WEDNESDAY NOVEMBER 6, 2013

8:30 AM – 4:30 PM	**REGISTRATION**	**Pre Function Area (Foyer)**

9:00 – 9:50 AM　　　　　**RESEARCH IN PROGRESS: Achievement/Self Efficacy**　　　**Aquamarine 1**
Presider: Suzanne Franco, Wright State University

Making a Difference in Graduate Students Statistical Self-Efficacy, Statistical Anxiety, and Knowledge of Statistical Concepts and Methods using a Cognitive Apprenticeship Model of Instruction
Amanda D. Leimer, University of Southern Mississippi

The literature and media report that the number of tenure track positions is decreasing despite the growing increase in doctoral graduates. One way in which graduate students can stand out is through illustrating a profound knowledge base in a variety of quantitative methodologies. Although techniques for becoming a more marketable candidate are known, graduate students still tend to steer away from programs and careers where a quantitative skill set is required due to statistical anxiety, and low statistical self-efficacy. As a result, research is needed in order to learn instructional methods that could potentially make a difference in graduate students self-efficacy, statistical anxiety, and knowledge of statistical concepts and methods. Cognitive Apprenticeship (CA) is a model of instruction used throughout disciplines that involve teaching of complex tasks such as law, medicine, and engineering. Although these disciplines have found success in implementing a CA model of instruction (CA-MOI), limited literature is available on how a CA-MOI could make a difference in graduate level statistics courses. The participants in this study will consist of 40-60 graduate students enrolled in one of two sections of a graduate level statistics course. One section will implement a CA-MOI while the other section will use a traditional model of instruction. Using a pre-post control group design each participant will be asked to complete four measures at two different time points. These measures include: 1) statistical self-efficacy scale, 2) statistical anxiety scale, 3) knowledge of statistics, and 4) demographic questionnaire. If findings indicate an increase in statistical self-efficacy, and/or decrease in statistical anxiety more graduate students may pursue educational degrees that incorporate a quantitative curriculum. Results from this study may additionally help graduate faculty become aware of instructional methods that make differences in graduate students statistical self-efficacy, statistical anxiety, and knowledge of statistical concepts and methods.

The Effects of Collaborative Learning and The Testing Effect on Student Achievement and Confidence of Undergraduate Business Students
Adrian G Grubb, Brenda Litchfield, Donald Mosley, William Gillis, University of South Alabama

The purpose of this study is to assess the effects of collaborative testing and the testing effect on student achievement and confidence of undergraduate business students. The new generation of learners prefer a different type of learning environment. The traditional lecture-based classroom does not provide the social learning tools that today's students prefer. The reintroduction of collaborative learning strategies can provide the optimal tools in order to help students succeed. The testing effect provides another alternative to traditional educational formats. The testing effect, which is based off of the use of tests to retain material, has been found to be more effective than typical student cramming for the test. Current undergraduate students are preoccupied with other responsibilities such as work and family and cannot devote time solely to academic pursuits. By implementing repeated testing in class, the student will use class time more efficiently in preparing for examinations and reduce time studying away from the classroom. The theory base for this study comes from collaborative learning which has a well-developed pool of research. The Testing Effect has also developed a following but has not been over researched (Roediger & Karpicke, 2006). This study will provide an addition to the existing literature and theory base through the addition of learner confidence, which has not been studied in conjunction with the testing effect and collaborative testing.

9:00 – 9:50 AM　　　　　　**SCHOOL DISTRICT LEADERSHIP**　　　　　**Aquamarine 2**
Presider: Michelle Haj-Broussard, McNeese State University

An Investigation of Problems of Practice for District-Level Administrators in Rural Settings
Meg A. Crittenden, Robert Lyons, Jennifer Wyatt, Murray State University

The study examined different job roles within rural Kentucky school district offices through an analysis of reported problems of practice to determine how district office administrators (a) defined problems, (b) took ownership of

those problems, and (c) what they actively learned from their problems. The implementation of the Kentucky Education Reform Act of 1990 resulted in substantial changes affecting every area and level of education practice (Crittenden, 2000). A decentralization of power forced new role expectations on district level administration, requiring it to be more collaborative. The new role of district level administration appeared to be a "connecting" position that helped others in the organization to achieve their goals by providing linkages throughout the organization. In the past decade, No Child Left Behind created a high-stakes environment that created tension within the role of district-administration that still exists today. This is particularly true in rural districts, where the lines between district administrators roles are often blurred as each "wears many hats". Four one-hour focus groups containing 8-10 participants each were structured along job-role lines to facilitate an analysis of similarities and differences between roles and district context (i.e., small vs. large); Superintendent (8), Supervisor of Instruction (8), Director of Pupil Personnel (10), and Director of Special Education (9). Each subject fit the following profile: (1) at least two years of experience in the job-duty role, (2) regarded as successful in the job-duty roles and (3) representative of a variety of rural settings. Results reveal themed problems of practice including; communication, budget, shadowing, and reflection which were used to inform Higher Education Leadership program development and enhance district-level administrative practice. How participants took ownership and what they learned from their problems varied among different job role lines yet were similar within job roles.

Texas Administrator Perceptions of Leadership Styles/Theories
Neil T. Faulk

Texas Administrator Perceptions of Leadership Theories/Styles There are several popular educational leadership theories or styles that are taught within most university graduate programs leading to a Masters degree and public school administrator certification. These theories are regarded as being critical for the future positive performance of principals and superintendents in the public schools. This study attempted to ascertain the perceptions of seasoned veteran public school leaders regarding accepted leadership theories and styles. Superintendents of public school districts of Texas were mailed a questionnaire survey in order to determine their perceptions of leading educational leadership theories. Response rate was thirty -seven percent as thirty-seven of the one-hundred surveyed responded to the survey. Results revealed that superintendents were in agreement with a large majority of the accepted theories of leadership that are taught and covered within most graduate programs of educational leadership/administration. Results apparently support the teaching of these theories within graduate programs that prepare the future principals and superintendents within the public schools.

The Roles and Responsibilities of Rural Kentucky Instructional Supervisors: Their Problems, Approaches and Recommendations for Future Practice
Meg A. Crittenden, Jennifer Wyatt, Murray State University

The study examined the roles and responsibilities of instructional supervisors within rural Kentucky school districts through an analysis of five questions central to; typical problems routine to their position, difficult problems to resolve, their response to diversity as it affects their job, the influence of district size, and their recommendations for preparatory experiences central to the development of future instructional supervisors. Since the Kentucky Education Reform Act of 1990, a decentralization of power forced new role expectations on instructional supervisors. Their new role became a collaborative linking position that "facilitated the goals of others". Many instructional supervisors were previously principals, which posed a juxtaposition of power from "being in charge" to "facilitator". No Child Left Behind created a high-stakes environment, which complicated their role and created tension that still exists today. This concurrence of change exasperated inconsistent roles at the rural level, which was further compounded by district size. A focus group of eight rural Kentucky instructional supervisors was conducted in a central location to analyze similarities and differences between their roles and district context (i.e., small vs. large). Each subject fit the following profile: (1) at least two years of experience as an instructional supervisor, (2) regarded as successful in their job and (3) representative of a variety of rural settings. Results revealed that routine and complex problems differed when compared by district size. Similar problems were noted when their roles were closely uniform. Communication of information, budgets, time and, lack of power were thematic among all participants. Focus group consensus recommended specific experiences school districts and higher education should provide before a new instructional supervisor assumed full responsibility. Implications of the study were used to inform Higher Education Leadership program development and enhanced the practice of rural instructional supervisors.

9:00 – 10:50 AM   **TRAINING SESSION (double session)**   **Oleander 1**

The Self-Aware School: Using the Enneagram System to Enhance Instructional Leadership

Thomas A. Stewart, Austin Peay State University; Gary W. Houchens, Western Kentucky University

The Enneagram is a powerful tool for discovering the inner motivations and habits of mind that profoundly shape leadership, relationships, and communication with others. The Enneagram is an ancient system that may be utilized for personality typing and fostering a deeper self-awareness. The presenters of this training session will introduce participants to the Enneagram model and will demonstrate how it may be used to improve and enhance school leadership. In this two-hour interactive session, participants will explore the nine core personality types of the Enneagram, determine their own individual types with presenter guidance, and reflect on ways their Enneagram personality types shape their communication patterns at work and in everyday life. Presenters label each of the nine "Ennea-types" with the following unique monikers, which allude to type descriptions and core motivations: • Type One: The Ideal- or Perfection-Seeker • Type Two: The Love-Seeker • Type Three: The Recognition-Seeker • Type Four: The Individuality-Seeker • Type Five: The Wisdom-Seeker • Type Six: The Safety-Seeker • Type Seven: The Fun-Seeker • Type Eight: The Independence or Freedom-Seeker • Type Nine: The Peace-Seeker Participants will engage in reflection and discussion activities centered on how the Enneagram personality typing system can improve approaches to conflict, teamwork, and leadership. Additionally, presenters will guide participants through school leader Ennea-type profiles for each of the nine personality types designed to aid self-awareness by suggesting possible solutions to type-specific scenarios. Finally, participants will learn how to develop individual leadership growth plans based on their Ennea-types, and will gain tools to assist others in Enneagram awareness. Specific applications to the work and training of school and school district administrators will be explored.

9:00 – 10:50 AM   **TRAINING SESSION (double session)**   **Oleander 2**

Developing Meta-Cognitive Awareness During the Writing and Editing Process: Evidence-Based Strategies to help Emergent Writers Negotiate their Dissertations and Other Manuscripts
Anthony J. Onwuegbuzie, Eunjin Hwang, Sam Houston State University

The purpose of this highly interactive workshop is to provide a meta-framework—comprising several frameworks and models—for helping emergent writers develop metacognitive awareness during the writing and editing process. Specifically, in this workshop, optimal mental processes involved in writing and editing will be deconstructed and made transparent. The strategies introduced in this workshop are based on feedback received over a 16-year period from more than 2,000 reviewers and 350 editors of manuscripts, as well as being based on hundreds of manuscripts and dissertations reviewed by the presenter over this time period. This workshop is applicable for all doctoral students (e.g., new doctoral students, doctoral candidates) because it is never too early or too late to develop and to enhance levels of metacognitive awareness in the writing and editing process. In fact, this interactive workshop is vital for all emergent writers who would like to learn how to improve their writing skills—including how to avoid making American Psychological Association (APA) errors. Also, this workshop is useful for advisors, dissertation chairs, dissertation members, and mentors who are interested in learning strategies for helping students to organize their thoughts and to write their works optimally.

9:00 – 9:50 AM   **HIGHER EDUCATION – INSTRUCTIONAL TECHNOLOGY**   **Royal Palm Salon D**
Presider: Sandra A. Rogers, University of South Alabama

Online Instructors' Knowledge and Use of Course Management Tools
Timothy D. Lewis, Brooke A. Burks, Auburn University at Montgomery

This study examined online instructors' use of e-Learning tools in support of instruction for undergraduate and graduate courses. Innovations in online technologies has fueled a rapid expansion in distance education; therefore, it is essential to explore online instructors' knowledge and use of e-Learning tools. Particularly, the study examined a) instructors' awareness of e-Learning tools available at their institution; b) sources of training/development for teaching online and the integration of e-Learning tools; c) how instructors use e-Learning tools for collaboration/online interactions and assessment; providing feedback, communication, and delivery of instruction/facilitation; d) similarities or differences in online course evaluation in comparison to face-to-face courses; e) and instructional design and pedagogical needs associated with online instruction. The study was conducted at a southeastern university. All online instructors at the institution were sent an online instrument that included a consent request and 39 items. The survey consisted of items concerning available Blackboard tools and tools available outside of Blackboard. Data collected from the online survey were exported from the online database and imported into SPSS for quantitative data analysis. Open-ended data was analyzed using qualitative analyses.

Addressing Faculty Perceptions of LiveText: Implementing Strategies for Improvement
Brenda J. Mendiola, Nicole Vaux, James Hardin, University of Alabama

This study represents the second phase of a study conducted at a southern university evaluating the use of the digital management system, LiveText, for assessing the Instructional Leadership Program. Since the data produced by LiveText is used for accreditation purposes and to document each leadership candidate's performance on state mandated standards, the need emerged to assess faculty members regarding their perceptions of LiveText in three main areas: teaching and learning, program planning and evaluation, and LiveText use. Of the twelve faculty members surveyed, 71% of the full-time faculty and 60% of the adjunct faculty members participated. The results of the survey indicated the need to introduce faculty to strategies in the utilization of LiveText data for: program planning and improvement; instructional planning; establishing program goals; developing and sharing of program plans addressing areas of weakness indicated by data; and implementing plans for improvement. In this second phase, strategies were planned and scheduled for introduction over a period of three full semesters – spring 2013, fall 2013, and spring 2014. Faculty will participate in a follow-up survey at the end of the spring 2014 semester to determine if faculty perceptions have improved in the identified areas after all strategies are implemented. This report details the implementation of five strategies based on needs indicated by the initial survey results.

Effective Online Communication in Post-Secondary Distance Education
Sandra A. Rogers, University of South Alabama

With the majority of traditional college courses transitioning to online formats, educators need effective communication practices for teaching content and setting up discussions. How can they create a robust communication loop? Some online educators do not provide any format for interactions besides that of student-content, as in independent study. However, there are four different interaction treatments (ITs) that should be considered for instructional design of online learning: teacher-student, student-student, student-content, and student-learning management system. According to the literature review, student satisfaction was correlated to the strength of these ITs. The primary intent of this literature review is to discover which online communication formats, tools, and strategies are most effective for post-secondary distance education to inform the practitioner of best practices. Communication tools include those utilized for conveying content and for class discussions. In this review, effectiveness was measured by student completion rates, student satisfaction, and grade averages. Other implications include appropriately addressing accessibility issues and learner preferences in regards to the ITs. This review investigated meta-analysis on how to build effective online communication for college courses. Findings indicated that effective online communication is associated with educators who build the aforementioned interaction treatments into their course design, follow certain established principles of good education previously identified for face-to-face instruction, provide teacher presence, and integrate a variety of interactive tools to accommodate learner preferences and learner necessities for students with disabilities. The established principles in traditional learning refer to Chickering and Gamson's Seven Principles of Good Practice in Education. Teacher presence is defined as instructor immediacy behaviors.

What Strategies Make the Online Course Effective?
Xue Wen, Louisiana State University

This mini case study examined the instructional strategies in a graduate level online course ELRC 7535 in Louisiana State University to find out: (a) what online instructional strategies that students believed were used in ELRC 7535? (b) What experience and knowledge had students obtained from this course? Two participants were included in this case. The first participant was a director in the foreign language program of LSU, he attended this course two years ago and he performed excellent during the online learning. The second participant was a faculty member working in the Faculty Technology Center of LSU. The researcher defined her as an online expert because she has been dealing with online courses more than ten years and she is responsible for training online instructors to teach online courses each semester. She attended this course several years ago. Two ethnographic interviews were conducted in this holistic single case study. Each interview had different questions, the researcher asked the program director questions: (a) How did he learn online? (b) How did he get support he need from the online instructor? (c) How did he describe the online instructor in this course? (d) What specific experiences, qualities, or knowledge had he obtained from this course? The researcher asked the online expert questions: (a) what did she think about effective online teaching? With Prompt questions such as: what learning activities did she think were most effective to engage students in an online course? Each interview was tape recorded and took approximately 30 minutes. The data was analyzed thematically and psychologically. Comparison table displaying data obtained from the interview transcripts were developed and used to identify themes emerging from data. I Poem analysis attempted to analyze the data in more depth. The findings of the study indicated implications for online education.

9:00 – 9:50 AM   **READING**   **Royal Palm Salon E**
Presider: Kenneth V. Anthony, Mississippi State University

An Exploration of Reading Methods in First-Grade: Comparing the Basal Approach and Balanced Literacy
Richelle Acosta, Southeastern Louisiana University

Former president Harry S. Truman once said, "Not all readers are leaders, but all leaders are readers", while Dr. Seuss is coined with the quote, "The more you read, the more things you will know. The more that you learn the more places you will go". What these two phrases share is that reading is seen as a quintessential life-long skill. A lot of what we know about the world, we learned from reading. In fact, being able to respond to the needs of society and the workplace is contingent upon being able to read because so much of what we encounter entails reading. Few topics in education have sparked as much interest and debate as the teaching of reading. Throughout the past century, instructional approaches have come and gone but one thing has remained constant: the teacher. It is ultimately the teacher's decisions that drive daily instruction in the classroom. But what is the best way for teachers to teach children how to read? For decades, researchers have plagued studies seeking to find the best method for accomplishing this. With the ever-increasing importance of high-stakes testing and accountability, schools expect their teachers to deliver effective reading instruction that will produce results. Reading instruction contains components of both art and science. The art of teaching literacy lies in matching instruction to the unique strengths and needs of each student in a class. Just as there is no single way all readers read, there is no one way all readers learn about reading. The science of the learning-to-read process forms "a necessary foundation and knowledge base for the enterprise that is effective teaching" (Farstrup & Samuels, 2002, p. 1). The purpose of this qualitative study was to compare two approaches to reading instruction: a basal program and balanced literacy.

Middle and Secondary Level Science Textbook Vocabulary Loads: Challenges and Possible Solutions
Fred H. Groves, Missouri State University

Middle school and high school science textbooks were analyzed to determine potential vocabulary loads that students face when using these textbooks. This replicates, in part, a study published in 1995 to see what changes have occurred over the ensuing years up until now. Findings show that science textbooks continue to present vocabulary loads equal to, or in excess of, that which is recommended for study of modern foreign languages. However, current textbooks generally contain more discussion of the nature of science than in the past. And, qualitative analysis indicated that current science textbooks offer more diagrams, pictures and other visual information than textbooks of 20 years ago. But, science textbooks continue to follow a positivist approach toward science, with heavy emphasis on science vocabulary which may contribute to the decline in interest in science found among middle and secondary students. Literature on improvement of content literacy was also examined and compared with findings of this study. Discussion included improvements found along with recommendations for effective instruction with science vocabulary.

Preparing Teachers for the Common Core State Standards: The MVSU NCLB Summer Reading Institute
Ying Wang, Mississippi Valley State University; Duane Shuttlesworth, Delta State University

Twenty middle school reading teachers from the Mississippi Delta participated in the Mississippi Valley State University (MVSU) No Child Left Behind (NCLB) 2012 Summer Reading Institute's month-long program on Common Core State Standards (CCSS). The purpose of this institute was threefold: (a) provide the teachers with an opportunity to study intensively the CCSS, (b) facilitate a smooth transition from the Mississippi State Language Arts Framework to the national standards of CCSS, and (c) provide them with knowledge and skills to effectively implement CCSS in their classrooms. At the end of the program, participants demonstrated increased confidence in their abilities to implement CCSS in their instructional programs. Pre- and post-tests were used to assess teacher participants' awareness and knowledge of CCSS. A correlated t-test was used to determine if there was a difference between pre- and post-test results. The mean on the pretest was 22.1 with a standard deviation of 7.38. The mean on the posttest was 77.03 with a standard deviation of 10.69. The difference between the means was statistically significant (t = 18.198, df = 19, p < .005). Pre- and post-test results indicated significant gains in understanding of CCSS, increased confidence in its implementation and greater appreciation of how to evaluate learning progress, as well as the use of technology to enhance teaching. The program was a success in other ways as well. It is obvious that participation in the program helped teachers develop an enhanced sense of self-efficacy for effectively implementing CCSS in their teaching. It also provided the opportunity to establish a support network focused on CCSS and its implementation. The results suggested that the MVSU NCLB Summer Reading Institute

program provided a timely, highly relevant professional forum for the development of understanding and use of the CCSS by teachers in the Mississippi Delta.

9:00 – 9:50 AM   **MATHEMATICS EDUCATION**   **Royal Palm Salon F**
Presider: Rebecca R. Robichaux-Davis, Mississippi State University

Assessing Elementary Pre-service Teachers' Proportional Reasoning: A Categorization of Developmental Levels
Rebecca R. Robichaux-Davis, Mississippi State University

The transition from additive to multiplicative thinking is one of the most crucial in the development of middle school students' mathematical abilities due to its role in later algebraic study. In order to reason proportionally, one must first recognize that quantities in a ratio are related multiplicatively rather than additively. Previous research emphasizes the importance of proportional reasoning given its pervasiveness in adult life. The age at which proportional reasoning is possible is not universally agreed upon. However, it is generally accepted that by fifth or sixth grade such reasoning occurs. Therefore, middle school mathematics teachers must be able to assess and monitor the transition from additive to multiplicative thinking of their students. Thus, middle school mathematics teachers themselves must be able to differentiate between when a situation requires additive or multiplicative thinking. They must also be able to solve a variety of problems which require various levels of proportional reasoning so that they can facilitate the development of proportional reasoning within their students. The purposes of this study were to 1) assess participants' ability to solve proportional reasoning contextual problems; 2) characterize participants' proportional reasoning skills; and 3) determine the degree to which participants "attend to precision," one of the Common Core State Standards for Mathematical Practice. One hundred thirty-one elementary pre-service teachers completed an assessment of their proportional reasoning ability. Results indicated that 53% engaged in additive thinking and 24% did not "attend to precision" as evidenced by the inclusion of incorrect mathematical statements. Subsets of participants demonstrated a preference for area contexts, rate contexts, purely conceptual contexts, and/or more procedural contexts. Based on these preferences a model is proposed for characterizing the transition from additive to multiplicative thinking as it relates to proportional contexts. Specific statistical findings and the implications of these findings will be discussed.

Momentum: Building Capacity for Change Through Connections
Lauren R. Wells, Dorothy Ann Assad, Austin Peay State University

According to the National Assessment of Educational Progress (NAEP) for Tennessee 2011, there has been no significant increase in fourth-grade students' mathematics scores for more than a decade. The goal of Momentum: Building Capacity for Change Through Connections was to increase student achievement by increasing elementary teachers' capacity to teach mathematics in a STEM-centered environment using children's literature. This professional development program, funded by Race to the Top money, took a problem-solving approach to learning mathematical content and pedagogy. Thirty participants were recruited from seven schools in four Middle Tennessee school districts, and 27 completed the program. The program included 17 eight-hour professional development days spread over 18 months as well as online problem-solving activities. During daylong workshops, teachers solved mathematics problems emerging from children's literature and from real life situations. They planned lessons based on these problems, connecting the lessons, where appropriate, to topics from science. Participants then taught those lessons and shared student work in subsequent workshops where they collaborated in grade level groups creating a bank of lessons and materials. Participants completed a pre-assessment and post-assessment. Many questions had multiple entry points and could be solved with varying levels of sophistication. Most questions required a higher level of thinking rather than recall or computation. Participants showed significant gains in mathematical thinking and problem solving on the post-assessment. In addition, informal assessments were woven into the workshop sessions throughout the program as participants worked together to solve problems. The problem-solving approach to content development was very successful. The workshops and the summer academy gave participants time to explore various problem-solving strategies, work in groups to develop problem solutions, and think about how these strategies might be implemented in their classrooms. Program results imply that professional development of this nature is effective as a change agent for student learning.

Advanced Placement Statistics Teaching Knowledge Assessment
Brenna J. Haines, George Washington University; Lauren R. Wells, Austin Peay State University

Increasing student enrollment in high-school level Advanced Placement (A.P.) Statistics courses necessitates the need for teachers who are knowledgeable in the subject-area. However, recent research in statistics education has not produced a benchmark that describes the amount or types of teaching knowledge that is required, or even

desirable, of A.P. Statistics teachers. This research fills in this gap by creating an Advanced Placement Statistics Teaching Knowledge (APSTK) assessment and exploring relationships among individual scores and teacher characteristic variables. To this end, factor analysis, latent variable path analysis and multiple regression analysis techniques are being used. To date, initial item development is complete, preliminary data has been collected, item-level analysis has taken place and the exploratory factor analysis suggests a two-factor model. In conclusion, a teacher may possess sufficient knowledge to teach mathematics but be deficient in the subject-specific knowledge necessary to teach A.P. Statistics. This study addresses a neglected area of research by examining secondary-level, in-service A.P. Statistics teaching knowledge.

Evaluating OGAP Professional Development of Elementary Mathematics Teachers
Carolyn S. Pistorius, University of Alabama in Huntsville; Richard Littleton, University of Alabama in Birmingham; Sandy Ledwell, Alabama State Department of Education

Teachers are trained on new content to match the Common Core Standards in Mathematics, but do not have a thorough understanding of how to formatively assess the progress of their students and in turn what to do with that information. Teachers have little background knowledge on what to do with struggling students and how to pinpoint their areas of weakness. Teachers also need to be trained on how to look at student work and determine their next steps in teaching. Black and Wiliam (1998) conducted a review of literature and found that learning gains from formative assessments are larger than most of those found for any other educational intervention. Leahy and Wiliam (2009) found that when formative assessments were done daily there were substantial increases in student achievement. They found a 70 to 80 percent increase in the speed of student learning was possible when formative assessments were used daily. The Ongoing Assessment Project (OGAP) is a way for teachers to formatively assess student progress on the continuum of learning in mathematics and guide their instruction to move each student to the next level of understanding. A modified version of the RTOP was given to assess effectiveness of the OGAP training. We changed the word "student" to "participant" and "teacher" to "presenter". The overall concepts were not changed. One researcher scored all of the OGAP trainings using the modified RTOP. Each training was discussed with the other researchers who were present to ensure proper focus was maintained. Follow-up interviews were conducted with trainers and participants. The modified RTOP was used during 10 days of trainings during four different trainings for teachers of grades K – 5 mathematics. The researchers found the OGAP trainings had substantial reform efforts in play with major emphasis on constructivist teaching practices. Data analysis showed the training was very descriptive in respecting participants' prior knowledge, engaging the participants, and having participants use problem solving methods. The presenters were scored as very descriptive in their own content knowledge, patience, acting as a resource person, and listening. The participants scored as very descriptive in their use of models, drawings, and use of manipulatives. They also scored as very descriptive in being engaged, reflective, and use of alternative strategies to solving problems. Each of these scored 100 percent in every training session. The teachers were found to be on task and engaged during each of the four trainings. They were reflective about their practice and asked questions that helped determine the focus of the session discourse. One teacher said, "This training showed me how to formatively assess where my students are in their learning of mathematics and help plan the next steps I need to take to move that student along the continuum of learning in mathematics." Overall, the OGAP professional development sessions promoted strongly coherent conceptual understanding.

10:00 – 10:50 AM	**RESEARCH IN PROGRESS: Technology & Education**	**Aquamarine 1**

Presider: Paula Furr, Northwestern State University

Digital One to One: Teacher and Student Perception of Impact on Instructional Practices, Student Achievement, and Motivation
Andrain Yeldell, University of Alabama

We live in an exponential age in which knowledge is created and made obsolete at an accelerating pace. Educators are tasked with preparing students for life and careers in this world of constant change. Public attention has increasingly focused on student achievement and technology skills needed to learn, work, and communicate in a technology rich 21st century. The shift in paradigm has school systems across the nation implementing digital one-to-one initiatives. Digital 1-to-1 initiatives include activities such as improving buildings' technology infrastructures, purchasing laptops/net books and iPad, and adopting electronic textbooks and other educational resources. The objective of digital one-to-one initiatives is to place computers with every child not just within the school building computer labs. Various factors play a part in the success and failure of these initiatives. The challenge is to move beyond adoption and perpetuate widespread emphasis on consistent use to benefit teachers and students. The purpose of this in-progress study was to describe teacher and student perceptions of the impact of a one to one

digital initiative on instructional practices, student achievement, and motivation. The Concerns Based Adoption Model (CBAM) served as the theoretical framework and offered research-based constructs and tools to understand, facilitate, and evaluate the efforts of the technology innovation in the system.

Data Analytics in Higher Education
Jennifer T. Watson, University of Alabama

Problem Statement Decisions in higher education are increasingly complex. A number of factors, including decreased state funding and increased competition from nontraditional education, appear to make the higher education environment ripe for data analytics. However, research has shown that higher education is lagging behind in adoption of using data. This research examines what barriers stand in the way of institutions using data available in decision making. Description of the Research This research utilized a review of relevant literature to answer the research questions. Summary of the Methods Data Collection The data collection used in this research is a literature review. Additional research methodology will be decided upon after developing the ideas presented in the literature review. Instrumentation The focus of this project was to review the higher education data analytics literature to determine themes which may contribute to lower analytics usage in higher education than in business. Each article was read by the author to determine appropriate content and thematically classified into categories that emerged from the literature. Analysis Upon completion of the categorization of articles, the themes in the literature were defined into overarching categories and related subcategories. The themes were then synthesized into a cohesive review. Subjects As this project is a review of literature, there will be no subjects used in this research. Results As this is research in progress, the results have yet to be determined. Conclusions/Implications of the Study The author will address the research question and draw conclusions with regard to how this study provides answers and potential future direction for data analytics use in higher education. Further, from this research, the author will be able to identify gaps in the literature and provide a framework for current and future research related to the area of higher education data analytics.

Exploring Faculty's Perceptions of Adapting a New Learning Management System
Veronica Outlaw, University of Alabama

Based on the literature implementing a new learning management system impacts the perception of faculty, which could positively or negatively impact stress levels and preparedness. The literature suggests a need for support services to help faculty effectively migrate from the use of one learning management system to another one. The study will examine faculty who taught online at a large southeastern research university and who were involved in the learning management system transition from eLearning to Blackboard Learn in 2012-2013. The study investigates: (a) how the change affected faculty's perceptions learning a new learning management system, (b) how that change affected their levels of stress and frustration, and (c) how the various support services helped faculty cope with the change and stress. The researcher will use G*Power to predict a reliable sample size for the study. The researcher will develop a 5-point Likert scale questionnaire of survey items consisting of multiple choice selections. The questionnaire is pending validation from a panel of experts from other institutions who experienced a similar situation. The questionnaire will be created in Qualtrics and a link to the online questionnaire will be sent via email to the online teaching faculty at the large southeastern research university. The participants will be given three weeks to complete the questionnaire. The data will be analyzed using SPSS v. 21; the codebook will be created in Microsoft Excel; and the data will be kept confidential. It is expected that the findings in the study will improve best practices when introducing emerging technologies to effectively enhance pedagogy and acclimate faculty to the changes, thus reducing stress and frustration and increasing preparedness.

10:00 – 10:50 AM	**TEACHER/PRINCIPAL PERCEPTIONS**	**Aquamarine 2**

Presider: Gail Hughes, University of Arkansas - Little Rock

Teacher Perceptions of Teaching Conditions and Student Achievement in Kentucky High Schools
Chunling Niu, Jie Zhang, Kyong Hee Chon, Antony D. Norman, Stephen K. Miller, Western Kentucky University

Kentucky Teaching, Empowering, Leading and Learning (TELL) 2011 Survey produced state-wide data on educators' perceptions of teaching conditions on eight research-based constructs. Although teaching conditions for student learning are widely acknowledged in the literature, there is little empirical research linking TELL data nationally to student achievement. This dearth of research is particularly problematic at the secondary level generally and specifically in Kentucky. Hirsch, Sioberg, and Dougherty (n.d.) summarize the 2011 Kentucky-TELL survey procedures and general findings but did limited analysis regarding student outcomes. Niu et al. (2013) examined the TELL constructs for effects on achievement in 40 high schools from the GRREC consortia: only two

of eight correlated with achievement. This study extends the work of Niu et al. statewide (212 Kentucky high schools with educator responses aggregated to the school), analyzing secondary data from Kentucky Department of Education. Analysis included correlations among seven school-level control variables, the eight TELL constructs (instruction time, facilities and resources, community support/involvement, teachers' effectiveness in managing student conduct, teacher leadership, school leadership, professional development, and instructional practice and support), and achievement. Simultaneous and hierarchical regression estimated effect size directly and net of controls. All school demographic variables had low to modest correlations with achievement. Simultaneous multiple regression demonstrated educators' perception of professional development and community support were significant for student learning. Hierarchical linear regression indicated that educators' perception of instructional time and of community support predicted student achievement, net of demographic factors (student free-lunch percentage highest). Other student outcomes (e.g., retention rate) also correlated with student learning. These results are important in two respects: (a) confirming importance of professional development, instructional time-on-task, and family/community support for achievement; (b) the implications of the non-significant TELL constructs--that school constructs must focus on the school learning climate if they are to be predictive of student outcomes.

Teacher Perspectives on the Common Core Curriculum and Assessment
Gail D. Hughes, John S. Burgin, Nancy J. Hamilton, University of Arkansas at Little Rock

There have been many, different approaches to ensure student achievement of academic content. The content taught also changed by district, state, and/or academic domain. The advent of the core curriculum provides an opportunity to examine teachers' attitudes regarding the effect of this curriculum on their practice compared to existing practice. Researchers in this study surveyed a random sample of Grades K – 8 teachers in Arkansas schools about their experiences using the Common Core Standards (CCS) and assessing student progress. Results from one-way ANOVAs comparing the 230 teacher responses by grade level groups (K – 3, 4 – 6, and 7 – 8) on the Common Core Standards, Teaching Profession, Student Learning, and Assessment Scales indicated that Grade 7 – 8 teachers held more positive views of CCS than Grade K – 3 teachers and more positive views about the impact of the CCS on the teaching profession than Grade 4 – 6 teachers. Teachers reported that the CCS increased instructional time on critical thinking skills, small group work, and use of manipulatives and experiments; while decreasing time spent on individual seat work and whole group instruction. Reported changes in assessment indicated that the CCS have increased the use of performance, open-response, and extended-response assessments and decreased the use of multiple-choice assessments. In response to a prompt about suggested changes in the CCS, teachers indicated a desired change in the implementation schedule, clarity of the standards and coverage, and concerns with the developmental appropriateness of the standards. Teachers indicated that the best aspects of the CCS were improved critical thinking skills, more organized instruction, collaboration with colleagues, and the portability to other schools and states. Responses regarding standardized tests were mixed with an equal representation of positive and negative aspects. Implications for classroom practice and teacher preparation will be discussed.

Differences in Principal and Assistant Principal Perceptions of Teaching Conditions
Gary W. Houchens, Kyong Hee Chon, Chunling Niu, Jie Zhang, Richard Hunt, Western Kentucky University

Assistant principals play a key role in the success of schools (Oleszewski, Shoho, & Barnett, 2012). But while the assistant principal's role is defined almost entirely by the individual school principal (Weller & Weller, 2002), there are often differences between principals and assistant principals regarding job satisfaction (Bowman, 2009), leadership behavior (Tanner & Dennard, 1995), and perceptions of the other's role (Cantwell, 1993). Assistant principals often experience role ambiguity, in part because of their "in between" status – they are neither teacher nor a leader with meaningful authority – causing stress, frustration, and disillusionment (Armstrong, 2010). The current study fills a research gap by comparing principal and assistant principal perceptions of school-level teaching conditions and whether discrepancies between principal and assistant principal perceptions are related to student achievement. This study hypothesized that differences between principal and assistant principal perceptions of teaching conditions might be predictive of student learning outcomes. The TELLKentucky survey responses of educator perceptions, administered in all Kentucky schools during the spring of 2011, were analyzed for the matched sample of high school principals and assistant principals using paired t tests, correlation, and multiple regression. In the regression model, student outcome severed as a dependent variable and perceptions of eight teaching conditions with school and teacher demographics included as predictors. The results indicated that principals' perceptions of teaching conditions were significantly higher than assistant principals' on two constructs: teacher leadership and school leadership. These discrepancies were not significantly related to student academic outcomes, but were related to graduation rate and parental involvement. In schools where principals and assistant principals perceived teaching conditions differently, students were more likely to drop out and parents were less

engaged. The findings suggest implications for collaborative engagement between principals and assistant principals as they focus on improving school leadership and teacher effectiveness.

The TELL Kentucky Survey of Teacher Working Conditions: Do Differences in Teacher and Principal *Perceptions Relate to Student Outcomes?*
Chunling Niu, Kyong Hee Chon, Jie Zhang, Gary W. Houchens, Stephen K. Miller, Antony D. Norman, Western Kentucky University

The 2011 TELL Kentucky survey (Hirsch, Sioberg, & Dougherty, n.d.) analyzed teachers' perceptions of teaching conditions grouped into eight research-based constructs. The current study builds on the discovery that this report did not compare teachers' and principals' perspectives for the eight teaching conditions. Likewise previous research on TELL data (e.g., Niu et al., 2013) did not investigate whether teacher-principal discrepancies are related to student achievement. The purpose of this study was to analyze: (a) statistical differences in principal and teacher perceptions of eight TELL constructs (teachers' working conditions regarding instruction time, facilities and resources, community support/involvement, teachers' effectiveness in managing student conduct, teacher leadership, school leadership, professional development, and instructional practice and support); (b) extent that these discrepancies were associated with student outcomes; and (c) effects of school demographic factors on the discrepancies in teacher and principal perceptions. The TELL survey responses (secondary dataset from Kentucky Department of Education from 159 high schools) were linked to school demographics and student outcome variables, then aggregated separately for teachers and principals. Paired t tests compared principals' and teachers' perceptions on the eight constructs. Correlations and multiple regression analyses measured associations between demographic factors, teacher-principal discrepancies, and student achievement. Results indicated that principals' perceptions are significantly different from (higher than) teachers' perceptions on the eight teaching conditions. These eight discrepancies were not directly related to high school student outcomes. Among school demographics, poverty rates were significantly associated with student achievement; non-cognitive outcomes for students' attendance and graduation rates were also significant. Teacher Leadership and Community Support were significant for achievement when entered in hierarchical regressions (demographic factors in Step 1) Results suggest need for better collaborative engagement between principals and teachers and further investigation regarding efficacy of the eight TELL constructs for school improvement (null findings indicate essentially no effect on student achievement).

10:00 – 10:50 AM **SYMPOSIUM** **White Sands**

Twitter: Experimentation, Application, and Implementation of Microblogging by Education Faculty
Organizers: Peggy M. Delmas, Edward L. Shaw, Jr., John H. Strange, University of South Alabama

This symposium presents the efforts and outcomes for three education faculty who incorporated Twitter into their classes at both the undergraduate and graduate levels in subjects ranging from law to science education, and in traditional, blended, and online formats. The different approaches and aims of the presenters will be discussed, as will their "lessons learned." Participants, whether Twitter novices or veterans, are encouraged to bring their mobile devices to the session in order to interact with each other and discover and share resources and tools to further engage students in learning. Continuing the Conversation: Applying Twitter to Facilitate Learning in F2F and ONL Courses Abstract: The purpose of this paper was to describe one instructor's efforts to integrate Twitter into her classes in order to facilitate student learning. The first class was a face-to-face graduate-level course in higher education law; live-tweeting was employed as a backchannel for communicating about the content of videos being viewed or presentations being given by guest speakers. Between meetings, class members used Twitter to "continue the conversation." The second class was a fully online graduate-level course in leadership theory; students live-tweeted with guest speakers, led discussions, and worked in teams using Twitter. Particular attention was given in the paper to discussion of what worked, what didn't, and students' thoughts about the inclusion of Twitter in their classes. Twitter: Social Media or Educational Tool? Abstract: In this paper, two ways to use social media, specifically Twitter, as an educational tool were discussed. Twitter was used in an undergraduate Science Education methods class to design a roller coaster as part of a Science Technology Engineering Art Mathematics (STEAM) activity. The second way was with an on-line graduate Elementary Curriculum class as a means of having a real time discussion about a curriculum video. Both uses of Twitter appeared to be successful based on anecdotal data collected during and after the lessons. Making Connections: Using Twitter to Build a Personal Learning Network and to Design a Course Abstract: The author discussed how he used Twitter to help design and implement an entirely new course for pre-service teachers that is green (no paper in or out); global (students connect with teachers and students around the world with blogs and Twitter); internet based; lab operated as a learning community; project based; multi-media emphasized for input and output; creativity stressed; community

oriented; public (all course materials and student products are available on the Internet); self-reflection emphasized rather than grades.

10:00 – 10:50 AM   **DISTANCE LEARNING**   **Royal Palm Salon D**
Presider: Franz H. Reneau, Florida A&M University

A Clash of Education Titans
Jenelle M. Hodges, Betty Nelson, University of Alabama at Birmingham

Higher education is faced with the clash of two major titans that could forever change the landscape of the traditional brick and mortar learning experience. The first titan is the digital move to eLearning. Courses are quickly being moved to online environments to meet the demands of learners. Educators are left rushing to learn new ways to reach and connect with their students in this new environment. The second titan is a change in the guidelines for higher education that has left educators scrambling to adjust and redesign their courses to accommodate a legislative demand that not only affects the educators and institutions, but every student who takes a university course. This legislative demand concerns higher education's new stance on the principles of Universal Design for Learning (UDL). The emphasis in the language has shifted the focus of UDL to the need and benefit of all learners as the primary target, not just a focus for those with special needs. As these two titans clash in higher education, professors and instructors are left in the middle, working to find a way to succeed on both fronts. Though the notion of making quality, online learning accessible to all learners through the implementation of UDL principles sounds like a tall order at first, emerging educational innovations have made this a reachable goal for all educators in higher education. This session will focus on the online learning environment as we discuss many of these innovations and demonstrate where they fall in the three multiple means categories of UDL: representation, engagement, and expression. We will share how to implement many of these emerging innovations in the online learning environment. This session will include real-world examples as well as tips and tricks learned through our teaching experience utilizing UDL in fully online courses.

