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# ABSTRACTS BY DAY AND SESSION

**FIND YOUR SESSION NUMBER UNDER THE PARTICIPANTS SECTION, LINK TO ABSTRACTS BY CLICKING DAY BELOW**

| Wednesday | Thursday | Friday |
|---|---|---|
| 9:30-10:20a.m.<br><br>Session Numbers: 1.1, 1.2, 1.3, 1.4, 1.5 | 9:30-10:20a.m.<br><br>Session Numbers: 10.1, 10.2, 10.3, 10.4, 10.5 | 9:30-10:20a.m.<br><br>Session Numbers: 20.1 |
| 10:30-11:20 a.m.<br><br>Session Numbers: 2.1, 2.2, 2.3, 2.4, 2.5 | 10:30-11:20 a.m.<br><br>Session Numbers: 11.1, 11.2, 11.3, 11.4, 11.5 | 9:30-9:50a.m.<br><br>Session Numbers: 21.1, 21.2, 21.3, 21.4 |
| 11:30-12:20p.m.<br><br>Session Numbers: 3.1, 3.2, 3.3 | 11:30-12:20p.m.<br><br>Session Numbers: 12.1, 12.2, 12.3, 12.4 | 10:00-10:20 a.m.<br><br>Session Numbers: 21.5, 21.6, 21.7 |
| 12:30-1:20 p.m.<br><br>Session Numbers: 4.1, 4.2, 4.3 | 12:30-1:20 p.m.<br><br>Session Numbers: 13.1, 13.2, 13.3, 13.4 | 10:30-11:20 a.m.<br><br>Session Numbers: 22.1, 22.2, 22.3, 22.4 |
| 1:30-2:20p.m.<br><br>Session Numbers: 5.1, 5.2, 5.3, 5.4, 5.5 | 1:30-2:20p.m.<br><br>Session Numbers: 14.1, 14.2, 14.3, 14.4, 14.5 | 11:30-12:20p.m.<br><br>Session Numbers: 23.1, 23.2, 23.3, 23.4 |
| 2:30-3:20 p.m.<br><br>Session Numbers: 6.1, 6.2, 6.3, 6.4 | 2:30-3:20 p.m.<br><br>Session Numbers: 15.1, 15.2, 15.3, 15.4 | 1:30-5:00 p.m.<br><br>Session Numbers: Post-Conference Session |
| 3:30-4:20 p.m.<br><br>Session Numbers: 7.1, 7.2, 7.3 | 3:30-4:20 p.m.<br><br>Session Numbers: 16.1, 16.2, 16.3, 16.4 | |
| 4:30-5:20p.m.<br><br>Session Number 8.1 | 4:30-5:20p.m.<br><br>Session Number 17.1 (Town Meeting) | |
| Keynote Address, 5:30 p.m. | MSERA Business Meeting, 5:30 p.m. | |

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# ACKNOWLEDGEMENTS

Serving an organization like MSERA as President is a special privilege because it affords you the opportunity to work closely with a group of people who are the real leaders of the organization. John Petry has provided a unique leadership for the past several years in his role as Executive Secretary of MSERA. John has such a remarkable memory of the history and structure of the organization that he is an invaluable resource to people like me when we don't know exactly what the precedents are. Cliff Hofwolt is the Past-President of MSERA, a position to which I aspire. Actually the Past-President assumes the important responsibility for handling the nominations of officers as well as being an official advisor to the President. It has been greatly reassuring and helpful to have Cliff as near as a phone call or e-mail message when I needed some counsel. The other person to whom I am especially grateful is Ernie Rakow, our Secretary-Treasurer. Managing the membership database and the finances of the organization is a full-time task, which Ernie has handled efficiently and effectively.

There is another group deserving of recognition, and these are the elected board members, who serve their constituencies and the organization by providing leadership and by being our "ambassadors" within their respective states or agencies. Our board this year included: Jean Newman Clark (Alabama); Nola Christenberry (Arkansas): Antony Norman (Kentucky); Jane Nell Luster (Louisiana); Linda Cornelious (Mississippi); Cynthia Gettys (Tennessee); Arlene Amos (LEA); Linda Morse, Kathy Franklin, Gahan Bailey, Scott Bauer (At-Large) and Glennelle Halpin (MSER Foundation).

Much of the work that goes into making MSERA a successful organization is conducted between our Annual Meetings as well as during our Annual Meeting. That work is entrusted to our committee chairs, and I am proud to say that the chairs who have graciously agreed to serve this year have done so in excellent fashion. The two committee chairs most deserving of recognition and appreciation are Scott Bauer, Program Chair, and Kathy Franklin, Local Arrangements Chair. I mention them together because, in a very real way, their work has been closely coordinated over the past year and longer, and each has depended on the other to provide timely information and assistance. Having communicated extensively with both chairs, I know that they have worked hard, and that their efforts have been unstinting as they have developed a first-rate program and arranged a top-notch meeting for us all.

At the same time there are many other committees that help make MSERA an exceptional organization. David Morse once again handled our archives. Harry Bowman chaired the Constitution and Bylaws Committee. Qaisar Sultana chaired the Outstanding Papers committee. John Petry provided ERIC liaison. Bill Spencer handled Evaluation this year. Tony Norman took over the Future Sites Selection committee. Jennifer Good chaired the Graduate Student Advisory committee. Cynthia Gettys is already working on Local Arrangements for Chattanooga in 2002. Gahan Bailey chaired the Membership committee. Cliff Hofwolt chaired the Nominations Committee, as well as the Budget Analysis committee.

One other group I would like to publicly thank for their contributions are the editors of our professional journal, *Research in the Schools*, James E. McLean and Alan Kaufman; the editors of our newsletter, *The Researcher*, Nola Christenberry and Lynn Howerton; the editor of our *Annual Meeting Proceedings*, John Petry; and the "editor" of our webpage, David Morse.

Obviously most of these people that I am publicly acknowledging have in turn benefited from the contributions of time, energy and expertise given by so many of you, whom I cannot acknowledge individually. Your efforts are nevertheless deeply appreciated.

Thank you all for helping to make this a very rewarding year for me and for MSERA.

Sincerely,

Jim Flaitz,
2001 MSERA President

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# Mid-South Educational Research Association

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John R. Petry, The University of Memphis

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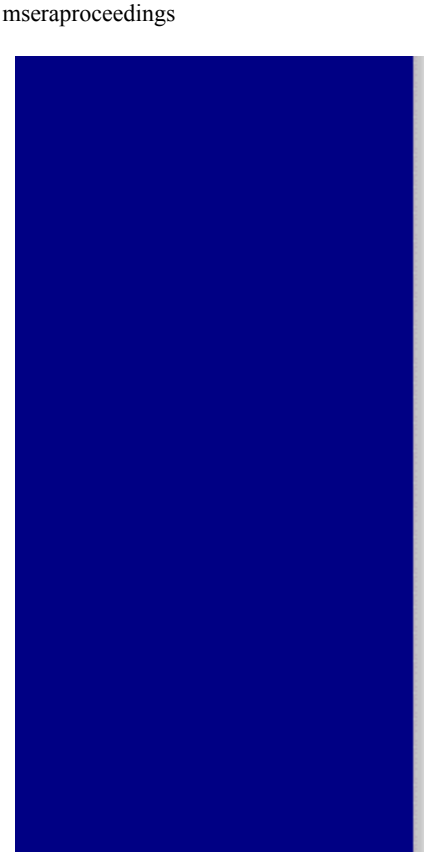

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# PROCEEDINGS OF THE THIRTIETH ANNUAL MEETING OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

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

JOHN R. PETRY, EDITOR

LORRAINE ALLEN AND ELIZABETH WELCH, ASSISTANT EDITORS

NOVEMBER 14-16, 2001

LITTLE ROCK, ARKANSAS

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# Wednesday

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***** PLEASE NOTE *****

*Some sessions Wednesday afternoon will be held on the campus of the University of Arkansas-Little Rock. Several of these are designed to take advantage of advanced learning technologies available on campus, and include training and demonstration sessions. Additionally, the keynote address and Joint Universities Reception will be hosted by UALR.*

*Busses will begin running between the Doubletree and UALR well in advance of the sessions. The scheduled departures are as follows:*

*Doubletree to UALR: 1:45 p.m., 2:45 p.m., 4:00 pm, and 4:30 p.m.*

*UALR to Doubletree: 7:30 p.m. and 8:30 p.m.*

*The trip takes approximately 30 minutes – please plan your schedule accordingly.*

**9:30 A.M. - 10:20 A.M.**

**Session 1.1 TEACHER EDUCATION / CERTIFICATION Salon A**

**Chair:** Linda F. Cornelious, Mississippi State University

**Alternative Certification Program: A Collaborative Effort Between Hamilton County Department of Education and The University of Tennessee at Chattanooga Evaluation**

Cynthia M. Gettys and Jane T. Brower, The University of Tennessee at Chattanooga

Early in the 1980s, the National Center for Education Statistics (NCEI) erroneously predicted a dramatic shortage of teachers by 1992. States began to look for ways to certify more teachers more quickly than the typical four-year undergraduate teacher education program. By 2000, 47 states, plus the District of Columbia, reported having some type of alternative teacher certification program to the NCEI, that has been polling the state departments of education annually since 1983 regarding teacher education and certification.

By 2000, a shortage of teachers had emerged. This research paper summarized and evaluated the Alternative Certification Program jointly developed by the Hamilton County Department of Education (HCDE) and The University of Tennessee at Chattanooga (UTC), and shared data evaluating the program by all participants enrolled in Cohorts I and II. While telling an ethnographic story, this paper included statistical comparisons

between and among cohort groups. All recorded voices were active participants from the university, the local education agency, or both cohort groups that have become the first alternatively certified teachers in Hamilton County, Tennessee. The data were compiled through the administration of an open-ended survey.

Cohort I was formed with the selection of 12 individuals in May 1999. Seventy-five percent of the first cohort group completed its first year of teaching on June 1, 2000 and signed contracts committing to return to their classrooms for a second and now a third year. Ninety-five percent of the second cohort group completed its first year of teaching on June 1, 2001 and signed contracts committing to return to their classrooms for a second year. One hundred percent of both cohorts returned completed surveys.

**Building a Model to Predict Which Students Will Pass the Praxis I Exams for Arkansas**

Linda H. Thornton, Harding University

Complex policy issues surround the stringency of teacher licensure exams. Many states, including Arkansas, have recently raised minimum passing scores on the Praxis I exam. Gitomer, Latham, and Ziomek (1997) found that those who passed the Praxis I exams had higher SAT/ACT scores and grade point averages than those who failed. In the interest of maintaining a diverse pool of prospective teachers, it is important that teacher preparation institutions assist promising teacher candidates in meeting licensure requirements. Institutions should have a model using admission test scores and class grades to predict which students might require extensive help in meeting licensure requirements.

All possible models comprised of different subsets of predictor variables were analyzed using discriminant analysis cross-validated with leave-one-out classification estimates. The degree to which each model performed better than proportional chance was tested with Huberty's (1994) z statistic.

**Legal Issues To Be Considered When Testing Teachers for Initial Licensing**

Donna Pascoe and Glennelle Halpin, Auburn University

Do teachers have the basic minimum competencies to be effective educators? To answer this question, the school reform movement experiencing rapid public acceptance is teacher testing. Standardized criterion-referenced tests provide a quick, easy, and observable measure of whether or not a teacher candidate possesses the basic minimum competencies required to receive initial teacher licensure.

Implementing a testing program is not as simple as one might think. As with all tests, teacher-licensing exams must be valid, reliable, fair, and legally defensible. Court decisions have impacted teacher testing by attempting to

resolve both technical and social problems associated with testing. Legal actions related to testing have helped to define the direction of the competency-based testing movement. Individuals responsible for teacher testing programs must have a working understanding of what makes a test valid, reliable, and unbiased as well as an understanding of how and when testing may be used.

This review covered the test components of validity, reliability, job-relatedness, and test bias as determined by impact for teacher licensing exams. The literature provided a history of court decisions and legal rulings that have shaped policy, test design, and use. The two most influential resources and those that provide operational direction for test construction, use, and evaluation of test results have been the 1978 revised edition of the Uniform Guidelines on Employee Selection Procedures (1978/2000) and the revised edition of the Standards for Educational and Psychological Testing (AERA et al., 1999). A review of the important criteria for implementing a fair and legal testing program was discussed, along with guidelines that provided a framework for determining the proper use of tests and other selection procedures. Licensing and certification boards from State Departments of Education would benefit from this review of literature as it pertains to testing requirements determined by federal law and psychometric practices.

**Session 1.2 SCHOOL IMPROVEMENT / PLANNING Salon B**

**Chair:** Jack Klotz, The University of Southern Mississippi

**Ensuring the Viability of Curriculum Mapping in a School Improvement Plan**

Michael S. Mills, University of Arkansas at Little Rock

This paper focused on the initial phase of a curriculum-mapping program as part of the development of a state-mandated school improvement plan. Mapping, a system of curriculum analysis and subsequent alignment, has been cited as a valuable component of curriculum renewal and staff development (English, 1984; Jacobs, 1997). Further research has described the efficacy and positive impact that curriculum mapping has on student achievement and teacher job satisfaction. Particularly valuable has been the much-needed flexibility to address the changing curricular needs of each school district, as well as the anticipated level of teacher participation respective to curriculum restructuring.

The state of Arkansas has mandated that curriculum mapping be an integral component of the ACSIP (Arkansas Consolidated School Improvement Plan) process but has left school districts with no formal or structured guidance for this aspect of school improvement planning. However, school districts in Arkansas have banded together in electronic message boards and professional workshops to get a sense of how to make this innovative program of curriculum mapping work. Yet, there has been little evidence that a wholehearted commitment to mapping has been made statewide. Given this perspective, this paper attempted to address concerns of administrators and teachers mired in this stage of the school improvement

process.

This paper shared various observations and guidelines respective to the strategic implementation of a curriculum-mapping plan within the framework of the school improvement process. Particular areas of concern included the following: (1) districtwide efforts to account for site-based flexibility, (2) development of a unified computer curriculum-mapping database, (3) guidelines for securing genuine staff adoption of a curriculum-mapping proposal, and (4) long-term planning aimed at sustaining staff interest and commitment.

**Team Teaching in the Elementary School: A Long−Term Qualitative Study of Teacher Planning and Decision−Making**

John F. Riley, The University of Montevallo

This study synthesized three phases of a longitudinal case study of collaborative planning and decision making in a grade-level team of elementary teachers. The purpose of this study was to examine planning and decision making of an elementary grade-level team during grade-level team meetings.

Twelve elementary teachers in a suburban school district in the Mid-South participated in this study over a three-year period. They ranged from beginning teachers to those with more than ten years' teaching experience. One teacher was African American; the others were white, non-Hispanic. All teachers were members of a grade-level team that met together to plan and carry out administrative functions.

Teachers were observed during regular weekly team planning meetings, some for curriculum planning, and some for team business. Team captains conducted all of these meetings. During these meetings, levels of participation of team members were initially recorded, and the types of interactions were categorized. In the second phase, field notes on discussion topics and actions toward consensus and decision making were compiled. In the third phase, team members were interviewed with regard to their perceptions of team teaching in general, the functioning of this team in particular, their role in shared decision making, and their perceptions of the evolving roles of team members because of changes in personnel. Teachers on this team participated in interviews of prospective teachers for the team, and they also responded to questions regarding their participation in this process.

These data provided a rich source for analysis. Critical issues addressed in this paper included the role of the team captain, the effect of variations in experience and philosophical stance among team members on team functioning, the role of continuity (and the lack of it) in teambuilding, and the value of team planning in the induction of beginning teachers.

**Assessing the Core Beliefs of School Staff: A Local School District's Experience in Operationalizing a Strategic Plan**

James R. Hutto, Petal (Mississippi) School District, and Robin K. Henson,

University of North Texas

Strategic plans are useful in guiding decision making and action in school districts. However, the beliefs of persons in a school district must be the foundation of the strategic plan and must represent a set of commonly held beliefs by the various groups that make up the community. To optimize effectiveness, school districts must take into account the personal beliefs of school employees as they relate to the strategic plan and develop means to assess these beliefs in prospective employees.

This paper described one school district's experience in developing an instrument to be used in assessing the core beliefs of a recently developed strategic plan. The discussion (1) documents the activities of the school district and (2) serves as a possible model for other school districts seeking to develop similar instruments to assess the beliefs of their school personnel as related to the school's vision or strategic plan.

The local district identified seven core beliefs that have been proposed as central to the strategic plan and effective education. These seven beliefs were operationalized in an instrument for use in assessing the degree the beliefs are held in current and future employees. Two studies were conducted. The first study involved initial item development and content validation procedures using administrator perspectives on the core beliefs. The second study involved administering the survey to all school employees and examining the factorial structure of the items. Exploratory factor analysis resulted in a parsimonious one-factor solution globally capturing all seven core belief areas with the factor explaining 42.5% of correlation matrix (15 items).

Implications for use of the instrument in the current district were discussed, as well as possibilities for the current process to be used as a model for other districts attempting to quantitatively operationalize the key beliefs in their strategic plans.

**Session 1.3 COLLEGE STUDENTS Salon C**

**Chair:** Thelma J. Roberson, The University of Southern Mississippi

**Do Self-Efficacy, Self-Regulation, and Good Study Skills Equal Academic Success?**

Geraldine Smith−Mallette, Linda W. Morse, Christy Derby, Jimmy Henderson, Jeanette Roberts, and Ronica Arnold, Mississippi State University

Though literature has supported the idea that self-efficacy, self-regulation, and good study habits enhance one's chances of academic success, little research exists that has looked at these three aspects collectively. This study investigated how college undergraduate students perceived their own sense of self-efficacy, self-regulation, and study skills as they related to their academic success as a whole.

Participants included 110 undergraduates from a variety of majors who completed a 40-item questionnaire consisting of measures assessing their

self-efficacy, self-regulation skills, and study skills. The 40-item questionnaire was answered on a five-point Likert scale ranging from 1 - definitely disagree to 5 - definitely agree, with 3 being neutral. The questionnaire was composed of questions about study skills, self-efficacy, and self-regulation skills.

Academic success was defined by the student's grade point average (GPA). At the .01 alpha level, using the Pearson correlation, the correlation between GPA and self-regulation skills was statistically significant. The correlation between GPA and self -efficacy was also statistically significant. However, the correlation between GPA and study skills was not statistically significant at the .01 alpha level.

This study offered further evidence that self-regulation and self-efficacy are positively associated with academic success. Although good study skills are usually associated with academic success, no evidence existed to support an association between study skills and academic success for this particular group of undergraduate students.

**Practical Prediction of Student Engagement in a College Self-Paced Introductory Psychology Course: The Role of Motivational Orientation, Learning Strategies, Procrastination, and Perceptions of Daily Hassles**

Ronald L. Skidmore and Francis H. Osborne, Morehead State University

This study examined the practicality and reliability of using a select group of self-report measures assessing motivational orientation, learning strategies, procrastination, and perceptions of daily hassles to predict student engagement and relative performance in a self-paced introductory psychology course. Research has shown these factors to be associated with academic success and of concern to instructors and students alike. Economical and reliable surveys that permit effective assessment of these factors would be invaluable for predicting of student course engagement and determining subsequent intervention. A total of four surveys purporting to measure the constructs listed above were chosen. A demographic survey was also administered.

The course utilized a local area network of personal computers to administer surveys, unit practice quizzes and mastery tests, course tutorials, and final examinations. Students who agreed to participate in the study were administered the surveys during the first three class periods of the semester. The course was self-paced, with students determining their rate of engagement. A criterion level of course points determined course completion. Data were collected on 149 students, 122 of whom completed the course.

For students completing the course, the degree of engagement was determined relevant to the number of days to course completion. A median-split was used to determine early-finish versus late-finish groups. Non-finishers comprised the third group. Discriminant function analysis to discover and interpret combinations of predictors determined that group membership could be reliably predicted from the set of chosen surveys. Implications for utilization of these surveys to predict student engagement

and performance, as well as instructor intervention, were discussed.

**Unsuccessful Study Habits in Foreign Language Courses**

Phillip D. Bailey, University Of Central Arkansas, and Anthony J. Onwuegbuzie, Howard University

Although some students excel in learning a foreign language, many students fail to achieve their desired levels of proficiency. In an attempt to understand this phenomenon, researchers have investigated several factors that may affect language learning.

Research has shown that the most successful learners are those who use learning strategies that tend to be the most optimal for second-language acquisition. Because learning strategy use is a component of study habits, it is likely that the latter would be related to foreign-language achievement. Indeed, as Oxford (1989) noted, language learning strategy research has suffered from an overemphasis on metacognitive and cognitive strategies, that are admittedly very important, at the expense of other strategy types that are also very useful (p. 2). Surprisingly, however, little is known about which study habits distinguish successful from unsuccessful language learners. This was the purpose of the present investigation.

Participants were 219 college students, from a variety of disciplinary backgrounds, who were enrolled in Spanish, French, German, or Japanese classes. A canonical discriminant analysis ($F[6, 117]$, $p < .0001$; canonical $R = .92$) revealed that, compared to their high-performing counterparts, students with the lowest levels of foreign-language achievement tended to report that: (1) they frequently include a lot of irrelevant or unimportant information in their notes, (2) when they have difficulty with their assignments, they do not seek help from their instructor, (3) they put their lecture notes away after taking the test and never consult them again, (4) they have to be in the mood before attempting to study, (5) they have a tendency to doodle or daydream when they are trying to study, and (6) they do not consult a dictionary concerning the meanings of words that they do not understand. The implications of these findings were discussed.

**Session 1.4 READING ACHIEVEMENT Riverside East**

**Chair:** Dennis C. Zuelke, Jacksonville State University

**Effectiveness of the Alabama Reading Initiative**

Dana Lynn Key, The University Of Alabama

Research and reform mandates in education confirmed that of the numerous problems besetting education, those that concerned reading comprehension and retention were among the most serious and significant. This study examined the implications for higher academic success for students when classroom teachers were trained in the research-based strategies taught in the Alabama Reading Initiative training. Specifically, the

study looked at the following components that were integral for that training and critical for implementation in the classroom: (1) reading in the content area, (2) writing in the content area, (3) comprehension strategies, and (3) reading and writing connection.

The study sought to answer the following questions: (1) How can teachers trained in the ARI better identify and intervene when students have difficulty with reading and writing? and (2) What curriculum modifications and research-based strategies work best to raise the academic success of students who have a history of failure in school?

This study covered approximately 15 months with 25-30 teacher participants. The researcher was part of the ARI training team and served on the committee for revision of the modules for ARI. The data were collected from: (1) field-notes, (2) evaluation summaries, (3) interviews, and (4) document analysis of student test scores. The study employed both quantitative and qualitative methodology, and member checks, triangulation, and peer debriefing were used to ensure credibility and validity. The themes that emerged were related to: (1) the profound difference in test scores that the ARI made for all students, (2) the need for additional inservice and training for teachers, and (3) the evaluation of the program after it was in place is essential. The findings suggested implications for teachers, teacher educators, and curriculum coordinators.

**Evaluation of Year 2 of the Alabama Reading Initiative**

Marcia R. O'Neal and Scott W. Snyder, University of Alabama at Birmingham, and Mary W. Spor, University of Alabama at Huntsville

The Alabama Reading Initiative (ARI) is a statewide effort whose goal is 100% literacy for public school students. The program targets beginning reading, expansion of reading power, and intervention for struggling readers, and emphasizes implementation of research-based reading instruction at participating schools. The ARI model is unique in that it includes all students in K-12, requires 85% faculty participation, as well as principal participation and leadership in summer professional development, and emphasizes partnerships with professional educators in institutions of higher education. ARI was implemented in 16 schools in 1998-1999 and was expanded to include 81 schools in 1999-2000.

Evaluation of ARI Year 2 addressed six questions: (1) To what extent are ARI schools making progress toward 100% literacy? (2) Which ARI schools are making progress toward 100% literacy and which are not? (3) What factors are related to school outcomes? (4) Why are some ARI schools making more progress than others? (5) To what extent are the elements of ARI reflected in preservice teacher education programs throughout Alabama? and (6) What ARI factors are related to change in preservice teacher education programs?

Both achievement and survey data were used to answer the evaluation questions. Among the findings were the following: (1) improvements in Stanford 9 NCEs for reading subtests averaged 1.05 for the original 16 schools and .28 for the 65 schools that began in 1999-2000, (2) ARI schools

decreased their population of "struggling readers" by as much as 10% and increased their percentage of "grade-level readers" more than non-ARI schools, (3) about 75% of ARI schools made at least small gains on reading subtests, (4) factors differentiating higher-performing from lower-performing ARI schools included principal leadership, hands-on reading specialists, and deeply involved higher education partners; and (5) higher education faculty reported changes in course content, its incorporation of new reading standards into course syllabi, and improved preservice teaching experiences.

**Kentucky's School Report Card and Fourth-Grade Reading Scores**

Beverly M. Klecker, Morehead State University

Reading, a fundamental subject taught in elementary schools, is the key to subsequent learning. In Kentucky, assessment of reading, with the school as the unit of analysis, first occurs in the fourth grade. These scores are used to improve the school's reading program. In 1999, a new Kentucky law required that each district and public school produce and distribute school report cards to the parents of each child. In addition to reporting the school's scores on the Commonwealth Accountability Testing System (CATS), the school report card presents information about the school. This exploratory, descriptive study was designed to investigate relationships between the elementary school's reading scores and information sent to the parents via the school's report card.

The variables reported on the school report card sent to parents are: (1) school size, (2) CATS scores, (3) attendance, (4) retention, (5) teacher certification, (6) teacher major, (7) teacher participation in professional development, (8) teacher's master's degree, (9) teaching, (10) per-pupil expenditure, (11) pupil-teacher ratio, and (12) number of students with parent attending teacher conference. Research reporting relationships between some of these variables (e.g., school size, Holland & Gladden, 2001) and achievement was reviewed.

Fourth-grade reading school-level Kentucky Core Content Tests (part of CATS) scores were obtained from the Kentucky Department of Education. Schools with scores in the top 10% and bottom 10% were selected for the study. School report card information was also obtained from KDE for these schools (N=20). Descriptive tables were prepared, and chi-square goodness-of-fit tests were used to explore differences between variables.

A statistically significant difference between schools with fourth-grade reading scores in the top 10% and schools with scores in the bottom 10% was found with the attendance data only.

**Session 1.5 MENTORING NEW FACULTY IN HIGHER EDUCATION (Symposium) Riverside West**

**Organizer:** Gypsy A. Abbott, University of Alabama at Birmingham

**Promoting Publishing Through Mentoring**

Karen Dahle and Betty Higdon, University of Alabama at Birmingham

**Building A Sense Of Community Through Mentoring**

Janice Patterson, University of Alabama at Birmingham

**Defining The Mentoring Relationship**

Loucrecia Collins, University of Alabama at Birmingham

**Lessons Learned**

Mary Nix, University of Alabama at Birmingham

Retention of new faculty in higher education has been a topic of discussion for the last two decades. Although many mentoring programs have been described, few appeared to be as comprehensive as was desired in the UAB School of Education. Thus, the mentoring program developed addressed the goal of fostering and promoting the development of the skills necessary for new faculty members to be successful in obtaining tenure.

In this symposium, the results of the innovative mentoring program for new faculty in the UAB School of Education were described. This mentoring program was based on a review of the literature regarding successful practices in mentoring in higher education. Factors such as regular meeting, specific goals, and clear expectations of mentors and mentees were included in the plan. In addition, the issue of "What is in it for me?," or "Just one more thing to do" was addressed through the Dean of the School of Education providing a stipend for mentors that could be used for travel or in other needed ways. It was interesting that the majority of mentors indicated that they did not wish to use the stipend available. The mentors state, however, that the fact that the project was strongly supported by the dean's office had a positive effect on their attitudes toward participation.

In this program, an innovative dimension was added. A research design for studying the process of mentoring that was occurring was developed. Mentees and mentors kept field notes regarding their experiences in the areas of expectations, accomplishments, building relationships, building a sense of community, and publishing. The research design specified that the field notes from the actual mentoring process would be analyzed and that the results would be submitted for publication and presentation. Data were collected between January 2001 and May 2001. These data were analyzed using qualitative methodology based on phenomenology. The intent was to capture and describe the experiences of mentees and mentors as they participated in the program.

This approach to mentoring was unique in that new faculty are mentored through the process of gathering and analyzing data, as well as submitting the data for presentation and publication. Each of the papers comprising this symposium addressed the issues identified in the research design. The papers presented findings from the implementation of this program, as well as lessons learned.

**10:30 A.M. - 11:20 A.M.**

**Session 2.1 TEACHING PRACTICE Salon A**

**Chair:** Mary Nix, University of Alabama at Birmingham

**Are Teacher Perceptions Aligned with Actual Classroom Observations Involving Cooperative Learning Activities in School Reform Models?**

Allison P. Potter, The University of Memphis

The purpose of this study was to examine the differences between teacher perceptions of their instructional method in the classroom and the method of instruction actually observed. In a study involving an urban school in the United States that was in the process of implementing cooperative learning methods in the classroom, it was noted that the struggles teachers at the school faced when trying to implement a teaching method different than what they believed (or had been trained) in was reflected in the quality of the students' activities in the classroom. Another study noted that classroom observations of teachers involved in implementation of new student-centered methods of teaching revealed that teachers partly continue to use their old direct instruction methods in the classroom. Teachers may think that they are acting more as a facilitator in guiding student-centered activities when, in fact, actual observations do not reflect this.

This present study addressed two key questions: (1) Are there differences between observed classroom activities and teacher reported classroom activities of cooperative learning? and (2) Also, if there are differences, what are some of the reasons for the differences? Teacher responses (N=455) to the item, "Students in my class spend much of their time working in cooperative learning teams," were taken from the School Restructuring Teacher Questionnaire© instrument. This was compared with the amount of cooperative/collaborative learning instructional orientation observed using the School Observation Measure Data Summary©. Teacher comments from Teacher Focus Group summaries were also examined. The findings showed that while 77% of the teachers agreed that students in their classroom spent much of their time working in cooperative learning groups, it was only observed 49% of the time. One key implication of this study was for teacher training and/or mentoring in instructional methods before and during the implementation process.

**Preservice Teachers' Perspectives Concerning Constructivist Experiences in Content Area and Professional Education Courses**

Timothy L. Carter and Rebecca Shopfner, Arkansas Tech University

The constructivist view of learning has received increased positive emphasis within the last two decades in education (e.g., Brandt & Perkins, 2000; Mayer, 1998). However, Posner, Strike, Hewson, and Gertzog's (1982) and Strike and Posner's (1992) research has suggested that for this new conceptual understanding of learning to be fully accepted and implemented the stakeholders involved must first experience the four critical steps of conceptual change.

Based on their conceptual change model, the present study examined the perspectives of preservice teachers pertaining to the use of constructivist methodologies in their content area courses versus a six-hour professional education course. The sample consisted of 17 preservice secondary teachers from a state university in a rural town in northwestern Arkansas. Data were collected at the beginning of a scheduled class period using two 10-question Likert surveys, based on Beller's (1998) work, with responses ranging from "1" meaning "Never" to "9" meaning "Always." On each survey, Likert statements were identical in content. One survey queried students about their "constructivist" experiences prior to this professional education course, and the other survey queried students about their "constructivist" experiences during the course. Each of the 10 items was statistically compared from the two surveys using a paired samples t–test with the alpha level set at .05.

Results indicated that scores for each of the 10 items were statistically significantly different ($p < .05$). The results suggested that students may not be experiencing ample opportunities throughout their teacher preparation to experience conceptual change regarding their views of learning. By not providing these experiences, future educators may not experience the final critical step of the conceptual change model, and educational change may not be realized as readily.

**Cooperative Learning: A Method for Teaching**

Anissa Harris, University of Louisiana at Monroe

Pursued by parents, teachers, and employers across the world, cooperation is a richly valued commodity in 21st century homes, schools, and businesses. Many educators, therefore, have adjusted to the social aspect of learning and have applied cooperative learning strategies, at least in principle, to classroom instruction (Johnson, Johnson, & Smith, 1998b). Heralded by educational researchers as an essential tool for effective teaching, cooperative learning has fast become common in the classroom (Slavin, 1999).

The purpose of this review was to investigate the components of cooperative learning and discuss variations in strategies and effectiveness from a theoretical perspective by analyzing current publications from the cornerstone theorists and implementers of this teaching strategy. The model's application to students with learning difficulties and students with high achievement was discussed in a section on implementation and evaluation of the model where the researcher relates the perspective of teachers and several studies on the quality use of cooperative learning in the classroom. Thus, this review concentrated on the current implementation of cooperative learning at the elementary, secondary, and college levels and discussed the effectiveness, appropriateness to content area, application to students with special needs, benefits, and variations of the strategies in the hope that readers could develop a better understanding of the appropriate use of this model.

**Session 2.2 POLICY Salon B**

**Chair:** Larry G. Daniel, University of North Florida

**Educational Equity in Alabama: What We Learned from Report Card 2000**

Marie Miller−Whitehead, Tennessee Valley Educators for Excellence

The study examined the Year 2000 Alabama State Report Card indicators to identify predictors for student academic achievement at both the district and school level for the 128 school districts and 1272 public schools in Alabama to provide local, state, and federal agencies with information for making decisions about schools. The two measures for student achievement used in the analysis, performance grade and SAT average, were provided on the state report card for each school district and school.

Variables included in the analysis were system type (city or county); number of students; percentage of students on free and reduced meals; percentage of average daily attendance, per pupil expenditure; dropout percentages from 1999; school district, local, state, and federal revenues; and percentage of system and school employees with bachelor's, master's, and six-year doctoral licensure.

Results of hierarchical regression models indicated that for both school districts and schools, poverty had a negative effect on both SAT averages and performance grades. Models were more powerful for predicting SAT averages than performance grades, but results indicated that city school districts were more likely to have both higher SAT averages and performance grades than were county districts, and for both city and county school districts the percent of AA administrative personnel and percent of local revenue had a statistically significant positive effect on student achievement. City districts had significantly higher percentages of local funding than county districts.

At the school level, higher enrollment had a negative effect on student achievement, while higher percentage average daily attendance and higher percentage of faculty with the master's degree had a significant positive effect on student achievement.

Conclusions were that higher percentages of local funding and higher percentages of administrative licensures at the district level were most highly correlated to higher student SAT averages and performance grades.

**Comparing School Finance Equity Among Mid−South States**

Mary Hughes and Gary W. Ritter, University of Arkansas

As the Arkansas legislature and Department of Education wrestle with the recent court order to modify the state's system of funding schools, it is important to consider school funding equity in Arkansas and the other states in the mid-south: Alabama, Kentucky, Louisiana, Mississippi, and Tennessee.

The challenge in doing comparative analyses among states with regard to school finance equity revolves around different methods and categories in reporting school finance data. However, this problem is solved to some extent by the National Center for Education Statistics, that publishes annually the Common Core of Data (or CCD) that provides detailed data (including

funding data) for all schools, districts, and states in the United States.

This paper employed standard measures of school finance equity to describe and compare the level of school funding equity for each of the mid-south states throughout the 1990s.

**Influence of School Board Member on State Legislation**

W. Keith Christy and Larry McNeal, University of Arkansas at Little Rock

A survey of Arkansas school board members was conducted from July through September 2000. The survey of 1801 school board members served as a major purpose to identify specific legislative issues that the Arkansas School Boards Association would include in its legislative agenda for the 2001 legislative session.

The results of the study indicated that the greatest concerns centered on: (1) financial issues at the state and federal levels, (2) significant concerns about education at the local level, (3) policy issues at the state and federal level, and (4) board member involvement in state and federal policy making.

The survey was conducted in two parts: an individual response and a composite board of education response. The survey response of the boards was 71%, and the individual response rate was 61%.

The data revealed that the greatest concern to local school boards and their members was finance related in that local school boards as collective bodies believed that receiving adequate funds and being able to pay competitive salaries were their greatest immediate concerns. Another indicator to support funding as an important issue was the individual board members' identifying the most significant long-term challenges facing school boards as that of an insufficient investment at the local level. Tied to this insufficient funding support was the challenge of hiring and retaining teachers inasmuch as the Arkansas salaries are below national and regional averages.

The significance of this research was the outcome of the work of the 2001 legislative session. Governor Huckabee placed educational funding and, specifically, a raise of teacher salaries, as the foremost item to his legislative agenda. The legislature responded with a significant increase of funding directed at an increase of $3,000 to the base salary of teachers to occur over the next two years.

The results of this survey were the cornerstone of setting the legislative agenda of the Arkansas School Boards Association. The actions of the 2001 Arkansas Legislature indicated a positive response to the views of Arkansas school board members.

**Session 2.3 GIFTED EDUCATION Salon C**

**Chair:** Jane Nell Luster, Louisiana State University

**Moral Reasoning, Attributional Complexity, and Social Status of Gifted**

**Children**

Antony D. Norman, Western Kentucky University

Although heightened emotional and moral sensitivity is one of the most common characteristics attributed to the gifted, very little research has been conducted in this area. This study examined the relationships among moral reasoning, attributional complexity, and social status in gifted children.

Data were collected on 300 gifted children entering 7th through 12th grades who attended two summer programs for the gifted. To measure moral reasoning ability, the Defining Issues Test (DIT) was administered. To measure attributional complexity, the preference for complex rather than simple explanations for events and behavior, the Attributional Complexity Scale was administered. Measures of gifted students' social status were obtained by using two peer status instruments, peer ratings, and peer nominations. Based on these vehicles, students were classified as popular, neglected, rejected, or average.

