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Cyber-bullying in Higher Education

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Abstract

Cyber-bullying/cyber-incivility refers to any harassment that occurs via the internet, cell phones or other devices. Communication technology is used to intentionally harm others through hostile behavior such as sending text messages and posting ugly comments on the internet. The National Crime Prevention Council defines cyber-bullying/cyber-incivility as “the process of using the Internet, cell phones or other devices to send or post text or images intended to hurt or embarrass another person (USLegal; Notar, Beard & Akpan, 2020).

Cyber-bullying/cyber-incivility is not limited to grade school, middle school, or high school—it also appears in postsecondary education. It’s also not just an American problem, but occurs across the globe (Akpan, & Notar, (2016). Cyber-bullying/cyber-incivility must be recognized as a higher education issue. College and university administrators should work on policies that develop guidelines for dealing with this issue on campus and with more on-line education and faculty working from home, in the home.

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Experience That Works: An Investigation Uncovering Essential Elements of Field Experiences and Internships within Principal Preparation Programs that Significantly Impact and Contribute to Principal Effectiveness

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Abstract

BACKGROUND: This study applies situational leadership and transformational leadership theories in discerning essential elements of principal preparation program field experiences and internships that contribute most to principal effectiveness. Identifying critical components of principal preparation field experiences and internships are imperative to ensure principal effectiveness within the ever-changing landscape of education. **OBJECTIVE:** The objective of this study is to discover essential components of field experiences and internships provided by principal preparation programs that contribute most to principal effectiveness, increasing the likelihood public school districts hire principal candidates who are equipped with the skills necessary to step into the position with minimal on-the-job training. **METHODS:** The mixed methods study is comprised of two parts: a quantitative survey followed by three qualitative interviews and observations (i.e., one interview/observation per participant). The quantitative survey consists of two categories of data, demographic and descriptive, containing three sections. The first section of the survey requires participants to provide demographic data (i.e., age, principal preparation program type, years of experience). The second section was designed encompassing Grissom & Loeb (2011) five broad domains of principalship: instructional management, organizational management, internal relations, external relations, and administrative duties. Additionally, domain-specific activities, also referred as essential elements, are listed to measure participant

engagement of listed activities during principal preparation program field experiences or internships. Participants rated their principal preparation program's degree of engagement using a 5-point Likert scale; Strongly Disagree to Strongly Agree. The quantitative survey was administered to the full sample size as measured by participant response return rates across target states. Then, a qualitative semi-structured interview was developed based on the quantitative survey data. Interview questions addressed principal preparation program field experiences and internships integration of identified essential elements; identify how essential elements contribute to principal effectiveness; identify which domain occupies majority of daily routine; identify which domain-specific activities most frequently occur; address principal preparation program field experiences and internships alignment to principalship reality; and identify principal preparation program field experiences and internships as effective or noneffective. Interviews were conducted one-on-one at a participant selected setting (i.e., school site, virtual platform), lasting approximately 45 minutes. Lastly, observations were conducted to observe the frequency participants engaged in domain-specific activities as identified in the quantitative survey and qualitative interview. These formal observations assessed the occurrence of domain-specific activities utilizing an observation checklist that measures frequency and duration. Additionally, the observation checklist noted time of day (i.e., AM, PM) and provided space for fieldnotes. RESULTS: Under analysis.

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Novice Teachers' Use of Culturally Responsive Pedagogy to Impact Student Learning

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Abstract

Problem Statement

Teacher education programs are vested in the success of their graduates and recognize the struggles novice teachers face in their first years of induction to support an increasingly diverse K12 student population. Data regarding novice teacher impact on student learning can inform preparation program continuous improvement efforts specific to teachers' use of culturally responsive pedagogy to support culturally and linguistically diverse students.

Theoretical Grounding

The theoretical framework for this study is culturally relevant pedagogy (CRP). CRP is a model supporting teachers in moving away from deficit thinking around student identity to adopt an asset-based view of students. Teachers who use CRP create instructional practices that elevate student funds of knowledge as a foundation for making learning more relevant and effective (Hammond, 2014; Ladson-Billings, 1995, 2014; Morrison et al., 2008).

CRP supports teachers in engaging culturally and linguistically diverse students and holding students to high levels of academic achievement based on relevant, student-centered instruction. It is important to note that CRP does not provide a technical solution in support of diverse students. Rather, it requires educators to engage with adaptive and transformational shifts in thinking and practice focused on educators' personal beliefs and professional practice (Baray and Guerra, 2013; Murray-Johnson and Guerra, 2017).

Summary of Methodology

This is a mixed-methods study drawing novice teacher quantitative reporting of impact on student learning and qualitative analysis of teacher responses reflecting on their impact on their student learning using culturally responsive pedagogy. Data were gathered through a partnership between a preparation program and a local educational cooperative. The mixed-methods approach is pragmatic, problem-centered, consequence-oriented, and application-based (Creswell, 2013).

Results

Initial study results indicated that novice teachers were making positive impacts on student academic progression based on self-reported data. Data showed novice teachers struggled to understand supporting diverse student populations (e.g., students of color, students with special needs, English Language learners) but did report nascent practices aligned with culturally responsive teaching philosophies in support of their practice. Teachers reported drawing from CRP constructs for connecting content to real-world issues, holding high expectations, and promoting collaboration around content in classroom spaces. Other areas of the CRP model were less prevalent and warrant further examination.