The Use of a Collaborative Approach to Support Faculty in Course Development for Large Scale Distance Learning
Audrey Bowser, Jacques Singleton, Kimberly Davis, Annette Hux, Gwendolyn Neal, Arkansas State University

Developing a course for online instruction requires content knowledge and understanding of the interactivity, technological requirements, and best practices in the asynchronous environment. It has been suggested that the social phenomenon of community may be put to good use in the support of online learning. This study examined a unique collaborative initiative between a team of graduate level faculty to improve the quality of course development and delivery. ASU's School of Teacher Education and Leadership has been and continues to be a pioneer of large scale distance learning for graduate education majors. The course development team consisted of nine faculty members, one department administrator, and one web instructional designer. The study was guided by an investigation of contemporary literature focused on the community construct, online learning community development and the collaborative construction of knowledge and the practices of experienced professionals designing instruction. The intended outcome was a design framework useful in guiding instructors in the development of constructivist-based pedagogies to promote socially networked learning communities. Data were collected through observation of face-to-face planning meetings, descriptive statistics from the Online Quality Checklist instrument during the faculty peer review process, document analysis of course evaluations, and interviews with the team members. The researchers then analyzed the data to code for themes and used to establish criteria for online course programs. Results of the empirical evidence suggested that online learning communities and the use of pedagogically informed models might inform the higher education community about the complex issues and implications intended to support and guide online instructors in the development of collaborative learning community.

Online Learning Community: Quality Makes a Difference
Linda C. Allen, Bill Kiser, Mary Montgomery, Jacksonville State University

How is a learning community designed and structured to enhance engagement and academic growth of all members within an online course? As online learning continues to grow and expand, instructors work to design interaction and collaboration structures that shape user experiences within the online course. Enhanced by a suite of digital tools (virtual classrooms, discussion boards, wikis, journals, and blogs) the environment has the potential to embed social interaction that is essential in adult learning. The learning community is the vehicle through which learning occurs in an online format (Palloff and Pratt, 2007). Triesman's (1990) work also clearly shows that creating a structure within a learning environment that provides many opportunities for members to work and learn

together enhances academic performance. As members begin to work and depend on each other, learning within the community is enhanced through partnerships, authentic group projects, discussions, case studies, and debates. Throughout the online course, bonds can be forged and relationships built that strengthen the learning of all members. A review of past and present research provides the foundation of this article and guides the development of and recommendations for quality online course development in the areas of interaction and collaboration.

Teacher and Student Perceptions of Online Courses: Implications of Positioning Theory
Miriam S. Phillips, East Tennessee State University

The increase in online course delivery in higher education has implications for students and instructors. In fall 2002, 1.6 million students took at least one online course and this number increased by the fall of 2012 to 6.7 million. The increase in the rate of enrollment in online courses in higher education provides an opportunity to examine the strategies and technologies used in course design and delivery and student engagement in the online culture. Two of the key factors in creating student engagement are the instructor's interaction with students and the course design and delivery itself. An examination of students' and instructors' perceptions of what factors contribute to a positive online experience may assist those developing and delivering online courses. The purpose of this quantitative study was to investigate the relationship between the perceptions of online instructors and online students regarding student engagement and course design and delivery. Data collection techniques included the use of a survey with a five-point Likert-type scale and collection of demographic information. Data were analyzed through a non-experimental quantitative methodology and further explained through the use of positioning theory. Positioning theory combines cognitive and social psychology to describe how individuals interact through conversation or speech acts (Harre & van Langenhove, 1999). This theory provides a framework for discussion of the findings as to how the first interactions between students and instructors set a tone for student engagement for the duration of the course. Recommendations for practice are included in the discussion.

10:00 – 10:50 AM	**READING ACHIEVEMENT**	**Royal Palm Salon E**

Presider: Kenneth V. Anthony, Mississippi State University

A Comparative Case Study of Factors Distinguishing Between High and Low-Performance on Reading Achievement in Elementary Rural Appalachian Schools
Jennifer R. Chambers, University of the Cumberlands

Previous research has not typically examined high-performing, high-poverty schools in Appalachia or other rural areas. This qualitative comparative case study identified factors that distinguish between high and low-performance on reading achievement in rural Appalachian schools. The central question that drove this research was: What factors differ in rural Appalachian elementary schools that are high and low-achieving in reading? This study determined the most effective instructional reading strategies, as well as other influential factors such as: teacher morale, leadership, professional development, and data-based decision making implemented by school districts in the rural Appalachia area with similar student demographics and economic disadvantages. Data were collected through interview questions to assess the staffs' perceptions of their school's instructional program, leadership strategies, and teaching methods. The researcher also conducted observations of classrooms during reading instruction to determine practices being used. Results indicated high teacher morale, teacher efficacy, supportive leadership, meaningful professional development, and instructional strategies such as: explicit small group instruction, uninterrupted time spent on reading instruction, and inclusion of literacy centers are all variables that discriminate between these high and low performing schools.

Predicting Performance on the Tennessee Comprehensive Assessment for Reading for Third Graders using Reading Curriculum Based Measures
Robert S. Kirkham, Blount County School

Despite flexibility waivers granted to states by the United States Department of Education from some provisions of the No Child Left Behind Act our nation's public schools continue to struggle to improve reading proficiency as measured by high stakes assessments. To reach state targets for reading proficiency, show improvement for all students, and reduce gaps between achieving and traditionally under achieving groups of students schools must use data at the earliest point possible to inform instructional strategies and identify students at risk of failure. The effective use of reading curriculum based measures (R-CBM) to determine if instruction is adequate to produce students who score proficient or advanced on state mandated reading assessments is critical to achieving the goals for student learning. The population selected for this study included all third grade students from an East Tennessee school district. The third graders attended 13 schools and included 770 students. This included 372

male and 398 female students. Approximately 47% of the students were economically disadvantaged, as determined by qualifying for free and reduced priced meals. The purpose of this study was to investigate the relationship between three predictor variables (fall R-CBM, winter R-CBM, and spring R-CBM) and the Tennessee Comprehensive Assessment Program third grade reading and language arts assessment. Each data set included three R-CBM scores expressed in words read correctly and TCAP reading language arts scale scores. Gender and free and SES were also collected. The results reflected a strong predictive relationship between the AIMSweb R-CBM and TCAP reading/language arts measure for third grade students. Zero order correlations in the multiple regression analysis ranged from .70 to .74 for the three predictor variables. A linear equation was also developed to predict TCAP scores from a single R-CBM score.

The Impact of Test Preparation on Reading Proficiency
Kenneth V. Anthony, Mississippi State University

In an attempt to increase reading test scores, many schools narrow the curriculum in order to place more emphasis on test preparation rather than focusing on a variety instructional practices that have been shown to increase student achievement. The adoption of CCSS offers schools a chance to rethink the balance between test preparation and instruction. The study examined the impact of test preparation on student achievement as measured by the percentage of students in schools who scored proficient on the 2011 4th grade NAEP reading test. The percentage of students scoring proficient was the dependent variable. The independent variable was extent of test preparation for state tests as reported by schools (small, moderate, large). The null hypothesis was that there was no significant difference in the percentage of students who scored proficient based on extent of test preparation. ANOVA results indicated a statistically significant difference in the percentage of students who scored proficient, $F(2,143)= 8.453$, $MSE= 199.961$, $p<.001$. Follow up tests showed statistically significant differences ($p<.001$) in the percentage of students scoring proficient for schools that prepare for tests to a small extent and schools that prepare for test to a moderate extent and a large extent. There was also a statistically significant difference ($p<.05$) between schools that prepare to a moderate extent and those that prepare to a large extent. Results support the idea that a focus on test preparation negatively impacts student achievement in reading. Those schools that focused on preparing for state assessments to a large extent had the lowest percentage of students scoring proficient. The results of this study challenge current practices in schools encouraging them to consider the opportunity costs of test preparation: targeted reading strategies that positively impact student achievement in reading. Additional research controlling for community and student factors is needed.

10:00 – 10:50 AM   **MATHEMATICS ACHIEVEMENT**   **Royal Palm Salon F**
Presider: Rebecca R. Robichaux-Davis, Mississippi State University

An Application of a Competency-Based learning Model in Math 110
Janet P. Heath, Barry Schultz, Baptist College of Health Sciences

The purpose of this study consisted of creating and assessing a competency-based learning model that served to: increase the probability of student academic success in Math 110/, support the mission statement of the college, comply with the SACS Commission on Colleges, and show if ALEKS competency based assessment & tutorial supplementary resource had any correlation with a student's final grade in College Algebra. For student identifications purposes, student data was retrieved and collected from seven trimesters of Math 110 (College Algebra) classes (fall 2009-2012). The design consisted of creating a competency-based model; selecting the appropriate instructional design for classes; assessing the learning outcome; gathering, analyzing and interpreting the results of the data gathered; and writing the conclusion. The data collection was initiated when subjects signed the consent form. Students were then told about competency-based education and how the researcher planned to utilize the model. The data collection began once the researcher assessed the subjects using the competency-based model. Upon completion of the data collection, the research ran a one-way ANOVA and compared the results of the seven classes. The correlation analysis showed that there was a statistical significant correlation ($p<.05$) between a students' ALEKS Scores and their final average in College Algebra. Study limitations were related to sample size and the inability to generalize these findings. The results of the study showed a significant correlation between the students' ALEKS scores and their final average in College Algebra which had future implications for practice or education.

Enhancing Teaching and Learning in College Mathematics Courses using Mobi
Chih-hsuan Wang, Auburn University; Anastasia D. Elder, Kimberly W. Walters, Mississippi State University

Mobile devices are increasingly being used to aid instructors in creative and effective ways to teach. One such device utilized in college classes is Mobi-- an interactive mobile whiteboard –highlighted as being flexible for instructors while engaging to students. This study investigated the relationship between use of Mobi as an instructional aid and students' performance and attitudes in college algebra. College-level mathematics courses are important arenas in which to investigate instructional methods since they serve as foundational areas for college majors yet are challenging for many students. Two pilot studies with over 1500 college students were conducted to compare effects of Mobi use in teaching and practice of posting notes on student learning. Learning was measured by students' final percent grade in a college algebra class. Results indicated that students' performance in the Mobi class with notes was better than those in the Mobi class/no notes (with small effect size). In the second pilot study, instructor effects were controlled and these results indicated 1) Mobi was related to better student performance and 2) there was no difference in performance due to whether notes were posted or not in Mobi classrooms. Attitudes regarding the use of Mobi in the classroom and practice of posting notes were collected from 393 students. 99.24% reported positive attitudes toward Mobi in the classroom; they felt the classes were more interactive than typical ones. Some students also commented on the need for instructors to be very familiar with Mobi to be effective in the classroom. In addition, they felt that the notes posted online helped them study and learn the material. Overall, this work suggests that using Mobi can be beneficial for students' performance in a college algebra course. Mobile devices may help students manage their learning and enhance their engagement in mathematics.

The Relationship Between Reading Comprehension and Conceptual Mathematics of Third Grade Students at a Selected Elementary School
Dustin A. Morris, Patrick Kariuki, Milligan College

The purpose of this study was to determine the relationship between reading comprehension scores and conceptual mathematics scores of third grade students at a selected elementary school. The sample consisted of 27 students of which 15 were females and 12 were males. Data were collected using a teacher made conceptual math exam and the scores from the STAR Reading test domains of draw conclusions, identify and understand main ideas, identify details, identify and understand sequence, and understand vocabulary in context. The STAR Reading test correlates highly with the national standardized tests and research based data driven decision-making. The scores were analyzed using the Pearson Product Moment Correlation procedure. The results indicated that reading comprehension had a significant relationship with conceptual math (r. = .84; P = .001). Additionally, a Multiple Regression Procedure was conducted to determine the impact of each of the five reading domains of the STAR on conceptual math. The results indicated that all five reading skills were strong significant predictors of conceptual math ($R2$ = .77). This indicates that 77 percent of the variance in conceptual math could be explained by the STAR's reading test scores on the five domains. The results suggest that emphasis should be made in teaching the five reading skills in order to raise conceptual math scores. Key Words: Conceptual Mathematics, Reading Comprehension, STAR Reading

Gender Differences in Attitudes Toward Mathematics: A Meta-Analysis
Martha Tapia, Berry College

Attitudes play an important role in achievement and persistence in mathematics. The development of a positive attitude toward a subject is probably one of the most prevalent educational goals. Recognizing the importance of attitudes, there has been is an increasing awareness of the need to examine attitudes. The Attitudes toward Mathematics Inventory (ATMI) was developed to measure students' attitudes toward mathematics, based on exploratory factor analysis identifying four factors: self-confidence, value, enjoyment, and motivation. A review of the literature of the ATMI produced over 70 studies. Research in gender differences in mathematics has produced conflicting results. Original studies indicated males had higher achievement scores, the differences being more pronounced in high school, girls were better at calculations while boys excelled at problem-solving. More recent data indicate the gender gap might be closing or even non-existent. Attitudes might have played an important role. Due to the importance of attitudes toward mathematics and gender differences, a meta-analysis of studies of gender differences in attitude toward mathematics as measured by the four factors of the ATMI was performed. The interest was to find the magnitude of gender differences in self-confidence, value of mathematics, enjoyment of mathematics and motivation. The review of the literature of the ATMI was limited to studies of gender differences in attitudes toward mathematics. This analysis summarizes the findings of 28 studies. The basic approach followed in conducting a meta-analysis across several related studies was to determine if there was an overall significant effect. Statistics on gender differences on each of the factors of the ATMI were collected. For the statistical analysis the effect size used was Cohen's d. The weighted mean effect size, g, the confidence interval around g and the homogeneity of a group of effect size were calculated. Results revealed a significant effect of gender in self-confidence.

11:00 – 11:50 AM   **MENTORING SESSION**   **Aquamarine 1**
Chair: Linda W. Morse, Mississippi State University

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

11:00 – 11:50 AM   **TECHNOLOGY: PERCEPTIONS OF EFFECTIVENESS**   **Aquamarine 2**
Presider: Dustin M. Hebert, McNeese State University

Internet Level of Use in K-12 Classrooms: The Impact of Teachers' Internet Self-Efficacy and Content Filtering Attitudes
Erika Goines, Gulf Coast State College; Byron Havard, University of West Florida

Exposing students to the Internet and technology around them has the potential to offer educational advancement (Taylor, 2012). Schools have turned to filtering software as a way of protecting students and limiting access to websites that may have harmful material (Adams, 2010; Shelly, Cashman, Gunter, & Gunter, 2008). Filtering software is designed specifically to block designated material on the Internet; often the information technology department of the district manages the filtering software and what teachers and students are allowed to access (Bell, 2009; Shelly et al., 2008). Although filtering software works to protect the students from sensitive or potentially harmful information, it can also hinder teachers from using the Internet in their curriculum. Three research objectives were established for this research study. The first was to determine if a relationship existed and if so what type, between teachers' attitudes about content filtering and their level of Internet use as well as their content filtering attitude and their Internet self-efficacy. The second objective was to determine if a relationship existed between teachers' attitudes about content filtering and Internet usage and demographic variables. The third objective was to determine if a relationship existed between teachers' Internet self-efficacy and demographic variables. A cross sectional research design was used to determine if there was a relationship between multiple variables from the same group of subjects. Eligible participants for this study included 1,842 public K-12 teachers representing all grade levels and all subjects within a school district in the southeastern United States. The schools were divided into the categories of (a) elementary, which included grades K-5; (b) middle, which included grades 6-8; and (c) secondary, which included grades 9-12. Schools were also divided into low, mid-low, mid-high and high socioeconomic schools for the purpose of analysis. All teachers and administrators at the selected school district were given an opportunity to participate in the survey. A total of 1,842 teachers were given access to the survey, and 457 surveys were completed and returned establishing a 24.8% return rate. A modified version of the Classroom Internet Survey (CIS) instrument developed by Watson (2006a) was utilized in this study. The CIS contained demographic questions, Internet level of use (LOU) questions, and the Personal Internet Teaching Efficacy Belief Scale (PITEBS). Multiple regression procedures were used in the analysis of the data. The findings in this study indicate that there is a relationship between teachers' personal internet teaching efficacy belief scores and their content filtering attitude scores; the grade levels they were teaching could also impact their content filtering attitude scores. Teachers' Internet level of use and personal internet teaching efficacy belief scores were predicted based on their years of teaching experience and the SES of the school. Implications for students, teachers, school administrators, and district administrators are provided as well as recommendations for future research.

Analyzing Technology Proficiency in Teacher Preparation Programs
Amy L. Sedivy-Benton, Katina M. Leland, University of Arkansas at Little Rock

This study set forth to gauge the experiences with technology integration within a teacher education preparation program. The main question that the researchers set out to explore was "Do teacher education candidates feel they are properly prepared to integrate technology within their classroom?" The responses of 30 teacher education graduates from the early childhood program and the middle childhood program were examined regarding their experiences with integrating technology into their curriculum and how their perceptions about their preparation helped them initially in their careers. Within these 30 candidates seven were interviewed regarding their experiences in the classroom after they had been employed for at least a year. The researchers examined the extant data collected from graduates of the programs, as well as an analysis of the interview data. These quantitative data were analyzed by looking at simple categorical grouping as well as a chi-square analysis that

looked to determine if there were differences between the programs. The interview data were then examined using a qualitative thematic analysis to establish what themes emerged assisting graduates in finding success in their classrooms with technology, both integration into lessons and basic use of technology. The findings from this work suggest that there is a disconnect from what candidates learn in their respective programs and what they experience in their chosen profession. Constant assessment is necessary to determine strengths and weaknesses of teacher preparation programs; it is essential that pre-service candidates use technology instruction in field classrooms and be placed with cooperating teachers who are competent in technology and will allow candidates the freedom to use technology when they are teaching. These findings have direct implications for classroom practice for faculty who educate teachers as well at the classroom practice of the graduates themselves.

Technology Skills of Pre-service Teachers in Traditional and Alternate Route Programs
Wanda S. Maulding, Susan Ferguson Martin, University of South Alabama

The following study was done in a southeastern university to determine the technology skill levels of pre-service traditional and alternate route teachers, to identify differences in the skill levels between the groups, and to make inferences regarding why those gaps exist with potential ways to narrow those gaps. Teachers of today's students must be skilled, not only with current technologies for teaching students, but so infused in teaching with technology that they are prepared to change and move forward as newer technologies emerge. In Preparing Tomorrow's Teachers to Use Technology: Perspectives of the Leaders of Twelve National Education Associations, the report stated "future teachers emerging from the nation's teacher educations programs (must be) prepared to meet this challenge" (Bell, 2001, p.517). In a national survey of pre-K-12 teachers by PBS, three quarters of them said, "technology enables them to reinforce and expand on content, motivate students to learn, and to respond to a variety of learning styles, and seven in 10 teachers surveyed said educational technology allows them to 'do much more than ever before for their students http://www.infodocket.com/2013/02/04/survey-looks-at-technology-usage-by-teachers-in-the-classroom/#_). Currently, one thing that can easily be measured in educator preparation programs is the pre-service student's technological skill level. If the student with the highest classroom skill is the one that can transfer that skill to the P-12 classroom, then all students must leave the pre-service classroom with a particular level of competence and confidence upon completion of their teacher education programs. Unfortunately, this is not necessarily the case. Students do leave teacher education programs with different levels of competence, if not confidence. So which group leaves with a stronger skill set, those traditionally trained to be educators at the bachelors level or those trained to be educators as part of an alternate route to certification? Data for technology proficiencies, disaggregated by major field of study, over a three- year period were examined for strengths and areas needing improvement. This data was collected via the college's data management system, FolioTek on over 500 initial pre-service teachers at the undergraduate and graduate levels.. The state of Alabama requires student competency in technology prior to graduation and it is accessed across all programs at many points along the way. These assessments are then entered into the data management system. The information was then categorized entered into an Excel Spreadsheet for data analysis. Surprisingly to the investigators, much of the data yielded either no difference in the technology proficiencies of the two or a difference indicating stronger outcomes by the alternate route candidates. Ancillary information resulted in a need to investigate technology skills by major.

On-Line Learning for the Left-Behind Generation
Donna G. Wake, University of Central Arkansas

Colleges of education have been moving to online course delivery methods. The reasons for this movement include the desire of candidates to receive more instruction via online formats and the desire of universities to increase revenue by reaching more students across a wider geographical population and by reaching more students with nontraditional schedules (Caywood & Duckett, 2003; Gillett et al, 2007). Faculty teaching in initial licensure programs have struggled to find ways to promote best practices pedagogy and build authentic learning experiences for teacher candidates without the ability to directly model or capitalize on interactions that occur in the classroom context (Daves & Roberts, 2010; Gillett, Cole, Kingsbury & Zidon, 2007). Complicating this scenario are the actual teacher candidates currently entering teacher education programs who may not be prepared to think critically, read rigorously, write articulately, or work independently (Goodwin, 2013). Data for this study emerged from semi-structured interviews with faculty (N=8). Faculty responded to an open-ended question protocol on their perceptions of both faculty and student needs in online course environments. Study results indicate that faculty shared a concern about candidate ability to meet the demands of the online learning environment. In short, faculty felt students entering the program were representative of the "left behind" generation and lacked the skills or the mindset to engage in the type of learning required in online environments to include critical thinking, reflection, and written communication (Gillett et al, 2007). Implications for teacher educators resulting from this study included an examination of the strengths, weaknesses, opportunities, and areas of concern inherent in online course content

delivery for teacher education candidates. A focus of the session will be on what skills and expectations teacher candidates brought to their online learning and how to support them in skills they were lacking.

11:00 – 11:50 AM	**TRAINING SESSION**	**Oleander 1**

Academic Freedom and Professional Teaching: A Guide for Educators and Administrators in Higher Education
Jeffery C. Knighton, Gordon State College

Socrates was forced to drink the hemlock. Fortunately, today in the United States few professors experience such extreme punishment for their teachings! In fact, academic freedom is so accepted in higher education that most academicians take it for granted. Bérubé (2006) noted that today "few people know what academic freedom is or why it matters" (p. 1). This is ironic, considering that O'Neil (2009) goes so far as to consider academic freedom a "canonical value" of higher education. Of this canonical value, Rosborough (2009) wrote that "academic freedom is a right of the profession, a right afforded scholars to search for the truth, communicate their findings without substantive filters, and encourage others to do the same" (p. 571). Either due to a lack of awareness, or just plain denial, most professors have become comfortable, and thus complacent in their defense of academic freedom. Given several legal and institutional developments within the past decade, it is important that professors, as well as administrators, have a thorough understanding of what academic freedom entails, as well as an awareness of threats posed to the exercise of that freedom. Participants of this workshop will obtain a working knowledge of the foundational documents of academic freedom in American higher education. Through an analysis of court cases going back over 100 years, participants will also develop a better conception of what academic freedom "is," and what it "is not;" and they will be able to contrast freedoms that reside with professors from those that reside with institutions. In light of this knowledge, participants will examine and discuss academic freedom implications related to several common classroom occurrences. Finally, participants will be introduced to current threats to academic freedom, specifically related to the potentially changing legal definition of the concept.

11:00 – 11:50 AM	**TRAINING SESSION**	**Oleander 2**

Video Best Practices for Online Instruction
David M. Walker, Robert Gray, University of South Alabama

Scope of the Session: This one-hour session provides best-practices, tips, and cost-effective solutions for educators developing video products for online use. Abstract: This workshop will address one of the most pressing issues facing educators seeking to deliver content online: How to produce effective and engaging video with very little money and even less expertise. The workshop presenters will share from their almost 40 years of combined expertise to enable attendees to better meet learner expectations in developing engaging video-based content. Objectives: After completing this workshop, learners will be able to: 1. Make informed decisions based on technological and pedagogical issues in developing and delivering video-based content. 2. Implement video best practices in sound, lighting, composition, and storytelling for the production of online videos. 3. Achieve high video production values using creative, inexpensive solutions. Activities: 1. PowerPoint presentation with visual aids and video examples. 2. Hands on demonstration of camera and lighting equipment. Audience: Faculty, instructional technology specialists, general Audience Level: All Equipment Needed: LCD Projector and Speakers (We can supply our own if necessary) Length: One hour

11:00 – 11:50 AM	**POST-SECONDARY FACULTY**	**Royal Palm Salon D**

Presider: Gloria D. Richardson, Walden University

The Slippery Slope: Faculty Resistances to Student Learning Outcomes Assessment
Andrew Q. Morse, Board of Governors, State University System of Florida

Student learning outcomes assessment is a longstanding form of accountability evidence requested by higher education's external stakeholders (Bogue & Hall, 2012; Spellings Commission, 2005; Southern Association of Colleges and Schools, 2013). The call for evidence of student learning has emerged out of criticism and concern over the workforce readiness and basic skills competencies of graduates (Association of Public and Land Grant Universities, 2012). Consonant to the call for this accountability evidence has been the development of instruments to measure learning (Educational Testing Service, 2012; National Institute for Learning Outcomes Assessment, 2012). As research shows, though, institutions have thus far been unable to adequately address stakeholder expectations for learning evidence, in part due to inconsistency with the engagement of student learning outcomes

assessment among faculty who hold responsibility over curriculum and instruction (Morse, 2013). Consequently, this qualitative study explored faculty resistances to student learning outcomes assessment through 12 in-depth, semi-structured interviews with tenured faculty at a large, public research university. This study shows that faculty resisted assessment due to concern over the decision utility of assessment results; a preference for grading as the principal form of evaluation; a lack of consensus over what, specifically, should be taught in the curriculum; and a perception that assessment could lead to inappropriate intrusion over course content and delivery. The findings suggest a gap between the need for institutional leaders to demonstrate accountability and for faculty to assist in the process. This poses a significant leadership challenge to gather evidence of student learning and to identify possible areas of continuous improvement from the results.

Career Experiences of Asian International Faculty in U.S. Higher Education
Mo Xue, University of Alabama

Where there is a growing body of literature on international faculty in U.S. institutions of higher education, Asian international faculty's career experiences have been understudied. At some universities, Asian faculty members make up the highest percentage of tenure-track positions in the entire minority faculty workforce, which are followed by Black, Hispanic, and Native American faculty members in order (Chuang, 1996). The distribution of Asian faculty is not even across disciplines. Most of Asian faculty work in science and engineering fields and are underrepresented in some fields such as the arts, humanities, and social sciences. Previous research suggests that Asian international faculty face various kinds of stereotypes and encounter barriers and challenges due to their status as racial minorities. Specifically speaking, their physical features and English accent may undermine their instructional and academic authority, credibility, and competency. In a qualitative study, Chuang (1996) found that Asian faculty constantly embroiled in the struggle between maintaining their culture identity and adaptation to the mainstream culture. Chuang also stressed that language is really a barrier that has troubled Asian faculty. Besides, Seagren and Wang (1994) found that Chinese professors' lack of knowledge and understanding of socialization norms and strategies in American culture, and inadequate English capacity caused their marginality. In a word, Asian international faculty members have encountered cultural conflictions in academic careers. "The images of Asian American educators as passive and permissive has invited intimidation and aggression from students, colleagues, and administration, resulting in a difficult classroom situation for many Asian American faculty" (Rong, 2002, p.130). In brief, Asian international faculty must go through a complex and unique professional socialization process. This literature review will be practically important for educational researchers, prospective Asian international faculty members, and policy makers of U.S. institutions of higher education.

Poster and Paper Required, or NOT
Gloria D. Richardson, Walden University; Rose Jones, University of Southern Mississippi

What do conference attendees really think about using poster presentations to support tenure and promotion applications? Tenure and promotion are an issue at every college and university. While some institutions are very careful to spell out the requirements, oftentimes, there is no clear direction for a new faculty member to pursue concerning the support of poster presentations. Some institutions permit individuals to use poster presentations, while others do not favor such support of applications. As a regional organization, MSERA has options for poster presentations which specifically state that a full paper will be available to the participants; however, in recent years, many faculty members and graduate students appear with their poster and a brain full of ideas – and no paper, at all. A 15 item, Likert scale survey was conducted at the 2011 Annual Conference to research the support or lack of support for the utilization of poster presentations for the purpose of tenure and promotion. The survey questioned attendees of the conference concerning their attitudes about this aspect of the tenure and promotion process. Demographics on gender and participation in the conference were also collected. Results of the survey showed that various opinions exist and the literature suggests that, despite the formal policies for using research support of tenure and promotion, there is a subjective element that influences interpretation of these policies. Furthermore, there appears to be reluctance to articulate rules regarding poster presentations. It is important to obtain objective, defensible, and justifiable criteria for the use of poster presentations to support the tenure and promotion process.

The Perceived Presence and Effects of Incentives on Community College Members' Enthusiasm to Teach Online
Burton C. Beck

The study determined the perceived effects of incentives on community college faculty member enthusiasm to teach online courses. The ten incentives used in the study with college faculty were identified in the literature: (a) release time, (b) personal satisfaction, (c) teaching development, (d) technical support, (e) professional prestige, (f) intellectual challenge, (g) monetary, (h) recognition, (i) job security, and (j) promotion. The Faculty Incentive

Questionnaire developed for this study consisted of three 10-item rating scales: the Exposure to Incentives scale, the Enthusiasm to Teach Online scale, and the Influence of Enthusiasm scale. Administrative deans at 93 of the 294 SACS community colleges were contacted to assist dispersing survey information to faculty. A total of 253 faculty members from 10 of the 11 SACS accredited states participated in this study. Of the 253 surveys, 174 of the surveys were usable. Differences in age, gender, ethnicity, and discipline of instruction were evaluated on the three scales. The analyses for each variable compared responses of faculty members who had taught online and faculty members who had not taught online. Positive correlations existed between scores on the three scales for both faculty members who had taught online and faculty members who had not taught online. The primary findings from the quantitative data indicated significant differences between: (a) exposure to incentives and gender for faculty members who have taught online; (b) exposure to incentives and discipline of instruction for faculty members who have not taught online; (c) enthusiasm to teach online and gender in both groups. Qualitative data indicated that release time, money, and technical support/professional development were the most popular incentives.

| 11:00 – 11:50 AM | **BULLYING** | **Royal Palm Salon E** |
Presider: Charles E. Notar, Jacksonville State University

Bystanders are the Key to Stopping Bullying
Sharon Padgett, Charles E. Notar, Jacksonville State University

Bullying is the dominance over another. Bullying occurs when there is an audience. Peer bystanders provide an audience 85% of instances of bullying. If you remove the audience bullying should stop. The article is a review of literature (2002-2013) on the role of bystanders; importance of bystanders; why bystanders behave as they do; resources to help bystanders, parents, and schools to combat bullying; and established anti bullying programs with a bystander component are discussed.

How Middle School Personnel Perceive an Anti-bullying Program
Robin Lester, Nancy Maldonado, Walden University

Bullying has become a nationwide concern at the K-12 level. Guided by the theoretical framework of social learning theory, this study explored the perceptions of secondary education teachers, counselors, and administrators about the bully-proofing program in place at one target middle school. Despite the target middle school's anti-bullying program, the incidence of bullying had increased during the first and third year of the program's implementation. To counter the negative effects of bullying in schools, Olweus urged school leaders to enlist the services of teachers, counselors, and administrators. Because the teachers, counselors, and administrators had first-hand knowledge of the target middle school's anti-bullying program, the study participants included four teachers, two counselors, and three administrators. Data were collected using semi-structured, open-ended, audio taped interviews. Interviews were transcribed verbatim and analyzed by coding in order to identify emerging themes. Themes that emerged included the content of the anti-bullying curriculum, the contributions of the anti-bullying program, recommendations for effective anti-bullying programs, and teacher readiness and preparedness to implement curriculum. Reflexivity, member checking, and peer review were used to enhance trustworthiness or credibility of the study. Findings indicated that participants believe there is a need for an up-to-date anti-bullying program at the target school and a need to clarify the roles and responsibilities of teachers, counselors, and administrators. Study findings could have educational policy implications as well as positive social change implications at the local and national level as teachers, counselors, administrators, and other stakeholders work together in order to combat bullying in schools and create a safe learning environment for students.

Adults Role in Bullying
Charles E. Notar, Jacksonville State University

Review of literature. Do adults play a role in bullying? Do parents, teachers, school staff, and community adult leaders influence bullying behavior in children and teenagers? This review focus is on research regarding adults who have almost daily contact with children and teens and their part in how bullying is identified, addressed, and prevented. Sections of the review include adults in general, parents, teachers, and prevention resources available to adults.

| 11:00 – 11:50 AM | **EARLY CHILDHOOD** | **Royal Palm Salon F** |
Presider: Jeanetta G. Riley, Murray State University

The Photographic Portrayal of Men in Early Childhood Textbooks

Jeanetta G. Riley, Debra Erikson, Murray State University

The literature consistently demonstrates the rarity of men in the early childhood (EC) profession. Various aspects related to low numbers have been investigated. The current study examined photographs to determine how men are portrayed in textbooks designated for university EC courses. Textbooks provide explicit information; however, they also carry implicit messages, and the impact of images may be stronger than the text. Fourteen textbooks marketed for use in university courses were selected for the study. Two investigators examined all photographs. An initial preview was conducted and seven imposed categories were determined based on who was in the photograph and the gender of adults in the photograph. Photographs were analyzed to determine the presence or absence of men. As a second step, photographs that included men were examined to determine the "latent content." Captions were considered part of the images and investigators noted image portrayals such as whether the man was considered an EC professional or family member, what action was occurring and with whom, and positioning of men with others. Analysis found that men appeared infrequently in photographs. Men were more often identified as family or community members than EC professionals. Photographs showing male EC professionals with children depicted men in activities that are typically considered developmentally appropriate; however, few photographs depicted male EC professionals engaged in traditional care-giving routines. As previous studies indicated, this study found a limited number of men pictured in photographs in current textbooks designed for EC courses. Many photographs portrayed men in roles other than EC professionals, thus the implication that male family members are important in the lives of young children. While this is an important message to convey, the lack of photographs depicting male EC professionals may send the message that the profession is still women's work.

A Preschool Teacher's Journey into the Reggio Approach to Learning
Jo Robertson, Murray State University

Statement of the Problem The purpose of this qualitative case study was to identify the challenges and successes experienced by a public school preschool teacher in implementing the Reggio approach to early childhood education. Description of the Research The preschool teacher (Katie) maintained a reflective log and was observed in her classroom and interviewed by the researcher. This study was conducted as a qualitative case study because this research method is used to gain insights into educational practice and it's meaning in natural context. Summary of Methods, Data Collection, Instrumentation, Analysis and Subjects Katie, a public school preschool teacher with 4 years teaching experience and a master's degree in early childhood education, participated in the study. She was enrolled in a Reggio course taught collaboratively through two regional universities and a community college. Katie agreed to share her experience in implementing the Reggio approach by maintaining a log and being interviewed and observed by the researcher. The log, observation and interview were analyzed by re-reading, coding and sorting into themes based on Katie's thinking and experiences. Results The data was analyzed to gain an understanding of the challenges and successes of implementing the Reggio approach as perceived by the preschool teacher. Themes that emerged from the analysis of data were a) getting everyone on board, b) children's learning, and c) knowledge to implement the approach. Conclusions and Implications Data suggested that the support Katie received from the school principal was critical to her success in implementing a new approach to early childhood education. A challenge she faced was being able to provide information and support to classroom assistants as children took more control for their learning. The greatest benefits were that children found the project study much more meaningful and became more self-sufficient in learning.

Primary Teachers' Lived Visual Arts Experiences
Blythe A. Goodman-Schanz, Rose Jones, University of Southern Mississippi

While the Federal Government's No Child Left Behind Act of 2002 gave recognition of the visual arts as a core academic subject with each state having its own arts standards, the responsibility of providing meaningful and encouraging opportunities to young children so they may imagine, explore, and create art as it impacts their everyday lives, ultimately lies with the classroom teacher. Research indicates that for such enriching opportunities to occur in the early childhood classroom, not only is the knowledge of teaching art necessary, but also of great importance, are the teacher's own lived experiences in the visual arts that will influence classroom instruction. This qualitative study explored primary teachers' lifelong visual arts experiences and the impact on classroom practices. The following three questions guided the interviews of eight K-1 teachers in a southern state: (1) How do K-1 teachers define their lived experiences of the visual arts? (2) What are the understandings of K-1 teachers about how they learned to use the visual arts with their students? and (3) What meaning do K-1 teachers assign to their classroom practices that they believe represent their lived experiences of the visual arts? In phenomenological tradition, the interviews represented the majority of the data with the observations and documents in support of the

participants' lived experiences. Analysis provided three major themes: (1) development of visual arts beliefs, (2) demands of curriculum, and (3) classroom practices; while the three sub-themes were (1) academic training, (2) professional development, and (3) administrative support. Results yielded varying degrees of both lived experiences and academic training in the visual arts of the participants while curriculum demands and lack of professional development training in the arts impeded classroom practices. Therefore, providing the implications for primary teachers to develop greater self-confidence in their own creative abilities.

Emotional Scaffolding for English Language Learners
Mi-Hwa Park, Murray State University

The number of children who are English language learners (ELLs) is growing fast in U.S. schools today and their limited English proficiency in an English language school setting contributes to wide and persistent achievement gaps between these English learners and English-proficient students. Emerging early in life and persisting throughout the school years, these gaps have serious consequences for ELLs and for society as a whole. A study that explores emotional scaffolding in the early childhood context is important because of the tremendous potential for improvement in ELLs' learning engagement. Therefore, this study explored how a prekindergarten teacher makes pedagogical decisions that could be considered emotional scaffolding. This study conducted a qualitative case study in line with assumptions of the constructivist paradigm to capture the complexity of emotional communication between the teacher and students. The participant was an ESL preschool teacher who was working in a public school located in a city in Texas. Data were collected through participant observations and interviews. I observed the participant for 3 hours a day, 2 days a week throughout the semester. I negotiated an observation schedule for the classroom, designed to capture her daily teaching practices without missing any part of the classroom schedule. Data Analysis was grounded in the constant comparative method. The findings focus on two areas of divergence from the literature: 1) the teacher's knowledge about how the children learn as a foundation for demonstration teaching and 2) her knowledge about individual children as a base for calibrating questions. The findings suggest that teachers' awareness of the role of emotion in the learning process and deliberate and informed decisions to support of ELLs' positive emotional experiences are a critical "pedagogical tool" that could help teachers increase their students' engagement with instruction intellectually and emotionally.

11:00 – 11:50 AM   **DISPLAYS: Teacher Education**   **Pre-Function Area (Foyer)**

Preservice Teachers Progression through Literacy Courses: Does it Influence Efficacy in the Teaching of Reading?
Andrea M. Kent, Rebecca M. Giles, Mary F. Hibberts, University of South Alabama

Teacher educators must acknowledge and consider the nature of reading efficacy and its developmental progression if they are to design and deliver programs that produce individuals moving toward being competent and confident teachers of reading. This study examined preservice teachers' efficacy for teaching reading at three stages in their teacher preparation program. In the first and second stage, candidates completed a literacy course coupled with related field experience assignments. In the third stage, candidates were engaged in student teaching. Ninety-two candidates in varying stages of a K-6 teacher education program responded to the Reading Teachers' Sense of Efficacy Scale. Data analysis using ANOVA and Fisher's LSD post-hoc comparisons revealed student teachers (Tier 4) had higher overall perceived reading teacher efficacy (M = 131.96, SD = 12.45) than those in the first semester methodology courses (Tier 2) (M = 117.68, SD = 16.43), p = .001 and the second semester of methodology courses (Tier 3) (M = 121.52, SD = 13.61), p = .005. Additionally, Tier 4 preservice teachers had significantly higher perceived reading teacher efficacy than those in both Tier 2 and Tier 3 for 9 individual scale items (p< .05). The perceived increased efficacy is largely credited to positive mastery experiences during the final internship semester. Teacher educators should consider several implications of this study. First, they must design programs of study, including coursework and fieldwork, to scaffold the developmental process of learning and applying theory in an effort to increase candidates' potential for success. Second, knowledge of reading teaching efficacy can help teachers reflect upon the way they plan literacy instruction, which allows opportunity for professional growth. Third, quality field experiences help preservice teachers obtain mastery experiences resulting in increased competence and teaching efficacy. Finally, this study provides evidence that carefully designed programs of study, embedded in an urban field context where the candidates will likely obtain employment, can make a positive difference on a new graduate's efficacy for teaching reading to students who could be viewed as challenging by many new teachers.