Findings regarding the moral reasoning ability of these gifted children compared to age norms provided in the DIT manual were revealed. Further, findings regarding relationships among moral reasoning ability, attributional complexity, and social status were revealed and discussed. The presentation concluded with a discussion of implications for educating gifted children.

**What I Hate About Being Gifted**

Eileen Talento−Miller, Mississippi State University

The word “gifted” could be used to describe any birthday girl or boy who is opening a present. The experience of intellectual giftedness is analogous in that the gifts at times may induce the same kind of thrill that comes from opening a much wanted toy, while at other times the gifts may produce the same type of chagrin that comes from discovering that one has received socks. Current research was reviewed that described the negative aspects of giftedness from the point of view of participants who have been identified as gifted. Among the topics examined were the issues of perfectionism, expectations of others, social adjustment, and underachievement, as well as the differences in the difficulties of gifted children versus gifted adults, and the differences found among “moderately” gifted individuals versus “highly” gifted individuals. The implications for the need for counseling tailored to the special needs of the gifted population, as well as the efficacy of different types of special programming in addressing these concerns, were also addressed.

**Multiyear Analysis of Gifted Education Programming for Disadvantaged Students**

Deborah J. Abell, Morehead State University

Students who come from economically disadvantaged families often

perform poorly on the standardized tests used to identify gifted students. A need exists to establish a method of identifying economically disadvantaged gifted students that does not penalize them because of poor performance on standardized norm-referenced tests.

Affluent white nsistently score higher on traditional norm-referenced tests that are us gifted education placement decisions (Barstow & Baldwin, 1 88). Rese tes that giftedness is evenly distributed across race, gender, and ethnic groups (Eby & Smutney, 1990; Smith, Le Rose, & Clasen, 1991). Are we to believe that giftedness is not evenly distributed across socioeconomic status? Gifted economically disadvantaged students represent an untapped potential for excellence in school systems across the nation (Maker, 1989; Patton, Prillaman, & VanTassel-Baska, 1990; Richert, 1987).

The education coordinator for gifted and talented students at each school was surveyed to obtain data. The survey included information on students identified for gifted programming categorized by sex, qualification for free/reduced lunch, race, and presence of disability.

The study provided chi-square and descriptive statistical analyses of the percentage of students identified for gifted education programs who participated in the federal free/reduced lunch program, including information regarding sex, race, and presence of disability. The subjects were 2000 students enrolled in three middle schools. Significantly more students who are identified as gifted qualify for free/reduced lunch in 2001 compared to the beginning of the program.

The conclusion reached was that teachers who have received specific training in the identification of these hard-to-identify populations were better able to identify economically disadvantaged gifted students after training, and the percentages of economically disadvantaged students identified as gifted have increased significantly.

**Session 2.4 MATH EDUCATION Riverside East**

**Chair:** Julie A. Holmes, Louisiana Tech University/Lincoln Parish (Louisiana) Schools

**Effect of Gender, Achievement in Mathematics, and Grade Level on Attitudes Toward Mathematics**

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

The effects of gender, math achievement, and grade level on attitudes toward mathematics were examined by use of an inventory, Attitudes Toward Mathematics Instrument. Subjects were 803 bilingual, middle and high school students. The data were analyzed using a multivariate factorial model with four factors of Mathematics Attitudes as dependent variables (self-confidence, value, motivation, and enjoyment of mathematics) and three independent variables (gender, math achievement, and grade level). A two-way significant interaction of achievement by grade level was found. The interaction was found to be significant for value, motivation, and enjoyment of mathematics

at all grade levels. "A" students scored higher than all other students on the three factors from 7th through 10th grades and in motivation in students in 11th and 12th grades. For value, failing students were lowest in 7th through 10th grades. A similar relationship of letter grade to motivation was found in the hierarchy for "B to D" students in 7th and 8th grades. For enjoyment, failing students were lowest in 7th and 8th grades, B and C students scored higher than D and F students in 9th and 10th grades, and A and B students were highest in 11th and 12th grades.

**The Relationship Between Social Promotion in the Middle School and Academic Achievement in a High School Math Class**

Lana M. Page and Patrick Kariuki, Milligan College

The Third International Mathematics and Science Study (TIMSS) indicated that national (U.S.) math scores were below international averages. Social promotion was identified as one possible factor contributing to poor mathematical achievement. No conclusive evidence existed to support or refute the practice of social promotion. Further study was needed to determine its effectiveness. Therefore, the purpose of this study was to determine the relationship between social promotion in the middle school and academic achievement in the high school math class.

Students' permanent records were reviewed to determine which students had been promoted without mastery in middle school. The sample consisted of 30 seniors from a northeastern Tennessee high school who were promoted without mastery in the middle school. Their academic achievement in the high school math class was recorded. The relationship between social promotion and mathematical academic achievement was analyzed using Pearson product moment correlation. Similarly, the relationship between math academic achievement and overall high school academic achievement was analyzed using the Pearson product moment correlation. The difference in male and female mathematical academic achievement was analyzed using an independent t-test. Also, the difference between the number of times a student was promoted in the middle school was analyzed using t-test for paired sample means.

The results indicated a significant negative correlation between social promotion and high school math academic achievement. A strong correlation existed between math academic achievement and overall academic achievement at the high school level. There was no significant difference between the mathematical academic achievement of males and females. Also, no significant difference was found between the number of times a student was promoted in middle school and high school math achievement. The study suggested that students who have been socially promoted in middle school performed poorly in high school math classes.

**A Follow-Up Study of Students Eligible for a Gifted Math Program**

Betty K. Wood, University of Arkansas at Little Rock

This follow-up study of students who were eligible to participate in the Gifted

Math Program (GMP) at the University of Arkansas at Little Rock compared participants and non-participants in several areas. Among the areas were: (1) quantitative scores on ACT/SAT, (2) college major/career choice, and (3) personal benefits of the program.

Studies of programs for gifted and talented students show that there are benefits to special programs for gifted students. Studies of highly intelligent children contribute to our understanding of the many forms of giftedness and the type of intervention necessary to develop high-level performance. These students need times when they can experience the satisfaction and joy of significant learning.

Of the 2697 students who were eligible for the GMP from 1984-1989, 1000 names were randomly selected and questionnaire packets were sent to them. Of the 100 people responding to the questionnaire, 50% had participated in the GMP, 50% had not participated, 47% were males, 53% were females, 87% were Caucasian, 7% were African American, and 4% classified themselves as Other. Nine female and five male participants, one female and four male nonparticipants, and nine parents were interviewed on the telephone. Both quantitative analysis and qualitative analysis were used to describe the results.

**Session 2.5 STATISTICS Riverside West**

**Chair:** Gail Weems, The University of Memphis

**Methods for Correctly Performing ANCOVA with Multilevel Analysis When the Homogeneity of Regression Assumption is Not Met**

J. Kyle Roberts, University of North Texas

Although the ANCOVA method has become widely used and accepted in modern statistical applications, Henson (1999) has noted that, continually, researchers neglect to check the assumption of homogeneity of regression and incorrectly model a compensatory rivalry between groups. This often happens because researchers are including covariates in a model when testing for differences between intact groups rather than completely randomized groups. In many occasions, covariates need to be included in the OVA model to test for mean differences, but methods for controlling for differences in regression weights are either not available to researchers or are not utilized. While normal OVA methods cannot control for these differences, recent developments in statistics and technology have enabled researchers to model individual (rather than collective) regression coefficients for intact groups while still testing for differences on the primary dependent variable in the OVA model.

The purpose of this paper was to show the utility of modeling random slope coefficients in the ANCOVA model through multilevel and hierarchical linear modeling (MLM and HLM). Utilizing a heuristic dataset that violated the homogeneity of regression assumption, this paper illustrated multilevel procedures with both SAS and MLwiN software packages. The presentation, however, illustrated just the MLwiN software package. Because multilevel modeling is a statistical procedure that is not readily known to most researchers, methods for conducting multilevel procedures were illustrated

during the presentation with the MLwiN software package. Resources for conducting multilevel analysis were also distributed at the presentation. Graphing displays also showed exactly what was happening with the data by graphing residuals of the regression coefficients and then modeling differences in these coefficients.

**Regression Diagnostics in Educational Research**

Jesus Tanguma, University of Houston at Clear Lake

Linear regression models are commonly used in educational research settings to help explain and predict subjects' performance. However, blindly applying a regression model without regard to its assumptions and goodness of fit may lead to errors in inference. Thus, it is imperative that researchers graphically and mathematically scrutinize their data before computing any statistics (e.g., applying a regression model). A relatively new technique that can assist the researcher identify influential data points is regression diagnostics.

Six commonly used diagnostics procedures (partial regression plots, the hat matrix, studentized residuals, DFITSi, Cook's Di and DFBETASij) for identifying influential data points were illustrated by means of hypothetical examples. Also, where appropriate, cutoff values were suggested.

Partial regression plots are the multivariate analog of the bivariate scatter plots typically used in simple linear regression. However, the variables plotted in the partial regression plots are residual variables. The hat elements (hii) are indicative of the distance from Xi to the mean. Thus, the larger the farther Xi is from the mean , the larger the hi. Although the residuals (ei) are the primary means for detecting outliers, they may have substantially different variances. Thus, it is important to consider the magnitude of each ei relative to its standard deviation. The ratio of ei to s{ ei }is called the studentized residual. DFITSi is a measure that is affected both by residuals and extreme values. That is, any observation with a high hi or low ei (or vice versa) will be signaled by DFITSi. Cook's distance measures the influence of the ith case on all fitted values. Thus, if the case with the largest Cook value were removed, the estimates of the coefficients would change more than for any other case. DFBETASij is a measure of how individual coefficients are affected when a case is omitted.

**Reporting Practice and Use of Exploratory Factor Analyses in Educational Research Journals**

Robin K. Henson, University of North Texas, and Robert M. Capraro and Mary Margaret Capraro, Texas A&M University

It is often not understood that implicit within all classical parametric analyses is a principal components analysis. This truism suggests the importance of factor analysis implicitly within statistics and explicitly as a method. The goal of factor analysis itself is typically parsimony and is often used to explain a larger set of j measured variables with a smaller set of k latent constructs. These more parsimonious constructs can be used as

variables in subsequent analyses and are typically viewed as causing the responses to the observed variables. Thanks to the advent of technology, factor analysis is now frequently employed.

Given the proliferation nalysis applications in the literature, the purpos e of the present paper was to examine the utilization of factor analysis in current published research. Notwithstanding ease of analysis because of computers, the appropriate use of factor analysis requires a series of thoughtful researcher judgments. These judgments directly impact results and interpretations.

Specifically, the presenters examined several education journals and noted across studies (1) the decisions made while conducting exploratory factor analyses and (2) the information reported from the analyses. Accordingly, the paper addressed the current status of factor analytic decisions and reporting practices in education journals. The study also replicated a similar study that centered more on psychology journals.

Results indicated egregious errors of commission and omission regarding factor analysis use and interpretation. Examples of errors included poor strategies for determining the number of factors to retain and failure to report and interpret factor structure coefficients when using an oblique rotation. At times, the extraction method and rotation strategy were not noted. This paper included in discussion other errors of usage and reporting and presented recommendations for the improved use of factor analysis in educational research.

**11:30 A.M. - 12:20 P.M.**

**Session 3.1 AT-RISK CHILDREN Salon A**

**Chair:** Jean Newman Clark, University of South Alabama

**The Validity and Reliability of the Adult-Adolescent Parenting Inventory II**

Nicola A. Conners, Leanne Whiteside-Mansell, and Angela L. White,
University of Arkansas for Medical Sciences

The ability to accurately assess the child-rearing attitudes of parents or other individuals working with children is important to the success of child abuse prevention efforts. The purpose of this study was to examine the validity and reliability of the Adult-Adolescent Parenting Inventory II (AAPI-II) with low-income, rural parents. The AAPI-II is a 40-item questionnaire designed to assess the child-rearing attitudes of adolescents and adults, including parents, prospective parents, and individuals who work with children. The questionnaire was designed to identify attitudes and beliefs consistent with those of known child abusers, and thus provided an index of risk for abuse or neglect. Information on the reliability and validity of the AAPI was limited, and the appropriateness of the questionnaire for certain populations was unknown.

The sample for this study included 170 low-income parents whose

preschool children were enrolled in Head Start programs in rural Arkansas and who were participants in the Starting Early Starting Smart research study. The AAPI-II was administered during a home interview that also included other assessments of parenting style and behavior.

Alpha reliability coefficients were computed for the full scale and each of the five AAPI-II subscales for the full sample, and separately for parents with different levels of education. The overall alpha was .86 for the full sample, with subscales ranging from .65 to .82. Similar results were found for parents with and without college education. Confirmatory factor analysis was performed and coefficient H was computed, and the results offer support for the factor structure proposed by the developer. Relationships between the AAPI-II scales and theoretically-related measures of parenting style and behavior were examined, and significant correlations were found, ranging in size from moderate (.23) to strong (.51). Overall, findings offered support for the use of the AAPI-II with low-income, rural parents.

**The Validity and Reliability of the Parenting Styles Typology**

Leanne Whiteside−Mansell, Nicola A. Conners, and Danya Lee Johnson,
University of Arkansas for Medical Science

Developmental psychologists are almost in universal agreement that children from preschool to adolescents fair better when raised by authoritative parents than children raised by parents with other parenting styles. However, classifying a parent's style is difficult as few cost-efficient measures exist, particularly for the preschool child.

The purpose of this study was to examine the validity and reliability of a paper assessment of parenting style developed by Greenberger and Goldberg (1988) in a sample of low-income, rural parents of preschoolers. This study examined two surveys to assess parental types of discipline (Harsh Control, Firm/Responsive Control, and Lax Control) and demands for maturity (independence, self-control, prosocial). The resulting summative scores and the parenting style classifications were investigated.

The sample for this study included 199 low-income parents whose preschool children were enrolled in Head Start programs in rural Arkansas and who were participants in the Starting Early Starting Smart research study. The data were collected during a home interview that also included other assessments of parenting style and behavior. Seventy-two percent of families were classified into permissive (41%), authoritative (20%), authoritarian (26%), and a mixed category (30%).

Alpha reliability coefficients were computed for the summary scores with values ranging from .63 to .88. Reliability estimates were computed from 42 tests-retests (two-week interval), and the reliability coefficient H was computed (using CFA).Confirmatory factor analysis was performed, and support for the factor structure proposed by the developer and cautions were discussed.

Support for the validity of the parenting scales and style classifications were examined using theoretically related measures of parenting attitudes,

behavior, and family characteristics. Correlation coefficients ranged from .15 to .54 in predicted patterns. Overall, findings offered support for the use of the summative scores and limited support for parenting style classification.

**Attributions Toward Violence of Male Juvenile Delinquents: A Concurrent Mixed−Methodological Analysis**

Christine E. Daley, Muscogee County School District, and Anthony J. Onwuegbuzie, Howard University

Violence among youth has reached epidemic proportions. Despite considerable research, however, we still do not understand why adolescents become involved in violent acts. Thus, this study investigated male juvenile delinquents' causal attributions they make for others' behavior, and the salient pieces of information they utilize in arriving at their attributions. Participants were 82 male juvenile offenders, selected via an a priori power analysis, who were drawn randomly from the population of juveniles incarcerated at a correctional facilities located in a large southeastern state.

A six-stage, concurrent, mixed-methodological analysis, utilizing both qualitative and quantitative data-analytic techniques, revealed that the juvenile offenders committed violent attributional errors nearly 53% of the time. Black juvenile offenders were more likely to commit violence attributional errors than were their white counterparts. Also, a positive relationship was found between the number of prior arrests and the number of violence attributional errors. A phenomenological analysis revealed the following seven themes that arose from juveniles' reasons for their causal attributions: self-control, violation of rights, provocation, irresponsibility, poor judgment, fate, and conflict resolution. A combination of these themes was related to age, ethnicity, and number of prior arrests. An exploratory factor analysis revealed that the seven themes fell into four meta-themes. Finally, an ipsative/cluster analysis identified three profiles of delinquents based on their violence attribution reasons. Implications were discussed.

**Session 3.2 TECHNOLOGY Salon C**

**Chair:** Larry R. Dickerson, University of Arkansas at Little Rock

**On−Line Teaching: A Framework for Success**

Candace H. Lacey, Barry University, and Amany Saleh, Arkansas State University

On-line instruction is rapidly gaining popularity at college and on campuses throughout the world. Once the sole niche of store-front diplols, advances in technology, as well as student demand, have made everyone sit up and take notice. More and more university administrators are requiring departments to put courses, and in some cases entire programs, on-line. The faculty members are on the front line of this technology invasion and the faculty members must face the daily challenges of a delivery system that does not always provide what it promises.

Both of the presenters have had extensive experience in teaching on-line courses. Grounded in this experience base, the presenters proposed that a framework needs to be considered when making decisions regarding the use of on-line courses. Central to this framework were five areas for consideration: (1) what courses are appropriate for on-line delivery, (2) to what extent should the technology be used to support classroom teaching, (3) what training is required/available for the instructor, (4) what technical support is available, and (5) what level of technology proficiency should students possess to enroll in an on-line class.

Experience with teaching students as far away as Indonesia and as close as the dorm across the street has led the presenters to believe that there is indeed a place for on-line technology in the higher education classroom. However, these decisions should be guided by a framework that provides both knowledge and understanding.

**Integrating Four Courses into a Twelve-Credit-Hour Block of Instruction in an On-Line Format as Part of a Master's Degree Program in Educational Leadership**

Jack J. Klotz, Warren G. Ortloff, and Thelma J. Roberson, The University of Southern Mississippi

This presentation detailed specific strategies on how to reformat traditional course work into an integrated block of instruction for on-line delivery. Specifics were provided detailing sequential steps followed by a team of professors working together to replicate the instructional components associated with traditional delivery methodologies in a Master's Program in Educational Leadership. Information was presented regarding: (1) how four traditional courses were integrated into one block of instruction to be delivered over the Fall and Spring semester, (2) the specific training and support needs of professors charged with such delivery, (3) how to conduct planning meetings, (4) how to work with Continuing Education and Technology departments, (5) how to identify objectives and activities that lend themselves to the on-line environment and strategies to deal effectively with those areas that are best addressed on-site, (6) how to select the most appropriate technology to support the identified objectives, (7) suggested strategies for evaluation of program design and delivery, and (8) a comparison of student performance of students participating in the on-line format with those participating in an on-site delivery format.

**Confronting Design Problems in Developing On-Line Courses in Higher Education**

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

This paper presented ideas and viable solutions to problems that may arise when developing and implementing on-line courses. The authors described their personal experiences with developing two sections of a team-taught, on-line course including the problems that they encountered and the solutions that they discovered. Issues addressed in this paper included: (1) training and support needs of students and professors, (2) problems with using AOL, (3) differences in synchronous and asynchronous environments, (4) selection of technological components that fit the objectives of the course, (5)

syllabus development and how to trouble-shoot when problems arise, (6) overcoming technology problems, (7) time zone considerations, (8) international server problems, and (9) dealing with firewall protection.

The paper also provided student reflections regarding the students' positive and negative reactions to this on-line experience. Former students were invited to participate in the presentation of this paper via an Internet link, that made it possible for the audience to interact with students and ask questions regarding their impression of this delivery option.

**Session 3.3 GRADUATE STUDENT LUNCHEON Salon D**

**Chair:** Jennifer Good, Auburn University

The Graduate Student Luncheon is sponsored by the Graduate Student Advisory Committee, and is open to all graduate students registered for the annual meeting.

**12:30 P.M. - 1:20 P.M.**

**Session 4.1 TECHNOLOGY Salon A**

**Chair:** Bobby J. Franklin, Louisiana Department of Education

**Technology Integration by Teachers, Student Teachers, and Teacher Education Faculty in Alabama**

Scott W. Snyder, Center for Educational Accountability, UAB; Stevie Ash and Shannon Parks, Alabama State Department of Education; and Feng Sun, Center for Educational Accountability

Surveys of first-year teachers, experienced teachers, student teachers, cooperating teachers, and teacher education faculty were conducted as part of the PT3 Catalyst grant awarded to the Alabama State Department of Education. The purposes of the surveys were to describe the baseline status of: (1) teachers' perceptions of their technology competencies, (2) student teacher competencies in technology, and (3) the extent to which teacher education faculty implement training in integrating technology within core courses. The surveys of teachers and student teachers concerned perceptions of competence in implementing ISTE/NETS standards. Surveys of cooperating teachers concerned perceptions of the competence of the student teachers on the technology competencies. Surveys of teacher education faculty concerned the nature and extent to which standards are modeled, taught, and assessed as part of core courses.

Survey sampling involved a stratified random sample of teachers (1000 first-year teachers and 500 experienced teachers), 20 pairs of student teacher/cooperating teacher surveys distributed to each teacher education institution (600 total), and 20 faculty surveys sent to each teacher education institution to be distributed to faculty who taught core courses during the fall semester (600 total). Response rates for teacher surveys were approximately 25%. Rates for student teachers and higher education faculty cannot be directly determined because of variations in numbers of student teacher pairs

and faculty within institution.

Results suggested areas of consensus across respondent groups in terms of strengths and needs. Survey results have been used as a part of efforts within Alabama to establish technology integration expectations for graduates of teacher education programs.

**Getting it Together: Using Technology as a Tool to Enhance Teaching and Learning**

Linda F. Cornelious, Mississippi State University

Technology has entered the classroom today. No one has doubted that technology has and will continue to play a role in enhancing teaching and learning in the educational process. The question is no longer "will" educators use technology, the question is now "how" will educators use technology. Many schools have purchased software that includes suites for computer labs, while several others have purchased only desktop publishing software for use in higher-level courses. However, the key word is "purchased." The question remains, How is this software being used and who is using it? Now that schools have the capabilities for using technology, are they capable of using it? The purpose of this paper was to review the literature on implementing technology in schools to enhance teaching and learning problems hampering teachers from implementing technology into lesson plans, formulating technology action plans, and needed research.

Although the appropriate role of technology in schools has yet to be clearly defined, there are basic questions to be answered when considering the use of technology in a school system. Should computers and technology be limited to the computer lab? Should all instructors be required to implement technology into their daily lesson plans? When and where will teachers receive training? These questions, among others, must be answered before schools or districts can fully embrace the technology revolution.

This paper explored implementing technology into the core curriculum, while using software suites and desktop publishing to enhance the teaching and learning process. The authors suggested how research could be used to assess the impact that the use of technology has made on student achievement.

**The Use of Technology by Teacher Education Faculty for Problem Solving and Higher Order Thinking**

Carol A. Brown, East Carolina University

Current research suggests that instructional computing be imbedded within curriculum areas for math, science, social studies, and language arts. No longer is the integration of computers an isolated skill separate from the pedagogical courses for preservice teachers. This study used self−reported data from teacher education faculty to determine the relationship between personal knowledge levels for computers, use of computers within course

activities, and familiarity with professional organizations such as the International Society for Technology in Education (ISTE).

ISTE standards for teachers were used to generate survey items sent to teacher education institutions in Arkansas. Cross tabulation and two-way chi-square tests were used to determine relationships among demographic variables and technology utilization. Pearson correlation coefficients were used as an index to determine the strength and direction of relationships among the reported scores for use of strategies for higher-level thinking and software applications such as word processing, database, and spreadsheets.

Of the 125 Arkansas methods faculty who responded to the survey, only 42 indicated familiarity with ISTE. Faculty reported a frequent use of word processing for special projects, and the use of the Internet for open-ended problem solving and for gathering information on the teaching profession. There was infrequent use of database and spreadsheet applications for problem solving and higher-level thinking skills.

Based on these outcomes, it was recommended that faculty evaluation forms include assessment of teaching strategies that use extended activities for higher-level learning, as well as data manipulation. Instruction should also include extended activities for organizing information, drawing conclusions, and making predictions. Database, spreadsheet, and Internet resources would provide the tools needed for the complex activities recommended for problem solving and the transfer of learning.

**Session 4.2 THE IMPACT OF STATE TESTING ON STUDENT PSYCHOLOGICAL WELL-BEING AND ACHIEVEMENT (Symposium) Salon B**

**Organizer:** Sean W. Mulvenon, University of Arkansas

**Parent's Involvement and Perceptions of Standardized Testing: How Does it Affect Student Achievement**

Monica S. Zozone, University of Arkansas

**Teachers Perceptions of Standardized Testing: Implications for Student Performance**

Joannie Connors, University of Arkansas

**Standardized Testing: Perceptions of Counselors and Principals**

Antionette Thorn, University of Arkansas

**Students' Perceptions of Standardized Testing and Achievement: What are the Relationships?**

Denise Lenares, University of Arkansas

President George W. Bush signed legislation that mandates the

standardized testing of all students in grades 3 - 8. This expanded testing initiative is occurring at a time when the psychological impact of standardized testing on students is also being questioned by parents' and teachers' groups. Numerous accounts of students demonstrating high levels of physical and emotional anxiety over standardized testing have been provided in reputable national journals such as Newsweek or Time Magazine. The anecdotal cases provided in these journals do not provide an in-depth examination of the actual impact of standardized testing on students.

The purpose of this symposium was to present five manuscripts from a comprehensive study that surveyed students, parents, teachers, counselors, and principals regarding the perceptions and attitudes toward standardized testing. A unique aspect of this study was the perception and attitudinal data that was combined with student achievement data on the standardized test they completed at the same time period of the survey administration. The results presented in the various manuscripts from this study provided new insight to the impact of standardized testing on student psychological well-being and achievement.

The first paper reported on surveys of 262 parents regarding their involvement and perceptions of standardized testing and the impact on student achievement. Specifically, parents were asked about their perceptions of teacher stress, student stress, test value, and their level of involvement. The responses of parents were associated with performance of their students on the standardized assessment to examine the relationship between parental attitudes and student outcomes.

The second paper reported on surveys of 125 teachers regarding their attitudes and practices related to standardized testing programs. Specifically, teachers were asked about their perceptions of school climate and its effects on themselves and their students. The responses of teachers were associated with performance of students in their classrooms on the standardized assessment.

The third paper was unique in that counselors and principals of the respective schools were surveyed regarding the climate surrounding standardized testing. In addition to questions regarding their own involvement in the testing process, the survey addressed their perceptions of the impact of standardized testing on students and teachers.

The fourth paper surveyed 250 fifth graders during the week of the fall Stanford Achievement Test-9th Edition. The surveys included questions measuring test anxiety, school climate, and pressure. The purpose was to research students' attitudes towards testing and how these attitudes affected academic performance on the SAT-9.

The final paper, "Students, Teachers, Parents, Counselors, and Administrators: Are Their Perceptions Consistent With Reality?" integrated the findings of the first four papers, to develop recommendations or guidelines to address the issue of test anxiety in the educational system. In several papers numerous inconsistencies were identified between the perceptions of the students, teachers, parents, counselors, and administrators with actual student achievement. This paper addressed these issues and provided possible action items to help address these inconsistencies in

perception and performance.

**Session 4.3 WRITING AND GETTING PUBLISHED (Training, 1 Hour) Salon D**

**Trainer:** John R. Petry, The University of Memphis

Opportunities and sociated with writing and publishing articles a d manuscripts were discusincluded sources of ideas for research and writing, guides for effective wments of style, publication sources, preparing a nd submitting a manuscript, ethics in authorship, understanding the publishing process, and using writing/publishing for professional development.

Objectives of the session were to increase the awareness of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth. This session addressed pertinent information designed to aid in the achievement of these goals.

Activities included a diagnosis of the basic writing skills of attendees, analysis of articles ready for submission to publications, and administration of a predictive measure for publication success. A number of sources for publishing were presented and discussed that gave the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts were evaluated for their content, style, impact on the reader, and value to the scholarly community.

Important emphases included: (1) knowing the audience to whom the publication is intended; (2) knowing the expectations of the editor and journal and making sure the article addressed its main point effectively; (3) having a definite message and reason for writing; (4) writing correctly and distinctly; (5) writing about subjects that the author knew;, (6) following the style of the publisher's writing, knowing editor's preferences, and using the journal's format; (7) understanding the publishing process, how journals articles have been requested, reviewed, rewritten, and accepted; (8) recognizing that the writing, reviewing, and editing processes take time; and (9) following up on every submission, calling the editor to determine status, and learning how to edit personal submissions.

*** * * * Note: Bus Departs For UALR At 1:45 P.M. * * * ***

**1:30 P.M. - 2:20 P.M.**

**Session 5.1 EVALUATION AND FUTURE DEVELOPMENT OF A UNIVERSITY ACADEMIC SUPPORT PROGRAM (Symposium) Salon A**

**Organizer:** Reid J. Jones, Delta State University

**Overview**

This symposium presented a program report on the origins, design, strengths, and limitations of an Academic Skills Laboratory (ASL) at a small,

rural, southeastern university. Quantitative and qualitative evidence was used to evaluate program components. Plans for institutionalizing some program aspects were discussed.

**System-Wide Origins, Background, and Initial Structure of the Academic Support Program**

Nita Thornell, Delta State University

Data were presented documenting the fact that for years many students graduating from Mississippi high schools have been under-prepared for university work. Recently, the use of ACT "cut-off" scores for admissions for the state's public universities was ruled unacceptable. As a consequence, universities began admitting students who would not have been eligible in the past. A statewide academic support system was established with laboratories at each of eight Institutions of Higher Learning (IHL). Initially, the design for the laboratories was computer-based with a laboratory director and part-time support from faculty.

**Placement Testing and Prescriptive Activities in the Academic Support Laboratory**

Joe Anderson, Delta State University

One hundred eighty-one students were required to participate in the ASL based on low ACT scores. A computer-based diagnostic testing program provided further information on Reading Comprehension, Sentence Structure, College Based Mathematics, and Elementary Algebra. Computer exercises and classroom work provided support in each student's areas of greatest need. Reading comprehension showed significant pre- and posttest improvement ($F = 9.169$; $p < .01$). The other three areas all showed non-significant gains that approached the $p = .05$ level (F's ranged from 2.075 to 3.191).

**Quantitative Evaluation of the Academic Support Laboratory**

Reid J. Jones and Carla Johnson, Delta State University

Demographic information (sex, ethnicity, and educational level of parents) from participating students was shown to have significant ($p <.05$) associations with ACT and diagnostic pretests. Evidence for concurrent validity of the computer-based tests was provided by significant ($p < .05$) correlations with ACT scores. Follow-up study of the student GPA's, however, showed a mean of 1.88 out of a possible 4.0. GPA was significantly ($p < .05$) associated with ACT Reading (Pearson $r = .40$). Other quantitative associations were difficult to demonstrate, probably influenced by severe restrictions on the range of variation in these subjects. For example, all of the 181 students had ACT composite scores between 12 and 21.

**Discussion: Using Evaluation Information in Planning for Future Academic Support Services**

John G. Thornell, Delta State University

Information from the past three years was used to begin planning for changes in the support program. For example, reading comprehension practice and study skills workshops have been incorporated into a required general education course at the university. Other innovative concepts must be identified as the support program evolves. Audience discussion of similar approaches and solutions was encouraged.

**Session 5.2 COLLEGE STUDENTS Salon B**

**Chair:** Daphne Hubbard, University of South Alabama

**The Intellectual Development of White, Middle-Class, Female College Students: An Application of Women's Ways of Knowing**

Jennifer B. Hennessey, University of Arkansas at Little Rock

This study investigated the extent to which the theory of intellectual development of Belenky, Clinchy, Goldberg, and Tarule, outlined in their 1997 book *Women's Ways of Knowing,* adequately accounted for the intellectual development of the participants interviewed.

In Belenky's (et al.) *Women's Ways of Knowing*, a model of intellectual development taking into consideration the innate differences between men and women was developed from interviews with women. The participants in this qualitative study were white, female, college students from middle-class families. For the purpose of this study, social class was defined by parental education and occupation.

Interviews were conducted with four undergraduate students following the interview protocol outlined in the book. These students were attending traditional four-year colleges in Arkansas and Texas. The responses were compared to Belenky's model of intellectual development. Themes present across all interviews were labeled for discussion purposes.

The interviews revealed the presence of the "care perspective" and the influence of college instructors/professors on these women's lives. The responses related to the "care perspective" included the women's descriptions of themselves and past relationships, as well as the importance they place on being a woman. All women stated that their caring nature is what makes them as women different from men.

The implications of this study included the following: the influence that a college professor can have on a student can be either positive or negative. These women reported that they did not need an authority figure to direct their thinking. Each had her own ideas and opinions, only needing classroom experiences to facilitate them in developing these ideas further.

**Higher Education: Transmission of Educational Values in Today's Society**

Luz Marina Escobar and Warren G. Ortloff, The University of Southern Mississippi

Literature in the United States regularly addresses symptoms of the decline of morals, values, and ethical behavior within its society. This decline has contributed to an increase in interpersonal violence and other concerns that have, in some cases, been correlated with decreased student academic achievement. Schools have traditionally assumed the role of promoting societies' values and, therefore, have assumed much of the blame. The university that educates the future teacher, who will in turn educate and influence children, has not been immune to this crisis.

This study examined differences in college student values orientation over time through comparing student value's hierarchy conducted in a nationwide study by Rokeach in 1968 and more limited investigation by Escobar-Ortloff in 1999 at a major, comprehensive public university in Mississippi. In both instances, the Rokeach Values Survey was used as the instrument of choice in measuring and comparing student value orientation. The Rokeach survey requested respondents to rank order terminal (end-state of existence) and instrumental (modes of conduct) values in order of importance to them personally.

Rokeach, in 1972, identified four instrumental values (responsible, capable, broad-minded, and intellectual) and four terminal values (sense of accomplishment, self-respect, wisdom, and freedom) that he found were perceived by educational institutions, professors of education, and school administrators to be important to those who valued education. This paper identified those "educational" values, determined their orientation among and between the Rokeach and Escobar-Ortloff studies, and offered to the reader an explanation for differences in value orientation through the philosophies of Logical Positivism, Utilitarism, and Personalism.

**The Impact of Religious Belief on Learning in the Science Classroom**

Ann M. Findley, Sara J. Lindsey, and Susie Watts, University of Louisiana at Monroe

Research shows that one of the most important prerequisites for student success is for teachers to understand and respect individuals from different cultures, and to understand the communities from which they come (Ilmer, Snyder, Erbaugh & Kurz, 1997). Thus, if we want students to succeed, what they bring into the science classroom in terms of belief simply cannot be ignored; fundamental beliefs have considerable impact on learning (Cooper, 1996).

Two of the aims of the Rural Systemic Initiatives Program (RSI), which is working in 21 of Louisiana's rural, economically disadvantaged parishes, are to address barriers to systemic and sustainable improvements in science and to adapt high quality, challenging curricula to address cultural diversity. With these aims in mind, a study was undertaken of 155 college freshmen biology students in order to ascertain their preconceived beliefs about the subject of evolution. At the end of their course, students were given a survey in which they were asked to respond to questions pertaining to their own high school biology education, and to their beliefs concerning science, religion, and evolution. The survey consisted of 11 items requiring a response based on a five-point Likert scale. Four additional items required a yes/no

response. Demographic data were obtained, and dependent samples t-tests were used to analyze the mean differences in scientific and religious beliefs between students from rural disadvantaged parishes and students from other parishes in Louisiana.

The results showed that there were indeed significant differences between the two groups. Students from rural, disadvantaged parishes appear to accept that belief and supernatural explanations are within the realms of science. These findings suggested that science instruction in the rural parishes may be less effective because of cultural beliefs and to understandings regarding scientific study that students bring into the classroom.

**Session 5.3 PARENTAL INVOLVEMENT Salon C**

**Chair:** George E. Marsh II, The University of Alabama

**Teachers' Conception of the Extent and Nature of Parental Involvement in the School Literacy Programs in the Black Belt Region**

Danjuma R. Saulawa, Alabama State University

This study was designed to investigate the extent to which teachers in the Black Belt Region of a southeastern state felt that parents should be involved in curricular decisions, the ways in which they involved parents in the literacy development of their children, and the three most important ways they felt that parents could be involved in order to support the literacy development of their children. An additional purpose of the study was to find out if there was a difference between primary, upper elementary, middle school, and high school teachers in their views about parental involvement.

A three-item open questionnaire was sent through graduate students representing 21 schools from the Black Belt Region. A total of 168 teachers responded and returned the questionnaire.

Both qualitative and quantitative methods were used to analyze the data. The preliminary results indicated ambivalence about parental involvement among the teachers. While the majority of teachers indicated a support for parental involvement, the extent and the nature of parental involvement seemed to vary with grade levels. Implications of the results of this study for teacher education were discussed.

**Palm Pilots, Pagers and Parents**

Paris Strom, Auburn University

When teachers are asked to identify the changes needed to motivate greater student success, parent involvement is mentioned more frequently than any other factor. The most troubling concern of teachers involves a growing number of parents who do not return phone messages about a child’s misbehavior, appear unwilling to reinforce school conduct codes, and fail to attend conferences. One outcome of this trend is a gradual increase in the share of responsibility for student discipline assigned to the school.

Teachers maintain that only parents have the authority to carry out the unique role of guiding social and emotional development of their children. Rapid notification of student behavior is needed for parents to provide timely corrective guidance on misconduct or reinforce commendable action. However, it is often difficult for teachers to contact parents who are working away from home, who do not have answering machines, or whose children erase messages.