Conclusions and Implications of the Study

The conclusions for this study elevate the need for teacher education programs to embrace research that follows graduates into the field through intentional partnerships with entities that support novice teacher development. If the goal of teacher preparation from preparation through induction is to support candidates' abilities to support culturally and linguistically diverse students, data on novice teacher impact and reflection is critical to understanding their practice. In this study, strengths aligned with connecting content to real-world issues, holding high expectations for all students, and supporting collaboration in support of teaching practice. Weaknesses noted in the data include supporting diverse student populations by drawing on students' cultures to shape curriculum, promoting respect for differences, recognizing bias in the system, and reflecting on the impact of implicit bias on teaching practice.

Supporting Novice Teacher Induction for Increased Teacher Retention

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Abstract

Problem Statement

The challenges of beginning teachers have been a staple in the research and literature base for many years. Teacher shortages have been a rising concern across the United States (ACT, 2015; Podolsky, Kini, Bishop, & Darling-Hammond, 2017). Data suggest that an estimated 7% of new teachers leave the field within the first three years (USDOE, 2019b). Between 19%-30% of teachers leave the profession before their fifth year (Castro, Quinn, Fuller, & Barnes, 2018). In the state where this study was conducted, the percentage of teachers leaving the profession within the first five years of practice is closer to 35% (Pfeffer & White, 2016). These challenges have been exacerbated and amplified by the pandemic, and halting teacher resignation patterns will be a challenge for the profession in the next academic year (Morrison, 2022).

Novice teacher induction programs have been present in the literature base since the mid-1980s with evidence of the practice increasing in recent years. While this increase can be viewed as positive, the relationship of these programs to teacher retention has not been clearly established.

Theoretical Grounding

The theoretical framework for this study is Vygotsky's theory of scaffolding learning. Vygotsky posited that an individual's ability to acquire knowledge and skills is best supported in social contexts through scaffolding. Scaffolding occurs when someone with a

broader scope of knowledge is able to support or coach the person who is learning. In this way, the learner is supported through their zone of proximal development toward mastery of the content or skill.

Summary of Methodology

The researchers in this study used a descriptive methods research approach designed to measure participants' perception of their experiences in their novice teacher induction program and their intent to remain in the profession. Participants in the study included 268 novice teachers in their first, second, or third year of induction. Quantitative data from the survey were analyzed using appropriate descriptive and inferential statistics. Qualitative data were coded using the constant comparative method to identify patterns and relationships among the coded ideas or concepts (Glaser & Strauss, 1967; Krueger & Casey, 2009; Saldano, 2016).

Results

Findings indicated that based on the induction intervention, novice teachers reported high levels of intent to remain (97.05%) with higher numbers noted in the first-year and second-year cohorts (98.05%, 98.84%) and slightly lower numbers noted in the third-year cohort (93.59%). All cohorts reported numbers better than national- and state-level trends and speak to the success of the mentoring program put in place by the educational cooperative.

Conclusions and Implications of the Study

The strongest points in the data for participants' intent to remain in the profession included their school context, support from administration, support from peers, increased confidence in their work, and an increased sense of value and that they were making a difference. These data suggest that the induction program examined in this study is yielding results that are more positive than the current state trends. Recommendations for best practices and planned modifications to the intervention will be shared.

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Talking Back: Testifying as an act of resistance and healing for Black women survivors of prostitution

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Abstract

A matrix of oppression (race, class, gender, and sexuality) can shape a Black woman's life in multiple ways, such as prostitution. The sexual abuse and prostitution of Black women have their foundation in slavery and are embedded in the culture of the United States. Slavery created a culture that not only encourages but normalizes sexual abuse, exploitation, and prostitution of Black women (Butler, 2015). This ongoing practice of domination, racism, sexism, and class exploitation is at work daily in the lives of Black women. Marginalized individuals have learned to express their resistance in a narrative form of opposition, referred to as talking back (hooks, 1989). In talking back, the marginalized could have an opinion or dare to disagree with an authority figure. This dialogue is a facet of Black Feminist Epistemology and can occur in the form of a testimony. The testimony, rooted in the Black church, is "to bear witness, to bring forth, to claim and proclaim oneself as an intrinsic part of the world" (Taylor, 2002, p. 150). Testifying will shift the focus and power from the researcher to the participant. Times of testimony can be self-healing by encouraging and empowering Black women. This opportunity to talk back can be given to research participants through interviews. Scholars have documented the therapeutic value of interviews performed during research, such as catharsis, a sense of purpose, self-awareness, empowerment, and healing (Taylor 2002).

The theory utilized for this study will be Collins' (2000) Black Feminist Theory to be inclusive and address the needs of Black women. The second theory utilized will be Wenger's (1998) Communities of Practice to connect the learning theory to the

meaning-making experiences of the participants. The research approach utilized will be narrative inquiry (Clandinin, 2007; Kim, 2016) to focus on the personal narratives of the Black female participants. Black feminists use narratives to share their experiences as an act of survival and social resistance (Esposito & Evans-Winters, 2021).

The purpose of this research is to describe the narratives of Black female survivors of prostitution while exploring the role of intersectionality (race, class, gender, and sexuality) in shaping certain Black women's experiences in prostitution. In this study, I will interview 3-5 Black female survivors of prostitution who live in an urban city in the Mid-south region. It is expected that the data collection will last for one to three months.

