major students enrolled in three different undergraduate ecology science courses. The general purpose of the project was to encourage students to become more ecologically literate through hands-on experience. The specific purpose was to ascertain if the experience positively changed the students' inquiry skills, perception of science, and knowledge of scientific method. Both national and state education policy makers, as well as many education researchers, urge the adoption of the inquiry method for learning on the assumption that it is the method most likely to enhance the students' science investigative ability (Dimaculangan et al., 2000; National Research Council, 1996). The inquiry method is based on the idea that people learn best through direct personal experience and by connecting new information to what they already know (NRC 1996; Jarett, 1997, Irez, 2006). However, important questions remain unanswered about its practicability and appropriateness even if its pedagogic theory is sound.

The purpose of this evaluation was to examine the effectiveness, practicability, and appropriateness of the inquiry method in an outdoor instructional setting. Participants were introduced to the field site and the instructor initiated a discussion about succession. The instructor explained the steps in investigating a hypothesis and asked the students to formulate a hypothesis, draw a concept map, and design an experiment. The participants then conducted their inquiry-based investigations.

The assessment was guided by the following three questions: (1) Did the field experience increase the students' ability to pose scientific hypotheses? (2) Did the students' concept of succession improve as a result of the field experience? and (3) Did the students' ability to develop/construct experimental design increase owing to the field experience? The evaluation criteria were clear to the participants (Worthen and Sanders, 1988). Each participant's pre- and posttest responses were scored by using a scoring key and scoring criteria and then compared statistically to detect differences. The performance criteria and scoring keys were given to the students before they started the investigations. The reliability of the scoring system was established by four different individuals scoring the students' answer sheets. Evaluation results for each of the three questions (examining performance) were performed by analyzing pre- and posttest scores by Wilcoxon Matched-Pairs Signed-Rank tests. In addition, for the second question, on the concept of succession, the subjects constructed concept maps and completed two different sentence stem assignments.

Overall, the evaluation results lent support to the idea that use of the inquiry method can be beneficial in meeting course objectives related to field-based experience. The performance assessments appear to be an effective method to determine project success and document student learning. The project provided evidence that the inquiry method, field-based investigation, and the corresponding performance assessment were effective tools for enhancing science education. But the project lacked control groups using conventional methods of science teaching without which it is impossible to argue that the inquiry method is the better method of science teaching. The importance of control group(s) in experimental research cannot be overemphasized.

12:00 – 12:50 PM QUALITATIVE.....Salon C

Presenter: Lesia Lennex, Morehead State University

Expectations and Experiences of First-Year Teachers

Mary A. Barham, Louisiana Education Consortium

The purpose of this qualitative research study was to examine a new teacher's experiences as she pursued certification, preparing her to enter a lifelong career in the field of education. It also investigated her views and perceptions about the field of education while participating in the Teach Northeast Certification Program.

Data were collected by written lesson plans, observations, interviews, photographs, and written reflections. The data were coded into themes and categories with regard to the perceptions of the first-year teacher, the expectations and experiences of a first-year teacher, views of the education

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profession from the perspective of a first-year teacher, concepts of knowledge and experience the Teach Northeast Program had given the new teacher in the field of education, and suggestions for better preparing new teachers for the classroom. During the study, two people were interviewed. The interviews consisted of a first-year teacher and the principal at Sherrouse Academic School, which is an alternative school where the teacher began her teaching career.

The researcher concluded that new teacher expectations were time consuming and stressful. Time management pressures, dealing with diverse student populations, and teaching to standards that show student achievement through standardized tests were all experiences new teachers found challenging. Also, it was concluded that the Teach Northeast Program did not meet most of the needs of first-year teachers. The study implicated high attrition rates among new teachers and the potential problems associated with teacher certification and induction programs. The researcher concluded that to ensure future schools had people to teach, meeting the qualifications necessary to be placed in the classroom, serious thought should be given to recruitment, teacher training, teacher induction programs, and ongoing professional development initiatives used to sustain competent teachers.

Implementing Reciprocal Teaching Method with ESL Students: A Case Study at Miami Dade Public School

Li-Ching Hung, The Overseas Chinese Institute

According to the 2006 U.S. Census Bureau Report, more than 35 million immigrants living in the United States stated that their native language was not English. While American classrooms are getting more and more diverse, there is a need for teachers to modify their teaching methods to meet each student's needs. In this present study, the primary research question was: How could reciprocal teaching method improve ESL students' reading comprehension?

The study was conducted at a public school, where the majority of students were ESL learners and 99% received free lunch. The study included two classes of seventh graders and eighth graders, a total of four. Two classes from each grade were categorized as A and B. A class of each grade received reciprocal teaching during its reading course, and, at the end of each class, a test was given to assess students' reading comprehension. Conversely, the B class of each grade did not receive a reciprocal method, and, at the end of the class, it also received a reading comprehension test. Four classes were taught by the same instructor who used the same reading material; likewise, the same reading comprehension test was administered.

The results of 10 tests were collected from each class. The scores were entered into an SPSS program, and an ANOVA was used to analyze the scores. Reading comprehension results showed that reciprocal teaching helped ESL learners to summarize the reading material and to answer predictive questions. The finding of this study has research implications for researchers and practical implications for classroom teachers.

Why Hispanic Undergraduate Students Persist in Higher Education? A Qualitative Study

Nataliya V. Ivankova, University of Alabama - Birmingham,
and Brent Cejda, University of Nebraska - Lincoln

It has been contended that postsecondary enrollment of Hispanic students has increased notably but that their degree attainment lags behind the accomplishments of other ethnic and racial groups. Many Hispanic students (63%) take their first steps in higher education through the doors of a community college, but there were growing reservations about such a journey culminating in the earning of a four-year degree. The Texas Grant Public Benefit Program supported this research on the educational paths of 36 female and 27 male Hispanic students (N = 63) who were completing their baccalaureate degrees or had earned a degree during the past three-years.

The purpose was to learn about and understand the educational paths they followed. The institutional setting was Texas Southmost College (two-years)/University of Texas at Brownsville (four-years). Two experienced professional educators conducted individual and semi-structured interviews of all participants using relevant literature to guide the flow of information, which was supported by copious handwritten notes and audio recordings. Demographics on the students uncovered that 34 were between

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the ages of 18 and 24 (traditional), with the other 29 deemed to be non-traditional. Twenty-nine began their postsecondary journeys focusing on earning the Associate Degree and later transferred to a four-year program. The others reported that the four-year-degree always was their goal.

Qualitative analysis was done by the researchers, who transcribed each session and determined credibility by member checking and subsequent dissemination of the findings to selected audiences. Thirteen categories and six themes were uncovered with the primary finding being that, overwhelmingly, the participants described baccalaureate completion as "part of the American dream." Education was viewed as the route to both social and economic mobility. The implications for policy makers, high school counselors, and postsecondary institutions were discussed, and directions for future research were provided.

12:00 – 12:50 PM STATISTICS AND TECHNOLOGYSummitt I

Presenter: Russell L. French, University of Tennessee

The Psychometric Equivalency of Scores from a Web-Based Questionnaire Administered via Cellphone Versus Desktop Computer

John F. Edwards, Mississippi State University

This study investigated the psychometric issues and viability of cellphone-based testing, a novel test administration modality whereby test takers use a cellphone to respond to items on a web-based assessment.

The study explored mode dependent differences in scores from a web-based version of the Self Monitoring Scale (SMS) administered across two modalities: desktop computer and cellphone. The SMS was selected because its rights of use were part of the public domain and it had been previously validated for online administration. The determination of score equivalence was based on the following analyses: (1) comparisons of central tendency, (2) dispersions and rank order, (3) the Kolmogorov Smirnov test of equal score distributions, (4) the Pitman procedure for detecting differences in reliability coefficients, (5) a confirmatory factor analysis of the equality of factor structures using LISREL, and (6) an analysis of differential item functioning based on item response theory using BILOG MG. The study employed a counterbalanced repeated measures design whereby 234 participants took a web-based version of the SMS using a desktop computer and/or a cellphone.

In determining the psychometric equivalency of scores from the two modes of administration, all statistical comparisons provided overwhelming support for one general conclusion: there were no mode dependent differences in scores on the web-based version of the SMS when administered by desktop computer versus cellphone. The study also explored participants' attitudes toward using cellphones as a test-taking tool. The participants correctly anticipated that their scores would not be affected by using a cellphone, but they categorically rated the cellphone as less enjoyable and more cumbersome than a desktop computer. Despite these findings, one cannot ignore that the modern society appears obsessed with information on demand. As cellphone technology continues to improve and the text messaging generation begins to influence the field of educational and psychological measurement, cellphone-based testing would likely become an accepted standard for both academic and clinical practice.

Principals' Expectations in Title I High Schools

Vinson F. Thompson, Memphis City Schools

Confronting the ever-increasing demands of standardized testing, school districts have had to evaluate the efficacy of a school's educational leadership in order to increase student achievement. Schools that have high ratios of economically disadvantaged and special needs students have had to operate in a landscape where high expectations have become the norm. The focus of this study was to determine if there is a difference between teachers' perceptions of the principals' expectations in lower-performing and higher-performing Title I high schools.

The data analyzed for this study came from 239 teachers in a large urban school district in

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the southeast. Data utilized to measure school performance were collected from (Language and Math) standardized tests scores. The instrument used to measure teachers' perceptions about their principals' expectations was a climate survey given by the school district. School performance was measured by a three-year average of standardized test scores in each Title I high school. Six Title I high schools were selected through random stratified sampling and compared by using a multivariate analysis of variance (MANOVA).

The results of the study indicated a statistically significant difference between the teachers' perceptions of principals' expectations in lower-performing and higher-performing Title I high schools, $[F(1,238) = 6.303, p = .013]$. Teachers in higher-performing Title I high schools indicated that expectations were more clearly defined at their schools. The impact of expectations on student achievement has powerful implications for public education in this new era of high-stakes testing. The study concluded that administrators in Title I high schools must maintain rigorous expectations in order to meet new accountability standards.

The Evolution of TPCK in the Social Studies

Elizabeth K. Wilson, University of Alabama, and Vivian H. Wright, Alabama State University

It has been asserted that technology has not made the impact expected on social studies instruction. While advocates of technology maintain that technology integration would revolutionize social studies classrooms, some researchers have called for an examination of the impact of technology integration on teaching and learning in K-12 classrooms and teacher education programs.

In this study, by examining what occurs over time from a student's initial teacher education preparation and into teacher induction, the researchers sought to examine how technology, pedagogy, and content become part of a teacher's knowledge. The participants in the study were seven teachers who the researchers followed through their teacher preparation program, student teaching experience, first year of inservice teaching, and who, for the majority, were in their fifth year of teaching. Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPCK) was used as the conceptual framework. A wide variety of qualitative data sources (e.g., observations, surveys) was collected and triangulated.

Of the seven teachers, only two were categorized as reaching TPCK. These two TPCK teachers were able to see the importance of technology and to make the connections for technology, content, and pedagogy as they carefully selected and implemented technology that complemented their content and pedagogy. For this group of teachers, linking these knowledge sources together was difficult. Can teacher educators and teacher mentors advance how novice teachers shape technology as a "partner" for social studies instruction? Although many build their curriculum around technology using the premise that technology use is effective – all the time - it may well be that teacher educators and veteran teachers should lead novice teachers in critically considering the ways in which technology is implemented in the social studies classroom.

1:00 – 2:50 PM

USING LANGUAGE ACQUISITION TO GUIDE INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS IN K-16 CLASSROOM ENVIRONMENTS (2-hour Training Session)..... Cumberland

Susan N. Piper, University of South Alabama

This training session considered the role of both the mainstream and ESOL teacher in applying the stages of language development and the language acquisition standards to mainstream classroom environments. The session also addressed advancing the writing skills and building the confidence of English Language Learners. Participants learned how to break the silence imposed by the English language barrier. They had an opportunity to design lessons that appeal to and reach English language learners from the speech emergence level of English language development up through near fluent language development. Students discovered how to help English Language Learners maintain high levels of interest, strengthen higher-level thinking skills, and develop a sense of themselves as powerful learners. This session also addressed using alternatives to fill-in-the-blank exercises in an effort to challenge and inform beginning English students as they think, plan, develop ideas, and really compose.

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Specifically the training session covered: (1) stages of language development and language acquisition standards, (2) writing lessons that reach newcomers and silent period students, (3) writing lessons that reach speech emergent, (4) English students, (5) writing lessons that reach intermediate English language students, (6) understanding and addressing obstacles in language development, (7) linguistic features and patterns in language development, and (8) English language learners in content area classrooms, K-16. The session was appropriate for educators of students of all ages (K-16). Participants who want to consider how their particular curriculum may be scaffolded for English language learners brought with them a lesson outline or detailed lesson plan. Resources were provided to participants.

1:00 – 1:50 PM

WHEN PERFORMANCE REVEALS AUTHENTIC LEARNING: PROGRESS IN BIOFUNCTIONAL EMBODIMENT OF EDUCATIONAL OBJECTIVES (Symposium).....Summitt II

Organizer:

William Stewart, University of Alabama

Asghar Iran-Nejad, Sally Zengaro, Ken Gunnells, Shelly Anderton, E. A. Cain, and William Stewart, University of Alabama, and Franco Zengaro, Middle Tennessee State University

The gap between learning and performance is a widespread problem in both educational research and practice. This problem is likely to be significantly related to the fact that educational settings often focus on disembodied knowledge that result in inert outcomes. Biofunctional science investigates the role of embodied modes of functioning in performance learning. This presentation discussed past research on these modes of performance and introduced the presentations in this symposium in this light.

The first presentation reported the level of aggression in Italian professional soccer. Penalties, yellow cards, and red card ejections over four seasons and 2,892 games in Italian first-division soccer from 2003-2007 were examined. The resulting data were analyzed through Pearson correlation, regression, and repeated measures MANOVA. The results indicated that higher ranked teams were more likely to receive fewer yellow and red cards over a season, $r=.483$, $p=.01$. Team classification was a significant predictor of yellow cards, $t(76)=4.8$, $p=.000$, and red cards received, $t(76)=.203$, $p=.000$. Aggression was seen to increase over the four years, $F(2.562) = 194.72$, $p=.000$. The results were interpreted using biofunctional theory, which explains performance in terms of biofunctionally embodied dispositional modes of functioning. A great deal of learning in educational settings occurs through affectively-rich observational learning. However, the underlying learning processes and the nature of the involvement of affect and cognition in them are not well understood.

The second presentation discussed research bearing on this problem from cognitive psychology. First, the authors examined the evidence reported by Zajonc and others suggesting that affect is an immediate consequence of mere-repeated-exposure to the stimulus being learned. Second, the authors presented the available evidence of cognitive involvement in other preattentive or subliminal processes where cognition's involvement is at subliminal levels. Lastly, the authors proposed that biofunctional embodiment of affect must be considered in trying to understand what role cognition and affect play in observational learning.

The third presentation reported the findings of a study showing that biofunctionally embodied teaching leads to superior learning. Students from the ninth and eleventh grades were taught in three conditions. Prose, metaphoric poetry, and musical selections were used to reflect the levels of biofunctional embodiment. Student performance on a multiple-choice understanding measure showed significant differences for scores in all three conditions, with the most improvement resulting from the most embodied musical condition. Differences in student performance for each grade level, as well as student affect, were also studied and resulted in encouraging data. Within history education, a great deal of effort is expended to teach learners history expertise directly. Expert knowledge is assumed to be transmitted to learners and ultimately lead to their understanding of history. However, there is little evidence that expertise can be taught directly to result in meaningful understanding on the part of learners. Instead, biofunctional cognition focused on changing the intuitions of the learners and their dispositions in the natural course of the development of their own insights and self-understanding.

The final presentation discussed the available evidence bearing on these two educational fronts.

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1:00 – 1:50 PM

AT-RISK STUDENTS AND EXCEPTIONAL EDUCATION

(Displays)Board Room

The Challenge of Preparing Family Home Early Child Care Professionals for Inclusion in Rural Alabama

Dionne H. Edison, B. J. Kimbrough, and Erica J. King, University of West Alabama

Existing research indicates that the growth and development of children who have quality pre-school experiences and, if needed, receive early intervention services have an increased probability of future academic success over children in similar situations who do not receive such services. Recognition of this evidence has resulted in the Alabama Department of Human Resources, the licensing agent for family and group home child care providers, to require individuals working in the licensed home environment to receive on-going training related to the provision of these services. Given the general at-risk status for most of the childhood population in rural west Alabama, the ability for child care professionals to adequately address the needs of children with disabilities is questionable. This research sought to examine the preparedness of family home early child care professionals to adequately serve children with special needs.

Guide to Alternative Placement in Education

Meagan L. Nalls and Colin Quillivan, University of Tennessee

This review of literature offered a guide to alternative placement for professionals in education. Each day, educators come in contact with students who exhibit learning difficulties, behavioral misconduct, and social-emotional deficits. A problem that many educators face is that they were unable to meet the needs of some of these students in the current school setting. Alternative placement can be an effective way to address these needs. The authors have examined the relevant literature on the history of alternative education and its different types of classifications, the standards that educators must follow in accordance with IDEA, and the recommended interventions for alternative settings. The authors goal through this review of literature was to introduce educators to alternative placement and bring to light some of the legal procedures and academic and behavioral practices that occur in these settings.

Introduction to Exceptional Learners: Is it Enough?

Samantha M. Alperin, Christian Brothers University

Most, if not all, teacher preparation programs require only the introductory course for exceptional learners as adequate preparation to enter the field of teaching. However, is this enough? Other countries require one full year of courses and practicum in special education before new teachers take over their own classrooms. Some countries (Ireland for one) endorse candidates in both special and general education. The purpose of this display/poster session was to generate feedback from colleagues on this topic. Candidates in CBU's teacher education program have long mentioned their interest in working with children with special needs and have requested more in their methods courses.

Over the past few years, the authors have done just that - added more instructional strategies and methodologies to the methods courses in math, science, social studies, and foreign language K-12 courses. However, in spite of what was added, those methods courses were NOT special education courses and, thus, focus on their specific methodologies with just a little time geared toward differential instruction. Former students, while they feel prepared by the teacher education program, have a long way to go and many questions to ask regarding differentiating toward their special needs learners. They know that they were not alone in their preparation, but feel a need to learn more. Higher education institutions must do just that.

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At institutions such as CBU where special education is not yet a major concentration, the students were lacking skills to bring into multiability classrooms. The authors were caught between offering more courses geared toward special needs, thus elongating the programs or continuing at the current pace. In the introductory course, the amount of time spent on more severe disabilities is limited and much class time is geared toward learning disabilities since these children most closely mirror the students the candidates encounter in the classroom. This has been very valuable; however, it still does not take the place of more informed instruction. The authors expressed an interest in what teacher education preparation programs across the country were doing to tackle this problem.