The goals of this pilot project supported by Motorola were to assess a system for teachers to document favorable and unfavorable behaviors of students and quickly notify their parents. Thirteen high school faculty were trained to use wireless organizers for recording coded student behavior and sending messages by pager. Parents of 100 students received and confirmed messages sent by teachers for one semester. When a parent received a coded pager message, he/she discussed the issue with the child. Data were transferred to the teacher's computer for recordkeeping.

**Urban School Principals' Concept of the Relative Importance of Parental Involvement Among School Improvement Elements**

Hae-Seong Park, University of New Orleans

The purpose of this study was to examine the urban school principals' concept of the relative importance of parent involvement among seven major school improvement elements. A sample of urban school principals (n=102) was drawn in the New Orleans area. Descriptive statistics and multiple regression were employed to exhibit the principals' self-reported concept for the relative importance of parent involvement and its association with principals' evaluations for their schools' existing condition for Epstein's five types of parent involvement.

The rank of the relative importance of parent involvement was fifth among seven elements. The most important school improvement element was emphasizing powerful learning activities (mean = 2.68) in the classroom, while the least important school improvement was infusing technology into the curriculum (mean = 5.28).

To predict the concept of the importance of parent involvement for urban school principals, only the type of parent involvement in decision making among Epstein's five types of parent involvement was found as a significant factor. Suggestions for future research were offered.

**Session 5.4 READING / LITERACY Riverside East**

**Chair:** Marian J. Parker, University of North Alabama

**Reliability of the Elementary Reading Attitude Survey (ERAS)**

Rachael Flynn, Lorie Taylor, Leigh Ann Beard, Dixie Turnbo, and Richard Kazelskis, The University of Southern Mississippi

The reliability of Elementary Reading Attitude Survey (ERAS) scores was examined by obtaining Cronbach's alphas and test–retest coefficients for the recreational subscale, academic subscale, and the total scale scores. The responses of 718 students in the fourth, fifth, and sixth grades were used in

the analysis. A seven-day test-retest interval was utilized.

The recreational and academic subscale scores and the total scale scores of the ERAS were analyzed by gender, ethnicity, and grade level. The alpha coefficients suggested adequate internal consistency across gender, ethnicity, and grade level, with all coefficients being above the .75 level.

The test-retest coefficients associated with gender and ethnicity were slightly below the .70 level, ranging from .57 to .67, with the highest coefficients being for the total scale. Test-retest coefficients for the recreational subscale scores for female students were slightly higher than for males, but the test-retest coefficients for the academic subscale and the total scale scores for male students were higher than for females. Test-retest reliabilities for the recreational and academic subscales and the total scale scores were notably higher for African American students than for European American students. All of the test-retest correlation coefficients by grade level were acceptable, ranging from .70 to .83. Test-retest reliabilities found in the present study were comparable to, or larger than, those reported by McKenna and Kear, authors of the ERAS. The findings of the study suggested that total scores on the ERAS might be slightly more reliable than the subscale scores.

**Reliability of the Student Literacy Attitude Inventory (SLAI)**

Patti Smith, Thea Williams-Hayes, Yu-Hsing Chang, and Carolyn Reeves-Kazelskis, The University of Southern Mississippi

Responses of 367 students in grades four, five, and six to the Student Literacy Attitude Inventory (SLAI) were used to examine the internal consistency (Cronbach's alphas) and test–retest reliabilities of SLAI scores. The data were analyzed by gender, ethnicity, and grade level for each SLAI subarea (listening, speaking, reading, writing, and self-perceptions as learners) and SLAI total scores. The test–retest interval was seven days.

The alphas associated with the total SLAI scores ranged from .91 to .94 across gender, ethnicity, and grade level, but alpha coefficients for the subarea scores were lower ranging from .60 to .79 across the same groups. The test-retest coefficients for SLAI total scores were above .70 for all three grade levels, for females, and for African American students. The only test–retest coefficient below .70 for SLAI total scores was for males (.67). For the SLAI subareas, the test-retest correlation coefficients associated with gender and grade level ranged from .44 to .74, with the highest correlations being associated with the subarea of speaking for female students (.71) and for fifth–grade students (.74).

Overall, the results indicated that total scores of the SLAI were acceptably reliable across the groups examined, suggesting that total scores appeared to be useful in assessing the extent to which students may respond positively to literacy programs that included multiple instructional strategies that incorporate language arts activities. The reliabilities for the subarea scores suggested that subarea scores should be used with caution, pending further study of the various SLAI subareas.

**A Review of the Literature on Pre-Kindergarten Cognitive Academic Language Assessment Instruments Suitable for Use in Culturally and**

**Ethnically Diverse School Systems**

Marie Miller-Whitehead, Tennessee Valley Educators for Excellence

Although there are many regions of the country that have historically been ethnically and linguistically diverse, school system data and information from the 2000 census and other sources have indicated that many hitherto homogeneous regions of the country and their educational institutions have experienced significant growth in populations of immigrant children and their families. Thus, many school systems have faced new challenges to meet the needs of these children from diverse cultural and linguistic backgrounds, including issues related to providing bilingual or ESL education for their Limited English Proficient children.

Sources were selected from current extant psychometric reviews, the United States Department of Education, the Council of Chief State School Officers, the Center for Applied Linguistics, the various ERIC Clearinghouses, the United States Census Bureau, and position and policy papers on ESL and ELL student testing and placement from AERA, CRESST, and CREDE.

The review examined the literature for approaches used to determine content, construct, and predictive validity of kindergarten cognitive diagnostic assessments and their usefulness for making decisions about pre-kindergarten students and groups of students from ethnically diverse populations. The paper sought to identify the most current literature related to the examination of item domain goals and objectives, sources for sample items that could be useful to equate with other pre-kindergarten assessments for the purpose of developing item banks that measure children's cognitive academic language proficiency, and to examine the extant literature on differences in skill attainment of preschool male and female children and children from ethnic minority groups identified as LEP or ELL.

Also addressed were some of the pitfalls to be aware of in assessing ethnically and socioeconomically diverse populations of preschool children, assessment items and item wording that might present difficulties for ELL children, and issues involved in using dichotomous or polytomous rating scales for scoring performance assessments.

**Session 5.5 COMPUTER EDUCATION / TECHNOLOGY**
**Riverside West**

**Chair:** Allison Potter, The University of Memphis

**Chat: The Missing Link in On-line Instruction**

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

As more courses in higher education move to an on-line format, a major concern that has arisen is the lack of personal interaction between the professor and student. Literature has provided evidence that, often, courses delivered on-line have tended to be configured and delivered in a style more often associated with independent study or correspondence work, i.e., students working independently to complete posted assignments at their own

pace. While this format may work in some areas, it leaves a "missing link" in the learning curve for students because they lack the opportunity to benefit from the experience of structured dialogue and the sense of community that can be created in a traditional on-site classroom environment.

This research paper presented evidence based on the authors' direct experience in delivering two sections of a graduate course taught via on-line format. Further, the paper detailed how to effectively employ chat technology and e-mail to more actively engage students and professors in the learning process. Additionally, the paper suggested specific activities and delivery styles that allowed professors to utilize Socratic teaching methods, use chat rooms for small- and large-group dialogue and/or project development, build a sense of community, and allow for peer evaluation and feedback of student produced artifacts. The paper provided evidence that utilization of the chat room and frequent e-mail afforded students the benefits of shared knowledge via dialogue from peers and the professor. Conversely, the professor benefits from the ability to monitor student progress and adjust instruction to meet the evolving needs of students. Finally, the authors presented evaluative findings based on a piloted team-taught course and shared the end-of-course student feedback.

**An Evaluative Approach to Student Responses from a Video-Conferencing and On-line Survey: An Appraisal Approach Based on Accreditation**

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

There is a requirement for close examination of the needs of the students in the distance-learning environment in order to provide the best possible learning environment. This assessment may in turn lead to modest or extensive modification in teaching methodology. Criteria used to measure student satisfaction may be drawn from “must” items presented by an accrediting agency. Two of the most popular delivery formats in distance education involve video-conferencing and on-line delivery methodologies. Each of these formats possesses certain variables that must be approached differently and skillfully by the instructors.

The first step in this process of recognition and reorganization needed for all forms of distance education is to identify the differences that exist between the traditional delivery classroom environment and the classroom that is either augmented or replaced by one of these formats. In order to accomplish this, an analysis of preference for student campus visits, instructor visitation/rotation, class orientation, teaching delivery style, and student-learning approach was performed in this study by means of an anonymous survey sent out to all students in on-line and video-conferencing classes. Student comparisons between the two major formats and traditional classroom characteristics were gathered, as well as student demographic data. Data were accumulated for all courses taught in the spring semester and entered into a statistical program for analysis. Results were reported in percentages.

The results revealed a clear preference for particular teaching delivery styles and mode of learning material within each of these two categories of

implementation. Certain variables in the comparison category revealed that student satisfaction with the class might have been highly dependent upon the ease with which the material can be viewed or accessed, independent of the format being used. It was necessary for instructors, departments, and accrediting agencies to take into account technological skills limitations of students in classes utilizing the on-line format, as well as to emphasize near perfection in performance of equipment in video conferencing. Additional training for instructors who are or will be utilizing any of the formats may improve the adaptation of material into proper format suitable for teaching through the selected method of teaching. In addition, training has now been implemented in the on-line course format to overcome the technological skills deficit that many of these students hold at the beginning of the class.

**Speaking with Interactive Educational Television Directors in Secondary Schools: Is IETV Making the Grade?**

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

The study examined the use of interactive educational television (IETV) in secondary school classrooms. Distance education directors were asked to respond to questions involving the use of IETV programs within their schools. Some of the questions concerned the expectations, effectiveness, and support of these programs.

Twenty-three high schools were randomly chosen. Sixteen schools presently used IETV, five previously used IETV, and two never used IETV. The participants for the study were the directors of the IETV programs. The size of the schools ranged from less than 100 students to over 2000 students with IETV enrollment ranging from three to 60. Of the 21 schools that used or previously used IETV classes the programs had been in place on the average of three to five years. Classes offered in the IETV programs ranged from required courses such as English and math to elective courses such as business marketing and family relations.

Data for the study were collected through questionnaires by mail, questionnaires by e-mail, and phone interviews. Some of the statements on the questionnaires that the participants responded to were as follows: (1) students are given the same opportunities for participation as students in the host school classrooms, and (2) I am satisfied with the progress students have made in the IETV courses. Phone interviews were conducted with each participant concerning the history of their IETV programs, as well as their questionnaire responses.

Data were analyzed both holistically and analytically. Graphs were used to show distributions of responses and emerging patterns of data. Even though this study was exploratory in nature and not conclusive, data indicated that most of the participants were satisfied with their IETV programs. However, some concerns were expressed in the area of interaction for the programs. Data suggested implications for IETV directors, IETV teachers, and school administrators.

*** * * * Note: Bus Departs For UALR At 2:45 P.M. * * * ***

**2:30 P.M. - 3:20 P.M.**

**Session 6.1 INTERNATIONAL EDUCATION Salon A**

**Chair:** Abraham Andero, Alabama State University

**From "Yellow Peril" To "Model Minority": The Transition of Asian Americans**

Srilata Bhattacharyya, The University of Memphis

The academic achievements of students belonging to different ethnic minority groups have interested researchers in a multicultural society like the United States. Researchers are perplexed at the phenomenal educational success of Asian Americans, now referred to as the "model minority." Scholars have posited various theories, yet there was a dearth of comprehensive literature that indicates the pertinent reasons. This article was a critical review of the empirical and theoretical literature on the academic achievement of Asian Americans.

An extensive computer search of databases, such as ERIC and Psychological Abstracts was done, followed by a manual search of books and journals in the behavioral and social sciences. The key words were Asian American, academic/educational, excellence/achievement.

The earlier stereotypical image portrayed Asians as "yellow peril," a threat to "White America," with regard to labor and occupations. It took about 150 years for the transition to the recent portrayal of "model minority," mainly based on the educational excellence and occupational performance. This can be attributed to a multiplicity of factors, the prominent ones being the cultural and parental values embedded in the structure and nature of the Asian family.

Some of the key determinants of academic achievement of group were identified, and potential factors for success /failure were discussed. The historical bases of immigration revealed that various Asian countries have immigrated because of differing political, social, and economic reasons, and should not be considered as a monolithic group, irrelevant of the cultural identity, country of origin, and reasons for migration, as there are inherent differences in the ethnic groups.

An analysis of the attributions for the exceptional academic achievement of Asian Americans may contribute to the school success of other ethnic minority groups in this pluralistic society. A socio-cultural approach to education would thus help.

**A Comparison of the Education Systems of the United States, the Republic of Korea, and Sri Lanka**

Soo−Back Moon, Catholic University Of Daegue (Korea), and Gunapala Edirisooriya and James E. Mclean, East Tennessee State University

Each country's educational system is based on an educational philosophy that is the product of many years of tradition and practice.

Education is designed to further the goals of society by acculturating the youth. The purpose of this paper was to examine the educational systems in the United States, the Republic of Korea, and Sri Lanka in terms of their educational philosophies.

In the United States, the educational system is based on the underlying premise that "all students should receive an education. Koreans have traditionally placed great importance on education with the dual goals of personal advancement and self-fulfillment. The education system in Sri Lanka has its roots in the Pririvena education system, which was organized by community-based Buddhist temples as a voluntary social service activity. However, following the British colonization of the whole island, they established a system of public education which Sri Lanka inherited, including its philosophy, teaching methods, curriculum, assessment, organization, administration, and so on.

Compulsory school attendance, access for special education students in their least restrictive environment, and access for disabled students are all products of the underlying educational philosophy in the United States. The education system of Korea includes six-year elementary schools, three-year middle schools, and four-year high schools as well as colleges and universities. All citizens are required to attend elementary school, resulting in one of the highest literacy rates in the world. In Sri Lanka, education is free from at least kindergarten though the tenth grade. Only those successfully completing an examination continue beyond Grade 10.

An appropriate evaluation of the educational systems of these countries relates to how well the systems support the county's goals for education. The full paper compared and contrasted the educational systems in light of the philosophies upon which each was based and the forces that influenced their development.

**Two Cultures Under One Roof: A Comparison of Mexican and American High School Students at Stratford High School in Nashville, Tennessee**

Melissa B. Graves, Tennessee State University

The relationship between student achievement, student culture, a practitioner's attitude and expectations were investigated at Stratford High School in Nashville, Tennessee. Student achievement was defined as academic performance but also included perceptions, rationales, and explanations for student behaviors and conduct. Student culture described students' Mexican American origins, customs, and beliefs to a limited degree. The practitioner's attitude described how one high school teacher perceived an underachieving and a high achieving Mexican student in an inner-city high school and included expectations and some description of interactions between American high school teachers and the students interviewed. The practitioner in this case was a white, American female.

Results indicated n American students perceived themselves and school personnel perceived t ts as different from black and white Ameri can students. Mexican American cultural traditions were also perceived as inferior and disadvantageous by a high achieving Mexican American student

and by personnel. Underachieving Mexican American students generally valued their cultural traditions more positively than high achieving students and became resistant to learning when these traditions were marginalized in school. Student achievement was also related to student compliance, student appearance, styles in written and verbal communication and the practitioner's perceptions about the willingness of Mexican American students to practice and support United States norms.

These findings agreed with theories that discussed relationships between student achievement, student culture, and practitioners' attitudes and expectations. Theories about school failure occurring less frequently in minority groups that were positively oriented toward their own and the dominant culture were contradicted in this research.

**Session 6.2 RESEARCH METHODS/STATISTICS Salon C**

**Chair:** Gail H. Weems, The University of Memphis

**A Proposed New "What If Reliability" Analysis for Assessing the Statistical Significance of Bivariate Relationships**

Anthony J. Onwuegbuzie, Howard University; Larry G. Daniel, University of North Florida; and J. Kyle Roberts, University of North Texas

One of the assumptions underlying null hypothesis significance tests (NHST) is that all variables involved are measured without error. Unfortunately, when measurement errors are present, as is typically the case in the social and behavioral sciences, the relationships computed from the sample data will systematically underestimate the strength of the associations in the population. In the two-variable case, errors of measurement yield biased estimates of correlation coefficients that attenuate the true relationships. Indeed, the greater the measurement error, the more the correlation coefficient is attenuated. Thus, knowledge of the error of estimate, as indexed by the reliability coefficient, is vital.

Recently, there have been calls for the reporting of sample-specific reliability coefficients and confidence intervals around reliability coefficients. However, the fact that most researchers do not report reliability estimates for their own data suggests that rhetoric is not sufficient to reverse this trend. Rather, what is needed is more compelling evidence of how information about current-sample specific reliability estimates can facilitate data analysis and interpretation.

Thus, the purpose of the present paper was twofold. First, the authors illustrated how displaying disattenuated correlation coefficients alongside their unadjusted counterparts allowed the reader to assess the impact of unreliability on each bivariate relationship.

Second, they demonstrated how a proposed new "what if reliability" analysis could complement the conventional NHST of bivariate relationships. Such analyses indicated how large a reliability coefficient was needed to obtain statistical significance for an observed correlation coefficient in cases where the null hypothesis was not rejected, as well as how small a reliability coefficient was needed before an observed statistically significant relationship

was no longer statistically significant. As such, "what if reliability" analyses helped researchers interpret their results by considering the extent to which the reliability coefficient(s) yielded, or failed to yield, statistical significance.

**A Monte Carlo Investigation of New Measures of Score Reliability and Homogeneity**

J. Kyle Roberts, University of North Texas, and Anthony J. Onwuegbuzie, Howard University

Much of the current research concerning reliability emphasized that researchers gather their own reliability estimates when administering an instrument, even if that instrument has been previously validated. It has also recommended that data with low reliability estimates then be discarded. While some data obtained from instruments that originally yielded reliable results may be unreliable, researchers have documented that it does not necessarily imply that the underlying data are not useful.

This paper contended that, although data from a homogeneous sample might yield less reliable scores than did an inducted sample, these data should not be discarded until further examination of the data is conducted. In order to help researchers investigate the disattenuation of reliability estimates, the authors examined the following two recently developed statistics: (1) alpha-ROE and (2) the relative mean item variance (RMIV) index. Both statistics provided a measure of score homogeneity. Alpha-ROE, which ranges from 0 to 1, indicates the amount of the lack of total test score variance (and individual item variance) that is due to score homogeneity. The RMIV ranges from ¥ to 1, with positive values indicating that the (low) reliability coefficient is the result of score homogeneity (with respect to the original test manual dataset).

The researchers investigated the properties of these indices via a Monte Carlo technique. Specifically, this procedure was used to document the acceptable and non-acceptable parameter values of alpha-ROE and the RMIV index for various levels of decrease in Cronbach's alpha coefficient. The resulting information will allow future researchers to correct their reliability estimate for their observed levels of score homogeneity as measured by alpha-ROE and the RMIV index. As such, the presenters contended that this study represented a useful and necessary next step in the development of these homogeneity statistics.

**Session 6.3 DEVELOPING ON-LINE DEGREE PROGRAMS: ADVANTAGES OF THE VIDEO-STREAMING MODEL (Training, 2 Hours) UALR**

**Trainers:** Larry R. Dickerson and William E. Garner, University of Arkansas at Little Rock

This training session discussed and demonstrated the techniques used to develop and implement a new, completely on-line graduate degree program in Rehabilitation Counseling (MRC) at the University of Arkansas at Little Rock. This method used videostreaming technology, chromakey equipment,

and Microsoft PowerPoint to present lecture materials on-line in an asynchronous video format. With this approach, the on-line content and experience was very similar to what a student would encounter in attending a class on-campus. This methodology allowed the program to place 13 courses on-line in a 15-month span partially because the approach was very user friendly for faculty members.

Participants developed an understanding of how to apply this model for on-line courses/degree programs to their specific needs. Topics included: (1) technology requirements, (2) university and administrative issues, (3) staff and support requirements, (4) faculty enlistment and training, (5) course development and implementation, (6) student recruitment at the national and international level, (7) integration with the BlackBoard Instructional Webframe, (8) day-to-day operations and issues, and (9) accessibility for persons with disabilities.

This training session took place in the Distance Education Classroom and Lab on the University of Arkansas at Little Rock campus where all MRC course videostreams are produced. The participants were allowed to see direct demonstration of the process and get hands-on experience with the techniques used. Participants had the opportunity to deliver a simulated on-line presentation using the chromakey technology.

**Session 6.4 TECHNOLOGY UALR**

**Chair:** W. Keith Christy, University of Arkansas at Little Rock

**Basic Statistics On-line and in Class**

Robert L. Kennedy, University of Arkansas, Little Rock, and Corliss Jean Mccallister, The Anthony School

The study compared the effectiveness of traditional, electronic mail and combination approaches for teaching graduate introductory statistics classes. The electronic mail course that was the focus of this study was offered in the 1997-2000 fall terms under the same instructor. All sections integrated the use of a computer program for data analysis.

There were 41 participants in the traditional (only) classes, 20 in the electronic (only), and 28 using both methods, with a majority membership of white females. Twenty-item multiple-choice pretests and posttests on basic statistical topics were given. An analysis of covariance (ANCOVA) was run using posttest scores as the response variable and pretest scores as the covariate. The ANCOVA technique involved features of both the analysis of variance and regression, so assumptions for both were tested. Random selection was not possible because students were allowed to participate in any version of the course they thought most appropriate for them. Normality and homoscedasticity across all groups were verified using the Omnibus Normality of Residuals and Modified-Levene Equal-Variance tests. Treatment and control groups observed homogeneity of regression in scatterplots of pretest scores versus posttest scores and their trend lines.

The test indicated that the null hypothesis of no statistically significant

difference among the traditional (adjusted mean of 6.17, n=41), electronic (adjusted mean of 6.83, n=20), and both traditional and electronic (adjusted mean of 6.94, n=28) classes' scores could not be rejected at the 0.05 level [F(2,85)=1.15, p=0.32]. The effect size, f=0.16, was small (Cohen). It was concluded, then, that offering the course using a traditional approach, electronic mail, or a combination of approaches, seemed to neither help nor hinder the performance of the students to the extent measured by the multiple-choice tests.

**Computing in Class and Attitudes Toward Statistics**

Robert L. Kennedy, University of Arkansas, Little Rock, and Corliss Jean Mccallister, The Anthony School

The study investigated the attitudes toward statistics of graduate students who studied advanced statistics in which the focus of instruction was the use of a computer program in class. The use of the program made it possible to provide an individualized, self-paced, student-centered, and activity-based course. The three sections involved in this study were offered in the 2001 spring term. Complete data were obtained form 19 participants. Fifteen were in advanced statistics, and four were in multivariate statistics, with the majority being white females. The instrument used was the Statistics Attitude Survey (Roberts and Bilderback, 1980).

Both chi-square (10.55, p=0.03) and Kendall's Coefficient of Concordance W (0.04, p=0.65) indicated that there were differences in the distributions of ranks between the pretest and posttest survey results. Most of these differences occurred as increases in the rankings marked at each end of the scales. That is, after the course, more students felt more strongly that they agreed or disagreed with statements about some aspects of statistics. For example, students agreed more strongly that "Statistics will be useful to me when I describe my professional activities to other people," and "I find statistics to be very logical and clear." On the other hand, they disagreed more strongly that "When I solve a statistics problem, I am often unsure if I have a correct or nearly correct answer," and "Statistics is the most difficult course I have taken." Comments from open-ended evaluation forms may help explain the results of the survey, such as: "given the freedom to learn at my own pace and style," "liked the structure of class," "class flexibility," "final projects," and "relaxed environment." It was concluded, then, that offering the course using computers may help improve students' attitudes about certain aspects of statistics.

**Observations About Alternative Data Collection Techniques in Qualitative Research: E-Mail, Save-To-Disk, and Taped Interviews**

Gary M. Stiler, University Of Southern Indiana

Traditional data collection methods for qualitative research include copious note taking and taped interviews with subsequent transcription and analysis. As an alternative, a case study was conducted using interviews completed by e-mail between informant and interviewer. At the onset, this process seemed to offer advantages with regard to efficiency, thoroughness,

and flexibility. Furthermore, Wilson, Lowry, Koneman, and Osman-Jouchoux (1996) suggested that e-mail interviews decrease respondent anxiety and increase the accuracy of their statements.

After an extended review of the proposed e-mail collection methodology by the Human Participant Review Committee, a workable data collection plan was negotiated and approved. However, as participant interviews were initiated, it was found that the exclusive use of e-mail as a data collection mechanism was untenable. Variations were subsequently incorporated. These included the preparation of responses by participants on word processors and transmittal of hard copy documents, a save-to-disk procedure, and traditional taped interviews with subsequent transcription.

The use of e-mail in qualitative data collection has potential. Through a review of the steps taken in developing and revising the data collection procedures, it is believed that qualitative researchers will be able to refine this potentially valuable methodology. Furthermore, findings suggested that by using a mix of data collection techniques, the quality and validity of data could be enhanced.

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**3:30 P.M. - 4:20 P.M.**

**Session 7.1 TEACHER EDUCATION / TECHNOLOGY UALR**

**Chair:** Robert L. Kennedy, University of Arkansas at Little Rock

**Technology Training for Preservice Teachers: Challenges for Colleges of Education**

Linda F. Cornelious, Mississippi State University

Teacher training institutions are currently facing the overwhelming task of preparing preservice teachers for technology-enhanced classrooms. There is significant pressure on colleges of education to graduate students who are knowledgeable about technology and are equipped to use it effectively. During the past decade, teachers and teacher training institutions have been impacted significantly by the growth of technology in education, and this trend is not likely to change. Even though computers are now available in most schools, not all preservice teachers see the value of using computers to complement their instructional methods. If preservice or inservice teachers demonstrate proficiency in integrating technology into their teaching but do not believe technology has a use in the classroom, then they will probably not teach using technology.

The purpose of this paper was to review the literature to identify the basic components of teacher training that may need to be transformed so that teachers who graduate from institutions of higher learning are prepared and comfortable in the use of technology as an instructional tool. The paper also described preservice teachers attitudes toward computers and technology, and preservice teachers and technology self-efficacy.

Preparing preservice teachers to use computer-related technology in the classroom should be a major concern of the faculty in all teacher preparation institutions. Preparation must first begin with faculty serving as role models by using technology to facilitate instruction in their own classes, allowing students to observe the use of technology in the various disciplines. This paper suggested how research on faculty use of technology in well-designed preservice teaching training programs can enhance classroom practice, improve student achievement, and ultimately contribute to teacher and student proficiency and productivity.

**Encouraging Student Teachers Via Electronic Mail**

Linda H. Thornton, Harding University

In January 2001, 44 elementary and special education student teachers enrolled in a professional seminar course were randomly assigned to one of two groups; 43 student teachers received e-mail messages from the professors regarding exams, job openings, and links to helpful Internet sites. In addition, both groups received from the professor inspirational e-mail messages tied to Pathwise competencies encouraging them to maintain a high level of performance.

Twenty-two student teachers were assigned to receive more frequent encouraging e-mail messages from the professor, and 22 student teachers were assigned to receive less frequent encouraging e-mail messages. The group assigned to receive more frequent encouragement received 21 inspirational messages throughout the semester in addition to the procedural and informational messages. The group assigned to receive less frequent encouragement received seven inspirational messages throughout the semester in addition to the procedural and informational messages. One student from the more frequent messages group was dropped from the study because she had problems with her e-mail account and was unable to check her messages throughout most of the semester. This left 21 student teachers in the more frequent message group and 22 student teachers in the less frequent message group.

The groups were compared on three dependent variables-scores on the Praxis II Principles of Learning and Teaching Exam, scores on the Harding University Field Experience Observation System Assessment, and success in finding a teaching position in fall 2001.

**Student Teachers' Ability and Use of Technology**

Joanna P. Dickey, Shirley Long, and Sue Reehm, Eastern Kentucky University

This paper described findings from a study that explored student teachers' competencies in relation to the Kentucky Department of Education's technology standard for new and experienced teachers. Eastern Kentucky University student teachers in elementary, middle grades, secondary, and special education certification areas were asked in May 2001 to complete a survey designed to rate their perceived ability and use of technology during student teaching.

Survey participants (elementary N = 43, middle grades N = 26, secondary N = 59, special education N = 10) were asked to rate their performance on 27 criteria in each of four different performance areas. Participants rated their performance on a Likert scale (range 1 - 5) for: (1) ability, (2) frequency of use, (3) opportunities as a student teacher, and (4) observation of cooperative teacher's use of technology.

Mean scores for each group of survey participants were computed and analyzed for all 27 criteria in each of the four performance areas. Criteria were considered as "met" if the mean score value equaled or exceeded 3.00 on the 1-5 scale. Results indicated that: (1) all groups met a high majority of the criteria in the area of ability, and (2) the number of criteria met by each group differed among the four performance areas. A series of t-tests computed to analyze these differences revealed that student ratings were significantly higher ($p<.01$) for ability than for the other three areas.

A regression analysis was computed to analyze students' ability, frequency of use, and cooperating teachers' use as predictors of technology use during student teaching. Results indicated that frequency of use and cooperating teachers' use were significant predictors ($p<.01$) of opportunity to use technology by student teachers, while ability was not a significant predictor. These findings have important implications for undergraduate teacher preparation programs.

**Session 7.2 INTRODUCTION TO SOCIAL NETWORK ANALYSIS: APPLICATIONS FOR EDUCATIONAL RESEARCHERS (Training, 1 Hour) UALR**

Russell F. West, East Tennessee State University

This training session provided an introduction to the analysis of social networks in schools. Social relationships have long been considered important in the behaviors and opinions of students. While educators have recognized the importance of social structure in the development of children and youth, there has been little emphasis placed on assessing the nature of these relationships and using this information to help explain achievement in schools. Social network analysis includes a recent set of methods that can be used in the study of social structures of children. Specifically, the UCINET 5.0 and KRACKPLOT 3.0 microcomputer programs represent two tools that allow researchers to assess the characteristics of these social structures.

The purpose of this session was to introduce participants to some of the major concepts used in the analysis of social networks and the UCINET 5.0 and KRACKPLOT 3.0 microcomputer programs. Participants were able to: (1) identify major network concepts associated with the analysis of social structure, (2) recognize common strategies for collecting information about networks, and (3) describe the process for inputting network data into the UCINET 5.0 and KRACKPLOT 3.0 microcomputer programs and estimating individual network properties (i.e., size/degree, density, heterogeneity, compositional quality, centrality, and power) and group properties (group density, centralization, and homophily).

The session began with an introduction to the use of social network

research and the basic concepts and terms used describing social structure. Participants gained an understanding of network properties and methods of data collection through a hands-on examination of their own ego-centered networks and organizations. A more complex school application was demonstrated on the microcomputer using the UCINET 5.0 and KRACKPLOT 3.0 programs. The session ended with a discussion of other potential uses of these analytical tools in assessing social structures in schools.

**Session 7.3 DISPLAYS UALR**

**Age and Ethnic Variations in Family Process Mediators of SES**

Robert Flynn Corwyn and Robert H. Bradley, University of Arkansas at Little Rock

Many of the ecological developmental models that have been proposed to explain the relation between socioeconomic status (SES) and child development include aspects of children's home environments, such as the amount of cognitive stimulation available and parental responsiveness. Most researchers have concentrated their efforts on specific developmental periods even though many of the putative mechanisms have been assumed to have operated throughout most of childhood. Although current research in this area has moved toward understanding processes, unknown is the extent to which particular home environmental processes specified in proposed developmental models actually have mediated relations between SES and various aspects of child well–being during each major developmental period. There is both empirical and theoretical support for believing that some mediators will be less potent during adolescence than early childhood, and that these relations will differ across various cultural groups.

The purpose of this study was to examine two aspects of the home environment frequently included in SES/child development mediational models (learning stimulation, maternal responsiveness) from early childhood to adolescence using data from the National Longitudinal Survey of Youth (NLSY) - a national survey of youth development. These relations were examined for three developmental outcomes (vocabulary attainment, achievement test performance, and problem behaviors) in three ethnic groups (African American, European American, Latino). SES was operationalized with the Duncan SEI scale, learning stimulation and maternal responsiveness were derived from subscales of the NLSY HOME–Short Form, behavior problems were measured with the Behavior Problems Index (BPI Items were mostly derived from the Achenbach Child Behavior Checklist), math achievement and reading comprehension were taken from the Peabody Individual Achievement Test (PIAT), and receptive vocabulary was measured by the Peabody Picture Vocabulary Test – Revised (PPVT–R). Results found evidence that the home environment sometimes mediates the relation between SES and child outcomes, and the findings differed across ethnic groups.

**Parental Involvement and Students' Academic Achievement: Tests of Differential Effects Across Four Asian Groups**

Robert Flynn Corwyn and Ting Steven Tieng Sing, University of Arkansas at

Little Rock

Research on parental involvement has received increased attention in recent years. The importance of parental involvement is clearly exemplified by evidence that parental involvement plays a key role in promoting academic success, the salient role it plays in current educational reform, and by the increased educational expectations placed on young students in the United States. Moreover, an increase in the proportion of race and ethnic adolescents has contributed to a growing number of studies that make comparisons across different ethnic groups. These studies, however, typically combine all Asian groups into one monolithic group even though the available evidence, as well as theory, would suggest that there are important differences in family functioning between Japanese Americans, Chinese Americans, Korean Americans, and Filipino American families.

This study sought to determine if there were ethnic group differences between four Asian groups (Japanese Americans, Chinese Americans, Korean Americans, and Filipino Americans) in the effect of parental involvement on students' academic achievement. Also investigated were: (1) the relative importance of various types of parental involvement in predicting student academic achievement, and (2) cross–group differences in the importance of various types of parental involvement in predicting student academic achievement.

Data from the National Educational Longitudinal Survey (NELS:88), a nationally representative sample of American eighth graders in 1988, were utilized to test a model that included five areas of parental involvement (parental aspirations, parent-child communication, home structure, participation in school activities, and provision of learning resources in the home) and controlled for family characteristics and students' previous achievement.

Race was found to be a significant moderator of the effects of parental involvement on student academic success. Moreover, cross-group differences were found in the impact of various types of parental involvement, especially with regard to the provision of learning resources and parental aspirations among the Japanese.

**Parental Involvement and Twelfth-Grade Students' Academic Achievement: Tests of Differential Effects Between African American and European American Students**

Ting Steven Tieng Sing and Robert Flynn Corwyn, University of Arkansas at Little Rock

Based on evidence that parental involvement has a positive influence on student academic achievement, educational reform efforts, educational expectations, and educational research have placed a high priority on parental involvement. However, the relative influence of different forms of parental involvement on student academic achievement is not well understood. Moreover, even less is known about how the relations between various types of parental involvement and student academic success may differ across ethnic groups.

This study sought to determine if there were differences between European American students and African American students in the effect parental involvement has on their academic achievement. The relative importance of various types of parental involvement, and group differences in the importance of various types of parental involvement in predicting student academic achievement were investigated.

Data from the National Educational Longitudinal Survey (NELS:88), a nationally representative sample of American adolescents, was used in order to test a model that included five areas of parental involvement (parental aspirations, parent-child communication, home structure, participation in school activities, provision of learning resources in the home) and controlled for family characteristics and student' previous achievement. Students were in the twelfth grade during the 1992 school year.

Race was found to be a significant moderator of the effects of parental involvement on student academic success. Moreover, cross–group differences were found in the impact of various types of parental involvement.

*** * * * Note: Final Bus Departs For UALR At 4:30 P.M. * * * ***

**4:30 P.M. - 5:20 P.M.**

**Session 8.1 IMPLEMENTING STANDARDS THROUGH TECHNOLOGY (Demonstration) UALR**

Cheryl R. Grable, Barbara Stanford, Pam Warrick, Shirley Freeman–Turner, and Warren Kimmerly, University of Arkansas at Little Rock

Preservice educators are faced by a plethora of standards from NCATE, ISTE, state standards, and standards implied in student examinations such as PRAXIS II. Secondary educators must also meet content standards from national learned societies. The authors presented an approach to integrating all of the standards in a technology-enhanced, problem-based curriculum using EAST Lab technology in both the university and cooperating secondary and middle level schools. The presentation included highlights of successful development of curricula throughout teacher education programs. The presenters were participants in a United States Department of Education project: Preparing Tomorrow's Teachers to Use Technology (PT3).

**5:30 P.M. KEYNOTE ADDRESS, FOLLOWED BY JOINT UNIVERSITIES RECEPTION UALR**

Note: Buses Depart UALR For Doubletree Hotel at 7:30 and 8:30 P.M.

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**8:00 a.m. - 9:20 a.m. NEW MEMBER BREAKFAST Salon D**

**9:30 a.m. - 10:20 a.m.**

**Session 10.1 SCHOOL COMMUNITIES / SCHOOL IMPROVEMENT Salon A**

**Chair:** Randy Parker, Louisiana Tech University

**Student Voices: Links To Community Coalitions**

Jo Sykes Chesser, University of Arkansas at Little Rock

Researchers hesitated to use the perceptions of youth because of the lack of reality and experience represented in the suggestions and opinions of this age group. Consequently, the voices of students were taken lightly; paying lip service to the frustrations and calls for justice in the world that exists for them. Most schools have school councils, organized clubs, school newspapers, and student debates. However, the silence of those who do not fit into the common mold of a school environment has exploded into school violence, the drug scene, and sexual revolution of this nation. Many youth did not believe that their viewpoints were important.

Recent research into youth expressions in small groups called study circles has indicated that adults and students benefit from meeting together to discuss a central issue such as "What can be done in our community to make a difference in education?" Students from two communities in Arkansas participated in a qualitative case study to bring the perspectives of youth voices to the table for community cooperation in the schools. The diversity of the communities presented strikingly different profiles of adult acceptance of student opinions. The size of community and systemic process of decision making in the school district provided the opportunity to hear or to silence the voices of the students.