Research Questions

1. How do Black female prostitutes understand, process, and narrate their experience?
 1. How does intersectionality (race, class, gender, and sexuality) shape their narratives?
2. What did the Black female participants learn from their experience surviving prostitution within their community of practice?
3. How are the Black female participants sharing their learning and experiences with other Black female prostitutes?
4. How can personal interviews be a potential avenue of resistance and healing?

Key Words: black women, survivors of prostitution, resistance, healing testimony

The Act of Exploration: Lessons Learned from the CAEP Self-Study Report

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Abstract

Accreditation is a means of quality assurance that indicates that a university/college and/or its programs has met and maintains a high level of standards established by accrediting councils and professional organizations. The Council for the Accreditation of Education Preparation (CAEP) is an “agency that accredits educator preparation providers (EPP)” that provide programs leading to teacher certification, licensure, or endorsement (CAEP, 2020, Letter C section). To achieve or to renew accreditation, EPPs must generate a self-study report, proving that each of the five CAEP standards is met. Because our literacy program was applying for accreditation renewal, writing the self-study report prompted us to engage in research, conducting an in-depth, multi-faceted exploration of our program, resulting in multiple lessons. This presentation will address three lessons:

1. Charting the waters. To determine the best matches for each criterion of the standards, we created a chart listing the indicators of each of the CAEP standards in its columns and our courses in its rows. In the cells, we listed assessments as evidence to support how our program addresses that standard. Initially, we drafted the table to help us write our report; however, we recognized that it could be used for ongoing self-assessment and as a springboard for subsequent accreditation processes. Session attendees will have access to the chart.
2. Align each assessment with standards and your grading scale. Though designed with the standards in mind, we failed to list them directly on assignment guidelines or rubrics. The omission of the standards from these pieces proved to be an issue. We learned that just because we knew the connection of

the standards to assessment pieces, our candidates may not.

Promoting transparency, we are revising all pieces to include standards so that there is no question concerning standards and their connection to our assessments. Another major advantage of taking the time to do this on the front-end is that it will help streamline our next accreditation visit. We will be able to speak to the association of the assessments with the CAEP standards without having to conduct an intensive search to match them. To facilitate attendees' ability to implement this "lesson," we will provide example assessments.

3. Create and maintain a database of exemplar assessments. Throughout the process of working on the CAEP report, we had to support various components, (i.e., assessments) within our program and courses with exemplars, or, as Newlyn (2013) describes, "past work completed by former students who have undertaken work of a specified quality" (p. 26). On the surface, this sounds relatively easy. Unfortunately, this was not the case. We had to search through three years of candidates' work, looking for the perfect examples to showcase knowledge of a particular literacy concept and/or ability to apply it. This took a great deal of time and attention to detail. To prevent this situation from happening again, we designed a system for the identification, storage, and retrieval of student exemplars. Attendees will have access to our system for duplication purposes.

Teacher effectiveness & increased student learning through a Social Emotional Learning Framework

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Abstract

Guided by the school-wide social-emotional learning framework and social-ecological model, in this article the associations between students' perceptions of five core social emotional learning (SEL) competencies (i.e., responsible decision-making, social awareness, self-awareness, self-management, and relationship skills) and their effect on student learning.

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. SEL provides a way for educators to focus on teaching the whole student, and it can lead to greater insight into the struggles of individual students. (PowerSchool, 2021).

Schools using a social and emotional learning (SEL) framework can foster an overall climate of inclusion, warmth, and respect, and promote the development of core social and emotional skills among both students and staff. Because bullying prevention is entirely congruent with SEL, it can be embedded in a school's SEL framework (Youth.gov, 2022). We know from research that attendance, behavior, course performance, and assessments are powerful indicators of whether a student is on track for graduation. We also know that SEL variables of motivation, self-regulation, and social connection are as

or more important than cognitive ability for success in school and life.(Buckle, 2022).

Roger Weissberg and colleagues (2015) have identified a set of five core clusters of social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These competencies are thought to facilitate students' academic performance, positive social behaviors, and social relationships during the school years; reduce behavior problems and psychological distress, and help to prepare young people to succeed in college, work, family, and society (Elias, 2014; Jones & Kahn, 2017).

Exploring Perceived Barriers to Campus Involvement Leading to Student Leadership Opportunities for First-year Freshman from Disadvantaged Backgrounds

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Abstract

The nurturance and development of the whole person should be fundamental to the institutional and educational goals of colleges and universities across the United States. However, for reasons that continue to elude many institutions, freshmen continue to struggle with successful transition to the world of academia otherwise known as the college experience. This is especially true for first-year freshmen from disadvantaged backgrounds who have been shown to often face additional barriers and challenges to college life compared to their peers from non-disadvantaged backgrounds. The purpose of this qualitative phenomenological study was to identify the perceived barriers for first-year freshmen from disadvantaged backgrounds to campus involvement leading to student leadership opportunities and to determine the support systems needed to increase their participation in those existing opportunities at a university within the University of Louisiana System (ULS). Purposive sampling was used to recruit participants to engage in focus groups and a total of 23 participants completed a Demographic Questionnaire and a Focus Group Questionnaire. Thematic analyses were conducted to examine the data. The sample consisted of 20 (87%) women and three (13%) men. Several themes emerged regarding barriers to campus involvement leading to student leadership opportunities including connection, emotion, and time management. In the examination of support systems needed to increase participation, communication, financial, connection, and events all emerged as themes. The findings may assist university administrators in making key changes to their freshman

programming or in the development of new initiatives aimed at removing the stigmas and challenges attached to first-year freshmen from disadvantaged backgrounds.