Differences in Identifying Learning Disabilities: Response-to-Intervention and the Aptitude/Achievement Discrepancy Model

Mardis D. Dunham, Murray State University

In 2004 the U.S. Federal Government changed how students were identified with learning disabilities in public schools. Individual states and school districts must now consider a student's response to scientifically-based intervention, known as RTI, as evidence that the student has a learning disability—the use of an aptitude/achievement discrepancy model for identifying students with a learning disability is no longer a requirement. Currently, teams of regular and special educators are drafting the necessary policies and procedures for identifying students with learning disabilities in their respective schools. There are a number of benefits to this change in identification policy, including earlier and more appropriate intervention. However, there are some potentially unintended consequences.

Specifically, postsecondary training agencies such as colleges and vocational rehabilitation, as well as testing agencies, such as the General Educational Development Testing Service, which administers the GED, and Educational Testing Service, which administers the ACT, rely on the aptitude/achievement discrepancy model for determining if a student is eligible for accommodations. This difference in how learning disabilities are conceptualized and identified in public schools and by postsecondary agencies has a direct postsecondary impact on students identified with learning disabilities through an RTI model in schools.

The purpose of this presentation was to discuss to consequences of RTI on the types of services and accommodations a student with a learning disability receives in postsecondary training programs. Included in this presentation was a side-by-side comparison of how learning disabilities were identified under an RTI model and under the traditional aptitude/achievement model employed by non-school agencies. Regular and special educators drafting the policies and procedures for their schools would benefit from this presentation by better understanding the postsecondary implications of RTI.

AT and Social Science: Including ALL Students

Teresa J. Gardner, Jackson State University

Students with disabilities are being educated alongside their non-exceptional peers in the general education classroom. To help ensure that this is a successful experience, some students needed technological supports. This session included a model for assistive technology assessment and concrete ideas to help students with disabilities to succeed in the regular education classroom.

1:00 – 1:50 PM **ACHIEVEMENT** **Salon A**

Presenter: Marion B. Madison, Athens State University

The Effects of Three Reading Intervention Programs on Third-Grade Students' Reading Achievement

Joy N. Bell, Kennesaw State University

The purpose of this study was to investigate the effects of three reading intervention

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programs on third-grade students' reading achievement. The researcher ascertained whether students identified as some risk or high risk for reading failure, who received additional instruction in one of three reading intervention programs, had more successful reading outcomes than students with low risk factors who participated in the traditional reading programs offered in her or his school.

The data were obtained from six elementary schools in southeast Louisiana that participated in the Dynamic Indicators of Basic Early Literacy (DIBELS) reading assessment. An analysis of covariance (ANCOVA) was used to determine group differences in student academic achievement and iLEAP state-mandated assessment. The fall DIBELS was used as the covariate.

The DIBELS pretests were administered in September 2005, and DIBELS posttests were administered in May 2006. The iLEAP was administered in March 2006. The data showed that there were no significant differences in iLEAP achievement for comparison groups. A paired samples t-test was used to determine if there was significant gain in oral reading fluency for comparison groups participating in the DIBELS program. A significant gain in reading fluency was identified for each of the three tiers by comparing fall 2005 with spring 2006 DIBELS scores for each tier. The researcher ascertained whether a difference in iLEAP achievement could be attributed to students in Tier II (some risk) and Tier III (high risk) receiving additional instruction in the Voyager, Scholastic Fluency, or Earobics reading intervention programs. The results of the two-way ANOVA showed that a student's tier placement had a significant effect on iLEAP performance. However, the interaction between tier and reading intervention program had no significant effect on iLEAP scores.

Finally, the researcher investigated if there was a significant gain in DIBELS oral reading fluency scores for students in Tier II (some risk) or Tier III (high risk) receiving additional instruction in the Voyager, Scholastic Fluency, or Earobics reading intervention program. A significant difference was found on the DIBELS for Tier II (some risk) and Tier III (high risk).

Gender Differences in Reading Performance on DIBELS Reading Probes, Kindergarten Through Fifth Grade in a Rural School District

Jaime L. Below and Christopher H. Skinner, University of Tennessee
and Jamie Y. Farrington, Appalachian State University

Gender differences in reading favoring females have been found in national and international studies (Klecker, 2006; OECD, 2000; University of Minnesota, 2002), as well as in studies measuring more specific early reading skills (Camarata & Woodcock, 2006; Chatterji, 2006; Gates, 1961). However, most of these studies have measured reading broadly, not allowing for an analysis of the specific early reading skills that may build on one another.

In order to determine when and where reading skill differences between males and females emerge, the performance of 1,230 students from a rural school district in East Tennessee was evaluated on five reading measures from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) across kindergarten through fifth grade. The measures included Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF).

The current study was a causal-comparative cross-sectional design with sex as the independent variable and score on the reading measure as the dependent variable. A two-way repeated measures ANOVA with time of year (fall, winter, spring) serving as the within-subjects variable and gender (male, female) serving as the between-subjects variable was conducted at each grade level for each measure administered. Significant differences were found in favor of females for all measures administered in kindergarten (ISF, LNF, PSF, NWF). Differences decreased to nonsignificance in the first grade for LNF and NWF. While a significant female advantage persisted through first grade for PSF, the effect size decreased. For ORF, a significant female advantage did not emerge until the third-grade. This difference persisted through fourth grade, but decreased to nonsignificance in the fifth grade.

Discussion focused on implications of these findings and directions for future research. Particular emphasis was placed on the implications of the findings regarding physiological-maturational and cultural-societal theories of gender differences in reading.

The Influence of Postsecondary Educational Expectations on Student Academic Achievement

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Caroline C. Chemosit, Illinois State University

The primary purpose of this study was to investigate a combination of factors that influence student academic achievement, possible relationships among such factors, and the unique contribution each factor makes to the prediction of student academic achievement. Further, this study sought to bridge the gap in knowledge that exists in this important field. This study was guided by the following research questions: Is there a relationship between postsecondary expectation and student academic achievement? and Do differences exist between selected student's demographic variables, postsecondary expectations, and student academic achievement?

This study utilized The Education Longitudinal Study of 2002 (ELS, 2002) data. ELS 2002 surveyed a representative national sample of students from tenth grade through high school and on to postsecondary education and/or the world of work ($n = 16,251$). ELS 2002 is a longitudinal and multilevel study because the same individuals of students were surveyed over time and information was collected from multiple respondent populations (ELS 2008). Multiple regression analysis was performed in order to identify the best combination of predictors of math academic achievement. Regression analysis was completed for the independent variable (postsecondary expectation) using math standardized test score as the dependent variable. Two regression models were developed for the study. The first model used postsecondary expectations as predictors of student math achievement while the second model introduced control variables. In the first model, postsecondary expectation explains 31.1 % (R Square = 0.311, Adjusted R square = 0.311) of the variance in student math achievement. In the second model, postsecondary expectation and control variables explained 41.6 % (R Square = 0.416, Adjusted R square = 0.416) of the variance in student math achievement.

The results of the analysis indicated that postsecondary expectation and control variables were significant predictors of student math achievement [$F(4, 10762) = 484.679, p < 0.001$].

Obesity and Academic Performance of Elementary School Children

John R. Slate, Sam Houston State University, and Gina C. Viglietti, Clinical Dietitian Consultant

In this study, the authors examined the relationship of 9,471 elementary students' grades in five subject areas (i.e., math, reading, language, science, and social studies), their conduct grades, and their scores on the Texas Assessment of Knowledge & Skills (TAKS) Reading, Math, Writing, and Science measures for the 2006-2007 school year as a function of their weight status in two ways: (1) Obese versus Non-Obese and (2) Obese, Overweight, Healthy Weight, and Underweight. Statistically significant differences were found between the percentage of boys and girls who were obese, as well as among the ethnic categories of Hispanic, African American, Asian Pacific Islander, and white and among grade levels one through five. Obese children were found to have statistically significantly lower course grades in math, reading, language, science, and social studies, as well as poorer conduct grades than non-obese children.

Similar results were present for the four TAKS measures. Comparisons of these measures by the four weight categories revealed the presence of trends such that as students' weight increased from one category to the next, their school grades and standardized test scores decreased. Differences between the performance of obese and non-obese children were sufficiently strong to influence state accountability rankings. Implications of the findings were discussed, as well as suggestions for further research.

1:00 – 1:50 PM RESEARCH METHODOLOGY Salon B

Presenter: John J. Marshak, Virginia Commonwealth University

Deriving Cut-off Scores for Significance Testing of NCDIF Indices Within the DFIT Framework Through Item Parameter Replication Method

Andrey V. Koval and Jwa K. Kim, Middle Tennessee State University

Differential item functioning (DIF) deals with test fairness and examines how test items

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perform in different demographic groups (e.g., gender or race). Although many operationalizations of DIF were proposed, no single approach proves to be exclusively superior. The current study investigated the properties of DIF indices in differential functioning of items and tests (DFIT) and further tested the power of item replication method (IRP) in identifying biased items within the item response theory (IRT) paradigm. The DFIT framework provides indices of DIF, but has no statistical tests of their significance. Previous research suggested a universal value of .006 to be used for such purpose. The IRP method avoids rigidity of a single value and calculates a cut-off score for each item. Parameters of an item were replicated 1000 times, preserving their covariance structure. The DIF indices were then calculated and ranked. The index corresponding to a selected percentile (e.g., 99th) was selected as the cut-off value, against which the actual DIF index was compared to determine its significance.

The results supported previous findings, indicating the IRP method provided a significant improvement of power and accuracy over the single-value method. The source of covariance structure (focal or reference group) used in replicating item parameters was found to affect the results only slightly. The magnitude of cut-off scores from IRP seemed not to undermine the accuracy of the method, contrary to what was suggested by previous research. The results also indicated that the proportion of biased items on the test (e.g. 10% and 20%) might not be as influential factor as the actual number of biased items (e.g. 2, 4, and 6). This finding, along with low false negative rates when the 99.9th percentile cut-off scores is used, supports the view that sequential elimination of biased items is preferable over the simultaneous detection.

The Effect of Person-Misfit on Ability Estimation

Yeongyu Lim, Jwa K. Kim, and Dana K. Fuller, Middle Tennessee State University

When aberrant answering behaviors are generated by an examinee, the estimated trait level might be unreliable as a measure of the person's latent trait in item response theory (IRT). A computer simulation study was conducted to investigate the robustness of ability estimation under different types of non-fitting situation.

Two types of data set (normal and non-fitting) were generated. For the normal response data set, it was assumed that both person and item parameters were known. The item discrimination index (the a-parameter value) was derived from the normal distribution with a mean of 1 and a standard deviation of 0.2. The c-parameter value was fixed at 0 for the 2PLM and .25 for the 3PLM, respectively. Five different b-values (-2, -1, 0, 1, 2) and five different θ levels ($\theta = -2, -1, 0, 1, 2$) were used. A data set, including non-fitting responses, was generated by modifying some portions of the normal response data set. Two manipulation methods suggested by Levine and Rubin (1979) were used: spuriously low (SL) and spuriously high (SH). After generating the normal response dataset and the data set for non-fitting responses, the examinees' ability was estimated by using the Expected A Posteriori (EAP) method. In order to evaluate the bias between true θ , and estimated θ , the root mean square error (RMSE) and average signed bias (ASB) were calculated between the estimated θ in the normal responses and in the non-fitting responses.

The results of the study showed that ability estimation was influenced by aberrant responses; specifically, the θ values were overestimated in the SH conditions and were underestimated in the SL conditions. The study also verified that ability estimation was affected by the non-fitting responses especially when the distance between θ and item difficulty is large.

Workplace Self- Directedness: A Means to Evaluate

James E. Witte, Auburn University, and K. Shannon Hogg, Sikorsky Aircraft Corporation

The purpose of this research was to build on the work of Long (1995, 1998), Guglimino (1977), and others (Heimstra and Brockett, 1994; Knowles, 1975; Tough, 1982) regarding the field of self-directed learning by creating and validating an instrument to assess individual traits and behaviors. These traits were used to scale an individual's tendencies towards success in initiating and completing self-directed learning activities within the domain of work related knowledge and skills. A multidimensional model was proposed to explain the major contributing factors for self-directing learning behaviors within this domain. Factors identified in this model as contributing to self-direction in learning included

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being lawfully observed in public secondary schools, it is evident from the court cases that have been filed that there exist both confusion regarding the provisions of the act and a need for continual interpretation of the act.

The purpose of this review of the literature was to interpret the original provisions of the act (history and definition of terms, viewpoint discrimination, facilities, forum analysis), examine any court decisions regarding those provisions including the United States Supreme Court and any lower courts (student/parent challenges), and provide guidelines based on relevant case law to public school administrators in their efforts to comply with both the letter of the act and the spirit of the act (balancing Establishment Clause concerns with provisions of the act, current issues and interpretations). Additionally, all relevant articles and studies of both practicing administrators and legal scholars regarding the act were presented. It is imperative that public secondary school administrators understand the provisions of the act and any current issues that courts have been asked to resolve since its enactment.

Incorporating Worked Examples into the Instruction of Mathematics: A Review of the Literature

Hans D. Gray, University of South Alabama

Worked examples were designed to assist in the initial acquisition of skills and knowledge and have been typically employed in the teaching of mathematics. The worked example sequence starts with the introduction of a principle or rule followed by a completely worked out example that employs the new principle. This is then followed by one or more problems to be solved, each progressively, through a process of fading, requiring more and more learner input in order to arrive at a correct solution. Finally, the learner is presented with a series of problems that he or she must complete individually. Feedback is provided during the entire process to guide the learner to the correct problem solution. Worked examples, especially those dealing with authentic problems, support learning in that they reduce the cognitive load associated with acquiring new skills and knowledge, especially with learners who possess a low level of prior knowledge related to the skill or task at hand.

Research has provided several guidelines for the use of worked examples. The benefits of worked examples can be amplified when the learner is required to engage in some type of self-explanation activity. These activities are meant to support and facilitate knowledge construction. Providing instructional explanations also supports knowledge construction, especially when the learner is unable to self-explain a specific solution step. Research suggests that instructional explanations should be provided on learner demand, be minimal in content, and focus on principles. According to cognitive models of memory and information processing, the effectiveness of worked examples can be enhanced when information is integrated, important and necessary information is highlighted, and the information is presented over both the visual and auditory channels.

1:00 – 1:50 PM SCIENCE EDUCATIONSummitt I

Presenter: Sonia Michael, Eastern Kentucky University

The Impact of a Research-Based Science Course on Preservice Science Teachers' Self-Efficacy with Regard to Teaching Science as Inquiry: A Case Study

Ioana A. Badara, University of Tennessee

The purpose of this case study was to discover the factors that impede the transference of inquiry skills from one environment where science teachers were learners (a research-based course) to the teaching environment (the science classroom). Previous studies show that, after the completion of a research-based course, there was profound contrast between teachers' beliefs and instructional practices.

This investigation focused on aspiring science teachers' personal experiences during the course and how these experiences affected their self-efficacy levels, understanding of the scientific phenomena, and readiness to teach science through inquiry. Moreover, conceptually and methodologically, this case study provided a good comparison with previous research studies regarding

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the preparatory role of the science-based course for teaching science as inquiry. This study was conducted at a large, public, southern university where the research-based science course was taught for preservice science teachers.

The two participants were preservice secondary science teachers enrolled in the research-based course. To enhance trustworthiness, three forms of data were collected from semi-structured interviews, participants' reflections about the course, and observations of course participants and the instructor. Self-efficacy levels in regard to teaching science as inquiry were analyzed by interviewing the two course participants. Interview data were corroborated with observational data and data provided by the analysis of reflection notes written by preservice science teachers.

While employing a different theoretical framework, the authors concurred with previous studies that the research-based course has different effects on the acquisition of inquiry skills by preservice science teachers, and identified possible directions for the improvement of the research-based course. The authors also identified participants' levels of self-efficacy with regard to teaching science as inquiry and proposed a correlation between the degree of self-efficacy, science background of preservice science teachers, and the way the research-based was taught. The findings of the data suggested implications for teacher educators.

Student Fears of Taking Introductory College Chemistry

Deanna M. Buczala, University of Louisiana - Monroe

Learning more about a student's fears would help a teacher better understand how to teach the subject and alleviate some of the fears. Stereotypically, students avoid taking chemistry until the last moment because of some inherent fear. The purpose of this study was to find out why students were afraid of taking chemistry when they get to college.

The data collection methods began with an initial questionnaire that was used to determine which students would be interviewed for more information to be gathered. The questionnaire was open-ended so that the students could elaborate in providing initial information about why they were afraid of taking chemistry. Students were then selected from the questionnaire and interviewed one-on-one. The students ultimately selected comprised of a male and female traditional student and a male and female non-traditional student. As the data from the interviews were collected it was grouped into the different emerging themes.

Four different themes emerged as contributions to the fears that students have when taking introductory chemistry: (1) math ability, (2) previous high school experience, (3) view of self compared to other students, and (4) student-teacher relationship. A thorough understanding of the emerging themes is important to improve the quality of instruction the students receive. It is important to know from where these fears stem and attempt to find ways to help eliminate or reduce their fears. If students can come into a chemistry lecture unafraid, they are more open to learn the information that is presented.

Elementary/Middle Grades Teachers' Use of Pre- and Post-Visit Activities

Julie A. Holmes, Louisiana Tech University

Informal learning settings, such as museums, can provide teachers with another venue in which to not only improve student achievement, but to support interest in an area of study and to develop motivation to learn more about a particular subject. Field trips to a museum can be an endeavor to increase learning by changing the learning setting. The positive effects of museum-based learning may be increased if content knowledge activities were included before visiting the museum and if post-visit activities were planned to build on 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 PK-eighth-grade teachers from northern Louisiana and southern Arkansas who participated in the annual IDEA Place Space Days programs at Louisiana Tech University. Teachers were mailed a survey three to four weeks after the museum visit, which allowed them to indicate with a yes or no answer: (1) the activities they had completed with their students prior to the museum visit, (2) if their students had structured activities to complete during the visit, and (3) what activities they had completed after the visit.

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Preliminary data analysis indicated that most teachers at all grade levels completed at least one classroom activity in preparation for the science museum visit. None of the teachers indicated that their students had a structured activity to complete during the museum visit. Post-visit activities were more cross-curricular in nature, such as writing paragraphs about the experience. Recommendations would be for museums to provide teachers with activities to complete prior to the museum visit. Teachers also should plan appropriate activities to be completed during and after the museum visit in order to maximize the learning potential of the museum experience.

**Collaborative Teaching Partnership: Graduate Students
and High School Math and Science Teachers**

Robin T. Taylor, Auburn University

The National Science Foundation Graduate Teaching Fellows in K-12 Education Program supports fellowships of graduate students in science, technology, engineering, and mathematics programs to partner with teachers in K-12 settings. The partnership provides fellows with additional skills to prepare them for professional and scientific careers in the 21st century, as well as creates a collaborative teaching environment in mathematics and science classrooms. Auburn University and Tuskegee University have partnered together to support graduate students in mathematics and science programs to work with local high school teachers in two school systems over the past two years. A mixed method approach that utilizes both quantitative and qualitative means for collecting data was used to evaluate the program's effectiveness.