Using grounded theory analysis, the transcriptions of the students were compared to the adult perceptions of present school issues and needs. The acceptance of student opinions and requests was determined by the adult inclusion in school district decision making. A collaborative environment involving adult community citizens in the decision-making process influenced the acceptance of student voice and gave action to their recommendations. This paper presented the background information that culminated in student voices bringing together a community coalition that resulted in school-improvement efforts.

**Developing an Accountability Plan for the Boys and Girls Club: Building Bridges and Creating Learning Communities**

Cynthia J. Reed, Sean Forbes, and Frances K. Kochan, Auburn University, and Wanda Lewis and Salazek D. Spratling, Boys and Girls Club of Greater Lee County (Alabama) and Auburn University

Colleges of education have been criticized for a failure to fully prepare graduates for their future professions. Two primary criticisms have been that future teachers and administrators have not had formal opportunities to apply theories learned through course work in real settings and that a disconnect existed between colleges and the community.

At this college of education, faculty have been engaged in the creation of service learning opportunities that offer students authentic learning opportunities while providing a needed service to community/school agencies. In this paper efforts were described to enhance student learning while providing a needed service, the development of an assessment/accountability plan, for the Boys and Girls Club in this area. Once programmatic needs were identified at the clubs through the efforts of an educational leadership class, a preservice teacher education course centered on enacting recommendations from the assessment. Efforts to build bridges between these class projects, provide services to the club, and continue efforts toward creating learning communities within and among these three groups were described. Additional insights were offered about the need for administrative support.

Reflections on these efforts, results of course evaluations completed by students, and feedback collected through interviews or surveys from the leadership and Board of Directors of the Boys and Girls Club were offered. Based on this data, it has been learned that students gain rich learning opportunities, authentic experiences, and insights about an important community agency. The Boys and Girls Club gained needed services, volunteers, and information.

Collaborative work such as this benefits all involved. Bridges have been built between teacher and leadership education and an important community agency. While working and learning together, each other's needs have been shared, offering valuable lessons for students and young people at the clubs.

**Session 10.2 TECHNOLOGY Salon B**

**Chair:** Byra L. Ramsey, Arkansas Tech University

**Computer and Calculators In School: A Status Report**

Garfield Burke, Jr., Mississippi Valley State University

In 1987 the National Council of Teachers of Mathematics (NCTM) published a position statement in which they called for changes in mathematics curriculum, instructional methods, and access to computer hardware and software. In 1989, NCTM also proposed a balanced

curriculum with greater emphasis on conceptual development, mathematical reasoning, and problem solving. NCTM also recommended that teachers learn how to integrate technology into the mathematics curriculum. A position statement on the use of calculators was published in 1991 in which NCTM strongly urged that calculator usage be promoted by school districts, teachers at every level, authors, and educators. In the 2000 publication of Principles and Standards for School Mathematics, NCTM noted that "Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning." In view of NCTM's position on computer and calculator use, there is a need to know how available computers and calculators are in schools, how they are being used, and to what extent.

In order to ascertain a clear perception of the present uses of computers and calculators in schools, various sources were consulted including journal articles, books, and dissertations. An on-line, computerized literature search was conducted using Educational Resources Information Center (ERIC). Some of the areas in which the literature search produced information were: (1) computers in education, (2) technology integration, and (3) computers/calculators in mathematics education.

The literature review revealed that the number of computers and calculators in the schools has grown and will continue to grow and the computers that are now in the schools are not being fully utilized. Text processing tools appeared to be the most common use of computers in school. Calculators appeared to be used mostly for checking paper-and-pencil calculations, developing skills at estimation, and problem solving. Several of the studies found that teacher training was an important factor in computer use and the fear that traditional skills would not be learned was an important factor in calculator use. It appeared that computers and calculators have been forcing curriculum planners to critically examine the content and methods of teaching secondary school mathematics. Too many teachers are not adequately trained in technology integration or in favor of unrestricted use of calculators.

**Overhead Transparencies or Powerpoint: Does it Make a Difference?**

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

In traditional classrooms, information is displayed on chalkboards, multipurpose boards, pegboards, bulletin boards, or flip charts (Heinich, 1999). To project instructional materials, overhead transparencies are one of the most commonly used tools; however, the impact of technology has led to the use of computers for presenting information in many of today's classrooms (Yao, Ouyang, & Wang, 2000). This study investigated the impact of presentation formats on preservice teachers' ability to retain information along with their perceptions regarding subject matter and instructor's effectiveness.

Participants, approximately 80 preservice teachers enrolled in three sections of an elementary language arts methods course, received instruction during two 50-minute class periods relating to one unit of study. Although the content and instructor remained constant for all three sections, each section received instruction using a different presentation format: (1) lecture with

black and white overhead transparencies, (2) lecture with color overhead transparencies, and (3) lecture with PowerPoint slides. Following the two class sessions, participants responded to the Presentation Survey and completed a 10-item multiple choice quiz covering the lecture's content.

The Presentation Survey was a seven-item instrument y the researchers that used a five-point Likert-type scale and personto measure students' perceptions of presentation effectiveness. Quantitative data obtained from Presentation Surveys were analyzed using an analysis of variance. Quiz scores were analyzed using an analysis of covariance with overall grade point average serving as the co-variant.

Results from this study provided practical information regarding the perceived effectiveness of various presentation formats, as well as the influence of presentation format on learning.

**Implementing Wireless Laptop Technology in Preservice Elementary Methods Classes**

Gahan Bailey, Paige Baggett, Edward L. Shaw, and Scott Hopkins, University of South Alabama

In an effort to train preservice teachers to use technology as a professional tool, faculty members at the University of South Alabama instituted a unique approach that this study addresses. The objectives of this study were: (1) to ensure that methods courses would integrate instructional technology throughout the teacher education curriculum, (2) to ensure that faculty members serve effectively as models of professional teachers, and (3) to ensure that field experiences for teacher education majors, particularly student teachers, would have more opportunity to apply instructional technology during field experiences. To meet these objectives, a technology-rich environment through the use of wireless laptop computers was established.

Participants in this study consisted of senior students majoring in elementary education who were in multiple methods sections of cohort groups. Of the two groups, one was selected to be the experimental group, and another was selected to be the control group. Each student in the experimental group received an Apple iBook laptop computer for use throughout the study. Students had no knowledge that the project was to be implemented; thus, there was no logical reason why students would have preferred one cohort group over another.

Data were collected by means of three instruments: (1) the Profiler Survey: Basic Skills Checklist, a 29-item, self-reporting instrument that uses a Likert scale (1 - 4) to indicate the level of proficiency in accomplishing specific technology related tasks, (2) an Educational Technology Attitude Survey for the purpose of determining overall attitude toward technology as an instructional tool, and (3) a Technology Usage Log to record the amount of time students used the computer and how they utilized the computer. Discussed in this session were the implementation of the wireless laptop technology, the results of the data analyses, and educational implications.

**Session 10.3 ADMINISTRATION / POLICY Salon C**

**Chair:** Rose Mary Newton, The University of Alabama

**Faculty Participation in Governance: A Five-Year Longitudinal Study**

Jack G. Blendinger, Vincent McGrath, and Linda Cornelious, Mississippi State University

This qualitative case study reported experiences in shared governance at a college of education over a five-year period (1996-2001). The paper reported recent events in shared governance. Initial experiences were reported at the 1997 annual meeting of the Mid-South Educational Research Association (MSERA).

Establishing shared governance has been disappointing. Vision has not been translated into reality. Guiding principles have not been implemented. Continued high turnover of faculty and failed efforts to restructure the college have been inhibiting factors.

Data collected for the past five years consisting of operational guidelines, memoranda, minutes, reports, faculty surveys, and artifacts were shared with session participants. Reasons why the concept of shared governance has not been successful were also explored. In addition, participants were invited to share their own experiences.

**Race and National Origin Discrimination in Hiring and Promotional Decisions in Academe**

Patricia S. Wall, Tennessee State University

About 65% of America's population growth during the next two decades will be members of minorities, especially Hispanics and Asian immigrants. As society becomes increasingly multicultural, lawsuits in the educational environment involving discrimination by race and national origin are also likely to become more prevalent. Such cases are filed under the Fourteenth Amendment, Title VII, and Section 1981 of the Civil Rights Act of 1991. While there is an abundance of case law concerning racial discrimination, case law concerning national origin discrimination is less common.

Title VII provides protection to members of all nationalities in any phase of the employment process and prohibits discrimination in both public and private employment. Many national origin lawsuits involve open or concealed action involving hiring or promotional decisions. The plaintiff must prove disparate treatment or disparate impact. Disparate treatment means the employer intentionally discriminated against the plaintiff. Disparate impact means that the employer's action had a discriminatory effect on a group protected by Title VII.

Teachers and administrators need to be aware of case and statutory law in this area. This paper analyzed several major lawsuits concerning this type of alleged discrimination against teachers and administrators, using the WestLaw database.

The Fourteenth Amendment, Title VII, and the Civil Rights Act of 1991 all address equal opportunity. The concepts of equity and equality in academe were also discussed. Finally, policies and procedures were recommended in order to avoid future actions.

**A Regional Study of Gender Differential Perceptions of Mentoring Functions in Accessing the Superintendency**

Lisa M. Hall and Jack Klotz, The University of Southern Mississippi

America's public schools demand leadership excellence in the superintendency. Cultural and educational criticism regarding the decay of public education and the emergence of complex societal demands have created a crisis in the schools. Who are the men and women leading America's public school systems? What are the "tricks of the trade" in walking the path to the superintendency? Finally, why do so few women and minorities occupy the highest ranking and top paying positions in our nation's schools?

Mentoring has served as a powerful developer of human potential throughout the centuries and has assisted novices being inducted into, and succeeding in, their chosen profession. Effective mentors provide valuable career and psychosocial assistance for aspiring superintendents as they progress in the profession from induction to independence.

This paper reported on the research findings from sampled practicing public school superintendents, who functioned in a mentoring capacity, as well as mentored protégés based upon mentor – mentee groupings of: (1) male – male, (2) male – female, (3) female – female, and (4) female – male. Additionally, a set of recommendations was provided relative to areas for future research.

**Session 10.4 AN EXAMINATION OF THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (Training, 1 hour) Palisades**

**Trainers:** Naomi C. Coyle, E. John Turner, and Sue Hernandez, Centenary College of Louisiana

Teachers have a great opportunity to improve their personal professional image and the image of the education profession by seeking and obtaining certification from the National Board for Professional Teaching Standards (NBPTS). Many teachers are unaware of the standards, rewards available in seeking and obtaining national certification, or the process that must be followed in gaining national certification. Participants in this project obtained the knowledge needed to promote NBPTS to education professionals, encouraging the professional to seek and obtain certification. The investigators believed that through this process, the educator would develop a mindset to encourage members of the profession to take advantage of rewards offered and would develop a lobbying effort to encourage states and local boards not offering rewards to begin doing so. Teachers of teachers would begin stressing the value of national certification in their undergraduate and graduate education classes.

The program content was based upon the following objectives: (1) the learner/participant will acquire a general knowledge concerning NBPTS, (2) the learner/participant will able to identify the basic requirements for NBPTS certification, (3) the learner/participant will analyze collected data to determine the region in the United States that rewards National Board Certified Teachers the most, and (4) the learner/participant will be able to promote greater awareness of NBTPS in the educational community.

The proposed activities were designed to promote the stated objectives. Specifically, the presenters had designed instructional activities that were meaningful to the learners/participants in terms of NBPTS certification, were devised instructional activities requiring learner/participant collaboration to accomplish a joint product, and assisted learners/participants to connect and apply information learned to their own educational communities.

**Session 10.5 COLLEGE STUDENTS Riverside East**

**Chair:** William Spencer, Auburn University

**Factors Affecting Engineering Student Retention: a Look at Racial Differences**

Gerald Halpin, Glennelle Halpin, and Todd Johnson, Auburn University

In order to have the work force needed for the technical jobs tomorrow, a continuous supply of highly skilled engineers will be needed. Unfortunately, many initially choosing to major in engineering in college drop out before receiving a degree. This drop-out problem is particularly prominent among minorities. The purpose of this investigation was to identify factors that might be related to students' changing their college major from engineering. Particular consideration was given to African Americans.

The total sample was 419 students who exited the engineering program at a large land-grant university from fall 1999 to fall of 2000. Regarding these students, 88% were Caucasian (N = 376) and 10% were African Americans (N = 43).

The seven variables that comprised the primary measures of this study were: (1) math/science preparedness, (2) verbal preparedness, (3) factors impacting motivation and success, (4) academic success strategies, (5) financial security, (6) peer acceptance, and (7) social acceptance. Inter-item reliability for measures of these seven variables ranged from .43 to .78. Using MANOVA, a statistically significant effect was found for race. Follow-up analyses revealed additional findings directly related to individual variables that were discussed.

Using the results from this study, administrators and professionals can gain a better understanding of who leaves engineering and why they go. This study highlighted and summarized why some of the brightest students are leaving and where they are going. Underscored was the importance of adapting programs to meet the needs of students.

**Theory of Reasoned Action and Choosing a Major in Engineering**

Todd Johnson, Glennelle Halpin, and Gerald Halpin, Auburn University

Employment opportunities in engineering-related jobs are expected to increase by about 51%, or about 1.9 million jobs, through the year 2008. To meet this demand, it is vital that university administrators, recruiters, and faculty understand why students choose to major in engineering.

The Theory of Reasoned Action proposes that n be predicted rom behavior intentions, attitudes, and subjective social norm These thr e variables mediate all external influences such as demographics, ward t e target behavior, and personality traits. Using this theory, engine nts at a large land-grant university from 1997 to 2000 were asked to respond to 19 questions relating to influences upon them to major in engineering. Specific questions addressed in the study were: (1) students' attitude toward engineering, (2) students' perception of others to support their choice (social norm influences), and (3) similarities and differences of African Americans and women.

The total sample was 2297 students enrolled in the pre-engineering program between the years of 1997 to 2000. Of these students, 78% were male (N = 1786) and 22% were female (N = 511). Additionally, 85% of the students were Caucasian (N = 1946), and 10% were African American (N = 221).

Factor analysis yielded four factors that explained 48% of the total variance. Two of the factors were attitude related, and two were social norm influences. Cronbach inter-item correlations ranged from .48 to .79. Using a MANOVA, a statistically significant effect was found for gender and race, but no significant interaction effects were observed. SEM was then used to test the theoretical proposition.

Findings highlighted that choice of major was more than merely a matter of personal or individual preference. Sociological and psychological factors were also quite relevant. The results have implications for recruiters and professionals in understanding student choice of major.

**An Examination of the Relationship Between Learning Style and Technology Use**

Wendy L. Jordanov, The University of Memphis

In today's ever-changing technological world, students are faced with many challenges and opportunities. It is important for educators to facilitate and encourage student growth and development in the technological realm. One way to assist students is to know if and how they are adapting their learning styles to technological environments. Knowledge of the relationship between learning style in general and learning style while using the computer may better prepare teachers and students for more efficient, successful learning in the current age of technology. The stability of learning style is another valuable key to understanding student preferences over both the short term and the long term.

The purpose of this study was to explore the relationship between students' learning styles and Internet use in a college course in which technology was infused through the use of an interactive course website, on-line substantive course material, and use of on-line discussion rooms. Variables of gender and ethnicity were also examined. The setting was a large multi-section undergraduate education course on lifespan human development. All students were trained in the use of campus technology resources. Specific assignments requiring use of the on-line material were made and comprised a percentage of students' grades.

Students (N = 134) completed Kolb's Learning Style Inventory, Steitz's technology survey, an Internet-Focused Style Inventory. T-tests that compared general learning style to style while using the Internet showed a significant difference ($p < .001$). Students indicated that when they use the Internet, they are significantly more active than when they are learning in general. T-tests that compared pre- and post-learning style preferences indicated students' learning style preferences did not change across the semester. Chi-square tests showed no significant differences between learning style and gender or ethnicity.

**10:30 a.m. - 11:20 a.m.**

**Session 11.1 TEACHER EDUCATION Salon A**

**Chair:** Cynthia M. Gettys, The University of Tennessee at Chattanooga

**An Analysis of Elementary Preservice Teacher Attitudes Toward Two Different Methods Course Formats**

Ava F. Pugh, Fred H. Groves, and Jerrilene Washington, University of Louisiana at Monroe

The Louisiana Blue Ribbon Commision on Teacher Quality recently created sweeping changes to the state's requirements for teacher education programs. Because of these new state regulations, the number of courses in an elementary education methods "block" was reduced from four to two courses for the fall 2000/spring 2001 academic year. Because these courses were collapsed, the potential loss of in-depth instruction became a concern. These new methods courses decreased on-campus instructional time. However, they increased time in on-site field experiences. Therefore, the purpose of this study was to ascertain the differences in the opinions of preservice teachers concerning the effectiveness of these new methods classes compared to the previous ones.

Students anonymously completed a 31-item questionnaire each semester after they received their grades at the conclusion of the course block. For this particular study, only those questions pertaining to the students' sense of having been well prepared for four content areas (science, math, social studies, and language arts) were analyzed. A total of 144 students participated from fall 1999 through spring 2001. The means and standard deviations were determined for each question and for each semester, and t-tests were conducted to compare data on the two different formats.

A number of differences in attitudes were found. During one middle semester (fall, 2000), student attitudes dropped significantly. However, comparisons of the other semesters revealed an overall improvement in attitudes, thought to be because of the increase in field experience time provided by the new two-course format.

**The Planning Process for Preservice Teachers: Do Lesson Plans Evolve from Objectives or Does the Lesson Plan Determine the Objectives?**

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

The purpose of this study was to determine the thought processes and steps of lesson planning by preservice elementary education majors. The sample consisted of 175 students during a fall semester.

Because of the time necessary to write out instructional objectives, students often resist by stating, "I don't see why we have to do this." Yet, an important component of lesson planning is the development of instructional objectives. Educators teach students to write objectives first and then develop ideas for the lesson plan. This research centered on the thought processes of students to determine if they developed objectives first or if they began with a general idea followed by objectives.

A questionnaire was developed to gather appropriate data. It consisted of questions designed to determine how the preservice teacher viewed the lesson planning process and focused on lesson plan ideas, lesson objectives, and other components of the lesson plan. Background information was also collected for students to determine their year in the education program and to determine teaching methods courses completed. A cross-case analysis was used to determine the results.

The findings indicated that the majority of students began with an idea for the lesson plan and then developed the instructional objectives to implement the lesson. The findings also indicated differences in thought processes relating to their education year in the program.

Seniors stated that they felt more comfortable developing the objective first than they did the previous year as juniors. An implication for future teachers was that the more experience they have in developing lesson plans, the more comfortable they will feel about developing objectives first.

**Using Written Reflection to Identify Preservice Teachers' Active−Instructional Knowledge During Mathematics Mentoring**

James D. Johnston, Harding University

The purpose of this study was to identify and analyze preservice teachers' weekly written reflections during a seven-week mathematics mentoring experience titled, Community Mathematics (a Toyota TIME grant).

Community Mathematics is a project that allows volunteers to assist fifth-grade students in developing appreciation of "real" mathematics. Mentors advised teams of four to six students for a 30-minute, weekly

session.

The data for this research report originated from written comments (1,000+) collected from 30 college students in a Science/Math Integration methods course. The principal researcher was the professor of the course. Preservice teachers reflected on weekly mentoring episodes by completing the After-Mentoring Reflection Form (AMRF). Reflections on questions that revealed how well mentors thought the session went and what was applicable to future teaching became the focus of this paper.

Prospective teachers made statements regarding instructional practice, instructional strategies, student participation, student motivation, and collegiality. The changing nature of prospective teachers' beliefs and attitudes toward mathematics instruction, group work, and teaching in general also emerged. Seventy-eight percent of the 117 statements of what went "differently" in the session concerned classroom-techniques. Thirty-six percent of the 120 statements about what was learned and applicable to future teaching centered on student success rather than classroom techniques (22%).

The study suggested that a formal reflection instrument is useful in identifying and tracking prospective teachers changing pedagogical and epistemological perceptions during field experiences. An additional supposition of this study recognized that identifying "active" instructional belief is a first step in developing field experiences that confront the theory-laden instructional beliefs held by preservice teachers. The AMRF provided evidence that field experiences can confront preconceived notions about teaching and learning leading to better educators.

**Session 11.2 HIGHER EDUCATION Salon B**

**Chair:** Gail Snipes, Jackson State University

**Assessing Performance Outcomes in Comprehensive Examinations for Graduates in Educational Leadership Programs**

Jerry Brooksher Gee, Nicholls State University

Professors in Educational Leadership programs have in the past utilized performance based outcomes as a partial means of assessing degrees to which graduate students have reached pre–set standards and objectives. Additionally, a significant number of accreditating agencies and state boards of education are moving toward performance based assessment. Difficulty exists in constructing master's degree comprehensive examinations that reflect performance rather than traditional content forms of assessment: "What the candidate should be able to do" rather than "What the candidate should know" concerning educational leadership.

The purpose of this study was: (1) to compare graduate candidates enrolled in an Educational Leadership program, taking written comprehensive content-based examinations with graduate candidates taking performance based examinations, with and without computers, and (2) to reflect on the strengths and weaknesses found in the implementation of each.

The methodology in this study involved perceptions of 33 graduation

candidates enrolled in a master's degree educational leadership program during the 2000 spring, summer, and fall sessions, and the 2001 spring semester. Twenty–one candidates were administered examinations of traditional content format, and 12 candidates were assessed using a performance-based comprehensive examination. Of the 12 performances-based examinees, six used computers.

The results of the study revealed that apparently little difficulty existed in problem solving within an administrative framework. Standards and performance objectives relating to educational leadership were effectively evidenced using prioritizing simulations and analysis of case studies and by posing situations as examples at the synthesis level. Changes in the format of the comprehensive examination, in addition to the utilization of computers in administrating the examinations, also appeared to facilitate the process.

**GRE Scores as Predictors of Students' Performance in Selected Graduate Education Courses**

Jesus Tanguma, University of Houston at Clear Lake

A number of studies have examined the predictive validity of the Graduate Record Examination (GRE) for students' performance across several settings (e.g., master's programs in psychology or education). In most studies, the criterion variable being examined has been the students' cumulative graduate grade point average. However, although less frequently, other criterion variables examined include grades in specific courses, grades in comprehensive examinations, time to complete master's degree, graduation versus nongraduation, and faculty ratings of interpersonal skills.

The purpose of this study was to examine the predictive validity of the Graduate Record Examination (GRE) for performance in a statistics and measurement course. The study reviewed results and methods from previous research regarding the predictive validity of the GRE-verbal, GRE-quantitative, and GRE-total scores, as well as undergraduate grade point average (UGPA) scores regarding performance in a statistics and measurement class. The criterion variable was the grade obtained in the statistics and measurement class (Grade). The subjects for the study were master's-level students from an upper-level university in the southeastern Texas area.

The means and standard deviations for each predictor and criterion variable were presented. Additionally, Pearson product moment correlation coefficients between each predictor variable and the criterion variable were also presented. As evidenced in the table of correlations, the grade obtained in the class was statistically significantly correlated with GRE-quantitative ($p < 0.05$), as well as with GRE-total ($p < 0.01$), but was not statistically significantly correlated with GRE-verbal ($p = 0.050$) or undergraduate GPA ($p > 0.05$).

**The University Writing Requirement – A Study of the Reliability of Scores**

Qaisar Sultana, Eastern Kentucky University

The capstone of the Kentucky Educational Reform Act, 1990, is its comprehensive accountability system. The Writing Portfolio in grades four, eight, and 12 is a major component of this accountability system. The Writing Portfolio was expected to improve the writing skills of Kentucky's high school graduates. The university professors are, however, noticing deterioration in the writing skills of their students.

A study was conducted to compare the pre-and post-KERA students' scores on the University Writing Requirement (UWR), mandated of all undergraduate degree students at this university upon completion of 60 credit hours. The study was presented at the MSERA conference in 2000. This proposal was a sequel of the study. This study examined the reliability of scores given to students' essays by the UWR readers. Fifty essays from 1989 and 1997 each, randomly selected, were scored by UWR readers in 2000. Scores given by the UWR readers in1989 and 1997 were compared with the scores given to the same essays by the UWR readers in 2000.

A Pearson coefficient of correlation of .49 and .78, respectively, was found on the 1989 and 1997 UWR scores. Because the correlation for each group of essays was low, further statistical analyses were performed. The mean scores given by the UWR readers in 2000 were slightly higher for both groups, 1989 and 1997. Group means were computed and subjected to t tests. No significant differences were found.

It was concluded that the correlation of scores given by the UWR scorers has dropped with the passage of time, .78 between 1997 and 2000 and .49 between 1989 and 2000. Though not significant, there was some inflation in scores assigned by the UWR readers in 2000.

**Session 11.3 ADMINISTRATION Salon C**

**Chair:** Douglas E. Masini, East Tennessee State University

**Educating Language−Minority Students: Guidelines for Administrators**

Michael S. Mills, University of Arkansas at Little Rock

Language-minority student enrollment has increased at a dramatic rate in the United States, significantly outpacing total K-12 enrollment. This increasing number is significant because the language barrier of these children is exacerbating the inequities of their education. Unfortunately, no certainty exists about what an effective and meaningful education should be for language-minority students, and no clarity has existed in language education policy in public schools in the United States.

The purpose of the study was to trace the history of language policy in the United States and to explore related federal litigation. The study identified legislative and case law trends within the context of language-minority education, including bilingual and English-only education, and subsequently extracted principles for school administrators and education policymakers. A major piece of the research methodology was the longitudinal case analysis method presented by Statsky and Wernet (1995), who stated that a case analysis not only determines the relevancy but also the applicability of a legal

case to issues of interest. The case analysis method was used to make a determination of language-minority education policy trends and the education rights of language-minority students.

Cases were organized by decade and federal court district, from which 17 principles were gleaned from 31 federal cases and various federal statutes and regulations related to language-minority education in the public schools. These principles have been designed to guide educational administrators and policymakers in areas related to language-minority education.

**The Perceptions of Administrators and Teachers About the Effectiveness of Character Education**

Lelon Davidson and Laura Stokes, University of North Alabama

The purpose of this study was to analyze the effectiveness of character education based on the perceptions of administrators and teachers in selected elementary, middle, and high schools.

Character education has grown out of the public's concern over the disturbing trends in youth conduct. Since November 1, 1995, Alabama schools must teach character education. However, little research has existed to determine the effectiveness of this program. This study provided insight into educators' perceptions of character education's effectiveness.

The data were collected in May 2001. The sample included nine elementary administrators, seven middle school administrators, and 33 high school administrators. A total of 210 teachers were in the sample: 73 from elementary, 33 from middle, and 104 from high school level. The data collection instrument included four descriptive questions and 12 items arranged on a five–point Likert scale.

The data were then analyzed to determine the mean of each item on the Likert scale to ascertain administrators' and teachers' perceptions of the effectiveness of character education. ANOVAs were conducted to test for possible relationships between the descriptive data and the Likert-scale items. To determine if differences of perceptions existed between high school administrators and elementary administrators and high school teachers and elementary teachers, t tests were used.

The level of school did not seem to affect the perceptions of administrators or teachers about the effectiveness of character education. No significant difference existed between the perceptions of high school educators and educators in elementary school. The content area seemed to be the most important variable. In all cases, the "business/vocational" group was the most positive, followed by the "academic required" group, then the "academic elective" group. The three groups were significantly different on seven questions and on the overall instrument.

**Action Research in Supervision 7304: A Mentoring Approach to New Teachers**

Jo Sykes Chesser, University of Arkansas at Little Rock

A call for 2000 additional teachers in Arkansas to fill teaching positions for the school year 2001-2002 brought concern for the number of new teachers that would be entering the teaching profession. Because statistics have indicated that numerous teachers leave the teaching profession within five years, mentoring for new teachers was more urgent than ever. Action research in a university classroom for educational supervision provided graduate students an opportunity to pilot test and critique a new instrument for the principal/supervisor to quickly check essential skills in novice teachers so that mentors had a place to begin collaborative efforts to develop and strengthen teacher behavior.

The EDAS 7304 course, Supervision of the Learning Services, focused on recording and coding the verbal data in a teaching situation in order to learn formative evaluation and recommendations skills. Groups of four to five graduate students recorded and analyzed another class member's teaching lesson using both qualitative and quantitative methods. Differences in the analysis and interpretations of the same lesson caused the instructor to apply action research methods for the remainder of the semester. The end result was an instrument that provided agreement between class members about teacher strengths and weaknesses in two areas that research has indicated are vital to student achievement: (1) questioning types and (2) student verbal reinforcement. Through the cooperation of a nearby teacher and her classroom, a 15-minute lesson was videotaped and the final examination used the new instrument that was titled “A Supervisor's Quick Check of New Teacher Instructional Behavior.” The findings of the class agreement on the use of this instrument were presented, as well as the literature review findings that preceded and continued to support the value of this approach.

**Session 11.4 MULTIPLE COMPARISONS OF MEANS IN THE ANOVA CONTEXT (Training, 1 hour) Palisades**

Ernest A. Rakow and Gregory Ginn, The University of Memphis

The purpose of this training session was to teach the similarities and differences among the various approaches for performing multiple comparisons of means in the context of one factor analysis of variance. Multiple comparison procedures were illustrated for all pairwise comparison, multiple step-down procedures, and general comparison procedures. Following the definition of multiple comparisons, the relevant types of error rates were discussed and compared. Tables were created to illustrate the relationships among the types of error rates. The t, F, and range statistics were compared as used for testing the statistical significance of differences between means (and applied in a confidence interval approach). The relevant definitions of standard errors of the mean were examined. Examples of means and variances from research studies were used to make comparisons of various approaches that include orthogonal contrasts, Tukey's honestly significant differences, Dunn/Bonferroni test, Scheffe test, and most others calculated in SPSS. The similarities and differences between each approach were discussed. Doing analyses during the workshop by using excel and/or SPSS illustrated the impacts of changes in the example data. Participants

were encouraged to suggest modifications in the data to compare the effect on the various procedures.

**Session 11.5 SELF PERCEPTION / GENDER ISSUES Riverside East**

**Chair:** Anthony J. Guarino, Auburn University

**Emotional Intelligence: The Effect of Gender, GPA, and Ethnicity**

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

The effects of gender, GPA, and ethnicity l intelligence were exami ed by use of an inventory called the Emotion ence Inventory Revised. T e inventory was completed by 319 students (162 b girls) at a college-prep aratory bilingual school in Mexico City, and data were analyzed using a multivariate factorial model with four factors of Emotional Intelligence as dependent variables (empathy, utilization of feelings, handling relationships, and self-control). Multivariate analysis was performed.

There was an overall significant main effect of gender and a significant two-way interaction of gender*gpa. The gender*gpa interaction was disordinal and, therefore, the significant main effect was not further analyzed. The interaction was found to be significant in Handling Relationships and self-control. In Handling Relationships, GPA levels influenced male students. Male students in the 3.00-3.49 range scored lower than all other male students with GPA greater than 2.00. In self-control, GPA levels influenced female students. Female students with a GPA of 3.5-4.0 scored significantly higher than all other female students with GPA below 3.00.

**How Well Do Non-Cognitive Indicators Predict Academic Performance?**

Monica Zozone and Gary W. Ritter, University of Arkansas

One of the primary problems facing those evaluating the effectiveness of interventions in schools is that of choosing appropriate outcome measures. Often, program operators in schools hear positive feedback from program participants. Based on such anecdotal evidence, program operators may believe that their programs are having the intended positive impacts on children. For example, in a 1998-99 study of a university/community partnership that placed nearly 400 college-age tutors in public elementary schools, teachers and program operators were convinced that the program was having the intended impact on children. However, in the discussions involving the design of the evaluation (in which the evaluators and the program staff collaborated), key program stakeholders voiced deep concerns that the program benefits would not be captured in an evaluation utilizing such measurable outcomes as grades and standardized test scores. As one teacher put it, "Yes, I believe positive changes are occurring for the tutored children. Will these changes show up in the test scores? I don't think so."

As a result of these concerns, the evaluation team chose to include

several "non-cognitive" outcome measures related to student motivation and self-esteem. The rationale was that the variables measuring these non-cognitive traits were intervening variables. Changes in these would likely lead to changes in academic performance in the future.

Now that the evaluation of the program has been completed, academic data from the 1999-2000 school year and data on these "non-cognitive" traits from the prior year (1998-99) have been established. Thus, using the dataset of 396 elementary school students in a large urban public school system, this paper addressed the research question: Do high levels of student motivation and self-esteem (as measured by established scales) lead to high academic performance in future years?

**A Comparison of Self Perceptions of Self Esteem, Verbal Ability, and Mathematical Ability Among Seventh-Grade Males and Females in Single Sex and Coed Settings**

Kathleen Campbell, Academy of the Sacred Heart (New Orleans); Lisa Taylor, Mississippi State University; and Elizabeth Cerise LaForge, University of New Orleans

Building self-esteem is important for both males and females in bolstering concepts about self and peers, as well as academic subjects such as English and mathematics. Because schools play a major role in developing and maintaining students' self-esteem concepts, many studies have centered on which environments contribute to more positive self-concepts. Gender research over the last two decades suggests that females flourish in single-sex classrooms because the teaching styles in all female settings tend to accommodate the learning styles of females, thus avoiding the gender-biased (toward males) teacher behaviors in coed settings. Recent studies seem to suggest that males in single-sex classrooms may also have higher self–concepts than do their male peers in coed settings. The purpose of the present study was to determine whether single-sex environments contribute to more positive attitudes toward self–esteem and verbal and mathematical abilities in males and/or females.

This study compared the self-concept of seventh-grade females enrolled in a private girls' school and seventh-grade males enrolled in a private boys' school with seventh-grade males and females enrolled in a private, coeducational. Subjects completed a self-concept inventory, and their responses on the domains of general self-esteem, verbal ability, and mathematical ability were analyzed, using a multivariate analysis of variance, to determine whether classroom setting was a significant factor in explaining the differences in the three domains among the various groups.

A discussion of the results included generalizations concerning the philosophical differences between single-sex and coed schools, as well as pedagogical classroom practices.

**11:30 a.m. - 12:20 p.m.**

**Session 12.1 COUNSELING Salon A**

**Chair:** William F. Brescia, University of Arkansas

**Principal and Counselor Perceptions of the Role of High School Counselor**

Dennis C. Zuelke, J. Gordon Nelson, and Janell D. Wilson, Jacksonville State University

The purpose of this study was to determine the extent of agreement between Alabama principals and counselors in 2000 on the role of the high school counselor. Considerable literature exists on the preceived role of the guidance counselor in K-12 public schools (Mason, Dyal, and Meadows, 1999; Grunner, Pelletier, and Williams, 1994; Hardesty and Dillard, 1994; Poidevant, 1991; and Miller, 1988). Less literature concerns the comparative perceptions of principals and counselors on the role of high school guidance counselors (McDowell, 1995; Frank, 1986; Bonebrake and Borgers, 1984; and Mott, 1973).

The survey instrument included 36 Likert-type response statements based on the Alabama state position description for guidance counselors. Cronbach's Alpha reliabilities were above .85 for the instrument. A total of 206 high school counselors and 79 high school principals returned usable responses. A one-way analysis of variance was utilized to determine significant differences in perceptions for 11 of the response statements. The principals' mean score was higher than the counselors' mean score for six of those statements. Except for two of the 36 statements, common agreement existed among the respondents that counselors performed the identified tasks sometimes or often. Significant differences involved the extent to which tasks were accomplished sometimes or often. Principals perceived that counselors did more to improve classroom teaching and learning directly, provided more individual career counseling, and attended more professional conferences and workshops than counselors perceived that they did.

The findings showed that respondents confirmed the accuracy of the state's position description and indicated congruence between the perceptions of principals and counselors on the various role tasks of the high school guidance counselor. The findings also indicated more principal and counselor agreement on the number of role tasks high school counselors performed than in the previous literature.

**Counselor Education and Student Spirituality: Current Status and Future Directions**

Ann D. Chapman, Eastern Kentucky University

ASERVIC, a division of the American Counseling Association concerned with values and religion, has developed national standards regarding the role of spirituality in counseling and counselor education. For many counselor educators, especially those in public institutions, spirituality has not been considered an appropriate academic topic. However, it is now essential to begin to think about the impact that ASERVIC's initiative in the area of spirituality could have on counseling programs.

In this study, student descriptions of their personal spirituality were analyzed for religiosity versus spirituality and for wellness versus

dysfunction. The results of this content analysis and a review of related literature were used to develop implications for counselor education.

Data for this study were collected from 70 graduate students enrolled in counseling classes at a regional public university. Students in two sections of a Mental Health and Personal Adjustment course and one section of a Counseling Diverse Populations course were asked to "Write a detailed paragraph describing your personal spirituality." A content analysis of the students' paragraphs based on Westgate's research–based descriptions (1996) of religiosity (focus on behaviors), spirituality (focus on understanding), spiritual wellness (focus on meaning, intrinsic, transcendent, or community), and spiritual dysfunction (focus on extrinsic or punishment) was performed.

The results indicated that a majority of the students' paragraphs had a focus on spirituality and on spiritual wellness. However, almost one–third of the paragraphs focused entirely on religiosity and over 15% revealed a lack of spiritual wellness. Approximately 10% of the paragraphs indicated that the students did not recognize their spirituality because it lacked traditional religiosity. The result of this content analysis was integrated with information from a review of related literature. The resulting seven programmatic implications for counselor education were discussed.