Barriers to Matriculation to Community & Technical College Education for Students who Earn a High School Equivalency Through a Community College

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Abstract

This study identified the barriers encountered by adult education learners seeking a high school equivalency in a community college based HiSET program. The findings suggest that there are numerous situational barriers that effect adult learners' ability to matriculate to community and technical college after completing a high school equivalency. The basis of this study looked at Malcolm Knowles and his principles of andragogy, more specifically, his six assumptions which are the theoretical framework for this mixed-methods study. These assumptions reveal a humanistic view of learners and their individual growth potential based on personal life circumstances. The expansion and leveraging of the programs outlined in this study are to meet the needs of adult education students and can assist in matriculation to community college. This study identified various barriers faced by adult learners and when explored is likely to position community and technical colleges to increase the number of completers that matriculate.

Voices from the Field- What do novice teachers say are the most important supportive tools that administrators can provide within their first year of teaching?

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Abstract

Theoretical Grounding and Problem: School principals and administrators who hire novice teachers additionally need ongoing support and guidance to assure they are meeting the needs of their new hires. Forming the Foundation was designed to provide support and guidance in all major areas of classroom instruction to include classroom management. Schools with mentoring services show higher new teacher retention rates than those schools in which such services are not provided to the new teachers (Di Carlo, 2015).

Objectives Through a needs analysis survey the researchers will determine areas of needed support of new teachers within their first year of teaching, collect and analyze those results and engage in open conversations with the principal of seven novice teachers throughout the pilot year. The researchers will provide summarized survey data to the principal and offer suggestions as to how to best support and assist her novice teachers during this pilot year study. The researchers supported and assisted the principal throughout the pilot school year as she worked to address the areas of needed support of her seven novice teachers.

Research Questions 1. How will providing support to a principal of 7 novice teachers affect the novice teachers' first year in their profession? 2. Will supporting a principal to facilitate mentoring relationships within a public school benefit 7 novice teachers throughout their first year in the profession? 3. What are the expressed needs and wants of first year novice teachers within a

public elementary school in Arkansas? 4. What are novice teachers' expectations of a school principal? 5. What do novice teachers need, want, and/or expect from a mentor teacher if anything? 6. What is a novice teacher's philosophy of classroom management?

Methodology The researchers worked closely with the principal providing support and resources throughout the year as the principal best supports their novice teachers. The researchers modeled and provided examples as to how to utilize the Forming the Foundation guide in the school to best support the novice teachers during this pilot year. The researchers disseminated a needs analysis via a survey to the novice teachers within their first year of teaching in this public school

Design Participants answered 17 questions during the survey. Format for these questions included open-ended short response, multiple choice, and ranking such as Likert-style questions.

Population and Sample Participants included 7 novice teachers who were in their first year of teaching at a public Elementary school in Southwestern Arkansas.

Results: Researchers are trying to determine if a specific and supportive program designed with the novice teacher in mind would further support novice teachers as well as our recent graduates. Results included that classroom management was a large area of concern. Results will also be helpful to provide recommendations of best methods of supporting and assisting novice teachers in their first years in specific areas that they need.

The Impact of Procrastination on College Students' Self-Efficacy

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Abstract

The purpose of this study is to examine the impact of academic motivation, procrastination, and locus of control on self-efficacy in college students. Participants included 216 undergraduate students from a university in the southern portion of the United States. Sampling procedures included a survey that was composed of the Academic Motivation scale, Lay Procrastination scale, General Self-Efficacy, and Rotter's Locus of Control. Participants were given the survey, and after completing the survey, were given a debriefing form.

A one-way analysis of variance was conducted to compare the effect of high/low procrastination on self-efficacy in undergraduate students. There was a significant effect of high/low procrastination on self-efficacy at the $p < 0.05$ [$F(1, 59) = 14.036, p = 0.01$] with individuals with low levels of procrastination having higher self-efficacy ($M = 35.31, SD = 4.01$) than those with high levels of procrastination ($M = 31.58, SD = 3.072$).

Self-efficacy is related to achievement, and if an individual is able to mitigate certain factors, such as motivation and procrastination, the individual may be able to achieve at a higher rate. This achievement may help them in obtaining their degree and a future job in their degree field. Other possible explanations are discussed as well.

IDENTIFICATION OF EXECUTIVE FUNCTION DEFICITS IN STUDENTS WITH EMOTIONAL BEHAVIORAL DISORDERS

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Abstract

It is well documented that there is a complex, reciprocal relationship between behavior problems and academic underachievement. Problematic behavior in schools often leads to negative student experiences such as ineffective teacher-student relationships, social rejection by peers, poor academic self-concept, and negative attitudes toward school. These experiences frequently result in academic failure and often lead to increased disruptive and antisocial behaviors. Students identified as having emotional and behavioral disorders (EBD) display a range of inappropriate or ineffective behaviors that often result in unproductive academic and social experiences.