Rubric-guided movement analysis in kinesiology: meeting teacher education standards
Deborah L. Myers, Delta State University

Movement analysis projects are identified as sources of evidence for documenting quality teacher preparation education programs. The purpose of this instructional method was to explain strategies employed to guide physical education teaching candidates through an authentic movement analysis of fundamental motor skills. Physical inactivity is documented as a contributing factor to the ever-rising obesity epidemic. Several studies have found a relationship between motor skill competency and physical activity engagement, emphasizing the need to place a priority on motor skill acquisition in the K–12 physical education curriculum. In recognition of this need, the National Association of Sports and Physical Education's (NASPE) standards recommend that teacher candidates conduct movement analyses as a means to demonstrate evidence of competency in content knowledge. The concept of technique has been well established in the literature, but the concept of technique analysis is less well developed, especially as it applied to the physical education teacher candidate. Instructional practice of skill analysis across the curriculum would enhance teacher candidates' abilities to apply technique analysis in the K-12 setting. Movement analysis was selected to evaluate the scientific and theoretical knowledge competence expected in the 2008 NASPE Standards for physical education teacher candidates. The project was completed in a required physical education course using an instrument obtained from the NCATE website (http://www.ncate.org) that provided rubrics delineating developmental levels for six fundamental motor skills. A two pronged approach was used in the classroom setting: first, teacher candidates were evaluated by a peer partner who used the rubric to determine a peer's motor development stages; secondly, each teacher candidate submitted a written report detailing the partner's movement and skill levels, as well as suggesting a plan for correcting deficiencies. The analytical report required teacher candidates to apply physiological, biomechanical, and motor development concepts in reference to fundamental motor skills.

How One University's College of Education Professional Education and Counselor Education Programs Teamed Up to Create an Online Training Module for the Site Supervisors of Pre-service Teacher Education and School Counseling Students: A Pilot Project
Dianne T. Langford, Mary Jane Bradley, Sandra Hawkins, Arkansas State University

As teacher/counselor educators, we are aware that professional internship in the schools may be the most important event in a pre-service educator's professional preparation. Research has indicated that the cooperating teacher is a vital support person in the teacher candidates' internship (Roberts & Dyer, 2004). "School counseling site supervisors are among the most critical element[s] of optimal internship experiences that become the apex of a trainee's course of study" (Magnuson, Black, & Norem, 2004, p. 5). Due to the significance of the role of the teacher/counselor internship supervision at the school site and the need for documentation of site supervisor competency, the two programs responsible for teacher and school counselor internships at Arkansas State University are teaming up to create an online training module for site supervisors. The training module will include supervisory model information, a supervisory model inventory, tips from successful site supervisors, and a pre and post-test as well as an evaluation of the training module. The following components will be addressed in this training module: Competency 1: Models of Supervision Competency 2: Intern Development Competency 3: Knowledge and use of a variety of supervision methods and techniques Competency 4: Awareness of supervisory relationship characteristics and issues: Intervention strategies to facilitate positive interaction Competency 5: Knowledge and response to ethical, legal, and professional regulatory issues Competency 6: Evaluation methods and procedures regarding the intern's work on site, the intern's skills, and the supervisor's skills Competency 7: Executive or administrative skills such as record keeping and collaboration with the institution involved It is the goal of the teacher education and school counseling programs to implement this pilot training project in January 2014. Research will be conducted to investigate the perceived effectiveness of the training module following implementation. This initial display presentation will include a description of the project development, implementation and future research plans. It will also include an opportunity to view a draft of the online training module and discuss the project with the project leaders.

A Decade of Concerns about Becoming a Teacher
Barbara A. Salyer, Kennesaw State University

The first decade of the twenty-first century (2000-2010) saw a variety of changes with potentially direct or indirect effects on the teaching profession. Some of the major changes included an increase in school shootings following the tragic events of Columbine in 1999, the passage of No Child Left Behind in 2001, and the steady increase in enrollments of students for whom English is the second language. The purpose of this study was to examine trends in concerns about becoming a teacher as reported on student information forms that pre-service teachers completed at the beginning of a variety of teacher education courses throughout a ten-year period. Concerns identified by more than 200 pre-service teachers during the decade from 2002-2012 were examined to answer three questions: Are political and societal events reflected in concerns about teaching?, Does Fuller's (1969)

developmental conceptualization of teacher concerns continue to provide a useful framework for examining pre-service teacher concerns?, and Are there differences in the concerns about becoming a teacher between undergraduate teacher education students and graduate teacher education students completing alternative master's programs? Not surprisingly, classroom management and discipline were primary concerns for many students. Other common concerns included the quality of preparation in both content and pedagogy, interacting with parents, keeping students interested and motivated, being able to make an impact, and finding a job. Overall, the self-reported concerns changed little over the ten-year period; some qualitative differences were noted in concerns among candidates enrolled in different preparation programs.

Student Teaching Dialogue Journals
Shirley W. Jacob, Southeastern Louisiana University

Journal writing is an individualized experience, but when journals become a written dialogue between the student teacher and the supervising teacher, a wider window is opened as to what occurs each day in the classroom. Journals benefit both the student teacher and supervisor since they serve as permanent records and establish and maintain a relationship between the student and supervisor. The purpose of this study was to: • Identify student teaching strengths and deficiencies in the areas of communication, time management, interpersonal skills, professionalism, and attitude. • Analyze the ability of student teachers to write and reflect on teaching performance • Determine the effectiveness of dialogue journals based on student teacher perceptions. During the Fall 2012 semester, analyses of over 120 secondary student teaching journals from the Fall 2010, Spring 2011, Fall 2011, and Spring 2012 revealed several common areas of program strengths as well as areas that should be addressed in program review. Data sources were dialogue journals between the student teachers and classroom supervisors, and each were independently reviewed noting strengths and deficiencies in student teaching performance. Also noted were student teacher's responses to negative comments by the supervisor, solution proposals, and reflective tone. The student teacher's writing skills were also rated on a scale of 1-4. Once all journals had been reviewed, the notes were collected and categorized under the main headings of planning, classroom management, instruction, assessment, dispositions, and writing skills. In all areas, strengths and weaknesses were noted. This display will describe the qualitative research process, present data collected, and explain how results were categorized to target specific program strengths and deficiencies so that appropriate interventions could be made. The implications from the study include the identification of specific program deficiencies in the areas of planning, classroom management, instruction, assessment, dispositions, and writing skills.

Myths and Misconceptions: Pre-Service Teachers' Knowledge and Beliefs About U.S. History
Sharon A. Ross, Holly Hilboldt, University of Alabama

This study is currently examining the content-knowledge and personal beliefs that K-6 pre-service teachers hold about particular historical events and people typically taught in K-6 classrooms related to Columbus, Thanksgiving, and the Civil Rights Movement. The purpose of this study is to determine if pre-service teachers' participation in constructivist-based lessons designed to challenge myths and misconceptions about historical events and people affect pre-service teachers' beliefs and knowledge. The study aims to add to the existing body of research related to pre-service teachers' beliefs and knowledge about historical events and people and the myths and misconceptions that are often taught in United States History in K-6 education. This study allows pre-service teachers to revisit their conceptual understanding of key people and events in U.S. History while examining the myths or lack of knowledge that students may have about people and events typically taught in K-6 elementary social studies classrooms. This study has the potential to add to existing research that examines pre-service teachers' beliefs and their experiences integrating new information into their existing schemas. Pre-service teachers have the potential to expand their learning and apply critical thinking as they note similarities and differences in their prior knowledge and historically accurate knowledge of events and people, as well as the inaccuracies associated with topics and events that have been taught and believed over time. The results from this study could potentially add more understanding or insights that demonstrate where pre-service teachers' knowledge gaps exist. Having identified where pre-service teachers' particular knowledge gaps and misconceptions exist, they may seek to address these concerns and become better prepared as they plan and implement K-6 social studies lessons as future teachers. In order to understand the views held by the participants in this study, a mixed-methods approach was employed. Pre-service teachers' participated in completing Pre and Post surveys. Focus groups were conducted before and after constructivist-based lessons were taught. This mixed-method study included the collection, analysis, and interpretation of qualitative data to supplement the quantitative data analysis.

12:00 Noon – 1:30 PM   MSERA MEMBER LUNCHEON and Keynote   Royal Palm Ballroom Salon A&B

2:00 – 2:50 PM   **RESEARCH IN PROGRESS: Reading**   **Aquamarine 1**
Presider: David T. Morse, Mississippi State University

Yearly Growth Rates on Curriculum-Based Measurement of Reading with Linguistically and Culturally Diverse Population
Kyungtae Kim, Amy Elleman, Jwa K. Kim, Middle Tennessee State University; Caresa Brooks, Mississippi State University

Researchers consistently find achievement gap in literacy between English language learners (ELLs) and non-ELLs (August, Carlo, Dressler, & Snow, 2005; Carlo et al, 2004). Given the rapid growth in the numbers of linguistically and culturally different individuals, schools can no longer ignore the needs for instructional programs to better serve these language-minority groups. In order to close the gaps and serve these students, curriculum-based measurement of reading (R-CBM) could be a promising alternative. Many school districts have begun to implement the R-CBM as an alternative model for monitoring students' academic progress. The R-CBM provides a practical framework where special education teachers continuously monitor students' progress and helps teachers in making formative decisions (Deno, 2003). The R-CBM has been criticized with the issues of cultural bias or culturally insensitive curriculum for culturally different ethnic students (Kim, Baydar, & Greek, 2003; Bentz & Pavri, 2000). With regard to slope bias of the growth rates, the R-CBM was influenced by group membership with regard to special education and gender (Yeo, Fearrington, & Christ, 2011). It is essential that the yearly growth rates across diverse groups potentially have on educational decision-making. The present study examined the nature of growth for students in 2nd to 6th grades using structural equation modeling and multi-level modeling. Archived data for 5 years (2008 through 2012) in a city school district of middle Tennessee area was used for the analysis. A sample size was about 32,000 students from 2nd through 6th graders across 10 elementary schools. White students were 59.1% of the participants, African American 26.0%, Hispanic/ Latino 10.3%, and Asian 4.7%. A total of 51.2% was male students and 48.8% was female students.

Perception Differences between Parents and Teachers of Children at-risk of Dyslexia
Sang Hee Jung, James L. Herman, Jwa K. Kim, Middle Tennessee State University

The purpose of this project is to examine the perception differences between parents and teachers of children at-risk of dyslexia to investigate whether significant difference exists for children's academic and social-emotional development. A total of 1,247 parents and 1,238 teachers was asked to describe child-participants' academic performance and their social-emotional development using a 5-points Likert scale. Nine areas of academic performance were measured along with seven items for social-emotional development. The items related to academic performance were reading words, reading comprehension, oral language expression, handwriting, spelling, written expression, math, social study, and science. Seven items applied to social-emotional development were attention span, organization, self-control, independence, self-esteem, peer interactions, and motivation. The data used in this research are archival data from middle Tennessee. There are 805 (61.8%) dyslexic children, 95 (7.3%) partial dyslexia, and 104 (8.0%) non-dyslexic children. The data were analyzed by multiple t-tests with controlled α with the Bonferroni method for both areas. The results showed that teachers evaluated the children significantly higher than parents for six academic items and four social-emotional development items. The analyses also revealed that parents differentiated children's dyslexic conditions for sciences and social studies while teachers distinguished for reading words. For the social-emotional area, both parents and teachers did not demonstrate high level skills in evaluating the children. It is planned to explore the differences in the latent traits utilizing the structural equation modeling (SEM).

2:00 – 2:50 PM   **TECHNOLOGY: SCHOOL BASED IMPLEMENTATION**   **Aquamarine 2**
Presider: Dustin M. Hebert, McNeese State University

A Phenomenological Study of Principal Influence on School-Wide Whiteboard Integration
Shayla Guidry, St. Helena Parish Schools; Mindy Crain-Dorough, Southeastern Louisiana University; Michael D. Richardson, Columbus State University

This mixed methods study focused on perceived principal influence on teacher use of interactive whiteboards (IWB). Public school district teachers participated in a survey and a focus group. Principals were given a Stages of

Concern Questionnaire, and the district's Coordinator of Educational Technology was interviewed. The survey and questionnaire were administered in phase one, and these data were incorporated into the interview and focus group protocols in phase two. Data were triangulated to address the study purposes. In higher IWB use schools teachers reported that the principal encouraged IWB use through model lessons, professional development, observations, teacher accountability, and through modeling technology use themselves. Additional factors contributed to teachers' IWB use including teacher knowledge of technology use and professional development.

Paper is the Past: A Case Study of One School's 1:1 Tablet PC Initiative
Dustin M. Hebert, Jan Broussard, Brett Welch, Sharon VanMetre, McNeese State University

Since the 1980s, computers have been common tools in P-12 classrooms. As time passed and as technology become more sophisticated and pervasive, the numbers of computers—and now other types of computing devices—in those classrooms increased. Still, for many years, the ratio of student-to-computer was not nearly one-to-one. Despite that, teachers across the globe take this in stride each day, developing lessons and strategies that maximize student learning with limited computing resources. Some schools, though, have been fortunate enough to find resources that permit them to provide a one-to-one ratio of students-to-computers, and the case study presented in this ongoing research study highlights one such high school in southwest Louisiana. In August 2012, as the new school year began, every student at the school was issued a tablet PC for the duration of the school year. This provided access to Windows and Internet applications at the students' fingertips each minute of the day. The study's data collection included over 5,000 instructional minutes of observations and surveys and focus group interviews of faculty and students. This discussion would present a synopsis of the case study, findings, and future implications for the research and the school.

The Interim Effects of Virtual Peer Coaching On the Instructional Behaviors
Tammy R. Benson, Alicia A. Cotabish, University of Central Arkansas

A virtual peer coaching intervention utilizing Bug-in-Ear (BIE) technology provided immediate corrective feedback to non-traditional pre-service teacher candidates during semester-long internships. Experimental participants completed the internship as a requirement of a university teacher preparation program at a mid-size Southeastern university. This randomized field study reports the interim effects of virtual peer coaching on the instructional behaviors of pre-service teacher candidates (Cohort 1). Specifically, this study sought to compare face-to-face internship observations with delayed feedback (business as usual) to virtual peer-coached internship observations that employed on-demand corrective feedback utilizing BIE technology. The frequency of on-task student behaviors in response to classroom teaching behaviors were also examined. The following questions guided the study: 1. To what extent does virtual peer coaching affect the knowledge and skills of teacher candidates? 2. What effects does virtual peer coaching have on the frequency of on-task student behaviors? 3. What are the perceptions regarding a virtual peer coaching intervention designed to support pre-service teacher candidates? Participants Sixteen non-traditional pre-service teacher candidates in the Master of Arts in Teaching (MAT) program were randomly selected to participate in the first Cohort of the intervention. The MAT graduate degree program is designed for individuals without teaching credentials but who have successfully completed a baccalaureate degree and wish to become a teacher in an expeditious fashion and is intended to assist potential teachers, those having a baccalaureate degree in a content area, to become practicing educators. In the current study, 8 randomly-selected teacher candidates (Cohort I) served as the experimental group, and 8 teacher candidates participated in traditional supervised observations and served as the control group. Treatment Prior to the implementation of the intervention, experimental participants completed a 2-hour professional development workshop focused on the observation rubric used in the study (Danielson, 1996) and practiced using the BIE technology under simulated conditions. After the completion of the workshop, the experimental group participated in a semester-long internship requiring three formal observations conducted by a university supervisor. During each of the formal observations, the university supervisor provided live coaching and immediate feedback using Skype technology and a long-range BIE device. The control group for the study participated in an internship requiring three formal observations by a university supervisor with feedback being provided immediately following the observed lesson. Thus, this study sought to compare face-to-face internship observations with delayed feedback (business as usual) with virtual internship observations peer coaching using on-demand corrective feedback via BIE technology. Instrumentation To address research question number one, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching (1996) was used to investigate pre-service teachers' instructional behaviors. To address research question number two, students' frequency of on-task behaviors (i.e., Most >25%; Many 50-75%; Some 25-50%; Few <25%; None) were observed and recorded. To address research question number three, focus groups comprised of 8 experimental participants was used to investigate the qualitative effects of participating in virtual peer coaching. Results Preliminary data analysis is currently underway. Specific results will be discussed and shared at the

conference. Summary and Implications Research has historically shown the importance of the internship experience during a teacher education program and its power to impact the potential effectiveness for future teaching. Invariably, internship students claim that they have learned more from this hands-on learning experience than from other courses. Utilizing new and innovative technology to inform, guide and mentor students while they are teaching lessons during internship can teach both the student and the mentor tools and procedures that can potentially improve teaching effectiveness and student learning.

Engaging the Online Learner through an Authentic Collaborative Learning Experience
Shirley A. Bleidt, Midway College

Online educators are challenged to engage learners and promote collaboration between students without the advantage of the verbal and physical communication cues present in a traditional classroom course environment. Therefore, professors of teacher preparation online courses must seek ways to utilize the tools inherent in the online environment to engage students with the content and each other. The study examined utilizing an Authentic Virtual Collaborative Learning Experience (AVCLE) in an online graduate teacher education course to (1) increase student engagement, (2) promote collaboration, (3) promote social responsibility, and (4) facilitate learning of course content. Engaged learning in teacher preparation courses requires that learning activities have meaning beyond the course assignment. This is especially important to online learners who bring previous knowledge and experiences to a course that can be used as background knowledge for new learning (Conrad & Donaldson, 2011). Additionally, engagement in learning can be promoted when students are given opportunities to work with classmates to solve problems around real-life situations (Palloff & Pratt, 2007). The participants of this study included 20 undergraduate students enrolled in an online undergraduate teacher education course. Participants were divided into teams to complete an authentic collaborative activity. Each team worked together to (a) identify a literacy-related problem in their community, (b) describe the characteristics of targeted community members, and (c) propose short and long-term solutions. To determine the effectiveness of the activity at meeting intended outcomes, three data sources were used: (a) activity rubric, (b) team assessment, and (c) reflective self-assessment. Data analysis procedures for this study included organizing data, generating categories, and identifying patterns supported by the data. It also included examining evidence of student learning of course content. The findings of the study suggest implications for designing online learning experiences that promote engagement, collaboration, and learning for teacher education students. References Conrad, R. & Donaldson, J. A. (2011). Engaging the online learner: Activities and resources for creative instruction. San Francisio, CA: Jossey-Bass. Palloff, R. M., & Pratt, K. (2007). Building online learning communities: Effective strategies for virtual classrooms. San Francisco, CA: Jossey-Bass.

| 2:00 – 3:50 PM | **TRAINING SESSION (double session)** | **Oleander 1** |

Differentiated Instruction
Kathleen T. Campbell, Southeastern Louisiana University

Intuitively and experientially teachers know that there is no such thing as a "standardized" student. Not only do students come in all shapes and sizes, but they come with different readiness and ability levels, different backgrounds, different interests, and different learning styles. Yet, many if not most classroom teachers continue to teach as if all students are the same. Differentiated instruction is a method of reaching all students by appealing to their ability level, learning style, or interest and/or by differentiating the content, the process, or the product of learning. Objectives of the Differentiated Instruction training session are to define DI, explain the rationale behind DI, discuss when and how often DI should be used, and to provide a toolbox of strategies and formative assessments to implement DI. The Differentiated Instruction training session will provide numerous hands-on activities, small group interactions, recommended resources, and a participant's guide of handouts. Participants will engage in developing their own menu of classroom activities which will appeal to students of varying learning styles and with various interests and ability levels. The training session should be relevant to K-12 classroom teachers, higher education faculty, high education faculty who teach instructional leadership or classroom teaching methods.

| 2:00 – 3:50 PM | **TRAINING SESSION (double session)** | **Oleander 2** |

Multi-level Analysis in SPSS Level 1: Linear Mixed Modeling
Hongwei Yang, University of Kentucky

The training session aims to provide a non-technical introduction to multilevel analysis for a continuous outcome in the linear mixed (MIXED) procedure provided by SPSS Statistics. The training primarily focuses on the analysis of

cross-sectional data using the MIXED procedure, but it also briefly discusses its use in investigating the growth trend, or longitudinal data analysis under the MIXED. The training consists of two parts. Part one introduces the formulation of the two-level model in proper notations. Given that SPSS Statistics uses a mixed modeling approach to multilevel modeling, the training describes why the two approaches are equivalent to each other. Next, the training presents the typical adding-parameter approach to building two-level models: 1) Building a null model to compute intra-class correlation (ICC) to assess the need for multilevel modeling, 2) building a random intercept model, 3) building a random intercept & random slope(s) model, etc. Part two demonstrates the outlined multilevel analysis using a benchmark application. It begins with issues on preparing data for mixed modeling in SPSS: Aggregating data (collapsing data within level 2 units), restructuring data (selected variables to cases, or the reverse), matching files (combining data), etc. Next, the training builds multilevel models following the typical adding-parameter steps. With each model specified and estimated, the outputs are examined (model fit, structural parameter estimates, G matrix, R matrix, etc.) and interpreted using the appropriate language. Special attention is paid to the dimension of each model: Number of fixed and random effects, and the model parameters they each correspond to. Participants are expected to obtain a working knowledge of two-level modeling using the MIXED procedure in SPSS to analyze cross-sectional data where subjects are nested within organizations. After some efforts, participants should be able to generalize the skills to longitudinal data where repeated measures are nested within individuals.

2:00 – 2:50 PM   **SYMPOSIUM**   **White Sands**

Student Growth Measures in Teacher Evaluation Systems: Feedback from North Carolina and Ohio Research
Organizer: Suzanne Franco, Wright State University; Heather Higgins, Carolina Institute for Public Policy; Julie Marks, Education Policy Initiative at Carolina

The federal Race to the Top (RttT) education reform grants include requirements aimed at creating state-level educator evaluation systems that contain more empirical measures of educator effectiveness, specifically measures of student growth and success. Race to the Top states provide a unique opportunity to evaluate the implementation and outcomes from the initiatives, while also examining differences and similarities across states with similar goals over a common period of time. North Carolina and Ohio are two second-round RttT grant holders that have both engaged external evaluators to provide formative and summative feedback on RttT initiatives, providing a broad spectrum of data across various implementation strategies and evaluation measures. To this end, Ohio created the Ohio Education Research Center (OERC) which is a collaborative of Ohio-based researchers from six universities and five research institutions. Correspondingly, North Carolina established The Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) that consists of three university-affiliated research institutions. One of which, the Carolina Institute for Public Policy at UNC Chapel Hill, is leading their evaluation of student growth measures in educator evaluation. In Ohio, reading and math teachers in grades 4-8 have received SGMs since 2007. In 2011-2012 Ohio provided a Mini-Grant to LEAs who agreed to administer extended testing in grades and content areas not represented in the state testing. Ohio funded 80 LEAs to continue administering tests that had provided student growth data for the preceding school years. OERC researchers implemented a two-year mixed methods evaluation research plan that included guided interviews and focus groups with a sample from the 80 LEAs funded to elicit feedback about implementation and examples of lessons learned. Quantitative analysis included an investigation of the relationships among the components in the Ohio teacher and principal evaluation systems and a closer look at teachers' assignment of percentage of accountability by student. The Year 1 results will be presented. In North Carolina, new policy was adopted in 2012 that required the addition of a measure of student growth to the Educator Evaluation System. In addition to the data provided by tested grades and subjects to calculate Value-Added Model (VAM) scores, North Carolina is also in the process of developing Common Exams for all grades and courses that can be used to provide unique VAM estimates for every teacher within a school. The CERE-NC is implementing a three year mixed methods research design that includes approximately 200 teachers in approximately 100 schools at up to six time-points over three years, interviews with school administrators and teachers on practices and perceptions, and a quantitative analysis of the relationship between student growth measures and other measures of teacher effectiveness including principal observations and student surveys. Results from Year 1 will be presented. The symposium will use a side-by-side delivery style to highlight the similarities and differences in the designs and findings. Audience participation will be elicited to add experiences within other states related to the use of SGMs in teacher and principal evaluation systems.

2:00 – 2:50 PM   **UNDERGRADUATE/GRADUATE STUDENTS EXPERIENCES**   **Royal Palm Salon D**
Presider: Linda W. Morse, Mississippi State University

Inflated Expectations: An Investigation into College Students' Academic Entitlement Beliefs
Shane T. Warren, Mississippi State University

The current study investigated the potential influences and outcomes of endorsing academic entitlement beliefs (AE beliefs) among undergraduate college students. Academic entitlement is defined as the belief that academic benefits, positive outcomes, or preferential treatment should be given regardless of individual effort. To evaluate the shared relationships among influences and outcomes of AE beliefs, a structural equation modeling (SEM) design was employed. Variables evaluated in the model as predictors of AE beliefs included students' beliefs regarding achievement goals (mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance), control beliefs (internal, chance, and powerful others), consumerism, narcissism, and parental involvement; as well as the background characteristics of students' age and exposure to community college. Outcome variables predicted to be influenced by AE beliefs included in the model consisted of students' beliefs regarding academic policies, in-class behaviors, and academic expectations. An email was sent to all undergraduate students at a large university in the south eastern region of the United States soliciting participation for an online questionnaire The responses of 904 participants were collected from an online survey and randomly divided into two samples: one for model evaluation and modification, and one to evaluate model stability once all criteria for acceptable model-data fit had been reached Results of the model gave indication of multiple relationships among different student beliefs and characteristics. Specifically, powerful others, chance, mastery-avoidance goals, performance-avoidance goals, beliefs in consumerism, and beliefs regarding parental involvement were all observed to directly influence AE beliefs. Endorsements of AE beliefs and endorsements of consumerism beliefs were observed to directly influence students' beliefs in academic policies. Mastery-avoidance goal orientation positively influenced students' academic expectations and negatively influenced students' in-class behaviors. Conversely, performance-avoidance goal orientations negatively influenced students' academic expectations and positively influence students' in-class behaviors. Evaluation of the model with the second sample indicated acceptable model stability. Limitations, implications, and recommendations for future research and practice were also discussed.

A Qualitative Study of the Influence of Interpersonal Relationships on the Learning Experiences of Graduate Assistants in Student Affairs
Alexandra M. Henchy, Asbury Theological Seminary

Student Affairs departments employ graduate students to help them with both administrative and programmatic duties. However, there is currently not a strong literature base on students' perceptions of their graduate assistantships (LaBanc, 2010). This project will help to fill the gap in the literature by examining the learning experiences of graduate assistants (GAs) who work in the Division of Student Affairs. The Council for the Advancement of Standards (2009) student learning and development outcomes were used as a framework for examining what GAs learned while working for the Division of Student Affairs. Fifteen GAs volunteered to participate in at least one method of data generation in this study. The participants included three males and twelve females. The GAs were employed in a variety of departments within the Division of Student Affairs and varied in the length of time they had been working as GAs. Three methods were used for data generation: individual interviews, group interviews, and observations. The individual interviews and the group interview followed a semi-structured format; guiding questions were used, and additional questions were asked based upon the information shared during the interviews. The third method used in this study was observation; the observations took place during the GAs' workday. When working on the qualitative data analysis, first the individual and group interviews were transcribed. Next, the interviews and observation notes were coded and the overarching themes and sub-themes were recorded. One salient theme that emerged from the preliminary analyses was GAs' interpersonal development. The results of this study demonstrated that GAs developed their interpersonal skills from working in the Division of Student Affairs and interacting with a variety of individuals. Interpersonal competence is an important skill for GAs to have as graduate students and in their future professional work lives.

Strategies, Motivational Beliefs, and Expectations: Undergraduates' Perceptions of Online and Traditional Instruction
Linda W. Morse, Mississippi State University

Online instruction has continued to be a popular alternative to face to face classes among undergraduates with over 32% of postsecondary students now enrolling in at least one online class. Despite their popularity, many students who enroll in online courses are not aware of the demands that these courses place on self-regulation and time management. Research suggests that undergraduate students' perceived course value, their beliefs about their own self efficacy and motivation, and their perceptions of instructional quality, were important in their satisfaction with the online experience. However, understanding how students perceive themselves as students

and their expectations about learning within an online course and traditional instruction have not been adequately explored. The purpose of the study was to investigate undergraduates' strategic approaches, their motivational beliefs, and their expectations of instruction in both online and traditional classrooms. Undergraduate volunteers (n = 40) completed a brief demographic questionnaire, and a 25 item, Likert-type questionnaire, the BQOI (reliability = .72). Results indicated that there were no statistically significant differences in the students' responses on the total BQOI score between the students who had had online course experience and those who had not. Those who had online classes had lower total BQOI scores. Overall, students in this sample reported agreement that they could motivate themselves in a required course, and they believed they could be successful in any course format. They were less positive that they had good study skills that would work well in any course, in liking to read assignments or texts, and in time management. They were slightly above no opinion regarding worrying about technical issues within a learning management system. These results, while preliminary, suggest that understanding students' perceptions and their beliefs about quality instruction may have implications for course design, although further research is suggested.

| 2:00 – 2:50 PM | **CYBER BULLYING** | Royal Palm Salon E |

Presider: Charles E. Notar, Jacksonville State University

Cyberbullying: A New Wrinkle in Bullying
Charles E. Notar, Jacksonville State University

The presentation is on cyberbullying. The presentation is based on an article Cyberbullying: A new wrinkle in bullying. A related literature review from 2007-2013 that encompassed 171 references on cyberbullying. Topics covered are definition of cyberbullying; roles of persons involved and statistics of who is being targeted; reasons for cyberbullying; differences between traditional bullying and cyberbullying; gender comparisons related to cyberbullying; items that should be in a cyberbullying prevention program; readily available resources for use in schools; and laws a cyberbullying prevention program must take into account. The authors see the systematic abuse of power and control over another individual that is perceived to be vulnerable and weaker to be an act of cyberbulling.

Cyberbullying: A Study of K-12 Teacher Preparation
Jessica L. Bonner, Jennifer L. Styron, Ronald A. Styron, Jr., Cecilia G. Martin, James Bridgeforth, University of South Alabama

This study examined the preparation of teacher candidates to address problems created in K-12 settings as a result of cyberbulling. Findings from previous studies regarding the frequency and types of cyberbullying of which K-12 students are exposed was used to cross-reference with information gathered from teacher candidates regarding their preparation program. Participants consisted of graduate and undergraduate students enrolled in a regionally accredited teacher preparation program at a large university located in a city in the southern region of the United States. Participants were at least 19 years of age. A survey instrument, developed by the Center for Safe and Responsible Internet Use, was modified for use in this study. It included both likert and open-ended questions pertaining to the various forms of cyberbullying and the preparation provided to teacher candidates to deal with them. The instrument was disseminated through the University's campus enterprise online course evaluation system. Data was entered into SPSS for analysis. Since the study was qualitative in nature, descriptive data was reported to address the following research questions: 1. Were students enrolled in teacher preparation programs aware of the most common types of cyberbullying? 2. Were students enrolled in teacher preparation programs aware of the extent that students initiate acts of cyberbullying? 3. Were students enrolled in teacher preparation programs aware of the impact of cyberbullying on the emotional well-being of students? 4. Were students enrolled in teacher preparation programs aware of the appropriate response when incidences of cyberbullying have been reported to them? 5. What strategies had students enrolled in teacher preparation programs been taught to deal with the impact of cyberbullying on K-12 students? The paper will include recommendations for college administrators when considering appropriate course curriculum to address cyberbullying and K-12 school administrators when developing teacher mentoring/induction programs.

Cyberbullying: An Assessment of Social Behaviors and Activities in K-12 Settings
Jennifer L. Styron, Jessica L. Bonner, Cecelia G. Martin, James Bridgeforth, Ronald A. Styron, Jr., University of South Alabama

This study built upon previous research conducted to examine the prevalence and types of cyberbullying that collegiate students witnessed, participated in, or were victimized while in high school. It was the intent of this

research to provide school administrators and educators with information that they would find useful when developing policies and practices surrounding the safe use of technology and peer bullying. The sample was composed of collegiate students at a large University in the southern region of the United States. The study was disseminated through the University's campus enterprise online course evaluation system from Scantron, software Class Climate. Students were emailed a consent document along with a link to participate in the study. Item 1 on the questionnaire required participants to confirm they had read the consent agreement, were at least 19 years of age, and agreed to participate in the study. Data was entered into SPSS for analysis. Since the study was qualitative in nature, descriptive data was collected to address the following research questions: 1. To what extent had high school students been victimized by cyberbullying? 2. What were the most common types of cyberbullying? 3. To what extent had high school students initiated acts of cyberbullying? 4. What types of cyberbullying were used by those who self-identified as cyberbullies? 5. What was the impact of cyberbullying on the emotional well-being of high school students? 6. What were respondent actions/inactions when witnessing incidences of cyberbullying? Results will be reported for the 2013-2014 academic year and compared with data from a previous study. The presentation will include recommendations that may be considered when developing policies and practices to address cyberbullying.

Cyberbullying and Campus Housing: Ensuring Student Safety and Institutional Support
James S. Bridgeforth, Ronald Styron, Cecelia Martin, Jessica Bonner, Jennifer Styron, University of South Alabama

The increased use of technology and social media has led to the introduction of a new form of bullying, commonly referred to as cyberbullying. One of the major psychological impacts of cyberbullying is that it is inescapable, in that technology provides the mechanism to bully in virtual and/or social media outlets making accountability, regulation, and standardized policies and procedures difficult to develop and implement, particularly in institutional settings such as universities. In the instance of a university-setting, , cyberbullying has challenged the ability of campus housing professionals to ensure safe and secure on-campus housing experiences. After an increase in on-campus housing cyberbullying incidences during the 2012-2013 academic year, a needs assessment was conducted to determine the level of cyberbullying students experienced on campus, how students dealt with such cyberbullying issues, and the level of student awareness regarding campus resources. Questionnaires were disseminated electronically to all students at the beginning of the 2013-2014 academic year to determine: 1. Perceptions of cyberbullying prevalence on campus; 2. Frequency of Cyberbullying Victimization and/or Witnessing Cyberbullying Activities; 3. Action taken when exposed to cyberbullying; and 4. Awareness of University resources to assist with cyberbullying. This information was analyzed using SPSS and includes data from a preliminary study conducted in the spring of 2012. Findings may be utilized to develop housing staff training, educational sessions for tenants, and provide student affairs leaders a better understanding of the impact of cyberbullying who will then be able to proactively address inappropriate behavior and ensure institutional resources and support are available for those who witness, participate or fall victim to such behavior.

2:00 – 2:50 PM	**SPECIAL EDUCATION (1)**	**Royal Palm Salon F**

Presider: Jane Nell Luster, LSUHSC-HDC

Increasing Social Competence for Exceptional Learners through School-wide Positive Behavior Support and Interventions
Kimberley M. Davis, Gwen Neal, Audrey Bowser, Arkansas State University-Jonesboro

Positive behavior support (PBS) is a proactive approach that prevents challenging behavior and provides evidence based interventions that increase both academic and social behaviors. The purpose of the display session is to provide an overview of a study conducted with elementary students in grades K-6 in a rural school district. Schools actively involved in the implementation of PBS have observed decreases in office discipline referrals. Some have reported 20-60% reduction in student referrals, including those receiving special education services (Horner, Sugai, & Vincent, 2005). Others have reported as much as 50-60% reduction over the course of two years (Irvin, Tobin, Sprague, Sugai, & Vincent, 2004). Studies have also shown that PBS can increase teacher and student positive behavior and student academic engagement, as well as decrease school suspensions, hallway decibel levels, substance abuse, in-school suspensions, and short-term suspensions (Sugai, Sprague, Horner, & Walker, 2000; Scott & Barrett, 2004). Although there are a number of intervention-based programs designed to improve the character development and academic outcomes of students while promoting social skills and reducing antisocial behaviors (Luiselli, Putnam, Handler, & Feinberg, 2005; Sailor, Stowe, Turnbull, Kleinhammer-Tramill, 2007; Kant & March, 2004), SWPBS appears to be most effective in creating environments that focus on positive expectations that help increase student motivation, engagement, social relationships, and academic achievement (Tran,2007). The details of this display session will provide an overview of the results of a pre and post analysis of the School

Social Behavior Scale (SSBS2) to determine the effects of positive behavior support systems on the social competence of Exceptional learners. Because of the limited research on PBS and the rapidly growing use of SWPBS in the schools the study directly investigated the perceptions of personnel that work with students.

Persistent Emotional Extremes and Video Relay Service Interpreters
Dawn M. Wessling, Sherry Shaw, University of North Florida

This mixed methods study explored how call content emotionally affects video interpreters (VIs) who work in Video Relay Service (VRS) and how this influences perceptions of job satisfaction and general well-being. The participants included 889 self-reported VIs who completed a survey containing open and closed-ended questions regarding their work. Whereas VRS call content can be extremely emotional for the non-deaf and deaf callers, whether positive or negative, the study seeks to identify a spectrum of coping strategies to perceived stressors brought about by these emotionally charged incidents. The study examined the frequency of these types of calls processed by the VI as well as information regarding coping methods the VIs utilized pre, during and post VRS call utilizing a constant comparison technique. The researchers found that interpreters who work in this setting experience emotional extremes that may influence longevity in the field. VIs are resourceful in their coping strategies which include debriefing, breaks, exercise and positive self-talk and reflection. Efficacy of coping strategies requires further study in a VRS setting. Suggestions for future studies focusing on VRS are recommended.

Assistive Technology Opens New Doors for Special Need Students
Joseph P. Akpan, Larry Beard, Jacksonville State University; Linda B. Johnston, University of Tennessee at Chattanooga

In spite of enormous improvements in assistive technology devices and services in school curriculum, the number of students with special needs, and the complexity of needs that they experience continue to be beyond their reach nationwide. AT devices can help special need students to meaningfully participate in educational opportunities and can provide a better quality of life by allowing a person to become more independent. For special needs to be successful learners in the general education curriculum, they must receive supplemental aids and services. AT can be used as supplemental aids as well as related services for special needs. AT helps special needs develop independent thinking skills, maintain self-reliance, increase autonomy, develop problem-solving skills, facilitate a sense of continuity in living conditions as much as possible, and become more actively involved in their educational activities at home, schools and communities. AT services and devices allow special needs access to the general education curriculum for academic, social, leisure and recreational activities. AT allows special needs to master educational concepts that would have been otherwise impossible, impractical to obtain.

2:00 – 2:50 PM   **DISPLAYS: Exceptional Education**   **Pre-Function Area (Foyer)**

Laying the Groundwork for Tomorrow's Early Intervention: The LEEP Grant Project
Julie A. Holmes, Louisiana Tech University

The Louisiana Early Education Program (LEEP) awarded Nicholls State University and Louisiana Tech University a grant to develop a program to assist participants to become prepared for certification as an early childhood interventionists in Louisiana. The purposes of LEEP are a) to increase the number of certified Early Interventionists in the regions served by these two universities and b) to improve local programs and models related to multi-tiered level support systems (MTSS) Response to Intervention (RTI) and behavioral intervention support by providing relevant research targeting young children with special learning and behavioral needs within a prevention and early intervention focused framework. To accomplish these purposes both universities teamed together to provide a six course sequence which would lead to add-on certification in Early Intervention (birth to 5 years). The project began in Summer 2013. Louisiana Tech University offered a face-to-face Summer Institute, which was a four day intensive introduction to the concepts taught in the course, Families with At-Risk Children Birth through Kindergarten. After the four day session, participants completed the remainder of the course online. Nicholls State University offered the course, Foundations in Early Childhood Education and Early Intervention, as an online course for participants. Participants from both universities had the option of participating in the Summer Institute and/or the Foundations course. The remainder of the courses needed for certification will be offered online through both universities through Summer 2014. In this poster session, current progress of the grant participants will be reported as well as presenting the goals, objectives, activities and resources available to participants. It is hoped through this presentation that session participants will discover possible pathways for development of such a project at their universities to meet the growing need for certified Early Interventionists.

Displays of Culturally Responsive Teaching Strategies
Maud A. Kuykendall, Delta State University

This action research study is the continuation of the lead researcher's examination of students' self-reflections on their cultural responsiveness during a semester-long course of field research. After the semester under study she examined data generated by three graduate students in a Master of Special Education program. The students reflected on their cultural awareness and use of culturally responsive teaching strategies. The three students were teachers in the elementary schools. Two were 4th grade general education teachers. One was a 3rd grade special education teacher. Two of the teachers had three years of experience and one teacher had two years of experience. All three students were African American females. Two of the teachers taught in schools known to be in a high poverty region with populations who were predominately African Americans and one student taught in a school in an area that is experiencing growth. The students are primarily African Americans and Whites. The three students were given a checklist of culturally responsive teaching strategies at the beginning of the semester. They participated in action research by studying the checklist and planning a 5-day teaching unit employing selected strategies on the checklist. After teaching their units, they reflected on their cultural awareness and their use of the strategies that they selected or added during their unit teaching. After teaching their units, they developed and presented reports to a local audience where they discussed and reflected on their research. The lead researcher, the instructor of the field research course, examined the three student presentations. She constructed graphic displays of similarities and differences in their reflections on cultural awareness. Additional displays were constructed of the various culturally responsive teaching strategies employed. The findings will be used to refine the checklist of culturally responsive strategies.