**Assessing the Multidimensionality of a "Unidimensional" Scale: The Problems and Potentials of the Need for Closure Scale for Educational Research**

H. Michael Crowson, The University of Alabama

Research on epistemic motivation within the social psychological literature has consistently demonstrated the role dispositional need for closure (Webster & Kruglanski, 1994) plays in the knowledge acquisition process and the construction of social judgments. This construct specifically refers to a personality-based, non-directional motivation to acquire quick, simple, and certain answers to problems and to experience ambiguous circumstances as being distasteful and something to be avoided. Thus, this construct holds particular relevance for the hypothesis-generation and testing processes associated with knowledge construction activity. Interestingly, despite its obvious relevance to the learning process in general, this construct has not been utilized within educational research. One function of this paper was to introduce this concept to the education literature.

Secondly, although research on need for closure has demonstrated reliable individual differences on this factor using Kruglanski's Need for Closure Scale, Neuberg et al. (1997) have raised serious questions regarding the dimensionality of the scale. Specifically, the Need for Closure Scale has been challenged on the grounds that it is a multidimensional measure that diverges from Kruglanski's original conception of the need for closure construct. The second purpose of this paper was to provide research that supports Neuberg et al.'s (1997) assertion while also suggesting how the scale may still be profitably used in educational research. The author reported findings from exploratory and confirmatory factor-analytic procedures utilized to explore the scale's properties directly followed by data on its relationship to several other measures used in educational research.

**Session 12.2 MATHEMATICS EDUCATION Salon C**

**Chair:** Julie A. Holmes, Louisiana Tech University

## A Review of Van Hiele Constructs and a Parsimonious Model for Geometric Thought

Robert M. Capraro, Texas A&M University

All too often measurement instruments are accepted for educational purposes with little or no review of the instrumentation and may become prominent with little or no statistical exploration after a few authors publish results. This is in sharp contrast to instruments used in counseling and psychology where there is often detailed and in-depth exploration.

The Van Hieles proposed the five levels of hought (Visual, Analysis, Informal Deduction, Deduction, and Rigor) in 1959 that were accepted in the United States around the 1970s where it is the prominent factor influencing our geometry curriculum (Hoffer & Hoffer, 1992). Carroll developed an instrument to quantitatively determine Van Hiele levels (0-2). The levels describe the thinking process that one is using and not the knowledge one possesses. Therefore, the levels describe how one thinks and one's ideas in geometric contexts. As one progresses from one level to the next, a greater capacity for geometry content knowledge is possible. The importance of the instrument for educators is that its results can assist in lesson planning and developing a scope and sequence to provide developmentally appropriate activities. To date no additional literature has reported internal consistency or theoretical constructs that underlie the instrument.

The purpose of this paper was to assist in providing additional analyses of the van Hiele Levels Test by Carroll (1998). Preliminary results from 297 sixth-grade students resulted in an overall coefficient alpha of .74. An additional 90 sixth-grade students participated in a fall administration (September 2001) to complete the confirmatory factor analysis. Carroll (1998) identified the instrument as having three levels or factors that varied according to predetermined theoretical research by the Van Hieles (1959). Preliminary results indicated more than three factors that were supported by qualitative interviews and exploratory factor analysis (EFA). A more parsimonious model was suggested.

## Construct Validation and a More Parsimonious Mathematics Beliefs Scales

Mary Margaret Capraro, Texas A&M University

Beliefs are the bedrock and cornerstone at the heart of our actions (Corey, 1937). These beliefs are the best indicators of the decisions individuals make throughout their lives (Dewey, 1933). Teacher beliefs are instrumental in defining teacher pedagogical and content tasks and for processing information relevant to those tasks (Nespor, 1987). Beliefs are mental representations of reality that guide thought and behavior (Parajares, 1992) and are implicit in teacher discourse, teacher objectives, and teacher practices.

In the Principles and Standards for School Mathematics (2000), the National Council of Teachers of Mathematics state in their "Teaching Principle" that "Effective teachers realize that the decisions they make shape students' mathematical dispositions and can create a rich setting for learning" (NCTM, 2000, p.18).

For the purposes of this study, a Likert-type instrument, entitled Mathematical Beliefs Scales (Fennema, Carpenter, & Loef 1990), was used to measure the mathematical beliefs of teachers. Originally, the researchers designed the instrument to measure three subscales: (1) the beliefs of teachers about how children learn mathematics, (2) about how mathematics should be taught, and (3) about the relationship between learning and concepts and procedures. After administering the Beliefs Scales to 123 inservice teachers and 58 preservice teachers, a factor analysis was performed to re-examine patterns in the data set to determine what the instrument actually measured. Preliminary results of this analysis led to not only a determination of the factors measured by the instrument but to reducing the original 48 items to a modified Revised Scale that would be a more user-friendly version of the Mathematical Beliefs Scales.

**The Improvement of Spatial Visualization: A Case Study**

Rebecca R. Robichaux, Southeastern Louisiana University

The participation in spatial visualization activities during the elementary/middle school years has been shown to be a predictor of strong visualization skills of undergraduates majoring in architecture, mathematics, mathematics education, and mechanical engineering. Such visualization skills have been linked with success in those respective careers. It has also been shown that educators tend to focus on those topics within their disciplines in which they themselves are strong. Thus, if elementary/middle school students are to be provided with meaningful spatial visualization experiences, then their teachers should have strong spatial visualization skills or at least be aware of their own spatial visualization ability.

This qualitative study examined the spatial visualization ability of a senior, undergraduate elementary education major interested in teaching middle school geometry. The purposes of this case study were: (1) to gain a better understanding of the thought processes that occur as one engages in spatial visualization activities and (2) to improve the spatial visualization of the participant.

Data were collected through the use of pre- and post-tests, a background questionnaire, 10 audiotaped sessions during which spatial visualization activities were completed, and a final questionnaire regarding the benefits of the study from the participant's perspective. The case study methodology focused on two components: (1) the development of spatial visualization ability and (2) the use of these spatial visualization activities in teaching middle school mathematics. From the analysis of the data, themes within each of the two above components emerged. With respect to one such theme, "the use of the word 'see.'" The participant tended to describe her thought processes in terms of what she "saw" in her mind. All themes and the implications of the findings with respect to developing the spatial

visualization skills of undergraduates and the use of manipulatives in the mathematics classroom were discussed.

**Session 12.3 PROTOCOLS FOR DECISION MAKING: LEARNING TO MAKE DEFENSIBLE JUDGMENTS ABOUT VEXING REAL LIFE PROBLEMS (Training, 1 hour) Palisades**

**Trainers:** Vincent R. McGrath and Jack Blendinger, Mississippi State University

This session was concerned with how learners developed assumptions and concepts of justification from their experiences. The presenters centered on reflective thinking as a corollary to all learning. Emphasis was placed on identifying those thinking protocols typical of learners at various stages in their intellectual and emotional development. Current research has suggested that when educators recognize that the language of justification is framed by social and genetic forces and these positions vary little over time, then they could design practical lessons that match learner's structured views of the world and assist the learner to develop reasoned protocols for decision making. A synthesis of several judgment models was discussed. The presenters centered on the process by which educators have discovered how individuals learn to make defensible judgments about their vexing real-life problems.

Participants made applications based on several judgment models and developed strategies to stimulate thinking and promote safe learning climates for open discussion of difficult social problems that individuals encounter daily. Participants discussed the possibility for using reflective judgment interviews to identify how individuals use knowledge to justify their views of ill-structured problems, problems for which there are no right or wrong answers--some ethical and moral issues. Based on a dialogue, participants proposed at least one exercise by which they learned to wrestle with certainty and uncertainty in order to discover appropriate procedures for confronting and resolving perplexity. Democratic practices of negotiation and compromise for resolving problems were reviewed and discussed. When teachers revisit the recent psychological research on cognitive and moral stages of development, they become sensitive to certain invariant thinking constructs. With that recognition, teachers can begin to develop curricula, select text books, prepare lessons, and design evaluation instruments more appropriately matched to their students' lived realities.

Participants discussed the possible uses for thinking interview protocols by which learners revealed how they have perceived and attempted to solve ill-structured social dilemmas. They discussed the value of judgment models as common measures of thinking when compared to formal logical operations, post-formal reasoning, and critical-thinking practices. Presenters shared model responses from students to vexing problems to show how students typical of several developmental stages responded to open-ended questions and how they justified their responses. Participants have shared personal insights about creating a learning atmosphere conducive to thinking about both content and context of their experiences. Transparencies, worksheets, and posters/charts were used in the session.

**Session 12.4 DISPLAYS Riverside West and 2nd Floor Lobby**

**Interpersonal Reciprocity: A Quantifiable Construct**

Debra T. Breaux, Katherine Dooley, and Geraldine Smith-Mallette, Mississippi State University

Using an instrument created specifically to analyze both the supervisor and supervisee's perceptions of the social influence processes relative to their supervisory relationship, this study examined the constuct validity of The Supervision Relationship Survey, SRS, (Breaux, 2000), as a quantifiable method of measuring interpersonal reciprocity. The SRS is a multi-indicator, five-subscale, Likert measure, using summative-scale scoring in an attempt to reduce measurement error while maintaining a parsimonious representation of the multi-dimensional concepts of interpersonal reciprocity. Results from survey packets mailed to 135 CACREP universities were used to perform a confirmatory factor analysis (LISREL, statistical package used). These results, along with other psychometric properties of the SRS, were discussed.

Research has demonstrated the need to review all contextual variables influencing behaviors pertinent to devising strategies in supervision. Because individuals bring interpersonal characteristics, knowledge, abilities, and cultural values into supervisory relationships, individuals' unique characteristics help to establish its relational foundation. These reciprocal interactions are viewed within the context of social behaviors, social recognition, and social problem solving. Because the interpersonal nature of the supervisory relationship is influenced by, and influences, the interpersonal and social contexts for all parties involved, incorporating a social analysis into supervision could help both the supervisor and the supervisee clarify political dynamics that can promote, or adversely affect, the process of supervision. Carefully incorporating the concept of change over time as indicative of a measurable social influence continuum may allow empirical data within which to construct personalized developmental models for supervision.

**YAPP: Yet Another Power Program**

David T. Morse, Mississippi State University

Since Cohen published reviews of the power of published studies 40 years ago, the level of awareness of the educational research community of the issue of statistical power has increased, especially if the number of publications on the topic is any indication. However, even recent reviews suggest that researchers are frequently not using the concept of power in planning their study. Too small a sample size will yield an unacceptably high risk of a Type II error, whereas too large a sample size is wasteful of resources and can flag trivially small differences as statistically significant.

This presentation described a computer program written to accomplish three goals: (1) to compute power or sample size for a given scenario, (2) to provide such estimates with high accuracy, and (3) to provide such values for a wide variety of statistical tests. YAPP, available without cost, can solve for any of the following: (1) power, (2) sample size, (3) effect size, or (4) alpha (Type I risk) level, given the other values.

Comparisons of YAPP showed that it yielded estimates as accurate or

more accurate than other such programs, even commercially-available packages. Examples of its use were provided, with sample output. With a simple, free tool such as YAPP, researchers could quickly, easily, and accurately plan a study so as to have a suitable level of statistical power. YAPP may also be used as a teaching tool for statistics or research courses.

**Strategies and Resources to Recruit a Diverse Faculty**

Jane H. McHaney, University of Central Arkansas, and Victoria McLain, Kennesaw State University

While our nation's schools are becoming increasingly represented by a diverse student body, the majority of the teaching force is becoming increasingly white and non-diverse. If one third of a nation was minority by the year 2000, it is imperative that learners from these backgrounds receive the education needed to respect, understand, and accept diversity in order to continue to advance the democratic way of life for all of its citizens. Recruiting and retaining a diverse faculty and staff continues to be a challenge to most colleges and universities.

This display session shared successful strategies currently being implemented at two state universities in two southern states. Once faculty are employed it is critical that they receive support. Resources need to be available to support opportunities to expand scholarship, professional development, service, and teaching. This presentation described a mentoring plan for minority faculty, and a handout was provided that outlined other successful strategies and resources for recruiting and retaining a diverse faculty.

**From Eggs to Baby Birds: The Dean's Office Hatches into a Classroom**

Judy Hale McCrary and Sheila Anne Webb, Jacksonville State University

The purpose of this study was to determine the observational skills of a select group of four-year-olds. The sample consisted of 10 children from the child development center located on campus. Young children are curious to learn about their world. They need events to experience what they have learned and opportunity to record them. Using art is a way for children to represent their world. This research focused on the observational skills of a select group of children in an effort to determine what they knew about their world and what they considered important.

Two finches were placed in the dean’s office. After eggs were visible, a group of four-year-olds were invited to come into the dean’s office for a visit. They were encouraged to look into the birdcage and observe the parents and the eggs. After the visit, the children recorded their observations on paper. After the eggs hatched, the children were invited back into the dean’s office for a second visit. They were to observe the parents and the baby birds. Observations were recorded on paper. A cross-case analysis was used to determine the results.

The findings indicated that the drawings of the first and second visit were noticeably different. The artwork indicated that the children had learned pictorial images for birds. They had also observed more details within the birdcage. The children's observations included elements from the dean’s

office – an observation they had made without being prompted.

Art reflects what children have observed about their world. It is a way for them to symbolize information. An implication for teachers was that young children need opportunities to observe their world and teachers should be encouraged to broaden the role of art in the classroom.

**The Boys and Girls Club Campus Experience: A Service-Learning Effort**

Sean Forbes and Cynthia J. Reed, Auburn University, and Wanda Lewis and Salazek D. Spratling, Boys and Girls Clubs of Greater Lee County (Alabama)

In general, service–learning has been defined as "an experiential approach to education that involves students in a wide range of activities that are of benefit to others, and uses the experiences generated to advance the curricula goals" (Waterman, 1995, p. xi). Though providing students with practical experience is not a new idea to the educational community (Dewey, 1917), service–learning as a pedagogy enjoys increased popularity among college campuses (Whang & Forbes, 2001). Among the reasons, service–learning exposes students to the varying needs of our society and practical application of course material. As society becomes more and more inclusive, preservice teachers not exposed to the multiple realities of a diverse society are likely to enter the work force without the necessary skills to adequately educate their students (Myers & Pickeral, 1997; Wade, 1997).

In the past two years the local Boys and Girls clubs and a college of education at a land-grant university have developed a partnership built on the benefits of service-learning. As the work evolved, a campus experience was established for the members of the Boys and Girls Club. The program was designed to meet two ends: (1) provide preservice teachers the opportunity to develop their professional skills in a "real–world" setting and (2) provide relief for a club system that was operating at or above capacity. Meeting three days a week, the clubs' activities were largely university-student designed and implemented. A summary of the students' work and the children's reaction to the programs was presented.

The broader interest, however, was to outline the steps taken to secure a partnership of this kind from four, often unique, perspectives, in hopes of generating a discussion of the philosophical rationale for and benefits and potential pitfalls of community-based partnerships.

**Connecting With Our Past: A Walking Tour of a Civil War Cemetery**

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

The study examined the perspectives of 85 preservice elementary education majors to determine: (1) the extent historical objects relate to our lives and (2) the level of understanding about our community's roots.

Textbooks are important, and they provide basic information for students. Understanding how the material relates to students' daily lives can be a problem. By extending learning beyond the textbook, students can broaden their perspectives. One such technique is the exploration of historical objects. This research focused on a field trip to a historical cemetery and the perspectives of students.

A questionnaire was developed and administered prior to and upon the completion of the field trip in order to determine: (1) the extent historical objects relate to our lives and (2) the level of understanding about our community's roots. A guideline was provided with the information to be gathered from the cemetery. It included information about the name, gender, age, and occupation of the deceased. Students also completed a crayon rubbing of an interesting tombstone. Students were provided a self–guided map of the cemetery and progressed at their own speed. A cross–case analysis was used to determine the results.

The findings indicated that the majority of the students did not realize the significance of visiting an old cemetery until after the field trip, nor did they realize the wealth of information that could be obtained from the cemetery. Prior to the field trip students stated that a field trip would be beneficial to learning; however, they were not conclusive about the benefits of a trip to a cemetery. Upon completion of the trip, students maintained the importance of field trips and concluded that a trip to a cemetery offered new information not readily available in textbooks.

**Elementary Teachers Use of Multiple Comprehension Strategies**

Carolyn P. Casteel, University of South Alabama, and Bess A. Isom, University of Mobile

This study examined the reading comprehension strategies taught by elementary school teachers to determine: (1) which comprehension strategies teachers promoted in their teaching of comprehension, (2) what extent multiple comprehension processes (microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes) were represented within instructional practices, and (3) any differences in the comprehension processes emphasized by early childhood and intermediate grade teachers.

A model describing five types of comprehension processes was used as the underlying structure to develop a survey of 57 Likert-scale items. The survey was field-tested, and Cronbach's Alpha was applied, resulting in a coefficient of .93. Random cluster sampling was used to select four schools in different geographic regions, and all teachers in each school were surveyed. One hundred ninety-two surveys were distributed, and 141 or 74% were returned.

Data analysis included mean ratings for each item, process, and grade level, as well as composite scores by process and grade level. Differences between early childhood and intermediate teachers' ratings were analyzed by t tests with equal variances not assumed.

Results revealed that teachers incorporated strategy instruction to a reasonable degree, and they included strategies within the overlapping multiple comprehension processes with macroprocesses and metacognitive processes receiving the most emphasis. They gave less attention to elaborative processes related to higher order inference and evaluation. Intermediate teachers reported a significantly higher degree of strategy teaching than K-2 teachers. This finding is worthy of further research since reading strategy instruction can be adapted to emergent readers, and instruction on strategies

should take place throughout the early grades. The use of strategy instruction at all grade levels remains an issue for preservice and inservice education. This study provided useful preliminary information for analyzing how best to improve comprehension for students by looking at the practices of current teachers.

**Middle School Girls and Misconceptions in Physics Concepts**

Jan E. Downing, Eastern Kentucky University

A survey was administered to a group of middle school girls to identify misconceptions they might have about certain fundamental physics concepts. They then attended a mini-course that addressed amusement park physics. The participants spent a day at an amusement park where they recorded data and information of observations made while riding the various rides. After the visit to the amusement park, girls were surveyed once more to determine if the misconceptions had been altered. The participants attended a final session to address misconceptions.

This display provided examples of misconceptions middle school girls have about certain physics concepts and also provided physics lessons that could be used to teach middle school children in an amusement park environment. This research project was partially funded by the Mid-South Educational Research Association.

**Curriculum Change: Beliefs About Effects of an Integrated Science Curriculum on Students and on Teachers**

Barbara A. Salyer, University of South Alabama

For more than a decade, the science education and scientific communities have espoused scientific literacy as the overarching goal of science education for all students. In response, curriculum developers and publishers have produced curricula and textbooks that offer an integrated, rather than a separate disciplines' approach, to the sciences. How are these curricula and textbooks received by practitioners who must bring them to life in schools and classrooms?

This display presented the results of an interpretive was designed t explore and describe the beliefs and perspectives of teachers ators, and p licymakers about teaching an integrated science curriculum. Sæd inte views captured the multiplicity of perspectives within a single s ic that was in the process of piloting an integrated science curriculunticipants f nctioned in roles that spanned the districts' hierarchy from mid teachers to s uperintendents. Participants shared their beliefs and perceptions about the effects of the new curriculum on students and on science teachers. Interviews were analyzed to allow comparisons of beliefs both within each role group (teachers, principals, curriculum coordinator, and assistant superintendent), as well as across role groups. Data displays were used to present the descriptive data in an organized, compressed form.

Common beliefs about favorable impacts on students included the belief that students will learn more because they will be able to see how the sciences relate and the curriculum will seem more relevant. Among high school teachers, the belief that students would not have enough content

knowledge to succeed in college if they studied the integrated curriculum was a common perception of unfavorable effects. These and other results of the study have implications for the goal of scientific literacy and for states and districts involved in curriculum change.

**12:30 p.m. - 1:20 p.m.**

**Session 13.1 LEADERSHIP Salon A**

**Chair:** Beverly M. Klecker, Kentucky Department of Education

**Teacher Perceptions of Principals: A New Instrument**

Otis K. LoVette and Susie Watts, University of Louisiana at Monroe

Louisiana, like many states, is involved in major reform efforts to improve student achievement. Educators at all levels are being held accountable for student performance. The school principal, according to research on effective schools, is a key factor in improving student performance at the school level. Assessment methods for evaluating the performance of school administrators are needed to assist these educators in improving their leadership skills.

The purpose of this study was to pilot a survey instrument that was designed to assess the behaviors of school principals as perceived by teachers. Teachers from 12 schools (N=251) and the principals from each school (N=12) completed the instrument in the spring of 2001. All subjects were employed by one school system in northeastern Louisiana.

Data analysis compared the responses of the teachers at each school to the responses of the respective principals. Responses suggested perceived strengths and weaknesses in the principals' leadership behaviors and may identify areas for professional and personal growth. The internal reliability of the survey instrument was determined using Cronbach alpha, and six distinct clusters of items were identified by a factor analysis. The survey instrument was also subjected to a panel of faculty members to establish content validity.

**What Motivates Individuals to Become Leaders in Public Schools and Higher Education?**

Barbara N. Martin and Judy A. Johnson, Southwest Missouri State University, and Marsha Lay, Branson (Missouri) Public Schools

Research has documented career paths and the processes of administrative selection. Despite a large volume of theory and research, little work has been done towards furthering an understanding of what causes people to set personal goals (Phillips & Gully, 1997). The purpose of this descriptive study was to examine factors perceived to have influenced applicants to apply for leadership positions in public schools and in institutions of higher education. The research questions were as follows: (1) What factors affect a candidate's decision to apply for a leadership position? and (2) Are intrinsic or extrinsic motivators more influential in the candidates' decision to seek leadership?

Psychological-based explanations for personal goal establishment and eventual attainment have focused on a range of factors. Vasil (1996), in researching women's career development in academia, found that peoples' perception of confidence in their ability to perform successfully a given behavior provides an internal barrier or motivation to career choice and advancement. As personnel needs of school districts continue to increase, the ability to recruit, secure, and retain becomes difficult. The categorization of motivational factors within the two broad frameworks of intrinsic and extrinsic motivation factors was the focus of this study.

The population for this study consisted of educational leaders who had assumed their present position within the last five years. From this list of 150 administrative leaders a random sampling was done resulting in 71 superintendents/ principals and 25 professors.

Motivating factors identified by seven successful candidates and information from the literature were compiled to develop a survey. The factors identified in the survey instrument were classified as an intrinsic or extrinsic motivational attribute. The questions were disaggregated to represent perceived intrinsic and extrinsic attributes along with gender profiles in each motivational category and were reported in means and percentages.

On the basis of analysis the following findings were offered: (1) as perceived by the participants, male and female respondents rated personal satisfaction and ability to impact education numerically strongest, (2) male leaders and female leaders rated professional reputation as least important of the intrinsic factors, (3) the strongest identified motivating factor by female leaders was their perception that the skills they possess would benefit the hiring institution, (4) females placed higher value on interpersonal relationships in the form of mentors and on flexibility with schedules and use of personal time, (5) males placed a higher value on steps toward career goals and organizational structure of position, and (6) for all participants intrinsic factors were more motivating than extrinsic.

As a result of the conclusions of this descriptive study, four implications for educators responsible for recruiting, securing, and retaining quality administrative leaders were: (1) leaders seek environments that allow them to initiate change, (2) leaders seek tangible and intangible rewards, (3) leaders seek personally satisfying activities and are motivated by support of peers, and (4) gender differences exist among candidates.

**An Investigation of Variables That Influence Teacher Attraction for Principalship**

Rose M. Newton, The University of Alabama, and Jeanne Fiene, Western Kentucky. University

Recent proposals call for community leaders to redesign the principal's role in ways likely to increase the number of teachers willing to seek vacant positions. Such proposals are consistent with job attraction theory, which stipulates that employers faced with a critical shortage of applicants should alter the undesirable aspects of the job. To support efforts to retool the

principal's role, it was assessed whether salient features of the job and conditions of the workplace influence teacher attraction to principalship. All full-time professors teaching courses in education administration invited the students enrolled in their classes to complete a survey. The rationale for surveying this population was that many students enrolled in a program leading to principal certification do not seek principalship. Seventy percent (n = 139) of the students enrolled in these courses elected to participate.

The participating teachers: (1) completed a demographic data form, (2) used five-point Likert-type scales to indicate the degree to which salient job features (n = 6) and conditions of the workplace (n = 11) influenced their decision making about whether or not to become a principal, and (3) responded to three questions designed to assess their attraction to the position. To analyze the data, the teacher characteristics, teacher ratings of features of the job, and teacher ratings of conditions of the workplace were cast as the independent variables and the additive composite score of teacher responses to the three items were cast as the dependent variable in a hierarchical multiple regression analysis.

Teacher attraction to the job varied by gender with females rating principalship less favorably than males. Although features of the job itself enhanced teacher attraction for the principalship, conditions of the workplace mitigated that positive influence. The findings have practical implications for current efforts to redesign the principal's role.

**Session 13.2 A COMPARISON OF FOUR STATISTICAL ANALYSES: AN EVOLUTIONARY PERSPECTIVE (Symposium) Salon B**

**Organizer:** John Mark Trent, Southern Christian University

John Mark Trent, Southern Christian University, and Gerald Halpin and Anthony Guarino, Auburn University

This study assessed four different statistical analyses to compare and contrast the similarity of results. The four analyses were: (1) two aggregate variables from eight different measures that are correlated, (2) two aggregate variables correlated after measurement error is controlled, (3) a canonical correlation between five measures of the IV and three measures of the DV, and (4) a structural equation model assessing the relationship between one exogenous latent variable with five indicators with an endogenous latent variable with three indicators. The data set (n = 309) used in this post hoc study was randomly drawn from a larger data set (N = 1,741) collected in 1985 from the third, sixth, and ninth grades in two public school districts within the state of Alabama. Implications for student education, process of selecting proper analysis technique, clarity of interpretable results, and potential for publication were discussed.

Five independent variables representing Piagetian tasks that grouped 18 subtests into five areas (classification, conservation, imagery, proportional reasoning, and relations) were correlated with three dependent variables assessing academic performance in language, reading, and math. The research question stated that there was a significant multivariate relationship between cognitive developmental levels as measured by An Inventory of Piaget’s

Developmental Tasks (IPDT) and competency in reading, language, and mathematics as assessed by the Alabama Basic Competency Tests (BCT).

An aggregation of the five groupings of the IPDT created the first variable. An aggregation of the three scales of the BCT created the second variable. The correlation coefficient between the aggregation of the IPDT and the BCT was $r = .44$, $p < .001$.

Because measurement error attenuates the correlation between two variables, a formula was devised to adjust the coefficient for the measurement error. The observed correlation coefficient divided by the square root of the product between the Cronbach's alphas of the IPDT and the BCT scales produced an adjusted coefficient of $r = .518$, $p < .001$.

A canonical analysis was employed to identify the primary variables that related the two sets of variables represented by the IPDT and the BCT scales. One significant canonical root was extracted ($Rc = .539$, $p < .001$) that explained 29% of the variance in the DV (the BCT scales) as predicted by the IV (the IPDT).

Using AMOS 4.0 (Arbuckle, 1999), the relationship between the IPDT, a latent variable with five indicators (classification, conservation, imagery, proportional reasoning, and relations) and the BCT, a latent variable with three indicators (reading, language, and math), was examined. The structural model yielded acceptably high goodness of fit indices of .996 and .993 for the CFI and TLI, respectively. The RMSEA achieved a value of .074 indicating an acceptable fit of the model in relation to the degrees of freedom. All measured variables loaded on their respective factors significantly, $p < .01$. The latent variable IPDT (Factor 1) loaded on the latent variable BCT (Factor 2) significantly ($r = .51$, $p < .01$).

**Session 13.3 CHANGES IN THE APA PUBLICATION MANUAL: HOW THE NEW FIFTH EDITION WILL AFFECT RESEARCH REPORTING IN THE SOCIAL SCIENCES (Training, 1 hour) Salon D**

**Trainer:** Larry G. Daniel, University of North Florida

The recently released fifth edition of the Manual of the American P ychological Association (APA) includes numerous chwill affect the ways n which researchers in the social sciences reporttheir research. It is anticip ted that journals requiring APA styldopting the fifth edition guidelines over he next one to two years. s important that researchers in the social sciences b ecome acquainted with the new guidelines and begin incorporating these into their work. This paper summarized a variety of these changes and included a list of implications for researchers who desire to submit their work to journals requiring APA style.

Chief among the changes in the fifth edition are new guidelines governing the reporting of statistical results. Whereas the fourth edition of the Manual had included some suggestions for improving statistical reporting, the fifth edition includes strengthened language regarding the efficacy of reporting indices of effect size and strength of relationship in addition to the reporting of results of tests of statistical significance. Similarly, the Manual

now includes language strongly recommending the reporting of confidence intervals as a means for assessing the precision of statistical results.

The new edition of the Manual also includes expanded guidelines related to ethical research practices and general decorum in communication with editors. In addition, new information is provided related to dissemination of research in light of technological advances now available to researchers, including new guidelines for referencing on-line materials, formatting tables and figures, and submitting papers to electronic sources. These and other changes in the manual were summarized. Additionally, the paper presented several plausible scenarios in which researchers might find themselves as a means for illustrating how researchers should best conduct themselves as researchers in light of the new APA guidelines.

**Session 13.4 DISPLAYS Riverside West and 2nd Floor Lobby**

**Teacher Leadership: The Development of an Ed.S. Program for Teachers Seeking NBPTS Certification**

Russell F. West and Russell O. Mays, East Tennessee State University

The certification process developed by the National Board for Professional Teaching Standards (NBPTS) has grown over the past 10 years, so that it is now widely recognized as the premier national certification for accomplished teachers. NBPTS certification has highlighted the many leadership roles assumed by teachers in schools and has helped broaden the definition of what it means to be a "school leader." The certification process is quite rigorous, and many teachers who apply find themselves "on their own" as they begin to develop their NBPTS portfolios and prepare for the NBPTS assessment process. In recent years colleges and universities have begun to develop programs that assist teachers who are seeking NBPTS certification. While at some institutions, programs consist of informal seminars and workshops or more formal single courses, other institutions have elected to redesign graduate programs in ways that are consistent with or complementary to the NBPTS certification process.

The purpose of this display session was to describe the efforts to develop a new Educational Specialist (Ed.S.) Program in Teacher Leadership at East Tennessee State University. This program began in January 2001 and includes 10 teachers who are simultaneously pursuing the Ed.S. degree and NBPTS certification. The 31-hour program was developed by an advisory group of practicing teachers and administrators. Much of the program was designed around the NBPTS standards, and a significant portion of the program is facilitated by NBPTS-certified teachers. Cohort members are also paired with NBPTS-certified mentors during the portfolio development phase of the program.

Curriculum materials developed for this new NBPTS cohort program were provided, along with the results of interviews with cohort members in which they described the process through which they made the decision to: (1) participate in the NBPTS cohort program, and (2) apply.

**Poverty in the Classroom: A University/School Partnership for Teacher Empowerment**

Pamela A. Taylor, University of Southern Indiana

Children of poverty are at heightened risk of school failure. Today, both poor children and children of color are overrepresented among the lower achievers and those who drop out before completing high school. Many factors account for the school problems of poor children in addition to impeding their progress. Such factors include: (1) teachers' maintained lowered expectations, and (2) typically a mismatch between the cultural background of teachers and that of their charges exist, particularly when comparing the culture of poverty with the culture of teachers who are predominately white and middle-class.

Studies have shown that teachers need inservice training in multicultural education in order to acquire the skills and understanding to teach culturally different children. The research has also shown that one-shot courses and workshops are insufficient. The objectives and focus of these study sessions were to: (1) develop an understanding of how poverty impact children in the school setting, (2) examine teachers' perspectives of children in poverty and their families, (3) identify and evaluate specific strategies that will facilitate academic achievement, and (4) garner skills in curricular design that will accommodate different learning preferences and/or needs. Ultimately, it was expected that the teachers would be empowered with study habits and skills necessary to maintain their own professional inquiry.

This display session chronicled a university/school partnership. This collaborative partnership was intended to allow inservice teachers opportunities to interface with university faculty and preservice teachers in order to exchange ideas and maintain an articulation on the most current theories and strategies in education. This session further outlined the progression of the partnership agreement, acquisition of training and resource materials, and the development of teacher study groups for managing poverty in the classroom.

**A Comparison of Preservice Teachers' Knowledge and Use of Computer Applications in Their Teacher Preparation Program**

Lynda Frederick, Rebecca M. Giles, and Richard L. Daughenbaugh, University of South Alabama

A National Center for Education Statistics survey (Rowand, 2000) reported that 99% of full-time regular public school teachers had (NCES) access to computers or the Internet somewhere in their schools. Recent studies of preservice teachers have recommended a stronger computer technology component in teacher education programs (NCATE, 1997; Northrup & Little, 1996; Willis & Melinger, 1996). This study investigated preservice teachers' knowledge of computer applications and the use of these applications while completing required course work in a teacher preparation program. Participants were undergraduate students (n=100) seeking teacher certification who were currently enrolled in a microcomputing systems course. The Computer Applications Survey, developed by researchers to collect demographic data and information regarding computer applications, was used to collect data. Respondents rated each of the computer applications three times: (1) if the application was familiar (yes/no), (2) how frequently the application was used (often/seldom/never), and (3) if the application is

beneficial to individuals seeking teacher certification. Completion of the scale was completely voluntary and anonymous.

Frequency analysis was conducted on each of the separate applications to ascertain the percentage of responses for each of the three groups: (1) familiarity, (2) use, and (3) benefit. Data were analyzed using one-way analysis of variance to ascertain statistical significance between the three dependent variables and the five independent variables derived from the demographics (gender, age range, overall GPA, certification being sought, and ownership of a personal computer). The .05 level of significance was used for all analyses.

The conclusions drawn from this study provided valuable information for teacher educators regarding preservice teachers' level of knowledge and degree of use pertaining to the 12 identified computer applications. This information was beneficial to teacher educators in planning for the incorporation of technology in their teacher preparation programs.

**Trends in Preservice Teachers' Educational Beliefs**

Lynn C. Minor, Valdosta State University; Anthony J. Onwuegbuzie, Howard University; and Ann E. Witcher, University of Central Arkansas

This study examined trends in preservice teachers' educational beliefs over time. Participants were 84 preservice teachers enrolled in several introductory-level education classes for education majors at a southeastern university. These students were administered the Witcher-Travers Survey of Educational Beliefs (WTSEB) both on the first day of class and at the end of the one-semester course. The WTSEB contains two parts. Whereas the first part elicits demographic information (e.g., gender) from the respondents, the second section contains a 40-item Likert-type scale, with five possible responses ranging from strongly agree to strongly disagree. Low scores indicate greater proclivity toward transmissivism, high scores suggest a tendency toward progressivism, and mid-range scores indicate an eclectic philosophy.

Participants also were administered the Preservice Teachers' Perceptions of Characteristics of Effective Teachers Survey (PTPCETS). The PTPCETS asks participants to identify, rank, and define between three and six characteristics that they believe effective teachers possess or demonstrate. The PTPCETS was administered as a pretest only.

A paired-samples t-test revealed a statistically significant increase in WTSEB scores. The effect size associated with this increase was .29, suggesting a moderate increase. Specifically, by the end of the course, students, on average, demonstrated a more progressive orientation. A phenomenological analysis of the PTPCETS responses revealed the following seven themes emerging from the characteristics that the preservice teachers considered to reflect effective teaching: (1) student-centered, (2) effective classroom and behavior manager, (3) competent instructor, (4) ethical, (5) enthusiastic about teaching, (6) knowledgeable about subject, and (7) personable. A multiple regression analysis, using the posttest-pretest difference educational belief scores as the dependent variable, revealed that the ethical theme was a significant predictor of preservice teachers'

educational beliefs. Specifically, preservice teachers who believed that ethics was a foremost characteristic for teachers to possess tended to experience the greatest shift toward progressivism. Implications were discussed.

**Self-Created Mnemonics or Teacher-Selected Mnemonics...Which are More Effective?**

Julie A. Holmes, Louisiana Tech University/Lincoln Parish (Louisiana) Schools

Memory is the process of actively storing and receiving information. In a curriculum that highlights critical thinking skills, the importance of memorization could be forgotten. The knowledge base must be developed through memorization, and mnemonic instruction is one way to build this foundation of knowledge. The purpose of this action research study was to see if self-created mnemonics would help students at-risk and with learning disabilities retain more multiplication facts than those students who were given predetermined mnemonics by the researcher.

The participants were 32 third-grade students in a Louisiana Title I public school. A baseline pretest procedure was used to determine eight multiplication facts that were missed by the majority of the students. Students were then randomly drawn to participate in either Condition A (self-created mnemonics) or Condition B (pre-assigned mnemonics).

The preliminary stages of the intervention e Condition A students c eating their own rhyming words (pegwords) for the fac oducts of the facts to be used during the study. The Condition B studentd in an unrelated mat activity. Then, each group was given a setth which to practice. Condition A s tudent cards had the self-selected pegwords, while Condition B student cards had pegwords pre-selected by the researcher. Both groups practiced these cards for three days. In the next stage, the researcher created line drawings and sentences using the pegwords chosen by the Condition A students for the multiplication facts selected for the study. The Condition B students used sentences and drawings that were used by another researcher and were considered as pre-assigned. Students were given one week of practice sessions. Each group reviewed the flashcards five times per session. Statistical analysis revealed that, while both groups showed fewer errors on the posttest, no significant differences existed between the two conditions.