Data from fellows and teachers on pre- and post-surveys revealed improvements for fellows in interest in improving partnerships between universities and K-12 schools, knowledge of teaching and learning, and ability to communicate research findings. Through the collaborative teaching partnership, teachers and fellows were able to provide more individual attention to students, were able to provide alternative explanations for course material, manage classroom behavior, and introduce supplementary material to the course curriculum. This paper discussed the professional development of the graduate fellows and outlined the effects of collaborative teaching.

**2:00 – 2:50 PM FACULTY PERCEPTIONS OF ONLINE COURSE DEVELOPMENT
(Symposium).....Summitt II**

Organizer: Marissa Boyd, University of Louisiana - Monroe

Marissa Boyd, Ashley Durbin, and Thillainatarajan Sivakumaran, University of Louisiana – Monroe

Research has suggested many positives and negatives associated with offering online courses. Questions have evolved related to online course development and design that brings the classroom to the student from a distance. Many approaches for online course implementation have been used from videos and chat rooms to discussion threads and podcasts. With current advancements in technology, resources and course development models have appeared numerous and overwhelming for some course facilitators. Research from the past decade has indicated a steady increase in the amount of courses and degree programs offered online. Considering the increase in online courses offered across the nation, this study examined faculty perceptions of resources available within the College of Education and Human Development at the University of Louisiana at Monroe.

A survey was conducted using an electronic program to determine how faculty perceived the online course support available in the past, issues they were facing facilitating online course implementation, and suggestions for future success with online course development. Faculty participated by answering the survey voluntarily with no identifiers available for the researchers. The survey questioned several areas of focus beginning with faculty enthusiasm for facilitating online courses.

Other survey questions were related to faculty abilities to use multimedia tools and incentives that would encourage faculty to facilitate online courses. Faculty were also asked to provide concerns about online course development and suggestions for making the task more successful. Results were used to evaluate possible resources that would aid faculty in continued success with online course facilitation.

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2:00 – 2:50 PM HIGHER EDUCATION (Displays).....Board Room

Taking Advantage of Assets: A Model of Program Improvement for Educational Leadership

Mary B. Montgomery, Charlotte Eady, Isreal Eady, and William Kiser, Jacksonville State University

In 2001, Jacksonville State University (Alabama) joined the Southern Regional Educational Board (SREB) and 10 other universities to redesign their initial programs for educational leaders. The JSU leadership faculty had long felt its programs to be a collection of unrelated school “management” courses rather than a coherent experience graduating instructional leaders skilled in school improvement. The charge from SREB was clear: “. . . universities must give greater attention to learning experiences that apply leadership and research-based knowledge to solving field-based problems . . . more school-based learning.”

The JSU leadership faculty agreed fully with SREB. It already offered an Ed.S. program requiring students to work through a complex school-based problem using an 11-step problem-solving model. Why couldn't the leadership faculty use this model to change its initial programs? It could and did.

Step I states the problem and its significance. JSU and SREB had established “from. . . to” statements. SREB compiled data from practicing leaders on the minimal effectiveness of traditional programs while the JSU faculty discovered through an exit poll of graduates that only one-third held or intended to pursue a leadership position. They simply wanted a credential for more pay. Steps I-IV identify stakeholders affected by the problem and select a problem-solving committee. The JSU community, a stakeholder itself, created problems in Step V: Limitations. Reducing student enrollment from 300 to 75 through a selective admission process would reduce revenue, a university anathema. The five faculty countered that it could not supervise field-based, problem-solving experiences for 300 students. These two groups were at stalemate until the new Alabama Instructional Leadership Standard requiring a selective process was approved.

The leadership faculty continued Steps VI-IX of the problem-solving model, resulting in new courses, each with field-experiences; collaboration with area administrators in developing the new program; performance-based evaluations; a trained cadre of local principals to serve as mentors; and program graduates in summer of 2009 ready for educational leadership “from day one.”

Innovative Strategies for Balancing Academic Knowledge and Relevant Experience in Principal Preparation

Pamela H. Scott, Virginia Foley, and Eric Glover, East Tennessee State University

Linking classroom instruction and theory to relevant practice in principal training programs is a problematic issue. Much like preparation programs in teacher education, university programs designed to prepare aspiring administrators have been under scrutiny because of a perceived lack of relevance to the complex nature of the principalship. University professors and researchers, as well as principals in the field, have continually sought ways to solve this problem. The dilemma for university professors as they seek innovative instructional techniques is striking the balance between academic knowledge and practical experience. How is the gap bridged in a meaningful manner for candidates in principal training programs? The alignment of objectives and field experiences in all core courses in the principal preparation program provides the opportunity for students to construct experiences that provide relevant learning grounded in theory. This alignment allows learning to continue through course transitions unimpeded by time restrictions or the end of one semester.

Ten aspiring administrators participated in a process of constructing their learning experiences based on the concept of emergent design during their two-year principal preparation program. Opportunities to observe, participate, and lead were developed within the parameters of the aligned course objectives and with consideration to individual needs assessments. The evolution of this professional learning community is documented in the culminating activity of the program. The instructional strategies utilized throughout the principal preparation program were evident in the product of work and reflective activities of the students.

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**On the Cutting Edge: The Development and Implementation
of an Online Child Development Program**

Tommy M. Phillips, Paula K. Napoli, and Debra K. Goodwin, Jacksonville State University

In order to thrive and remain competitive in the world of the 21st century, colleges and universities, as well as the units within those institutions, must perceive and adapt to key trends and developments. Advances in computer technology, coupled with the growth of the internet, are reshaping the landscape and nature of higher education. Most colleges and universities now offer at least some online courses, and more and more institutions of higher learning are implementing degree programs that are completely online. Although online degree programs never supplant traditional degree programs entirely, they can enable colleges and universities to reach large numbers of students who might not otherwise have the opportunity to take part in the "traditional" educational experience.

A small department at a medium-sized regional university recently developed and implemented an online Child Development program. The rationale for creating the online degree program was two-fold: (1) the authors realized that there were a great many individuals in the university's service area who were interested in Child Development but could not enroll in the traditional program because of work and/or family obligations, and (2) the authors had to develop a means of "growing" the department that would not overtax the small size and limited resources.

The online program now exists parallel to the traditional Child Development program, with the final design being the result of extensive discussions with, and feedback from, university faculty and administrators, individuals employed in the field of Child Development, and distance education staff. Models provided by existing online degree programs at other colleges and universities were also consulted extensively. Although challenges were encountered, the process was facilitated by administrators who were very enthusiastic, supportive, and forward-thinking. The authors presented a display that described the online program in detail and the process involved in creating the program.

Distance Learning: Virtual Student Resource Center

Lori L. Henderson and Judy W. Marcum, Midway College

Using the course delivery platform, Midway College provides a virtual resource center to allow online students accessibility to essential resources through visible icons that provide student services and learner support. The significance of the presentation was to inform participants of the innovative instructional/administrative techniques that the technology of the virtual student resource center provides as a valuable tool in distance learning to aid in student success.

Midway College (in Kentucky) is committed to student learning through the use of virtual classrooms as well as in-seat delivery of courses. To uphold that commitment, Midway College developed virtual resource centers in support of education and business students. These resources include: (1) faculty photos and profiles, (2) faculty/advisement and counseling for online learners, (3) general resources (e.g. student training, syllabus, course schedule, program supplementary information, employer reimbursement form, library resources, online frequently asked questions, orientation to online students, and textbook information), (4) discussion board for student's individual advisement and/or group discussion, (5) business office contacts and links, (6) financial aid office contacts and links, (7) registrar contacts and links, (8) web registration, (9) program requirements, and (10) education department eportfolio live text information for checkpoints I, II, III.

Students pursuing their education at a distance typically juggle the numerous responsibilities of family, work, and transportation expenses. The intention of this virtual student resource center is to provide students accessibility to important information 24/7/365. The virtual online resource center is a "one-stop" shop of information for the students that promote student success.

2:00 – 2:50 PM

ATTITUDES Salon A

Presenter:

William Spencer, Auburn University

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Teacher's Perception of Online Class Development vs. Lecture

Philip L. Garner, Jessica Hunter, and Adam Moore, University of Louisiana - Monroe

Online instruction and distance learning have gained popularity as of late in education. Students have used online classes to work towards degrees that they would not have been able to obtain because of distances to the nearest university. Instructors have used online courses to reach these students whom they may have not been able to reach before the technology to do so was implemented.

The study examined the attitudes of instructors and professors in the College of Education at Grambling State University, Louisiana Tech University, and the University of Louisiana at Monroe. The study examined: (1) advantages and disadvantages perceived by the instructors, (2) modifications made to develop the online course, (3) costs, and (4) support and resources. Each of the three universities was contacted, and permission was received to gather data using an online survey. The sample was taken from the three universities by those instructors who chose to participate under informed consent. The researchers composed the survey to measure instructor attitudes about the development and implementation of online courses.

The survey was placed online for the instructors to complete. Each instructor was given the opportunity to express her/his perceptions of the advantages and disadvantages they have found in online instruction. Do they prefer online to lecture? Do they believe the students were missing important face-to-face time with the instructor? Is student performance affected positively or negatively? Is online instruction cost-effective? Does online instruction free up time for other work that can be done? Is student communication limited by online instruction? What type of support did the instructor have from the university? What resources were needed to develop the online course? Were there other resources necessary for future online development of online courses?

The survey data were analyzed using quantitative and qualitative methods. Each university's data set was analyzed separately to find perceived strengths and weaknesses of the programs. The data were combined to find common strengths and needs to be addressed for the future development of online courses.

Principal Support of Media Specialist and Teacher Collaboration: A Research Study

Betty J. Morris, Jacksonville State University

This descriptive research study was designed to determine principal support of collaboration in Georgia schools designated as having exemplary media programs from the perspective of media specialists, classroom teachers, and principals. A pilot study was conducted to develop a survey instrument to be used for the exemplary school media program study. The literature on collaboration is well covered; however, the principal's influence on collaboration is an issue of concern for most practitioners.

The hypothesis of the study was that principals support collaboration between media specialists and classroom teachers in schools where media programs are considered exemplary in Georgia. Twelve schools were designated as having exemplary library media programs according to the Georgia Department of Education, and 207 questionnaires were mailed to media specialists (15), classroom teachers (180), and principals (12) to determine their perceptions of principal support of collaboration. Participants were asked 10 main questions with sub-categories to determine different perceptions of the respondents. The return rate of surveys showed media specialists (80%), principals (100%), and teachers (44%). Because the teacher surveys were sent to the principal to distribute to teachers, there was a lower rate of return. A Kruskal-Wallis ANOVA, used to compare multiple independent variables, measured ordinal data, such as the Likert scale used in the study.

Findings were displayed in tables that demonstrated a statistical significant difference between the three respondents (media specialists, principals, and classroom teachers). In cases of no significant differences, all three respondents perceived the principal to be supportive of collaboration. The findings of the study supported the hypothesis. Conclusions were drawn, and attempts were made to verify the reasons behind them. Based on the conclusions of the study, improvements were suggested that principals need to make in their support of collaboration.

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Math Anxiety and the Calculus Student

Martha Tapia, Berry College

The study examined the effects of gender and mathematics anxiety on attitudes toward mathematics using the Attitudes Toward Mathematics Inventory (ATMI). The ATMI was developed to measure students' attitudes toward mathematics. The initial pool of items was submitted to an exploratory factor analysis, and four factors were identified: self-confidence, value, enjoyment, and motivation.

A sample of 95 students currently enrolled in introductory calculus classes at a private liberal arts college was asked to complete the ATMI. Of the 95 students participating in the study, 52 were enrolled in Business Calculus, and 43 were enrolled in Calculus I. Fifty-seven participants were male, 35 were female, and three participants did not report gender. The sample was predominantly Caucasian. Participants were to provide their gender and level of mathematics anxiety from four previously identified levels of mathematics anxiety (none, little, some, great deal).

Data were analyzed using a multivariate factorial model with four factors of attitudes toward mathematics as dependent variables (self-confidence, value, enjoyment, and motivation) and two independent variables (gender and mathematics anxiety). Assumptions were checked, and multivariate analysis of variance was performed. The interaction of math anxiety and gender and the main effect of gender were found to be nonsignificant with small effect size.

The main effect of mathematics anxiety was found to be statistically significant with large effect size on all four factors of the ATMI. Students with no math anxiety scored significantly higher than all other students in self-confidence and motivation and significantly higher than students with some or a great deal of math anxiety in value and enjoyment. Students with little math anxiety scored significantly higher than more anxious students in self-confidence, value, enjoyment, and motivation. Students with some math anxiety scored significantly higher than students with a great deal of math anxiety in self-confidence, enjoyment and motivation.

Electronic Portfolio: Low Interest, Low Return

Lauren R. Wells and Barbara Peterson, Austin Peay State University

Accrediting agencies expect colleges of education to use authentic assessments couched in actual teaching experiences to evaluate their candidates. The electronic portfolio has emerged as a popular method for accomplishing this goal. The expectation is that the portfolio will validate the candidates' knowledge of subject matter, understanding of pedagogy, and ability to impact student learning. In theory, reflection is at the core of the portfolio process. But how much were teacher candidates investing in the process, and what is the return?

This study examined student teachers' perceptions of the electronic portfolio requirement for graduation at a middle-sized university in north Tennessee. During the final seminar of student teaching, 78 education majors responded to a questionnaire developed by the researchers. The purpose of the study was to gain insight into students' understandings of the portfolio requirements, attitudes regarding the process, and whether the portfolio accomplishes its intended purpose.

2:00 – 2:50 PM SCHOOL IMPROVEMENT Salon B

Presenter: Sharon E. Nichols, University of Alabama

A Meta-Analysis of Studies of Cognition in Engineering Education

Terry E. Brumback, Randall E. Schumacker, and Daniel Fonseca, University of Alabama

University programs in engineering are heavily grounded in the development of a student with strong problem-solving skills. Many students who initially enroll in this discipline have difficulty adjusting to this type of programming, resulting in attrition rates as high as 60% in some universities. To curb this dilemma, the ABETS engineering accrediting agency has developed guidelines for the incorporation of Bloom's Taxonomy into engineering programs. To evaluate the result of this action,

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numerous studies have been carried out.

In the review of literature related to this issue, researchers noted a wide disparity in the approaches and methods in several independent studies. In order to gain an objective quantitative method for the interpretation of these results, researchers performed a meta-analysis of the combined results of the current research. This analysis summarizes the findings of 18 studies in cognition in the field of engineering education to aid in the understanding of the incorporation of cognitive studies in engineering programs. Analysis of these studies resulted in a distinction between those of higher and lesser quality.

The basic approach followed in conducting a meta-analysis across several related research studies was to determine if there was an overall significant effect. The log of p-values from individual studies was used to determine a summary chi-square value. The significance of the combined studies was indicated by the chi-square value. The chi-square value was tested for significance using $2n$ degrees of freedom to determine the overall effect across the different research studies. A concern in combining studies was the effect that different sample sizes played on the interpretation in the meta-analysis. Procedures were developed for incorporating different sample sizes into a single analysis when determining effect size estimates. The findings of the study suggested implications for the direction of future work in cognitive studies in engineering.

The Effects of Peer Teaching on Social Studies Achievement by Elementary Preservice Majors Across Three Semesters

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

One of the recent requirements of NCATE is that preservice candidates demonstrate knowledge in the basic subject areas. The purpose of this study was to ascertain the gains between pre- and posttests for peer teaching for 59 preservice candidates enrolled in elementary social studies methods classes for three consecutive semesters. The candidates were divided into four groups for peer teaching in the social studies areas of Political Science, Geography, Economics, and History.

Each group was required to administer a pre- and posttest to their peers on selected topics. After the pretest was administered, candidates taught a 60-90 minute lesson to its peers. These planned lessons concentrated on core subject matter learned during previous years in the College of Arts and Sciences. Even though all students had passed the PRAXIS I exam, a content exam on core subject matter is administered during the senior year. This content exam, along with the PRAXIS I and PRAXIS II exams, emphasizes the importance of candidates being responsible for basic core subject matter that is pertinent to a teacher's content knowledge. After the 60-90 minute lesson was taught, a posttest was administered and graded to determine possible gains between pre- and posttest scores.

Correlated t tests indicated significant positive gains between the pre- and posttest for three consecutive semesters for geography, two semesters for history, and only one each for political science and economics. Using one-way ANOVA for posttests, candidates learned more in political science, geography, and economics than in history for two consecutive semesters. Coursework not required in economics, political science, or world geography might have attributed to these findings. Candidates were required to complete only one semester of world civilization, U.S. history, and Louisiana geography.

Comparison of Long-term Teacher Professional Development Programs

Patty Q. Flowers, Joan K. West, and Bonnie V. Daniel, University of Tennessee - Martin

Research on effective teacher professional development identifies several factors as important to program effectiveness: collegiality, utility in the classroom, improved student learning, and support of teacher implementing new content/methodologies in the school culture. Less research, however, exists on long-term professional development programs and teachers' perceptions of the efficacy of sustained professional development.

This study investigated two intensive teacher professional development programs that required participants to enroll for three years. While one program focused on mathematics for 36 middle school teachers, the other focused on American History/social studies content for 47 elementary, middle,

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secondary grades (29,057 public and 11,188 private) offer special programs in science/technology.

The purpose of this study was to develop methods to enhance engineering education of African Americans at the secondary school level. This investigation was an effort to systematically address one of the major leaks in the engineering pipeline, which is the unpreparedness at the secondary school level. The results of this study provided a means of implementing innovative methods in secondary schools, which increased academic preparedness for undergraduate engineering students, retention of students in engineering disciplines, and the pool of qualified individuals for potential high-tech jobs.

2:00 – 2:50 PM REFLECTIVE OR CRITICAL THINKINGSummitt I

President: Howard A. Norris, Lincoln Memorial University

The Relationship Between Critical Thinking and the War on Terror

Kathleen B. Aspiranti, University of Tennessee

Over the past decades, critical thinking has been represented as an important skill to promote in schools. Much of the literature pertaining to critical thinking consists of narrative reviews on the importance of critical thinking, instead of empirical studies relating critical thinking to other variables. With regard to the latter, most of the available critical thinking research has related critical thinking to academic variables. Little empirical research has linked critical thinking to such sociopolitical values as respect for civil liberties, emphasis on national security, militarism, and support for the Iraq war.

In this study, the authors used the Watson-Glaser Critical Thinking Appraisal to obtain critical thinking scores for 236 undergraduates in a human development course and identified those students who were high and low critical thinkers. The authors first correlated critical thinking scores with sociopolitical scores and then compared high and low critical thinkers on the sociopolitical measures.

Results showed that critical thinking was significantly and positively correlated with respect for civil liberties and significantly and negatively correlated with emphasis on national security, militarism, and support for the Iraq war. In addition, results showed that high and low critical thinkers scored significantly different on all of the sociopolitical variables. The findings of this study suggested that critical thinking is a small but significant correlate of sociopolitical perspectives consistent with a liberal perspective of the war on terror.