3:00 – 3:50 PM   **RESEARCH IN PROGRESS: Online/Mobile Learning**   **Aquamarine 1**
Presider: Dustin M. Hebert, McNeese State University

Production of a Citizen through Online Education
Rebecca L. Odom-Bartel, University of Alabama

Civic responsibility and moral character are at the heart of many higher learning institutions' mission statements (Urban &Wagoner, 2000; Boyte & Kari, 2000; Thomson, Smith-Tolken, Naidoo, & Bringle, 2011). Institutions of higher learning have been committed to the promotion of democratic values; thus, a major goal of institutions since the 1600's has been to develop responsible citizens (Apple & Beane, 1995; Dewey 1916; Rudolph, 1962). However, little research exists that examines how civic education should be incorporated into online education, what civic education looks like in an online environment, or if traditional methods of delivering civic education are appropriate distance learning. Few studies exist that actually examine how effective online education is at instilling civic responsibility in students. This study is qualitative in nature and uses grounded theory to allow the opportunity for the participants to construct what it means to produce a citizen by using distance education as the local discourse. Faculty will be interviewed to allow for their perceptions and reflections of online civic education to uncover a clearer understanding of what civic education, civic responsibility, and community engagement means in a distance education environment. It is my hope that the study will help add to the body of knowledge of online education by providing a deeper meaning to what civic responsibility and community engagement looks like in online education. This additional knowledge will further assist in the development of assessments and new teaching methods. By using faculty experiences, opinions, and reflections, this research may help universities uphold their responsibility of teaching civic education to younger adults.

The Use of Popular Cultural Media as an Instructional Tool in Higher Education
Jobina M. Khoo, University of Southern Mississippi

John Dewey described education as using current experiences to build upon prior experiences, creating deeper meaning, and ultimately increasing an individual's ability to direct the course of future experience (Schubert, 2010). Public pedagogy uses Dewey's definition of education, based on experiences to build deeper meaning from an individual's environment. Literature throughout the field of educational research illustrates the specific need for studies to be conducted on popular culture as a public pedagogy in higher education and specifically in adult education (Biesta, 2012; Giroux, 2004; Guy, 2007; Heuer, 2007; Sandlin et al., 2010; Savage, 2010; Wright & Sandlin, 2009). Limited research has been conducted on the use of popular cultural media as an instructional tool in the higher educational and adult educational academic settings. A qualitative element will be conducted using a sample of higher education students majoring in education. The student participants will indicate additional constructs that may become variables in the quantitative instrument creation for a sample population of higher

education instructors. The quantitative instrument will be used to determine higher education instructors' beliefs and perceived effectiveness of popular cultural media as an instructional tool in the field of education. The purpose of this study is to describe the use of popular cultural media as an instructional tool in higher education. The implications of this study will be used to inform higher educational and adult educational instructors on practices to utilize public cultural media as an instructional tool in education classroom. As mentioned, the main populations under study will be undergraduate and graduate education majors as well as instructors teaching educational content courses. There have not been final decisions on the specific type of analysis. The results and conclusion sections are unable to be submitted as this is a work in progress.

Exploring Chinese Students' Attitudes and Acceptance of Mobile Learning
Zhetao Guo, University of Alabama

To evaluate and improve the educational use of mobile devices, it was important to investigate students' attitudes toward mobile learning, and identify factors which may affect their intention to use mobile devices for learning. As one of the largest groups of international students in American universities, Chinese students were the major focus of this study. This study addressed the following questions: (1) What are Chinese international students' attitudes toward using mobile devices for learning? (2) What factors affect Chinese international students' intention to use mobile devices for academic use? (3) How applicable are Unified Theory of Acceptance and Use of Technology (UTAUT) variables in explaining Chinese student behavioral intention to use mobile devices for learning? UTAUT provided the conceptual framework for this study. Participants for this study were 100 Chinese international students from a public university in Alabama. Quantitative data were collected through an online survey. The UTAUT survey instrument was adapted for this study to determine Chinese students' attitudes of their usage and intentions to use mobile learning. Students' demographic information was also collected from this survey. Quantitative data were analyzed through multiple statistical techniques. Qualitative data were collected from individual interviews with 15 of the 100 participants who were representative of the various demographics. The interview questions were developed to gain in-depth responses from participants about their perceptions of mobile learning, and factors they identify as influencing their usage of mobile learning. The interviews were recorded and transcribed. The transcriptions were analyzed through coding, categorizing, and drawing themes. The findings from this study could provide university administrators and educators useful information on Chinese students' usage of mobile learning, on their perceptions of mobile learning, and on student acceptance factors into mobile learning. This study would ultimately promote effective mobile learning, and increase the successful implementation in universities.

3:00 – 3:50 PM	**SCHOOL ENVIRONMENT**	**Aquamarine 2**

Presider: Gary W. Houchens, Western Kentucky University

School Security, Student Victimization, and Perceptions of Safety: A Multi-Level Examination
Timothy J. Servoss, Canisius College

Since 1999, many schools have increased the use of security measures to reduce or prevent school violence and other forms of student misbehavior. Despite this trend, there is widespread recognition that the effectiveness of these measures remains largely unexamined. Additionally, there is concern that increasing school security may have unintended negative side effects. The purpose of the study was to examine the relationship between school security and student victimization and perceptions of school safety. Prior research has shown mixed results with regard to these relationships. The current study expanded upon previous work in two important ways: first, rather than considering school security in a piece-meal way (e.g., effect of police, effect of metal detectors, etc.), the comprehensive security environment of the school was scaled; second, this study utilized both school and student-level information, representing one of the first multi-level studies of school security policies on student outcomes. Data came from the Education Longitudinal Study, a nationally representative sample of approximately 10,000 students from 500 schools. The school security measure was developed using a dichotomous Rasch model to scale the security items reported on by the school principal. Scales from the student questionnaire were used to assess victimization (e.g., how often threatened, hit, bullied) and safety perceptions. Hierarchical linear models were developed for the victimization and safety perception outcomes. There was no relationship between school security and student victimization. Students perceived the school environment to be less safe in schools with more security measures in place, even when controlling for relevant school and student characteristics, including the students' victimization experiences. Results suggested that enhanced security is not related to lower levels of student victimization and that it may lead students to feel less safe in school. Results were consistent with the criminological theory of incivilities. Policy and financial implications are discussed.

Gangs, schools, and student achievement: The teacher's perspective
Marclyn D. Porter, Mary Katherine Wilson, University of Tennessee at Chattanooga

Gang membership among school age youth and the associated "spill-over" into the school environment is not a new problem. In an effort to address a growing gang presence, the violence spawning from it, and its impact upon student achievement, city officials in one mid-sized Southeastern city authorized the creation of a Comprehensive Gang Assessment Project based upon methodology developed by the United States Office of Juvenile Justice and Delinquency Prevention (OJJDP). The study considered how the growth of gangs impacts students and school environments, and what factors may be important in any effort to reduce the gang problem and its effects. The School Study included a survey of 6,721 students in 13 schools (6-12 grades), an on-line survey of 4,000 school personnel, and 7 school personnel focus group sessions. Data presented discuss the impact of gang affiliation and gang activity upon the academic environment and student achievement from the individual teacher's personal experiences, perceptions, and attitudes. Extensive qualitative data fosters a rich understanding of the nature, scope, and dynamics of this multi-faceted problem from those most directly impacted. Analysis of data found that the impact of gangs upon students is felt both inside and outside of school, regardless if the student is gang-affiliated or not. Gang-associated incidents and actions affect the teaching and learning environment of the school, as well as the atmosphere of safety and well-being. While largely aware of gangs, most school personnel, including teachers, staff, and administrators, indicated a lack of sufficient information, strategies, and/or support to address the problem effectively. Gaining a deeper understanding of the impact of gangs upon the school environment will inform further development of effective, applicable, and meaningful initiatives to address the prevention, intervention, and suppression of gangs and youth violence in schools.

An Investigation of the Effects of Facility Dogs on Student Learning
Jordana Bradley, Nancy Maldonado, James LaSpina, Walden University

According to No Child Left Behind, teachers must consider alternative teaching strategies to improve student achievement. With increased pressure to be accountable for student learning, many schools have experienced a reduction in funding for nonacademic programs and lack the resources to implement alternative approaches. Unless alternative teaching tools are used to address students' needs, it may be difficult to improve student achievement. The use of a facility dog as an instructional enhancement is an innovative teaching approach that deserved further research. The theoretical framework of human-animal bond theory guided this study and postulates that human-animal relationships have the potential to positively impact the well-being of humans. Therefore, this study investigated how the presence of a facility dog might affect student learning and the learning environment. Because school stakeholders from the research site had first-hand knowledge of the experiences of working with a facility dog, the study participants included four teachers, two counselors, and three administrators. Data were collected using semi-structured, open-ended, audio taped interviews. Interviews were transcribed verbatim, and data were analyzed using coding to identify themes. Setting aside researcher bias through the process of reflexivity, coding and recoding, member checking, and including verbatim quotes in the findings were used to enhance trustworthiness or credibility of the study. Findings indicated that the facility dog improves student learning; enhances the learning environment; helps to address students' academic, social, emotional, and behavioral needs; improves the working environment for staff; and serves as an alternative teaching tool. These findings may promote a deeper understanding of the facility dog program that may lead to its implementation in schools elsewhere.

The Impact of Positive Behavior Instructional Supports (PBIS) on Perceptions of Teaching Conditions in Kentucky Schools
Gary W. Houchens, Jie Zhang, Chunling Niu, Kyong Hee Chon, Western Kentucky University; Kelly Davis, Kentucky Center for Instructional Discipline

The Kentucky Center for Instructional Discipline (KYCID) provides a network of supports for schools interested in reducing disruptive classroom behaviors and disciplinary referrals through a school-wide program called Positive Behavior Instructional Supports (PBIS). Through PBIS, schools collaboratively establish common expectations for student behavior. KYCID utilizes an instrument called Benchmarks of Quality (BoQ) to measure the depth and fidelity of schools' implementation of the PBIS program. The 2011TELLKentucky survey measured teachers' perceptions of school-wide teaching conditions in Kentucky schools relative to eight constructs. This study explored 1) differences in teacher responses to the TELL survey between PBIS participating schools and nonparticipating schools, and 2) the association between the level of a school's fidelity of PBIS implementation (as measured by BoQ) and teachers' perceptions of the teaching conditions. One hundred and fifty one schools in Kentucky

participated in PBIS up to 2011. Using propensity scoring matching methods, 152 non-PBIS schools with similar school demographic variables: school size, dollars spent per student, ethnicity composition, and free/reduced lunch rate, were selected as the control group. Using item-level responses on each construct as dependent variables, MANOVA analyses indicated significant differences between PBIS and non-PBIS schools on four constructs: managing student conduct, time, teacher leadership, and school leadership. Follow up ANOVAs showed significant differences on 17 items. Among these differences, teachers in PBIS schools reported higher levels of student and faculty understanding of behavioral expectations, and a stronger atmosphere of professional trust and respect. A school's fidelity of PBIS implementation had positive and significant correlations with teacher perceptions in managing student conduct, community support and involvement, teacher leadership, and school leadership. The findings suggest that PBIS implementation have some positive effects on teacher perceptions of school conditions. Results yield implications for PBIS program implementation and for the study of teacher satisfaction and school improvement.

| 3:00 – 3:50 PM | **SYMPOSIUM** | **Royal Palm Ballroom Salon C** |

Studies in First-Person Education
Organizer: Sally A. Zengaro, Delta State University; Fareed Bordbar, University of Alabama; Franco Zengaro, Delta State University; Asghar Iran-Nejad, William Stewart, University of Alabama

This symposium is based on the concept of 1st person education vs. 2nd/3rd person education. The first paper explores the theoretical framework of 1st person education. The additional papers discuss research into improving student learning through emphasizing 1st person education. Why does the science of education continue to lag behind the art of educational practice? Why does school learning not transfer readily to life outside the school? This paper reports studies indicating that (a) the traditional 2nd/3rd-person infrastructure of today's education is a major contributor to these problems and (b) 1st-person education derived from biofunctional science is a promising conceptual framework for meeting these and similar hitherto elusive challenges. The second paper examines the role reflection can play in student learning beyond the internalization of textbooks or lecture notes. There were several specific research questions guiding the research: (1) Can creative reflection assignments help students meet the learning objectives of critical thinking for college students? (2) Did students' reflection assignments change over the semester to demonstrate any cognitive shifts in learning? Fifty-five graduate and undergraduate students participated in the study, completing weekly reflective assignments based on classroom discussions, reading assignments and on-line discussions as well as submitted a semester portfolio. Data were analyzed using constant comparative methodology and descriptive statistics. Qualitative analysis showed that students were initially resistant to these new types of assignments, but later, showed evidence of understanding through reflection. The third study specifically tested the effect of a first-person online performance learning activity (PLA) task on students' ratings of understanding and affective capacities such as interest, enjoyment, effort, uncertainty and understanding. All 10 students from a graduate course were randomly divided into two groups of five and each group was presented with a set of 9 Performance Learning Activities (PLAs) in the form of a Q and A divergent/convergent task. A 2x2 repeated measure ANOVA was conducted with PLA set (convergent, divergent) as within-subjects and group (divergent first, convergent first) as between subjects variables. There was no main or interaction effect for counterbalancing. However, PLA set factor revealed that the divergent condition resulted in significantly higher ratings of interest, enjoyment, uncertainty and understanding than the convergent PLA set except that, as predicted, the main effect for effort showed the reverse pattern. The last paper compares students' reflection on history with their reflection on fiction. The results of two pilot studies are reported. In study one, participants generated more fictional events than historical events but generated an equal number of historical and fictional counterfactuals. In a study two, participants rated the counterfactuals generated by students in study one as more interesting than non-student counterfactuals. The results from these two studies are consistent with the idea that first person interestingness is a better foundation for learning than second or third person importance.

| 3:00 – 3:50 PM | **STUDENT LEARNING IN HIGHER EDUCATION** | **Royal Palm Salon D** |
Presider: Erica J. King, University of West Alabama

Effectively Using Writing Center Resources to Improve Student Writing
Kim C. Roberts, Antony N. Ricks, Athens State University

A study was conducted to determine methods of improving writing among junior and senior level students at a university. The study sought to measure the difference in writing assignment scores between students utilizing the school's Writing Center (whether by online or face-to-face tutoring) and those not utilizing the Writing Center. Furthermore, the study attempted to reveal any correlation between student writing assignment scores and the

number of visits with the Writing Center. During the Fall 2012 semester, one section of students was required to use the Writing Center in creating a paper while four sections were not. The students who were required to use the Writing Center were divided up into two groups and instructed to visit the Writing Center three times during the semester. Each meeting focused on one of three writing phases – planning, revising, and editing. The first group was given a two week window to make the planning appointment. They then had a down period while the second group conducted their planning appointments over the next two weeks. This process was repeated until each person of each group had completed three visits, each separated by two weeks. At the end of the semester, students completed a survey consisting of likert-scale questions and open-ended responses. During the Spring 2013 semester, variations were made in the experiment to gain more understanding. Writing Center participation was offered as extra credit to all five sections of the course. Students were instructed to schedule visits at least one week apart and were required to complete the same survey as the previous semester. The findings of the research reveal the measurable improvement seen through use of the Writing Center and what practices contributed the most to higher scores, including mandatory versus extra credit participation, number of visits, and time between visits.

Quality of Asynchronous Discussions: A Case Study of Professor Impact
Erica J. King, Erica J. Tanner, University of West Alabama

Although research suggests synchronous discussions are often favored by students, complexity in personal schedules makes it difficult to include synchronous communications consistently in distance learning programs. Asynchronous discussions are an obvious alternative, but this approach often suffers from limited student participation. In light of these challenges, research is needed to determine how student contribution and engagement in distance communication can be improved. Instructor-facilitation has been shown to have little impact on student participation. This case study, conducted with online graduate students at a southeastern, regional university, attempted to look closer at instructor behavior and examined student response to several deliberate facilitation approaches to better understand what motivates students to constructively engage in asynchronous discussions. Instructor behavior was intentionally manipulated and included actions such as prompting students to expand original postings, posing additional open-ended quires, providing wrap-up postings, and communicating participation expectations and evaluation procedures in an effort to motivate students to contribute more often to discussions. Simple quantitative analysis of discussion transcripts revealed that instructor participation did lead to greater numbers of student postings when compared to discussions with limited or no instructor participation. Of course, it is the quality of those postings that really matters. Qualitative analysis of transcripts further revealed that tactics such as prompting students to further explain original comments and communicating the evaluation process increased the length and depth of postings as well as the number of active days of discussion. The flexibility afforded by asynchronous learning programs is appealing, but instructional activities must hold value for students. If instructors do not value discussion enough to participate, then students begin to see the activity as superfluous. Learning is a social experience. Sharing and exchanging ideas is necessary for the construction of knowledge. Therefore educators must work to engage students in the time-tested art of conversation.

The Impact of Instructional Fading using Completion Problems on Student Performance in Principles of Accounting Instruction
Mary Ann Kingry, Byron Havard, University of West Florida

Utilizing the Internet to deliver instruction related to concrete, technical, and basic accounting concepts may address current accounting curriculum needs and free up classroom time for discussions that stimulate higher order critical thinking skills and interpersonal communication abilities (Blayney, Kalyuga, & Sweller, 2010). Based on positive research results, cognitive load theory researchers have recommended instructional fading as a method of instruction for effectively delivering instruction (Blayney et al., 2010; Kalyuga, 2009; Kester & Kirschner, 2009; Mihalca, Salden, Corbalan, Paas, & Miclea, 2011). The effects of instructional fading using completion problems on student performance in basic accounting principles instruction were investigated in this study. In conjunction, the researcher examined the implications of learner prior knowledge related to the expertise reversal effect identified by cognitive load researchers. A pretest-posttest control group design was used for this study. The setting for this study was a medium-sized, 4-year public regional university in the southeastern United States. Students in three Accounting for Non-Majors course sections were chosen to participate in the study. A total of 103 students were registered in these sections at the beginning of the term, and all three sections were taught by the same instructor. Consent forms were collected from 73 participants who were then randomly assigned to either a control or an experimental group. The central research question was stated as follows: How do prior knowledge and instructional fading using completion problems influence student performance in accounting principles courses? There were five

hypotheses associated with this research question. The Instructional Fading Tool for Accounting Practice (IFTAP) was the web-based product used to collect participant responses and store them in a database and was written using the following programming languages: HyperText Markup Language (HTML), Asynchronous JavaScript and XML (AJAX), ColdFusion, and the jQuery JavaScript Library. The pretest, posttest, and instruction problems within the IFTAP employed drag and drop capabilities as well as text boxes for entering data for recording the accounting transactions. The surveys employed standard web-based radio buttons and checkboxes where appropriate. Data were categorized into four groups: lower prior knowledge control, (b) lower prior knowledge treatment, (c) higher prior knowledge control, and (d) higher prior knowledge treatment. Kruskal-Wallis and Mann-Whitney U tests were conducted to evaluate pairwise differences among the four groups. The results of the study indicate that the treatment group had higher percent increase scores than did the control group. Students in the lower prior knowledge treatment group outperformed students in the higher prior knowledge treatment group, students in the lower prior knowledge control group, and students in the higher prior knowledge control group. When considered together, these findings suggest that the instructional treatment had a positive effect on student performance in accounting principles instruction and students with a lower prior knowledge of accounting benefited the most from the instructional fading using completion problems instructional treatment. Implications of the study results are relevant to (a) instructional designers, (b) instructors, (c) students, (d) administrators, and (e) accounting firms. Recommendations for future research are also provided.

3:00 – 3:50 PM   **SCHOOL/UNIVERSITY PARTNERSHIPS**   **Royal Palm Salon E**
Presider: Randy Parker, Louisiana Tech University

Lessons Learned from Adopt-A-Classroom, a University-School Partnership Program
Elizabeth E. Smith, University of Arkansas

This study is an evaluation of Adopt-A-Classroom (AAC), a program designed to promote collaboration between university faculty and K-12 faculty. This discussion will also briefly address the literature surrounding the benefits of school-university partnerships. Twenty two faculty and K-12 teachers participated in the AAC pilot program. The faculty members were from academic disciplines across the university and included economics, music, psychology, and physical education. Ten participants (45.4%) completed a summative evaluation of the program by submitting a survey. Participation in the survey was voluntary as was overall participation in the program. The program evaluation was designed to determine (a) what participants gained from the program, (b) what participants' students gained from the program, (c) if program participation influenced perceptions of K-12 teachers and university faculty. Survey results indicate that all respondents would participate in AAC in the future and would recommend participation to colleagues. K-12 teachers responded that the program had a positive impact on their students, their teaching, and their perceptions of university faculty. Survey results from university faculty were mixed. Overall, the study suggests that K-12 teachers are open to partnering with university faculty and that students are the ultimate beneficiaries of these collaborative relationships.

LaGEAR-UP Summer Transition Programs: Pathways to Improving College and Career Readiness
Randy Parker, Louisiana Tech University

Providing appropriate and authentic preparation for college and career readiness remains an important aspect of secondary education. The results of many state and national studies indicate a lack of connection between the education many students complete in high school and their level of preparedness to succeed in higher education or in the workforce. Increasing student preparation for college and career placement and success has become a hallmark of education reform efforts at both the state and national levels. One project which shows promise is the Gaining Early Awareness and Readiness for Undergraduate Preparation (GEAR-UP) Program, where at-risk students are provided summer programs and ongoing academic support to better increase awareness and preparation for the transition from school to work or post-secondary education. In this paper, the results of the first year implementation of a Summer Transition Program (STP) for at-risk high school students in a southern state will be presented. The STP's consisted of 6 one-week residential camps on a university campus where 212 students could explore multiple career options in (a) Aviation, (b) Science, Technology, Engineering, and Math [STEM], (c) Media/Technology, or (d) Sports Medicine/Kinesiology. In addition, participants were engaged in activities to enhance study skills, test-taking strategies, ACT preparation, goal setting, college and career planning, and leadership development. An overview of the STP schedule will be included in this presentation. The results of ACT pre-post assessments will be presented to show gain scores and achievement trends. Activity evaluation data will also be presented to show levels of implementation and student satisfaction with the STP experience. A discussion of plans to sustain this project will also be presented. It is hoped that this session will provide a model for others

who wish to increase the connection between secondary education and student readiness for college and career success.

Funds of Knowledge and Community Cultural Wealth: Are We Talking About the Same Thing?
Lindsey B. Jakiel, University of New Orleans

This review of the literature examined two constructs that are related, but have not often been used in concert because one emerged from higher education literature and the other from PK-12 literature. These constructs are funds of knowledge and community cultural wealth. As educators and educational researchers are challenged to think and work across the PK-16+ continuum, understanding shared theoretical positions will be increasingly important. When PK-12 and higher education researchers fail to speak the same language, opportunities for collaboration can be lost. The purpose of this literature review is to examine the relationship between these theories and envision ways that PK-12 and higher education researchers might increase collaboration if the similarities between these constructs are better understood. Although PK-12 and higher education researchers are interested in similar phenomenon and are using related theories, they are not necessarily speaking the same language. This literature review illuminates the potential problems of educators and researchers working in separate silos while also discussing areas for potential collaboration. Funds of knowledge is a theoretical perspective that was first proposed for use in educational research by Moll, Amanti, Neff, and Gonzalez (1992). Funds of knowledge are "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, et al., 1992, p. 133). Yosso's (2005) theory of community cultural wealth "challenges traditional notions of cultural capital […] and instead focuses on and learns from the array of cultural knowledge, skills, abilities and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged" (p. 69). In addition to the seminal works previously mentioned, the author has selected for inclusion other literature that examines educational equity in the form of college access and uses either funds of knowledge or community cultural wealth as its theoretical framework.

3:00 – 3:50 PM **SPECIAL EDUCATION (2)** **Royal Palm Salon F**
Presider: Jane Nell Luster, LSUHSC-HDC

Universal Design for Learning: Implementation Barriers at 2-Year and 4-Year Title IV Eligible Institutions in the United States
Byron Havard, University of West Florida

Distance learning, also commonly known as e-learning or online learning, has grown at an unprecedented rate over the past decade. Enrollment in distance learning courses significantly outpaces that of traditional college courses (Allen & Seaman, 2007). The majority of research regarding distance learning has failed to examine how students with disabilities are uniquely impacted by the growth of online courses at the institutions they attend (Wentz, Jaeger, & Lazar, 2011). Data analyzed in this descriptive study were derived from the Postsecondary Education Quick Information System (PEQIS) that was conducted for the National Center for Educational Statistics (NCES) during the 2009–2010 academic year. Data were gathered through a questionnaire receiving an 89% weighted response rate. Weighted data represent 4,200 2-year and 4-year Title IV eligible degree-granting postsecondary institutions in the United States. Data related to support services or accommodations offered at institutions, student disability education materials or activities provide for faculty and staff, and institution activities related to accessibility were analyzed. Institutional types included 2-Year Public, 2-Year Private, 4-Year Public, 4-Year Private (Not-for-Profit), and 4-Year Private (For-Profit). Institution enrollment sizes included those with less than 3,000, those between 3,000-9,999, and those with 10,000 or more students. Institution region and urban-centric locale were additional moderating variables also considered in the analysis. The central focus of the investigation addressed items related to Universal Design for Learning (UDL) and student disabilities. A factor analysis revealed the total variance of 74.65% was accounted for by three factors labeled as support, cost, and priority. ANOVA, Kruskal-Wallis, and post-hoc tests and revealed significant differences across the majority of the moderating variables. Implications and conclusions are provided.

The Story of IDEA Compliance and Results: Part 2
Jane Nell Luster, LSUHSC-HDC

Section 616 of the Individuals with Disabilities Education Act (IDEA) requires monitoring by the federal government of states must focus on "improving educational results and functional outcomes for all children with disabilities; and ensuring that States meet the program requirements under this part." This is to be accomplished, in part, through states planning for improvement and reporting of data. At MSERA in 2012, a paper was presented that examined

relationships between national performance on indicators of compliance with law and of student and system results, as well as looking at specific states with high performance for compliance and results indicators. Yet, there continues to be limited examination of the IDEA requirement of the State Improvement Plan and Annual Performance report process requiring states to set targets for 20 compliance and results indicators The current paper takes a policy perspective in asking these questions: 1) Has the performance on indicators of compliance and results improved nationally since the first reports in 2007? 2) What has been the result of the planning and performance reporting process? And 3) What are the policy and practice implications for IDEA reauthorization? Performance on indicators of compliance has improved nationally. Performance on indicators of student and system results has remained essentially the same. The planning and reporting processes have yielded increased compliance with procedural requirements of IDEA, while not showing much change in the IEP planning and educational results for children with disabilities. Implications for policy and practice include strengthening IDEA's focus on "improving educational results and functional outcomes for all children with disabilities." IDEA is an individual entitlement law. It cannot be argued that the rights of children with disabilities should be overlooked. Yet, a balance must be found to push improving results and outcomes.

Social Systems and Inclusive Education
David N. Ellis, University of South Alabama; James D. Sears, Sears Law Firm

Recent legislation and court cases have moved the United States toward policies which support integration of persons with special needs into inclusive educational and community settings. Federal law in the U.S. requires that students with disabilities receive a Free, Appropriate, Public Education (FAPE) and that schools develop a plan to facilitate transition from school to adult living. In advocating for individual students it is necessary to examine the appropriateness of integrated settings to determine if curriculum, instructional practices, and resources are adequate to provide an appropriate education that leads to productive and satisfying adult outcomes. Schools and communities are inherently social environments. Adaptive language, communication and social skills are central to successful participation in these settings. Self-regulation and skills related to personal maintenance are directly related to dependence on others. This may mean family members, agency personnel, or peers. Personal independence has long been acknowledged as an index of success. If the goal of education is to prepare a student for the best possible adult outcomes in inclusive community environs then these skills should be the target for individualized educational programs and the design of instructional settings. Advocates for inclusive school programs must recognize that integrating students with disabilities and targeting adult independence through instructional programs are necessary but not sufficient components for a systematic program of social change. The proposed presentation will discuss the design and evaluation of inclusive school programs in the context of inclusive social policy and the importance of conceptualizing systems of variables when evaluating program outcomes.

3:00 – 3:50 PM   **DISPLAYS: Teaching with Technology**   **Pre-Function Area (Foyer)**

A Comparative Study of Teachers' Perceptions of Traditional Teaching and Teaching with Technology: Pre-Technology Era and Post-Technology Era
Cynthia L. Simpson, Stephanie Henry, Angela D. Benson, University of Alabama

The study examined the perceptions of teachers about traditional teaching and teaching with technology in the classroom. The focus was primarily on teaching strategies such as lecture, whole group discussion, drill and practice, and teaching with technology. The sample size for the study was 134 certified teachers from two high schools located in the same school district. One hundred-three teachers participated in the study: 32 teachers from one school that was identified as the low-tech school and 71 teachers from the school identified as the high-tech school. The researcher met with each school during a faculty meeting to conduct a one-time survey consisting of 46 items: 32 Likert-type items and 14 demographic items. The researcher provided informed consent letters to the teachers several days prior to the faculty meeting. With this knowledge about the research, teachers could ask questions before completing the survey. The data collected from the surveys were analyzed using a t-test and the Pearson Correlation test. The two tests were used to determine if there were significant differences in the perceptions of teachers about traditional teaching and teaching with technology. Findings revealed no significant differences in some perceptions as well as significant differences in other areas of teachers' perceptions. The results of the study suggest recommendations for practice and future research.

Creating a Mobile Learning App for Career and Technical Education
Florence O. Williams, University of Alabama

The term mobile learning (m-learning) refers to a subset of e-learning, educational technology and distance education that focuses on learning across contexts and learning with mobile devices. One definition of mobile learning is, any sort of learning that happens when the learner is not at a fixed location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies. M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones and tablets. This display presentation will depict the steps to constructing an m-Learning prototype for a Career and Technical Education course. The goal of this application is to teacher learners to produce effective electronic documents and products that enhance communication. The prototype consists of one unit, with separate lessons. Each lesson will be 40 minutes in length and closely correlated with the classroom lessons. The lessons will address three objectives: 1) create, edit and save documents; 2) format documents; and 3) insert, copy, and paste text and pictures in documents. The prototype application will be available for display visitors to use.

4:00 – 4:50 PM   **SPECIAL SYMPOSIUM – IR[10]**   **White Sands**

IR [10]: Irrational Reasoning for Improbable Research with Impossible Replicability and Irreproducible Results by Irresponsible Researchers—Ineptly Represented, Inexplicably Rendered, Inappropriately Rehashed, and Incomprehensibly Resurrected by Irascible Recreants

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

Some Representatives of Unexpected Postings and Interrogations
      Harry Bowman, Council on Occupational Education [*ret.*]
Paradigms Lost: When In Should be Out
      Krishna Kumar, West Chester University of Pennsylvania
Humorous Remembrances from MSERA, Academia, and Life
      James E. McLean, University of Alabama [*emeritus*]
To, Two, Too – For, Fro, From: The IR Effects of the Indiscriminate Reliance on Technology
      Randy Parker & Julie A. Holmes, Louisiana Tech University

5:00 – 7:00 PM   **GRADUATE STUDENT / NEW MEMBER SOCIAL**   **Coral Reef**

THURSDAY NOVEMBER 7, 2013

7:30 – 8:45 AM   **GRADUATE STUDENT/NEW MEMBER BREAKFAST**   **Coral Reef**

8:30 AM – 4:30 PM   **REGISTRATION**   **Pre-Function Area (Foyer)**

9:00 – 9:50 AM   **RESEARCH IN PROGRESS: Math Education**   **Aquamarine 1**
              Presider: Mindy Crain-Dorough, Southeastern Louisiana University

High School Advanced Math Coursework and College Success of Students from Low-Income Families
Marian Jackson-Scott, University of New Orleans

The overall postsecondary success of college students who took advanced math in high school has a long history. This literature review explores the pertinent research on high school advanced math experiences of students from low-income families. Little research has been reported on low-income students who have taken advanced math in high school. The review will trace the history of advanced mathematics in the K-12 school curriculum. Secondly, the research examines the math achievement gap between students from affluent and low-income first-generation families. Third, there will be a description of the research on barriers to advanced math classes, racial correlations, and advanced math course enrollment patterns for prospective first-generation students from low-income families.

A Case Study of Traditional Algebra I Teachers Transitioning to Reform-Oriented Teachers
Angeline K. Gaddy, Middle Tennessee State University

With the adoption of the Common Core State Standards for Mathematics, or Common Core, school systems are adopting more than a curriculum change. Although the Standards for Mathematical Content mean in some states realignment in course curricula, the biggest change for teachers may be the ideological change recommended by

the Standards for Mathematical Practice (SMP). Rather than teaching different material using traditional methods, teachers following the SMP will change how they teach more than what they teach. Although in their Process Standards the National Council of Teachers of Mathematics recommended many of the same changes that are included with Common Core, all teachers did not reform their practice. With Common Core, however, content assessments will include assessments of the SMP and teachers are recognizing their need to become reform-oriented teachers. This study will examine Algebra I teachers transitioning from traditional classroom teachers to ones following reformed practices in the classroom to find out (a) what beliefs and perceptions these teachers hold about their abilities to teach in a reformed method, (b) how these teachers judge their success as reformed teachers, and (c) how these teachers find, adapt, and create meaningful tasks to use with their students. This research will be a case study of three Algebra I teachers who comprise an informal collaborative team at the high school where they teach. The teachers will form a case within the bounded system of their high school. The data will be collected from a variety of sources including teachers' reflective journals, videotaped and audiotaped collaborative planning meetings, researcher's observational notes, and audiotaped teacher interviews. After collection, the data will be analyzed following standard recommendations for qualitative case study research. Results can be used to help determine how preservice and inservice teachers can be supported in their role as reformed mathematics teachers.

9:00 – 9:50 AM   **SCHOOL IMPROVEMENT**   **Aquamarine 2**
Presider: Peggy H. Connell, Samford University

Data and Instructional Leadership & Creation of Culture as a Part of Instructional Leadership
Leslie Jones, Nicholls State University

Several years ago, the Southern Educational Regional Board suggested that leaders impact as much as twenty percent of the achievement in schools. Recently, Siconne (2012) noted that leaders impact as much as twenty-five percent of the achievement in schools. Blankstien (2010) advocates that leaders impact achievement through instructional leadership. The creation, nurturing, and facilitation of effective cultures are critical to the effectiveness of a leader to facilitate instructional leadership and to use data. The need for a positive school culture and the advantages of positive school cultures have been documented exceptionally well. In addition, the role of the school leader in facilitating a positive culture is well documented. As indicated in the Use of Data for Planning Model, a culture to use data and the overall positive culture must be established. A positive culture is so pertinent for facilitating professional development, teacher buy-in, the focus on student learning, and improved school achievement. Wagner and Phillips (2003) note that the two most important variables in school culture are collegiality and efficacy. They suggest that professional collaboration is essential. That is, staff members should work together regarding professional issues. Indicators of the presence of collegiality are when people feel included, when people feel valued, and when a sense of community is prevalent.

Revising Kentucky's Standards and Indicators for School Improvement: Rationale, Conceptualization, and Resulting Instrument
Stephen K. Miller, Kyong Hee Chon, Gary W. Houchens, Richard Hunt, Western Kentucky University

Kentucky's Standards and Indicators for School Improvement (SISI) constitute whole-school, standards-based reform. The Scholastic Audit measured school-level implementation of the SISI: 88 indicators (across nine standards) described via behaviorally-anchored 4-point scales. Trained audit teams conducted week-long school visitations, achieving consensus for each indicator. Scholastic Audits were validated for school improvement (Ennis, 2007; McKinney, 2007; Saravia, 2008) and recognized nationally (Mintrop & Trujillo, 2005). But Kentucky discontinued the Audits (time, expense, stigma); the SISI are effectively abandoned also. The purpose of this research re-conceptualizes the SISI and replaces the Scholastic Audit with The Standards and Indicators Scholastic Review (SISR)--quick, inexpensive teacher perceptual scales. The work duplicated week-long school visitations by assessing Demographics; measuring Indicators (Implementation and Effectiveness); rating Standards (Priorities). The methodology (instrument development) involved capturing teachers' perceptions of school performance via dual-response for the Indicators (5-point Likert-type scales--Very Low to Very High, with 5 high): Implementation = Pervasiveness (how widespread and how frequent) throughout the school Effectiveness = Quality/impact for producing student outcomes The Standards are assessed for Action Priorities (emphasis/attention for short- and long-term school-wide implementation). The re-conceptualized SISR represents a breakthrough for measuring school effectiveness. The nine standards were maintained (Academic Performance--Standards 1-3; Learning Environment--Standards 4-6; Efficiency--Standards 7-9), but several were renamed for better nominal validity and rewritten for content clarity. The 88 Indicators were reconfigured (now 68) to reduce redundancy, increase internal coherence, and minimize overlap. Priorities were measured: Short term: The school

is focused on implementing this standard correctly right now – in the daily and weekly rhythms of practice; Long term: The school is focused on doing what needs to be done to ensure continuous improvement in this standard for the long term. The completed SISR is presented/discussed in the full paper: ease of utilization, implications for school improvement, future research.

A Middle School Initiative to Develop Student Voice, Interpersonal Relationships, and Intrapersonal Relationships on Students' Sense of Belonging in School
Phyllis B. Faust, Leslie Sturdivant Ennis, Peggy H. Connell, Samford University

A students' sense of belonging is necessary for social, emotional, and academic development (Beck & Malley, 2003). Schools provide services to support psychological, safety, self-esteem, and special learning needs, but provide little assistance to develop a sense of belonging (Kunc, 1992). The purpose of this study was to examine the influence of a middle school initiative to develop student voice, interpersonal relationships, and intrapersonal relationships on students' sense of belonging in school. The literature indicated a strong connection between students that developed a sense of belonging in school and positive outcomes inside and outside of the classroom (Deci, 1992). The study utilized a quasi-experimental design which compared changes in perceptions across time. The participants in the study included 343 sixth-grade students (187 males and 156 females) enrolled in a suburban school system during the 2011-2012 academic school year. A 26-item Likert response scale instrument survey generated scores related to students' overall perceptions of teacher academic support, teacher personal support, peer academic support, peer personal support, academic competence, and satisfaction. Sixth-grade students completed the survey in the fall, winter, and spring of the school year. A repeated measures ANOVA was used to analyze students' perceptions. Results indicated a decline in perceptions' related to teacher/peer personal support, overall satisfaction, and academic competence.

9:00 – 10:50 AM   **TRAINING SESSION (double session)**   **Oleander 1**

Classroom Discourse in the Mathematics Classroom: Summing it up!
Lynne S. Nielsen, Louisiana Tech University

Since the release and overwhelming adoption of the Common Core State Standards (CCSS), educational leaders have been attempting to support teachers in their implementation of these standards. Different from most state mathematics standards prior to the CCSS, these standards are comprised of two parts that work in concert with one another. The Standards for Mathematical Practice describe "ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in the mathematical maturity and expertise throughout the elementary, middle, and high school years." This will be a training session that will demonstrate how to put the Standards of Mathematical Practice from the CCSS into motion in mathematics classrooms. Mathematical notation and the properties of operations (an emphasis of the CCSS content standards) will be explored. In this session participants will engage in the Standards of Mathematical Practice by their participation in solving a story problem involving computation of fractions. Participants will solve the problem and the leader will facilitate a discussion on how to manage classroom discourse during the presentation of these strategies. Emphasis will be on how to select which students share, what strategies and what order the solution strategies will be shared, and connections between and among the strategies. At the conclusion of the "lesson" participants will participate in discussion about how principals, lead teachers/content coaches, professors of pre-service teachers, and in-service providers can use this information to help mathematics teachers implement the Standards of Mathematical Practice into their daily classroom routines.

9:00 – 10:50 AM   **TRAINING SESSION (double session)**   **Oleander 2**

Multi-level Analysis in SPSS Level 2: Generalized Linear Mixed Modeling
Hongwei Yang, University of Kentucky

The training session aimed to provide a non-technical introduction to multilevel analysis for a continuous outcome in the linear mixed (MIXED) procedure provided by SPSS Statistics. The training primarily focuses on the analysis of cross-sectional data using the MIXED procedure, but it also briefly discusses its use in investigating the growth trend, or longitudinal data analysis under the MIXED. The training consists of two parts. Part one introduces the formulation of the two-level model in proper notations. Given that SPSS Statistics uses a mixed modeling approach to multilevel modeling, the training describes why the two approaches are equivalent to each other. Next, the training presents the typical adding-parameter approach to building two-level models: 1) Building a null model to compute intra-class correlation (ICC) to assess the need for multilevel modeling, 2) building a random intercept

model, 3) building a random intercept & random slope(s) model, etc. Part two demonstrates the outlined multilevel analysis using a benchmark application. It begins with issues on preparing data for mixed modeling in SPSS: Aggregating data (collapsing data within level 2 units), restructuring data (selected variables to cases, or the reverse), matching files (combining data), etc. Next, the training builds multilevel models following the typical adding-parameter steps. With each model specified and estimated, the outputs are examined (model fit, structural parameter estimates, G matrix, R matrix, etc.) and interpreted using the appropriate language. Special attention is paid to the dimension of each model: Number of fixed and random effects, and the model parameters they each correspond to. Participants are expected to obtain a working knowledge of two-level modeling using the MIXED procedure in SPSS to analyze cross-sectional data where subjects are nested within organizations. After some efforts, participants should be able to generalize the skills to longitudinal data where repeated measures are nested within individuals.

| 9:00 – 9:50 AM | **HIGHER EDUCATION LEADERSHIP** | **Royal Palm Salon D** |

Presider: Krishna Bista, University of Louisiana at Monroe

"The Plate that Runneth Over:" An Inquiry into Department Head Fundraising Role
Andrew Q. Morse, Board of Governors, State University System of Florida

Fundraising is not a new phenomenon in higher education, but persistent declines in public support, the pressure to pursue prestige, and the need to achieve mission have heightened the priority of raising money among higher education leaders (Bass, 2009; Bollag, 2007; O'Meara & Bloomgarden, 2011; Sanford, 2012; State Higher Education Executive Officers, 2013). Evidence suggests that the push for private dollars has affected the work of academic department heads in new ways, but little is known about the roles and experiences of these individuals in fundraising activities (Bass, 2009; Denny, 2003; Fusch, 2010). Therefore, the purpose of the study was to explore the roles of academic department heads within one college at a large, public, research-focused university. The research was guided by the following questions: What roles, if any, do academic department heads presently have within fundraising efforts? What opportunities and/or resistances, if any, do academic department heads report about fundraising responsibilities? The researcher reported that academic department heads felt tension between what their roles were and what their roles should be. Participants indicated the desire to assist with fundraising initiatives and perceived that they could bring important skills to the process, but they felt unprepared to be effective and lacked the time to commit to development activities.