**Investigating the Success for All Reading Program**

Jack G. Blendinger, Mississippi State University, and Lauren Rabb Wells, University of West Alabama

Touted as a marketed solution for children's low reading performance, Success for All (SFA) is the only comprehensively packaged reading program on the market. Although its developers originally designed the program to benefit students who rank in the lowest 25% in reading achievement, it is presently being adopted and used in elementary schools throughout the south as the reading curriculum for all students in kindergarten through grade six.

This poster session presented a mixed-methods (qualitative and quantitative) research design to investigate the SFA program in action. The design was suitable for both experienced and novice researchers.

Field observation, emphasizing continuous-recording techniques, is carried out to determine if the SFA reading program is being implemented as advocated by its developers. Students' reading scores on standardized tests were collected at scheduled intervals and compared to scores made prior to the implementation of the program. Questionnaires were used to determine the attitudes of teachers, students, and parents toward the SFA reading program in particular and reading in general. Semi-structured interviews were conducted to identify what key informants say about the program. The interviewing process required asking a series of structured (closed-form) questions and then exploring the responses more extensively using open-form questions to obtain additional information. Involvement practices in school settings were positive. The research design in the form of a flowchart, and samples of instruments were given to participants visiting the display.

**Levels of Reading Comprehension and Reading Vocabulary Among Graduate Students**

Kathleen M.T. Collins, Saint Mary's University of Minnesota, and Anthony J. Onwuegbuzie, Howard University

Lack of reading skills is one of the greatest problems in postsecondary education. Unfortunately, unlike the case for primary and secondary schools, reading problems typically are not identified by either students or their teachers until students are far into their programs of study. This failure to diagnose reading difficulties early stems from the fact that reading is not routinely assessed at college; yet, ironically, outcomes from reading are evaluated continually throughout students' college lives.

Several researchers have found that reading ability predicts educational outcomes among undergraduate students. However, scant attention has been paid to the reading ability of graduate students. This inattention probably stems from the fact that many educators assume that this group of students, who represent the upper echelon of academic achievers, have adequate reading skills. Yet, recent research documented that graduate students are nearly 3.5 times more likely to report that they nearly always or always procrastinate on keeping up with weekly reading than are undergraduate students. Thus, it is clear that the reading skills of graduate students should not be taken for granted.

Consequently, the purpose of the present investigation was to examine graduate students' reading comprehension and reading vocabulary by comparing scores of graduate students on a standardized test of reading to scores obtained by a large normative sample of undergraduates. Participants were 59 graduate students enrolled in an educational research course at a southeastern university. They were administered the Nelson-Denny Reading Test (NDRT). Findings revealed that the graduate students had higher scores on the reading comprehension portion of the NDRT than did a normative sample of 5000 undergraduate students from 38 institutions (Cohen's d =.71). Similarly, the graduate students had higher scores on the reading vocabulary portion of the NDRT than did the normative sample (d = .45). Implications were discussed.

**Classification of Specific Learning Disabilities: A Comparison of Discrepancy Formulas**

John D. Hall and Amy C. Kallam, Arkansas State University; Susan Oldham, New Medico Health Care Group; and Ronald K. Bramlett, University of Central Arkansas

The defining characteristic of a specific learning disability (SLD) has been a significant discrepancy between a student's intelligence and achievement. A student classified with a specific learning disability typically presents with average to above average intelligence and below average achievement.

Both the simple difference and regression formulas have been used to determine the presence of a significant discrepancy. However, in recent years, many states have begun to employ the latter formula based on the belief that it is more valid.

The purpose of this study was to examine the classification agreement between the two formulas. Archival data were obtained from the special education folders of 94 students receiving SLD services from a school district in northeast Arkansas. The regression formula had previously been used with these students' to assist in determining eligibility.

Data analysis consisted of subjecting each student's test scores to the simple difference formula. Next, data were subjected to non-parametric statistical analysis, including kappa.

The results revealed little agreement between the regression and simple difference formulas in the determination of a severe discrepancy. The kappa coefficient was low (kappa = .18). Furthermore, the results showed that 27% of the students (n = 25) were identified as presenting with a severe discrepancy by the regression but not by the simple difference formula.

Although these findings were limited by a restricted sample and the use of two tests, they suggested that the adoption of a particular formula may significantly impact who was identified as presenting with a severe discrepancy. More specifically, the use of the regression formula may have actually contributed to an increase in the incidence of SLD. These findings supported the developing body of evidence that suggested a need for alternative methods of assessment.

**Jewels Of Wisdom: A Study of Perceptions of Discipline of Middle School Practicing Teachers, Middle School Preservice Teachers, High School Practicing Teachers, and High School Preservice Teachers**

Barbara N. Young and Barbara Milligan, Middle Tennessee State University

School discipline is viewed as a national concern that is becoming more serious by the day. Practicing teachers and preservice teacher education students are concerned with discipline-related problems in schools across the nation. Perceptions of discipline influence practicing teachers and preservice teachers in many different ways as they make decisions regarding career choices.

Because teaching depends on habits and behaviors resulting from deeply held ways of seeing, perceiving, and valuing, perceptions are very important. This study used the basis of "perceptions" to examine response data on perceptions of discipline from two main groups ("School") labeled Middle School Perceptions and High School Perceptions. These two main groups were then divided into two subgroups ("Status") labeled Preservice Teachers and Practicing Teachers, with overall combination groups being Middle School Preservice Teachers and Middle School Practicing Teachers, and High School Preservice Teachers and High School Practicing Teachers.

The interview questions and survey questions asked both specific and general questions regarding the perceptions of discipline held by preservice teachers and practicing teachers at the middle school and high school levels. The objectives of the survey were to ascertain the various perceptions with regard to "School" and "Status," and then to determine if these perceptions of discipline changed significantly according to "School" or "Status."

Analysis of respondents' perceptions was shared and incorporated within preservice classes, and knowledge of the differing perceptions of the school violence issue may provide the student teacher with a valuable perspective as he/she enters the field of education.

**School Safety-Observations and Perceptions by Gender: A Pilot Study**

Johan W. van der Jagt, University of West Alabama; Chhanda Ghose, Southern University - Baton Rouge; and Marion Madison, University of West Alabama

The purpose of this study was twofold. First, it investigated preservice and inservice teachers' observed and experienced violence at various educational levels. Second, the study determined by gender these individuals' knowledge and awareness of violence factors (e.g., types, causes, effects, and safety programs).

The subjects in this sample consisted of 26 university preservice and four inservice teachers in two sections of an introductory special education class at a small southeastern university. The preservice teachers consisted of elementary, secondary, and K-12 special education majors (eight males and 18 females, 58% Caucasian and 42% African American). The inservice teachers, including paraprofessionals, consisted of two males and two females (50% Caucasian and 50% African American). Subjects' ages ranged from less than 25 years to over 55 years.

A survey questionnaire was developed, validated, and administered. Participants indicated their school safety-violence observations and experiences from grade school through college/university and their agreement or disagreement to a minimum of 10 statements listed under five safety-violence factors.

The data were analyzed using SPSS/PC+ 7.5 descriptive and inferential statistical procedures. The independent variable was gender. The dependent variables included violence observed and experienced and perceptions about school safety-violence factors (e.g., awareness).

The results indicated that subjects had differences in violence

experienced in schools. The results also suggested that subjects had similar gender perceptions of school violence, but differences occurred in their perceptions of acts of school violence. Limitations and implications for future research and school-safety violence prevention programs were presented at the session.

**1:30 p.m. - 2:20 p.m.**

**Session 14.1 TECHNOLOGY Salon A**

**Chair:** Pamela A. Taylor, University of Southern Indiana

**An Evaluation of an On-line Graduate-Level Seminar Course**

James E. McLean, East Tennessee State University

All master of education students at a regional university are required to complete a one-credit-hour interdisciplinary seminar course that addresses current issues in education. Traditionally, the course has met on a regular schedule and the emphasis has been on a discussion format. The purpose of this paper was to describe the evaluation of moving this course to the Internet.

The evaluation method was qualitative, involving on of the course bef re and after going on-line and the perceptions of the stud separate on-line classes. The logistics involved in the change were also described. The on-line course was taught using BlackBoard, "a complete suite of enterprise software products and services that power a total ‘e-Education Infrastructure' for schools, colleges, universities" (see http://company.blackboard.com). The discussions were held using the asynchronous discussion forum option in BlackBoard. Students were required to make at least one original contribution to each discussion topic and to comment on at least two other students' postings. They were required to provide an APA-style reference to support their original contributions and for the first two comments on others' contributions.

The major advantages cited following the transition were the ability to have more thoughtful comments, greater participation not limited by a large class-size, and the broad array of Internet resources that were available through the website. The major disadvantage was the technical knowledge requirement for those not previously exposed. An important lesson learned in the transition was that providing a hands-on orientation to the class in a computer laboratory takes much of the anxiety out of the approach. In the end, students felt that the experience would be helpful to them with their own students in that they learned about on-line education through experience.

**Student Perceptions of Learning in a Web−Based Tutorial**

Sean R. McAuley and William Brescia, University of Arkansas

This study examined the usefulness of a web-based HTML tutorial for Educational Technology graduate students and the perceptions of the students who took part in those lessons. The students were master’s degree students enrolled in Introduction to Web Design at the University of Arkansas. The

participants had not been exposed to HTML training. Ten students from the course participated in the study.

Students completed one lesson a week for six weeks. Each lesson consisted of instruction in basic HTML design with each lesson building upon the previous material. After completing each lesson, students: (1) completed a web-based quiz, (2) designed their own web page with material from each lesson, (3) submitted the HTML code via e-mail to the instructor for evaluation, and (4) completed a qualitative questionnaire that examined their perceptions of the lesson. After completing the entire tutorial, each student was interviewed using structured and unstructured questions.

Using qualitative methods, the researchers analyzed the results from each quiz to determine the rate of retention after each lesson. Student-created web pages were used to measure the students' broader understanding of the material as they progressed through the tutorial. The questionnaires, which were completed immediately after each lesson, revealed the students' perceived amount of learning. The final interviews attempted to discover the students' perceptions of specific design elements.

Preliminary results indicated the effectiveness of course design and the strengths and weaknesses of the tutorial as perceived by the students. The students' perceptions of the tutorial provided a foundation for developing valuable strategies for web-based learning. The results were especially relevant to web-based instruction, distance learning, and effective course design.

**An Analysis of Philosophy Of Education Position Papers of On-Line and On-Ground Graduate Philosophy of Education Classes**

Wade C. Smith, Tennessee State University

The purpose of this research was to compare the position papers of two graduate philosophy of education courses. One course was on-ground and was taught in the traditional class setting. The other course was on-line and was completely on-line. All communication and learning events occurred on the web. Both sets of students had access to the professor via email and telephone. The students were stratified by their election to their class type, on-ground or on-line. Twenty-six students were in the on-ground class, and 30 students were in the on-line class.

The data collected for this study were the students' end of term philosophy of education position papers. Two independent graders assessed the students' position papers. Each grader graded all of the papers. The resulting two grades were averaged for a student paper grade.

An ANOVA was conducted to ascertain what effect class type had on the following variables: (1) paper grade, (2) gender, (3) ethnicity, and (4) e-mail contacts. No significant relationships existed between class type and student paper grades, student gender, and student ethnicity. The number of e-mails was significantly different by class type. Gender, ethnicity, and e-mails were not significantly related to student paper grades, but the p value of the e-mail to paper grade was found to be .054

**Session 14.2 MULTICULTURAL EDUCATION Salon B**

**Chair:** Marsha L. Thicksten, California State University, Long Beach

**The Overrepresentation of Minority Students in Learning Disabled Classes**

Stephen J. Obringer, Mississippi State University

It has long been established that a disproportionate number of minority students meet the eligibility criteria and are placed in learning disabled programs. The purpose of this study was to investigate the impact of racial balance using two modifications to the existing protocols in the determination of eligibility of school-age students who qualified for learning disabled classes in the Mississippi Public Schools. The state of Mississippi currently uses extremely liberal criteria in determining eligibility of learning disabled students.

Currently, a 15-point discrepancy between the standard score on a standardized achievement test (typically reading or math) compared with either the Verbal IQ index, performance IQ index, or full-scale IQ index will qualify a student for LD services. The modifications for this study included the following: (1) using the same 15-point discrepancy between achievement, but using Full Scale IQ ONLY, and (2) increasing the discrepancy level from 15 points (one standard deviation) to 22 points (approximately 1 1/2 standard deviations). The population consisted of 123 students in a school district of 4,000 students. Seventy of the students were African American, and 53 were Caucasian. The modification that produced the best racial balance was the use of the Full Scale IQ Index only. The chi-square statistic was utilized.

**Where Does the Power Lie: Multicultural Education in the Eleventh−Grade English Classroom**

Daniel F. Pigg, The University of Tennessee at Martin

Finding a way to understand ourselves and our cultural literary heritage in America has been a complex issue for the high school English classroom. Curricular forces both inside and outside the classroom have demanded that teachers and students examine the meaning of the American literary experience from a new perspective. Much of the scholarly work and pedagogical practice to date on the use of multicultural literature in the eleventh-grade English classroom (the grade level at which American literature is examined) has been reflective of multiculturalism, an adding of women and minority writers to the “established” canon.

This paper examined the history of influences that have impacted curricular decisions, and then considered the role that power has had in creating the environment for curricular transformation. With a more equitable equation of power relationships in the classroom, teachers and students can explore texts, themselves, others, and their communities. Because multicultural education in the eleventh-grade English classroom relies on established texts as the basis for curriculum, the paper examined the available texts in terms that highlight both the surface and deep level commitments to

inclusiveness. Finally, a model combining curriculum conversation, performance, and role playing was presented, and an illustration of how these can impact the teaching of early American literature (the initial contact zone with multiple cultural perspectives) was provided. The eleventh-grade English classroom, a contested space where race, ethnicity, economics, gender, and social class come to the center, is a site worthy of re-examination for multicultural transformation. Decentering power and traditional texts along with a new understanding of power relationships in the classroom allowed for the exploration of cultures and identities that will better prepare students, teachers, and the wider community for engagement in a culturally diverse America.

**An Investigation of the Cultural Aspects of Single−Sex Schools**

Darlene G. Harris, Tennessee State University

This paper investigated what research says about the culture of single-sex schools: their missions, enrollment trends and selection processes, and the perceived impact of Title IX. Excerpts from personal interviews conducted with single-sex school administrators, a parent of students attending a single-sex school, and a student enrolled in a single-sex school were included. A discussion of their perceptions and thoughts about the advantages of attending all-girls and all boys' schools was highlighted, as well as comments regarding strategies employed by their schools to implement multicultural education or to enhance cultural diversity.

**Session 14.3 STATISTICS /RESEARCH METHODS Salon C**

**Chair:** Hae-Seong Park, University of New Orleans

**Using Resampling Methods to Improve the Results of Meta−Analysis**

Robert Grisham Stewart, East Tennessee State University

Since undergoing refinement in the early 80's, meta−analytic methods have been used extensively in the social sciences and human services. Indeed, as of June 30, 2001, the ERIC (Educational Research Information Center) database contained 1516 documents matching the keyword meta−analysis. Congruently, resampling methods have matured and are supported by an in−depth theoretical and applied literature base. Indeed, in one form or another (e.g., bootstrapping, permuting, and combining), resampling has been shown to improve the results of many analytic techniques. Without exception are the methods of meta−analysis.

Herein, the objective was to assist researchers with applying resampling methods to the results of meta-analysis. Accordingly, the discussion proceeded along three lines. First, an introduction to each method was provided followed by a review of theory and practice specific to resampling meta-analytic data. Second, conceptual and computational examples were presented along with a review of computer packages and programs. (Note that a template for designing SAS programs is appended.)

Finally, to further explore the potential of resampling in meta-analysis, a research agenda was proposed.

Today, educational researchers must engage decades of primary research that is often interdisciplinary and from fields that continue to subspecialize. Consequently, meta–analytic studies are essential for cumulating findings and revealing new research opportunities. Resampling methods can improve these efforts.

**A New Proposed Binomial Test of Result Direction**

Anthony J. Onwuegbuzie, Howard University

When multiple tests of statistical significance ed, adjustment for inflated Type I error rates should be made to ense actual error does not exceed its nominal value. Unfortunately, when smare undertaken with an adj sted alpha, the statistical power of any part is lowered. For example, if a researcher wants to compare 64 malesson one variable, with an overall lpha of .05, the alpha value is .05, i r comparisons are made, using the Bonfe roni adjustment, the adjuste025; if five comparisons prevail, the adj sted alpha value is .01. ical power for detecting a moderate effect is t hus lower for five comparisons (.59) than for two comparisons (.71) and one comparison (.80). Here, the statistical power for making more than one comparison is inadequate. Disturbingly, the typical level of power used to detect moderate relationships in studies is .5. Indeed, many researchers are unable to discover true relationships that prevail in the population because of inadequate statistical power.

Thus, this paper demonstrated how a proposed new binomial test of result direction can supplement multiple tests of significance, especially when statistical power is low. This test used the binomial distribution to determine whether the number of results falling in a certain direction represented chance by assuming that the probability of any particular result direction is .5, under the null hypothesis. For example, if five statistically non-significant gender differences emerged with respect to dimensions of anxiety, but females attained higher scores on all five measures, then the binomial test would have revealed that "although no statistically significant gender differences emerged, females were statistically significantly (exact p = .031) consistent in reporting higher levels of anxiety than were males." Thus, the binomial test provided more information than when using a conventional null hypothesis significance test alone.

**Characteristics of Respondents with Different Response Patterns to Positively-Worded and Negatively-Worded Items on Rating Scales**

Gail H. Weems, The University of Memphis, and Anthony J. Onwuegbuzie, Howard University

Several researchers have examined the effect of having positively- and negatively-worded items within the same scale. Most recently, it has been found that the mean item response to the positively-worded items can be statistically significantly different than the corresponding mean item response to the negatively-worded items within the same scale. Furthermore, the reliability coefficient pertaining to the positively-worded items can be

significantly lower than that estimated for the negatively-worded items. These two findings indicate that using mixed stems (i.e., positively- and negatively-worded items) may reduce score reliability. These results also suggest that positively-worded items and negatively-worded items within a scale may not be measuring the same underlying trait. For example, strongly agreeing to a negatively-worded item may not induce an identical response (as it should) if the same item had been positively worded (in this latter case, a "strongly disagree" response would be the equivalent response).

Although evidence prevails that including positively- and negatively-worded items within the same scale can lead to differential response patterns, little is known about factors that predict how different these responses will be. Thus, this study investigated characteristics of respondents whose responses between positively- and negatively-worded items are most different.

Several datasets were analyzed, yielding many findings. For example, a sample of 78 students revealed that those with the greatest differential in responses between positively- and negatively-worded items on a 45-item, five-point Likert-format measure of research anxiety tended to have negative self-perceptions about their academic competence, did not have tendencies towards cooperative learning, had the highest levels of hope associated with pathways, and were not self-oriented perfectionists. Implications of these and other findings were discussed.

**Session 14.4 GENDER ISSUES: CURRENT RESEARCH AND NEW DIRECTIONS (Symposium, 2 hours) Palisades**

**Organizers:** Linda W. Morse, Mississippi State University, and William A. Spencer, Auburn University

**Overview**

This symposium presented five papers on various topics in gender issues and gender equity. Following the presentations, two discussants offered commentary. Audience participation was invited.

**Gender Differences in Preservice Teachers**

Rebecca R. Robichaux, Southeastern Louisiana University

Based on a preliminary review of the literature, it appeared that the research that has been conducted with respect to gender differences in preservice teachers falls into three categories: (1) studies that look at preservice teachers prior to the student teaching experience, (2) studies of preservice teachers throughout their undergraduate programs (including student teaching), and (3) studies focusing on undergraduates during their student teaching experience only (gender being a variable in each of these three categories). The majority of this research lies in the second category. More research is needed with respect to gender differences in success rates of student teachers and with the type of institution attended.

**Do We Know What "Equal Means"? A Review of the Research on Advanced Mathematics and the Mediating Role of Advanced Mathematical Reform in Gender Differences**

Karen R. De Amicis, The University of Memphis

This literature examined advanced mathematics and gender research, specifically through instructional methodology, student learning and assessment, and mathematical beliefs and attitudes. Patterns in the research were explored on advanced mathematics and the mediating role of advanced mathematics in gender differences so that educators could enhance mathematical understanding and performance for all students and, specifically, for women. A multiple perspective was proposed for viewing and integrating "equalizers," elements of research that have been shown, either implicitly or explicitly, to balance gender differences in advanced mathematical performance.

**Gender Bias: What are the Current Issues?**

Kathy Hulley, Lincoln Memorial University

Teacher-student interactions regarding gender bias attitudes were examined in this paper. Research in this area is not current, although studies in gender equity were added to curricula in undergraduate and graduate education programs by some school or colleges of education. Several areas of gender equity to address included: (1) non-verbal gender bias measurements, (2) gender-biased student behavior, (3) measurement surveys to determine gender bias, and (4) whether gender equity curricula contributes to improvement in gender bias. At this time, a measurement survey needs to be developed and administered to teachers to measure gender bias in attitudes in the above areas.

**Gender Differences and Testing: Are There Differences in Strategic Behaviors?**

Linda W. Morse and David T. Morse, Mississippi State University

Although many studies have addressed the differences in cognitive abilities between the genders on ability and achievement tests, relatively few have examined what strategic differences might exist in various aspects of test-taking behavior. Variables such as guessing strategies, test-wiseness, and other test-taking strategies are usually not examined in the context of gender differences, yet offer an important insight into explaining some of the differences in test performance. This paper examined the research in test-taking behavior and test-taking strategies that show differences by gender and the implications of these findings.

**Competency and Self Esteem: Do Developmental Texts Perpetuate or Challenge Gender Stereotypes?**

**Beth Hensley, The University of Memphis**

Undergraduates in pre-professional education programs typically complete a human development course. One important related question is whether or not human development texts challenge students to develop nonsexist knowledge and perspectives needed as they interact with children and adults. This study highlighted the importance for educators in evaluating, selecting, or developing materials that address the needs and concerns of

children related to physical competence and self esteem.

**Commentary on Current Research in Gender Issues**

William A. Spencer, Auburn University, and Gypsy C. Abbott, The University of Alabama at Birmingham

The final presenters in this symposium offered commentary on these papers and on the current status of research in gender differences in educational settings.

**Session 14.5 PROFESSIONAL DEVELOPMENT Riverside East**

**Chair:** Gary M. Stiler, University of Southern Indiana

**Identification of Teacher Leaders Through the National Board Certification Process in Mississippi Public Schools**

Edna M. Waller and Jack Klotz, The University of Southern Mississippi

This paper presented the results of a recently conducted research study that was designed to examine the differences between the leadership behaviors of Mississippi teachers who have completed the National Board Certification process and those who have not, as measured by the Leadership Practices Inventory relative to the dimensions of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Analysis of the collected data from the study were presented, as well as the derived findings, conclusions, implications for field practice, and finally possible areas for future research regarding the impact of National Board Certification.

**An Investigation of the Relationship Between Teacher Personality and National Board Certification Among South Mississippi Teachers**

Senita A. Walker and Jack Klotz, The University of Southern Mississippi

This research paper reported on a study that examined the relationship between teacher personality and National Board Certification using 201 south Mississippi teachers in three groups: (1) a group of National Board Certified Teachers, (2) a group of teachers seeking National Board Certification, and (3) a random group of teachers who have not chosen to seek National Board Certification. Both the National Board Certified Teachers and the teachers seeking National Board Certification took part in the Gulf Coast Master Teacher Mentoring Project. The three groups completed the fifth edition of Cattell's 16PF Questionnaire. Analysis of the collected data from the three groups on the five Global Personality Factors of Cattell's 16PF Questionnaire were reported, as well as a series of recommendations for future research in this area.

**National Board Certified Teacher: A Case Study**

David Hough and D. Randall Parker, Louisiana Tech University

This paper presented a qualitative case study of an individual who has recently successfully completed the National Board Certification process. The specific purpose of this study was to find out what parts of the process were frustrating or difficult for that individual. Furthermore, this successful teacher's comments concerning her areas of satisfaction with the process and her advice for future prospective candidates were collected and analyzed.

Data collection methods consisted of taped interviews, review of the subjects' portfolio, and observations of her teaching in class. From these data, the following six categories emerged: (1) frustrations or difficulties with the process, (2) positive things about the process, (3) certification process descriptions, (4) insights and advice of the participant, (5) teacher improvement and impact on the students or community, and (6) personal information. The major themes that emerged from this study were: (1) the process is both challenging and time consuming, (2) self-motivation is a key to success, and (3) support from other teachers and others in the program is essential.

According to the participant, the best part of the certification process was the interpretive summary at the end of each of the six portfolio entries. The teacher said that was the part that taught her the most. In her words, "It said, now that you've taught that, what did you learn about this? What would you do differently? How did you know that the students were learning?" It involved a lot of reflection about her teaching methods.

Time for reflection in the teaching process is important. Without reflection, there is no analysis of the effectiveness of the teaching process, no contemplation, no evidence of value or competency of the teaching methods. If teachers are to improve, they must go through this reflective process. The NBPTS certification can be an avenue to develop such reflection.

**2:30 a.m. - 3:20 p.m.**

**Session 15.1 TEACHER EDUCATION Salon A**

**Chair:** Naomi C. Coyle, Centenary College of Louisiana

**A Comparison of the Efficacy Levels of Preservice and Inservice Teachers**

Marian J. Parker, University of North Alabama, and Anthony J. Guarino, Auburn University

The study compared responses of preservice and inservice teachers to statements describing their levels of teacher efficacy. The 92 preservice teachers included in the study were divided into two groups: (1) 51 who had completed their methods course but had not begun the student internship and (2) 41 who completed the internship just prior to the administration of the instrument. The 43 inservice teachers reported an average of 5.4 years of teaching experience. All of the teachers were employed in public schools in northwestern Alabama.

In the college classroom environment, subjects responded to 10

statements describing the extent to which they believed they could effect student engagement and learning. The instrument provided a five-point Likert scale allowing respondents to select varying degrees of agreement with the statements, from Strongly Agree to Strongly Disagree.

A one-way analysis of variance yielded significant differences between the preservice and inservice teachers on two of the 10 items. Significant differences between inservice teachers and methods students appeared on two additional items. The findings of the study suggested implications for preservice education, as well as professional development for inservice teachers.

**A Comparison Between What Senior Level Education Majors Know About Students with ADD/ADHD and What Experienced Teachers Want to Know About Students with ADD/ADHD**

Sidney Rowland, Joan C. Harlan, and Grady E. Harlan, The University of Mississippi, and Mitylene Arnold, Texas A&M University-Kingsville

Teacher educators and others deliberate about what constitutes appropriate curriculum and field experiences so that K-12 teachers effectively instruct and manage students with Attention Deficit/Hyperactivity Disorder (ADHD). Towards this end, this study compared what experienced teachers want to know about ADHD students with what student teachers know about ADHD students.

During the fall 2000 semester, 131 practicing experienced, regular education teachers across grades K-12 in a county school district in northeastern Mississippi voluntarily and anonymously indicated what they wanted to know about students with ADHD. All teachers had five or more years of teaching experience, and 80% received their undergraduate training and M.Ed. degrees in Elementary Education or Secondary Education at The University of Mississippi (UM).

Overwhelmingly, the teachers indicated that they wanted to know more about: (1) behavior management strategies, (2) characteristics/causes, (3) treatment/interventions, (4) assessment/evaluation, (5) associated social problems, (6) counseling parents, and (7) referral and resources. The near unanimity of these results, and the researchers' interpretations of them as an indication that large numbers of the sample felt exceptionally deficit in their abilities to effectively interact with students with ADHD, propelled the researchers to conduct a survey with preservice teachers currently enrolled in the undergraduate Curriculum and Instruction program at The University of Mississippi.

During the spring 2001 semester, 104 senior-level student teachers voluntarily and anonymously completed a researcher-devised and previously field-tested 20-item questionnaire. The instrument assessed the respondents' knowledge about the traits, behaviors, causes, and effects of medication on students with ADHD. Analysis of the results indicated that many students had numerous misconceptions, especially about the causes and the effects of medication.

Following the quantitative analyses, the researchers performed a qualitative analysis that produced many implications and teacher education

curricular recommendations that appeared in the final paper.

**Preservice Teachers' Schemas and Their Relations to Goal Orientations in Particular Learning Situations**

Indranie Dharmadasa and Kiri H. Dharmadasa, Chicago State University

The purpose of this study was to identify preservice teachers' schemas related to three learning situations and to examine how these schemas differed according to their goal orientations.

Schemas are cognitive or mental structures by which individuals intellectually adapt to and organize the environment (Piaget, 1972), are complex networks of connected information (Hebert & Raphael, 1996; Voss & Wiley, 1995), and are individually constructed dynamic and contextual (Wigfield, Eclles & Pintrich, 1996).

Goal orientations are behavioral intentions that determine how students approach and engage in learning activities (Meece, Blumenfeld, & Hoyle, 1988). In the domain of intellectual achievement, Dweck and Leggett (1988) identified two categories of goals: learning and performance. Less research literature is evident where the interactive effects of preservice teachers' schemas in particular learning situations are discussed relating to their goal orientations.

The sample consisted of 58 preservice teachers from an early childhood program in a midwestern university. Two instruments, The School Task Inventory (Dharmadasa & Gorrell, 1996) and the Goals Inventory (Roedel, Schraw & Plake, 1994), were used to gather information related to preservice teachers' schemas and goal orientations.

Analysis of variance, descriptive statistics, and qualitative research procedures were employed to analyze data. "Z" scores of the goal orientation data indicated, out of the total sample, 10% were high in both learning and performance goal orientations, 23% were high in learning and low in performance goal orientations, 17% were high in performance goal orientations and low in learning goal orientations, and 50% were low in both learning and performance goal orientations. Five categories of schemas were identified related to each learning situation.

Statistically significant within group and between group differences and qualitative differences were found. These findings suggested important implications for teachers and teacher educators.

**Session 15.2 MULTICULTURAL EDUCATION Salon B**

**Chair:** Vicki A. Wilson, Wilmington College

**Multicultural Education: Unlearning Prejudice**

Cindy Connelley, Tennessee State University

This position paper examined multicultural education and how the

curriculum has developed to be more inclusive. America has promoted its schools as the pathway to equality, but upon examining the differences between democratic ideals and traditional schooling practices, discrepancies exist. Western civilization supported two cultures until industrialization, according to educator G.H.Bantock: a high culture confined to the upper class and based upon the ability to read and write, and a folk culture based largely on traditions of oral communication.

Thus, the traditional educational norm has been European-American, upper middle class, English speaking, and male. Rigid ethnic, racial, and gender roles have frequently been promoted by the curriculum, as traditional schooling favors competition over learning, males over females, and whites over students of color. (Gates, 1995, p3). American society is fragmented by ethnicity, class, and gender. Society is replicated in the classroom, but not by inclusive schooling practices.

Education has changed from being a privilege only for the elite to a guaranteed right for every American child. The curriculum that addresses this change includes multicultural education. This curriculum change involves diversity, methodology, and more inclusive resources, which aids in unlearning prejudice and more democratic ideals. Multicultural education can be rooted in students' lives and thus change the way they view their world. Therefore, the premise has existed that multicultural education unlearns prejudice.

**Successful Teacher Preparation Multicultural Classrooms**

Cynthia Harper, Lynetta Owens and Sheila Anne Webb, Jacksonville State University

Teacher education can and should take the lead to ensure a high level of preparation for its graduates. By incorporating diversity issues and means for accommodating these differences in the curriculum, teacher education can provide preservice and inservice teachers with a broad range of theory and practice to prepare them for 21st century classrooms. Multicultural education is a movement designed to empower all students to become knowledgeable, caring, and active citizens in a troubled and ethnically polarized world.

In 1999 the Dean of the College of Education and Professional Studies at a southeastern university created a committee across academic boundaries to review diversity issues related to students and course content. The committee actively pursued diversity issues by surveying 60 faculty to determine the level of faculty involvement and student exposure in such issues. Specific questions concerning how multicultural education is infused into the curriculum were addressed. Faculty were polled to determine how each program met standards concerning diversity and multicultural education. They were asked to provide actual activities and strategies used to enhance these issues in specific courses for which they are responsible. All programs include multicultural specific content, including practicum and clinical experiential courses.

In addition, 200 preservice teachers who were enrolled in the student internships were surveyed to determine the extent of exposure, degree of understanding, and the ability to accommodate students from varying

backgrounds enrolled in their classrooms once they are employed. The questionnaire addressed program coursework and clinical experiences. This proposal provided a summary of survey results, specifically identifying ways faculty included issues of diversity and culture in teacher preparation. Preservice teacher information received from the student survey was used for programmatic change to include additional emphasis on multicultural issues offerings. The impact on teacher education should assist preservice teachers as they develop instructional strategies to promote academic excellence while they accommodate all learners.

**Student Reflections on a Multicultural Teaching Dyad**

Pamela A. Taylor and Gary M. Stiler, University of Southern Indiana

The intent of this study was to investigate the effects of a collaborative teaching effort in a teacher preparation program. Typically, a single instructor teaches postsecondary courses. Austin and Baldwin (1992) reported that as a result of positive modeling in the private sector, teaming among university faculty is on the increase. Reasons for this change include an increase in productivity, motivation, creative stimulation, and risk taking. Mindful of this background, this investigation examined the following questions. (1) Is student learning facilitated or impaired by collaborative teaching? and (2) Does collaborative teaching affect student perception of key issues in the course curriculum?

The investigators (a multicultural dyad) co-taught titled "Cultural iversity and Human Relations for Teaching an" Each student participant ( N=44) maintained a course response journal. Participants recorded their observations, reactions, translations, and reflections to the learning environment and experiences in this course. Content analysis focused on student observations about the co-teaching environment and their reflections about the multicultural milieu as presented in the course curriculum.

How students reacted to and interpreted their learning environment, experiences, and instructor interactions provided important insights for teacher educators as a measure of the efficacy of collaborative teaching. Analysis indicated that the mode of collaborative instruction used in this investigation impacted student perceptions about the multicultural content of the course. Participant awareness of course content was heightened as a result of the differences between instructors.

Instructor differences such as race, gender, culture, and social and educational experiences can positively impact student perceptions of diversity. These were key issues related to course content. An important implication was that students are exposed to multiple frames of reference through this type of learning environment.

**Session 15.3 COLLEGE STUDENTS Salon C**

**Chair:** Reid J. Jones, Delta State University

**Community College Student's Perceptions of Growth and Development: Ethnic Groups and Full-Time and Part-Time Differences**

Robert A. Horn and Corinna A. Ethington, The University of Memphis

Changing demographics of the United States are having a major impact on higher education institutions. No longer is the typical college freshman a white 18-year-old attending college on a resident full–time basis. This study examined whether community college students of differing ethnic backgrounds and enrollment status differed in perceptions of gains in growth and development as a function of their community college experience.

This study's data were a subset drawn from the administration of the Community College Student Experience Questionnaire. The sample consisted of four ethnic groups (Asian, African American, Hispanic, and white) of full–time and part–time students intending to transfer to a four–year institution. Four gain scales were created to operationalize student's perceptions of gains in growth and development. The scales represented perceived gains in mathematics, science, and technology, communication skills, personal and social development, and perspectives of the world. These four gain scales were used as the dependent variables, with the independent variables for this study represented by the student's ethnic group and enrollment status.

The multivariate test for the interaction of ethnic group and enrollment status was not significant; indicating that differences in perceived growth between ethnic groups did not depend on their enrollment status. However, both main effects were significant, indicating multivariate differences between ethnic groups and between full–time and part-time students with small to moderate effect sizes.

Results showed that full–time students had significantly higher perceptions of gains on all four scales than did their part–time counterparts. Evidence of successful efforts by community colleges to equalize subsequent opportunities for all students was partially supported in this study by the minority groups that perceived greater gains of growth and development. Some of the differences seen may be indicating a closing of the gap in the academic growth and development of these groups of students.

**The Effects of College Students' Personal Perceptions of Teaching and Learning on Academic Self–Efficacy and Course Evaluations**

John L. Byer, University of West Alabama

This study investigated correlations between variables that are relevant to the potential enhancement of college classroom environments. Specifically, this study investigated the effects of the predictor variables of students' perceptions of classroom involvement and students' perceptions of the extent to which higher-order thinking skills were taught on the dependent variables of academic self-efficacy and course evaluations. Ellett (1999, November) presented evidence of positive relationships between the college classroom climate variables of students' perceptions of classroom involvement, students' perceptions of the extent to which higher-order thinking skills were taught, academic self-efficacy, and course evaluations. Haslett (1976) and Mintzes (1979) found positive relationships between college students' academic self-efficacy and college students' course evaluations. Fraser (1986) found that classroom teachers have improved their

students' perceptions of the classroom environment.

During April 2001, 89 students at a southern university completed instruments that measured their: (1) perceptions of classroom involvement, (2) perceptions of the extent to which higher-order thinking skills were taught, (3) academic self-efficacy, and (4) their course evaluations. A multiple correlation test revealed that students' perceptions of classroom involvement and students' perceptions of the extent to which higher-order thinking skills were taught explained 30% of the variance in the dependent variable of academic self-efficacy. Another multiple correlation test revealed that students' perceptions of classroom involvement and students' perceptions of the extent to which higher-order thinking skills were taught explained 47% of the variance in the dependent variable of course evaluations. All correlations were statistically significant ($p<.01$) at the exact computed p-value of $p=.000$.