Research indicates that self-regulation (SR) is fundamental to the ability to alter one's behavior to conform to socially acceptable standards and that SR failure is often the root cause of personal and social problems. In educational settings, research indicates that students with EBD lack the skills necessary to regulate their thoughts, actions, and emotions, and that they often exhibit maladaptive and disruptive behaviors because of this. Extensive research in the field of neuropsychology reveals that individuals with impaired SR skills often have deficits in three specific executive functioning (EF) skills that support effective SR: working memory (WM), cognitive flexibility (CF), and inhibitory control (IC). It is argued that these executive skills contribute to the ability to plan ahead, weigh risks and rewards and, ultimately, make positive and socially acceptable behavioral choices. Researchers also report two distinct aspects of EF skills execution with EF skills being used differently in "hot", emotionally or motivationally significant situations, and "cool",

abstract or cognitive-based ones. Findings suggest that students with compromised SR may perform worse in emotionally or motivationally charged situations.

Although EF deficits have been studied in people with Autism and ADHD, few studies have focused specifically on EF skills in students with an educational diagnosis of EBD. Results of these studies supports the belief that EF deficits play a primary role in compromised self-regulatory processes in students with EBD. In this study, we investigated differences in performance on EF skills assessments between students with EBD and typically developing peers, to determine whether there is a difference in EF skills performance. Results indicate that students with EBD are less able than their typical peers to recruit and effectively use EF skills to solve problems, that students with EBD perform more poorly in emotionally or motivationally charged “hot” situations, and as problem complexity increases. The results of this study align with the limited existing studies on EF skills of students with EBD, however, considering the dearth of research on this topic, it is imperative that we continue this work and build a substantive body of research on the academic and behavioral implications of EF and SR deficits in students with EBD, and to potentially identify effective interventions for this population of students. Additionally, there is evidence that EF skills are amenable to intervention, and that direct training of these skills has the potential for creating new and strengthening existing neural pathways, thus improving self-regulatory functioning, and resulting in improved social/emotional, behavioral, and academic outcomes.

Survey of Student Attitudes and Preferences in Undergraduate Online Nutrition and Food Science Courses

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Abstract

Background: The world is moving toward digitization, and this has never been truer than in the world of education. With demand for online courses set to increase in the coming years, it is imperative to strive for excellence in online instructional development to ensure student satisfaction and ongoing enrollment. Achieving excellence in any area comes from repeated reflection regarding what is working well, what is not, and adapting and improving continuously. Every online course will need a regular redesign to guarantee that students are receiving up to date information about the topic of study. Before initiating the task of either designing a new online course, or redesigning an existing online course, it is important to understand what students want and need out of their online learning experience. What aspects of online courses help them to engage with their instructors and classmates optimally? What pet peeves do students have regarding online courses? What do students love about specific elements of online courses? The purpose of this study was to discover the answers to these questions to assist in the incorporation of student needs into instructional development of fully online undergraduate courses in the area of nutrition and food science (NFS).

Methods: Upon IRB approval an existing questionnaire was adapted and utilized to collect qualitative and quantitative data (N = 62) from undergraduate students at a Southeastern University enrolled in at least one fully online NFS course. Data were analyzed using descriptive and crosstabulation analyses, and qualitative statements were examined for themes.

Results: Of the 62 respondents, the majority were white non-Hispanic (96.61%) females (80.95%) between the ages of 18 and 29 (88.89%). The findings indicated that students place tremendous value on the flexibility that online courses provide with 66.13% of students indicating that they prefer online courses over face-to-face courses. Respondents leaned toward a preference for audiovisual learning tools such as pre-recorded lecture videos (83.88%) and YouTube videos (91.93%) paired with quizzes (95.16%), games (73.03%), and experiential assignments (77.42%) to assess learning. Additional descriptive and qualitative findings will be presented.

Implications: The impacts of these findings on college and university faculty development opportunities and the ways in which these findings can be used by instructors of online courses in the development and redevelopment of online courses will be discussed.

Nursing Faculty's Experiences Teaching Clinical Judgment to Undergraduate Nursing Students: A Qualitative Study

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Abstract

The Next Generation National Council Licensure Examination for Registered Nurses (NGN) will test nursing graduates' clinical judgment based on the National Council of State Boards of Nursing-Clinical Judgment Measurement Model (NCSBN-CJMM). The purpose of this study is to describe and understand how faculty teach clinical judgment in preparation for the NGN. A review of the literature will discuss the three conceptual models of Benner, Tanner, and the NCSBN, and how students are taught clinical judgment in the context of each. There is a seeming gap in the literature describing how nursing faculty teach clinical judgment in the context of these three conceptual models. This lack of data to support NGN success presents a problem because students will be required to pass the NGN to receive nursing licensure. A qualitative study using the pragmatic qualitative method will be utilized to conduct interviews of undergraduate nursing faculty at two universities in the southeastern region of the United States. Semi-structured interview data will be analyzed using holistic, in vivo, and thematic coding. The discussion will compare and contrast findings of this research with findings of the three conceptual models in the literature review (and the framework). Conclusions will delineate the effectiveness by which the three models explain the process of teaching clinical judgment when compared with the findings of the study. Recommendations will offer suggestions by which researchers, policy makers, and practitioners can implement the findings of this study into their careers.

Exploring Equity in K12 Schools through Podcast Creation

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Abstract

Problem Statement

Teacher education and teacher leadership programs typically include instruction on equity. Yet the systems of education continue to be spaces of marginalization for many groups of students. While equity concerns in school spaces focus on marginalized populations, extending that focus into online spaces presents additional complications. Digital spaces are most frequently discussed in terms of student access to internet and availability of devices. However, we now understand equity in digital contexts to be even more complex to include: student/family technology fluency, teacher technology fluency, student/family online engagement, teacher disposition to technology, teacher disposition to culturally responsive pedagogy, and teacher knowledge of equity within the classroom and how equity may be perpetuated in online spaces. In other words, it is complicated.