Kathy: A Case Study of a Nursing Student in the Hospital Clinical Setting

Stephen K. Miller and Sharon Spall, University of Louisville, and Rhonda S. Helms,
University of Louisville/ Western Kentucky University

The clinical experience represents a critical component in nursing education. During this phase, students apply classroom theory to nursing practice and were socialized into the profession. But this process can be overwhelming to students who lack confidence when facing complex psychomotor and critical thinking skills (Windsor, 1987). Given current shortages, understanding clinical education is vital to increasing retention in nursing programs (Vollman, 1989). This qualitative case study addressed that problem.

The literature on clinical nursing education includes being able to: (1) integrate theory, skills, and knowledge in unpredictable settings (Jacobson, 1966), (2) develop competence in psychomotor skills (Pagana, 1988), (3) deal with patient safety and risk (Bell, 1991), (4) acquire socialization into practices and culture of nursing (Jeffreys, 2004), (5) accommodate role conflict between learner and worker (White & Ewan, 1991), and (6) master critical thinking (Billings & Halstead, 2005).

This single narrative (from three cases of associate degree nursing students' clinical experiences in hospital medical-surgical setting) was constructed from interviews, observations, and document analysis. Interviews with the faculty teacher and clinical staff nurses further informed the cases. From the narratives, within-case and across-case themes were developed. Hinshaw's (1976, 1986) Socialization Model provided theory for analyzing central and empirical research questions. The student's experiences were similar to challenges cited in previous literature. However, Kathy also demonstrated perseverance, determination, and coping--concepts not previously explored in the literature--which

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sustained her during the clinical experience. This nursing student recognized her transition to nursing status as described by Hinshaw, yet still had to deal with all the attendant insecurities of learning new skills in actual clinical settings.

This narrative informed future and prospective nursing students about what to expect from clinical experience and how one student faced challenges. Additionally, clinical staff nurses and nursing administrators can compare their etic understanding to Kathy's emic perspectives on the clinical.

Reflecting on the Role of Self: How Preservice Teachers Use Metaphors

Natalie A. Johnson-Leslie, Arkansas State University, and Arthur McLin, Tougaloo College

The purpose of the case study was for Field II preservice teachers to reflect on their behaviors and select a metaphor that best represented their role as a teacher. Choice theory was selected to ground this case study research. A convenient sample of 76 students over four semesters enrolled in their Field II experience comprised the sample of students surveyed. Students signed consent forms for permission to use their responses to the survey questions for research and course modification. They responded to three research questions: (1) What metaphor would you choose that represents your role as a teacher? (2) Reflect on the metaphor and the experiences you encountered during Field II. Did the metaphor chosen enhance your self-perception as a teacher? Why or why not? and (3) On a scale of 1 (low) 5 (high), how would you rate the use of metaphors in this course to enhance Field II students' self-image in their role as a teacher?

Three phases guided how data were collected. At the beginning of each semester secondary education majors enrolled in the Field II block were taught about how metaphors were used to describe individuals. During placement in the schools, students reflected on the metaphor selected to describe themselves based on a classification system. Finally, at the end of placement, students turned in the answers to the three research questions in the form of an assignment for which they received credit.

Results indicated that students benefited from the reflective exercise of choosing a metaphor that best described themselves in their roles as preservice teachers. There was consistent evidence to suggest that this type of structured reflective learning experience was an effective way for enhancing students' deeper understanding of their personal and professional development in their preparation to become teachers.

The Informed Heart: A Reconceptualization of Teacher Induction in the Applied Setting

Delinda D. Lybrand, Eastern Kentucky University; Sandy Spaulding, Mayfield Elementary School; and Peggy Gaiton, University of Minnesota

Teacher efficacy is supported by the literature as a significant determinant of quality instructional delivery, effective classroom management, reception to new instructional technologies, and professional longevity. Teacher efficacy is influenced by a number of known personal and organizational variables. While teachers may have less control over organizational and environmental variables, personal variables related to high and low levels of efficacy may be malleable to change and intervention during the period of new teacher induction.

This study piloted an alternative to traditional methods of teacher induction and included evidence-based training employing four instructional concepts linked by the literature to the increase of teacher efficacy: enactive mastery, vicarious mastery, verbal persuasion, and awareness of physiological state. Participants were student's enrolled in initial licensure programs and were oriented as a group to both paradigms. Eighteen students chose to participate in the alternate program, and 22 chose to participate in the traditional program. Participants of both groups completed pre- and post-administration of the Taylor-Johnson Temperament Analysis and the Bandura Teacher Efficacy Scale, and to a single administration of the More Effective Schools Student Survey.

Differences in training were evidenced through a greater number of student contact hours, structured time for guided reflection, opportunities to problem solve through critical thinking with other cohort members through guided and independent processes, daily performance feedback from peers and instructors, and immersion in a broad number of experiences outside of the typical classroom environment but relative to the overall organization and culture of the participating school. Results of

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standard quantitative measures and qualitative data suggested significant group differences between the traditional and alternative programs in pre-post change of levels of teacher efficacy, satisfaction with training experiences, and self-report of perceived professional competency.

3:00 – 4:50 PM TEACHING TIPS FOR INSTRUCTION IN A LARGE LECTURE FORMAT (2-hour Training Session) Cumberland

Anastasia D. Elder, Mississippi State University

Often, beginning instructors were assigned introductory classes, and these tend to have a large number of students. Teaching a large lecture of 75 or more students can be daunting and offer many challenges to new instructors. Questions about student engagement, attendance, and cheating are likely to arise.

This training session highlighted issues and strategies for teaching in a large class format. It was directed toward new faculty and graduate student instructors. Discussion included aspects of teaching with technology, as well as ways to encourage active learning and integrating some discussions. Pointers for beginning teachers, as well as resources for improving one's instruction, were also discussed. Examples from actual courses were presented in an effort to spur discussion about what practices were good and why. Practices based on sound psychological principles were stressed. The overall intent was to develop a model and vision of good practices for one's course.

3:00 – 3:50 PM EVALUATION OF YEARS ONE AND TWO OF THE “IMPROVING TEACHER QUALITY: MASTERY OF CONTENT” PROJECTS (Symposium).....Summitt II

Organizer: Marcia R. O'Neal, University of Alabama-Birmingham

Marcia R. O'Neal, Scott W. Snyder, Stephanie A. Baird, and
Thomas O. Ingram, University of Alabama - Birmingham

In summer 2006, the Center for Educational Accountability at the University of Alabama at Birmingham began a three-year external evaluation of the activities of multiple projects funded in part by an appropriation from the U.S. Department of Education (No Child Left Behind) and administered by the Alabama Commission on Higher Education. A challenge in evaluating such diverse projects was to develop a plan that captured outcomes common to all and yet preserved the unique qualities of each project. In this symposium, presenters described the projects, outlined methods used for Years 1 and 2 of the evaluation, and presented results for both years.

Introduction and Project Description

According to the legislation, projects were to increase the number of “highly qualified” teachers of core academic subjects by addressing four common objectives. Projects varied widely in the areas of their approaches and their target audiences. Among the 10 projects in the first year, one targeted secondary biology teachers, one served secondary teachers of chemistry and physics, several served elementary math and science, and one focused on integration of the arts across the curriculum. Projects funded for Year 2 included eight returning projects and two new projects.

Evaluation Methods

Year 1 components included professional development standards, the impact of the professional development, factors influencing implementation, the Stages of Concern questionnaire, content tests/learning reflections, and follow-up assessments to include observations and interviews of teachers. Informed by the results from Year 1. The Year 2 evaluation was revised to include only the impact of the professional development, factors influencing implementation, and content tests/learning

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reflections for the summer workshops. Follow-up assessments were also revised to eliminate teacher observations and to include the impact of the follow-up and understanding/use of content and strategies.

Results

Results for both years were strikingly similar. Teachers who participated in workshops made learning gains that were both statistically significant and practically meaningful (effect sizes ranging from .39 to 9.98). In survey responses, participants identified learning gains in teacher content knowledge and improved instructional strategies. Participation in workshops promoted teacher understanding, confidence as learners, confidence as users of the subject content, their motivation to learn more about the content, and their likelihood of applying problem-centered and inquiry-based approaches rather than didactic instruction to their teaching. These reports highlighted the beliefs of teachers that the professional development was perceived as influential in promoting subject matter learning and instructional improvements that should support student motivation and learning. Although many states provide funding for NCLB grants through their commissions on higher education, the researchers were not aware of any other states where systematic efforts have been made not only to address individual project success, but also to aggregate program evaluation data across projects. The methods of this study may be useful to other states.

3:00 – 3:50 PM ATTITUDES and SCHOOL ENVIRONMENT (Displays)Board Room

Stress Attributions in Graduate Students Facing Comps—A Phenomenological Study

Stasia L. Weston, University of South Alabama

This study is part of ongoing research by its author. Informal interviews and questionnaires were used to gather insights on: (1) what graduate students facing comprehensive exams found most stressful, (2) what methods they were using to cope with the stress, and (3) what suggestions they had for the program that would help reduce the level of stress they were experiencing. From the information gathered, themes were produced that allowed for some inferences to be made. In the original study (done in the summer of 2007), 11 Instructional Design and Development graduate students participated. They faced multiple levels of comprehensive examinations, depending on whether they were in the master's, doctoral, or doctoral track portion of the program (doctoral track is offered to those who have master's degrees in other fields—it has a higher number of comprehensive examinations). In this original study, students from each level (and facing each type of comprehensive examination) contributed.

The author believes that this research is important because of the problems high levels of stress can create in students, up to and including dropping out of their educational pursuits altogether. By better understanding the level of stress students go through as they face critical examinations, as well as to what they attribute it, faculty and staff (or in this case, a student group wishing to play an active role in bettering the graduate student experience) may be able to heighten enthusiasm in students and lessen destructive attitudes caused by high stress.

Militarism as a Predictor of High-Profile Sociopolitical Values

Daniel F. McCleary, University of Tennessee

A survey of 230 undergraduates in a southeastern university showed that militarism was positively related to blind patriotism ($r = .77$), emphasis on national security ($r = .64$), and continued support for the Iraq war ($r = .71$), but negatively related to constructive patriotism ($r = -.41$) and respect for civil liberties ($r = -.44$). All of these relationships were significant at the $p < .01$ level, with the positive relationships significantly ($p < .001$) stronger than the negative relationships. A stepwise regression analysis of possible predictors of militarism showed blind patriotism to be the strongest predictor of militarism (accounting for 58% of the variance in militarism). Other comparison variables that significantly contributed to the prediction of militarism were emphasis on national security and continuing support for the Iraq war. The authors questioned whether blind patriotism, support for the Iraq war, and emphasis on national security advance the U.S.'s national and international interests.

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**The Relationship of Political Evangelicalism to Critical Thinking
and Selected Sociopolitical Values in 2007**

Colin C. Quillivan, University of Tennessee

University students (N=232) completed surveys of their sociopolitical attitudes and a measure of critical thinking capacity. The current aim of the study was to examine if those who strongly endorsed views related to political evangelicalism continued their support of the Iraq war and still believed some of the claims for the initial rationale for war. Another focus of the study was to examine the critical thinking capacity of those who strongly endorsed political evangelical views. Those who endorsed high levels of religious politicization were more likely to have militaristic views, unquestioning support for America's policies, believed that Saddam Hussein was a threat to America, and supported the Iraq war. In regard to critical thinking, those who strongly endorsed political evangelical views had less of a capacity for critical thinking compared to those who were much less likely to endorse political evangelical views.

Classroom Management Fair: Instruction to Practice

Sarah C. Blackwell and Ann E. Monroe, University of Mississippi

Classroom management is often noted as the number one factor in determining success for first-year teachers. While courses in classroom management allow teacher education candidates to learn about theory and best practice, the most beneficial learning takes place during the student teaching experience as candidates observe and implement their clinical instructors' behavior management systems. While this experience is helpful, the candidate never has the opportunity to implement her/his own management system during their field experience.

In order to give teacher education candidates the opportunity to design and execute their own behavior management plans, a new assignment was included in one university's classroom management course. Two hundred thirty-five senior teacher education candidates in 12 course sections were required to develop a classroom management plan that included rules, rewards, and consequences. The plans were reviewed by course professors who provided feedback to the candidates. On successful completion of their classroom management plans, candidates were instructed to devise an implementation strategy for their plan and carry out the plan in their student teaching placement. Selection of the implementation strategy was based on grade-level placement, students' interests, and input from the clinical instructor.

The plans were implemented during the 2008 spring semester as candidates simultaneously took the course and completed the student teaching practicum. A culminating project allowed candidates to share their management systems with classmates at a "classroom management fair." The fair gave the student teachers the chance to discuss their systems with classmates and exchange ideas with peers. Preliminary feedback from candidates suggested that the assignment was beneficial and rewarding.

School-Induced Shame: An Investigation of College Freshmen's K-12 Shame Experiences

Ann E. Monroe, University of Mississippi

The study of shame and shame theory is an area of psychology that is often neglected. It was not until the early 1970s that psychologists began to uncover the mystery behind shame experiences. These recent inquiries into shame have given us a broad and in-depth look at an emotional experience that is universally shared. While most of us experience shame at one time or another, those who were repeatedly exposed to shame tend to suffer the most negative consequences. While many psychologists and researchers argue over the age at which humans first experience shame, all agree that, by age two, children have the capacity to be shamed (Lansky & Morrison, 1997). School-aged children have invariably been exposed to shame at home and receive an extra dose of it in the current school system. Some teachers are notorious for using the power of shame.

This qualitative inquiry investigated shame theory and how societal shaming practices

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manifest themselves in the schools, examining specifically the negative effects of shame on human development. The researcher sought to understand the school-induced shaming experiences of recent high school graduates attending a four-year, state university in the southern United States. Sixty-one college freshmen participated in the study. Written accounts of these individuals' shame experiences were collected from English Composition 101 classes.

Nine participants agreed to be interviewed in order to gain insight into their shame experiences and the effect these experiences have had on their lives. Eight of those nine also joined a focus group interview later the same semester. By analyzing the school-induced shaming experiences of these individuals, the researcher was able to identify school practices, teacher actions, and peer-interactions that induce feelings of shame in children. The short-term and long-term effects of school-induced shame were also identified.

3:00 – 3:50 PM SCHOOL ENVIRONMENT Salon A

Presenter: Gary L. Peevely, Tennessee State University

Brain-Based Education: Connecting Theory and Classroom Practice

Lajuana T. Morris, Arkansas State University

Over the past 10 years, neuroscientists and educators have struggled to understand what current brain research may mean for teaching and learning. Proponents of brain research, such as neurobiologist Michael Merzenich, concluded that the increased knowledge regarding brain research would yield neuroscience-based education. He asserted that in the near future schools will provide intervention to students based on their brain's plasticity. A critic of brain-research claimed that cognitive psychology determined much more about how people learned and what worked in teaching than brain imaging ever can. This was the view of John Bruer, Ph.D., president of James S. McDonnell Foundation, which sponsored biomedical, behavioral sciences, and education research.

Research from numerous journals and neuroscientists was used to gather data regarding brain-based education. The Journal of Neuroplasticity evaluated the ability of the brain to rewire itself by means of neuroplasticity. Schools can enhance this process through skill building, reading, meditation, the arts, career and technical education, and thinking skills that build student success. Chronic stress is a very real issue at schools for both staff and students. Stress loads affect attendance, learning, behavior, memory, cognition and social skills. Acute and chronic stress was evaluated in The International Journal of Stress Management, The Journal of Anxiety, and The Journal of Traumatic Stress.

Providing a curriculum suitable for students of the 21st century is a major challenge facing school leaders. Schools must offer rich and varied curricular programs that can stimulate students' brains and motivate them to learn. Students should have access to courses that support individual abilities, such as AP, intermediate, and basic levels. Schools need to offer classes in the arts, sports, and vocational training. Additionally, schools need to create learning environments in which students feel accepted, safe, and cared about by their teachers.

Classroom Management: Positioning and Routines

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

How do you establish a classroom learning environment? Classroom management can be defined as the provisions and procedures necessary to create and maintain a classroom community in which teaching and learning can occur. This means that when one plans classroom management strategies there is a need to consider the sort of classroom environment, the rules, and the routines necessary to establish this learning community. Further, how to hold students accountable for following classroom procedures and how to reinforce and reward students for doing so must be learned. Finally, there must be an intervention plan for times when misbehavior occurs.

Arrangement of the classroom establishes the teacher's learning environment for the students and provides for presence and proximity control, which are two of the three keys of classroom management. Routines are the basics of the way the class functions and the third key to classroom

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management. When students know what to expect and follow a pattern each day, they tend to comply with what is wanted. They know what is coming and do it out of habit. This means that for some activities and portions of the class time, they were on automatic. This presentation was based on an extensive literature search and teaching experience. A PowerPoint was provided for faculty development.

Teachers' Perceptions of Learning Environments in Lower-Performing and Higher-Performing Title I High Schools

Vinson F. Thompson, Memphis (TN) City Schools, and Stephan Marvin, Union University

School climate conveys implicit and explicit messages to students about how they were expected to behave and how much they were expected to learn. Assessing attitudes about the school's environment is critical toward making meaningful change. Indeed, the perceived learning environment can either deter or support student performance.

This study focused on teachers' perceptions of learning environments in Title I high schools. Through the analysis of a school climate survey, the study compared the perceptions of teachers concerning the learning environments within lower-performing and higher-performing Title I High Schools. Data utilized for this study were collected from 239 surveys completed by teachers in six Title I high schools. Each school was assigned a consolidated mean test score, based on the three-year average scores for the Math and Language Gateway exams.

Responses to six survey items were analyzed: (1) The quality of the school facility really helps the teaching and learning process, (2) Do you feel safe at this school? (3) Were the school buildings and grounds kept clean? (4) Do teachers accomplish their jobs with enthusiasm? (5) Is the principal willing to make changes? and (6) Can you use a variety of assessment strategies in your classes?

The analysis of the data was quantitative and utilized the multivariate analysis of variance (MANOVA). The relationship between the teacher's perceptions of the learning environment in lower-performing and higher-performing Title I high schools was not statistically significant, $[F(1,238) = .068, p = .795]$. The results suggested that administrators, while under scrutiny to improve test results, should place increased focus on factors such as academic expectations prior to meeting the demands of the perceived learning environment.

3:00 – 3:50 PM ADULT EDUCATION Salon B

Presenter: Sherri L. Restauri, Jacksonville State University

Just Because You Build It, Does not Mean They Will Come: The Lessons Learned When Building an Online Community of Learners

Shelly L. Albritton and Angela Webster Smith, University of Central Arkansas

This presentation examined the efforts of a school leadership program to build an online learning community using the WebCT distance learning system to augment face-to-face delivery of instruction. Oftentimes, an educator's attempts to extend the net to provide alternative, flexible course delivery to students sometimes fails to build the necessary relational foundation needed for citizenry in effective online learning communities. Educators readily think about teaching and learning aspects such as course structure, construction of learning, content and materials, critical discourse, assignments and grading, methods of presentation, and expectations for student work load during and in between sessions. Additionally, educators are apt to reflect on quality issues such as institutional support and cooperation, previous student experience, and student attitudes about technology. Conceivably in online learning environments, educators do not consistently take into account the complexity of community matters such as trust-building, positive peer and instructor interaction, communication styles, mutual personal and academic interests, incentives and motivation to participate, awareness of social context of dialogue, and the notion of shared community (Edelson, 2000; Herod, 2000).