U.S. Cohort Doctoral Program in Educational Leadership: What We Have Learned Over the Last 18 Years
Krishna Bista, University of Louisiana at Monroe; David W. Cox, Arkansas State University

This paper assessed student perceptions and included student reflections pertaining to a cohort model doctoral program in Educational Leadership (EdD) at a Southern university in the United State. Based on the open ended comments and survey responses from 98 graduates of the program, it was found the doctoral program using the cohort format to have met the needs of the sample students.The survey found the doctoral program to be successful in six assessment categories-- Curriculum (M =4.48, SD = 0.71), Program Structure (M= 4.67, SD= 0.48), Faculty (M=4.5, SD= 0.83), Learning Environment (M= 4.65, SD= 0.53), Outcomes (M= 4.58, SD= 0.65) and Overall Evaluation (M=4.48, SD= 0.65). Students believed the program to be relevant to their current profession and effectively prepared them for careers in K-12 or Higher. Conclusions and recommendations were drawn based on extensive literature on cohort based EdD program and findings of this case study about one cohort model doctoral program.

Women's Pathways to the University Presidency: A Qualitative Inquiry into University Women Leaders' Career Paths and Presidential Aspirations
Celeste A. Wheat, University of Southern Mississippi

In response to the dearth of empirical research on the career paths of women leaders in higher education, the purpose of this study, grounded in a postmodern feminist theoretical framework, was to qualitatively explore how university women presidents and women key-line administrators (i.e., academic deans, vice presidents, and provosts) made meaning of their career paths and leadership aspirations. This study also examined how personal factors (e.g., child-rearing, marriage, etc.) influenced women leaders' career trajectories and aspirations. Using a basic interpretive qualitative design, the primary technique for data collection involved 16 in-depth interviews with a purposive sample of university women key-line administrators (12) and university women presidents (4) employed at various types of public and private universities located across the southeastern region (i.e., AL, FL, GA, MS, TN)

of the United States. A document review was also conducted of personal (e.g., curricula vitae, résumés) and official (e.g., published speeches) documents, which provided first-hand accounts of the participants' career path experiences. The data analysis process followed Lichtman's (2010) "three C's of analysis—coding, categorizing and identifying concepts" (p. 197). Then, to ensure the trustworthiness of the findings, a peer examination was also conducted of the research findings. The data analysis revealed five major thematic categories relating to the participants' (a) career paths and educational credentials, (b) leadership aspirations, (c) experiences with mentors and/or role models, (d) family relationships and work/life balance issues, and (e) gendered perceptions of leadership. Significantly, the overall research findings of this study provide in-depth insights into the participants' unique career paths to university leadership as well as the personal and professional factors that influenced many of their career choices and leadership aspirations. The findings of this research also provide important implications for research, theory, and practice.

9:00 – 9:50 AM	**HEALTH EDUCATION**	**Royal Palm Salon E**

Presider: Shelley L. Holden, University of South Alabama

Professional Preparation of Secondary Health Education Teachers in Mississippi
Ensley A. Howell, Delta State University

Children's health impacts their academic achievement. School health education is especially important in Mississippi, which leads the nation in chronic disease and childhood obesity. There are national standards for the health curriculum used in schools for children and Mississippi utilizes these standards. There are no national standards for the curriculum to prepare secondary health teachers. As a result, school health education may be taught by teachers who are not adequately prepared. In Mississippi, the requirements for certification in health education are not as defined as the requirements for teachers in other areas. Teachers may become certified in health education upon completion of an approved program. The Mississippi Department of Education (MDE) does not define what constitutes an approved program, but rather defers to the respective universities. This qualitative case study determined which four-year institutions of higher learning offer an approved program, compared their similarities and differences, and rated them on a three-point scale by the researcher and two independent reviewers to determine to what extent the approved program covered the content areas of the curriculum for secondary health education. This study also utilized selected data from the Centers for Disease Control and Prevention (CDC) to examine the characteristics of school health education programs in Mississippi and how school health educators describe their professional preparation. Of the 16 four-year institutions of higher learning in Mississippi, eight currently offer an approved program in secondary health education. None of the eight approved programs fully covered the content areas of the secondary health curriculum. Content areas least covered by the approved programs were found by the CDC data to be weak areas for professional development among secondary health education teachers. A collaborative effort should be made to align post-secondary health education curriculum with the content of the secondary health education curriculum.

The Art of Living Smart Camp Participant Food Knowledge and Preferences
Jacqueline S. Craven, Delta State University

Obesity in children is associated with lower academic achievement, depression, chronic diseases, and increases the risk of being overweight as an adult. Further, the Center for Disease Control (CDC) and Prevention in conjunction with the U. S. Department of Health and Human Services (DHHS) recently reported that physical activity influences cognitive skills, attitudes, academic behaviors, performance, and achievement. Helping children establish a healthy weight decreases the chances of them becoming obese as adults. Mississippi has the second lowest rate of fruit and vegetable consumption in the nation. While the need for physical activity is present, the knowledge and skills needed to implement it effectively are often absent in rural and/or high poverty areas like much of Mississippi. The Art of Living Smart summer camp (AOLS) provides health and nutrition education through cultural arts to Mississippi delta children between six and thirteen years of age. The goal of the camp is to increase fruit and vegetable intake and physical activity. Three survey instruments were utilized to collect data before and after the camp, which included: Fruit, Fruit Juice, and Vegetable Preferences (FJV-P); Knowledge of Fruits and Vegetables (FJV-K); and Physical Activity and Me (PA). Chi-square analyses indicated relationships between age group survey responses both before and after the camp; overall the AOLS camp had the most positive impact on the six to eight year old participants in all three areas, including the likability of fruits and vegetable, knowledge of fruits and vegetables, and perceived difficulty of tasks associated with physical activity. These data are particularly pertinent as the earlier weight management is established, the less likely obesity is carried into adulthood.

9:00 – 9:50 AM	**SPECIAL EDUCATION (3)**	**Royal Palm Salon F**

Consistency of Effective Strategies for Students with Autism as Related to Geographic Areas and Schools
Johan W. van der Jagt, Bloomsburg University of Pennsylvania

Currently approximately one per cent of school age individuals have autism. Research indicates that in the United States, some states and areas have more individuals with autism than others. Varied causes of autism have been theoretically considered such as genetics, environment, vaccine related, infections resulting in brain damage, and imbalance of neural systems. These have contributed to characteristics such as: varied skill level development, lack of social skills, lack of feelings and perception of others and/or self-awareness of thoughts and feelings (theory of mind), extreme focus on detail, need for structure, and strengths in both visual and concrete aspects. Researched school interventions have been developed aligned with characteristic strengths and support needs such as e.g., visual, and social strategies to also improve communication skills for those individuals with autism needing these. Frequently used interventions include video-modeling, social stories, graphic organizers, and flexible grouping. The primary purpose of this study was to determine the most used effective interventions for individuals with autism in a southern state. It was hypothesized that, based on a previous study of another state and literature reviews that visual-based interventions would be most frequent. A secondary purpose was to determine relationships between geographic area, school size, school type and type of intervention. Surveys were sent to randomly selected schools. Results from 19 schools located in urban, suburban, and rural areas having a total of 85 students with autism were analyzed using SPESS. Differences existed between urban, suburban, and rural schools e.g., urban: PECS, flexible grouping, graphic organizers; suburban: video-modeling, self-monitoring, reciprocal peer tutoring; rural: graphic organizers, social stories, computer-based, etc. partially supporting the hypothesis. Relationships among variables varied in strengths. Further research is needed to determine relationships among interventions, geographic areas, and unique needs of student with autism to improve universality of interventions.

General Education Teachers' Knowledge of and Attitudes Towards Students with AD/HD: Are They Still Being Overlooked and Underserved
Roben W. Taylor, Dalton State College; Ravic P. Ringlaben, University of Southern Mississippii

Recently, educators have witnessed a remarkable growth in the number of children diagnosed with Attention Deficit/Hyperactivity Disorder (AD/HD). Several authors (Smith & Adams, 2006; Brown et al, 2008; Barkley, 2006) reported recent estimate rates and conclude AD/HD is a common disorder of childhood. This estimate is conservative; however, according to Smith and Adams, 2006, because assessment techniques are not uniform and systematic. DuPaul and Weyandt (2006) maintained many students with AD/HD remain underserved in our school systems. This study investigated general education teachers' knowledge and attitudes regarding students with Attention Deficit/Hyperactivity Disorder (AD/HD). Of interest were (a) the extent of teachers' knowledge about characteristics of AD/HD; (b) the extent of teachers' knowledge of skills appropriate for educating students with AD/HD; and (c) the extent of teachers' willingness to accommodate students with AD/HD. There was an initial assessment of teachers' knowledge and attitudes (pretest) followed by a workshop designed to increase teachers' knowledge and improve their attitudes. An additional assessment of their knowledge and attitudes (posttest) was then administered. The investigation, which was one-group pretest-post test design, determined whether or not an intervention affected any significant changes in the knowledge and attitudes of general education teachers and their willingness to accommodate students with AD/HD. The researchers administered the Teachers' Knowledge Of and Willingness To Make Accommodations for Student Attention Deficit/Hyperactivity Disorder Instrument to determine teachers' knowledge of AD/HD, knowledge of teaching skills necessary to accommodate students with AD/HD, and willingness to accommodate these students. Then, teachers attended a series of workshops designed to provide information about AD/HD and to develop teaching skills that will help better accommodate students with AD/HD. After the workshops, the teachers again completed the questionnaire. This allowed an assessment of the extent to which such workshops can be helpful. In addition, a sample of teachers were interviewed so a more complete picture of their beliefs and attitudes regarding students with AD/HD could be developed. Upon collection of all post-tests, the researchers asked for five volunteers to participate in the qualitative aspect of this study. These volunteers were asked five open-ended questions in individual interviews so that in-depth material could be collected and analyzed to enrich the finding of the quantitative results. This type of qualitative research allows the researchers to get in touch with the perceptions and feelings of the participants studied. This portion of the study was an attempt by the researchers to obtain as complete and holistic a picture as possible of general education teachers' knowledge and willingness to accommodate students with AD/HD.

Including Students with Intellectual Disabilities in Postsecondary Educational Opportunities at a Community College
Richard Hall, Philip Willson, LSUHSC Human Development Center

The Postsecondary Education for All Collaborative (PEAC) is one of 27 national Transition to Postsecondary Programs for Students with Intellectual Disabilities (TPSID) grants. In collaboration with Louisiana State University Human Development Center, Delgado Community College, Louisiana Rehabilitation Services and several Local Education Agencies, PEAC is building a model for colleges to support students with intellectual disabilities in their pursuit of career opportunities and improving the quality of life for themselves and their communities. PEAC is entering the fourth year of its five year term. The coordinator of the PEAC project will share the successes and challenges that PEAC has navigated thus far. This presentation will include; data indicating student progress, college faculty and staff input and plans for sustaining the model. Student progress data in will be presented in four areas: (a) student progress in college curriculum with supports provided by the college according to the Americans with Disabilities Act (ADA) as measured by assessments developed by college faculty, (b) student progress in college curriculum with additional supports aligned with the provisions of IDEA as measured by modified assessments developed by the PEAC staff in collaboration with the college faculty, (c) student progress towards individual goals and objectives outlined in their Individualized Educational Program (IEP) and measured by assessments supported by current research and implemented by PEAC staff., (d) students evaluations, interviews and testimony. Participating college faculty and staff were interviewed and completed evaluation surveys. Their input and it's implication for future PEAC practice will be summarized. The coordinator of PEAC will also discuss the implications of these assessments and evaluations for developing a sustainable and effective mode for use in Louisiana. Successes and challenges will be identified and discussed. The findings of the project to date suggest several strategies that may be effective for State and Local Education Agencies.

9:00 – 9:50 AM   **DISPLAYS: School Improvement**   **Pre-Function Area (Foyer)**

Student Motivation to Engage in Volunteerism
Susan Long, Rhonda Sledge, Jasna Vuk, University of Arkansas for Medical Sciences

This study compared motivations and attitudes of students toward volunteerism prior to and after participation in a large scale service event to find out: a) the motivation for volunteering, and b) any change in perceptions of volunteerism. Of the 32 female first-year dental hygiene students composing the initial sample, 29 completed the study. Of those, 27 were Caucasian and two were African-American. Ages ranged from 20 to 35 years, with an average of 23 years. The Volunteer Motivation Inventory (VMI) was administered prior to and after a 3-day service event. The 44-question VMI utilizes a Likert scale to measure ten motivational categories attributed to volunteerism. Scoring of each sub-scale results in a rank order and overall profile of one's motivations for volunteering. Cronbach's alpha of the entire scale was 0.92. After the event, students answered five open-ended questions about their volunteering experience. On the pre-test (n=32), the order of sub-scales from highest to lowest average score was: Values, Understanding, Reciprocity, Career- Development, Recognition, Self-esteem, Social-Interaction, Reactivity, Social, and Protective. On the post-test (n=29), Self-esteem ranked higher than Recognition, and Social ranked higher than Reactivity. Post-test scores on all sub-scales were slightly higher than the pre-test, except for Recognition which was nearly the same. However, a paired samples t-test revealed, that only on the Social sub-scale, students (n = 29) scored statistically significantly higher on post-test than on the pre-test, $t(28) = 2.36$, $p = 025$. Additionally, students expressed positive comments about their volunteering experience. Results revealed the group's greatest motivation for volunteering initially was and remained their values, helping others just for the sake of helping. The greatest short-term influence was social influence. The least influential was the desire for formal recognition. Future studies should have more subjects and evaluate these domains over a greater length of time.

Administrative Techniques that Support the Effective use of High School Teacher Leaders to Positively Impact Student Performance
Meagan Musselman, Meg Crittenden, Robert Lyons, Murray State University

This session is focused on researched administrative techniques that support the effective use of teacher leaders in high schools to positively impact student performance. Specific techniques researched respond to a 2012 study completed by both presenters entitled, A Comparison of Collaborative Practice and Teacher Leadership Between Low-Performing and High-Performing Rural Kentucky High Schools. Kentucky high schools on the Teaching, Empowering, Leading and Learning (TELL) Survey were examined to determine if very rural high schools identified as "high performing" demonstrated significantly different results on survey items related to a culture of collaboration and teacher leadership than rural high schools identified as "low performing". Results from this study were used to evaluate our current teacher leader program curriculum with regards to the high value outcomes. Administrative techniques supporting the effective use of teacher leaders were also included in our higher education Leadership program development to enhance principal administrative practice. The high performing schools were culturally

different in terms of collaborative practice and teacher leadership. Their teacher leaders established communication and collaboration skills with families and other community stakeholders and focused on achieving educational outcomes for students. High school principals who distributed leadership across their school organizations added to sustainable improvements within their schools. Teacher leaders were central to the facilitation and achievement of continuous and effective school improvement in instruction and student learning. High performing high schools had administrators who applied thoughtful leadership, identified teacher leaders, and gave them opportunities to share their knowledge, skills and strengths. Best practices and effective use of teacher leaders in high performing high schools that positively impacted student performance were identified. This presentation will show how researched administrative techniques scaffold teacher leaders to facilitate collaborative influence on the educational communities beyond their classrooms.

"I Pledge to Thee": The Sinister Side of Organizational Attachment
Joshua Schutts, University of Southern Mississippi

A national sample of fraternity members were surveyed to assess their attitudes and determine the nature of the relationships among six variables: (a) organizational identification, (b) organizational commitment, (c) organizational attachment,(d) moral disengagement, and e) unethical pro-organizational behavior. An online questionnaire was distributed via email to fraternity men attending a large regional leadership conference or by having university fraternity advisors who agreed to distribute the instrument to their affiliated men. Of the 634 returned questionnaires, 611 were deemed usable. If a participant failed to respond to three or more constructs, the case was deleted. Data were imputed for missing scores. The sample was predominantly white (86%) and upper-division classification (64%). Participants clustered in states east of the Mississippi River, as well as Oklahoma, and Texas. Descriptive data were analyzed along with correlations, checks for normality, internal consistency reliability, and effect sizes. A robust path analysis (MLMV) was performed on all scale scores. Model fit statistics yielded an overall acceptable level of fit. Results indicated that organizational identification predicted commitment, and commitment and identification predicted attachment. Furthermore, attachment and moral disengagement predicted unethical pro-organizational behavior; however, moral disengagement did not mediate the relationship between attachment and unethical pro-organizational behavior. Findings of the study provide implications for student affairs practitioners.

10:00 – 10:50 AM   **RESEARCH IN PROGRESS: Impact**   **Aquamarine 1**
Presider: Dustin M. Hebert, McNeese State University

Patient Survey Impact upon Hospital Administrators Servant Leadership Style: A Case Study
Jennifer B. Artrip, Lincoln Memorial University

The federal government mandated public reporting of scores from the Hospital Consumer Assessment of Healthcare Providers and Services (HCAHPS) survey to provide consumers with additional information regarding the patient experience. The Patient Protection and Affordable Care Act included a value-based purchasing model in which the survey's outcome became a factor in determining Medicare reimbursement for hospitals. The purpose of this collective case study was to explore the impact of HCAHPS surveys on the servant leadership of hospital administrators. Participants in the study included six administrators from acute care hospitals in the southeastern United States that achieved HCAHPS scores in the 90th percentile or above. Of the participants, four were male and two were female. Hospital control types included nonprofit, church affiliated; corporate owned; physician owned; and nonprofit, voluntary. The capacity of the hospitals ranged from 20 to 600 staff beds and annual discharge rates ranged from 400 to 25,000. Data collected for the study consisted of field notes, direct observations, and participant interviews. The researcher scheduled meetings with the participants to conduct a semi-structured interview using open-ended questions. In addition to the interview, the researcher completed a direct observation of the hospital participant during a routine portion of the workday. The research journal consisted of the researcher's written notes taken during the interview, notes taken during the observation, and entries by the researcher. The researcher analyzed collected data using the qualitative analysis software QRS NVivo 10. The researcher employed coding techniques including open-coding, constant-comparative method, and axial coding. Themes emerging from the coded data provided conclusions for the research questions. While HCAHPS surveys did not change the overall attitude of administrators, the survey increased the frequency of servant leadership behaviors, increased opportunities for engagement with employees and patients, and offered validation for the high expectations of the administrators.

A Literature Review Describing PLC Practices in Schools and the use of PLC Practices in Charter School
Suzanne T. Harris, Southeastern Louisiana University

Statement of the problem: The number of charter schools in Louisiana has increased for the purpose of bringing about improved student learning, but little information is available about whether these schools operate in a manner consistent with practices that promote improved student learning such as the Professional Learning Community (PLC) model. An assumption that charter schools might have practices consistent with the PLC model was used to focus the review. Research questions directing this review included: 1) what does the literature say about PLC practices in schools, 2) what does the literature say about PLC practices in charter schools? 3) What is the role of the school leader in developing PLC practices in schools? Introductory explanations about PLCs and charter schools provided background for this review. Details highlighting PLC practices in each of the 5 dimensions, specific practices of principals to promote PLC development followed by information about PLC practices in charter schools was provided. Evidence of some PLC practices in charter schools were found and included the following: • Charter schools had a focus on student learning. • Principals shared decision making with teachers about curriculum, instruction, budgets, and hiring, and developed partnerships in the community. • Principals and teachers worked together to create a common vision focused on student learning and used it to shape instruction. • Professional development was based on teacher needs. • Teachers focused their work on teaching strategies in teaching teams, shared ideas both formally and informally, and framed dialogue on the needs of students. • Charter schools provided structure (time and resources) for meetings, data analysis, and training for teachers as well as parents. Studying charter schools in Louisiana as PLCs will provide information about charter schools beyond student achievement and furnish insight about charter school practices.

10:00 – 10:50 AM　　　　　　**DIVERSITY/MULTICULTURAL EDUCATION**　　　　　　**Aquamarine 2**
Presider: Krishna Bista, University of Louisiana at Monroe

Diversity in Educational Leadership: Perception of Candidates
Paul Goodwin, Southeastern Louisiana University; Michael D. Richardson, Columbus State University; Evan G. Mense, Southeastern Louisiana University

Statement of the Problem Diversity has become an ubiquitous term within education, often interpreted as racial diversity. Despite heightened interest, theorists in education leadership have remained relatively uninterested in exploring diversity and how it relates to school leaders. Most of the literature on leadership diversity has been focused on the strategies of promoting diversity into educational leadership programs. Research is lacking, however, on assessing the perceptions of prospective principals toward diversity in schools. Nevertheless, educational preparation programs have been charged with making diversity a viable policy for their school leadership candidates. Therefore the researchers propose to examine program candidates' perceptions of diversity preparation in educational leadership programs. Theoretical Framework The theoretical framework is the multi-faceted concept of diversity in schools. Billingsley (2005) recommended a comfortable environment for students to engage in meaningful human exchange on diversity issues. Maxcy (1998) reported the failure of university programs to prepare school leaders for a culturally diverse America. Clayton (2012) speculated that diversity preparation was not used during the administrative internship. Shields, Larocque, and Oberg (2002) stated that language, skills, and knowledge were necessary to comprehend the dynamics and politics of schools. Methodology The authors constructed a 24-item instrument from the research literature, and, by using a Delphi Technique, reduced the instrument to eight items. Researchers used the eight-item protocol to interview eight school leadership candidates in two principal preparation programs in Louisiana to determine candidates' perceptions of the diversity preparation in their respective programs. Results and Conclusions The study is in progress. Educational Significance The study will add to the body of knowledge on diversity the perceptual dimension of the extent to which principal preparation programs have prepared them for implementing diversity policies.

Asian Students' College Experiences in the US: Relationship Between Quality of Personal Contact and Gains in Learning
Krishna Bista, University of Louisiana at Monroe

This study examined associations between Asian students' perceived quality of contact with faculty, administrative personnel and peers, and gains in learning. The sample included 705 Asian students from 25 research universities across the United States. Of 705 Asian international students, 390 were from East Asia, 219 from South and Central Asia, and 96 from Southeast Asia. Results indicated that Asian students' relationships with peers were positively associated with all five domains of gains of learning (i.e., personal development, science and technology, general education, vocational preparation, and intellectual skills). Also, Asian students' relationships with administrative staff were positively associated with the five domains of gains of learning. Asian students' relationships with faculty members were positively associated with across the five domains of gains of learning. Out

of the five domains, student classification (as undergraduate and graduate) was correlated with gains in general education. The nature of the relationship was that having a higher score on classification (i.e., being undergraduate) was associated with a lower score on gains in general education. Regression analysis was conducted to examine if four independent variables (gender, academic level, length of stay and country of origin in Asia) predict gains in learning. The results indicated that the overall regression equation was significantly predictive of gains in learning, $R^2 = .034$, $R^2adj = .027$, $F(5, 699) = 4.95$, $p < .001$. This indicated that 2.7% of variance in gains in learning has explained by gender, academic level, length of stay, and country of origin. Academic level, length of stay, and country of origin (dummy-coded) predicated gains in learning when all independent variables were included in the model. The results of regression analysis indicated that all four independent variables were not significantly predictive of Asian students' perceived quality of relationship with peers, administrators, and faculty.

Engaging students in poetry education through multicultural literature
Leticia E. Skae, Middle Tennessee State University

Plenty of research has shown that literacy deficiencies often plague students from disadvantaged backgrounds. This qualitative research study took place within an ethnically diverse, southern public school district where roughly 70% of students live within disadvantaged homes. This study seeks to find ways to better improve instructional techniques for disadvantaged, diverse populations using multicultural, engaging literature and lessons while building on students' schemas. According to Applegate and Applegate (2010), "by teaching thoughtful literacy, teachers can foster reading motivation and engagement," (p. 226). Also, motivation and engagement are pivotal to students' comprehension of knowledge becoming long term (Edmunds & Bauserman, 2006). Lastly, Gay (2004) states that research shows ethnic students find more relevance in multicultural education. The sample of 22 students, who participated in the study, were tenth grade students, ages fifteen to sixteen. The sample consisted of 4 Caucasian students, 2 biracial students, and 17 African-American students. The novel Locomotion, by Woodson (2010), was chosen for its engaging and multicultural and poetic aspects. Poetry is often students' least favorite genre to read. Students were asked to create three journals after reading the novel, where they were asked to make personal connections to the text. Students were also surveyed about the novel after reading and 90% of the students agreed that their views about poetry had changed after reading Locomotion. Furthermore, 86% of students said that they would recommend the book for others to read. In analyzing the data, patterns and similar themes within students' journals were documented. Qualitative evidence showed that many students made some sociocultural connections to the literature (i.e. connections to foster care, adoption, poverty, loss of family, etc.). However, more research needs to be done, specifically to find if there is a possible correlation in growth in literacy comprehension after reading Locomotion.

Relationship among Personality, Religiosity, and Political Orientation using Structural Equation Modeling
Heechun Moon, Jwa Kim, Dana Fuller, Middle Tennessee State University

The purpose of this study was to establish the relationship among personality, religious orientation, and political orientation using Structural Equation Modeling (SEM). Based on the previous studies (Jakubowska, & Oniszszenko, 2010; Kellstedt, & Smidt; McCullough, Tsang, & Brion, 2003; Saucier, 2000), three hypotheses were assumed that personality traits influenced religious orientation; personality traits influenced political orientation; and religious orientation would predict political orientation. The study was designed to test three hypothesized models, each of which consisted of three factor: (1) one of three personality traits, Agreeableness, Conscientiousness, and Openness (Goldberg, 1993), (2) one religious orientation factor, Revised Religious Fundamentalism (Altemeyer, & Hunsberger, 2004), and (3) one political orientation factor, Conservatism (Goldberg et al., 2006). All the items were rated on a five-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree). A total of 482 respondents of a state-funded regional university in the Southeast completed the survey through online survey system in the 2013 spring semester. Among the responses, only those who belonged to Protestant churches, Roman Catholic churches, or Christianity-related beliefs were chosen for this survey, resulting in 363 responses for the analyses. Item Parceling was employed to reduce the number of items by combining individual items depending on similarity in factor loading and a rational analysis of item content. A Structural Equation Modeling (SEM) method was used to examine three models. The results indicated a good model fit for each model in general, providing several major findings: Religious Fundamentalism influenced Political Conservatism; Openness personality trait negatively affected individuals' Religious Fundamentalism; and Agreeable personality trait negatively affected individuals' Political Conservatism. However, further studies were required to prove generalization of the model using other datasets collected from diverse groups.

10:00 – 10:50 AM   **POST-SECONDARY STUDENT ENGAGEMENT**   **Royal Palm Salon D**
Presider: Franz H. Reneau, Florida A&M University

Experiential Practices and the College Student
Elissa R. Graff, Lincoln Memorial University

The problem of this study was to determine how experiential practices impact student learning. Following the philosophical beliefs of John Dewey and David Kolb, the researcher investigated how hands-on approaches engaged today's college student. The mixed methods model combined Kolb's survey instrument, the Learning Styles Inventory (LSI) with a selected group of follow-up interviews for the purpose of understanding better student learners, their preferred learning style, and their reaction to experiential practices. Quantitative data analysis determined students' preferences for actively engaged practices and helped the researcher develop an interview protocol. The small case study, specifically focused on first-year students and the general education curriculum, was derived from an examination of contemporary literature in the fields of experiential education, general education, and the liberal arts. In addition, the researcher's need for deeper detail and validation led to the qualitative component whereby a narrative format, or oral interviews, aided in determining accuracy of the data. These findings not only confirmed the first phase of the study but also led to the conclusion that in addition to being preferred, hands-on methodologies better served today's college students.

Increasing Student Engagement in a STEM Barrier Course: Flipping the Classroom
Paulette C. Reneau, Florida A&M University

Today's classroom is filled with students who are technologically savvy, constantly looking for new and exciting ways to dialogue and interact. Often times the content we are trying to get across is heavily laden with new words, multiple concepts, and delivered in the traditional lecture style where we stand in front of a classroom of students, pushing a button on our computers to advance the next slide in our lecture as we explain away the content. The classroom is a dynamic place where learning should be fostered but the traditional classroom lecture leaves little room for interaction and sometimes undermines discussion. Flipping the classroom by making students more accountable for their learning is one way to bring students out of their comfort zones and into an active learning environment. By focusing on key learning outcomes and course concepts, teachers are better able to promote students' understanding through planned activities and at the same time help them to develop important learning skills. By building a safe learning environment, engaging students, using interactive activities to reinforce learning and implementing a student-centered classroom, we as educators are putting the responsibility of learning back in the students' hands. This paper focuses on activities and technology that can be used as a media to foster student engagement and learning in one STEM barrier course with the aim of improving student success. The researcher employed active learning strategies to include the use of clickers, case studies, in-class discussions/debate, the one-minute paper and reflective writing as tools to reinforce course concepts in a Biology course. A quasi-experimental design was employed in comparing student performance using a non-equivalent-group approach for students in two Biology course - one group taught using the traditional approach and the other an active learning approach. Results revealed significant mean difference in students' performance in the course taught using an active learning approach.

Using Critical Incidents and Reflections to Evaluate Student Engagement
Sally A. Zengaro, Franco Zengaro, Delta State University; Mohamed Ali, Middle Tennessee State University, Temika Simmons Delta State University

The purpose of this study was to use an alternative model of evaluation where 83 graduate and undergraduate students reacted to course activities using the critical incident questionnaire over four semesters. Our study was framed through theoretical lenses of: constructivism, adult learning models, and critical reflective lenses. There were two primary research questions driving our research: (a) Would there be any significant qualitative differences in students' reflections in online and face-to-face classes? (b) What aspects of teaching most engaged students in each learning situation? Eighty-three students responded to the critical incident questionnaire. Instructors read and analyzed for themes that could provide insight to students' thinking of the course. The questionnaires focused on what engaged, distanced, affirmed or helped, confused, and surprised students in the course of a week. The critical reflections provided insight on what students liked or what made sense to them. It also showed how students perceived class activities differently in online and face-to-face classes. Discussion and collaborative groups worked better in on-ground classes, while students in online classes were most engaged by their assignments. It is important to realize that students experience frustration regardless if they take classes online, or if they attend face-to-face classes. It is imperative that instructors create a culture of dialogue and communication for their courses.

10:00 – 10:50 AM   **SCHOOL LEADERSHIP**   **Royal Palm Salon E**

Improving Instructional Leadership with Discovery Walks
Betty G. Porter, Janice Bernard, Elizabeth Cerise LaForge, School Leadership Center of Greater New Orleans

When examining factors that influence learning, the quality of leadership in the school is second only teaching (Seashore-Louis, Leithwood, Wahlstrom, & Anderson, 2004). School leaders have strong impacts on student educational outcomes and the importance of leadership in the process of school improvement is widely supported in the literature (Elmore & Burney, 1997; Leithwood & Jantzi, 2000; Sammons, 1999; Teddlie & Stringfield, 1993). School leaders who link strong, focused leadership with high quality teaching, have the potential to increase student achievement. An analysis of instructional leadership practices in 14 schools using Discovery Walks to monitor instruction, build teacher capacity, and scaffold leadership within the school community was conducted. Twelve factors that impact instruction were identified and data was collected four times throughout the year on those items. Those school leaders who monitored instruction using the Discovery Walks process and participated in intensive, job-embedded instruction in math posted increased student test scores in math (19%) at a faster rate than the state average (less than 3%). Additionally, those school leaders who participated in an intensive leadership training program significantly impacted student learning at the classroom level in more of the 12 Discovery Walk areas than those who did not participate in the leadership training program.

Relationship Between Principal Change and Influence Styles and Teacher Retention
Edward P. Cox, University of South Carolina; Leslie Howder, Berkeley County School District

The leadership style of a school principal can impact many important teacher satisfaction issues. This research identified principal leadership style preferences and the relationship between those preferences and teacher retention in the Low-Country region of South Carolina. Utilizing the Change Style Indicator and Influence Style Indicator, the researchers surveyed principals from Berkeley County, Charleston County, and Dorchester County School Districts. The assessment results were analyzed and correlated with the school teacher retention rates published in the South Carolina State School Report Cards. The preferred change style for the majority of principals was conserver and the preferred influence style was bridging. No significant relationships were found between change style preferences and teacher retention. Three influence style preferences (asserting, negotiating, inspiring) were correlated with higher teacher retention rates. South Carolina principals were considerable more conservative in their change style preferences than the general population. They were also more reliant on the bridging influence style than the general population even though that style was not correlated with teacher retention. The degree of commitment to their influence style preferences did approximate the general population. South Carolina school districts might want to consider the generally conservative nature of principals and their reliance on the bridging influence style when designing administrative professional development programs. This research paper presentation will outline the specific descriptive and inferential results and discuss the implications for leadership development programs and the individual professional and personal growth of school leaders. The current emphasis on understanding leadership attributes that make a difference and the need to develop efficient and focused professional development programs make this a particularly relevant research presentation.

What Educational Leadership Candidates Want to Know about Being a School Leader
Kathleen T. Campbell, Southeastern Louisiana University; Ashley Walker, Tangipahoa Parish Public Schools

As one of the requirements of the redesigned Master's degree in educational leadership in Louisiana universities, candidates in principal preparation programs must demonstrate appropriate knowledge, skills, and dispositions for school leadership. One requirement of all the redesigned programs is that candidates not only receive knowledge about leadership but also develop leadership skills through hands-on experiences. The Study As part of an instructional leadership course, the present researcher invites a panel of principals to give a presentation regarding instructional supervision. Then the floor is opened up for questions. Questionnaires with the following four questions are distributed to the candidates ahead of time to ensure that the panel presents relevant information. 1. About which topics are you most interested? 2. What burning question(s) do you have about becoming a principal? 3. What are you most nervous about in becoming a principal? 4. What are you most excited about in becoming a principal? Additionally, new principals who have graduated from our principal preparation program will be asked a modified version of the same four questions through an email survey. Their responses will also be displayed as descriptive statistics. Results Data from the surveys were compiled and sorted in descending order according to frequency for each question. Descriptive statistics reveal that educational leadership candidates desire to know more about a principal's daily routine. There were similar responses from the new principals. Educational Significance of the Study Although universities provide significant hands-on experiences for candidates and hire

faculty who are former principals, there are always surprises in becoming a principal. The panel of principals is one strategy for alleviating fears and imparting relevant information. Candidates always rank the panel of principals as a highlight of the program. Additional information from new principals provides information that may strengthen principal preparation programs.

10:00 – 10:50 AM	**EDUCATION REFORM (1)**	**Royal Palm Salon F**

Presider: Randy Parker, Louisiana Tech University

Imprecision of Value-Added Measures in Evaluations of Teacher Effectiveness
Lauren A. Menard, Northwestern State University

From employment termination and pay incentives to reflections on teacher preparation programs, Race to the Top (U.S. Department of Education, 2009) delineated consequences for the academic growth of students— a carrot or stick for the value teaching has added. Across America, the value-added measurement (VAM) of teacher evaluation systems has been coupled with standards based educational reform. Adoption of Common Core State Standards (CCSS) was partnered with the Compass value-added teacher evaluation model, for example, in Louisiana (Louisiana Department of Education, 2011a). Long-standing educational research established teachers do make a difference (Sanders & Horn, 1998; Sanders, Wright, & Horn, 1997). According to Sanders, Wright, and Horn (1997), "the most important factor affecting student learning is the teacher" (p. 63). However, finding teacher effectiveness the strongest predictor of student growth is not the same thing as assuming effective teachers will always exert a given amount of academic growth for all students, in all subjects, in all grade levels, in all teacher evaluation models, and in all class sizes. A purpose of the current review was to explore a problem of VAM imprecision in evaluations of teacher effectiveness. Previous literature was reviewed in the current position paper. Five areas of imprecision were identified: (a) Construct Shifting, (b) Variations by Measurement Instrument, (c) Snap Shot Summative Assessments, (d) Percentage Increases, (e) Student Characteristics, (f) Prior Ineffective Teaching, and (g) Class Size. Areas were described and supported by previous literature. Conclusions of the position paper included the following: (a)Utilizing one-size fits all measurements of student growth as dominate factors in teacher evaluations has issues yet to be resolved; however, it is inaccurate to imply value-added measures are meaningless in determining teacher effectiveness (DiCarlo, 2012). According to Di Carlo (2012), "By themselves, value-added data are neither good nor bad. It is how we use them that matters" (p.39); (b) Value-added teacher evaluation models risk discouraging teachers from taking assignments where student growth is predictably low, such as disadvantaged, exceptional and at-risk student populations. Darling-Hammond (2012) observed teachers should not be penalized "for taking on the toughest assignment" (¶ 16; and (c) When student growth is determined with imprecise measurement and unclear procedures advantage should go to the classroom teacher whose professional reputation and livelihood may be jeopardized by VAM limitations. Findings inform considerations surrounding the equitable comparison of teacher effectiveness ratings. Information offered holds implications and areas of discussion for empirical standardization in evaluations of teacher effectiveness.

Louisiana's Education Reform Legislation and its Intended and Unintended Consequences
Nathan M. Roberts, Irv Esters, University of Louisiana at Lafayette

In 2012, the Louisiana legislature passed extensive education reform legislation in House Bill 974. This 14 page document has major intended and unintended law and policy implications for Louisiana. These same "reforms" may be headed to the states in the MidSouth region. This paper will identify many of the intended school reforms as well as some of the unintended consequences and how these reforms have impacted school policies. This paper will review the areas addressed in HB 974 that relate to teacher tenure and the due process requirements and the consequences for teachers. The legislation addresses the authority of the superintendent with respect to hiring and firing and his/her duties. It also addresses reduction in force policies and tenure for school employees as well as procedures for removal of tenured and non-tenured teachers. The paper will describe the requirements to obtain tenure under the old and new law and the new and old due process requirements for removing tenured and non-tenured teachers. The paper will also describe the intended consequences for the legislation and the rationale for its enactment, followed by a description and critique of the unintended consequences of the legislation. Many researchers, professors of teacher education, professors of educational leadership and administration will benefit from the presentation so they can impart the material to their students and be prepared to discuss the topic when the reform effort reaches their state. Legal researchers, education law researchers in particular, utilize legal research methodology to analyze new education law cases and legislation in context with existing legal jurisprudence to provide guidance to education administrators. The findings of the study suggest implications for teaching school law and policy to education administrators, enacting policy to address the new laws and for school leadership.

An Effective Communication Campaign of the University of Louisiana System (ULS)
Vickie S. Gentry, Paula F. Furr, Kimberly McAlister, Northwestern State University

Transparency. Accountability. Effectiveness. These words pertain to teacher education programs nationwide as stakeholders expect or demand disclosure of program effectiveness in preparing graduates to help all students learn. One education reform group, the National Council on Teacher Quality (NCTQ), issued its "Teacher Prep Review 2013" and partnered with U.S. News and World Report to publish the rankings. The debate concerning NCTQ's tactics to obtain data and ranking methodology continues. Like it or not, teacher education programs cannot ignore such third-party assessments. Rather than have others "tell our story," states and programs must take a proactive approach to engage dialogue as opposed to follow-on "damage control." The University of Louisiana System (ULS) is a model for an effective campaign. One week prior to the release of the NCTQ rankings in U.S. News and World Report, the nine ULS universities provided factual information about the quality of their teacher education programs and rigorous national accrediting assessments, which were consolidated into one report. Louisiana media outlets were the primary audiences. This controlled media strategy included profiling teacher education programs and issuing news releases at the system and campus levels. Data released included programs' number of completers, National Council for Accreditation of Teacher Education (NCATE) program status and dates of accreditation reviews, Praxis passage rates of teacher education graduates, summarized value-added results, and five (5) bragging points about the university's teacher education programs above and beyond the first four indicators. The result of this proactive approach was media attention to ULS-generated reports and no local or regional attention to NCTQ's report. While all teacher education programs should embrace public interest in accountability and transparency, a proactive public relations campaign can better ensure the dialogue is based on accuracy and facts.