Theoretical Grounding

This theoretical framework for this study is culturally relevant pedagogy (CRP). CRP is a model supporting teachers in moving away from deficit thinking around student identity to adopt an asset-based view of students. Teachers who use CRP create instructional practices that elevate student funds of knowledge as a foundation for making learning more relevant and effective (Hammond, 2014; Ladson-Billings, 1995, 2014; Morrison et al., 2008). CRP requires educators to engage with transformational shifts in thinking and

practice (Baray and Guerra, 2013; Murray-Johnson and Guerra, 2017).

Summary of Methodology

This is a qualitative study analyzing teacher created podcasts with a focus on the phenomenon being studied with an emphasis on process and meaning making based on the voices of the participants (Lincoln & Denzin, 1994). Participants in the study included twenty candidates enrolled in a graduate program for digital age teaching and learning. Participants produced podcasts exploring issues of equity and digital equity in their current K12 contexts. The podcasts and candidate peer-evaluations were examined for dominant themes. Additionally, study participants involved their K12 students in podcasting based on their experiences to continue exploring equity from the student perspective.

Findings

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

Conclusions and Implications of the Study

The conclusions for this study elevate the need for teacher education and teacher leadership programs to embrace culturally responsive pedagogies in physical and digital classroom spaces. While recruitment and retention of a more diverse teacher population is critical, also important to the work of meeting the needs of all students is the intentional and aggressive centering of pedagogical practices that unpack issues of equity and allow students, teachers, and teacher leaders to more fully understand how equity works for

all stakeholders in school spaces.

The Negative Impact of Technostress on K-12 Educator Wellbeing

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Abstract

When comparing education to other human service-related fields, educators traditionally have the highest level of stress reported (Mojsa-Kaja et al., 2015). Previous research into teacher stress and burnout have shown that high levels of stress are detrimental to teacher wellbeing (Salovita & Pakarinen, 2021), hurts student achievement (Ronfeldt et al., 2013), and strongly influences a teacher's intention to leave the profession (Jones & Young, 2012). The permeation of technology into the personal and professional lives of K-12 educators has created an increased stress that accompanies information communication technology (ICT) usage. Technostress is the stress individuals experience within organizations due to their use, or anticipated use of technology (Ragu-Nathan et al., 2008). Technostress is still not a fully understood phenomenon, however the research that has been conducted has mainly focused on government, business, healthcare, and higher education environments (Wang & Li, 2019). The face-to-face aspect of K-12 education has caused researchers to not invest the same level of research focused on technostress and teaching. (Califf & Brooks, 2020; Vuori et al., 2019). Understanding all stressors impacting educators, including technostress, is vital in helping combat the harmful effects stress has on teachers and the profession (Jin et al., 2020).

This presentation is a review of literature surrounding technostress and teacher burnout. In order to fully comprehend both technostress and teacher burnout, the researcher reviewed over 100 peer-reviewed studies, research articles, and books focused on both topics. The review of literature found a lack of research focusing on the negative impact technostress has on K-12 educators. The

purpose of this presentation is to more deeply describe technostress (and the five techno-stressors), discuss the current gap in the technostress and teacher burnout literature, and focus on the harmful impact technostress potentially has on rural high school teacher wellbeing. The theoretical framework utilized as the foundation for this study is the person-environment (P-E) fit theory. The P-E fit theory states that stress does not arise from the person alone or the environment alone, but the interaction between the two (Wang & Li, 2019); the person's inability to meet those demands, leading to misfits between the person and their environment (Califf & Brooks, 2020). Regarding technostress and teacher wellbeing, the natural progression of technology as well as the forced adaptations to education required by the COVID-19 pandemic created a scenario where the interaction between the technological environment and the teacher have caused educators to experience technostress without and unaware of how to mitigate the negative impacts caused by the misfits.

Education is already recognized as one of the most stressful occupations one can choose (Brasfield et al., 2019) with 50% of educators leaving the profession within the first five years (APA, 2020). Education is an occupation that has been severely neglected with very few technostress studies (Califf & Brooks, 2020; Salazar-Concha et al., 2021). Identifying the negative impacts that technostress has on teacher wellbeing can help education administrators and education professional organizations determine ways to mitigate the harmful effects technology is now having on educators.

An Update on the Effects of COVID-19 on Student Perceptions of Learning

Dr. Katrina Jordan, Dr. Greg Bouck, Mr. Bob Jordan
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Abstract