Employing a case study method, the presenters shared the results of their efforts to build an online learning community with two separate student groups. The differences between the two groups

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were discussed, and the challenges the co-instructors faced in building an exemplary, relational online learning community were highlighted. The presenters also shared the dynamics of each group of students, what worked and did not work with each group, adjustments made to improve participation in the online learning community activities, and the lessons learned about expectations and design issues when building a learning community in an online setting.

Using Cognitive Behavioral Techniques in Adult Education with Correctional Clients

Ron Mottern, University of Tennessee

Working with correctional clients presents unique challenges to adult educators. Not only does a correctional instructor need to be cognizant of best practices in adult education, but an instructor should also be aware of the peculiar characteristics that make this group of students a very special population.

This paper addressed the special characteristics of correctional clients as seen through a cognitive behavioral lens, provided adult educators with tools to use to help facilitate the learning process, and finally looks at the results of a program that utilized cognitive behavioral practices drawn from choice theory and the Truthought Corrective Thinking Process to help adult correctional students achieve educational goals. Concepts derived from choice theory and the Truthought Corrective Thinking Process were used with adult students who were incarcerated in Williamson County Jail and working in an adult education program toward a General Educational Development diploma.

Results of student performance during a 10-month period were tabulated. One hundred seventy one (171) sub-tests for the GED were administered, and 165 sub-tests were passed, yielding a 96.5% passing rate. During the same period, 21 GED diplomas were earned. These results suggested that the applied concepts were effective in supporting the educational achievements of adult students in a correctional setting.

Psychometric Analysis of the Learning Environment Standards from Kentucky's Standards and Indicators for School Improvement

Douglas C. Smith, Christopher R. Wagner, Western Kentucky University; Stephen K. Miller, University of Louisville; Alejandro Saravia, Russellville Independent School; and Beverly C. Ennis, Campbellsville University

Online teaching and learning is becoming a common method for teaching adults interested in attaining a bachelor's degree. Faculty members were responsible for assisting online learning students so that they can succeed in the virtual learning environment. However, online learning is at its best when students take advantage of the learning opportunities afforded by the online technologies, rather than being used as supplements to traditional teaching environment. In addition, faculty should deliver content knowledge to their online students by effective pedagogical approaches.

This paper explored several online teaching strategies for creating online learning environments. For instance, the authors discussed tips that could be used to motivate students to join discussion posts. The researchers also discussed potential challenges that online instructors confront while delivering the content knowledge to their students, as well as interacting with their students. For example, group assignments were often used in the virtual learning environment, but were difficult to assess; thus, the authors discussed strategies an online instructor could use for effectively grading group assignments. In addition, the researchers successfully addressed several effective pedagogical approaches for supporting online teaching.

For this presentation, the authors also demonstrated several examples indicating how an online instructor could manipulate the online learning environment (such as course content and student assignments) and create the most effective learning outcomes and learning processes.

3:00 – 3:50 PM **QUALITATIVE..... Salon C**

Presenter: M. D. Roblyer, University of Tennessee – Chattanooga

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Making the Transition from Traditional to Home Schooling: Home School Family Motivations

Kenneth V. Anthony, Mississippi State University

The study examined home school families' motivations to move from traditional schools to home schooling. The goal was to determine: (1) What factors influenced the family to home school? and (2) How did the families make the transition from traditional schooling to home schooling? Previous research on home school education into motivations often resulted in a simplistic view of families' decisions to home school as a rejection of public schools.

This research dug deeper to see the more nuanced factors that pushed families to home school. Case methodology was used to study the research questions. The participants were a purposeful sample. The researcher identified four families with experience in home education. The participants were drawn from a larger pool of families from a home school organization.

Data were gathered using interviews, observations, and artifacts. Data collection focused on the motivations to home school and the events surrounding each family's move from traditional schooling to home schooling. Data were coded and analyzed using NVivo 8. Data analysis charts were used to analyze domains and research questions within and across the four cases. Supporting data from both parents and children, as well as from multiple data sources within and among the cases, were identified to support the major findings.

Findings suggested that family motivations to home school were complex. A closer look at each of these families showed that motivations act in different ways for each family: either as a catalyst that sparked an interest in home schooling or as a latent or underlying motivation that was actually the primary reason to home school. These motivators also continued to reinforce the families' decisions to home school. Family decisions to home school were more often positive decisions in favor of family needs and desires rather than a rejection of public schools.

A Study of Reflective Practice in a Behavioral Health Organization

Denise L. Gaskin and John M. Peters, University of Tennessee

A process called "Levelising" (Peters, 2004) engages participants in four levels of reflection on their own and other practices. This paper described how a team of behavioral health professionals learned to engage in Levelising and subsequently improve practice. The context of their experience was a series of team meetings led by a facilitator who also served as the researcher. Three questions guided the study: (1) At what levels of reflection did participants engage? (2) What difference did the Levelising experience make in participants' development of a quality management project? and (3) What was each participant's experience of the meetings?

Seven team members participated in 12 one-hour team meetings for six months. Participants' discourse was recorded on audiotape. Three trained rater-observers listened to the recordings and identified the levels of reflection engaged in by participants. At the end of the series of meetings, the researcher/facilitator conducted a phenomenological interview with each team member and with the team as a whole. The researcher/facilitator kept a weekly reflective journal based on her meeting notes. The rater-observers and the researcher observed that the team engaged primarily in level 1 ("pre-reflective being") and level 2 ("reflective being"). They were much less apt to engage in level 3 ("framing") and level 4 ("theorizing").

A thematic analysis of participant interviews identified five categories of themes in participant experiences: (1) improvements in consumer care, (2) improvements in team functioning and relationships, (3) resistance to change, (4) reflection on practice, and (5) teaching and facilitating. In spite of their early reluctance to change, team members described new practical actions and outcomes that could be traced to their meeting experiences. Slowing their discourse and reflecting on team functioning resulted in a positive change in members' practice. The paper concluded with a discussion of implications for practice and further research.

Action Research on Collaborative Learning in Higher Education and Community Education

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John M. Peters, University of Tennessee

This paper described the DATA-DATA model of action research and selected examples of its use in 15 studies of educational practice by practitioner-researchers. Examples focused on qualitative studies of collaborative learning in higher education and in community education. The methods used in these studies followed eight cyclic phases of action and reflection leading to a plan for designing and conducting action research.

Each phase of the model corresponds to a letter in the DATA-DATA acronym. In the first part, or DATA1, D = Describe, A = Analyze, T = Theorize, A = Act. In the second part, or DATA2, D = Design, A = Analyze, T = Theorize, and A = Act. DATA1 essentially represents reflective practice, and DATA2 represents the more formal methodological aspects of research and the process of re-examining and possibly revising one's practical theory in the light of findings.

The focus of DATA1 is on what a practitioner might do to informally or formally reflect on her or his practice, but in DATA2 the focus shifts to what a researcher might do to formally inquire into some aspect of practice. Taken together, DATA1 plus DATA 2 constitute the model of action research. Results of studies using the model were discussed in terms of macro-themes of collaborative learning in diverse higher education and community education settings.

3:00 – 3:50 PM GENDER ISSUES.....Summitt I

Presenter: Kimberlee A. Sharp, Morehead State University

Teachers' and Caregivers' Perceptions of Gender Differences

Grace Jepkemboi, University of Alabama - Birmingham

The purpose of this qualitative case study was to describe the perceptions of teachers and caregivers concerning gender differences in the educational experiences of children influenced by the HIV status of their parents or orphaned by AIDS in seven orphanage schools of Western Kenya. Twelve teachers and eight caregivers participated in the study. Data were collected over three months using participant observation and individual interviews.

Findings indicated that no gender differences in educational experiences were noted during preschool. However, during the elementary school years and beyond, participants described gender differences in math, science, languages, and school attendance. Boys were perceived to do better at math and science, while girls were believed to do better in languages. Girls were also more likely to be kept out of school to assist with or take care of family needs when a parent became ill because of AIDS.

**Examining Sexual Harassment Among Middle and High School Students
in a Mid-South Metropolitan Area**

Regina A. Lowery and Lynda M. Sagrestano, University of Memphis

The American Association of University Women (AAUW) has been instrumental in the study of sexual harassment in schools, beginning with their landmark studies in 1993 and 2001. Given that most previous research on sexual harassment has focused on the workplace, the literature with respect to sexual harassment in the schools has been relatively sparse, focusing primarily on prevalence and whether it was reported. Less is known about risk factors, causes, effects, or effective mechanisms for prevention (Fineran & Bolen, 2006).

The goal of the current study was to understand the experiences of sexual harassment among middle and high school students (boys and girls) in both public and private school systems, as well as the impact of these experiences on their academic and personal development. Specifically, the impact of sexual harassment on self-esteem, mental health, academic performance, and its links to early sexual activity and unplanned pregnancy were examined. These goals stem from data collected in previous years through the Youth Risk Behavior survey as well as a pilot study of the aforementioned demographic of students.

The survey for the current study was developed from modified versions of: (1) the survey

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developed by the AAUW, (2) the Rosenberg (1965) Self-esteem scale, (3) the Brief Symptom Inventory, and (4) a modified version of the YRBS (CDC, 2006). Participants were recruited in collaboration with community groups who serve adolescents in Memphis. Approximately 500 students (females 75%, males 25%) were surveyed. About 80% of respondents identified as being African American. Survey responses were coded and the data analyzed using SPSS. The findings of the study suggested implications for systemic policy change regarding sexual harassment among students.

It's a Matter of Choice: A Combination of Choice of Reading Materials and the Use of Modified Fluency Oriented Reading Instruction Helps African American Students Improve Their Attitude Toward Reading

Parichart G. Thornton, Alabama State University, and Thillainatarajan Sivakumaran,
University of Louisiana - Monroe

Participants were in a study of 65 (34 males and 31 females) African American students in grades 2-7 in a parochial school located in a mid-sized city in central Alabama. The study is part of a larger exploratory research conducted to find out ways to close the achievement gap between African American males and females. Specifically, the study sought to find out if use of modified Fluency Oriented Reading Instruction (m-FORI) would result in a statistically significant difference in the pretest and posttest attitude towards reading scores for African American males as compared to African American females as measured by Elementary Reading Attitude Survey (ERAS). Participants were given the choice of reading material from a selection provided by the researcher. The researcher then led them through m-FORI routines three days a week for six weeks.

The results of the within-subjects effect ANOVA showed that the use of m-FORI did have a statistically significant impact on the attitudes toward reading scores for all subjects. The results of the between subject analysis for the ANOVA revealed a statistically significant difference in reading attitude, with females scoring higher than males in the sample. However, when examined closely, the ERAS results seemed to indicate that although females scored higher than males, on the pretest and posttest, the males made greater gain than females. The mean pretest and posttest scores for females were 58.2 and 68.4, respectively. The mean pretest and posttest scores for males were 51.7 and 63.0, respectively. Results of this study have implications for educators who are interested in closing achievement gaps between males and females and between various ethnic groups in this country.

4:00 – 4:50 PM RESEARCH IN PROGRESS (RIP).....Board Room

Presiders: Michelle G. Haj-Boussard, McNeese State University,
and Pamela M. Broadston, Arkansas School for the Deaf

Let's Talk About It!: A Longitudinal Study of Elementary Students' Oral Responses to African American Picture Books and Preservice Teachers' Perceived Ability to Facilitate Literary Conversation

Cheron N. Hunter, Auburn University

The study examined the literary conversation between and among elementary students and preservice teachers in order to: (1) describe qualitatively the types of oral responses produced by students during storybook read-alouds of African American (AA) literature, (2) ascertain the ratio of change in student to preservice teacher talk over the course of several read-aloud lessons, (3) determine how cultural foundations and cultural data sets affect the negotiation of meaning among students during read-alouds of AA literature, and (4) encourage and develop preservice teachers' ability to use AA literature for reading instructional purposes in their own classrooms.

Prior research has found that readers who become personally involved in the story also obtain a higher level of understanding than students who read to recall information. AA students, in particular, were sensitive to literature containing "authentic" depictions of their own ethnic group. In order to address comprehension strategies and instructional conversation in today's increasingly diverse classroom, it is important that the authors current understanding of how readers of different ethnicities

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use their culture to interpret and respond to “culturally conscious” children’s literature is deepened. The emerging body of research moves beyond the mismatch problem of language of home/communities and the language of instruction in classrooms to document and develop new ways of proactively leveraging everyday language as a resource for interpreting texts.

This study was descriptive, qualitative, and naturalistic, richly describing the social phenomena of white preservice teachers conducting read-aloud lessons using AA literature. Based on this paradigm, the researcher’s fieldwork consisted of a series of observations, taped transcriptions, focus groups, interviews, and writing samples. Over the course of several months, the researcher observed and transcribed the read-aloud lessons and subsequent conversations that took place between the students and preservice teachers. Follow-up interviews were then conducted with preservice teachers in order to gather more in-depth data.

The findings of the study suggested implications for understanding how culture impacts the cognitive and meta-cognitive strategies used by elementary students constructing meaning of AA literature. Additionally, the researcher provided practical suggestions for preservice and classroom teachers preparing to teach comprehension strategies and facilitate instructional conversations using AA literature.

4:00 – 4:50 PM READING Salon A

Presenter: Talana Vogel, Christian Brothers University

The Effects of Total Physical Response by Storytelling and the Traditional Teaching Styles on Learning a Foreign Language in a Selected High School

Danielle E. Bush, Milligan College

The purpose of this study was to examine the effects of Total Physical Response by Storytelling (TPRS) and the traditional teaching method on learning a foreign language in a selected high school. Teachers were continually seeking innovative methods of teaching foreign language to their students. A new tool that is making an impact in the teaching of the foreign language is the TPRS. Several researchers indicate a significant difference in students’ retention of foreign language and comprehension of the vocabulary when taught using TPRS than the traditional methods (McKay, 2000; Dodd, 2004; & Caruthers, 1995).

The sample for this study consisted of 30 students who were randomly selected and randomly assigned to experimental and control group. The experimental group was taught using Total Physical Response by Storytelling (TPRS), and the control group was taught using the traditional method. Data were collected using teacher made tests. Data were then analyzed using independent samples t test.

The results indicated a significant difference between experimental and control group in overall performance. The students taught using TPRS scored significantly higher than the students taught using the tradition methods. Similarly, significant difference was found between experimental and control group on vocabulary achievement. The students taught using TPRS achieved significantly higher than those taught using the traditional methods. TPRS appeared to be a powerful tool to use in teaching a foreign language

Employing Formative Experiments to Bridge the Gap Between Literacy Research and Instructional Practice

Gerald J. Calais, McNeese State University

According to many writers, neither experimental nor naturalistic educational research methodologies have pervasively influenced classroom practice. Yet, ironically, researchers are currently confronting greater accountability for generating evidence of their success. Thus, in order to bridge the gap between literacy research and instructional practice, some literacy researchers have gravitated toward formative experiments in order to address the deficits of the aforementioned conventional research methodologies. Information gleaned from articles and empirical studies was selected from

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theoreticians and researchers, including, but not limited to, the following: Hilda Borko, Barbara Bradley, Donald Campbell, Paul Cobb, Jere Confrey, Juliet Corbin, Margaret Eisenhart, Barbara Flagg, Grace Oakley, David Reinking, Julian Stanley, and Anselm Strauss.

Contrary to both experimental and naturalistic studies focusing on instructional interventions, formative experiments simultaneously accommodate both intrinsic classroom variations and the necessity to modify interventions relative to pertinent variation. Formative experiments are interested in if and how a viable intervention can be implemented to achieve a goal. In addition, two additional factors are instrumental for fully grasping the essence of formative experiments: What features enhance or diminish an intervention's ability to successfully accomplish a desirable pedagogical goal? and In responding to those features, how might the authors adapt the intervention to heighten the chances of achieving that goal? The formative nature of formative experiments is manifested especially through these two questions.

Today researchers, more than ever, are being held accountable to demonstrate evidence of their success, frequently through experimental data that is quantifiable but distant from realistic classroom practice. Fortunately for the educational research community, formative experiments play an intrinsically pivotal role for filling in a neglected gap between research and practice that exists among heterogeneous methodologies. Formative experiments provide insights that are not essentially inherent in other methodologies, rendering them incomplete.

Effects of Specialized Inservice Professional Development Activities on Elementary School Students' Reading Achievement

Cay Evans, Debbie Williams, Christy Jarrett, Yong Dai, and Keitha Rogers,
Louisiana State University – Shreveport (LSUS)

The study examined the relationship between specialized training offered to inservice teachers in a Professional Development School (PDS) and reading achievement. Questions guiding the study were: (1) Was there a significant increase in the reading student achievement during second and third grade of the 12 students who attended this PDS school from kindergarten through fifth grade? and (2) Is there a relationship between the inservice professional development required by the PDS and the reading achievement of the 12 students measured on the Development Reading Assessment (DRA) test? Of the original 61 kindergarteners enrolled during the first semester at an urban elementary school, only 12 were still enrolled at the end of the fifth grade. These 12 students (10 females, two males) became the participants in the study. All were African American.

For the correlational study, the researcher collected data from an individually administered, criterion-referenced reading assessment for students in kindergarten through grade three to determine instructional reading level, guide the classroom instructional program, identify appropriate supports and interventions, and document progress over time. Participants were pre- and posttested over a two-year period. A correlated t-test was used to determine the mean differences between the pre- and posttest statistical significance. Professional development data were collected.

Data showed inservice teachers received professional development covering various aspects of pedagogy, student assessment, portfolio assessment, classroom management, technology, and best practices in content instruction. The study explored distinguishing elements of the literacy professional development. Tables and charts were created to display data and identify significant patterns. Conclusions were drawn. Findings of the study showed implications for relationship of student reading achievement and classroom reading instruction and professional development as set forth in the PDS model.

Using Hyperlinks to Assist Students Reading Complex Documents

Linda A. Mitchell, Jacksonville, AL

Reading and effectively utilizing complex, text-based documents can be difficult for many students. This difficulty can be because of a variety of factors including the use of complex language within the text, the students' need for historical or background information, and the students' unfamiliarity with the metacognitive requirements needed to fully understand the text and utilize it within the context of

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From August 2006 to December 2007, an analysis was conducted on all available Kentucky school district home pages (N=174), selected Kentucky public school teacher sites (N=65), and one regional state university's faculty pages (N=40) to determine: (1) overall site accessibility as determined by TIDY, an online site tester, (2) actions of school district and university technology coordinators on the accessibility of district and faculty page(s), and (3) the needs of target populations for site information. The percentage of districts having clear links to teacher pages from the district server was 12/171, or 7%. The other 53 (81.5%) were accessed through individual school sites.

There was no correlation (Pearson) between District and Teacher errors. However, a correlation of .038 gives significance at the .05 level for District and Teacher warnings. Eight percent of all faculty (N=27) were approved for web accessibility with no errors. Two pages generated no warnings, errors. The number of warnings ranged from one to 191 per site.