By providing additional evidence of positive relationships between potentially malleable college classroom environment variables, this study has strengthened the knowledge base concerning the college classroom environment. By strengthening the knowledge base concerning the college classroom environment, this study has provided increased justification for experimental interventions that tested the effectiveness of approaches for improving college classroom environments.

**A Model of Influences on Students' Self-Ratings of Change in Problem-Solving and Critical-Thinking Abilities After Four Years of College**

Susan A. Appling, The University of Memphis

The purpose of this study was to examine the influence of six factors that affect college students' self-rating of change in problem-solving and critical-thinking abilities after four years of college.

Critical-thinking ability has been identified as a major outcome of higher education. Researchers have suggested that the college experience in general is more important in the development of critical-thinking skills than are individual components of that experience. The literature is inconclusive regarding which particular aspects of the college experience contribute to development of these skills. Based on the available literature, the following six factors were selected for investigation: (1) SAT scores, (2) a socioeconomic indicator, (3) sex, (4) academic self-concept, (5) academic major, and (6) activities in the last year of college.

Data used for this study were from the 1986–1990 Cooperative Institutional Research Project (CIRP) surveys of first-time, full-time students who enrolled as freshmen in 1986. After selection of the specific variables for this study, a sample of 1056 students who provided complete information on all variables was used. Path analysis was used to test the proposed model. Data were analyzed using multiple regression procedures. Causal effects suggested by the model were estimated with ordinary least squares procedures.

The results supported five of the hypothesized seven paths and identified four additional significant paths. In the estimated model, activities in which the student participated during the last year of college had the

greatest significant direct effect. Academic self-concept was proposed to have only indirect effects, mediated by academic major and activities. However, academic self-concept was found to have both significant indirect and direct effects. The indirect effects were mediated only through activities, as academic major had no influence on ratings of self-change. As expected, prior achievement was found to have only an indirect effect on ratings of self-change.

**Session 15.4 ADDICTION/DRUG EDUCATION Riverside East**

**Chair:** Sean McAuley, University of Arkansas at Fayetteville

**Survey of Sexual Addiction Indicator: A Pilot Examination of the Psychometric Properties**

James R. Meadows, Tawnya J. Smith, and Katherine Dooley, Mississippi State University

Sexual addiction research has been limited by the lack of well-constructed and psychometrically sound instruments. This may be because of the new concept of sexual addiction within the last few years. A few instruments are available in identifying sexual addiction. However, many of these instruments lack strong psychometric foundations. This study examined the psychometric properties of a 14-item screening instrument for sexual addiction, Survey of Sexual Addiction Indicator (SSAI). The 171 participants ranged in age from 18 to 53 and included females (n = 146) and males (n = 25). The development of the SSAI was described. The reliability of the instrument was .89. In addition, a factor analysis was conducted suggesting a two-factor model. Limitations to the study were discussed, as well as further research.

**Trends in Tobacco and Alcohol/Drug Use by Alabama Youth (1995-1999)**

Feng Sun and Clint Bruess, The University of Alabama at Birmingham

Cigarettes are the most commonly used daily substance by youth. Alcohol/drug abuse continues to be a significant problem for youth and families in the United States. For a number of years, the U.S. Center for Disease Control and Prevention (CDC) has coordinated the gathering of information about health risk behaviors of youth. Their Youth Risk Behavior Surveillance System (YRBS) monitors six categories of priority health-risk behaviors among youth and young adults.

This study analyzed the past three years of the Alabama YRBS data. Results from two of these categories (tobacco use and alcohol/ drug use) were presented in this paper. In addition, trends in each of the categories nationally and within Alabama were included along with comparisons of data from Alabama to national data.

Descriptive statistics were used to generate profiles for the past three years of data on tobacco, alcohol/drug use. A multivariate analysis of variance (MANOVA) and cross tabulation were made to compare percentages of three

race/ethnic, gender, and grade subgroups for tobacco and alcohol/drug use. A linear regression was used to analyze trends of Alabama youth risk behaviors.

Findings included the profiles of three years of YRBS data, the most prevalent youth risk behaviors, significance of comparison results with the national YRBS data, the degree of youth risk behavior changes among three subgroups, and trend analyses for Alabama students. Implications were discussed that are appropriate for kindergarten through grade 12 school health educators, university graduate teacher preparation programs, and educational leaders. Findings of this study could help state policy makers understand the current status of the health of Alabama youth.

**Exploring the Co−Occurrence of Alcohol and Gambling Addiction Among African American College Students**

Amy M. Wooten and Kathy Dooley, Mississippi State University

Addiction research spans across several domains ambling, alcohol, d ugs, sex, exercise, and, recently, the Internet. Aften manifest themselves i patterns of co-occurrence. Previous research has there is a clear tend ncy among college students to become addicted to mcommon substance r activity. Although addiction research is emerging and igation into the p oblem of addictions in college students has been researchers have tended to i gnore the investigation of race and addiction. The knowledge of racial/ethnic distribution of alcohol and gambling is poor.

This study investigated the co-occurrence of alcohol and gambling addiction in African American college students. Participants were 114 African American undergraduate college students at a large, historically black, southeastern university. Data were collected with a one-time visit to psychology, counseling, and education classrooms at the university. The South Oaks Gambling Screen and the Short Michigan Alcoholism Screening Instrument were administered to the participants. The data were analyzed by descriptive statistics and chi-square tests of independence conducted at the .05 alpha level.

Results of the study revealed that the co-occurring addictions of alcohol and gambling did not exist among this sample. In evaluating the addictions separately, the results of the study revealed that 50% of the sample scored in potential to probable range for alcohol addiction, while 13.1% of the sample scored potential to probable range for gambling addiction. Future research should focus on exploring addiction in more depth with the African American population. If college students can be identified with addictive behaviors early on, then early identification will allow helping professionals to intervene, thus possibly deterring the growth of the addiction. Assessing addiction in college students is the first step to this effort of prevention; therefore, research must continue in this area.

**3:30 a.m. - 4:20 p.m.**

**Session 16.1 SCHOOL IMPROVEMENT Salon A**

**Chair:** Gary W. Ritter, University of Arkansas at Fayetteville

**A Study of School Uniforms: The Impact on Student Achievement**

D. Randall Parker, David Gullatt, and Cathy Stockton, Louisiana Tech University

Principals and teachers are charged with the task of creating and safeguarding environments that are conducive to learning. This must be accomplished in an era that has witnessed a plethora of school violence; students wearing gang-related paraphernalia, designer clothes and shoes; and increased accountability. It should not be a surprise that educators have embraced uniforms to combat some of the negative factors that are not beneficial to the learning environment.

A causal comparative study was used to examine the impact of school uniforms on student achievement at the elementary, middle, and secondary levels. Nine public schools located in northwestern Louisiana were purposively selected for this study.

The researchers selected schools whose building level administrator and school policies remained constant during the planning and implementation of mandated uniforms. Three schools were elementary, two were middle schools, and four were high schools.

Students (n = 1, 680) and teachers (n = 285) completed researcher-constructed surveys. A member of the research team hand delivered surveys to each school. The students were stratified randomly sampled by the building administrator. The building administrator extended the opportunity for all faculty members to complete the survey. After a two-week period, a member of the research team collected the completed student and faculty surveys.

Data were analyzed using descriptive statistics, paired samples t-test, and ANOVA with Scheffe post hoc analysis. Data indicated that the perceived importance of school uniforms varied significantly between types of schools (elementary, middle, and high schools). The perceived implementation of school uniforms varied significantly between types of schools (elementary, middle, and high schools). Student achievement improved at both middle schools and at only one elementary school. Student attendance improved at all of the high schools involved in this study.

**A Study of the Status of Recess in Mississippi Public Schools**

Rose B. Jones, The University of Southern Mississippi

The study examined the Status of Recess for Pre-Kindergarten through twelfth-grade students in Mississippi public schools. The intent of this study was to determine: (1) recess availability, (2) health, safety, and cognitive issues of recess and play, (3) if all students (including special needs students) had adequate monitoring, (4) adult/student ratios at recess, (5) need for a recess curriculum, and (6) if recess was not provided, then why not.

A four-page survey consisting of 28 questions was mailed to 1564 educators in Mississippi public schools in the spring of 2001: (1) 152

superintendents, (2) 668 elementary principals (K-7), (3) 344 secondary principals (7-12), (4) 200 elementary teachers (K-7), and (5) 200 secondary teachers (7-12). Issues addressed: (1) if educators, themselves, exercised regularly and if they felt that students needed regular supervised exercise, (2) if the educators believed that play was important to the overall development of children, young adults, and adults, (3) if teachers had CPR and recess safety training, (4) if playgrounds were inspected periodically for safety including equipment and grounds, (5) how many recess breaks were given daily and the average length of a recess break, and (6) if teachers (monitors) should interact with students during recess.

Of the 1564 educators surveyed, 849 responded giving a 54% return. Data analysis indicated: (1) the higher the grade level, the fewer schools had recess (for example: 90% of 3rd graders had recess while only 42% of 9th-12th graders had recess), (2) that a majority of Mississippi educators expressed a necessity for a Mississippi Recess Curriculum; and (3) a majority of Mississippi educators also believed play was important to the overall development of children, young adults, and adults. Several reasons were given for not having recess: (1) lack of time, (2) accident or safety concerns, (3) test score results, and (4) low priority for physical health.

**Teacher Perceptions of the Effectiveness of Trimester Scheduling as Compared with Traditional Scheduling**

Laura C. Stokes and Joe W. Wilson, University of North Alabama

The purpose of this study was to analyze the effectiveness of trimester scheduling based on the perceptions of teachers in 10 trimester-scheduled schools.

Schools throughout the nation have implemented various models of extended period scheduling. While 4 X 4 scheduling has received considerable research attention to determine its effectiveness, research on the effectiveness of trimester scheduling is essentially non–existent. This study provided insight into teacher perceptions of the effectiveness of this model of extended period scheduling.

The data were collected during the first trimester (Fall 2000) of the second year of trimester scheduling. The sample included 219 teacher responses from 10 secondary schools. The data collection instrument contained 60 questions/statements; the first four questions provided descriptive data for the study with the remaining 54 items being arranged in a Likert scale.

A series of ANOVAS was conducted to test for possible relationships between descriptive data and Likert scale items. Further, the data were analyzed to determine the mean for each item on the Likert scale to ascertain teacher perceptions of the effectiveness of trimester scheduling as compared to traditional scheduling, the most important factors to consider prior to initiating trimester scheduling, the advantages of trimester scheduling, and factors critical in maintaining trimester scheduling as an effective curriculum tool.

Teachers rated trimester scheduling as much more effective than

regular scheduling. The study isolated factors to consider when initiating trimester scheduling, as well as the most important advantages, measurable outcomes, and factors in maintaining it as an effective scheduling pattern.

Teachers in this study perceived trimester scheduling to be more effective than regular scheduling. They were happier with the work setting, more relaxed, and they believed that the school atmosphere is more positive.

**Session 16.2 THE WAY I REMEMBER IT: MUSINGS ON THE BEGINNING OF MSERA (Symposium) Salon B**

**Organizer:** Walter M. Mathews, Mathews Associates, Inc. of New York

Neil G. Amos, Mississippi State University (retired); Fred Bellott, The University of Memphis (retired); Harry L. Bowman, Council on Occupational Education; Eugene A. Jongsma, Director of Educational Assessment, Harcourt School Publishers; Richard Kazelskis, The University of Southern Mississippi; Walter M. Mathews, Mathews Associates, Inc. of New York; Ronald Partridge, The University of Mississippi (retired); John R. Petry, The University of Memphis; Tom Reddick, Tennessee Technological University; Jerry H. Robbins, Eastern Michigan University; and Donald E. Wright, Arkansas State University (retired)

Because this was the 30th annual meeting of MSERA, the purpose of this session was to reunite several of the primary participants in the formation of MSERA and the planning and execution of its first annual meeting in New Orleans in 1972. Each of the presenters offered five-minute personal remembrances of those beginning days. After some interaction among them, questions were entertained from the audience.

This session was dedicated to the memory of Dr. Douglas McDonald (1925-2001) who was MSERA's first vice chairman, financial officer, and newsletter editor, the author of the MSERA constitution, and its fifth president.

**Session 16.3 EARLY CHILDHOOD/TEACHING Salon C**

**Chair:** Marie Miller-Whitehead, Tennessee Valley Educators for Excellence

**What It's Like Out There: Field Reports From an Inner-City Youth Survey**

Jean N. Clark and James D. Lee, University of South Alabama

This study stemmed from a five-year, longitudinal inner-city youth survey, now in its fourth summer. Although summary data from the 305-item, 6000+ youth survey (ages 10-18) was given, the focus of this particular study was qualitative, reporting from journals written by the survey team members in summers 1997-2001. Forty student interns served as participants in this study; they were upper-level undergraduates and master's-level students from nine universities in four states. Their experience ranges from "beginner" to 10-year project assistant. Most had majors in social sciences or education.

They visited homes, gained parent permission, and talked with the participants, scheduling them for the assessment. Then in groups of 20-50, the youth completed a survey instrument (read aloud) with 305 items, related to family, community, drugs, violence, hopelessness, spiritual beliefs, and challenges of growing up in poverty. Because interns received class credit, the journal was a course requirement, with a specific three-part format: (1) observation during home visits, test administration, and follow-up activities, (2) personal reactions, feelings, and thoughts, and (3) analysis and interpretation comparing observations with readings, theories, and other experiences. There were five journals weekly for 12 weeks, or 60 entries per person (a total 2400 entries). The journals were analyzed for recurrent theme, issues related to both the study and the sociological environment, and application to the empirical process. There was powerful feedback related to cultural bias, issues of gender and race, stratification, role of the media in maintaining stereotypes, and facets of the survey and interview process. Handouts included quantitative analyses from the larger project, analyses of the field reports, and implications for future research and interventions.

**Interpreting Teachers' Stories to Inform Teacher Education Practices: A Review of the Literature**

Jennifer M. Good and Andrew Weaver, Auburn University

Preservice teachers enter teacher education programs with clear definitions of "good teaching," and they often use these pre-established definitions of teaching to make sense out of their coursework as they are confronted with new educational theories and practices. In fact, in many cases, preservice teachers' personal beliefs, based on their actual life histories, actually outweigh the philosophies and theories presented in teacher education courses (Holt-Reynolds, 1992). Butt (1990) noted that perspectives of classroom pedagogy change per individual based on the complex interaction of curriculum, content, and preservice teachers' definitions and perceptions based on their personal histories. Thus, it becomes vital for teacher educators to find a means to unlock the personal histories of individual students and use these histories to help students make sense of the theories that are presented to them in teacher education programs.

Beginning first with the works of experts in the area of life history in teacher education, such as Holt-Reynold, Goodson, Knowles, and Bullough, the presenters first explored the literature to ascertain the important impact of life history on preservice teachers' understandings of educational theories and practices. Then presented were methods that uncovered personal life histories and assisted students in connecting their life histories to meaning making in teacher education programs. Finally, the limitations and difficulties when completing life history research, such as interpretation within a given social context, difficulty of interpreting personal stories that allow as much power to the narrator as to the researcher, and the lack of generalizability were discussed.

In spite of the limitations of life history pedagogy and research, the use of life history in teacher education and research still provides important and relevant information that can help inform and shape the direction of teacher education programs. Life histories help to bridge the gap between the theoretical and the practical in teacher education programs, and they help to

encourage the development of reflective practitioners in the teaching profession (Sikes & Troyna, 1991). An exploration of life history within the context of teacher education helps to initiate the formation of teacher identity. Although these implications can help to inform teacher education programs, life histories of preservice teachers often remain uncharted territory. This review of the literature fully investigated the research base from this area while encouraging teacher educators to adopt life history pedagogies in the classroom.

**A Look at Developmentally Appropriate Practices in Public Schools**

Byra L. Ramsey and David Bell, Arkansas Tech University

The purpose of this study was to examine Developmentally Appropriate Practices (DAP) in area schools and to provide performance-based outcomes for students enrolled in DAP classes. Students were given a 12-point questionnaire, adapted from the 12 position statements of the National Association for the Education of Young Children (NAEYC), using a Likert-type scale to determine the frequencies that DAP occurred in schools where students were engaged in practicums.

Data collected from the 35 student surveys and narratives were used to conduct a t-test comparison and write the narratives for the recommendations that included strategies that could: (1) empower students to promote DAP in their classrooms, (2) help alleviate teacher burn-out, (3) help resolve classroom discipline problems, (4) encourage colleagues who are not using DAP, and (5) promote administrator's understanding of the necessity of integrating DAP into mandated state and local requirements. The results of the study will act as a benchmark for future research.

**Session 16.4 COLLEGE STUDENTS Riverside East**

**Chair:** Gloria Dianne Richardson, University of West Alabama

**Increasing and Decreasing Anxiety: A Study of Doctoral Students in Education Research**

Vicki A. Wilson, Wilmington College, and Anthony J. Onwuegbuzie, Howard University

As part of an ongoing study of statistics anxiety, 70 doctoral students in two research universities, one in the South and one on the West Coast, completed a Likert-scale instrument asking them to rate from 1 "Not at all" to 5 "A great deal" the extent to which 17 elements increased the anxiety and 20 elements decreased the anxiety that they experienced in educational research courses. Items were compiled from the literature on statistics and educational research pedagogy, as well as on answers of students in previous research conducted by the authors. Students were also asked to list additional elements that increased or decreased their anxiety.

Means and standard deviations were computed for each item in the survey. Ranking at the top for increasing anxiety was the amount of work due

for the educational research class, followed by the amount of material covered in class, tests, the difficulty of the work, and the amount of work due for other classes. Ranking at the top for decreasing anxiety was getting a good grade on an assignment, followed by completing an assignment and receiving encouragement from the teacher.

Analysis of the open-ended questions revealed the following themes for increasing anxiety: dissatisfaction with the teaching style of the professor, working in groups, feelings of being unprepared to take a class at this level, amount of work, the anxiety of other students, personal time management, career/work pressures, testing, inability to understand the textbook, and difficulties with technology. Themes that emerged for decreasing anxiety included the availability of the professor to meet individually with students, help and support of classmates, previous experience with statistics, sufficient examples and practice problems, clear explanations of difficult material, and extensive feedback from the professor. Several students reported experiencing little or no anxiety in the educational research classes.

**The Relationship Between Library Anxiety and Social Interdependence**

Qun G. Jiao, Baruch College Library/The City University of New York , and Anthony J. Onwuegbuzie, Howard University

Library anxiety, which is an unpleasant feeling or emotional state that comes to the fore in library settings, has been found to affect many college students. According to researchers, library anxiety is a multidimensional construct that can prevent students from using the library effectively.

Because many library-anxious students tend to perceive that other students are proficient at utilizing the library, whereas they alone are incompetent, and that their ineptness is a source of humiliation, it is likely that level of competitiveness is an antecedent of library anxiety. Further, because some college students use the library on an individual basis, whereas others tend to utilize the library to fulfill group goals (e.g., studying for an examination), it is possible that level of individualism and/or cooperativeness predicts level of library anxiety. However, these associations have not been formally tested. Thus, the present study examined the relationship between social interdependence and library anxiety.

Participants were 115 graduate students from various disciplines who were administered the Library Anxiety Scale (LAS) and the Social Interdependence Scale (SIS). The LAS assesses levels of library anxiety. This instrument has the following five subscales: barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. The SIS measures individuals' cooperative, competitive, and individualistic perceptions. The higher the score on each of the three SIS subscales, the more cooperative, the more competitive, or the more individualistic the respondents consider themselves to be. Scores on these scales are relatively independent so that a student could conceivably receive a high score on all three scales.

A canonical correlation analysis (Rc = 0.41) revealed that cooperativeness and individualism were related significantly to barriers with staff, affective barriers, and knowledge of the library. Mechanical barriers

served as a suppressor variable. Implications were discussed.

**4:45 p.m. - 5:20 p.m.**

**Session 17.1 TOWN MEETING Salon B**

The Town Meeting is an opportunity for members to provide input to the officers and board members about the future direction of MSERA. Attendees will be asked to provide input on two questions: (1) What are the two or three most significant goals you believe MSERA should pursue in the next five years? and (2) What barriers would prevent us from attaining these goals?

**5:30 p.m. MSERA BUSINESS MEETING Salon D**

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# Friday

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**9:30 a.m. - 10:20 a.m.**

**Session 20.1 WRITING GRANT PROPOSALS (Training, 1 hour)**
**Salon D**

**Trainer:** John R. Petry, The University of Memphis

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

**9:30 a.m. - 9:50 a.m. (Mini-Sessions)**

**Session 21.1 THE ACHIEVE READING CURRICULUM: A CASE STUDY OF HOLISTIC READING EDUCATION FOR MIDDLE SCHOOL SPECIAL EDUCATION STUDENTS Salon A**

**Chair:** Marie Miller-Whitehead, Tennessee Valley Educators for Excellence

John A. Sargent, Louisiana Tech University

This study examined the impact of a holistic reading curriculum on the reading achievement of 10 students with learning disabilities. This qualitative case study sought to answer the following research question: Will the Achieve reading curriculum increase the reading achievement of students with learning disabilities in a selected seventh- grade special education classroom in a sixth-to-eighth grade middle school in northwestern Louisiana? The Achieve reading curriculum is a holistic reading curriculum based on constructivist principles specifically designed for middle school students with learning disabilities.

Holistic reading education for students with learning disabilities is not well researched. Most of the studies dealing with holistic reading education have examined its results on the regular education population. Despite the recent negative media portrayal regarding holistic reading instruction

practices, an extensive literature review demonstrated the efficacy of this approach. Therefore, the researcher sought to determine its effectiveness for students with learning disabilities.

The researcher conducted an intrinsic case study using teacher research in one middle school seventh grade special education classroom. The participants in the study were 10 seventh-grade students with learning disabilities. The study took place over a two-week period in April 2001. Research efforts were focused on observations made by the teacher-researcher, reading skill questions posed to the students, and written work samples obtained from the students

Qualitative content analysis yielded six recurring patterns and themes in the data. These six themes and patterns suggested the Achieve reading curriculum was effective for increasing the reading achievement of middle school students with learning disabilities. Implications from the study suggest that holistic reading curriculums for students with learning disabilities need to be further examined.

**Session 21.2 A COMPARISON OF THE OPINIONS ON TESTING OF PUBLIC AND PRIVATE SCHOOL EDUCATORS Salon B**

**Chair:** George E. Marsh II, The University of Alabama

Yvetta George, Glennelle Halpin, and Gerald Halpin, Auburn University

Many states are implementing high stakes tests that often put pressure on teachers and students. For example, state legislators are making decisions about results from the Florida Comprehensive Achievement Test that will impact grade promotion, high school graduation, teacher pay raises, and vouchers for students to attend private schools. This study was designed to determine the perceptions of educators regarding testing in the schools.

Teachers (N = 136) and administrators (N = 17) in public and private schools in Florida were surveyed. Results showed that respondents (85%) thought that there was too much testing in the schools. They (92%) said that teachers spend too much time preparing students for testing today. Almost all (97%) agreed that teachers and students have too much pressure put on them for high test scores. An equally large percentage (97%) recognized that teachers mind if test scores affect salaries. Further, they (87%) did not believe that vouchers should be offered to students in failing schools. Although teachers and administrators differed significantly regarding pressures on teachers and students for high test scores, the two groups generally were similar in their opinions. Implications of these results were discussed.

**Session 21.3 DECREASING CLASSROOM PROBLEM BEHAVIOR WHILE INCREASING TEACHER INTEGRITY Salon C**

**Chair:** Sarah S. Pate, Birmingham (Alabama) City Schools

Tawnya J. Smith and James R. Meadows, Mississippi State University

Managing disruptive classroom behavior may be frustrating and

difficult for novice and expert teachers. This study described the consultation process that was undertaken in a self-contained, general education seventh-grade classroom. The problem behaviors of the classroom were out-of-seat, talking, and off-task. Neither the teacher nor the student teacher felt that they were competent in keeping students under control. A group contingency classroom intervention was designed and implemented. The intervention was implemented inconsistently, that is, only when the researcher was observing. However, there was a slight decrease in classroom problem behavior. Because of the low teacher treatment integrity, the researcher, teacher, and student teacher designed a new classroom intervention. Then the intervention was modeled and practiced several times. As a result, the teachers implemented this intervention more consistently, and this frequently resulted in an even further decrease of classroom problem behaviors. A detailed description of the intervention was discussed, as well as a quantitative analysis of the effectiveness of the interventions. In addition, a discussion of the importance of including the consultee in the consultation relationship was included.

**Session 21.4 AN ANALYSES OF TEACHERS', COUNSELORS', AND ADMINISTRATORS' PERCEPTIONS OF THEIR MIDDLE SCHOOLS' ORGANIZATIONAL CULTURE Riverside East**

**Chair:** Lawrence J. Leonard, Louisiana Tech University

Gahan Bailey and Scott Hopkins, University of South Alabama,

and Larry G. Daniel, University of North Florida

As middle schools struggle to lose the stigma of being "caught in the middle," it has become essential to document the success of those qualities and practices that identify an ideal middle school. The National Forum to Accelerate Middle-Grades Reform has established its "Schools-to-Watch-Criteria" indexed under four core domains: (1) developmental responsiveness, (2) academic excellence, (3) social equity, and (4) organizational structures and processes. These criteria served as a model for proposing middle school improvement and professional development.

This presentation focused on a partnership between the University of South Alabama and the 21 middle schools in Mobile County, Alabama. Partnership goals were two-fold. Working under the assumption that for middle schools to be successful, an effective means to assess the viability of their programs must be available, the project's first goal was to assess the schools' present organizational culture/environment. Second, the project aimed to bring university faculty and middle school educators together to design school improvement plans for areas targeted as needing improvement.

In achieving the first goal, the Middle-School Description Survey (MSDS), a 53-item attitudinal measure of educators' perceptions of an idealized middle school organizational culture, was administered to teachers, counselors, and administrators in each school. University faculty then worked with each school to develop school improvement plans, the second project goal, based on the data analyses. The results of the MSDS were presented along with a summary of the elements of school improvement plans.

**10:00 a.m. - 10:20 a.m. (Mini-Sessions)**

**Session 21.5 TEACHING BASIC STATISTICS TO A BLIND STUDENT Salon A**

**Chair:** Marie Miller-Whitehead, Tennessee Valley Educators for Excellence

Corliss Jean McCallister, The Anthony School, and Robert L. Kennedy, University of Arkansas at Little Rock

The case study of Edward, a congenitally blind undergraduate student who successfully completed a basic statistics course, is presented. Accommodations specific to his blindness included: (1) textbook on tape and review tapes before examinations, (2) a talking calculator, (3) graphs made on Braille paper and other tactile teaching aids (e.g. distributions cut from cardboard), and (4) extensive tutoring. The Nemeth Code, a system of mathematical notation developed for blind students, was not used because of its complexity.

Cognitive and affective difficulties encountered were sometimes similar to those experienced by beginning statistics students and exacerbated by Edward's disability, and sometimes were unique. Affective problems included overcoming low mathematical self-efficacy and resolving ethical dilemmas. Cognitive problems were classified as conceptual, computational, experiential, practical, and symbolic. Some instructional strategies that were successful in overcoming these cognitive difficulties may also be useful for sighted students. Examples of these strategies included the use of: (1) kinesthetic explanations for standard deviation, (2) cardboard curves with rubber bands for teaching problems related to areas under the normal curve, (3) very small data sets when introducing new concepts, and (4) one memorable problem for each formula studied. Assessment accommodations allowed Edward to do examination problems orally, and testing time allocation was doubled. Unexpected factors that impacted his performance included mental fatigue because of extended periods of mental arithmetic and distractions due to auditory interruptions.

Recommendations for teachers and tutors of blind or visually impaired students included: (1) basing the instructional approach on information processing theory, (2) choosing accommodations based on the kind and severity of the visual disability, and (3) individualizing instruction based on the preferences of the student.

**Session 21.6 THE TREATMENT OF WORLD WAR II IN THE SECONDARY SCHOOL TEXTBOOKS OF THE SIX MAJOR POWERS INVOLVED IN THE WAR Salon B**

**Chair:** George E. Marsh II, The University of Alabama

Susan P. Santoli, University of South Alabama

Although there is much disagreement about what should be included in history curriculums, agreement exists on the need to emphasize World War II as a turning point in world history. Research indicates that in today's social studies classrooms, both in the United States and internationally, the primary

tool used by teachers to convey an understanding of that war is still the textbook. The specific purpose of this study was to analyze and compare information concerning selected World War II events and people in one secondary level, national history textbook for college bound students from Great Britain, France, Germany, Japan, Russia, and the United States. The textbooks were selected with help from the International Textbook Institute in Braunschweig, Germany. The United States text was selected from a list of frequently used United States history texts published by the American Textbook Council. Native speakers of the language translated the four non-English textbooks selections into English. A method similar to one used in two previous content analysis studies was used as the basis of the textbook analysis. A list of people and events was compiled, based on the Tables of Contents of several United States history texts and input from faculty in the history department of a local university. The development of such a list was consistent with the methodology used in other textbook content studies. Items on the content analysis list were used as the basis of determining how much space in each textbook was devoted to each item. Similarities and differences in coverage were then analyzed. Discussed in this session were the results of this study along with the educational implications of the results.

**Session 21.7 SCHMIEDING CENTER FOR SENIOR HEALTH AND EDUCATION: EVALUATION OF THE EDUCATIONAL PROGRAMS Salon C**

**Chair:** Sarah S. Pate, Birmingham (Alabama) City Schools

Patricia S. O'Sullivan and Beth Vaughan−Wrobel, University of Arkansas for Medical Sciences, and Diane Austin, University of Arkansas

The purpose of this presentation was to describe a prototypic evaluation for a newly developed entity within the University of Arkansas for Medical Sciences, the Schmieding Center for Senior Health and Education (SCSHE). This center provides patient care services and educational programs for older adults in northwestern Arkansas. Similar centers are under development in six regions of the state and will need to evaluate their services and programs. The plan developed for SCSHE must be examined for its effectiveness before adoption by other sites.

The SCSHE evaluation plan includes formative and summative evaluation and a special section on outcomes pertinent to the health care environment. SCSHE provides education for individuals to be trained in providing care to elderly persons in the home, for health professional students seeking expertise in geriatrics, for health care personnel seeking continuing education in care of the elderly person, and for members of the community. The evaluation plan had to address these diverse learners who range from those without a high school education to those with degrees as professionals. The evaluation also addresses the impact that SCSHE has on the community at large and whether the organizational structure of the SCSHE is effective in meeting its goals.

The evaluation was accomplished using a variety of techniques including paper and pencil and phone surveys and focus groups. This

required developing databases and optically scanned surveys, and training individuals to administer the instruments. The results of these experiences with developing and implementing this plan for the first year of (2001) were described. The authors made recommendations on how the evaluation plan could be modified for SCSHE and for adaptation by the other centers as they develop their own evaluation plan.

**Session 21.8 MOTHERS LEADING: MODELS OF MATERNALISM**
**Riverside East**

**Chair:** Lawrence J. Leonard, Louisiana Tech University

Douglas E. Masini, East Tennessee State University

In looking at basic leadership models, information is rarely found concerning the leadership traits of one of the most important leaders in our society, the mother. The presenter reflected on several models of leadership that are found in both textbooks and feminist literature and attempted to conjure a model inclusive of popularly held beliefs regarding the role of mothers in family and society. Are mothers seen as leaders? An ancient piece of Oriental wisdom states, paraphrasing, that if the Earth's mothers negotiated treaties there could be no more wars. If theoretical maternalism makes sense in the rearing of new citizens, why not maternalistic governance of municipalities, countries, or the world? Salient examples of feminist leadership that inform maternalism have given it a multi-faceted approach to problem solving in the wake of an ineffective paternalistic worldview. The review of the literature revealed five agendas of inquiry regarding maternal leadership: (1) Mystical Powers of Mothers, (2) Behavior of Women in Power, (3) Critical (Maternal) Literacy in the Workplace, (4) Maternal Leading and Radical Feminism, and (5) Maternal Leadership: The Road to Praxis. Maternal leading is a complex form of leadership that utilizes powerful tools and embraces an empathetic approach to leadership with an emphasis on love, caring for others, and a positive focus.

**10:30 a.m. - 11:20 a.m.**

**Session 22.1 SCIENCE EDUCATION Salon A**

**Chair:** William A. Spencer, Auburn University

**Implementation of an Observational System for Hands-On Discovery Learning in Science**

Clifford A. Hofwolt, Vanderbilt University

Practicum and student teaching supervisors have long used observational instruments to view teaching episodes to provide feedback and evaluation to practicum and student teachers. With the current emphasis on hands-on, constructivist teaching, these observation instruments have proved to be insensitive to these teaching techniques. The discovery observational instrument was developed to include categories for discovery-oriented, hands-on activities and activities in which students construct meaning from their

experiences. The instrument has been validated by experts and has an inter-rater reliability of 91%. What has been the effect on preservice elementary teachers effectiveness when teaching science lessons in elementary school settings?

Over the course of four semesters, the observational instrument was used to provide feedback to elementary preservice teachers when they teach science lessons in practicum settings. Data were collected regarding the frequency of hands-on science activities of a discovery nature, and the effect that feedback had on the design of future science lessons.

The results indicated that elementary preservice teachers responded very favorably with their supervisors' ability to detect the presence or absence of discovery learning in the classroom. Preservice teachers indicated that the feedback has helped them clarify their notions of what constitutes discovery learning. The results also indicated that successive lessons after an initial lesson that is observed had a higher degree of discovery learning than did initial lessons.

**Effect of Physical Science Learning on Success in Chemistry**

Alison B. Barrett, Tennessee State University

United States students have been found to have science skills that begin at a high level in the fourth grade but decline over time until they are very low by the twelfth grade. An overview of historical data documenting the decline was presented. Then several options for curriculum reform were discussed. Data on a study of the effect of physical science and biology grades on subsequent chemistry grades were presented. Fifty-five students from a middle Tennessee high school were surveyed concerning the grades they had made in physical science, biology, and chemistry. Analysis by multiple regression shows a predictive relationship with statistical significance of <.0004 between student scores in physical science and chemistry. No correlation was found between physical science and biology grades or between biology and chemistry grades. Results would seem to support the argument that teaching fundamentals of physics before teaching chemistry is beneficial. Results would seem to refute the argument that it is important to teach biology before chemistry or that it is important to teach chemistry and physics concepts before biology.

**The Effects of Computer Animated Dissection Versus Preserved Animal Dissection on the Student Achievement in A High School Biology Classroom**

Ronda V. Paulson and Patrick Kariuki, Milligan College

For years, the dissection of preserved animal specimens has been an integral part of the high school biology experience. In the United States, it has been common practice for centuries to dissect such vertebrates as frogs, cats, mice, and fetal pigs (Haury, 1996). Until the late 1980's, dissection was a completely accepted practice with 75-80% of all high school biology students dissecting frogs (Orlans, 1988). It was around that same time that a growing number of educators and students began to question the need for dissection in the secondary science classroom. The purpose of this study was

to examine the effectiveness of computer-animated dissection techniques versus the effectiveness of traditional dissection techniques as related to student achievement.

The sample used was 104 general biology students from a small, rural high school in northeastern Tennessee. Random selection was used to separate the students into an experimental group and a control group. The control group dissected a preserved earthworm. The experimental group dissected the earthworm using a CD-Rom dissection tool. Each student then took a test over the earthworm. This exact procedure was then used with the dissection of the frog. Data were analyzed using a t-test for independent means. Results indicated that a significant difference existed between the academic achievements of students in the control group versus students in the experimental group. The academic achievement of males in the control group versus males in the experimental group and females in the control group versus females in the experimental group was also examined. The data were analyzed using a t-test for independent means. The results indicated that there was no significant difference in the academic achievement of the two groups; however, further research is needed in this area.

**Session 22.2 EARLY CHILDHOOD EDUCATION Salon B**

**Chair:** Julie A. Holmes, Louisiana Tech University/Lincoln Parish (Louisiana) Schools

**Transition Programs That Work: Easing the Pain for Junior High Students**

Louanne Parker and David Saarnio, Arkansas State University, and Catherine Williams, Valley View High School (Arkansas)

The transition from elementary school to junior high school is difficult for many adolescents (Eccles et al.,1997). Students must cope with new environments and new expectations. Adapting to the new environment can be problematic for students. Educators need to understand what concerns adolescents have about transitions and develop programs to make transitions smoother. The present study investigated issues students identify as being of concern during this transition stage and examined whether a simple program would impact those concerns. A program targeting incoming junior high students was developed to ease the transition from an elementary sixth grade to a junior high school seventh grade.

Sixth graders (n=89) completed a survey to identify concerns about entering junior high school. A one-day program was held during the summer to address concerns identified in the survey. The program introduced transitioning students to teachers and the principal and was facilitated by eighth-grade students, who served as mentors. A tour of the school was given and included instructions to help students understand some of the concerns they will face (e.g., how to open lockers, getting around in the building). The same survey used earlier was given at the end of the program (n=87) to determine if students' concerns about transitioning to junior high were assuaged.