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

In Spring of 2021, the researchers surveyed and conducted a forum with students from hybrid courses delivered in spring 2020 through spring 2021. The survey and forums were repeated in Spring of 2022. This research was prompted by a survey conducted by the NSU administration at the end of the spring 2020 semester in which students indicated that they need to have face to face instruction at least for some of their classes. Additionally, 65% of the students surveyed expressed their worry that they would not be able to have a "normal semester" moving forward. The researchers recognized the importance of providing a learning experience that seemed normal and connected students to what they viewed as a safe, academically stimulating experience. According to Tinto (1999), "research points to two types of support that promote retention, namely academic and social support." The retention of these students is linked to their ability to connect with a university both socially and academically; therefore, it seems important that universities continue to find ways to engage students in an actual classroom. Many universities found that using a Hyflex or hybrid model of course delivery both reduced the risk of exposure to COVID-19 while also providing some face-to-face classroom experiences. While this model seemed to be a win-win for the students, it catapulted instructors into a realm of course delivery for which they

may or may not have been adequately prepared. Likewise, while our students are, in general, digital natives, they may also have not possessed the technological expertise needed for the online portion of their hybrid classes. In fact, on the survey conducted by the university, 44% indicated that they were concerned about difficulties with online study in general. This study sought to follow up on the university's survey to find out what students perceived as the pros and cons of a hybrid model as well as their perceptions of how well the courses and university actually met both their social and academic needs along with their perceptions of specific learning tools used before, during, and after the pandemic.

Influence of Organizational Constraints and Principals' Authentic Leadership on Teachers' Psychological Well-being

Ms. Jennifer Watkins, Dr. Ibrahim Duyar
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Abstract

Problem Statement

Teacher shortage and teacher attrition, particularly for the novice teachers, has been one of the most sustaining educational issues for the policymaker and educational leaders. Teachers have to deal with a number of workplace stressors which may lead to psychological problems, depression, low performance and motivation, absenteeism, or fatigue culminating in eventual resignation from a job (Kebbi, 2018). These daily stressors lead to teacher low job satisfaction, high anxiety, mental issues, and poor well-being (Malinen et al., 2019). If organizational stressors remain unresolved, it not only effects the quality, productivity, and creativity of their work but their health, well-being, and morale also (Candra & Pradhan, 2016). High stress levels and exhaustion threaten not only the physical health of the teachers but also their sense of self-sufficiency and self-respect. Waltz (2016) explains that organizational constraints cannot be removed from the work environment, which is why teachers should learn strategies and techniques to manage them as to maintain acceptable teaching and personal effectiveness. The recent pandemic and its long-lasting effects also changed the landscape of schools; thus, it increased the work stress of teachers (OECD, 2020).

Theoretical Foundations

The purpose of this study was to examine the influence of current organizational constraints and principals' authentic leadership on teachers' psychological well-being. Carol Ryff's (1989) Psychological

Well-Being Theory guided for the current study. Ryff emphasized that optimal psychological functioning is required for the development and self-realization of an individual. Theory of psychological well-being is multidimensional and has six distinct dimensions of psychological wellness. The study examined the influence of organizational stressors and principals' authentic leadership. It hypothesized that while organizational stressors would negatively influence, principals' authentic leadership practices would pose positive influence on teachers' well-being.

Methods

The current study employed non-experimental quantitative survey (Creswell, 2013) and causal comparative research designs (Schenker & Rumrill, 2004). The participants of the study included random cluster sample of 526 teachers working in four school districts in the State of Arkansas. Data was collected through the online questionnaire which included items pertaining (a) the demographic attributes of participants and their schools and (b) the study variables. The later section consisted of items of scales developed and validated by others in the relevant literature. The quantitative data was analyzed through the use of structural equation modeling.

Findings

The preliminary findings show that while current organizational stressors negatively affected teachers' well-being, principals' authentic leadership practices positively influence their well-being. Some of the organizational constraints and stressors were more influential than the others. Due to the word limit for proposals, the detailed findings will be presented in the full paper will presented.

Conclusions

There is a strong support in the literature that improved that the well-being among teachers relates to enhanced academic achievement and reduces risk and problem behavior in their students (Sisask et al., 2014). It is expected that the findings of the study would illuminate the efforts of eradicating school level stressors by taking advantage of positive principal leadership practices, thus, increasing the psychological well-being of teachers.

Examining the Affordances of a Video-Case Sorting Activity for Identifying Expert/Novice Views of Mathematics Tasks

Dr. Angela Barlow, Dr. Victoria Groves-Scott
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Abstract

Previous studies have demonstrated the utility of sorting tasks for differentiating between novice and expert views of subject matter (e.g., Krieter et al., 2016; Smith et al., 2013). We wondered how sorting might be used to identify novice/expert views in teacher education, specifically with regard to mathematics tasks. Recognizing that the implementation of a task can impact its cognitive demand (Smith & Stein, 2018), we created six video cases that authentically represented the enactment of mathematics tasks in elementary classrooms.

During the creation process, we attended to both surface and deep features of the video cases. Three video cases focused on addition, with the remaining three focusing on multiplication. Expert knowledge of mathematics tasks is not needed to sort tasks based on the operation; therefore, addition and multiplication represented surface features of the video cases. In contrast, recognizing deep features does require expert knowledge. For deep features, we created two video cases that engaged students in doing mathematics (Smith & Stein, 2018), two that focused on practicing mathematics skills, and two that focused on developing conceptual understanding (National Research Council, 2001). These three categories (i.e., doing mathematics, developing conceptual understanding, and practicing mathematics skills) represented deep features of mathematics tasks that can be recognized by those with expert knowledge.

To examine the affordances of the video-case sorting activity, we asked mathematics education faculty from universities (experts) and

preservice elementary teachers (novices) to sort the videos twice: once using self-generated categories and once using the deep feature categories. To analyze the data, we determined participants' percentages of deep feature pairings, surface feature pairings, and unexpected pairings. We also determined the percent of correctly categorized video cases. Findings revealed that: experts were more likely than novices to correctly categorize the video cases when given the deep feature categories; without the deep feature categories, both experts and novices created their own categories that attended to a variety of instructional features, without recognizing the hypothesized surface features; and potential areas for growth were found within the novices' responses. These findings demonstrate the affordances of the video-case sorting activity for differentiating between expert and novice views of mathematics tasks, with implications for those working with preservice elementary teachers.