According to focus groups of public school teachers, the most accessible public school sites contained: (1) sans serif 10-point text, (2) pleasing graphic elements within recommended frequencies, (3) labeled navigation, and (4) resources for parents. The worst sites contained: (1) graphics exceeding recommended frequencies, (2) text elements less than 10 points, (3) illogically labeled links or non-Western style placement, and (4) plain uninviting.

4:00 – 4:50 PM NOVICE/EXPERT TEACHERS AND TEACHER EDUCATIONSalon C

Presenter: Delinda D. Lybrand, Eastern Kentucky University

Transforming Teacher Education to Support Multicultural Technology Pedagogy

Audrey Bowser, Arkansas State University

Because schools are becoming increasingly diverse, a significant role of teacher preparation programs is to prepare its prospective teachers with the knowledge, skills, and dispositions to help all students learn. Within the context of teacher education, this research is rooted in social reconstructionist theory (Sleeter & Grant, 2003) based on a critical multicultural conceptual framework interwoven with critical pedagogy (Freire, 1996; McLaren, 2003).

This research study assessed preservice teachers' personal and professional beliefs about ways in which technology can be used to support their conception of multicultural education. Following procedures described by Creswell (2003) for sequential transformative mixed methods research, the data were analyzed using both quantitative and qualitative measures. The Personal Beliefs about Diversity Scale and the Professional Beliefs about Diversity Scale were used to measure preservice teachers' beliefs about multiculturalism and a range of diversity issues (Pohan & Aguilar, 2001). Descriptive statistics, including means, standard deviations, and percentages, were then analyzed to determine the 346 preservice teachers' multicultural perspectives. The multicultural framework proposed by Sleeter and Grant (2003) was used to analyze the responses to the qualitative data.

Overall, the results revealed that the preservice teachers in this study held favorable beliefs about multicultural understandings; however, the majority of students tended to conceptualize multicultural education from the human relations approach. This study found that the students' growth in multicultural knowledge and awareness appeared to increase as they advanced through the teacher education program. Furthermore, preservice teachers' beliefs about multiculturalism were generally not reflected in ways technology can be used to support their conception of critical multicultural education. Findings from this research study examined an in-depth understanding of preservice teachers' beliefs to inform practice in higher education, as well as in K-12 school environments.

**Defining Teacher Quality: An Exploratory Examination of the Relationship
Between Measures of Teachers' Instructional Behaviors and
Measures of Their Students' Academic Progress**

Pamala J. Carter, University of Tennessee - Chattanooga

In this study, efforts were made to distinguish differences in teachers' instructional behaviors in an attempt to identify those behaviors that were associated with teachers that have produced high

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value-added gains scores among the students they teach. The purpose of this study was to investigate varying levels of effectiveness among math, reading, and language arts teachers in grades 3-8, defined by their (1) preparation and planning and (2) instructional practices that lead to gains in student achievement.

The researcher examined domains of planning and preparation and instruction through surveys administered prior to and after a scheduled observation to shed light on aspects of teaching that leads to higher student achievement. Results from the Carnegie Defining Teacher Quality grant produced interesting findings that warrant not only further study, but further discussion on: (1) the methods the authors employ to determine best practices to be evaluated in the classroom, (2) the notion of multiple and complex systems of practices involved in effective teaching, and (3) the possibilities of new and previously unmeasured aspects of classroom teaching as determinates of student learning.

It is the belief of the researcher that a perfect observational instrument has not been found. Much more work is necessary before the authors put children in jeopardy of being recipients of poorly constructed instructional strategies that were not grounded in a series of sound and rigorous scientific inquiries. Without a connection between teaching and learning, the act of teaching becomes negligible. The authors must continue to ask ourselves if the observational instruments the authors use reveal practices found to promote student learning. It is imperative that educational researchers continue to search and question tools being used to determine instructional practices.

Organizing Instruction to Meet Instructional Goals

Charles E. Notar, Jacksonville State University

The National Board for Professional Teaching Standards (NBPTS) proposition three states that “teachers were responsible for managing and monitoring student learning.” They know how “. . . to organize instruction to meet instructional goals.” This paper provided 14 organizational patterns for use in organizing instruction in any of the content areas: Time/Chronological Pattern, Order in Space, Cause/Effect; Problem/Solution, Pro/Con, Topical, Simple-to-Complex, Known-to-Unknown, Most Frequently Used to Least Frequently Used, Procedural, Whole-Part-Whole, Comparison and Contrast, Statistics, and Combining Patterns. The presentation explained each of the organizational patterns and gave examples of how and when to use them. A PowerPoint was provided for teachers to use to explain the organizational patterns to students. The presentation was based on an extensive literature review and teaching experience.

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9:00 – 9:50 AM **OUTSTANDING DISSERTATION**Summitt II

Presenter: Dana Thames, University of Southern Mississippi

The Psychometric Equivalency of Scores from a Web-Based Questionnaire Administered via Cellphone versus Desktop Computer

John F. Edwards, Mississippi State University

This study investigated the psychometric issues and viability of cellphone-based testing, a novel test administration modality whereby testtakers use a cellphone to respond to items on a web-based assessment. The study explored mode-dependent differences in scores from a web-based version of the Self-Monitoring Scale (SMS) administered across two modalities: desktop computer and cellphone. The SMS was selected because its rights of use were part of the public domain and it had been previously validated for online administration.

The determination of score equivalence was based on the following analyses: comparisons of central tendency, dispersions, and rank order; the Kolmogorov-Smirnov test of equal score distributions; the Pitman procedure for detecting differences in reliability coefficients; a confirmatory factor analysis of the equality of factor structures using LISREL; and an analysis of differential item functioning based on item response theory using BILOG-MG.

The study employed a counterbalanced repeated measures design whereby 234 participants took a web-based version of the SMS using a desktop computer and/or a cellphone. In determining the psychometric equivalency of scores from the two modes of administration, all statistical comparisons provided overwhelming support for one general conclusion: There were no mode-dependent differences in scores on the web-based version of the SMS when administered by desktop computer versus cellphone.

The study also explored participants' attitudes toward using cellphones as a test-taking tool. The participants correctly anticipated that their scores would not be affected by using a cellphone, but they categorically rated the cellphone as less enjoyable and more cumbersome than a desktop computer. Despite these findings, one cannot ignore that our modern society appears obsessed with information on demand. As cellphone technology continues to improve and the text-messaging generation begins to influence the field of educational and psychological measurement, cellphone-based testing will likely become an accepted standard for both academic and clinical practice.

10:00 – 10:50 AM **UNDERSTANDING THE BASIC TOOLS IN FLASH CS3 TO ENHANCE COMPUTER-BASED DESIGN (Training Session).....** Cumberland

Ai-Lun Wu, University of Tennessee

This presentation was designed to help teachers who were interested in becoming more independent, proficient 2 D designers to work with the tool bar that was located in Flash CS3. Flash CS3 allows teachers to develop interactive images that they can use for teaching. This training session helped teachers who want to explore the basic tools used in Flash CS3. The tools in Flash CS3 provide the teacher with a comfortable and easy way to work with different types of graphic images. One of the great advantages of understanding the tool bar was that users have greater control over their images. Teachers can easily edit digital photos, draw, paint, and sketch using a wide variety of software utilizing the Wacom pen and tablet. This tablet is compatible with both PC and Mac.

10:00 – 10:50 AM **READING (Displays).....**Board Room

Using Graphical Representations to Enhance Elementary Science Teaching

Sharon E. Nichols, University of Alabama

Research substantiates that both the frequency and variety of graphical representations or GRs (e.g., cross sections, diagrams, tables) within school texts has increased in the past decade. If

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elementary-age children were to understand complex diagrams, multimodal presentations, and computer-generated graphics found in science texts and develop the necessary skills to communicate their understandings, then teachers must be equipped to draw on GR-based pedagogical strategies.

The following questions guided this study: (1) How do elementary science teachers perceive the role of graphical representations in inquiry-based science teaching? (2) What constraints do they perceive using GRs for science teaching practices? and (3) To what extent do they see adopted science curricular resources as effective towards supporting GR-based science pedagogy? Study participants included six elementary teachers enrolled in a master's level summer science methods course. The authors provided face-to-face and online instructional sessions. Three foci provided instructional coherence that addressed: (1) rationales for using graphical representations as a teaching strategy, (2) involving students in producing and interpreting GRs to communicate their science understandings, and (3) facilitating science inquiry through graphical representation use. A core assignment involved teachers' analysis of a kit-based science curriculum in which they identified GR uses and revised or created lesson plans to more effectively provide support for GR pedagogy.

The study used case-based methodology, drawing primarily on data generated through "conversations with a purpose" (Merriam, 1998) captured during audiotaped class sessions, and online discussions. Data sources also included teachers' lesson plans, and researchers' field notes and journal narratives. Data analysis involved independent and comparative interpretation by the researchers throughout the duration of the study. The presentation provided insights about using GRs in science inquiry-based instruction, strategies for teaching teachers about effective uses of GRs, and issues salient to the guiding questions of this study.

The General Preschool and Emergent Literacy Practices of Parents

Janet A. Harris, East Baton Rouge (LA) Parish Schools, and
Jimmy D. Lindsey, Southern University - Baton Rouge

This study examined parental, familial, and child factors that affect general preschool and emergent literacy activities parents provide to their children with learning disabilities; parental, familial, and child factors that affect the emergent literacy skills parents focus on for their children with learning disabilities; and associations between parental, familial, and child factors and the technology use of children with learning disabilities during the preschool years. It also explored whether gender, preschool activities, and preschool computer use affect the reading achievement (word identification and comprehension) of students with learning disabilities.

The accessible population (N = 94) was parents (or guardians) of students with learning disabilities (ages six to nine) enrolled in an urban school district in a southeastern state. A sample of 64 parents from the accessible population was selected to participate in the study using a power analysis and stratified, proportional random sampling (stratum gender of the parents' children with learning disabilities). Fifty-nine (59, 92%) of the selected parents participated. Two- and one-way between-subjects designs were used. Factors included parental (age, educational level), familial (family configuration, number of siblings), gender (male, female), preschool experience (limited, extensive), and preschool technology use (limited, extensive). Analysis of variance (ANOVA) and two tests of difference were used to analyze dependent measures, including: (1) general preschool and emergent literacy activities, emergent literacy skills, and preschool computer use scores obtained using a researcher-developed questionnaire and (2) Woodcock-Johnson III (WJ-III) Word Identification and Passage Comprehension standard scores.

Significant findings indicated that younger parents (ages 18 to 35) focused more on emergent literacy skills with their children with learning disabilities during the preschool years, and that children with learning disabilities who had limited preschool computer use had higher WJ-III Word Identification and Passage Comprehension means. Limitations of the study and recommendations for future research were presented.

10:00 – 10:50 AM **ACHIEVEMENT** **Salon A**

Presenter: Pat D. Clark, Lincoln Memorial University

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Narrowing the Gaps: Student Performance Outcomes in Reading First Schools in Kentucky

Karen D. Abney, Fayette County (KY) Public Schools; Jerry Johnson, Eastern Kentucky University;
and Jennifer Chambers, Mercer County (KY) Public Schools

The purpose of this paper was to investigate variations in reading performance among students in Kentucky Reading First schools. An earlier study (Abney & Johnson, 2008) investigated the extent to which school and demographic characteristics were associated with school-level aggregate performance on reading assessments. Findings suggested the possibility that differences among schools in the implementation of Reading First grants might provide a more robust predictor of outcomes.

A second study (Abney, Johnson, & Chambers, 2008) included potential explanatory variables related to program implementation; e.g., the literacy program selected and time spent in literacy instruction. Additionally, gain scores were deployed as a dependent variable in order to investigate influences on performance growth. Results suggested that the instructional program did not influence absolute reading performance. Additionally, gain scores were positively associated with school poverty level (higher poverty schools making greater gains) and negatively associated with school size (smaller schools making greater gains).

The current investigation extended earlier work by deploying different methodologies—specifically, by using student-level performance data as the dependent variable and incorporating student-level, school-level, and cross-level interaction terms as independent variables. Of particular interest, the use of cross-level interaction terms allowed the regression to disclose how the influence of student characteristics on reading performance varies with changes in the school environment (e.g., Does the influence of student SES status vary according to the size of the school?).

Findings from these analyses were interpreted within the context of Reading First grant guidelines to suggest implications for policy and practice. Developed as part of No Child Left Behind (NCLB) and intended to help schools with high numbers of struggling readers get additional support for kindergarten through the third grade, the Reading First initiative supports efforts to teach literacy and increase reading development of K-3 students (particularly low-income students).

**Principals' and Classroom Teachers' Perceptions of Student Achievement:
What Really Works in Their Schools**

Sharon R. Gieselmann, University of Evansville

This study examined principals' and classroom teachers' perceptions regarding how to obtain high levels of student achievement during this accountability era. The problem grounding this research was that schools were under intense pressure to meet both state and federal assessment goals while classrooms became increasingly diverse through the assimilation of immigrant populations and the inclusion of special needs students (Tomlinson, 1995). Several studies described a conceptual linkage between principal and teacher performance on student achievement; they were key players with helping schools accomplish high-stakes testing goals. Therefore, their perceptions about what really works in schools was important inasmuch as a school's response to reform efforts may be short-term without strong principal and teacher leadership (Bista & Glasman, 1995; Hallinger & Heck, 1996; Keedy & Simpson, 2002).

Principals and classroom teachers serving in high performing schools in one southern state were selected for participation in this study. High performance was determined by selecting schools that scored in the top 20 of all public educational institutions on the annual state assessment. These schools were identified using assessment results obtained from the state department of education. The researcher used interviews as the impetus for data collection and believed that this avenue was more likely than surveys to provide deeper understanding and insight into practitioners' perceptions.

Emerging patterns among the responses were identified and presented in the research findings. Findings indicated that principals' and classroom teachers' attitudes about student success impacted school and classroom strategies. These schools have implemented "no fail" policies to help students become responsible learners in this standards-based environment. Using this approach, educators help students focus on content mastery rather than content "completion." Differentiated instruction permitted students to actively explore topics of interest while classroom assessments allowed students multiple opportunities and means to demonstrate their understanding of state-mandated curricula.

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Charter Schools in Indiana: Exploring the Impact on Student Performance

Brian D. Reid and Mary Jo Ratterman, University of Indianapolis

Across the nation 4,000 charter schools are up and running, with 400 new charter schools opening their doors each year. In Indiana, since the legislation authorizing charter schools has been in effect, over 40 charter schools have opened. The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis has been asked to conduct a state-wide study of the impact of charter schools on student achievement.

The purpose of this study was to determine the nature of the students in charter schools, the academic growth of students in Indiana charter schools as compared to students in non-charter schools, and the relative cost to provide that growth. The primary questions to be answered: (1) What were the demographics of charter schools compared to traditional public schools? (2) What is the level of growth of student academic performance in charter schools versus traditional public schools when controlled for initial student performance? and (3) Which is more cost effective in the improvement of student achievement, charter schools or traditional public schools?

This study used several sources of data to identify the impact of charter schools on student performance when compared to the impact of traditional public schools. The primary data were student data from the NWEA MAP (Measures of Academic Performance) test. All charter schools in Indiana were required to participate in this assessment, as do many of the traditional schools. Using their Growth Research Database, NWEA also created a "virtual control student" for each charter school student, who was matched on standard NCLB demographic variables. The analysis looked at the growth in student performance and the added value of the school, charter or traditional public, on that growth. This session provided an overview of the design, data collection, analysis, and results of the study.

Middle School Students: Obesity and Academic Achievement

John R. Slate, Sam Houston State University, and Gina C. Viglietti, Clinical Dietitian Consultant

In this study, the authors examined the relationship of 1,128 sixth- and seventh-grade students' grades in four subject areas (i.e., math, reading, science, and social studies) and their scores on the Texas Assessment of Knowledge & Skills (TAKS) Reading, Math, and Writing measures for the 2006-2007 school year as a function of their weight status (i.e., Obese versus Non-Obese). After determining the number and percentage of students who were obese, tables were generated by gender and by ethnic membership to show these statistics.

Statistically significant differences were found between the percentage of boys and girls who were obese, as well as among the ethnic categories of Hispanic, African American, Asian-Pacific Islander, and white, and among grade levels. Obese children were found to have statistically significantly lower course grades in math, reading, science, and social studies. Similar results were present for the three TAKS measures. Given the importance of test scores for accountability purposes, differences were sufficiently strong between obese middle school students' test scores and non-obese middle school students' test scores to influence the school's accountability ranking. Implications of the findings were discussed as well as suggestions for further research.

10:00 – 10:50 AM ADULT EDUCATION Salon B

President: Jean N. Clark, University of South Alabama

**Using Problem-Solving Processes as a Technology to Promote Learning
in Online and Facilitated Sessions for Adults: An Example**

Lila L. Holt, University of Tennessee

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While creative problem-solving processes are not new, when applied as a technology and combined with online and facilitated training for adult learners, does it create an environment for adult learners to create knowledge in an enjoyable, yet cost effective training? Research has shown that adult learners prefer to acquire knowledge in a manner that is applicable in their lives. It is also a fact that companies require training to be relevant and cost efficient. By preparing background information for discussions, online companies can reduce travel costs of extended face-to-face sessions. Additionally, integrating a creative problem solving technique incorporates another skill for adult learners to use to create knowledge and apply to their own situations.

The presenter discussed the blending of the Simplex process with teaching a sample group of front line supervisors 14 topics applicable to their jobs. The Simplex process is an eight-step, creative, problem-solving technique of divergence and convergence that begins with asking questions moving to implementing action plans for chosen solutions. The 14 topics were structured into online modules to present the materials to the supervisors at work. After that they were brought together in three different sessions to apply the online materials in case studies.

In informal interviews conducted after the first two sessions, students were already discussing how they were applying the Simplex process to aspects of their work other than just the topics presented for training. Additionally, student evaluations after each session revealed that, while the students would have liked better formatting of the online modules used, they found the guidance of the Simplex process a valuable tool for analyzing the case studies to make them applicable to their own personal work environments.

A Study of the Causes of Absenteeism Among Girl Students in Rural Sindh

Shahid H. Mughal, GECE Thatta, and Saeeda Shaikh, Government, Girls' Degree College

The World Declaration on Education for All places priority on the education of girls and women. Universal education has also been the national policy since 1950 in Pakistan. Despite the fact that Pakistan is the signatory of international protocols and conventions, the situation in the country is not so satisfactory with reference to girls' education. Enrolment rate at primary level is not encouraging. The situation in rural areas is very alarming. The present inquiry was an attempt to study "Absenteeism," a major problem in rural areas of Pakistan. This study explored the causes and problems faced by the girl students, teachers, parents and school authorities. It also focused on the facilities provided by the government authorities to promote primary education in rural areas of Sindh Province. The nature of the enquiry was empirical.

Primary data have been generated through the administration of the questionnaire and holding interviews with the respondent. Secondary data have been obtained from Sindh Bureau of Statistics, Planning & Development department, Government of Sindh and SEMIS (Sindh Education Management Information System). The scope of the study was limited to 22 primary schools of district Naushehro Feroze. The survey was used as a research strategy. The population of the study consists of all (183) government primary schools of District Naushehro Feroze. The principles of classification were based on the control of districts wise location of the schools. Stratified sampling has been adopted to ensure the inclusion of representatives from all categories of students. Cluster sampling design has been used in the final stages of sampling. The total sample size was 11%.