Implementing School Vouchers: Challenges and Opportunities for School Leaders
Randy Parker, Louisiana Tech University

In recent years, educators have noted an increase in the use of school vouchers in both public and private school settings, often as part of state and national education reform initiatives and as components of school accountability measures. Proponents of school vouchers maintain that these programs provide a measure by which students from low-performing and failing schools can move to higher performing schools and have a greater chance for academic success. Proponents also argue that such programs offer parents more choices in the education of their children. Opponents charge that vouchers often deplete public schools of valuable resources and can lead to the unwarranted privatization of public education. In addition, the use of vouchers raises questions as to how such use may impact school accountability and measures of student achievement. The implementation and use of vouchers creates a variety of challenges and opportunities for educational leaders at both the building and district level. In this literature review, the author will present and discuss (a) a brief historical view of the development and implementation of school voucher programs, (b) the political and legal issues regarding the use of public school vouchers in private settings, (c) empirical studies addressing the academic achievement of voucher students, (d) the legal and administrative challenges encountered by school leaders in implementing school vouchers in their schools, and (e) opportunities for systemic change and increased student academic achievement as they relate to the implementation of school vouchers at both the school and system level. Specific recommendations, drawn from the literature, will be presented to provide school leaders with a framework for addressing the social, political, legal, and administrative issues encountered in the implementation and use of school vouchers in this new era of increased school accountability.

10:00 – 10:50 AM   **DISPLAYS: At Risk Students**   **Pre-Function Area (Foyer)**

Extracurricular Opportunities in Public High Schools Located in Poverty Areas
Tommy M. Phillips, Charona Sims, Mississippi State University

Research indicates a positive association between involvement in extracurricular activities and a variety of indicators of adolescent adjustment and well-being. At the same time, however, research suggests that low SES students are less active in extracurricular activities at school. For example, data from the National Education Longitudinal Study reveal that low SES high school students are less involved than middle and high SES students in school-sponsored extracurricular activities. This disparity may stem from the fact that many schools serving poor children and youths are inadequate in terms of basic financial and material resources. The primary purpose of this study was to compare extracurricular activities available to students attending high schools in poverty areas (i.e., areas where at least 20% of the population falls below the federal poverty line) with the extracurricular activities

available to students attending high schools not located in poverty areas. After receiving Institutional Review Board approval for the study, survey packets were mailed to the principals of 179 public high schools in Mississippi. Each packet included a letter inviting participation in the study, a document providing detailed information about the study, a four-page pencil-and-paper questionnaire, and a postage-paid envelope for returning completed questionnaires. Principals of 61 high schools returned completed questionnaires, for a response rate of 34%. The questionnaire completed by principals included items intended to assess the following: 1. Type of community (urban, suburban, small town or rural) 2. Zip code (to determine the poverty rates for the areas where the schools are located) 3. Size of student body 4. Number of students receiving free school lunches 5. Ethnic characteristics of student body 6. Demographic characteristics (e.g., gender, ethnicity, education) of the principal 7. Perceived importance of student participation in extracurricular activities 8. Number of student organizations and clubs 9. Number of students participating in extracurricular activities, organizations, and clubs 10. Types of organizations and clubs available for students 11. Methods used to publicize extracurricular activities, organizations, and clubs Between-groups statistical analysis showed that Mississippi high schools in poverty areas are characterized, on average, by fewer extracurricular student organizations, activities, and clubs than schools not located in poverty areas. Principals of schools in poverty areas reported an average of 16 student organizations and clubs versus an average of 23 organizations and clubs for schools not located in poverty areas. Concurrently, principals' responses suggested that students attending schools located in poverty areas are less likely overall to participate in extracurricular activities, organizations, and clubs, although this finding did not achieve statistical significance. Findings also indicated that schools located in poverty areas were less likely to have special interest clubs (e.g., chess club, photography club, computer club) and student political organizations (e.g., Young Republicans, Student Democrats).

A Model for Case-Based Training of Teacher Candidates
Amy Doolittle, Delia Price Lee, Linda Johnston, University of Tennessee at Chattanooga

For many years schools have focused on remediating students within the academic environment. Little to no emphasis has been placed on the background and situations a large number of children find themselves in and from which they come. The need to train pre-service educators in the expertise of outside responsibilities is critical. Family and community partnerships are important to the success of all children, but in particular to those students whose lives have been traumatized for whatever reason. With more and more children coming to school who have been traumatized by their home environment, it is important that institutions train pre-service candidates to begin thinking and gaining an understanding as to how they will deal these issues in their respective classrooms. One university implemented a simulated case study type situation to introduce and provide teacher education candidates the opportunity to begin thinking about how they work with children in or those who may have come from traumatized home life and settings. The case based exercise provided candidates entering their student teaching semester the opportunity to gain an understanding of what it might feel like to be a child from a traumatized background. In addition they also became the simulated teacher of this child. A social work educator was invited to present at this session to the pre-service educators. This experience included 4 components consisting of: 1) introduction to the experience; 2) case-based experience; 3) post-case reflection and discussion and 4) observations by the facilitator and a question/answer session from the pre-service candidates. Following this experience candidates were then given the opportunity for feedback and reflection. This session will cover the process utilized for this training, display some of the reflections from pre-service candidates that followed the exercise, as well as cover the case study utilized in the presentation.

The Professional School Counselor's Training, Involvement, and Perceptions of Response to Intervention
Dianne T. Langford, John Hall, Craig Jones, Logan Sheets, Arkansas State University

As Response to Intervention (RTI), a multi-tiered approach to help struggling learners (RTI Action Network, 2013), continues to be implemented in school settings, it is increasingly important to understand the school professionals' role in the process. This proposed study deals with exploratory research about the professional school counselors' training, involvement and perceptions of RTI. The professional school counselor assists in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program. The American School Counseling Association (ASCA) position adopted in 2008 states that the implementation of such programs align with the Response to Intervention (RTI) process. Understanding the professional school counselor's training to assume leadership, their specific involvement, and how they regard RTI in their schools is necessary to gain understanding of changes in the field as well as to identify the need for professional development and pre-service learning needs. A national survey is being conducted with results and implications expected to be completed by the November conference.

Perceived Teacher Treatment and Psychosocial Well-Being
Alice Long, Tommy Phillips, Mississippi State University

A study was conducted to explore the relationship between adolescents' perceptions of teacher treatment and psychosocial well-being. Previous research has found that, when students believe that teachers care about them personally and are interested in their learning, they are more likely to be engaged in school, do well academically, and to engage in fewer health-risk behaviors. In contrast to previous studies that examined the impact of teacher support/treatment on school engagement, academic performance, and health-risk behaviors, the present study focused on how perceived treatment by teachers specifically affects psychosocial well-being. The sample for this study consisted of 320 middle school- and high school-age adolescents (47% male; 53% female) surveyed at three sites in the southeastern United States. The mean age was 14.78 years old (SD=1.66). By ethnicity, the sample was 56% Caucasian, and 44% African American. Participants completed a paper-and-pencil survey that included measures of delinquent attitudes, self-esteem, hopelessness, educational expectations, and optimism/efficacy. Participants also responded, using a scale from 1 to 10, to a single item intended to capture their perceptions of how well (or badly) their teachers treat them. Results indicated a modest yet significant relationship between participants' perceptions of teacher treatment and scores on the measures of well-being. Students who reported being treated better by their teachers were better off in terms of the indicators of well-being than those who reported not being treated as well by their teachers. This study adds to a growing body of research demonstrating that, when students perceive that their teachers care about and take an interest in them, it can lead, not only to increased school engagement and academic performance and a decreased probability of engaging in health-risk behaviors, but is associated with enhanced psychosocial health as well.

11:00 – 11:50 AM   **RESEARCH IN PROGRESS: School Environment**   **Aquamarine 1**
Presider: Michelle Haj-Broussard, McNeese State University

A Grounded Theory Study to Describe Approaches Out Gay K-12 Teachers Take to Living Openly at Work
Diana M. Ward, University of New Orleans

Gay teachers lack resources and are in an ambiguous position legally and socially when it comes to finding safe and successful ways to living openly while at work in K-12 schools. Existing identity models describe the living openly process that out gay people take in general or at work, but there are no current models that address the unique variables out gay teachers face when living openly in K-12 schools. The purpose of this study will be to describe approaches out gay teachers have employed to living openly while at work in K-12 schools. The central and guiding research question for this study is how do out gay teachers in K-12 schools describe approaches to living openly at work? A sub-question is what did the out gay teacher specifically say or do to live openly while at work in a K-12 school? Follow up questions will revolve around the positive or negative consequences that resulted from the approach or approaches the out gay K-12 teacher took to living openly while at work in the school. Transcripts from interviews, which will serve as the primary source of data collection, will first be analyzed through open coding, then through axial coding, and finally through selective coding. From the data and subsequent analysis, a theory or identity development model will be produced which specifically highlights those approaches that were generally safe and successful. The researcher will use discriminant sampling and other techniques like member checking to verify the data.

11:00 – 11:50 AM   **INTERNATIONAL STUDIES**   **Aquamarine 2**
Presider: Susan P. Santoli, University of South Alabama

Ireland's National Induction Programme for Teachers
Susan P. Santoli, Paige Vitulli, University of South Alabama

Research conducted world-wide supports the effectiveness of comprehensive induction for new teachers. Even though new teachers may have completed quality teacher education programs, these along cannot fully prepare novices with the knowledge and skills they need to be successful in their own classrooms. In 2002, the Republic of Ireland launched a pilot program for teacher induction which has become the National Induction Programme for Teachers and which is required of all beginning teachers. The program requires attendance at twelve workshops and participation in a mentoring program. Because mentoring is required, the induction process is a school based process, involving administrators and trained faculty mentors. In addition to the new teacher induction, initial teacher education programs have been lengthened. Beginning in September 2012, undergraduate primary programs were increased from three to four years with post graduate programs scheduled to increase from 18 months to two years beginning in 2014. Post primary programs will increase from 1 to 2 years beginning in 2014.

Thus, Ireland continues to examine and revise various parts of the continuum, truly reflecting the idea that learning to teach is a process. In 2012, the authors of this presentation visited Dublin and met with the Dean of Education at St. Patrick's College Drumconda and the coordinators of the National Induction Programme. This presentation shares overall findings about teacher induction and specific information about Ireland's program.

Readiness Criteria for Interpreting Skill Acquisition: Case Study of Private Post-Secondary Interpreter Education
Sherry L. Shaw, University of North Florida

Admission testing for signed or spoken language Interpreter Education Programs (IEPs) continues to perplex educators who seek students most inclined to successfully complete their programs. While many programs use admission screenings, the data have not documented their predictive validity. IEPs cannot confidently say precisely which skills are needed at entrance and which skills can be cultivated during training. The purpose of this study was to inductively build a theory regarding admission criteria through systematic examination of the admission-to-completion phenomenon at a private IEP in Austria. This study contributed to the Theory of Interpreting Skill Acquisition Readiness (TISAR) and targeted an ideal bounded system: a privately-operated IEP that reported its admissions criteria were sophisticated enough to result in higher retention and completion rates. This report warranted systematic investigation of program screening processes, program structure, evaluation mechanisms, and student-faculty-consumer experiences based on the following research questions (answers pursued upon IRB approval in May 2013): 1.What is the current practice for screening applicants and how have screening strategies evolved over the series of three cohorts? 2.What is the student experience through admission testing, program matriculation, and exit competency? 3.What are the perceptions of faculty, administrators, and community stakeholders concerning the qualifications of program graduates? While descriptive to a large degree, the phenomenological method selected for the study appeared to be the most effective for building theory and understanding the success of admission testing. Reviewing documents (programs of study), interviewing participants, observing student-faculty interactions in the classroom, and administering brief surveys led to conclusions about prevalent characteristics of successful students and key components of the IEP admission process. The researcher expects these findings to contribute to a theoretical foundation for admissions testing in interpreter education.

11:00 – 11:50 AM **TRAINING** **Oleander 2**

Google Apps in the Classroom
John W. Simmer, University of Alabama

This session will provide an overview of how to use Google Apps in a high school classroom. Several Google Apps will be discussed in detail, including Gmail, Google Docs, Google Sites and Blogster, among others. Examples will be provided of how these free resources have been successfully implemented in a high school English classroom. Attendees are encouraged to bring their own laptops or tablets to the session but they are not required.

11:00 – 11:50 AM **SYMPOSIUM** **Royal Palm Ballroom Salon C**

Why is An Ed.D. Important?
Organizers: Jeffery Oescher, Southeastern Louisiana University; Patrice Pujols, Steve Westbrook, Jennifer Tuttleton, Ascension Parish Schools

The Ph.D. or Ed.D.? This paper examines the differences between the programmatic requirements for educational leadership programs offering a Ph.D. and those offering an Ed.D. The paper explores the actual programmatic differences in terms of coursework related to educational leadership; methodological expertise for quantitative, qualitative, and mixed methods; and other requirements related to foundation courses, internships, etc. All coursework differences are discussed relative to the purported purposes of Ph.D. and Ed.D. leadership programs. This information is discussed in the context of three dissertation studies for which an Ed.D. degree was earned. All three studies exemplify the need for such studies and the unique skills related to students earning these degrees. The Relationship between Student Success and Learning–Centered Leadership Behaviors The purpose of this study was to explore the relationship between student achievement and the learning-centered leadership behaviors of principals. The research sample consisted of 61 public schools from within seven Louisiana school districts. The findings indicated a statistically significant relationship between learning-centered behaviors and school performance. In addition to establishing a relationship, a parsimonious set of learning-centered leadership behaviors were identified as statistically significant predictors of school performance. Perceptions of School Administrators and Teachers Regarding the Implementation of Professional Learning Communities The purpose of

this study was to determine the extent to which teachers and school-level administrators in a school district in South Louisiana implemented each of the six domains associated with professional learning communities (PLCs) (see Hipp & Huffman, 2010; Olivier & Hipp, 2010). In addition, the study examined differences that existed between the level of experience of schools in PLC implementation. The results indicated that in all but one domain schools were in the implementing phase of PLC development. In that domain schools were in the Somewhat Implementing phase of development. Total mean scores indicated that groups of schools that differed based on years of experience in developing PLCs were all in the Implementing phase. Differences in mean scores were non-significant for all but two subscales. The Relationship between the Levels of Teacher Collective Efficacy and District Collective Efficacy The purpose of this study was to determine the levels of collective teacher efficacy in 27 schools in a Louisiana school district and the levels of district collective efficacy across the school system. Furthermore, the study explored the relationship between collective teacher efficacy and student achievement. The Teacher Efficacy Belief Scale (Olivier, 2001) was administered to teachers in each of the schools. The researcher adapted the scale to create a district measure, the District Efficacy Belief Scale. This scale was administered to district office administrators and the leadership team members in each of the school. The results indicated that there was a moderately positive correlation between the collective teacher efficacy and the district collective efficacy of the school's leadership team. Furthermore, the results showed a moderately positive correlation between the collective teacher efficacy of a faculty and student achievement.

11:00 – 11:50 AM   HIGHER EDUCATION PROGRAM EVALUATION/ASSESSMENT   Royal Palm Salon D
Presider: Christopher Broadhurst, University of New Orleans

What Do Mentors Have to Say? A Program Evaluation Examining the Experiences of the Adults in a College Access Mentoring Program
Lindsey B. Jakiel, Vincent R. Prior, University of New Orleans

Low-income and/or first-generation students still face barriers to accessing higher education, despite the gains that have been made in this area. Programmatic interventions have been implemented in many contexts in order to close the educational attainment gap between more advantaged and historically underserved populations. Mentoring programs are a type of intervention that has been used to address the college access problem. This program evaluation examined one such intervention program. The College Admissions Project (CAP) is a same-gender college access mentoring program working with low-income and/or first-generation high school seniors in New Orleans, LA. This program is unique in that the mentors are young professionals from a variety of academic and professional backgrounds. Additionally, there is no minimum GPA or test score required for student (mentee) participation; students need only to express a desire to pursue postsecondary education. The authors will present a program evaluation of CAP that examined the experiences of the guides (i.e., mentors) who participated in this program during the 2012-2013 academic year. Guides were surveyed monthly via an electronic survey throughout their participation in the program as mentors. Guides provided quantitative and qualitative data about their interactions with their mentees and experiences in the program. This analysis has looked at the experiences of mentors quantitatively and qualitatively. The evaluation results that will be presented will include the number of hours mentors spent with their mentees, what forms of communication were used, and data provided by mentors about obstacles to working with their mentees. The results of this program evaluation may prove instructive to other college access programs. Experiences of mentors are important to consider as many college access program rely on volunteers and the experiences of these volunteers as participants in the program may directly affect a program's ability to recruit and retain an adequate volunteer base.

Assessing iTunes U courses through m-learning Pedagogical Framework
Hung Wei Tseng, Betty Morris, Yingqi Tang, Jacksonville State University

As mobile learning technology promotes learning accessibility and flexibility, students will benefit from social interactivity and connective learning process which will also foster students' learning performance and satisfaction on learning content. The primary purpose of this research was to evaluate iTunes U courses based on instructional design principles and m-learning framework to validate the quality and effectiveness of these courses. In addition, the researchers provided recommendations based on the findings from this research that can lead instructors to design an effective iTunes U course. Specifically, the study focused on three primary objectives: a) Provided mobile learning pedagogical framework and instructional design principles that can increase learning engagement, presence, and flexibility; b) Investigated mobile technology applied on iTunes U courses to identify mobile learning courses' strengths and weakness; and c) Put pedagogical framework and course design principle theories to a mobile learning course design into practice. The researchers selected courses that meet the following criteria: 1. The course is provided by institutions of higher education in the field of education and library and information

science. 2. The course should include complete instructional design components (learning units, objectives, assessment plans, etc.). 3. The course should include multi-media materials to deliver the learning content. To review the iTunes U courses, the quality review team searched the courses in iTunes U using the following search criteria: Education, teaching and learning in education, library, library and information science. A rubric was developed based on the instructional design strategies and m-learning framework to evaluate those iTunes U courses. The study served as a model for instructors that wish to incorporate mobile technology in the classroom. The findings of this study will benefit teacher educators in their instructional design practices.

11:00 – 11:50 AM   **PRINCIPAL PREPARATION**   **Royal Palm Salon E**
Presider: Kathleen T. Campbell, Southeastern Louisiana University

Principal Candidate Internship/Residency Survey: Determining the Validity of the Measure
Brenda J. Mendiola, Nicole Vaux, Randall E. Schumacker, University of Alabama

A select group of educational leadership students at a southern university participated in a semester internship/residency experience funded by the Alabama State Board of Education. Through this innovative initiative, funds for certified teachers to take the place of semester residency candidates in PK-12 classrooms were provided by the Alabama State Board of Education. This experience was in contrast to the ten-day residency typically experienced by students in the program. Students completing the semester residency and those completing the typical ten-day residency were surveyed regarding their field experiences. Three of five semester residency participants and thirteen of nineteen ten-day residency participants completed the survey. The Principal Candidate Internship/Residency Survey (PCIRS)was developed by the Southern Regional Education Board (SREB) in coordination with the Alabama State Department of Education for the purpose of examining leadership interns' views regarding: (a) the level of leadership and mentoring support received from local education agencies, (b the level of competency in relation to the eight state program standards, (c) the depth of practice the residency provided in eighteen areas, and (d) the level of preparation offered by the leadership program. The purpose of this study is to determine the validity of the survey for measuring the stated views. Analysis of the survey is in progress. The survey will be examined using ordinal factor analysis. The Rasch Measurement Model will be used to assess dimensionality, scaling, and the logits of the survey. Results, item person map, range of difficulty, unit dimensionality, and scale category interpretation will be determined. The analysis will be used to make recommendations for improving the survey for use with future leadership interns. This is important because the results of the PCIRS are used to inform decisions regarding the future funding of residency programs at the state level.

Introducing an Instrument to Measure Dispositions of Pre-Service Principals
Kathleen T. Campbell, Mindy Crain-Dorough, Jennifer Sughrue, Southeastern Louisiana University

Statement of the Problem According to the National Council of Accreditation of Teacher Education (NCATE), students enrolled in a university master's degree in educational leadership program for principal preparation must demonstrate the knowledge, skills, and dispositions for effective school leadership. The standards of the Educational Leadership Constituents Council (ELCC) describe the general skills that principal candidates must display; however, specific criteria for demonstration of dispositions are elusive and remain a continuing topic of discussion. Theoretical Framework The theoretical framework for this study is the trait theory of leadership. Early trait theorists believed that personality traits alone could distinguish leaders from non-leaders, whereas the more recent, second generation trait theory of leadership proposes that certain characteristics can determine more effective leaders from less effective leaders and that effectiveness depends on the exercise of certain characteristics in various situations. Methodology School district superintendents in a southern state were interviewed regarding the characteristics and dispositions they look for when hiring school principals, and faculty members from universities with principal preparation programs throughout the same state were surveyed regarding the characteristics and dispositions they expect their candidates to have. Results and Conclusions Responses were analyzed by educational leadership faculty and then categorized into dispositional constructs with behavioral statements attached. Behavioral statements were aligned with the ELCC standards. The result is an instrument for measuring dispositions of pre-service principals. The instrument will be piloted in the spring. Educational Significance of the Study The collection of data regarding dispositions for effective school leadership should be useful to universities with principal preparation programs for measuring the dispositions of their educational leadership candidates. The proposed instrument should help to point out whether or not particular candidates need to strengthen or develop certain dispositions for effective school leadership.

11:00 – 11:50 AM   **EDUCATION REFORM (2)**   **Royal Palm Salon F**

Presider: Vickie S. Gentry, Northwestern State University

A Cost-Benefit Analysis for Per-Student Expenditures and Academic Achievement
Sid T. Womack, Karen King Womack, Arkansas Tech University; Kerry Roberts, Stephen F. Austin University; David Bell, Arkansas Tech University

Cost-benefit correlations have been subject to "selective sampling" in the media. Usually extremes of data from a very few high-funding and low-funding states are cited in the media to construct the case that there is no relationship between economic inputs and academic outputs. This study, using average per-pupil expenditures and ACT data from all 50 states, showed a 0.54 correlation. When data were systematically reduced from 50 states to 35 to eliminate the highest- and lowest- spending states, the cost-benefit relationship improved to 0.69, accounting for 47% of the variance in ACT scores. For the 2009-2010 school year, the 35 states in the most predictive range spent from $8712 (Arkansas) to $14,531 per student. Per-pupil expenditures outside that range were not significantly predictive of academic achievement as assessed by the ACT scores of graduating senior in spring 2010.

The Reforms Undermined: A History of the National Council for the Social Studies from 1975 to 1978
Paul E. Binford, Louisiana State University

This study focuses on a pivotal period (1975 to 1978) in the history of the National Council for the Social Studies (NCSS). Ironically, the social studies has suffered from a longstanding case of historical amnesia including the NCSS. Prior to this research, no comprehensive history of the NCSS had been written in the last fifty years. This study provided an institutional history of the social studies field's premiere professional association—the NCSS. This historical study is based on archival research and interviews of people of influence within the NCSS during the period of focus. Archival documents were obtained from the Dolph Briscoe Center for American History particularly Board of Directors' Minutes. These documents were identified, reviewed, and where relevant, this documentary evidence was photocopied for further historical analysis. Semi-structured and hour-long interviews were conducted with leaders in the NCSS. These primary sources provided a solid evidentiary basis for the construction of a historical narrative. This research study concluded that the institutional reforms the NCSS undertook in the late 1960s and early 1970s were largely undermined by two disastrous decisions: (1) the hiring of an ineffective Executive Director, and (2) the delay and eventual abandonment of a construction project that would have established an independent NCSS headquarters.

Rural Principals' Beliefs about Alternate Route Programs for Training Teachers
Sarah W. Wimbish, Anastasia Elder, Matthew Alred, Mississippi State University

In this study, principals from rural areas of Mississippi were interviewed regarding their perceptions of alternate route programs for training teachers. Administrative support is vital to teacher retention and effectiveness. Furthermore, the need for teachers in rural areas has increasingly led to seeking candidates from non-traditional certification routes. In the semi-structured interview, principals responded to inquiries regarding the recruitment, selection, preparation, mentorship, support, and retention of teachers from alternately certification programs. At this time, ten principals responded. Principals were recruited via email, and interviews were conducted at the school of the principal. All interviews were conducted individually, face to face, lasted on average 20 minutes, and were audio recorded. Audio recordings were transcribed by a different research associate and were subject to qualitative content analysis. The principals' responses were analyzed for patterns and themes in their responses. Reliability for the themes has been conducted with another researcher reviewing the interview transcripts independently. Preliminary findings indicate several trends regarding principals' perceptions of the strengths and weaknesses of alternate route programs with respect to concerns for recruiting, selecting, preparing, mentoring, supporting, and retaining teachers in their respective districts. Principals of rural schools expressed a concern for their inability to assess personality characteristics of candidates due to lack of observation and interactions with them. In addition, many of the principals cited alternate-certified candidates' lack of experience in classroom settings (and concerns with classroom management skills) prior to becoming an acting teacher since many do not complete a student teaching internship. The principals did praise alternate route programs as emphasizing content knowledge as well as helping to meet the need for quality educators in their districts.

Increasing Content Knowledge as One Piece of the Professional Development Puzzle
Carolyn S. Pistorius, University of Alabama in Huntsville; Richard Littleton, University of Alabama in Birmingham; Sandy Ledwell, Alabama State Department of Education

Teachers need to have a deeper understanding of their content and how it relates to students in order to know when students understand the concepts. Teacher content knowledge by itself is not an indicator of an expert level teacher. Knowing how and when to move forward in a lesson is one skill necessary in successful teaching. Hattie (2012) found that differences in student understanding relates to how teachers see the surface and the deeper understandings of the subjects they teach. It is not just about deepening teacher content, but how that relates to levels of understanding in students. Hattie (2012) also found that expert teachers differ from their peers in how they organize and use the content knowledge they possess. Expert teachers are masters in formative assessment that they allow to guide their instruction. Leahy and Wiliam (2009) found that when formative assessments were done daily there were substantial increases in student achievement. They found a 70 to 80 percent increase in the speed of student learning was possible when formative assessments were used daily. Ongoing Assessment Project (OGAP) training was administered to groups of teacher who had already completed approximately 48 hours of hands-on mathematics training. The teachers in the project had already demonstrated the ability to teach beyond the textbook and were selected to go through 18 additional hours of training on content deepening and formative assessment. The teachers were in grade bands and focused on research based practices for the K – 2 grades and the 3 – 5 grades. The content pre-post assessments were administered at the start of the first day of training and again at the end of the final day of the session. Content tests were created by a panel of experts and analyzed for content validity and reliability by being given to 50 teachers two weeks prior to OGAP training and again the day the training began. Assessments were hand scored from a key provided by the developers of the instrument. The paired sample Student t (t) statistic was computed (df = 50, t= 2.84, p<0.05, d=1.38). The large effect size (d=<0.80) indicates the session resulted in significant increases in participant content knowledge relative to additive and multiplicative reasoning. Scores from the content pre-post assessment instrument suggested participant content knowledge relative additive and multiplicative reasoning increased as a result of participation in the sessions. We know that increasing the content knowledge of teachers alone has not been shown to increase student achievement, but combined with formative assessment practices has.

11:00 – 11:50 AM   **DISPLAYS: Professional Development**   **Pre-Function Area (Foyer)**

The Electronic Village Online: An Open-source, International Collaboration for Professional Development
Sandra A. Rogers, University of South Alabama

For over a decade, the TESOL (Teachers of English to Speakers of Other Languages, Inc.) Computer-Assisted Language Learning Interest Section has been providing free professional development annually for members and nonmembers alike. In this poster session, the past co-coordinator of the 2013 Electronic Village Online (EVO) will address the collaborative processes that occur in a large-scale, multi-national, open-source project. These include training and mentoring trainers, selecting free technology tools to provide online learning platforms, investigation of Web 2.0 technologies for application to the classroom, and the wholly volunteer nature of this project. Past EVO sessions included the following online workshops: Becoming a Webhead, Drama, Digital Storytelling for Young Learners, Digital Tools with a Purpose in the Classroom, PLEs and PLNs for Lifelong Learning, Teaching Language Learning Through Gamification, Multiliteracies for Social Networking and CLEs, MachinEVO (SecondLife video productions), Mentoring, Moodle for Teachers, and Podcasting for ESL/EFL Classrooms. EVO has a grant to access Elluminate for educational purposes through WebheadsInAction.org. They use Elluminate to host our kick-off party, moderator training, and to host special guests. This offers us the ability to text chat, audio or video chat, share PowerPoints, take polls, and record our discussions. These recordings are posted to our training wiki and/or moderator sessions for those unable to attend the live sessions. EVO Mission Statement: In this age of electronic communication, the Internet seems a natural way to bring the issues of our profession to the international stage. Our goal is to allow learning anywhere, anytime, with as little expense as possible. Thus, EVO moderators and trainers are all volunteers, and participants need only provide their own Internet access to take part in activities. Contribution as a moderator is a significant act of volunteerism, and forms an important service to our profession.

Ethical Development in Medical School and Considerations for Curricular Interventions
Sandra E. Riegle, Morehead State University; Ann Frye, Kirk Smith, University of Texas Medical Branch at Galveston

The study's objectives were: (1) to examine factors that contribute to the erosion of professionalism and ethical conduct in medical school; and (2) to examine the degree to which students participating in Community Service Learning (CSL) or who were members of the Gold Humanism Honor Society (GHHS; an honors organization whose members represent the epitome of humanism in medicine) exhibited more developed moral reasoning, utilizing James Rest's Defining Issues Test-2 (DIT-2). The authors administered the DIT-2 at a teaching hospital in

the South to members of its in-coming SOM classes of 2011 and 2012. The test was administered during orientation week under the auspices of the University's Office of Educational Development, following an IRB-approved protocol. The test was re-administered via Survey Monkey during their fourth year. Tentative findings to date comparing scores at times 1 and 2 of the test administration for the 2011 and 2012 cohort revealed no significant change in the aggregate; P scores for GHHS members were slightly higher at both times 1 and 2. Results for CSL participants for both cohorts, and for the 2012 GHHS members, presently are being analyzed. We suspect that this study will resonate well with our fellow teachers. In addition to our own experiences facilitating classroom ethics discussions, wherein we have observed that neophyte students are eager to know 'the rules' and have seen discussion foreclosed once a relevant legal statute is cited, we question the extent to which teaching ethics and professionalism requires more than an official curriculum rooted in such concerns; it raises the question, in other words, of the extent to which other experiences, e.g., might be beneficial. As such, the study raises potential questions about curricular interventions.

Examining the Intersections of Gender, Moral Development, and Curriculum in Medical School
Sandra E. Riegle, Morehead State University

The study's objective was to examine the effect of gender on moral development, using DIT-2 scores. The Defining Issues Test 2 (DIT-2) was administered at a teaching hospital in the South to members of its in-coming SOM class of 2011. The test was administered during orientation week under the auspices of the University's Office of Educational Development, following an IRB-approved protocol. The test was re-administered via Survey Monkey in spring 2011. Comparison of P-scores at times 1 and 2 of the test administration, revealed no significant change in the aggregate; differences, however, were found between the sexes for both test administrations. Gender had a significant main effect on P scores ($p < .01$). The schema the DIT-2 uses is one rooted in Kohlberg's typology of moral development – a theory famously critiqued by Carol Gilligan. According to Gilligan, women's moral development is rooted in care and responsibility, men's in concerns for justice. While Rest et al do acknowledge that a gendered difference has been found across tests, they argued a significantly closer correlation is found between educational level and P-scores. The findings raised tentative questions about Gilligan's theory, at least insofar as a continuance to conceptualize moral attitudes as essentially either male or female may (re-)produce a hidden – specifically, gendered – curriculum. Further, a subsequent point addressed was women's and men's decline in P-scores in this study to date, over their four years of medical school, a finding congruent in similar studies. While women's scores remained higher than men's, the findings also raised a potentially interesting question: namely, whether or not, or the extent to which women, after experiencing four years of pressure and socialization in a profession that continues to normalize the masculine, may adopt a more masculine stance and outlook in terms of their professional development.

12:00 Noon – 1:30 PM	**MSERA FOUNDATION LUNCHEON** **(Foundation Members Only)**	**Coral Reef**

1:30 – 2:20 AM	**RESEARCH IN PROGRESS: Higher Education Leadership** Presider: Diana Ward, University of New Orleans	**Aquamarine 1**

Understanding Faculty Attitudes Towards Leadership Roles in Higher Education: A Mixed Methods Study
Simone A. F. Gause, University of South Carolina

Increasingly, institutes of higher education are deemed the great equalizer, paving the way for parity and advancement for groups with historical repudiation. Over the years, women have made strides in bridging the gap with their male counterparts. However, despite the fact that women are earning more baccalaureate and graduate degrees than men, women are still under-represented in academic leadership positions within higher education. This under-representation is widespread across colleges and universities, both public and private, and across academic disciplines from engineering to the arts. While the dearth of literature on academic leadership has identified this gender gap, few identify the reason(s) for its persistence. The intent of this explanatory study is to gain insight about women faculty career paths toward pursuing leadership roles in academia. This sequential study will utilize the mixed method QUAN → Qual framework to examine faculty attitudes toward and motivations to pursue a deanship or college administrative post. In phase one, the quantitative phase, a survey will be administered to faculty to examine attitudes and perceptions of leadership roles. In phase two, the qualitative phase, semi-structured interviews are conducted based upon the survey results, where purposive sampling will be used to illuminate the quantitative results. Both male and female faculty within a College of Education will be asked to participate in the study. Descriptive statistics will be used to portray observed attitudes and motivators of faculty regarding leadership positions and comparisons (e.g., ANOVA) will be conducted to examine differences in

perceptions among subgroups. Content analysis will be used to summarize across interviews to identify themes. The results can have implications on leadership development and selection of women leaders in academia.

Virtual Leadership and the Changing Landscape of Higher Education
Juanita McMath, Michelle Hale, University of Alabama

Leadership on today's college campus is a different landscape from the past due to the infusion of technology into every aspect of communications and teaching. Therefore, we believed the compelling question to research was, "What does it mean as a department chair to lead faculty and staff and manage programs virtually within a changing campus landscape?" Within this context, we identified and investigated the changing nature of the academic department and the department chair as the leader. A review of literature and existing studies was performed for this paper. The two researchers worked individually and as a team to complete this project. We examined research articles published within the last 10 years due to the fact that the technological changes being discussed have occurred approximately within that time. During the literature review, it was found that research specifically pertaining to higher education and virtual leadership was scarce. Significant research was present concerning distance education in general. However, specifically addressing the area of virtual leadership is an area of need as the landscape of the campus has and continues to evolve. The department chair is a leader in dual modalities – face-to-face and virtual because faculty and the chair use email as a major mode of communication, instruction takes place to some extent through learning management systems (LMS), there is an increased disbursement of faculty/students, and meetings are often held with voice-over internet protocol (VoIP). In our final paper, we will address our research questions and draw conclusions with regard to how this study provided direction for virtual leadership and its implications for leaders in higher education. Further, from this research, we will be able to identify gaps in the literature and provide a framework for current and future research related to the area of virtual leadership in higher education institutions.

An Analysis of Louisiana Community College Chancellors' Ranking of Leadership Competencies by American Association of Community Colleges
Dianne R. Morgan, Southeastern Louisiana University

This study investigated five specific objectives: (1) the first objective was to expand earlier American Association of Community Colleges (AACC) findings by investigating how practicing community college chancellors rate the relative importance of the characteristics and professional skills identified by AACC as being essential for effective community college leadership, (2) the second objective was to offer additional insights for chancellors regarding differences in ranking based on the institutional size, (3) the third objective of this study was to identify if there are differences in ranking based on individual gender, (4) the fourth objective was to determine if there are differences in ranking based on length of tenure, and (5) the fifth objective of this study was to identify key experiences relevant to the challenges one would encounter as a chancellor. The 24-item survey, the instrument used for data collection, illustrated the six competencies: (a) organization strategy, (b) resource management, (c) communication, (d) collaboration, (e) advocacy, and (f) professionalism. Also, the chancellors were asked to identify their demographics: gender, age, ethnicity, highest degree earned, current position, and years of chancellor experience. Participants were asked not to reveal their identity. The researcher used surveymonkey.com to request permission for participation, complete survey, and to return the survey. The researcher sent reminders at the end of week 1 and then sent a second reminder on day 10 to ensure that the survey was completed by the deadline. All 11 chancellors were surveyed in an effort to provide an overview of the ranking of the competencies and whether those rankings were influenced by the institutional factor of size and the individual factors of gender and length of tenure.

1:30 – 2:20 PM   **RESEARCH/RESEARCH METHODS**   **Aquamarine 2**
Presider: Mindy Crain-Dorough, Southeastern Louisiana University

Essence of Research: Is it for the Learner or the Impact?
Lynn M. Hemmer, Texas A&M University Corpus Christi; Catheryn Weitman, Texas A&M International University

The notions regarding "of-, for- or as-" learning was conceived in the assessment movement (Earl, 2003; Stiggins & Chappuis, 2006). For example, assessment of learning is summative in nature and intended to confirm learning has taken place; assessment for learning connotes a process of providing progressive feedback on a task at hand by integrating assessment practices as part of learning; central to assessment as learning emphasizes the unique role of the learner as both "a contributor to the assessment and learning process" as well as "critical connector between the two" (Earl, 2003). The key distinction between assessment as learning and the others is an individual's level of

engagement as the intersection and interwoven constructs of active learning and motivation (Barkley, 2010). In this context, we propose to look at the structural and conceptual orientation of research through such a lens. That is, research as learning as it intersects with research of and/or for learning. Traditionally, academic research has been situated in discipline-based projects, portrayed as a homogenous activity and dependent on both the social dimensions and cognitive nature of knowledge (Becher, 1989; Clark, 1986; Hakala & Ylijoki, 2001). Further, while university research is credited with creating new knowledge (of learning), as well as educates students to be researchers and/or practitioners (for learning) (Association of American Universities, 2011), the role of research in higher education is being debated (Cummings, 2010; Hazelkorn, 2004). We are raising the question, should research be equally employed to include of and for learning as well as research as learning? With this analysis, we offer a reconfigured paradigm shift toward the traditional research orientation necessary to prepare effective researchers, as well as consumers of researchers, but more so emphasize research as a means to learn.

Section of Optimal Research Methods: Charting the Course of an Educational Research Study
Mindy Crain-Dorough, Southeastern Louisiana University

Traditionally, the selection of research methods has been envisioned as a linear process which begins with identifying gaps in the literature, then moves to formation of research questions, and results in the selection of research methods. In reality, however, the process is much more complicated and circuitous. This paper is a description of an organized approach for researchers to utilize when planning to conduct educational research. Introduction Educators who embark on conducting research are initially overwhelmed with the task of selecting the most appropriate research methods. The choices can be daunting. To obtain valid results, a research study should be grounded in previous research. To achieve this result, simplistically and traditionally, the research questions derived from reviewing the literature have served as the bridge between identifying a research problem and planning the research methods. However, conducting educational research is complicated with many nuances that in reality make this process circuitous as opposed to being linear Description of Paper This paper is a description of the ambiguous process of selecting a justified set of methods. An organized conceptualization of the nebulous factors surrounding the selection of research methods is presented. Five areas are considered: researcher purposes, gaps in the literature, the exploration-to-confirmatory continuum for the area of study, study options and feasibility of each, and standards for research quality. The overlap of these five areas are the potential research questions (and research methods options) for the study. Careful consideration of the overlap would result in an optimal study. Implications Only after carefully and appropriately considering the research methods options at hand, is the researcher prepared to present his/her study in the traditional linear format. As a result, one can clearly articulate the tight connection between the literature, research questions, and methods.

The Role of Bronfenbrenner's Ecological Systems Theory in Enhancing Interpretive Consistency in Mixed Research
Anthony J. Onwuegbuzie, Sam Houston State University; Kathleen M. T. Collins, University of Arkansas

One of the nine major threats to legitimation (i.e., the degree that integration of findings leads to credible and defensible meta-inferences) is sample legitimation integration (Onwuegbuzie & Johnson, 2006). Addressing this form of legitimation requires the researcher to maintain interpretive consistency between the selected sampling design and the inferences made from the ensuing findings. To facilitate researchers' efforts to address interpretive consistency, in this article, we provide a meta-sampling framework that is structured in accordance to the dimensions of Bronfenbrenner's (1979) ecological systems model. In this meta-framework, the four dimensions of the model are juxtaposed to various types of generalizations, sampling-based considerations, and mixed sampling criteria. Application of this inclusive framework is appropriate for the conduct of quantitative, qualitative, and mixed research.

1:30 – 3:20 PM   **TRAINING SESSION (double session)**   **Oleander 1**

Getting it Together with OneNote 2010
Karen G. Carter, Lincoln Memorial University

This session enhances productivity by enabling users to effectively capture, organize and easily reuse information. Microsoft OneNote 2010 is designed for note taking, brainstorming, research, searching, collaboration, collecting random bits of information — basically everything you've ever tried to do in notepads, sticky notes, or to-do lists. Users can readily manage multiple sources of information including handwritten or typed notes, drawings, audio recordings, webpage content and much more. Attendees will 1) learn how gather and manipulate various types data, included but limited to personal notes, sketches, or webpages into manageable notebooks allowing remote access; 2) send OneNote notes and information to other programs to streamline communication processes and

reduce time involved; 3) retrieve information by learning to utilize the search functions or by note organization within individualized notebooks; and 4) customize OneNote flags to an individual's preference or needs for quick reference or task completion. Session activities will introduce the eNotebook interface (iPad and cloud connectivity), 2) provide practice materials that allow attendees to create, edit and delete notebook sections, pages and variant content development, 3) prioritize information with customized note flags, 4) enter notes, audio and web captures, 4) practice utilization of the search function and 5) integrate OneNote with other applications including Nvivo and mobile smart devices, such as the iPad.