The data indicated that some concerns stood out above the others. Further, analyses reveal that many of the primary concerns were positively influenced by the program. For example, 81% (pretest) of the students said that "taking a shower and getting dressed for P.E." was a concern. Only 50% were still somewhat or very concerned after the program. Similar results were found for other major concerns. The present project showed that a brief program has potential to impact students' concerns across school transitions.

**The Transition Practices of Kindergarten Teachers and Parents' Involvement in Kindergarten**

Leanne Whiteside-Mansell, University of Arkansas for Medical Science, and Robert Bradley, University of Arkansas at Little Rock

To assist children and families with the adjustment to kindergarten, and to protect them from the stresses that accompany major changes in daily life, schools frequently engage in a set of activities (called transition practices) aimed at increasing child comfort and parent involvement. This study examined relations between kindergarten transition practices and parental involvement in school-related activities for different types of children, different characteristics of families, and different school and community conditions. Of particular interest was whether specific types of transition practices were related to parent involvement and whether efforts by schools to encourage parent involvement mattered more for high-risk parents.

A total of 235 kindergarten students and their teachers from three states participated in the study. Data were collected from the teachers at the beginning and end of the kindergarten school year. Most (89%) mothers had completed at least 12 years of education and were married (82%). Fifty percent of mothers and 97% of fathers reported working more than 30 hours a week. On average, teachers had 9.7 years of experience teaching kindergarten (SD = 7.5). Twenty-six percent of the schools were described as neighborhood schools, and 22% included students from a large rural area.

Using bivariate and multivariate procedures, the study found that no specific type of transition practice appears to be critical to improving parent involvement, but the combination of personal attention to individual children and parents prior to school entry and more general attention to parents and children after school entry was associated with an increased parental involvement. These efforts appear to be equally successful with both low-risk and high-risk families. As expected, families at demographic risk were less likely to show high levels of involvement.

**Kindergarten Teachers' Views on Children's Readiness for School**

Huey−Ling F. Lin, Alabama State University, and Jeffrey Gorrell, George Mason University

Because readiness is a culturally defined term, it is critical to understand the expectations of kindergarten teachers about what skills and behaviors are necessary in different schools. Participants were 3047 kindergarten teachers from the Early Childhood Longitudinal Study-Kindergarten cohort in 1998-1999. Data from the National Center for

Educational Statistics questionnaires for kindergarten teachers and administrators were used to create teacher-level and school-level variables. Combinations of statistical analyses (descriptive analyses, multivariate analysis of variance) were used to answer the following questions: (1) What criteria are used by kindergarten teachers to determine when children are "ready for school"? and (2) To what extent do kindergarten teachers within different schools' context (geographic region, denoted urbanicity, school types) differ in their conceptions about readiness?

Overall findings from kindergarten teacher-reported readiness items revealed a stronger emphasis on the social aspect of a child's coping skill than a child's academic skill. Kindergarten teachers saw preparing children to meet the social and cultural demands as the cornerstone of children's learning at kindergarten while they regarded environmental support as important. Kindergarten teachers who worked in different geographic regions, denoted urban cities, and school types had significantly different views of children's readiness for school [$F (39, 455533) = 153.85$, $p < .001$; $F (26, 307668) = 264.78$, $p < .001$; $F (39, 461505) = 204.33$, $p < .001$)].

This study demonstrated that readiness criteria for children to enter schools may be constructed based on the needs and values of community and the assumptions about development and learning theories. Providing children with opportunities to the interactive life of the classroom, to develop social skill, and to acquire appropriate forms of behavior with groups seemed to be a highly valuable goal in kindergartens.

**Session 22.3 NOVICE TEACHERS / PROFESSIONAL DEVELOPMENT Salon C**

**Chair:** Kathleen M.T. Collins, Saint Mary's University of Minnesota

**New Teachers: Profiles in Commitment**

Jack E. Slaybaugh, Cay Evans, and Ronald J. Byrd, Louisiana State University-Shreveport

Nationally, over 30% of new teachers leave the profession within the first two years (Slaybaugh, Evans, & Byrd, 1995/96). In Louisiana, 27% of new teachers leave by the end of their fifth year (Burns, 2000). To address this concern, Louisiana implemented the Louisiana Teacher Assistance and Assessment Program - a comprehensive induction, mentoring, and assessment program for new teachers. This paper presented the results of new teachers' attitudes and perceptions of this program.

**Implementing a New Field Experience Observation System**

Clara Carroll, Linda H. Thornton, and Jan C. Morgan, Harding University

The purpose of this discussion session was to describe the development of Harding University's field experience observation system, HUFEOS, and the analysis of the data collected using the new instrument. The HUFEOS system is an adaptation of Pathwise, an observation system for

first-year teachers. Data were collected from the first semester of using the new instrument.

The theory supporting the development of this performance assessment instrument is described in Charlotte Danielson's "Enhancing Professional Practice, A Framework for Teaching," Anna Maria Villegas's paper, "The Competence Needed by Beginning Teachers in a Multicultural Society," and Ann Reynolds's " What is a competent beginning teaching: A review of the literature."

During fall 1998, summer 1999, and fall 1999, three faculty members were trained in Pathwise to become certified trainers. During summer 1999 faculty members developed an instrument for use in assessing student teachers to bring the assessment of student teachers better in line with the mission and vision statements of Harding University. Instead of using the Pathwise instrument intact, the decision was made to make adaptations and name the assessment tool HUFEOS. Permission was granted by ETS to adapt Pathwise. To facilitate adaptation, input from cooperating teachers and other stakeholders was obtained by field-testing some components of the system (fall 1999). The training began in the summer of 1999 with the training of the university supervisors. By the spring of 2001, 720 cooperating teachers representing 30 school districts were trained. All university supervisors, even adjunct, were trained.

Ninety-nine per cent of the students passed the Praxis II Principles of Learning and Teaching. The data showed that candidates were strongest in Domain B on both PLT and HUFEOS assessment instruments. The weakest area was in Domain D on both PLT and HUFEOS.

**Professional Development Sites: From Policies To Practicalities**

Trevor F. Hutchins, Belmont University, and Steve Baum, Granbery Elementary School

For the past two years Belmont University has worked with a number of schools to develop a Professional Development Site (PDS) program that embeds methods courses for elementary and middle school licensure within several schools. The 15 credit hours of methods courses were initially placed into a one-semester block and then this block was placed into a PDS school. For the last year, faculty from Belmont University and school faculty, working from the NCATE Standards, have been discussing what a PDS might look like, the roles of school and university faculty in a PDS, how a PDS might be structured, and how a PDS might be assessed as part of both candidate development and school development. This discussion paper was designed to: (1) examine some of the research and other literature on Professional Development Schools, (2) show how the NCATE PDS Standards have been used to guide the development process at Belmont University, (3) engage participants in the issues raised by the NCATE Standards with a particular emphasis on the nature of collaboration, (4) share some of the products of collaboration related to the roles of participants in a PDS, program structure, course development and assessment, and (5) discuss the research agenda developed by the PDS team.

**Session 22.4 SCHOOL REFORM/SCHOOL IMPROVEMENT**
**Salon D**

**Chair:** Marcia R. O'Neal, University of Alabama at Birmingham

**Influences of School Social Webs on Cohesion and Student Achievement**

Cathleen S. Hightower, University of New Orleans

This study investigated the relationship between the types of teacher interaction in public elementary schools and the level of cohesion around change and improved student achievement. This research focused on the relationship between teacher interaction and level of a school's capacity for collegial cohesion around change and student achievement, and how both of these factors, in turn, related to student achievement itself.

Three types of school social webs were examined for levels of cohesion (unity of the group): (1) those dominated by high or low levels of friendship-based maintenance of social support interaction, (2) those with high or low levels of production-management for efficient completion of organizational work-interaction, and (3) those dominated by high or low levels of interaction around instructional innovation. The study hypothesized that schools at which teachers cohere around those practices that respond to the needs of the students in a particular school based on accepted educational theory, statistically significant empirical studies, reflective-teacher observation, and student achievement data can predict improved student achievement. The study used sociometric measures of density of teacher interaction, the extent to which all possible relations among teachers are present-around each of these constructs (maintenance of social support interaction, production interaction, and interaction around instructional innovation) combined with teacher perceptions of cohesion as a means to interpret the school conditions that best lead to teacher cohesion leading to student achievement.

The study hypothesized that high levels of teacher interaction around instructional innovation as mediated through faculty cohesion around change are the school conditions that best predict improved student achievement.

**The Effect of Participatory Teacher Research Professional Development on Teacher Efficacy and Empowerment**

Robin K. Henson, University of North Texas

This study examined the effect of participation in teacher research on teachers' self-efficacy beliefs. More specifically, Bandura's social cognitive theory was used as a theoretical framework to examine relationships between efficacy and three predictors (i.e., teacher empowerment, collaboration, and perceptions of school climate) in the context of a teacher research professional development initiative. A secondary purpose was to extend the Participatory Research and Development Model (PR&D) of teacher research to teachers in an alternative school setting. This form of professional development is potentially quite meaningful for participating teachers and effectual on learning environments.

Eleven teachers from an alternative education school participated in the academic year-long teacher research project. Data were collected in a mixed methodology framework via quantitative surveys and qualitative interviews, observations, and field notes.

Substantial gains were observed from pre- to posttest for general teaching efficacy (M = 1.18, SD = .66) and personal teaching efficacy (M = 1.36, SD = .26) on the six-point scale. Collaboration had a moderate average gain of .42 (SD = .26) on the seven-point scale. Empowerment and perceptions of school climate increased only slightly. Repeated measures analyses supported the growth of efficacy. The occasion source of variance was statistically significant and had a large effect size in both cases (general, $F = 35.03$, $p < .001$, eta-squared = 28.79%; personal, $F = 302.47$, $p < .001$, eta-squared = 56.69%). These results suggested that teacher research may be an important means of professional development by which to impact teacher efficacy in alternative education teachers. Other analyses were conducted.

The present study supported the hypothesis that teacher research can positively impact both general and personal teaching efficacy in alternative education teachers. It also appeared to impact teachers' level of collaboration, another important variable in educational reform efforts. Implications for the findings were discussed.

**Is There a Connection: Teacher Empowerment, Teachers' Sense of Responsibility and Student Success**

Barbara N. Martin and Judy A. Johnson, Southwest Missouri State University, and Barbara Crossland, Hollister Public Schools

The research questions critical to this study focused on possible relationships between teachers' perceived levels of empowerment in the workplace, teachers' perceived levels of responsibility for student learning, and the level of students' success as measured by standardized achievement test instruments. The questions were: (1) Is there a relationship between teachers' perceived level of empowerment and perceived degree of teachers' sense of responsibility for positive student outcomes? (2) Is there a relationship between teachers' perceived level of empowerment and perceived degree of teachers' sense of responsibility for negative student outcomes? (3) Is there a relationship between perceived degree of teachers' sense of responsibility for student outcomes and student achievement? and (4) Is there a relationship between teachers' perceived level of empowerment and student achievement?

The empowerment of school stakeholders holds considerable promise for facilitating the changes in schools. Teacher participation in decision making has been promoted for many reasons. Teacher participation is believed to enhance teacher professionalization through improvements in commitment, organizational climate, motivation, and job satisfaction (Retzlaff, 1997).

The population for this study consisted of classroom teachers from a midwestern state. The representative sample for this study was selected from small (up to 1000 students) and mid-sized (1001-2500 students) school districts. Subjects were selected at each grade level with the intention of

obtaining representation of those teachers at varying levels of their careers (non-tenured, tenured, and veteran). A total of 271 teachers were surveyed.

Participating classroom teachers were administered the Responsibility for Student Achievement Scale (RSA) by Guskey (1981) and the School Participant Empowerment Scale (SPES) by Short and Rinehart (1992a). Teachers' perceptions as measured by the RSA and SPES provided the primary data for this study. This study utilized a quantitative data collection design. Participating classroom teachers were administered the Responsibility for Student Achievement Scale (RSA) and the School Participant Empowerment Scale (SPES). Teachers' perceptions as measured by the RSA and SPES provided the primary data for this study. Analyses of correlation coefficients were used.

The research questions central to the study focused on relationships between teachers' perceived empowerment in the workplace(SPES), teachers' perceived levels of responsibility for student learning (RSA), and the students' learning as measured by standardized test instrument. Analyses of correlation coefficients revealed a statistically significant relationship between empowerment and responsibility for positive student outcomes. No other significant correlation emerged. Apparently, student achievement is a complex construct not entirely dependent on empowerment or teacher sense of responsibility.

The findings from this study indicate that teachers were willing to accept credit for students' success, but were reluctant to accept blame for students' failure to achieve. The data indicated that the construct of teacher empowerment and a sense of responsibility for student outcomes were important to a positive school climate and increased teacher efficacy. However, the effect on student achievement appeared to be secondary, if at all.

The findings in this study suggested several tangents that may prove interesting for further research. It appeared likely that the voluntary nature of the research design resulted in a halo effect. Also, this research study was conducted in a rural area of the midwest. It is likely that teachers in rural areas tend to perceive themselves with increased status and impact. A study involving large schools could prove interesting.

**Session 22.5 ACHIEVEMENT / SCHOOL ENVIRONMENT**
**East**

**Chair:** Russell West, East Tennessee State University

**Reading Achievement in Urban and Rural Schools: Class Size, Gender, and Diversity**

Jo Ann Belk, The University of Memphis, and Charley Sparks, Gerald Calais, and Marilyn Larmon, McNeese State University

In examining the literature concerning reading achievement in urban and rural schools, a number of factors appeared to influence students' achievement. Some of the factors included class size, gender, and diversity.

Educators need to be aware of these factors and their implications for teaching and learning.

In relation to class size, a number of studies supported the benefit of smaller class sizes. In response to a 10-year decline in student achievement in California, its legislature passed a bill that committed more than $1 billion a year to class size reduction. Evaluations after the second and third years of this program indicated that achievement increased more in the smaller classes as compared with the larger classes.

In examining the differences of achievement related to gender, a review of the literature supported the fact that females tended to have higher achievement in reading. This was more apparent in the primary grades. In most of the studies, the effect size pertaining to achievement was moderate.

Diversity appeared to be a major factor associated with reading achievement. In a number of studies a significant difference in reading achievement between white and non-white students was found. White students tended to score higher in achievement than the non-white students.

A review of the literature indicated that class size, gender, and diversity influenced reading achievement. Implications for teaching included reducing class sizes and varying methods of teaching to meet the needs of a diverse population of students. Research-based, best-practices methods should be used to help all students increase achievement.

**Small Classes and the Test-Score Achievement Gap**

C. M. Achilles, Eastern Michigan University, and Jeremy D. Finn, SUNY Buffalo

Educational policy continues to be unclear about class size and student outcomes. Class size and pupil–teacher ratio (PTR) results are often used synonymously, but this is incorrect because the terms are not the same. Small classes provide many benefits. What is their impact on achievement gaps?

Considerable concern is expressed about closing the "achievement gap." This usually means trying to make more equal the average group scores on some outcome measure, such as a standardized test, between majority and minority students, often defined by race or ethnicity. Title I emphasizes closing the achievement gap between disadvantaged and not-disadvantaged students (etc.).

This paper showed a focused compilation, review, and analysis of test-score outcomes presented in high-profile small-class or class-size reduction (CSR) efforts in the United States, 1978–2001. Although the focus was early grades, long-term and upper-grade results were included. Primary research, state and district statistics, professional literature, and news media reports form data for this presentation.

The findings were ns: (1) section one discusses the need for indepe ndent research on important education issues such as class size and achievement gap, (2) section two begins with a call for clear definition of terms in any class-size discussion and provides data from Project STAR

(Student Teacher Achievement Ratio), a longitudinal, large-scale randomized educational experiment, (3) section three presents evaluation and inferential evidence from non-STAR sources related to class size and student achievement; and (4) section four offers a summary, conclusions, and some recommendations.

The evidence was clear. Small classes in early elementary grades (K-3) reduced the test-score achievement gap between or among groups. Students must begin small classes when they start school (K or Pre-K). The class-size treatment must be intense (all day, every day) and of sufficient duration (three and preferably four years). Policy and practice implications were discussed.

**Erosion of Instructional Time: Teacher Concerns**

Lawrence J. Leonard, Louisiana Tech University

In an era of results-driven accountability, teachers often lack the types of controls that allow them to harness both their own energy and that of their students. This research addressed a facet of teacher work life in which many feel disempowered: the regular infringement of outside intrusions into the classroom learning environment.

Concerns about the use or misuse of class time continue to be expressed in the literature on school effectiveness and school improvement. For instance, Levin and Nolan (1996) note that the amount of time spent on instruction can vary widely from class to class and school to school, much of it as a direct consequence of system, teacher, and administrator policies. Ranallo (1997) contends that only a portion of allotted time becomes productive instructional time as much of it continues to be "absorbed by assemblies, special events, timetable adjustments, unexpected interruptions, discipline matters, etc."(p. 64). Similar concerns have been expressed by Seeman (1994, p. 115), who attributed much time wastage to "bad or loose school rules" as policies permit such time-consuming episodes as fund-raising, outside noises, and classroom intrusions.

A stratified random-selection of 1000 teachers in a western Canadian province were surveyed regarding their experiences and feelings about such time-consuming occurrences. The study was designed to provide supplementary data to an earlier investigation of the nature and frequency of externally-imposed classroom interruptions by attempting to ascertain their perceived impact (Leonard, 1999).

The results dramatically illuminated the extent of the problem, as well as the array of teacher perceptions of and reactions to it. The data clearly illustrated that externally-imposed classroom interruptions are a major concern for many teachers. Almost all the surveyed teachers indicated that they regularly experienced interferences from outside the physical parameters of the classroom. While there was wide variation in the reported impact these interruptions made on classes, more than half indicated that they considered them to constitute a serious problem. These teachers were often very ardent in their written expressions of the damaging effects of these intrusions, particularly in terms of how they distracted students and squandered instructional time. It is also probable that such schools are failing to

maximize learning opportunities for their students and, consequently, may be struggling to meet those prevailing demands for improved outcomes.

**11:30 a.m. - 12:20 p.m.**

**Session 23.1 AT-RISK CHILDREN Salon A**

**Chair:** Cynthia J. Reed, Auburn University

**Resurrecting the Research on Peer Tutoring**

Gary W. Ritter, University of Arkansas

Abundant evidence exists that urban schools and schools serving low-income students are facing staggering challenges. One strategy embraced by many policymakers as a potential solution for these problems is volunteer tutoring for young students. Leaders in the federal government, and at lower levels of government, have become increasingly interested in the concept of volunteer tutoring for elementary school children.

A review of the literature on the effectiveness of tutors for improving academic performance demonstrates the changing focus of the research over time and reveals interesting findings. The bulk of the research on tutoring published in this nation in the 1970s and early 1980s examined the impacts of peer or cross-age tutoring. Only in the mid-1980s did the research emphasis shift to specialized interventions for children with academic disadvantages; most recently, the research attention has moved toward volunteer programs in an effort to find cost-effective ways to expand the number of children served. While there remains very little evidence regarding the impacts of volunteer tutoring for poor children, the bulk of the research on peer tutoring from the 1970s revealed that these programs were generally found effective at improving academic performance of both tutors and tutees.

Pupil-to-pupil tutoring increased in popularity during the 1970s, a period of teacher shortages, in which peer tutoring was viewed as a way to extend scarce teacher resources. In 1982, Cohen, Kulik, and Kulik published a well-known and often-cited review on tutoring in the American Educational Research Journal. The authors concluded that peer or cross-age tutoring programs have "definite and positive effects on the academic performance and attitudes of those who receive tutoring."

Because this may well be an effective strategy, this paper reviewed the literature on peer tutoring and presented recommendations for educators interesting in need of effective intervention programs.

**Effect of an After−School Tutorial Program on Academic Performance of Middle School Students At-Risk**

Kathleen M. T. Collins, Saint Mary's University of Minnesota, and Anthony J. Onwuegbuzie, Howard University

Observations of middle school students' performance indicate a drop in grade point average and motivation, factors that place this population at

risk for dropping out of school. To address these phenomena, some school districts provide after-school tutorial services to elevate academic performance and to act as a deterrent for developing at-risk behaviors that are associated with poor performance.

The After-School Peer Tutoring (ASPT) Program, implemented at a rural southeastern school district, is one example of this effort. This program provides one-to-one tutorials in language arts, science, mathematics, and social studies that are conducted four nights per week. Tutors are college students who have completed a tutorial training session. However, little is known about this program's efficacy. Thus, the present study explored the following questions: (1) What are the at-risk characteristics of students participating in this program? (2) To what degree does the ASPT program impact the performance of students experiencing academic difficulties? and (3) What are the characteristics of students who benefit the most from the program?

The sample was comprised 89 of sixth-, seventh-, and eighth-grade students enrolled in the ASPT program for one semester. End-of-semester grade was used as a measure of performance. Also analyzed were students' suspension history and referral/placement in special education, which served as indicators of at-risk behavior.

Findings indicated that the program was very effective in increasing academic performance among its attendees because the majority of students attained a passing score in their targeted subject areas. However, although a notable percentage of students in the mathematics tutorial program attained passing scores (60.7%), this proportion was statistically significantly lower than that for language and social studies (Cohen's d = .31 and .27, respectively). These findings suggested that the ASPT program was least successful for mathematics. Differences because of ethnicity, grade level, and suspension history emerged. Implications were discussed.

**Effects of an Integrated Language Arts Tutoring Program on Reading Comprehension**

Kathleen York, Charlotte Boling, Kavatus Newell, Wang Ying, and Dana G. Thames, The University of Southern Mississippi

The effects of an integrated language arts, one-on-one tutoring program on reading comprehension scores were examined. A total of 93 students (treatment n = 51; comparison n = 42) in grades 4-8, who were reading below grade level, participated in the study for one school year. Treatment group students received weekly, 90–minute tutoring sessions designed to address individual needs identified by pre–treatment diagnostic measures.

Post-treatment comprehension scores obtained from the Analytical Reading Inventory (ARI) for silent narrative, oral narrative, and silent expository reading for treatment and comparison groups were compared using the analysis of covariance. For each of the three types of reading, post–treatment comparisons for the two groups included Retells in Fact (RIF), Puts Information Together (PIT), Connects Author and Reader (CAR), Evaluates and Substantiates (EAS), and total comprehension scores from

three levels: (1) one level below each student's present grade level, (2) at each student's present grade level, and (3) one level above each student's present grade level. Although a few statistically significant ($p < .01$) group differences were found for below-grade-level scores, several statistically significant ($p < .01$) differences were found for on-grade-level scores and for above-grade-level scores. All statistically significant differences favored students in the treatment group. Effect sizes, as measured by the eta-squared coefficient, indicated that effects ranged from moderate to large in magnitude. Most of the statistically significant differences were found for silent expository and silent narrative reading, with fewer group differences found for oral narrative reading.

The findings of the study strongly suggested that an integrated language arts, one-on-one tutoring program was an effective way to improve students' reading comprehension performance. Also, the study demonstrated that ARI diagnostic data obtained from individual students may be used both to inform instruction and to evaluate program and group performance.

**Session 23.2 EXCEPTIONAL CHILDREN Salon B**

**Chair:** Jane Nell Luster, Louisiana State University

**Service Learning: Improving Attitudes of Regular or Gifted Education Students Towards Their Disabled Peers**

Rona Skinner, Syracuse University; Mitylene Arnold, Texas A&M University; and Sidney Rowland, Grady Harlan, and Joan C. Harlan, The University of Mississippi

Miller and Clarke (1991) proposed that interaction between non-disabled and disabled peers allows for an improved academic program for students with disabilities and increases their acceptance by their non-disabled peers. According to Clark (1997) and Passow (1988), gifted students may benefit from interaction with students with disabilities.

Service learning activities, a growing trend in the development of the gifted education curriculum, provide excellent opportunities for gifted students to foster relations with peers who are disabled. Service learning activities allow gifted students to learn and to help others (Lewis, 1996).

The purpose of this study was to investigate the effect of service learning activities between students receiving special education services and gifted students on the attitudes of gifted students as measured by The Students' Attitudes Toward the Mentally Handicapped Assessment (Campbell, 1988). This 40-item survey was administered before and after a five-week intervention program of weekly, one-hour interactive sessions between the two groups of students in each of the schools.

The sample of gifted students was white female nine- and ten-year-old fourth-grade students from a rural Mississippi Delta school district whose student body consists of 97.61% black and 2.24% white students, and from a more urban northern Mississippi school district whose student body consists

of 33% black and 67% white students. The sample of students receiving special education services was black male, fourth-grade students from the same two districts.

Gifted students were more likely to indicate that students receiving special education services be mainstreamed into regular education classes, were more willing to associate with or to befriend those students, and they valued more the needs of those students' privacy rights. Additional analysis, discussion, and implications for curriculum modifications for both regular and gifted education students were presented in the final paper.

**The Effects of Mnemonics Instruction for Students with Learning Disabilities: A Literature Review**

Julie A. Holmes, Louisiana Tech University/Lincoln Parish (Louisiana) Schools

Memory is the process of actively storing and receiving information. While memorization may take a lesser role in an overall curriculum that highlights higher order thinking skills, the importance of memorization could be forgotten. A common problem teachers face is being confronted by students who have difficulty remembering primary facts and concepts and are unable to proceed to higher-level skills. Higher-level objectives include, and are dependent on, lower level cognitive skills. If the ultimate goal is to produce students who are critical thinkers, the knowledge base must be developed through memorization.

Mnemonic instruction is one way to build this foundation of knowledge. The purpose of this literature review is to report the effectiveness of mnemonic instruction for students, especially those with learning disabilities. Sources included contemporary and classical literature from books, educational journals, and on-line sources. The literature supports the use of mnemonics for students with learning disabilities for many reasons, such as building foundational skills, revealing student potential and achievement, feelings of self-worth and motivation, and to learn to function as independent learners.

The history of mnemonics is reported and various mnemonics strategies are explained and supported with examples from the literature encompassing all content areas. The results showed that mnemonic instruction is effective for average to poor associative learners and that the material learned was retained over time. Mixed results were discovered in terms of generalizing the technique to other content and in the use of teacher-constructed versus student-created mnemonics.

Mnemonics works because they employ the principles of the information-processing model of intentional learning and act as a "semantic bridge" for students with learning disabilities. Yet, relatively few teachers are using this effective teaching technique. With the diversity of learners that enter today's classrooms, the power of mnemonic teaching strategies cannot be ignored.

**The Use of Factor Scores of Inclusive Schooling Philosophies in the Prediction of Knowledge and Skills Among Elementary and Secondary**

**Education Teachers**

Kathleen R. Atkins, James C. Mainord, and David L. Naylor, University of Central Arkansas, and James E. Whorton, University of Southern Mississippi

The practice of inclusion, providing a normalized education experience for all children with disabilities, remains a source of controversy among professionals. Literature indicates a genuine commitment to inclusion requires the systems change approach in which all stakeholders act to create an environment that fosters equal and appropriate educational opportunities for all students. Restructuring of schools based on the ideals of community, belonging, and acceptance is the foundation of inclusion. Eliminating the historical exclusive philosophy toward persons with disabilities poses several challenges to the educational system. General educators working cooperatively with special educators to educate all students in a general education setting is cited as one of the most significant challenges facing effective inclusion. This study sought to investigate the beliefs and attitudes toward inclusive schooling of elementary and secondary teachers that contribute to their existing knowledge and skills of inclusive practices.

Elementary and secondary education teachers (n=220) from three school districts located in the central Arkansas region participated in the study by completing two inventories presented on a Likert-scale format. The Inclusion Belief and Attitude Inventory consists of 20 items that solicited support and awareness responses regarding the inclusion of students with disabilities. The second inventory obtained information regarding the participants' skills and knowledge of inclusion practices through 14 items. The protocols were administered at professional development activities by the investigators of this study.

The data collected on The Inclusion Belief and Attitude Inventory were analyzed by factor analysis in order to isolate the variables measuring beliefs/attitudes and the degree to which the variables would measure the construct. A stepwise regression analysis was conducted to predict whether the factors representing beliefs and attitudes toward inclusion could predict the respondents knowledge and skills of inclusion. The findings of this study suggested implications for training teachers in inclusive schooling practices.

**Session 23.3 LANGUAGE ARTS Salon C**

**Chair:** Carolyn Reeves-Kazelskis, The University of Southern Mississippi

**The Fast ForWord Program in Jefferson County, Alabama**

Karen Dahle, Gypsy A. Abbott, and Sheryl Strasser, The University of Alabama at Birmingham

Language acquisition is affected by rates of speech. According to the work of psychologist Paula Tallal, children lack strong basic fundamental language skills (speaking, listening, semantics, and syntax) as a result of rapid speech patterns encountered both in and outside of the classroom. In response, Tallal developed the Fast ForWord program, a computer-based

intervention that emphasizes slow articulation of words until comprehension and correct pronunciation are attained, while gradually guiding individuals up to typical speeds of speech. This manuscript presented the evaluation of a pilot test of the Fast ForWord program in elementary schools of Jefferson County, Alabama. Study subjects were children in grades K-5. Data for the study were obtained from school records containing demographic information, as well as exam scores. The TOLD exam served as the instrument to assess differences in students' language abilities and was administered before and following program participation. Scores were reported by five subtest measures that included: spoken language, listening, speaking, semantics, syntax, and a sixth, organization, for children in kindergarten through second grade.

Paired t-tests were run to compare differences among TOLD scores as they related to several independent variables including gender, age, grade level, special education status, and primary language. Based on a p-value of .05 and an eta-square value of > .2, findings indicated that the program was effective overall by grade level and gender, with the exception of boys in kindergarten through second grade. In addition, children in special education, grades three to five, also proved to be practically significant. For educational purposes, all gains were interpreted to be positive. Overall study results tended to indicate that the Fast ForWord program has had a positive impact on participants from two Jefferson County schools and may be a promising prospect for today's educational planners.

**Teacher Responses to Sustained Silent Reading**

Jennifer M. Good and Terry Ley, Auburn University

An important objective of formal education is to promote and enhance the literacy skills of students. In response to this objective, numerous reading initiatives and literacy programs have been established at public schools throughout the United States. One such middle school program incorporated daily Sustained Silent Reading (SSR) time as a primary component of a literacy intervention, the integration of daily journal writing as a follow-up activity to the reading. Teachers were strongly encouraged to participate in a two-week literacy-training institute prior to the initiation of this program. Although research indicates that SSR has had positive effects on students' attitudes toward reading at all grade levels, few studies have explored the teachers' responses to SSR as a manageable and effective literacy intervention strategy.

An essential component of SSR, agreed upon by researchers and administrators, is the use of the teacher as a role model of good reading habits. Advocates of SSR programs state that everyone, including the teacher, must be engaged in reading (Manning-Dowd, 1985). Wiscount (1990) noted that the positive results of SSR programs varied, noting that the actual commitment of the teacher to model recreational reading impacted the responses of students to SSR programs. If teachers are an essential link in the effectiveness of an SSR program, then it seems logical to solicit their attitudes toward the SSR program in order to foster program improvement and development.

Teachers (n = 23) involved in this particular program completed a

survey at the end of the 1999-2000 academic year after one year of the literacy intervention that included sustained silent reading and journal response writing. The survey consisted of two parts: 33-multiple choice items that asked respondents to indicate the extent of their agreement on a five-point scale, and 13 open-ended responses to different prompts. Because of sufficient reliabilities, the 33 items were collapsed and analyzed as six constructs of program worth, training effectiveness, teacher efficacy in reading, reading importance, views on journal writing, and use of the reading specialist as a resource. The open-ended responses were analyzed through a content analysis.

The responses to the survey indicated that the teachers perceived the reading program to be a beneficial and worthwhile experience for their students. Specifically, the sustained silent reading time was received favorably. However, the journal writing component of the program met with mixed reactions. Most members of the faculty and staff would like to see it continued, but suggestions for revisions to managing the journal writing time and making it instructionally meaningful would be welcomed. For instance, teachers indicated that they would like to participate in staff development on a variety of topics related to reading instruction, particularly as it relates to specific content area. These conclusions implied that teachers are an essential link in the effectiveness of literacy intervention. Their suggestions for improvement can help to inform the direction of literacy instruction, and thus, should be carefully considered during program evaluation.

**Effects of Reading Renaissance Training: Faculty Reactions to Compressed Inservice**

David M. Holman and Arthur McLin, Arkansas State University

Professional staff development activities are often short-term, devoid of adequate follow-up, and do not address school contexts. Literature on professional development reports that effective integration of technology into education calls for vision of professional development, whereby ongoing programs are tied to a school's curricular goals and sustained by staff support.

Accelerated Reader ading are Reading Renaissance reading ma agement systems that use co manage day-to-day student reading pract ce. Inservice in these programs typs two years, one day of faculty traini g during the first year of implemen two days of follow-up training the second y ear. As part of a larger project, this study explored the effect of compressing the inservice into one year. One day of training in the fall, and two days of training in the spring for grades two through four faculty from four elementary schools in one moderate size school district in Arkansas, were provided. All participating faculty in each school were interviewed within two months of the first inservice and within two months of the second inservice.

Interviews were analyzed holistically with pattern analysis to determine themes related to faculty comfort with the technology and amount and appropriateness of implementation. Conclusions were drawn related to the impact of compressing inservice on faculty comfort and the unexpected contamination of competing district/building reading programs. Findings have implications for district planning of staff development activities and program implementation.

**Session 23.4 COLLEGE STUDENTS Salon D**

**Chair:** Robert L. Kennedy, University of Arkansas at Little Rock

**Conversations with Metropolitan University Freshmen**

Kathy K. Franklin, Vonna R. Cranston, Susan N. Perry, Damaris K. Purtle and Blake E. Robertson, University of Arkansas at Little Rock

The purpose of this qualitative study was to explore freshmen attitudes about higher education. The significance of the study was in designing a theoretical framework to inform effective retention strategies targeted toward metropolitan university students. The sampling frame included students enrolled in freshman-year experience (FYE) orientation courses taught at a metropolitan university.

During the fall of 1999, eight researchers conducted 28 interviews with freshmen. The researchers contacted the instructors of five FYE courses requesting permission to use class time to interview students. Instructors planned group activities for the day of the interviews. Over a six-day period, the researchers visited the FYE courses selecting students to interview based on two sampling criteria: (1) students with freshman status and (2) a purposive sample based on gender, age, and ethnicity. Instructors allowed each student volunteer to leave the classroom for approximately 20-minutes for the interview. The interviews followed a script written a priori based on extant literature.

Congruent with Husserlian phenomenological reduction, each researcher bracketed her/his transcripts into coding categories. Next, a research team merged approximately 200 codes into 50 themes possessing shared thoughts. A second team grouped the themes into six attitude patterns. Finally, the researchers used the patterns as the constructs to form a theoretical framework. The researchers conducted an internal-peer audit to ensure the validity of the data heard to the theoretical framework.

The resulting theoretical framework included freshman attitudes about academics, educational purpose, first-year emotions, preparedness and support, the role of money, and university life. Recommendations were made for developing strategies to improve retention for metropolitan students based on the theoretical framework.

**Teaching Generation X in College: An Exploratory Study**

Marilyn Norwood and Jim Vander Putten, University of Arkansas at Little Rock

The American public perceives college students today (Generation X) as apathetic, if not lazy and consumer conscious. This negative opinion of the United States public regarding higher education affects teaching as well as institutional and student outcomes.

The study purported to understand if generation Xers were acting

simply on the basis of immaturity and how this related to teaching them on the college level. In the past 25 years, in loco parentis has almost disappeared as an approach in institutional control of students. The research attempted to understand if the problem was the same across socioeconomic, race, and gender lines.

A review of some of the thinking of authors on the higher education hierarchy, as well as student responsibility from a historical and sociological perspective, including the dynamics of today's college environment, was presented in the study. In this review, the previous writings of Derrida, Foucault, Lyotard, and Baudrillard helped to focus on higher education in this postmodern period of Generation X. Also, the study indicated that within the last decade the writings of Tinto, Pascarella, Astin, and Pace have reflected a concern for student accountability in terms of the higher education experience.

The basis of this study was Gen Xers from a Research I institution in the south-central United States. The eight participants in the study include four males and four females from two ethnic groups who were full-time undergraduate students between the ages of 18-28 years. These students discussed in interview style their religious values, as well as how they perceived college life, their parents, and their future.

The results of the study indicated that concern for Gen Xers was justified and that they needed not only demographic diversity, but diversity in learning styles as well. It confirmed much of Peter Sacks writings about the Generation X college cohort.

**Protocol and Scale Development to Assess the Adult Learner**

James E. Witte, Tony Guarino, and Maria Martinez Witte, Auburn University

This study described the development and validation of an interview protocol and a performance-rating scale designed to assess individual performance in the adult learner social role. The genesis for this work was found in the 1950s social roles' research of Robert J. Havighurst and the later research of Abney (1992/1993) and Kirkman (1994). The scale and interview protocol were developed using five specifically structured review panels. The first two panels were involved in the construction of the scales and protocol. The third panel, using a Q-sort technique, reviewed the relationship of the proposed protocol questions and the performance-rating scale. The fifth and final panel qualitatively reviewed both the scale and protocol for overall clarity, functionality, and usability. Following field testing, data were examined using confirmatory factor analysis to assess content validity. The major finding of this study was that the scale and protocol served the purpose for which they were designed.

**1:30 a.m. - 5:00 p.m.**

**POST-CONFERENCE SESSION Riverside EastHigh Stakes Hits Higher Ed: How are Colleges of Education Dealing with the "New" Accountability**

This interactive symposium is designed to provide a forum for participants and is open to MSERA members who pre-registered for the session.

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