The finding of the study indicated a significant difference found in the number of primary schools, number of teachers, and physical facilities in girls' schools as compared to those of boys. A high level of absenteeism has been observed in girls' schools as compared to those of boys. Major reasons of absenteeism found were sickness, work in the fields, babysitting, corporal punishment, schools were not available, lack of physical facilities, teacher absenteeism, difficult syllabi, shortage of teachers, children were not interested in studies, and schools were at long distance from children's residence. In the light of the findings, the following recommendations were made: (1) imbalance should be addressed because discrimination against girls is perpetuating the educational gap between boys and girls, (2) special measures should be taken to reduce gender disparity in the rural areas of Pakistan, (3) maximum facilities in terms of schools, teachers, and proper buildings with basic amenities should be provided in the rural areas of Pakistan, and (4) a sufficient number of teachers should be employed in girls' schools in order to avoid multigrade teaching, thus ensuring quantity and quality.

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**Examination of Undergraduate Student's Learning Styles
and the Relationship to Demographic Variables**

Maria Martinez M. Witte and Prasanthi Pallapu, Auburn University

This study examined undergraduate students' learning styles from the Colleges of Business, Education, and Liberal Arts as measured by the Index of Learning Styles - active/reflective, sensing/intuitive, visual/verbal, and sequential/global. The examination also included gender, ethnicity, age, GPA, and grade-level variables. There was a need to examine learning style differences between students from different academic programs because research in this area was both sparse and contradictory. Teachers, instructors, adult educators, trainers, course designers, program and training developers invest a significant amount of time and effort in designing courses and training to achieve specific objectives and to provide a better learning experience to the learners. An emerging issue in education is the understanding and application of individual learning styles. Awareness of the individual's learning styles will assist in the development of a curriculum that addresses learning needs.

There was a total of 346 participants from the Colleges of Business, Education, and Liberal Arts. The participants completed a survey with six demographic and 44 learning style questions via an Internet survey. According to the analysis of the results, more Caucasians were taking undergraduate courses at this large southeastern university, and the ages ranged from 19 – 43 years. There were twice as many active and sequential learners as reflective and global learners. There were four times as many sensing and visual learners as intuitive and verbal learners. To address sensing learners' needs, activities should be incorporated that involve creativity for course topics. Visual learners learned better when the information was provided to them through pictures, maps, and in colors.

This study reinforced the importance of providing a variety of instructional strategies, techniques, and methods when working with learners. In a postsecondary education setting, it is vital to provide tools for those responsible for the teaching-learning environment.

Creation and Validation of a Self Directed Learning Readiness Scale Instrument

James E. Witte and K. Shannon Hogg, Auburn University

The purpose of this research study was to expand on previous efforts of Guglielmino and others (Caffarella & Caffarella, 1986; Conti, 1979; Knowles, 1975; Oddi, 1984; Pilling, 1991) by creating and validating an instrument for measuring tendencies and potentials for engaging in and succeeding with self-directed learning, specifically related to a work environment. The first objective in this study was to develop the instrument for assessing traits, perspectives, and environmental settings related to an individual's likelihood to engage in self-directed learning within a work environment. This was initiated through a review of literature and the establishment of a theoretical framework to explain self-directedness within a psychological framework of motivation/self-regulation, cognitive elements, and social/environmental.

The items for the survey were examined and analyzed through a series of card sorts to establish their fit within the theoretical framework. A follow-up analysis of the instrument items through the use of grade-level review and an extensive card sort process led to final adjustments to the language and a sorting into the final format of the items into three domains. The instrument was then field tested with a representative sampling of the total company population at a subsection of a southeastern industrial manufacturing facility. An analysis of data from the field test allowed for minor adjustment of the instrument items before conducting the major sampling at the main section of this manufacturing company. The data obtained using the instrument were analyzed to determine reliability and validity, and to assess the results in the research questions.

The results of the survey and subsequent analysis suggested that the instrument provided a means of assessing adult learner traits within these three domains and yielded an indication of how prepared the individual is for the self-directed learning of work-related skills and knowledge.

10:00 – 10:50 AM QUALITATIVE Salon C

Presenter: Alexandra A. Conniff, Eufaula City Schools

Friday, November 7, 2008

Teaching As A Profession: Would You Choose It Again?

Gahan Bailey, Edward L. Shaw, Jr., Lynda Daughenbaugh,
and Jayne Kennedy, University of South Alabama

The purpose of this study was to examine three areas of choosing teaching as a profession. A total of 436 teachers (128 elementary, 108 middle, and 200 high) completed a Teaching as a Profession Survey (TAPS) that asked three questions: (1) Why did you choose education as a profession? (2) If you were starting over and choosing a profession today, would you choose education? Why or why not? and (3) Would you encourage high school seniors/college freshmen to consider a teaching career? Why or why not?

Question 1 was analyzed qualitatively for emerging themes. Five themes for each grade level emerged; three themes were shared by each grade level: making a difference, family life, and inspired by others. Questions 2 and 3 were analyzed both quantitatively and qualitatively. Quantitatively, the responses of “yes” or “no” to the first part of the questions were analyzed according to seven demographic variables: level of education, teaching experience, area of certification, current grade level taught, gender, age, and ethnicity. Qualitatively, the open-ended portion of questions 2 and 3 were examined for emerging themes. There was a larger variety of responses for why teachers would not choose education or encourage others to choose education than for choosing to become a teacher or encouraging others to become a teacher.

It was recommended that the results of this mixed-method study be used to support K – 12 schools in teacher retention and aid higher education in recruiting future teacher educators.

Understanding the Challenges Faced by Beginning MAT Teachers

Li-Ching Hung, The Overseas Chinese Institute of Technology,
and Cary S. Smith, Mississippi State University

Several states introduced alternative certification (AC) programs in the mid-1980s to alleviate the teacher shortage situation; the Master of Arts in Teaching (MAT) program was an example of just such a curriculum. Three research questions for this study were: (1) What were the challenges beginning MAT teachers faced? (2) What were beginning MAT teachers’ perceptions of their training program? and (3) What were the beginning MAT teachers’ attitudes toward their teaching career? Case methodology was conducted to highlight the research questions.

Six beginning MAT teachers who graduated from Mississippi State University participated in this study. Data were drawn from interviews, observations, and a concomitant related document analysis. Results revealed three themes as primary challenges for the majority of MAT teachers: (1) students’ low motivation, (2) No Child Left Behind (NCLB) accountability, and (3) lack of parental support. In terms of perceptions regarding their training program, all six MAT teachers exhibited gratefulness for their training program’s availability, especially for the opportunity to gain teacher licensure.

These findings could be perceived as guidelines for the improvement of the MAT program and as methods for ensuring that effective AC teachers graduate from the training program. Among the six participants, five wanted to quit teaching in the near future. The sixth, an older individual who became a teacher because of boredom with her first career, wanted to remain in the profession. Most importantly, she was the only one whose previous educational background and job experience were the same as the subject she taught. The above findings filled several research gaps when compared with previous studies. For example, there was an inconsistency between MAT teachers’ licensure area and content knowledge background. Further studies are needed to investigate samples of graduates from other AC programs.

**A Case Study About the Effect of a Casual Teacher Student Relationship
in a Junior High Theater Arts Classroom**

John A. Sargent, East Texas Baptist University

Friday, November 7, 2008

The purpose of this study was to investigate the impact of a casual student teacher relationship on student behavior in a junior high school theater arts classroom. The research question guiding this qualitative intrinsic case study was: How does a casual teacher-student relationship affect student behavior in a seventh- and eighth-grade theater class in a semi-rural, East Texas junior high school? The participants in this case study were 21 junior high theater arts students in a suburban junior high school located in northeast Texas, a teacher who was in his third year of teaching junior high school theater arts, and the researcher. The case study took place over a 14-week period.

Action research methodology facilitated insights on a daily basis because of interaction between the participants and researcher. Data collection procedures included observations/field notes, reflective journal, student interviews, and teacher interviews. Categories were generated through the constant comparison method with continual refining and analysis. Three themes emerged from the data analysis. First, off-task behavior was at a premium within the classroom. Second, the students did not respond to the disciplinary measures and instructions of the classroom teacher. Third, the students had no filter when it came to saying and doing inappropriate things.

Implications from this case study were in several areas and are important for teachers who teach in theater arts classrooms and those who teach in other types of classes. A casual student teacher relationship provides the background for teachers and students to cross professional boundaries. The blurring of these boundaries creates problems for the student and the teacher. Casual student teacher relationships were almost always initiated and developed by the teacher. Teachers must be cautious and cannot let their own need for approval get in the way of providing an education for the student.

10:00 – 10:50 AM LEARNINGSummitt I

President: Patricia Davis-Wiley, University of Tennessee

Composition Classroom Narratives of Teaching and Learning

Annie J. Gray, Pellissippi State Technical College

This action research examined: (1) narratives community college writing students had about themselves as writers in a college-level writing course and (2) the connection between those narratives and student experience of collaborative learning activities. The study of narrative was particularly useful in determining how people make meaning of experiences in their lives. The class utilized three types of teaching and learning to explore the writing process, including lecture, discussion groups, and collaborative learning activities. Students and teacher used a social-constructionist approach to conversation that implemented a process of reflective dialogue about writing and writers' strategies.

At the end of the course, which began with 30 students, 20 out of 21 students anonymously volunteered to participate in the study. A neutral third party randomly selected 12 names for final participation. The researcher conducted a phenomenological analysis of audio-taped entrance and exit interviews of the 12 students. This process yielded relevant themes that the researcher later subjected to metaphorical analysis. The study also utilized relevant examples from student journals and researcher field notes.

Findings revealed what narratives students had about themselves as writers on entering and exiting the course. Results showed that using collaborative learning activities in the writing classroom influenced student narratives. Students experienced interpersonal and technical gains from participation in social-constructionist-oriented classroom dialogue about writing and from certain aspects of a learning environment incorporating collaborative learning activities. Conclusions discussed the use of collaborative learning activities in helping freshmen writers transition into college writing. Further implications for classroom practice were discussed.

Arts in the Aftermath: Fifth Graders' Use of Haiku After Katrina

Gaye B. Winter and Gaylynn Parker, University of Southern Mississippi

The study examined fifth-grade students' creative writing of haiku in order to express their feelings after Katrina. This was funded by a Learning Challenge Award from Mississippi Gulf Coast

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Community College in order to accomplish the following outcomes: (1) give education majors a chance to enter the classroom before official student teaching, (2) give fifth graders on the coast of Mississippi a chance to express their feelings about Katrina, (3) learn haiku, (4) develop lifelong coping skills, and (5) foster a partnership between MGCCC and USM.

Two classes of 25 fifth-grade students participated in the study at St. James Elementary School, which reopened its doors September 12, 2005 in Gulfport, MS. Of the 50 students, over half had lost everything from homes to pets to people in the aftermath of Hurricane Katrina. The future educators, in groups of two, planned a lesson for one of the six visits. The "haiku" visit encompassed four educators (two in each classroom) along with the regular classroom teacher, in each, circulating among the students to answer questions if needed. The children were taught haiku and asked to write about Katrina if they wanted to; all chose to do this. They also wanted to talk about what was happening and how they were affected, including "We must stay inside Black as night is Katrina I cannot go play" by fifth-grader Morgan. Each classroom was diverse and even included displaced students from other schools.

There is a crisis, even today, by not having more creative writing/arts curricula in public schools as an outlet for other learning, including helping children learn how to solve real-life problems.

**11:00 – 11:50 AM CREATING A TRIFOLD BROCHURE IN ILLUSTRATOR CS3
(Training Session) Cumberland**

Ai-Lun Wu, University of Tennessee

This session was designed to help the teachers who were interested in creating a simple and effective trifold brochure by using Adobe Illustrator CS3. Illustrator CS3 allows teachers to develop brochures that were ideal for many uses, including classroom, presentation, and conference settings. This training session was aimed at helping teachers who wanted to explore Illustrator CS3 templates and who wanted to know more about the wide range of possibilities for using them. The tools and templates in Illustrator CS3 provide the teacher with a comfortable and easy way to create different types of brochures. One of the great advantages of understanding the tools and templates is that users have greater control over their own designs. Teachers can easily edit digital photos, draw, paint, and sketch using a wide variety of the tools in Illustrator CS3.

11:00 – 11:50 AM ACHIEVEMENT (Displays) Board Room

Improving Working Conditions in an Urban School District: A Proposal

Talana Vogel, Christian Brothers University

Urban school districts spend millions of dollars replacing hundreds of teachers who leave each year; however, students pay the greatest price when qualified teachers leave the schools that need them the most. Research has shown that teachers leave their schools and/or profession because of poor working conditions. The research questions of this study focused on the following: (1) Why do teachers leave schools? (2) Are conditions different in low and high performing schools? and (3) Can improving teaching and learning conditions improve student achievement?

This study utilized the work of the Center for Teaching Quality. School administrators in the Memphis City Schools were invited to participate. Once selected, participating school faculty completed an online survey the following spring. Data were presented at each school site. School teams were trained in how to utilize the data and to make positive changes based on the data. Training and support were ongoing during the following school year. The following spring the survey was administered again. Data were analyzed for positive shifts in the perception of participants and for correlations between improved perceptions and standardized test data.

Understanding the conditions that exist in the MCS provided a greater understanding to how to address and improve the teaching and learning conditions across the district. Based on the previous and current work of the CTQ, the researchers were confident that teaching and learning conditions can be improved for teachers and students in the Memphis City Schools. Working through the multiple layers of

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politics in a large urban district has been challenging. The researchers felt that their patience would soon be rewarded.

Secondary Career and Technical Student Achievement

Shelley H. Bock, Mississippi State University

This study examined the relationship of teacher attributes and school contextual factors to secondary student achievement in career and technical education (CTE) in Mississippi. The independent variables included: years teaching experience, degree(s) of attainment, professional development, national board certification, enrollment, academic achievement, and socioeconomic status. The statewide standardized assessment instrument for CTE was used as the dependent variable measuring student achievement at the school district, CTE program area, and individual CTE course levels. The significance of this research included implications for teacher recruitment and retention, degree requirements, professional development, national boards, technical assistance, programming for disadvantaged students, and integration of academics into CTE.

A correlational design using multiple linear regression analysis determined relationships between the independent variables of interest and the dependent variable. Examined at the school district and seven CTE program area levels, all predictor models showed statistically significant variance in student achievement. Additionally, an ANOVA was used to examine differences in national board certified teachers and non-national board certified teachers at the CTE course level. Five of the 21 CTE courses identified showed statistically significant differences.

Mastery and Performance Achievement Goal Configurations and the Help-Seeking of University Students

Jared M. Bartels, University of Central Missouri, and Susan Magun-Jackson, University of Memphis

Previous research suggests that interactions among mastery and performance achievement goals, or "goal configurations" (Schraw, Horn, Thorndike-Christ, & Bruning, 1995) may produce different patterns of cognitive and motivational self-regulation among college students (Bouffard, Boisvert, Vezeau, & Larouche, 1995). Previous research with adolescent (7th and 8th grade) students also suggests differences in help-seeking behaviors between those adopting mastery and performance goals.

The purpose of the present study was to extend the previous findings by examining mastery and performance goal configurations and help-seeking behavior among a sample of undergraduate students from a Mid-South university (N = 141). Different hypotheses with respect to the relationships between goal configurations and help-seeking may be anticipated within a normative goal and revised goal framework. That is, a normative goal framework posits adaptive motivational and self-regulatory patterns among those adopting mastery goals and a maladaptive pattern among those adopting performance goals. Under a revised goal framework, however, the most adaptive pattern would be expected among those adopting both mastery and performance goals (Elliot & McGregor, 1999).

Participants, based on a median split of mastery and performance goals, were categorized within one of four groups: high mastery/high performance, high mastery/low performance, low mastery/high performance, or low mastery/low performance. ANOVA results did not reveal significant differences among the goal groups, $F(3, 137) = .62, p > .05$. In light of normative and revised goal theories, such results failed to support the normative hypothesis that students high in mastery goal adoption and low in performance goals would be the most likely to utilize help-seeking, an adaptive self-regulated learning strategy. However, results also failed to support the revised goal hypothesis that a high mastery/high performance goal configuration was most adaptive. These results have implications for educators as achievement goals were influenced by the mastery/performance structure of the classroom (Linnenbrink, 2005).

11:00 – 11:50 AM POLICY and PRINCIPALS.....Salon A

President: Sandra M. Harris, Troy University - Montgomery

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Correlates of Professional Isolation for First-Year Principals

Scott C. Bauer and Ed Stephenson, George Mason University

Professional isolation has hampered the performance of employees in public education for decades. Factors that were known to influence isolation include social support, the presence of formal mentoring relationships, and organizational attributes like role conflict, ambiguity, and overload. The effects of isolation cited in the literature include burnout, turnover, and job dissatisfaction. While much has been written about the relationship between professional isolation and teacher efficacy in schools, considerably less attention has been dedicated to exploring the correlates of isolation for principals.

The purpose of this study was to explore the correlates of perceived isolation among first-year principals in Louisiana. This survey analysis used data from a broader study of the efficacy of coaching and mentoring programs for new principals. The sample included data from 98 first-year principals from Louisiana, approximately half of whom participated in a coaching program focused on assisting them in developing their instructional leadership capabilities. The conceptual model tested suggests that isolation may serve as a factor that mediates the relationship between perceived organizational factors and outcomes such as burnout and intention to leave, though this relationship was more pronounced in the impact of social support and isolation on emotional burnout than either cognitive or physiological burnout.

As might be expected, social support emerges as an especially potent correlate of isolation ($r = -.64$), while participation in a formal mentoring program has a statistically significant but much more muted impact. (Curiously, perception of role overload seemed to be more pronounced among new principals involved in mentoring, suggesting that this might be seen as more of a chore than a help!)

The Educational and Psychological Experiences of Children Orphaned by Aids in Western Kenya

Grace Jepkemboi, University of Alabama - Birmingham

The purpose of this study was to describe the perceptions of teachers and caregivers concerning the psychological and educational experiences of Children Orphaned by AIDS in Western Kenya. The design of the study focused on phenomenology inquiry. Audio-taped interviews were the primary source of data. There were 20 participants, 12 teachers and eight caregivers, in seven orphanages who volunteered to participate in the study.

Findings of the study revealed that the children orphaned by AIDS went through a continuum of experiences. At one end of the continuum were the experiences that arise as the children see their parents develop signs of HIV/AIDS, become terminally ill, and eventually die. Children were most affected psychologically and educationally in their first year in the orphanages. Some of the emotions they expressed included feeling sad, rejected and unwanted, lonely, feeling strange, in need of acceptance, gloomy, dull, cold, worried, desperate, afraid, hopeless, angry, annoyed, upset, feeling stigmatized, in panic, disturbed, frustrated, confused, tensed, angry, reserved, desperate, violent, stigmatized, emotional, and in grief. At the other end of the continuum were the emotions, personalities, and attitudes of the orphaned children towards the end of the first year and in the second year that included being happy, hopeful, trusting, confident, respectful, outgoing, cooperative, warm, complacent, and courageous. The techniques that teachers and caregivers used to help children cope with grief following the loss of the parent(s) were also described.