1:30 – 3:20 PM   **SYMPOSIUM (double session)**   **Royal Palm Ballroom Salon C**

The Schools in 2021: Responses to the MSERA Heritage Volume

The MSERA Heritage Volume contains a chapter [#19] with forecasts of the way schools *might* be in ten years. Contributors include *Harry Chaucer, Silence Dogood, Arne Duncan, Chester E. Finn, Bill Gates, Robert E. Slavin, James Van Patten and Robert E. Wise.* At last year's conference, a panel responded to some of those articles. This year a new set of respondents will share their visions, with the 2012 panel available for discussion. [*Some of last year's papers are available at* www.msera.org/download/Schools_2021.pdf]

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

College Access and the Future of Learning—A Response to Bob Ellsworth Wise
     Lindsey Brooke Jakiel, The University of New Orleans
IT-ocracy in Education – Any Better than Bureaucracy in Education?
     Krishna Kumar, West Chester University of Pennsylvania
Beyond the National Technology Plan: 2021 is Only 8 Years Away
     Candace Lacey, Nova Southeastern University
Plus Ça Change, Plus C'est la Même Chose
     David Morse, Mississippi State University

The 2012 Panel: Kathleen Taylor Campbell, Southeastern Louisiana University; Larry G. Daniel, University of North Florida; M. Suzanne Franco, Wright State University; Gail D. Hughes, University of Arkansas, Little Rock; Beverly M. Klecker, Morehead State University; Jane Nell Luster, Louisiana State University, HSC-HDC

1:30 – 2:20 PM   **DIGITAL/SOCIAL MEDIA**   **Royal Palm Salon D**
Presider: Dustin M. Hebert, McNeese State University

Creating Blogs to Help Students Learn
Hani Morgan, University of Southern Mississippi

This research explored how teachers created different types of blogs to help students develop 21st century skills and learn from others who they interacted with through the blog. The researcher discussed how instructors used well-designed classroom blogs to provide students with a motivating way to learn. The researcher discussed the reasons that blogging can promote collaboration and help students improve in any academic subject. After discussing the importance of implementing technology in K-12 settings, the researcher explained that the use of blogs helped instructors to adhere to the International Society for Technology in Education's (2008) National Education Technology Standards for Teachers, which call for educators to: (a) facilitate and inspire student learning and creativity, (b) design and develop digital age learning experiences and assessments, (c) model digital age work and learning, and (d) promote and model digital age citizenship and responsibility. The researcher then focused on several studies that concluded that blogging helped students become better writers and explained that these studies found that students improved their word choice, grammar, punctuation, and syntax when their teachers used blogging effectively. These studies also concluded that blogging often enhanced student engagement and made learning exciting and fun but that educators needed to plan carefully to create this learning environment. Strategies that instructors can implement in order for this approach of teaching to benefit students were then discussed. The researcher discussed that blogs could be used for literature circles, current events, and tutorials, but that these three ways were not the only methods for teachers to use blogging to help students learn. Guidelines for safety were then discussed as the researcher recommended several steps for instructors to take to prevent issues relating to online abuse.

The Impact of Social Media on School Leaders

Evan G. Mense, Southeastern Louisiana University; Michael D. Richardson, T. J. McCormack, Pamela Lemoine,
Columbus State University

Statement of the Problem The infusion of technology continues to be one of the major ironies of modern education. Changing traditional approaches to education from reactionary to proactive necessitates altering attitudes in the 21st century. Consequently, the influx of technology has become a major theme for school leaders. One of the largest technology developments over the past few years has been the global rise in online social networking. While the social media phenomenon offers new kinds of educational opportunities, it brings with it new kinds of problems for school leaders. School boards have developed and implemented polices which either expand or curtail the use of social media in schools. Theoretical Framework The theoretical framework is the influence of social media technology on instructional technology. Pew Foundation researchers found that 73% of teens use social networking sites. With so many school-aged students using social media in their personal lives, administrators must make decisions about how social media will be used in the students' educational lives. Little agreement exists among educators and researchers about such usage. The National Association of Secondary School Principals (2007) adopted a policy statement directing school leaders to become familiar with social media and to set up technology teams to advise on related issues. Methodology An 11-item qualitative questionnaire constructed from the literature was used to interview eight principals in southeast Louisiana regarding their perceptions of the use of social media in schools and the status of their school district policies toward such use. Results and Conclusion The study is in progress. Educational Significance The introduction of new technologies into education has sparked controversy for decades. The present study should add to the body of knowledge of educational technology use and lay the foundation for a debate on the pros and cons of social media in the classroom.

Doing Research? There's an App for That!
Angela M. Rand, University of South Alabama

Many higher education libraries today typically spend a substantial portion of their collection budget on purchasing electronic materials over traditional printed materials. Increasingly students and educators are using computers and mobile devices to accomplish research tasks. Subscription information database providers, such as Ebsco, ScienceDirect, and Scopus, offer mobile apps to help researchers continue working even when away from the desktop computer. Numerous apps are also available for writing, annotating, and organizing research documents. Scholars, students, and faculty use information differently in electronic environments. Taken as a whole the use of digital tools to manage electronic documents through the three phase process of capture, annotation, and organization/elaboration can reduce information overload anxiety. Knowing where a captured resource is stored and being able to annotate and categorize it can smooth out the research process. Engaging in information organization activities using online and mobile applications constitutes a digital workflow. Early decisions about how to manage personal digital collections can save time and lead to insights that would not otherwise be recognized in a printed document environment. Developing a good digital workflow is important for researchers at the points of capture, annotation, and organization. Whether writing a research paper, critical analysis, or blogpost, developing good information management habits is essential to researchers working in online and digital environments. This position paper will expound on the use of popular digital document management tools, and identify how the tools can be used to aid the research process.

Post, Blog, and Tweet: Use of Social Media to Enhance Instruction and Communication in Higher Education
Karyn W. Tunks, University of South Alabama

Statement of the problem: There is an increasing need for easily accessible and user-friendly communication tools in higher education. This is due in part to the growth in online degree programs for college students. However, instructional practices in all delivery formats are being scrutinized and evaluated in effort to identify the most effective ways to deliver instruction as well as promote communication. Method of Selecting Relevant Articles/Studies A thorough search of current studies relevant to the use of social media in college classrooms was conducted. Studies focusing on the increasing popularity of alternatives to the traditional face-to-face classroom, such as blended courses and online delivery, were also included in the search. The search was then narrowed to articles that describe the use of social media to deliver content and establish and maintain communication between faculty and students and among students themselves. In particular, surveys that can serve as a basis of comparison for MSERA participants to assess their own use of social media tools were included in the review of the literature. Basic Findings Opportunities for students to interact with the instructor as well as with classmates are necessary for high-quality instruction regardless of the delivery format. Social networking interactions in educational settings promote learner-centered, collaborative discovery and as a result, increases student satisfaction with their

learning experiences. Implications The use of popular social media tools in the college classroom is no longer a trend. Instead, it has become a vital means for establishing and maintaining interactions and building classroom communities.

| 1:30 – 2:20 PM | **TEACHER SELF EFFICACY** | **Royal Palm Salon E** |

Presider: Vickie S. Gentry, Northwestern State University

Teachers' Self-Efficacy in Accommodating English Language Learners in the Mainstream Classroom
Susan Ferguson Martin, Gahan Bailey, University of South Alabama

This paper summarizes the results of a study conducted among secondary classroom teachers in two school districts in the Southeastern U.S. which was conducted by university faculty to help determine the level and type of training teachers had received in meeting the needs of English Language Learners in classrooms, as well as classroom teacher confidence in preparing instruction for English Language Learners. The survey objectives were to identify areas of needed improvement and training among the teachers, to identify areas in which teachers desired additional training or information, to provide subsequent training for those who desired it, and to follow up after information learned in the training had been implemented in the classroom. Additionally, the study sought to review current literature to inform classroom teachers of current field applications for working with ELLs and to assure university administrators of the foundation on which language learning and advancement stands to lay the groundwork for garnering support and resources for future training and professional development. The survey was administered via Survey Monkey to the cooperating teachers. Results of the survey revealed a desire for more training in working with English language learners. Following the survey the researchers visited the classrooms of those who indicated a desire for more training. Professional development workshops and follow up visits and recommendations will be made to those who desire further training. As a result of the survey, more awareness of the need for training early in the preservice process has been realized and training initiatives have been and are being implemented. Grants to fund training initiatives are also a potential outcome of the study.

Measuring Teacher-Self-Efficacy for Inclusive Practices
Mi-Hwa Park, Ajay Das, Murray State University; Margaret Gichuru, Western Kentucky University

The Teacher Efficacy for Inclusive Practices (TEIP) scale is designed to measure teacher-self-efficacy to teach in inclusive classrooms. The original study identified three scale factors: efficacy in using inclusive instruction (EII), efficacy in collaboration (EC), and efficacy in managing behavior (EMB). The purpose of this study was to examine the TEIP scale for dimensionality and to cross-validate its factor structure for pre-service teachers in the context of early childhood education. This study was conducted at a regional university in Kentucky, U.S.A. Participants were 134 undergraduate students who registered for the Interdisciplinary Early Childhood Education program (IECE). The data were collected at the beginning of the Fall 2012 Semester and the Spring 2013 Semester. The TEIP scale consists of 18 items scored on a 6-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Disagree Somewhat, 4 = Agree Somewhat, 5 = Agree, 6 = Strongly Agree). A bifactor model fit to the data revealed that the TEIP scale is essentially unidimensional, that is, there is one dominant latent factor and the originally found three scale factors (EII, EC, and EMB) represent specific aspects of the general factor of teacher self-efficacy to teach in inclusive classrooms. Along with providing validation evidence, these findings have important implications for the scoring on the TEIP scale using classical test analysis or unidimensional item response theory models. Results and implications of the study are discussed and suggestions made for future research.

Effects of the National Board Certification Process on Professional Teacher Self-Efficacy
Lynn A. Hines, Western Kentucky University

Due to No Child Left Behind (NCLB) and state-level mandates, an economic and moral imperative requires educators today to not only accommodate differences in learning rates and allow extra time for students to experience success, teachers must foster in students the belief that success is within their reach if they keep trying. These new expectations for student learning are clashing with old conceptions of teaching and outmoded approaches and structures for teacher practices. Given the new mission of schools, finding strong models of professional development is imperative. The National Board for Professional Teaching Standards (NBPTS) is a promising model. Self-efficacy, the belief teachers' possess about their competency to impact student learning, changes teacher performance by influencing their intentions. This leads to the assumption that the higher a teacher's sense of self-efficacy, the greater a teacher's perseverance in the face of challenging instructional contexts and the higher the chance that the pursued instructional strategy will be performed successfully. This research validates that National Board Certified Teachers (NBCTS) report higher levels of self-efficacy than their

non-National Board Certified Teacher colleagues. NBCTs also reported a higher participation in leadership roles than teachers who do not participate in the National Board Certification program. The research may provide an explicit link between professional development and self-efficacy that may result in a paradigm shift in what productive professional development should entail.

Technology Implementation: Teacher Age, Experience, Self-efficacy, and Professional Development as Related to Classroom Technology Integration
Virginia P. Foley, East Tennessee State University

The purpose of this quantitative study was to identify the combination of factors that pertain to the implementation of new technologies in the classroom. Specifically, the study analyzed the age of the teacher, years of teaching experience, quality of professional development, and teacher self-efficacy, as defined by Bandura (1997) to examine the manner in which these factors relate to implementing new technologies in the classroom. Participants in this study were located in two different school districts in East Tennessee. All data were collected through an online survey distributed to K-5 teachers by way of email from school principals. The analysis of data was based on the responses of 124 teachers from these two school districts. Research revealed that teacher age, years of teaching experience, teacher gender, and the hours a teacher spent in technology professional development did not play a significant role in the self-efficacy of teachers. Findings also indicated that teacher age, years of teaching experience, teacher gender, and the hours spent in technology professional development did not play a significant role in the classroom technology use of teachers. However, research concluded that the self-efficacy of a teacher is significantly positively related to classroom technology use of teachers.

1:30 – 2:20 PM   **TEACHER EDUCATON (1)**   **Royal Palm Salon F**
Presider: Yuejin Xu, Murray State University

Developing a Systematic Approach to Cultivating Positive Dispositions in Teacher Education Candidates
Gary O. Bunn, University of Central Arkansas

This study involves the development of a systematic approach to cultivating positive dispositional traits with candidates enrolled in a graduate level, initial licensure program. Recognizing that the primary focus of teacher education programs often centers on candidates' content knowledge and their grasp of the pedagogical skills necessary to transfer that content knowledge to students, this study describes a process and the resultant data by which candidates could become aware of dispositional expectations and could be guided to self-remediate those traits deemed inappropriate for teacher education candidates. Program faculty created a dispositional rubric that was used by faculty to quantify concerns that were identified through observations and interactions with candidates. The document served as the basis to conference with these candidates but yielded minimal results. The researchers added a self-assessment component, requiring candidates to self-score using the same rubric. This process added some awareness of the expected dispositions, but the level of awareness was not internalized to the degree that was desired as many candidates merely selected a score for each criterion with little consideration for the mark. For candidates to reach a reflective level, researchers added a component to the process. In addition to choosing a level of proficiency for each criterion, candidates justified their selections. The researchers discovered that the candidates' struggles to connect their scores to evidence promoted an internalization of the rubric's criterion thus better achieving the program's intention of equipping candidates to become responsible for developing their own dispositional identities. Qualitative analysis of 114 candidate responses afforded researchers greater insight into candidates' understanding of dispositions. This analysis provided the researchers with additional data to better develop this systematic approach to fostering dispositions that are consistent with effective teaching.

Promoting Progressive Approaches in Teacher Education
Donna G. Wake, University of Central Arkansas

This study describes one research-based model for promoting teacher candidates' understanding of constructivist and critical pedagogy approaches aligned with social justice concepts. The study sample was comprised of 41 students including 9 males and 32 females ranging in age from 24-53. While most teacher candidates responded positively to these ideas initially, many candidates struggled in conceptualizing how these approaches could be enacted in actual practice (N=5) or have demonstrated resistance to these ideas and saw them as impractical and unrealistic (N=3). Despite the concerted efforts of teacher education programs to focus on constructivist and critical pedagogy approaches, instructional practice appears to be largely unchanged as teachers and teacher education candidates continue to adhere to didactic, behaviorist approaches (Cope and Kalantiz, 2009; Corbett, 2009; Gruenewald, 2003). Teachers appear to be reticent to move from didactic teaching practices to generative,

constructive, and transformative teaching practices due to the culture of school and due to a reluctance to see these approaches as valid and feasible (Lortie, 1975; Leu, Kinzer, Coiro, & Cammack, 2004; Wink, 2011). Data for the current study emerged from the teacher education candidates' blogs wherein they responded to constructivist and critical pedagogy concepts. Over the course of one semester, candidates reflected on their own experiences, compared and contrasted behaviorist and progressive approaches, and to took a stance in relation to these approaches at several key points. Results indicate that teacher candidates examined their notions of teacher-directed paradigms aligned with maintaining a cultural status quo. Emergent themes indicate that candidates positioned themselves along a continuum as follows: rejection, awareness, commitment, and obligation. Implications from this study include the newfound fluency candidates' final posts indicated with progressive pedagogical terms and concepts, but their conceptual understanding and level of commitment to these teaching approaches indicate a need for continued programmatic support.

Investigating the Need for Teacher Leadership Preparation Programs in the Mississippi Delta: Administrators' and Teachers' Perceptions
Corlis Snow, Cheryl Cummins, Leslie Griffin, Delta State University

Many schools in the Mississippi Delta employ the use of grade-level or content-area Teacher Leaders to support both teachers and administrators in an effort to improve student achievement. These teachers are usually selected based on experience and demonstration of expertise in a content area rather than knowledge and demonstration of research-based leadership skills and professional teaching standards. Very little research exists that investigated whether or not administrators and/or teachers perceive the need for such research-based and standard-based teacher leadership programs. This study investigated administrators' and teachers' perceptions of the need for Teacher Leadership preparation programs in the Mississippi Delta region. Consensus continues to emerge around the need for leadership teams within schools who have the knowledge and ability to promote the success of all students (Johnson & Donaldson, 2007, Kensler, Rames, Murray, & Patrick, 2011). These effective leadership teams rely heavily on the teacher leaders who have been selected to lead their peers toward improved school climate, classroom instruction, and student achievement (Vernon-Dotson & Floyd, 2012). However, lack of proper training for teacher leaders greatly diminishes the positive impact they can have on school culture, instruction, and student achievement (Garland, 2012). A mixed method design was used to investigate the educators' perceptions of the need for Teacher Leadership preparation programs. A total of 10 administrators and 62 teachers participated in the study which was comprised of an administrator and a teacher survey. All of the participants were employed in school districts in the Mississippi Delta. The surveys consisted of both Likert-scale items and open-ended questions. Results were analyzed for frequencies and percentages as well as common themes. The findings of the study suggest both administrators and teachers perceive the need for formal Teacher Leadership preparation programs. The findings also suggest implications for the design and cost effectiveness of such programs.

Teacher Candidate Dispositions Evaluation: A Meta-Analysis
Yuejin Xu, Deanna Rogers, Murray State University

The purposes of this meta-analysis study were 1) to categorize major dispositions adopted by teacher preparation programs across the nation; 2) to compare and evaluate different methods of dispositions assessment in terms of reliability, validity, and easiness in implementation; and 3) to examine the links between types of teacher dispositions, methods of disposition assessment, institution characteristics, and program ratings reported by The National Council on Teacher Quality. Data in this study consisted of 70 National Council for Accreditation for Teacher Education (NCATE) institutional reports and other relevant documents obtained from each individual institution's website or requested from each individual institution (or approximately 10% of the NCATE-accredited teacher preparation programs in the United States). Each institutional report and relevant document was analyzed by at least two independent raters using locally developed rubrics. Institution characteristics were obtained from the Carnegie Classification website. This study addressed the need for a comprehensive review on teacher candidate dispositions research. Findings from this study can inform the selection efforts particularly in the areas of dispositions assessment in teacher education.

1:30 – 2:20 PM   **DISPLAY: Education Reform**   **Pre-Function Area (Foyer)**

Common Core State Standards: An Examination of the Psychological Foundations and Historical Influences
Dana J. Seymour, Candace Weed, Kasia Gallo, Mississippi State University

Adopted by 45 states, Common Core State Standards have generated a good amount of controversy, with increasing numbers of educators, policy makers, and scientists expressing concern. The authors examined

available literature on Common Core State Standards to determine whether there is merit in such criticisms, and to what extent psychological principals are faithfully represented in Common Core State Standards. The purpose of this study was to review criticisms through the lenses of systems of psychology, epistemology, and cognition and development. The authors reviewed the Common Core State Standards website to assess a systems and theories approach. Humanist, behaviorist, constructivist, and instrumentalist implications were present in the available literature, but not enough information on the proposed execution was available to predict the extent to which these approaches will be present in pedagogy. Regarding epistemology, the basis of Common Core State Standards has not been explicitly stated, but inspection of the standards suggested a foundation in Descartes's rationalism that disregards the significance of experience and exploration in forming knowledge. Additionally, the rationale for Common Core State Standards, supported by the Partnership for 21st Century Skills, implies that knowledge is nothing more than intellectual capital; standards, therefore, primarily reflect knowledge and skills that are deemed necessary for general competence and success in the international marketplace. Finally, there was evidence to suggest that cognitive demands represented by both mathematics and English/language arts standards may be developmentally inappropriate. Problematic areas included number conceptualizations, early childhood pedagogical methods, and text complexity levels. The authors also created an organizational model of influences and systems and discuss their impacts for students across the nation.

Project Management for Educational Technology Projects
Angela D. Benson, University of Alabama

The role of technology in the delivery of education and training in school and non-school settings continues to increase as school and education leaders exploit opportunities to provide effective and flexible access to learning resources for the growing and diverse populations they serve. Educational technology projects range from one-to-one computing initiatives in K-12 schools to the implementation of learning management systems on college campuses to deploying smartphones and iPads for training delivery in non-profit organizations to developing performance improvement interventions for business organizations. Successful projects are carried out using a variety of tools, methodologies and process, both formal and informal. In general, these projects can be described using the project management framework, which consists of five basic phases: initiating, planning, executing, monitoring and controlling, and closing. This display session presents the results of an analysis of the project management tools and processes used in successful educational technology projects in four sectors: K-12; higher education; healthcare; and industry, government and military.

2:30 – 3:20 PM   **CHARTER SCHOOLS**   **Aquamarine 1**
Presider: Erica Tanner, University of West Alabama

A Multi-Case Study of Urban Charter Schools Prioritizing Community Engagement
Joseph L. Boselovic, University of Pennsylvania; Brian R. Beabout, University of New Orleans

This study examined the reasons that particular New Orleans charter school leaders and board members provide for prioritizing community engagement in their schools. In a reform environment in which this type of engagement has often been seen as a complicating factor more than as an asset, these perspectives provide insights into recent developments in urban education reform. The objective of this study was to construct case studies of two schools in the city that identify as "community-based" or have some particular emphasis on community decision-making and analyze why each school has chosen this philosophical approach to school leadership, organization, and instruction. This multi-case study was carried out using multiple modes of data collection. Semi-structured interviews conducted with principals, board members, and other school founders associated with each school were recorded, transcribed, coded, and analyzed for emergent themes. Documents pertaining to community engagement events – including calendars, meeting agendas, and board and committee meeting notes – as well as the initial charters of the participating schools were also analyzed using coding for emergent themes. A richer understanding of the possibilities afforded by the community school model, as the selected participants perceived it, emerged from these analyses. The findings of this study are relevant to a variety of issues dealt with in the scholarship on contemporary urban education reform, both in New Orleans and elsewhere, namely: (a) the conception of community engagement as deficit or asset in student performance and school culture, (b) the status of competing interests and objectives within the charter school landscape (i.e. community engagement, test performance, social-emotional development, etc.), and (c) variations in philosophies and styles of individual school leadership. More generally, this study provides new findings on the question of why particular charter schools prioritize community engagement over other forms of school governance and operation.

An Evaluation of KIPP Charter High School Utilizing the Framework for Academic Quality

This study in progress is designed to analyze academic achievement and attainment levels of students enrolled in selected KIPP charter high schools as compared to that of a matched group of peers enrolled in geographically and demographically similar traditional public schools. While numerous studies have pointed to positive outcomes for students in KIPP middle schools, research is needed to ascertain whether the positive impacts reported at the lower levels are also evident at the secondary level. The study will utilize the four quality indicators outlined by the National Consensus Panel of the Charter School Quality Consortium in its 2008 report A Framework for Academic Quality and will focus on comparing (1) student achievement as measured by standardized testing, (2) student growth over time as measured by annual and longitudinal gains, (3) postsecondary readiness and success as measured by completion rates and indicators of postsecondary enrollment, and (4) student engagement as measured by student attendance and retention rates. The KIPP high schools to be included in this study represent a sample that meets two criteria. Under the first criterion, the included schools must have been established no later than the 2008-09 school year in order to ensure that data is available for at least two cohorts of students over multiple years. Under the second criterion, the included schools must be located in states or districts from which a minimum of three consecutive years of student-level data for both the KIPP schools and the traditional comparison schools can be collected. The schools in the comparison group will be identified based on their proximity and the similarity of their students in regard to prior academic achievement, race and/or ethnicity, disability, English language proficiency, and socioeconomic status. The data collection process will vary by state according to each state's protocols for releasing data.

2:30 – 3:20 PM   **RECRUITING/RETAINING EDUCATORS**   **Aquamarine 2**
Presider: Dustin M. Hebert, McNeese State University

Recruiting and Preparing Highly Motivated Non-Traditional Teacher Candidates
Gary O. Bunn, Donna Wake, University of Central Arkansas

This study sought to better understand the motivation for choosing teaching as a profession by non-traditional, post-baccalaureate candidates who are seeking an initial teaching license with a goal of supporting or redirect candidates' motivations in light of the reality of the field. With most states experiencing a shortage of highly qualified educators, programs that recruit career-changers provide an opportunity to increase the numbers of teacher applicants. Career-changers often have work and life experiences plus maturity that make them prime candidates to be effective teachers (Graham, 2004; Green, 2005). Work experiences have given these individuals the chance to develop people skills, given them opportunities to collaborate, and supported their practice with problem-solving – all critical skills that aren't generally explicit components of teacher education programs (Richardson & Watt, 2006). These work experiences can be valuable to the classroom. The findings come from a descriptive study that administered a 28-question survey instrument to candidates. Study participants (n=336) represented a post-baccalaureate/initial licensure program at the researcher's institution as well as a statewide non-traditional licensure program that requires a minimum of a baccalaureate degree. Participant responses were evaluated for common themes that emerged, revealing a clear distinction, though balanced, between idealistic and the pragmatic reasons for selecting the teaching profession. Through this study, researchers wanted to cultivate appropriate motivations and address those motivations that may cause complications for candidates as they transition to their new profession. As colleges of education seek new sources of candidates to meet the teaching demands of school systems, mid-career professionals are a largely untapped population of possibilities. Understanding what aspects of the teaching profession draw these individuals to consider making a career change allows colleges of education to leverage these insights in their recruitment efforts and to better support candidates once they have entered the program.

Supporting Novice and Veteran Educators: Keeping Them in the Field of Education
Stephanie P. Pepper, Arkansas Tech University

Novice and veteran educators may find themselves overwhelmed with the demands and pressures known to be present in today's PK-12 schools. This study was conducted in order to: (a) assess the current climate in the PK-12 environment regarding the amount of stress that educators sustain, (b) examine ways that novice and veteran educators seek to support themselves in order to remain in the field of education, and (c) examine productive ways that all educators can be supported professionally. Approximately 400 Arkansas classroom educators and 50 administrators from small, medium, and large school districts were surveyed. Some of the questions asked were: 1) To what degree do you feel that burnout is affecting you and your performance as a professional? (2) If the stress level at your job were going to be the same five years from now, would you contemplate a career change? (3) In

the week of record, how many persons in your home other than yourself did any kind of work to help you directly in your role as educator? Throughout the discussion of the results, data from the survey is reported and discussed to illustrate the need for effective support in managing stress. The results of the survey indicated that a significant number of educators consider leaving the field due to the demands of the job. Historically, mentoring has been established as a productive means of coaching professionals who are new to a field. Building upon this fact, this study presents the case for developing a solid mentorship program. The case is made for the importance of mentorship programs, detailed considerations for mentors are noted, and thought provoking issues are examined.

Personable and Academic Performance of Nontraditional STEM+ Teachers
Carolyn C. Williams, Alicia A. Cotabish, University of Central Arkansas; Gail Hughes, University of Arkansas - Little Rock

Recruitment, retention, and post-graduation performance are issues of concern for all disciplines; however, these issues are of greater concern for STEM educators because of smaller numbers of interested applicants. In response to the need to recruit, retain, and employ more secondary mathematics, science, and English or language arts teachers the U.S. Department of Education funded several innovative teacher quality program initiatives such as the Partnership for Transition to Teaching (P3T). The goals of the P3T are to recruit, train, and retain 120 mathematics, science, and English or language arts teachers to teach one of ten high-need school districts for a three-year period. The P3T program is now in Year II and has recruited 30 students each year for a total of 60 participants. In this session, researchers will share lessons learned with respect to recruitment and retention for this unique program and analyses of participants' personal and academic characteristics and the relationships with admission and retention. The findings of the study suggest implications for recruiting nontraditional teachers for high-need classrooms.

2:30 – 3:20 PM   **TRAINING**   **Oleander 2**

Training: Meta-analysis Using R
Randall Schumacker, Lauren Holmes, University of Alabama

An individual researcher spends time and resources to conduct a single study. The research is often published in a peer reviewed professional journal. Over time, many research studies will have been published on a specific topic. The ability to synthesize research findings across a number of studies on a single topic provides an overall assessment of the cumulative effect size. A review of literature provides the ideal situation for conducting a meta-analysis publication. The trainer has written R script functions to provide two different methods of synthesizing research findings: use of p-values or the use of a test statistic, df, and p-values in a study. Results show an r effect size, a d effect size, and an unbiased d effect size. R software has made conducting meta-analysis user friendly by offering a GUI interface with pull down menus for Mac and Windows computers. The training session will include a meta-analysis handout and demonstration on how to download the R software and run meta-analysis R script files. The program ma_meta-analysis, contains 5 packages (compute.es, MAc, MAc GUI, MAd, and MAd GUI), which will be discussed; and the compute.es function capabilities demonstrated.

2:30 – 3:20 PM   **CURRENT ISSUES IN HIGHER EDUCAITON (1)**   **Royal Palm Salon D**
Presider: Presider: Shelley L. Holden, University of South Alabama

The Changing Role of the Federal Government in P-20 Education
Elizabeth E. Smith, University of Arkansas

Historically, P-12 schools (preschool through 12th grade) and higher education (including technical schools, community colleges, and universities, through graduate school) have operated independently of each other. In the last decade, though, there have been many state and national efforts to bridge the gap between P-12 and higher education. During this time, the United States has moved toward greater standardization and accountability for P-20 education. This paper reflected upon the role of the federal government in P-20 education and how federal involvement in education has changed, especially in the last 50 years. While the U.S. Constitution does not give power for regulating education to the federal government, the federal government has become increasingly involved in both P-12 and postsecondary education. Federal involvement is often tied to funds through the use of incentivized programs such as Race to the Top and federal research grants for universities. This paper also reviewed the literature on the importance of bridging the gap between P-12 and higher education. An emerging area in P-20 literature indicates that P-20 partnerships can improve college-going rates and college access for underrepresented groups. Forty states have established P-20 councils to organize efforts for improving P-20

education. P-20 councils provide a vehicle for collaboration and communication between levels of education, state government, and the business community. Examples of current P-20 councils and their activities were provided. A secondary data set was used to analyze current P-20 councils and categorize them based on mission and goals.

Educational Attainment and Financial Satisfaction
Lauren A. Menard, Northwestern State University

How do associations between level of educational attainment and level of financial satisfaction vary by decade within life stages? An informal inquiry: Is a Bachelor degree as reliable a predictor of financial satisfaction for Young Americans in the 2000's as it was for their parents in the 1970's? A purpose was to investigate associations between educational level and financial satisfaction over time. Framework Literature and research support the relationship between advanced educational attainment and greater financial security (Arnett 2004; 2003; Furstenberg, Kennedy, McCloyd, Rumbaut, and Settersten, 2003, Furstenberg, et al., 2004; Rumbaut, 2008). Unemployment (Shin, 2009), underemployment Lewis (2009), and student debt (Sullivan, 2009) make increased education a less attractive option in the 2000s. A college degree may not be needed today for Financial Satisfaction (Murray, 2009). A dynamic macro context may have influenced relationships, particularly a larger proportion of American college graduates, economic recession, and rising tuition(Graves, 2010). The economic worth of educational attainment was defined in the current study as financially satisfied proportions (or strength and direction of associations) of Americans with no degree, a High School diploma, an Associate Degree, a Bachelor Degree, and a Graduate Degree. A research hypothesis was the economic worth of a college degree has changed over time. Methods •descriptive, correlational design •1972-2012 General Social Survey (GSS) Datafile from National Opinion Research Center •Total unweighted sample size: 57,061 Analysis •Dependent measure: Financial Satisfaction •Independent measures: Educational Attainment (5 levels), Decade (1972-2012) •Filter: Age (Life Stage): Young Adults (18-34 years); Older Adults (35 years and older) •Cross-Tabulations and Logistic Regressions: (Percentages, frequencies, Pearson Chi-Squares, logistic regression coefficients, Exponential B, significance levels, populations) Summary of Results •Financial Satisfaction dropped (or stayed the same) in nearly each decade. Young Adults in the 2000's was an exception. •Proportions of Americans with an Associate, Bachelor, or Graduate degree rose in each decade in both age groups. In the 2000's, larger proportions (36%) and larger 1970's to 2000's increases (177% overall) were for Older Adults. A larger proportion of Young Adults (18%) than Older Adults (13%) had a college degree in the 1970's. •Significant associations between Financial Satisfaction and Bachelor and Financial Satisfaction and Graduate were revealed in each decade for both age groups. •High School was not inverse with Financial Satisfaction for Young Adults in the 2000's, but it was for Older Adults. •In comparison with 54% in the 1990's, Financial Satisfaction odds for Young Adults in the 2000's fell to 26% more likely with Bachelor (Exp[B]= 1.259, p=.009)— increasing to 120% more likely with a Graduate Degree (Exp[B]= 2.201, p≤ .001) and narrowing the Financial Satisfaction life stage gap in the 2000's. •Proportions of Financially Satisfied Older Adults were larger in the 2000's than the 1990's for Associate, Bachelor, and Graduate, with smaller 2000's proportions for None and High School. Practical Implications Findings contribute to the knowledge base of career planning, college and career readiness, and linkages between high school and higher education.

The Importance of Mentorship, Faculty Approachability, Methodological Requirements, Interdisciplinary Collaboration, and Application Exercises in Graduate Students Development of Quantitative Proficiency
Amanda D. Leimer, University of Southern Mississippi

Graduate students in educational research should be able to read, critique, and conduct a variety of quantitative research methods upon graduation. However, recent studies have found significant problems with doctoral graduates' understanding of advanced quantitative methods leading to poor quantitative proficiency (QP). QP can be defined as the degree to which individuals are able to implement quantitative methods in order to make knowledgeable generalizations, evaluate evidence, and draw conclusions. The training graduate students receive serves as the foundation for how they will conduct research and theorize research questions in the future. This highlights the need for an investigation surrounding doctoral training in quantitative methodology. The purpose of this study was to explore graduate faculty members' attitudes toward graduate student quantitative proficiency. Upon approval from the university's IRB, an exploratory qualitative approach was taken by conducting semi-structured interviews with eleven graduate faculty across university disciplines that employ quantitative methods in its curriculum. This approach allowed the researcher to differentiate the experiences and attitudes of graduate faculty across academic disciplines, and ultimately gain a greater understanding into the complexity of graduate student quantitative development. After analyzing transcriptions, results indicated five emerging themes, which included: quantitative research as an applied skill, quantitative methodological experience, shortcomings of graduate students, diversity of student proficiency, and proposed solutions. While several responses are congruent

with previous literature, new problems related to QP such as low admission requirements and diversity of students' knowledge were brought to attention. Although universities may already be aware of these problems, participants also provided recommendations to resolve the issues mentioned. Five implications were then drawn from the literature which complement the study's findings: mentorship, faculty approachability, additional methodological requirements into curriculums, collaboration with other disciplines that employ quantitative methods, and providing students with ample opportunities to apply course content into practice.

2:30 – 3:20 PM   **PROFESSIONAL DEVELOPMENT**   **Royal Palm Salon E**
Presider: Veronica Outlaw, University of Alabama

The Effects of a STEM Professional Development Intervention on Elementary Teachers
Debbie D. Dailey, University of Central Arkansas; Ann Robinson, Gail Hughes, University of Arkansas at Little Rock; Alicia Cotabish, University of Central Arkansas

To improve and sustain science teaching and learning in the elementary grades, experts recommended school districts afford time in the day for science instruction, secure the necessary resources for an investigative classroom, and provide teachers with increased professional development opportunities that target content knowledge, pedagogical skills, and confidence in teaching science (e.g. Buczynski & Hansen, 2010; Brand & Moore, 2011; NSB, 2010). In particular, researchers recommended teachers receive quality professional development that is sustained over time and embedded in the real world of the classroom (e.g. Buczynski & Hansen, 2010; Cotabish & Robinson, 2012). The purpose of this dissertation was to examine changes in elementary teachers' science teaching perceptions, concerns, and science process skills during and after participation in a STEM-focused professional development intervention. Across two years, teachers received 120 hours of professional development support through summer institutes and peer coaching. The positive effects of sustained, embedded professional development programs on science instruction have been documented in the literature (e.g. Buczynski & Hansen, 2010; Duran & Duran, 2005; Levitt, 2011); however, few studies have investigated the effects after removal of the professional development support (Johnson, Kahle, & Fargo, 2007; Shymansky, Yore, & Anderson, 2004). By examining the changes across three years, the researcher investigated the dosage needed to bring about and preserve significant changes in the participant teachers. To measure the impact of the intervention on teachers, a randomized control trial was used. Results from quantitative data supported with qualitative interviews indicated that changes in science teaching perceptions were realized after one year or 60 hours of intervention; however, it took two years or 120 hours of intervention to investigate significant changes in teachers' science process skills. Of particular significance, the changes in teachers' science teaching perceptions, concerns, and science process skills held constant one year after the intervention.

EdCamp: Listening to the Voices of Teachers
Michael Mills, Donna Wake, University of Central Arkansas

This session describes one research-based approach for staging relevant and responsive professional development for teachers: the Edcamp model. The Edcamp model provides one recent and increasingly popular approach to providing relevant and responsive professional development. Teachers today face an overwhelming array of challenges and influences. Teachers need support in the form of rich, relevant, and responsive professional development (Desimone, 2011; Guskey, 2009; Lutrick & Szabo, 2012). Teachers report that their school-based workshop professional development experiences are lackluster or not responsive to their immediate needs (Desimone, 2011; Guskey, 2009; Lutrick & Szabo, 2012). Furthermore, the impact of these offerings is often vague or unsupportive of continued teacher development or school improvement (Zimmerman & May, 2003) or may not support teachers in meeting students' needs (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Data for this study emerged from one local Edcamp with explicit attention paid to the topics, issues, and needs requested by teachers and data from the resultant discussions and workshops conducted in that day. Participants (N=75) completed a professional development survey. Qualitative data were pulled from the teachers' identification of topics they identified of interest for their own development and the resultant discussions around those sessions. Implications for teacher educators include an examination of the concerns local teachers identified for discussion and how this data can guide professional development as well as teacher preparation. Additional implications include the recommendation that professional development should be democratic and inclusive of all school partners. Universities can position themselves as leaders and change agents through professional development models like this one which allow us to build alliances with and be responsive to the various stakeholders connected to the university.

Building Statewide Capacity: Developing an Interactive Online Professional Development Program

Julie D. Riley, LSUHSC Human Development Center; Brittney Wright, Dorothy Parks, Donna Hammons, Bambi Polotzola

School districts, teachers, and related service providers need specific strategies and quality training on an ongoing basis to address the individual needs presented by students with Autism Spectrum Disorders (ASD) in classroom, school, and community settings (National Research Council, 2001; National Staff Development Council, 2001). Considering the budgetary constraints that are affecting school districts across the nation, online workgroups, which are web-based professional development opportunities, are a cost effective way to assist teachers, administrators, school staff and families in learning about evidence-based practices for educating students with ASD and related disabilities. In an effort to provide participants with relevant information on research-based practices on topics of interest to them, and at times that are most convenient for them, a survey was developed and disseminated statewide through various stakeholder groups. The survey also included questions to determine the role of the respondent and the grade level served. Responses were compiled, reviewed, and utilized in the development of the workgroups. Data was collected to determine number of learners and their roles, learners participating alone or in groups, as well as schools and school districts represented. Following each workgroup, learners completed a satisfaction survey. The satisfaction survey included a quantitative measure of satisfaction as well as inquired about the practice(s) learned that will assist the participant in implementing the practice. This paper reviews data from three years of workgroup development, implementation, and follow-up. An average of 194 participants completed the workgroup development survey each year. Average workgroup participation increased 75% from year 1 to year 3. Implications of the efficacy of online workgroups for professional development will be discussed.

The Importance of Professional Learning Communities for School Improvement
Leslie Jones, Nicholls State University

Professional Learning Communities (PLCs) are difficult to define because they are NOT new prescriptions, programs, models; nor innovations. PLCs involve infrastructure changes that lead to continuous school improvement (Hord, 1997). The ultimate benefit of professional learning communities is improved instructional practices which lead to improved student achievement. In this article, the principles of professional learning communities noted by Hord (1997,) Hipp & Huffman (2010,) Blankstien (2010,) and Dufour and colleagues (2006) are discussed. PLCs are proposed as an effective form of professional development for teachers. This professional development can be facilitated by the principal. The necessary cultural components for effective professional learning communities are also included. Embedded in the discussion is the role of the principal in facilitating the PLCs and facilitating the positive culture.

2:30 – 3:20 PM   **TEACHER EDUCATION (2)**   **Royal Palm Salon F**
Presider: Christopher N. Amos, University of West Florida

Consistent Confidence in Methods, Writing, and Classroom Management Preparation for Elementary Methods Classes
Ava F. Pugh, Cecil Hutto, Dorothy Schween, Rhonda Mann, University of Louisiana at Monroe

The purpose of this study was to ascertain the level of confidence for preparation in the areas of methods, writing, and the classroom for Elementary Education majors at a University in Northeast Louisiana. The sample consisted of a total of 103 students enrolled in one of four semesters in three preparation classes. The four semesters included were Fall 2010, Spring 2011, Fall 2011, and Spring 2012. Each semester the students were administered a 31-item questionnaire at the conclusion of the course after they had received their grades. For this particular study, three pertinent questions for each area were analyzed for determining percentages for that semester. Preliminary results indicated 90% - 100% satisfaction in all three areas of preparation: methods, writing, and classroom.

Teaching Pre-Service Teachers More than One Game Plan for Nine Months of Instruction
Tammy C. Cook, University of Montevallo

While theorizing the most effective ways to teach new teachers is not headline news, it continues to be a debatable issue among teacher education programs across the nation. Educating new teachers requires finding the most effective methods to help them achieve ultimate results while they struggle with a host of other jobs that go along with classroom instruction. Expertise demands a high degree of fluency; therefore, methods of teaching need to be viewed as tools to be chosen for performing the best job possible for the type of instruction at hand, and as Ball and Forzani (2011) explain: "Not only do teachers have more learners to understand and interact with, but they also

must design and manage a productive environment in which all are able to learn" (p. 42). A variety of instruction lesson plans can be taught as appropriate "tools" needed for day-to-day classroom operations. Other professions require tools that people are trained to use for the varied tasks at hand, so why would we expect teachers to follow one type of lesson plan every day? Our secondary teacher education program at the University of Montevallo has chosen to teach 21 specific lesson plan protocols which help pre-service teachers realize that "Teaching is unnatural in that it demands not only skill in a given domain, but also the ability to take that skill apart so others can learn it" (Ball & Forzani, 2011, p. 41). Teaching new teachers how to use properly these varied protocols provides them with a better sense of how to design instruction that meets the needs of their students. With over four million people teaching in a classroom every day across the nation, it is crucial that teachers are employing effective methods of instruction.

Most Effective Practices in Lesson Planning: Quantitative Analysis
Sid T. Womack, David Bell, Arkansas Tech University

In a previous study with 130 undergraduate teacher candidates from all licensure levels, data on candidate effectiveness were examined using factor analysis. Four factors were found in effective teaching: lesson planning, teacher and student reflection, safe school environment, and teacher professionalism. This present study followed the 2012 one and was done to (1) determine whether the lesson planning factor was unitary or could be divided into any further factors, and (2) to identify subcomponents of lesson planning in terms of impact upon teaching effectiveness.

The Impact of Teacher Preparation Program on Elementary Preservice Teachers' Sense of Reading Efficacy
Rebecca M. Giles, Andrea M. Kent, Mary F. Hibberts, University of South Alabama

Teacher education programs play an important role in the development of teacher candidates' self-efficacy and identity. Thus, the topic of preservice teacher efficacy is of particular importance to teacher educators. This study was designed to investigate the impact of differing field experiences within two teacher preparation programs on elementary preservice teachers' efficacy in the domain of reading. Participants were 54 candidates seeking an elementary teaching certificate through either the Elementary Education (n=31) or K-6 Teacher Education (n=23) program. The Reading Teachers' Sense of Efficacy Scale (RTSES) was used as a posttest measure for all participants. Total scores from the RTSES revealed that there was not a statistically significant difference between Elementary Education majors' (M = 132.83, SD = 12.23) and K-6 Teacher Education majors' (M = 131.96, SD = 12.45) overall sense of reading teacher efficacy (t(51) = .26, p = .80). These findings suggest that increased experiences teaching reading in the K-6 Teacher Education program resulted in more realistic rather than higher perceptions of reading teacher self-efficacy.

2:30 – 3:20 PM   **DISPLAYS: Higher Education**   **Pre-Function Area (Foyer)**

Does Education and Experience Make a Difference? The Impact of Interdisciplinary Diagnostic Education and Teaming on Pediatric Medical Residents and Allied Health Graduate Students
Lauren K. Giovingo, Philip Wilson, Brittney Wright, Christine Cedotal, Maria T. Blanco, LSUHSC Human Development Center, Susan Berry, Louisiana State University

In a recent study, 48% (n=326) of pediatrician respondents (total respondents = 681) reported that they could have benefited from additional training in developmental/behavioral pediatrics (Freed, Dunham, Switaliski, Jones, & McGuiness, 2009). In addition studies suggest that both providers and parents are often dissatisfied with the quality of primary care children with ASDs receive. Pediatric providers report feeling ill-prepared to meet the needs of these patients and they express a desire for further education and training (Heidgerken et a. 2005; Boreman et al. 2007; Golnik et al. 2009; Carbone et al. 2010b). The current study includes having interns, residents, and graduate students from medicine, psychology, speech language pathology, audiology, occupational therapy, physical therapy, and early childhood special education (herein referred to as trainees) attend one entire diagnostic session for a child suspected of having an autism spectrum disorder. A diagnostic session includes; completion of an ACT case based module on autism spectrum disorders, an interdisciplinary pre-staffing, evaluation, family interview, post-staffing, and provision of family feedback and recommendations. Each trainee completed a baseline pre-test followed by a post-test that included the initial pre-test questions and module specific questions. Bivariate analyses were completed to examine the relationships between demographic variables, ratings of the importance of ASD education on future career plans and ratings of the quality of ASD training to date with learners' performance on the knowledge assessment and self-ratings of competence. Paired t test analyses were performed to compare learners' performance on the pre-and post-tests. The current data collection will conclude in June of 2014, but

preliminary results indicated trainee improvement on measures of objective knowledge and self-assessments of perceived competence. This study illustrated the importance of more in depth repeated education and practice regarding the screening, identification, and follow-up of children with suspected autism spectrum disorders for pediatric residents.

Instrument Evaluation of Technology Beliefs and Skill Sets of Higher Education Faculty for Asynchronous Environments
Kristi N. Garrett, University of Alabama

Research shows that professional development provides an opportunity for instructors to develop and hone their knowledge and skills on pedagogical tasks. However, with the growing use of instructional technology tools in higher education there is a gap in the method(s) used to deliver professional development on the topic of instructional design for use in asynchronous learning environments. A new instrument was developed to examine the existing instructor knowledge of members from a global educational based Internet forum on the topic of instructional design. This instrument was developed by researcher, Kristi Garrett, a Ph.D. candidate at the University of Alabama. An electronic version of the instrument was used to collect data and analyzed using SPSS® software. The item instrument on instructional technology beliefs and skill sets contained twenty-five items, based on a 4-point Likert scale (categories listed as: Strongly Disagree, Disagree, Agree, and Strongly Agree) along with four demographic items. The four demographic items measured education level, occupation, gender, and number of years of experience using a learning management system (LMS). The outcome of the data analysis provides implications for the need of constructivist based professional development to enhance and form new instructor knowledge. Results show significant difference in opinions between genders. This implies the need for gender conscious professional development sessions geared toward the development of learner-centered artifacts that can be transitioned into an asynchronous environment by the instructor. As a result, this would provide opportunities for continuous improvement through feedback from peers within the professional learning community.

Using Critical Race Theory and Whiteness to Examine Preservice Teachers' Understandings of, and Attitudes Toward, Race
Sandra E. Riegle, Morehead State University

In this study, the author utilized Critical Race Theory (CRT) and theories of Whiteness as lenses for and examining differentiating preservice teachers' attitudes towards, and understandings of, race and racism. The population in the study – preservice teachers in Appalachia – is from a region that historically both is predominantly White, and noted for its politically and socially conservative ideas and resistance and distrust of outsiders. Analyses about whether or not, or the degree to which, participants demonstrated an awareness of the impact that their attitudes and actions had upon those around them also was discussed. Prospective teachers' attitudes toward, and understandings of, race and racism were tested at the outset and conclusion of two classes (one of the researchers on the initial project since has withdrawn). Three questionnaires were administered; one was semi-structured. Together, the three surveys included questions and statements that measured student understandings and attitudes about their perceptions of race and racism. Participation in all facets of the study was voluntary, and subjects were informed they could withdraw from the study at any time without penalty. In order to ensure confidentiality of participation, students were directed to create pseudonyms. Each instructor administered the survey to the other's class, and safe guarded collection and storage of the documents until final grades were assigned. Based upon previous findings, theories of Whiteness, and CRT, the author expected that participants would experience challenges as they encountered course materials and engaged in class discussions that, at least for some, opposed their previously held beliefs. The results supported extant literature. Furthermore, the use of CRT and Whiteness as critical lenses for understanding student understandings and attitudes provided a means both for interrupting the hegemonic (White) narratives, and a means through which to understand the degrees to which students' attitudes and understandings conceptualized race as a societal construct.

3:30 – 4:20 PM   **SYMPOSIUM**   **Royal Palm Ballroom Salon C**

Fireside Chat: "Preparing for Life After the Ph.D.: A Discussion on the Academic Job Search"
Facilitators: Franz H. Reneau, Florida A&M University, Shannon Chiasson, Lindsey Jakiel, University of New Orleans

"I am close to completing my doctoral studies and am now beginning to think about faculty careers. Most of my doctoral training was focused on developing research competencies in a very specific area of concentration which left little in terms of my preparation for a faculty career and more importantly getting my foot in the door." Like Jose,

a doctoral candidate from an urban institution located in the south, many doctoral students who aspire to faculty careers go through their entire doctoral training without gleaning any knowledge relative to the academic job search. This is a pressing and growing concern within the higher education community and speaks directly to doctoral student's socialization to academic careers. This fireside chat brings together a panel of diverse scholars and educational leaders from various post-secondary institutions ranging from deans of Colleges of Education, Full Professors, Associate Professors, Assistant Professors and doctoral candidates who like Jose is nearing completion of their doctoral training. These individuals' posses a wealth of knowledge relative to the academic job search and are well respected within the disciplinary community. Panel members will describe the academic job search and engage participants in discussion on the three facets of academic life: research, teaching and service, and how preferences amongst the three make a difference in choosing an academic path. Topics to be addressed are as follows: the right institution for me, preparing for success as an academic, interview preparation, and when you get an offer-negotiating appointment particulars etc. Participants will walk away with a wealth of knowledge which will aid in their preparation for faculty careers.

Panel Members:
Michelle Haj-Broussard, McNeese State University
Kathy Campbell, Southeastern Louisiana University
Larry G. Daniels, University of North Florida
Jim McLean, University of Alabama
Julie Holmes, Louisiana Tech University
David T. Morse, Mississippi State University
Walter M Mathews, Evaluation Associates of New York

3:30 – 4:20 PM   **GENDER/RACE**   **Royal Palm Salon E**
Presider: Peggy H. Connell, Samford University

The Impact of Athletic Coaching Experiences on the Leadership Development of Female Principals Who Were Awarded the National Blue Ribbon School Award in 2012
Christopher N. Amos, University of West Florida

This paper examined a group of Female Blue Ribbon School Principals and their previous experiences playing and coaching athletic activities and the impact these experiences had on their leadership development. It presents the principals' self-reported growth and development of leadership traits through various experiences in athletic activities. The data was collected through the use of a 25 open-ended question survey, which was completed by a group of 29 female Blue Ribbon Principals and the findings produced six main findings, which were: 1. Female Blue Ribbon Principals indicated at a high percentage (86%) that they coached and/ or sponsored an extra-curricular activity prior to becoming a principal and 78% indicated they coached at least one sport. 2. That coaching and/or sponsoring an extracurricular activity had a positive impact on the development of leadership abilities in female Blue Ribbon Principals. 3. That most of the respondents (74%) indicated they coached more than two sports and/or activities while they were in the K-12 teaching role and that this experience was significant in their leadership development. 4. Principals ranked teachers and students as having more impact on their success as a principal than other factors such as: testing data, district level support and funding. 5. That most of the respondents (89%) indicated that coaching a sport as a teacher directly impacted their leadership development in a positive way and enhanced their ability to become a successful principal. 6. That the critical issues that these respondents felt were the most important were: School Safety, Academics, and Teacher/Staff Morale and their least important issues were: Extra-Curricular Activities and Funding. This study helps school districts and universities identify candidates for education leadership programs and eventually appoint them to school leadership positions to increase the number of schools that are high achieving.

Female School Superintendents: Advantages and Barriers to Their Career Path
Peggy H. Connell, Jane F. Cobia, Samford University

The purpose of this study was to investigate the career paths of appointed female school superintendents in Alabama to identify advantages and barriers female superintendents encountered during their careers. The study was designed to identify resources that could be developed and/or provided by professional organizations and colleges or universities to reduce the under representation of females in the superintendency. The results reported are from a larger study that included both qualitative and quantitative data. School boards have experienced an increase in the number of vacancies for superintendent positions and a dwindling pool of qualified candidates. At the same time, colleges and universities have enrolled more females than males in school administration graduate

programs (Logan, 1998). However, the growth of females in the superintendent positions continues to lag behind the increase of females in executive level position in other professions. The participants in the study were all appointed active or retired female superintendents in Alabama. A 29-item survey including both demographic information and Likert-scale response items was sent to 37 females. An initial email invitation was sent followed by three reminder messages. Of the 37 participants, 100% responded and completed the survey. Tables and charts displaying the data were created and used to identify patterns that emerged and to gain insight into what participants' perceived as advantages and barriers to their career path. The findings suggested implications for professional organizations, colleges or universities, school boards, and superintendent search firms.

Discourse on Resegregation: Foucauldian Archaeology of Minority and White Schools
Coddy L. Carter, University of Alabama

Perceptions associated with school racial composition found their origin in the historical debate between integration and desegregation. Desegregation was a plan to attain equal resources for racially separate schools while integration was a race-conscious effort laden with beliefs about the inferiority of black schools. The current study assessed discourse around minority and predominantly white schools implementing Foucauldian archaeological analysis and utilized adapted segregation index equations to quantitatively examine segregation within schools and districts. The goal of the study was determining the level of within-school segregation, residential segregation, and whether racially integrated settings facilitated learning for low-income and minority students. In 2003, Tuscaloosa City Schools (AL) issued a neighborhood school restructuring plan at the high school level, which African-American parents declared was resegregation. The high schools in Georgia urban districts of Bibb and Richmond counties mirrored Tuscaloosa in racial demographics, but the Georgia urban schools had either existed prior to local desegregation orders or been formed by them. The study sought to examine whether racial demographics in the Georgia districts had been a result of resegregation, suburban white flight, or the emergence of private schools known as "segregation academies." Segregation indices for Tuscaloosa City Schools were only assessed using adapted school formulas. The indices were examined at three levels: the year before restructuring, the first year of restructuring, and the 2010-11 school year. School demographics were obtained from the National Center for Education Statistics. Georgia districts were examined using both population indices using the 2010 U.S. Census data and adapted school indices. Additionally, the study examined the African American and economically disadvantaged students performance observing pass rates on the Georgia High School Graduation Test. Results yielded tentative conclusions regarding within-school segregation in Tuscaloosa City Schools, white flight in the Georgia urban districts, and the performance of students in racially integrated settings.

3:30 – 4:20 PM	**K-12 STUDENT RETENTION**	**Royal Palm Salon F**

Presider: Bobby J. Franklin, , Mississippi College

Comparing Dropout Predictors for Two State-level Cohorts Using Sixth and Eighth Grade Data
Bobby J. Franklin, Stephen B. Trouard, Mississippi College

The purpose of this study was to examine the effectiveness of dropout predictors across time. Two state-level high school graduation cohorts were selected to begin with the seventh and ninth grades but end at the same time. The first cohort (seventh grade) contained 35,274 students and used sixth grade predictors. The second cohort (ninth grade) included 36,641 students and used eighth grade predictors. The predictors studied were age, attendance, gender, and standardized test scores. The data were analyzed using logistic regression. The results of the data analysis showed that the probability of a student dropping out of high school increased by 192% for every year older they were when entering the sixth grade. This increased to 302% for students entering the eighth grade. For every one percent increase in attendance, sixth grade students were 10.0% less likely to dropout whereas eighth grade students were 13.6% less likely to dropout. The gender of the students was found to impact dropout rates for both groups. Sixth graders that were female were 4.10% less likely to dropout than their male counterparts. Eighth graders that were female were 23.1% less likely to dropout. Every 10 point increase in the English Language Arts test score resulted in a 1.80% decrease in dropout rates for sixth graders and a 17.50% decrease for eighth graders. These findings clearly show that age was the best predictor of dropping out of high school for both cohorts. The strength of the age predictor highlights the need for further research into why students start sixth or eighth grade at a later age than their peers and what steps can be taken to alleviate this issue. There are implications for school leaders regarding pupil progression policies that include grade-level retention.

Retention, Social Promotion and Dropout Rates in Mississippi Schools
Jennifer J. Woodruff, University of the Cumberlands

There has been much research in the past two decades about the dropout problem in America. Dropout rates have become a focal point for policy making and program development in public schools largely due to components of statutes like the No Child Left Behind Act and the Dropout Prevention Act that provide monetary rewards for schools that raise the graduation completion rates to 90%. Mississippi's dropout rates are an indicator that students are inadequately prepared for entrance into in a highly competitive, technologically advanced global work force. Abstract thinking and deductive reasoning are becoming more important in the labor market and public schools are expected to produce graduates who have obtained these academic and social skills so they will be successful in their adult lives. This research examined student data to determine whether relationships existed among the variables of retention, social promotion, and dropout rates in Mississippi within the context of high stakes testing mandates. The results of the analysis of statistics for the 29,500 students who were enrolled in the 9th grade during the 2005-2006 school year did not show a significant relationship among retention, social promotion and dropout rates in Mississippi. A discussion of the findings and their implications for policy and future research were developed. The goal of this study was to present findings that will help educators and administrators implement strategies for their local district dropout prevention plans to improve the graduation rates within their districts.

The Impact of Local School District Policies on Grade Level Retention in Louisiana
Pamela Lemoine, Southeastern Louisiana University

Statement of the Problem District wide standards-based promotion policies are used in Louisiana school districts to ensure that students master required grade-level skills before being promoted to the next grade level. In 2010, one of every three Louisiana public school students had been retained prior to fourth grade due to not meeting requirements established by local district promotion policies. Theoretical Framework The theoretical framework is the relationship between school district policies and retention rates. Grade level retention has been regarded as the strongest predictor correlating with students becoming dropouts if a student has repeated a grade in elementary or middle school. Balfanz (2007) suggested failure to graduate from high school is a "ticket to the underclass" (p. 1). Louisiana four-year cohort graduation rates ranked among the lowest in state rankings at 71% (U.S. Department of Education, 2011) with students with disabilities (29%), limited English proficient students (43%), and economically disadvantaged students (64%) graduating in lower numbers. Methodology The researcher used content analysis methodologies to analyze K-3 promotion and retention policies established in thirty-two Louisiana district 2010 Pupil Progression Plans. The researcher also analyzed interview data as it related to the purpose of the documents, contextual use in the district, and interpretation of policies by different districts. Results and Conclusions Results suggest each school district constructs district Pupil Progression Plan policies for K-3 students to reflect district beliefs and local educational standards. Differing policies and implementation of policies may have adversely affected progression through the grades. Educational Significance The study should spark conversations within and among school districts regarding the wisdom of school retention policies and the lack of uniformity of such policies across districts.

Effect of Cartoon Mnemonics and Revised Definitions on the Acquisition of Tier-Two Vocabulary Words among Selected Fifth-Grade Students
Cindy L. Benge, Sam Houston State University

The purpose of this mixed methods study was two-fold. First, this study attempted to replicate previous findings as they pertain to both participant success and perceptions concerning the use of cartoon mnemonics in combination with traditional definitions and the use of revised definitions alone as tools in vocabulary acquisition. Second, this study explored the use of cartoon mnemonics in conjunction with revised definitions as an instructional method for introducing words and their meanings to fifth-grade students to determine whether the combination of methods had an effect on understanding and participant attitude about learning vocabulary. Two separate but connected studies were conducted utilizing Collins, Onwuegbuzie, and Sutton's (2006) 13-step process of mixed methods research. The quantitative phase of the study was conducted utilizing a Latin square counter-balanced design (Maxwell & Delaney, 1990). The qualitative phase employed a collective case study (Dyson & Genishi, 2005l; Flyvbierg, 2011). Quantitative results revealed statistically significant differences among instructional interventions for both Study 1 and Study 2. Specifically, pairwise comparisons exposed an advantage in favor of the two revised definitions conditions and the traditional dictionary definitions plus a cartoon over the traditional dictionary definitions condition. Additionally, an overall advantage in favor of the two revised definitions conditions was exposed in students' ability to recall a definition and match the words with a novel context. Teachers' beliefs pertaining four vocabulary learning conditions focused on the following themes: (a) engagement; (b) cognitive support; and (c) prior knowledge. Students' beliefs mirrored teacher's beliefs within two of the themes: (a) cognitive support and (b) prior knowledge. Students' beliefs about strategy use and learning center around the following three constructs: (a) learning/ memory strategies, (b) language experiences/word consciousness; and (c) word concept analysis/exploration. A statistically

significant multivariate relationship was uncovered between these three constructs and students' performance on the questioning tasks.

4:30 – 5:00	**MSERA COMMITTEE FAIR**	**Pre-Function Area (Foyer)**

Presiders: Committee Chairs and Co-Chairs

The Committee Fair is an opportunity for new members and regular members who wish to be more involved with MSERA to sign up for one or more of the committees such as Evaluation, Future Site Selection, Graduate Student Advisory, Membership, Nominations, Program, Publications & Communications, and Technology as well as annual meeting registration desk and annual meeting session chair.

5:00 – 6:00 PM	**MSERA BUSINESS MEETING**	**Royal Palm Ballroom Salon A&B**

6:00 – 7:30 PM	**MSERA PRESIDENT'S RECEPTION**	**Royal Palm Ballroom Salon A&B**

FRIDAY NOVEMBER 8, 2013

7:30 – 8:45 AM	**PAST PRESIDENTS' BREAKFAST**	**Coral Reef**

9:00 – 9:50 AM	**OUTSTANDING PAPERS**	**Royal Palm Ballroom Salon C**

Presider: Kathleen T. Campbell, Southeastern Louisiana University

10:00 – 10:50 AM	**UNDER-REPRESENTED POPULATIONS**	**Aquamarine 2**

Presider: Shannon Chiasson, University of New Orleans

21st Century Remediation: Does it have an Impact on African American Males Academic Achievement
Abraham A. Andero, Albany State University

There are a disproportionate number of African American males being enrolled in special education in comparison with their counterparts. The achievement gap between African American males and other races causes great alarm among educational stakeholders. Purpose: The purpose of this study was to determine whether special/remedial education has a profound impact on the educational achievement of African American male students. Method: A randomly selected sample of 30 students, 15 of which who were enrolled in remedial education, were compared using the means scores from their reading and mathematics CRCT scores. Results: The study revealed, through statistical calculations, that there is no significant difference between those African American males participating in remedial education and those that participate in regular education. Conclusion: Educational stakeholders should use researched best practices to continue to develop instructional programs that effectively help African American males.

Young Sisters Having Their Say!: Documenting the Peer Group Experiences of African American Adolescent Girls in an Urban Middle School
Rachel Davis-Haley, Xavier University

The peer group is a secure and comfortable place where adolescents' social and emotional needs are met (Ladner, 1971). What happens when adolescent Black girls are rejected by peers? This ethnographic investigation documented the experiences of four African American adolescent girls in one urban school. It answered the following questions: What kinds of peer group experiences do African American adolescent girls have as students in an urban middle school? What happens when the peer group denies admission during adolescence? Can African American adolescent girls endure without support of the peer group? Data was collected through observation, interview and document analysis. Data were transcribed, analyzed and coded for each participant. Findings reveal membership in the peer group was important, but it was strong ties to family and community that proved to be a major influence in the participants' lives. This piece supports further research in this area.

The Redemptive Role of Sports in School Integration: Fact or Fiction
James H. Adams, James Davis, Mississippi State University

The role of sports in advancing the civil rights movement has primarily focused on the efforts of individual African American athletes (e.g., Jackie Robinson)in breaking the "color barrier" in major American sports. Indeed, a

pervasive national narrative exists suggesting that sports can be a unifying factor in bringing about larger social changes, such as desegregation. Box office hits such as "Remember the Titans" and "Invictus"capture this romanticized view of the role sports can play in promoting social justice objectives. In actuality, little empirical research exists substantiating this belief in the power of sports to promote social change (Tacon, 2007). Two notable exceptions are Pamela Grundy's (2001) historical study of the role sports played in various social movements in North Carolina in the 20th century and Cynthia Pelak's (2002; 2005) work on women's netball in South Africa and women's hockey in Canady. In this presentation we draw upon a larger study of the desegregation of public schools in Mississippi from 1967 to 1971 to examine the role sports, particularly football and basketball, played in desegregation efforts. This presentation is based on an on-going qualitative oral history project documenting the work of teachers, principals, superintendents, parents, and students in achieving desegregated public high schools in the aftermath of the Alexander v. Holmes ruling in 1968. To date, we have conducted 75 interviews with teachers, principals, superintendents, school board members, students, and parents who were directly involved in the desegregation of public schools in Mississippi from 1967-1971. 70% of the interviewees are Whites; 30% are African American. The parents and educators range in age from 70-90; most of the students are now in their 50s. Data for this presentation is drawn primarily from the coaches in the study, the student athletes, and the principals who specifically mentioned sports in their interviews (n=20). Interview data is supplemented with newspaper articles from the time period. The findings of this study provide empirical data of the role sports did play in the integration efforts in the South. As Grundy (2001) noted "Organized athletics offered a reassuring alternative to seeming chaos, presenting a realm whose differences could be contained and resolved within an ordered set of rules" (p. 284). Research about the role of sports and other extra-curricular activities during the Civil Rights Movement is significant because it values the importance of "micro-politics" in social transformation. The research is also significant because it complicates a national and even international narrative about the redemptive power of sports and helps to explain the persistence of racism in school sports despite the preponderance of African Americans high school athletes. Again, quoting Grundy (2001), "Athletic contests, like paintings, plays, or dreams, compress multiple ideas and images into singular, compelling events that can be profoundly moving but which resist easy reading, drawing aspiring interpreters in numerous directions all at once" (p. 7). The research also demonstrates that while sports may have eased the initial tensions about integration, in most cases it failed to provide the long-term panacea needed to keep schools integrated for the long term.

10:00 – 10:50 AM   **CURRENT ISSUES IN HIGHER EDUCATION (2)**   **Royal Palm Salon D**
Presider: Paulette C. Reneau, Florida A&M University

A Comparison of Professors' and Students' Work Load Expectations to Earn Three Credit Hours
Gahan Bailey, Edward L. Shaw; University of South Alabama

How much work is included in this class? How time consuming will this class be? Should I take this class with this other class? These are questions university faculty and advisors are asked every semester. The answers can be derived from new Federal regulations and Regional Accrediting Associations. In 2011, the Office of Postsecondary Education issued a letter providing information concerning the definition of a credit hour and requiring accrediting agencies to conduct reviews and evaluations of higher education institutions' credit hour policy. As a university in the Southeast prepared for its upcoming Southern Association of Colleges and Schools (SACS) review, faculty were required to determine how much time students would be expected to spend on various learning activities to earn the three credit hours. Learning activities could include reading assigned materials, participating in forums, taking examinations, conducting research, meeting face-to-face, and other activities. The purpose of this study was to determine how many hours students expected they would spend on a course as compared to the professors' expectations. A total of 117 graduate and undergraduate students, in six different classes with two different professors, were required to read all assignments in the syllabus during the first week of class and record how much time they expected to spend on each assignment. After completing the assignment, students were required to record their actual time spent on the assignment. The researchers then compared the different expectations and the actual time spent on learning activities. Results will identify differences in expectations and actual time spent on activities. Results of this study will aid in helping faculty meet the Federal and accrediting agencies' credit hour guidelines. Additionally, the results will allow professors and advisors to be more succinct in planning and advising with the goal of increasing retention rates.

Athlete Burnout: Is the Type of Sport a Factor?
Shelley L. Holden, Christopher M. Keshock, Brooke E. Forester, Steven F. Pugh, University of South Alabama

Many athletes are disenchanted with sport participation and stop competing at what should be the pinnacle of their sporting careers (Wiggins, Lai, & Deiters, 2005). The purpose of the study was to determine the level of burnout in

4, female collegiate sports. Research has shown that athletes may experience burnout if they are playing for reasons other than sport attraction (Bradford & Keshock, 2010; Coakley, 1992; Lemyre, Treasure, & Roberts, 2006; Raedeke, 1997; Raedeke, Lunney, & Venables, 2002). However, research has not examined the level of burnout by sport. There were 108 female collegiate athletes from the Southeast United States. Ages were 19 to 24 (M= 19.8). Burnout was assessed by the Maslach Burnout Inventory (MBI). The instrument was divided into three subscales including: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). MBI scores on the subscales were used to classify participants as (1) low burnout (2) moderate burnout, or (3) high level of burnout. Results indicated female basketball athletes had the highest level of burnout in the areas of EE (M=27.2) and DP (M=8.5) which is considered high (3) for EE and moderate (2) for DP. The volleyball players scored the lowest on PA (M= 26.3) which is high burnout. The track and field team experienced the lowest level of EE (M=12.7), softball experienced the lowest level of DP (M=3.4), and tennis had the highest sense of PA (M=26.3) which would be interpreted as (1) low burnout. Potential and current student athletes must be better educated in the area of stress and stress management. Further, they need to be better prepared for the demands of collegiate athletics. Athletic departments should examine the programs offered to athletes to ensure they include a course/presentation(s) on stress and stress management. This may reduce the potential effect of burnout and attrition in sports.

Critical Issues Facing the Academic Profession of the 21st Century: An Overview of the Problems and Discussion of How Concerns May Be Met
Paulette C. Reneau, Franz H. Reneau, Florida A&M University

The topography of American Higher Education is rapidly evolving and is being impacted by factor both within and outside the confines of the academy. Today the number of faculty members within the public post-secondary arena has grown from approximately 147,000 in 1940 to approximately 1.2 million faculty members today according to a 2012 report by the U.S. Department of Education, dispersed across the landscape of more than 7,398 higher education institutions. The academic profession of the 21st century that services these institutions has witnessed unprecedented changes. While important aspects of the academic profession have been retained throughout this evolutionary period, there are major shifts in terms of the demographics of faculty in the 21st century, their work and the institutions that house them. This paper focuses on the critical issues that now confront the academic profession of the 21st century, which if left unaddressed could have serious implications for the future of the profession. The authors explore issues such as budgetary cut backs, changing patterns of faculty appointments, a shift from tenure track to non-tenure steam positions, the erosion of academic freedom and shared governance, the lack of adequate preparation aspiring faculty receive in preparation for academic careers and the faculty reward system-and offer suggestions for how these new concerns relative to the academic profession can be met. While strong concerns have been expressed relative to the vulnerability of the academic profession, this paper discusses what the authors believe to be the most pressing issues facing the academic profession in the 21st century.

10:00 – 10:50 AM	LEARNING/LITERACY/LANGUAGE/WRITING	Royal Palm Salon E

Presider: David T. Morse, Mississippi State University

Additional Research on Scaling Writing Proficiency via Prominent Features of Essays
David T. Morse, Mississippi State University; Sherry Swain, National Writing Project, Richard L. Graves, Auburn University

On-demand direct writing samples are frequently used to assess student literacy or proficiency in language composition. The scoring is frequently holistic only and the information or feedback offered by this scoring is minimal for concerned audiences. This paper details further development of a proficiency scale for student writing that can describe the types of skills the student has or has not yet demonstrated. Thus, the scale offers the potential benefits of (a) constructive feedback; (b) richer description of writing skill; and (c) sensitivity to changes in writing skill or maturity. The approach taken was to appraise the presence or absence of prominent features in students' work, then to scale these features using the Rasch item response theory model. Prominent features are aspects of writing that knowledgeable readers would flag when asked,"What stands out to you?" or "What do you see going on in this paper?" These elements can be positive, such as being well organized or having supporting details, or negative, such as changes in verb tense. In the present study, 223 high school students wrote in response to the same prompt at the beginning and to another prompt at the end of the school year. These were analyzed for the presence or absence of 35 prominent features. Overall, the set of elements appeared to form a coherent scale of writing performance. The individual elements tended to order comparably: lower (easier)

elements to attain involved avoiding negative features whereas higher (more difficult) elements were generally the positive features. Despite arising from different stimuli a year's growth, the scalings of the elements correlated .97. Thus, there is promise for using prominent features as the means to quantify writing skill. Implications for measuring growth in writing skill are discussed.

Serious Games vs. Playful Learning for Primary School Children
Sandra A. Rogers, University of South Alabama

Primary teachers have a fundamental understanding of the importance of playtime based on their teacher education in Piagetian theories. However, they probably have not been educated on the structure and benefits of well-designed educational games. This paper argues that educational gaming is a more effective vehicle for instruction that some of the playful learning that occurs in primary schools. Elements of good game design include interesting, goal-oriented, active learning that is anchored in instruction. While playful learning can have similar elements, the key difference is active learning, as many playful activities passively follow the teacher's directives as in the case with the Hokey Pokey. Another major difference is the "challenge" aspect of gaming that adapts to the learners' needs, while playful learning is freeform. The challenge provides learners with intrinsic motivation and structure to achieve learner autonomy to make their own way through the world. Educational gaming is classified into four categories: 1) flat, text-based games, 2) rich-text based, computer-assisted games to include mobile applications , 3) immersive, virtual environment games of the nonphysical type (e.g. massive multiplayer online role-playing games), and 4) physically demanding digital games with (or without) virtual environments. Well-designed educational games are also known as serious games. Playful learning is used for recall, rehearsal, practice, and behavior therapy. For example, primary educators use Bingo to practice number recognition. In addition, movement-oriented playful learning such as total physical response, role-playing, and simulations provide rehearsal opportunities for language development. With the exception of behavior therapy, playful learning activities are a review of concepts, where the acquisition of knowledge may only be at the superficial level of recall. This differs from the deeper learning structure of serious games

Poetic Intelligence: A Noun is a Noun or is it?
Sheila A. Webb, Jacksonville State University

Senior high school students in this case study, who did not have "The Love Song of J. Alfred Prufrock" in their curriculum, were given a bag of words from the lst 100 words of the poem and asked to create a poem. Results were examined for commonalities with the original, such as syntax, word placement, similar meanings, etc. Some came remarkably close to the meaning of the original poem. Examines the questions: Is the greatness of poetry in word selection and placement? If words are preselected, how limited or expansive is the creation of meaning? Poetic license allows innovation of word usage and word placement. Poetic intelligence also involves other factors involving the sound and rhythm of words coupling them for not only the pleasure of the artist but to reach the goal of creating a memorable and understandable poem for the reader. Results of student creations also include the logic and coherence of thought in somewhat unconventional use of language. Results were also examined in terms of native and second English language learners. A key area examined was freedom to change traditional syntax. Developmentally, the majority of seniors in this group were able to think critically and creatively to tackle this assignment. Without exacting the original poem, some came remarkably close to meeting the communicative concept of the original poem. Several used the majority of words in their original flow from beginning to end. A few felt the words were too limiting and added some of their own. Further research is necessary to answer the bigger question. If poetic words are preselected, will others who have developed mentally from 17 years and beyond, recreate poetic classics?

Literature on K-12 Information Literacy: A Bibliometric Study
Rebecca L. Rayl, Tammy Cook, University of Montevallo

The purpose of this research was to determine the publication pattern of scholarly literature on information literacy available between 2005 and 2010: (a) the amount of literature on K-12 information literacy published annually, (b) the journals which published scholarly articles on K-12 information literacy, (c) the authors who published the most literature on K-12 information literacy, and (d) the amount of literature available at each level (elementary, middle, high, and K-12) annually. This bibliometric study, using descriptive research methods, focused on retrieving and analyzing the results of data sets, and two types of bibliometrics, Bradford's Law and Lotka's Law, were explored. The data set with a total of ninety-six articles, specifically from the Cook Library's databases ERIC and LISTA at The University of Southern Mississippi were used for this study. Overall, the findings of this study contributed to the body of available information on K-12 information literature. This study could be useful to the body of scholarly

literature on writings and studies available on literature of K-12 information literacy in addition to assisting teachers and librarians in developing a more comprehensive picture of the concept of information literacy in their efforts to help produce more efficient retrieval on the topic of information literacy and aid librarians in collection development decisions on this topic.

| 10:00 – 10:50 AM | **K-12 ASSESSMENTS / EVALUATIONS** | **Royal Palm Salon F** |

Presider: Suzanne Franco, Wright State University

Use of the edTPA to Build Capacity for Critical Reflection
Barbara R. Peterson, Thomas A. Stewart, Austin Peay State University

Assessment of teacher knowledge in today's arena of high-stakes testing and high-accountability must align more closely with assessing how teachers impact student learning, and how teachers utilize reflection to improve practice. Teacher education programs are called to redesign their curriculum and to develop new assessment tools for evaluating the effectiveness of teacher candidates in P-12 classrooms. To address this need for change, the Teacher Performance Assessment (edTPA), was adopted by a university in the mid-south. The edTPA was designed to foster a deeper understanding of the context of teaching by promoting reflection and by using student assessment data to inform instruction. This study supports the work of Argyris and Schön (1974) who implied that teacher quality involves more than rules and surface level experiences, but also includes reflective practice as evidenced in the double-loop learning process. Additionally, this study extends the work of Eilertsen and London (2005) whose description of learning included the triple-loop process, or utilizing reflective experiences as transformative ones. The purpose of this study was to examine the effect of the Teacher Performance Assessment instrument on teacher candidates' capacity to reflect. Teacher candidates who demonstrate double- and triple-loop learning would be more apt to proactively self-correct based on action, evaluation (including self-evaluation), and reflection. The intent of this study was to discern whether double- and triple-loop learning was evident in teacher candidates' reflections. One hundred- forty undergraduate and graduate level teacher candidates were surveyed. Two focus groups formed from this larger group. The researchers utilized a semi-structured interview protocol to glean insights into the groups' experiences with either an electronic portfolio or the edTPA. Constant comparative analysis and data triangulation illumined data patterns. Results suggested a greater capacity for reflection among teacher candidates who participated in the Teacher Performance Assessment. Implications for enhancing professional practice are discussed.

Predicting Praxis I and II Scores from Demographics and Academic Characteristics
Iva B. Ballard, David T. Morse, Dinetta Karriem, Mississippi State University

Many higher education institutions use Praxis I Pre-Professional Reading, Writing, and Math test scores to determine the acceptance of students into teacher education programs. Although Praxis II is a licensure assessment requirement, recently, new institutional adopted policies require students to pass both the Principles of Learning and Teaching (PLT) and Content Knowledge sections of Praxis II test prior to completing student internship. As most standardized testing, Praxis I and II are not without criticism. Scholars believe that demographics and academic characteristics could influence achievement on these high-stakes testing. Additionally, requiring students to pass Praxis II test could impede program completion, and ultimately prevent students from graduating. In order to explore factors that could potentially explain Praxis I and II scores of students (n = 882) from a university in the Southeastern United States, simultaneous Multiple Linear Regression analysis was employed using gender, ethnicity, certification level (i.e., grade level pre K-6, 4-6, and 7-12), transfer hours, transfer GPA, 45 hour core GPA, and student teaching GPA as predictors. Preliminary results revealed that these predictors explained 8% of variance for Praxis I Reading scores, 5% of variance for Praxis I Writing scores, and 9% of variance for Praxis I Math scores. The same predictors explained 21% of variance for Praxis II PLT portion of the assessment, and 25% of variance for the Praxis II Content Knowledge section. Split samples 70/30 rule was used to empirically validate each model. Although the models for Praxis I Reading, Writing, and Math scores attributed a modest portion of the explained variance, the predictive models for Praxis II PLT and Content Knowledge scores are promising. Findings from this study could be used to identify and assist at risk students likely to receive unsatisfactory Praxis I and II scores prior to being dismissed from a teacher education program.

Educator Voices Regarding Student Growth Measures in Evaluation Systems
Suzanne Franco, Wright State University

The rubric for state Race to the Top (RttT) applications provided additional points if the application described plans to implement teacher and principal evaluation systems that included student growth measures (SGMs). Throughout

the nation teachers and principals are grappling with the implementation of the new teacher and principal evaluation systems with SGMs as a component. Ohio's newly implemented teacher and principal evaluation systems devote 50% to teacher performance (observations) and 50% to Student Growth Measures (SGM). SGMs are unique for each teacher. For example, if a teacher's assignment includes contents and grades that receive state-determined value-added scores (EVAAS), that teacher is required to have the value-added score represent the entire 50% SGM component of the evaluation system. If a teacher does not receive state-determined value-added scores for all teaching assignments, the SGM component must include value-added scores for the percentage of teaching assignment that does receive state-determined value-added scores. The remainder of the SGM component can represent approved vendor assessments or teacher created Student Learning Objectives (SLOs). Teachers who receive no state-determined value-added scores and have no vendor approved assessments are allowed to include both SLOs and/or shared attribution in the SGM component. To investigate teacher and principal feedback regarding using SGM in evaluation, 23 representative districts in Ohio were studied. The sample was taken from 80 districts that implemented extended testing in grades/contents that did not receive state-determined value-added data. Using sociocultural theory, 59 transcripts were analyzed to understand how teachers and principals interpreted the new systems on a personal, interpersonal and institutional level. This presentation summarizes the feedback regarding themes/trends and socio-cultural interpretations of the new evaluation systems.