The results of the study could provide information for early childhood educators, psychologists, administrators at orphanages, and policy makers as they consider the psychological and educational needs of the children orphaned by AIDS.

Coaching New Principals

Jeffrey Oescher, Southeastern Louisiana University, and Scott Bauer, George Mason University

Since 2003 the School Leadership Center of Greater New Orleans (SLC) has been developing a coaching/mentoring program to help local districts meet the needs of new school leaders.

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While immensely popular, coaching has not been studied in great depth. This study sought to determine the elements of coaching that lead directly and indirectly to school improvement. It reported the results of the evaluation of the program during the 2007-2008 school year. Forty-three first-year principals from four public school districts and 48 second-year principals from seven public school districts plus five charter school principals anticipated, along with their 25 coaches and 41 mentors.

Data were gathered from coaches' journals, mentors' reports from Colleague Critical Team meetings, principals' portfolios, evaluators' observations, and focus group interviews. Through learning walks and coaches' conferences with the principals, the research team discerned common issues about which principals requested assistance. Instructional leadership was the most prevalent concern. New principals gained confidence in conducting classroom observations with the support of their coaches. They learned to quickly identify successful teaching strategies and saw firsthand the relationship between engaged learning and student behavior.

Several other issues were discussed frequently. These included personnel management, self-improvement, logistics, and professional development. Each issue was discussed in the paper. One of the most interesting findings was the high value principals placed on the Colleague Critical Team (CCT) exchanges. These exchanges included cross-district participants and allowed for greater input in the topics discussed.

Writing Grant Proposals

John R. Petry, University of Memphis

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

11:00 – 11:50 AM EFFICACY.....Salon B

President: Debby Hayes, Lincoln Memorial University

Increasing On-Task Behavior in Every Student in a Second-Grade Classroom

Daniel L. Fudge, University of Tennessee

A withdrawal design (B-C-B-C) was used to evaluate the effects of the Color Wheel classroom management system (CWS) on on-task (OT) behavior in an intact, general-education, second-grade classroom containing 12 African American students. The CWS included three sets of rules, posted cues to indicate the rules students were expected to be following at that time, and transition procedures for altering activities and rules.

Class-wide data revealed rates of off-task behavior higher than those found in classrooms serving students with emotional-behavioral disorders prior to implementing the CWS. Visual analysis of the time-series graphs showed large, immediate, and sustained increases in OT behavior when the CWS was applied, with OT behavior returning to baseline levels when typical classroom management (TCM) procedures were reinstated. Each student's average phase data also showed increases in OT behavior when the CWS was applied and re-applied, and showed reductions when the CWS was withdrawn. Within-subject, across-phase effect size analysis revealed an ES equal to the greater than one for each adjacent phase (i.e., for all 36 comparisons). Maintenance data showed that these changes were maintained over time. These data provided 36 repeated and clear demonstrations of experimental control

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(internal validity). Teacher acceptability data, narrative reports, and the teachers' continuation of the CWS after the study ceased provided evidence of sustainability. The positive impact across each student in the class provides evidence of contextual validity.

Discussion focused on future theoretical research designed to identify possible mechanism(s) that account for the effectiveness of the CSW and studies designed to enhance the external validity by using longitudinal designs to evaluate the effect of CWS procedures on students' learning and inappropriate behaviors rates and teacher burn-out.

Classroom Teachers (K-12) and Value of Voice in Public Policy Process

Mary C. Hammon and Karen A. Franklin, University of Tennessee

The largest set of policy "actors" in America's K-12 public education policy arena is classroom teachers. Yet the direct voice of these teachers, the professionals with the most sustained contact with students, is often weak or absent in the policy-making process. The researchers approached the literature review from a multidisciplinary perspective and with a focus on voice. Theories and studies about self-perceptions on the value of voice and characteristics of people who experience marginalization of voice were of particular interest.

With regard to basic findings, a sample was provided. Some political scientists pointed to the ironic nature of Interest Groups (e.g. the American Federation of Teachers and the National Education Association) as facilitators of voice (Anderson 2006). The very representational nature and the aggregated power base within these groups tended to marginalize the direct voice of its members. Educational psychologists and practitioners described systemic issues impacting the potency of teachers' voices. Craig (2006) suggested that there were barriers in the effective dissemination of policy knowledge. Others pointed to issues of willingness and skill in being advocates for one's own field (Bartell, 2001; Koonce-Morton & Masterson-Staggs, 2001). Studies in the psychology literature linked individual personality traits to value of voice, assuming voice opportunity was present. Specifically, extraversion and self-efficacy were isolated as positive predictors of value of voice (Avery, 2003).

Over 70% of classroom teachers were women. Sociologists found that gender moderated the power of voice particularly in given situations and under certain structural conditions (Conway, Steuernagel, & Ahern, 2005; Sapiro, 1983; Tedin et al., 1977). The limited voice of classroom teachers represents a gap in information about professional practice with serious implications for the soundness of policy decision making, implementation, and results.

Promoting Doctoral Studies in Engineering at Historically Black Colleges and Universities

Rochelle L. Williams, Southern University and A and M College

This research was conducted to address the disproportionately small number of African Americans receiving PhDs in the field of engineering. Research suggests that in 2005 a total of 1,999 PhDs were granted in engineering to U.S. citizens. Of this number, 76% (1,521) were white, 4.3% (85) were black, and 19.7% (393) were conferred on other ethnicities. Only a limited number of investigations was being performed to address the issue of retention of African American doctoral-level graduate students.

In order to understand the factors leading African American students to pursue graduate studies, undergraduate students were given a survey evaluating both cognitive and non-cognitive factors. Of the 30 students surveyed, 63% (19) were male and 37% (11) were female. All participants attended a Historically Black College or University (HBCU), were African American, and majored in a science, technology, engineering, or mathematics (STEM).

The findings of this study revealed factors that most contribute most to African American student apathy towards doctoral studies in engineering. Sixty-six percent (66%) of the students surveyed believed that their efficacy towards pursuing graduate studies was influenced by faculty. The results of this study strongly indicated the significant role that faculty members can play as mentors for potential PhDs in engineering. Possible solutions for increasing the number of African American PhDs in engineering were given.

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11:00 – 11:50 AM PRESCHOOL AND EARLY CHILDHOOD EDUCATION Salon C

Presenter: Eric J. Heinrich, Louisiana Tech University

Inquiry International Investigation

Sally Blake, Sandra Brown Turner, and Satomi Taylor, University of Memphis,
and Chia-Hui Lin, National Taichung University

Concern about science education and science standards has been driven by the gap in science achievement between groups of students in American schools and worries that American students lag behind their peers in international rankings. The future of science education depends on the acceptance and investigation of diverse populations and how best to develop and utilize these resources in school environments. Inquiry reasoning was a key element in understanding and developing the nature of science learning. Many now believe that early childhood education may play a major role in science learning.

Research questions were: (1) What variations in indicators of inquiry reasoning do young children exhibit when investigating school environments that support the inquiry process? and (2) To what extent is inquiry reasoning evident in students across diverse learning environments (populations, settings, and measures)? Children from the United States and Taiwan were used for the validation study of the observation instrument for this work. Percentages of indicators were tallied under five constructs to compare results and ranked by great indication (more than two occurrences), some indication (two occurrences), and no indication.

Video tapes of children's interviews were coded and analyzed to support observation data. Validation of the protocol and instrument was determined by 70% agreement by the team of researchers. Data from the validation study indicate that the children in programs in Taiwan have a higher percentage of inquiry behaviors than the sample in American schools. This instrument was used to compare children from Japan, China, and Mexico.

Teacher Responses to Negative Emotionality and Socioemotional Competence in Early Childhood

Shelley L. Esquivel, University of Tennessee

Few studies have explored the possible contribution of teachers to children's social and emotional adjustment, although research on parental influences was abundant. In this study, teacher and parent reactions to children's negative emotional displays were assessed to determine whether teacher reactions accounted for differences in children's socioemotional adjustment beyond any parental influences.

Participants were 45 mothers, 18 fathers, and 23 teachers of 90 children (37 girls, 53 boys), ages 3 through 5 ($M = 48.39$ months, $SD = 9.33$) who attended 11 childcare centers in the Omaha metro area. Of the 45 participating mothers, 41 were white, two were Hispanic, one was Asian, and one was American Indian. Sixteen of the fathers were white and two were Asian. Of the teachers who participated, 23 were white, one was black, and one did not report ethnicity. One teacher was male.

Participants completed two measures. Twelve items comprised the first measure, in which participants indicated the likelihood of responding to children's negative emotionality in ways which corresponded to five subscales: (1) distress, (2) punitive and minimizing, (3) expressive encouragement, (4) emotion-focused, and (5) problem-focused. The measure used to assess children's socioemotional adjustment consisted of six subscales: (1) hyperactivity, (2) aggression, (3) anxiety, (4) depression, (5) withdrawal, and (6) social skills.

In 11 of 24 regression analyses, teachers' reactions were related to children's adjustment when controlling for parental reactions. Specifically, emotional encouragement by teachers predicted five of the six outcome variables: anxiety, aggression, depression, withdrawal, and social skills. Emotion-focused reactions predicted children's anxiety, depression, and withdrawal. Finally, punitive and minimization responses predicted children's aggression, hyperactivity, and social skills. Results suggested that to more fully understand social and emotional adjustment in early childhood, more studies

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need to be conducted that investigate the role of teachers, rather than focusing only on possible parental influences.

The Effect of a "Mock" Grocery Shopping Activity and Subsequent Nutrition Education on the Food Choices of Children in a Pre-School Setting

Debra K Goodwin, Jacksonville State University

Fifteen pre-school children aged 3-5 years participated in a six-week nutrition education program introduced in the form of age-appropriate puppetry, stories, and songs. To determine if the program had an appreciable effect on children's food choices, a classic pretest-posttest design was employed. The study involved setting up a mock grocery store containing a wide variety of both healthy and unhealthy foods and beverages. Prior to participating in the program, the children went "shopping" in the mock grocery store and were instructed to select five items. After the program, the procedure was repeated, with the children again selecting five items at the "grocery store." Children's food and beverage selections at the pretest and posttest were compared in terms of calories, fat, fiber, sugar, and number of fruits and vegetables selected.

Findings indicated that 92% of the children in this study made at least one positive change (e.g., reduced calories, decreased fat, increased the number of fruits and vegetables) in their food choices. More specifically, 69% of children decreased calories, 54% decreased fat, 54% increased fiber, and 46% increased the number of fruits and vegetables selected. For the sample as a whole, there was a mean decrease of 156 calories and 4.78 grams of fat between pretest and posttest. There was a mean increase of 5.21 grams of sugar from pretest to posttest. Table 1 compares the means and standard deviations at pretest and posttest for this study's variables of interest.

Overall, the results of this small pilot study were promising and suggested that the program may be effective with regard to improving the food choices of young children. Although the amount of sugar increased, this finding was likely attributable to the fact that several of the children selected substantially more sugar-laden fruits during the posttest. The program appeared to be particularly effective in teaching children to select foods containing fewer calories and grams of fat. However, in order to fully validate these findings, as well as the efficacy of the program, an additional study utilizing a larger sample comparing treatment and control groups is necessary.

Kindergarten Teaching Practices and Child Literacy Outcomes

Sonia Michael, Eastern Kentucky University

The purpose of this study was to examine current literacy instruction in kindergarten classrooms and the relationship between these practices and kindergarten student literacy outcomes. Quantitative measures of classroom practices and quantitative child literacy outcomes were used to examine this relationship. Individual student characteristics of gender, socioeconomic status, ethnicity, home language, and home literacy environment were also considered in relationship to student literacy outcomes. All of the kindergarten classrooms in one school district were included in the study for a total of 18 kindergarten classrooms. Students were included in the study based on written consent of the parents for a total of 204 kindergarten students.

Multiple regression analysis and hierarchical linear modeling were used to consider whether classroom practices and individual student characteristics were related to student literacy outcomes. Data analysis suggested that classroom instructional practices were not related to student literacy outcomes. Student characteristics of socioeconomic status and home literacy environment appeared to be the most significant predictors of student literacy achievement.

11:00 – 11:50 AM PROFESSIONAL DEVELOPMENT.....Summitt I

President: Cheron N. Hunter, Auburn University

Physics Content for Elementary and Middle Teachers: Factors for Successful Professional Development

Friday, November 7, 2008

Bonnie V. Daniel, Patty Flowers, and Joan K. West, University of Tennessee - Martin

The No Child Left Behind Legislation has provided funds for teacher professional development and has encouraged higher education institutions to provide content in targeted areas of need. This paper reported on an ongoing teacher professional development program that has provided physics content to elementary, middle, and high school teachers since 2003. Approximately 20 teachers from rural school systems participated each summer. Incentives included graduate credit, laboratory equipment, and one week of interactive sessions.

Data from pre- and posttests and workshop evaluations indicated that teachers' content knowledge improved significantly. A follow-up survey revealed that the delivery of the instruction was effective and that certain components of the program design empowered the teachers to teach a typically difficult content area. While the quantitative data from the summer workshops indicated an increase in physics content knowledge, the qualitative approach of the follow-up survey addressed how the management of the project increased the likelihood that the teachers would implement the new content and laboratory skills into their classrooms.

All participants from the five years of the project were given an opportunity to participate in the survey. The instrument included a listing of the topics that were taught each summer and asked whether the participants continued to teach that particular topic. If they did not teach the topic, they were asked to explain why. Because of No Child Left Behind Legislation parameters, many professional development programs were required to focus on content, to the exclusion of pedagogy in program design.

The findings of this study suggested that while high-quality content is essential, program directors must also address teachers' attitudes, perceptions, and behaviors regarding the implementation of the newly learned content. The research on effective teacher professional development continues to evolve, and the results from this study offered new insights on effective program design in rural areas.

Teaching Reading and Writing Across Content Areas in the DELTA

Natalie A. Johnson-Leslie, David Saarnio, Christy Brinkley, Jennifer Miller,
and Carmen Williams, Arkansas State University

In the second and third year of school improvement, what reading and writing strategies are vital to ensure student success in the Delta? How can teachers help junior and high school students in the Delta learn to read and write at the advanced level? There are no easy answers to the questions posed above, and the results of this workshop provided answers to these crucial questions. A clear focus was that students in the Delta need effective reading and writing strategies that help them read and write proficiently across content areas.

The purpose of this professional development workshop was to provide high yield teaching and learning strategies in reading and writing for junior and high school teachers in the Delta of the Mid-South. Instruction was provided to teachers in an effort to improve their content knowledge with effective pedagogical methods in reading and writing, a notion supported by scientifically-based research. These research findings indicated that teachers need to continually increase their knowledge of the material being taught. Between June 9-13, 22 teachers and one principal from junior and high schools across the Delta were trained using strategic reading and writing skills directly aligned with student's needs. Both quantitative and qualitative data were collected through pre- and posttest, as well as written response, to measure gains in their content knowledge.

During this conference, the preliminary findings from the workshop were presented. Preliminary results indicated that junior and high school teachers in the Delta benefited from the training to utilize effective reading and writing strategies. When teachers gain knowledge of effective research-based reading and writing strategies they will in turn help students increase fluency, improve vocabulary, and strengthen text comprehension, as well as improve students' writing skills.

Effects of Leadership and Professional Development on Accountability Outcomes: Data from Kentucky's Scholastic Audit for School Improvement

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Stephen K. Miller, University of Louisville; D. Clayton Smith, Western Kentucky University;
and Beverly C. Ennis, Campbellsville University

Two problems were combined in this study. First, leadership and professional development (PD), essential components of school reform, were seldom examined together. Second, Kentucky has developed nine Standards and Indicators for School Improvement, extending standards-based performance assessment from disciplinary content to whole school reform. The standards, each with specific indicators, were organized into three groupings: Academic Performance, Learning Environment, and Efficiency. To assist schools, the Kentucky Department of Education (KDE) developed a Scholastic Audit, with trained teams scoring each indicator (4-point scale) from each standard based on level of implementation. KDE has done no formal study of these standards, and only two other companion dissertations have utilized this data.

This secondary analysis (Scholastic Audit database) constituted mediated leadership (Murphy, 2004) by the principal via professional development (Guskey, 2000, 2003). Under accountability, schools were asked for value-added improvements (Miller, 1992), and the principal's role was central (Hallinger & Heck, 1998). Likewise, helping teachers improve their effectiveness is the *raison d'être* of PD, yet evidence linking this to achievement was limited (Fullan, 2001).

From 181 elementary school audits, descriptive statistics, factor analysis of the indicators from each standard, and simultaneous and hierarchical multiple regressions were computed. Academic Index (criterion-referenced accountability composite) was regressed on Leadership (Standard 7) and Professional Development, Growth and Evaluation (Standard 6), controlling for six demographic factors. Factor analysis confirmed the underlying constructs in the two standards (one for Leadership, two for PD). Hierarchical regression supported the mediated effects model, explaining 70% of the variance. All six demographic factors, plus Leadership and the Professional Development component from Standard 6, were significant, with Professional Evaluation not significant.

Results provided evidence that Scholastic Audits have diagnostic potential to guide school improvement. Both Leadership and PD contributed to the exceptionally high effect sizes. Findings were discussed vis-à-vis reform, equity, and accountability.

Laptop Initiatives in K-12 Schools: Is Portable Better?

Cassie G. Raulston and Vivian Wright, University of Alabama

This study examined the impact of a district-wide teacher laptop initiative in one K-12 school district in the southeast. Teachers completed pre- and post-surveys that assessed attitudes toward using computers and implementing technology integration plans in their classrooms. Many teachers were resistant to using computer technology in the classroom with their students because they did not feel comfortable enough with their personal level of technology ability. The successful use of computers in the classroom was dependent on the teachers' attitudes toward computers; therefore, changing teachers' attitudes was a key factor in fostering computer integration (Lawton & Gerschner, 1982). Teachers must be educated in the use of technology as both an instructional tool and professional tool (Woodrow, 1992).

Participants received an individual laptop in August 2007 followed by staff development training by the local school Instructional Technology Specialist on a monthly basis: 282 teachers agreed to participate in the study. They were surveyed at the beginning of training and again eight months later following the training sessions. The researchers used the Teachers Attitudes Towards Computers (TAC) survey (Christensen & Knezek, 1998). The current version for this study was TAC (v5.11) and had efficient internal consistent reliability for nine factors: Interest, Comfort, Accommodation, Interaction, Concern, Utility, Perception, Absorption, and Significance.

Pre- and post-analysis concluded that implementing a teacher laptop initiative can increase technology integration in the classroom while also raising teacher comfort level and computer significance. Once educators were provided with the resources and proper instruction about how to use the equipment they were more likely to become more comfortable with it and use it in the classroom to educate children. This presentation presented these findings along with implications for teacher educators, administrators, and technology professional development professionals.

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