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Understanding Virtual Reality Simulations (VRS): A Review of Terminology, Literature, and Experiences

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Abstract

1. Description of Topic:

Pre-service teachers can use Virtual Reality Simulations (VRS) to improve their teaching skills. This topic is selected to bring about a deeper understanding of the usefulness of VRS in helping to prepare 21ST Century pre-service teachers.

2. Significance of Topic:

There is significance for teacher preparers and for pre-service teachers to learn about Virtual Reality Simulation (VRS) in the teaching and learning landscape. Research has shown more educators integrating VRS in their classrooms, with promising results (Castaneda, Cechony & Bautista, 2017). Furthermore, since the COVID-19 pandemic, VRS has been used more frequently due to the ubiquity and accessibility of technology resources to everyday users (Bolkan, 2018; Taylor, 2017; Lamkin, 2017; Mursion, 2021). VRS technology has been adopted in education because, like in aviation, the army or in medicine, VRS offer a safe space where no physical or emotional harm is inflicted as pre-service teachers take risks in their teaching.

Significant Theoretical Framework:

This Media Naturalness Theory (MNT) purported by Kock (2005) for the evaluation of the technology used for VRS is appropriate for this case study. This theory builds on human growth and development as

how people learn and interact evolve and change with technological advancements. The MNT asserts that traditionally early humans communicated primarily face-to-face and our brains have been wired for such face-to-face communications. The MNT postulates that any digital communication medium that calls for exchange of information in any other form than face-to-face will eventually pose some cognitive obstacles to the preferred patterns of communication (Kock, 2004).

Significant VR Terminologies:

Virtual reality-- Defined as computer-generated simulation of a three-dimensional image or environment that can be interacted with in real-time.

Artificial Intelligence (AI)-- Any human-like behavior displayed by a machine or system.

Avatars-- An avatar is the 3D representation of the user in the virtual world.

Embodied presence. This refers to the connection between the real world and the virtual world.

Metaverse-- It represents the collective virtual worlds created, experienced, and shared by users in general.

Mixed Reality (MR)-- These training simulations combine real people and physical environments with virtual people and places, controlled by humans or by artificial intelligence.

Mursion-- A technology application that provides an immersive simulated practice for essential skills in the workplace powered by humans and assisted by Artificial Intelligence (AI).

3. Methods Used:

For this mixed-method case study, first, data was collected using relevant search terms for the terminologies that address VRS. Second, for the experiences, using Google Docs, pre-service teachers completed a pre-test, and a post-test addressing their experiences using VRS as part of their teacher preparation training. Finally, after

each teaching experience with the VRS, each re-service teacher completed an in-depth reflection about their experience. Pre-service teachers completed a total of three reflections over the 6-week period. The findings indicate a deep and conceptual understanding of using VRS to help train pre-service teachers. In addition, this conceptual understanding contributes to the increasing body of knowledge on how VRS can be used successfully in the teaching and learning landscape.

Using self-study to help address cultural and global competency challenges in teacher education practices

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³Georgia Southern University, Statesboro, Georgia, USA

Abstract

Through our six-year cross-institutional, collaborative teacher education research on how study abroad leads to cultural competence and environmental action, we realized we had all studied abroad as students and have since led study abroad initiatives for our students. This led us to ask: What about our study abroad experience and leading study abroad experiences have led to our cultural competency instructional practices? We actively engaged in self-study research to unpack our experiences and uncover patterns around our cultural competency development and instruction. Data were collected through personal history narrative analysis, concept mapping, and critical friend exchanges to further reveal meanings and connections between our past, our current instructional practices, and our instructional planning.

Our study abroad programs varied in how they were structured. Each had a different focus, duration, and embedded support. Our cultural liaisons and cultural explorations also varied from program to program. For one of us, the immersion experience was an undergraduate junior year abroad, French university courses that included the support of a host family. Another program was a ten-week undergraduate student teaching experience in London, UK, that included a host family stay. One of us, while in high school, lived with a Russian family for 45 days and then hosted her Russian student in her US home for 45 days as part of a US State Department initiative.

Based on our self-study, we found that reflective inquiry assignments throughout the program, professor-led trips, and thoughtfully designed activities to support learning are all essential learning experiences that transform students' cultural and environmental awarenesses. We also found cultural liaisons (in the form of in-country guides or individual students' efforts in developing relationships with international partners) and cultural explorations are key to developing cultural awareness and competence.

The iterative, critical process of our self-study has also informed our practice. An example is using our collective knowledge to design a place-based curriculum for visiting university students near Cusco, Peru, so they can work with children outdoors, examining the importance of local conservation and sustainability. Our discussions aid in our co-constructing of practices to bring global perspectives, scholars, and pedagogy into our teacher education classes. We found new ways to inform our practice and develop and grow global competence throughout our science methods curriculum. For instance, through collaboration and networking, we were able to invite via video conference a Peruvian Biologist one of us knew from study abroad, who specialized in water quality, to an elementary science methods class.

By employing self-study methods, we have not only examined our cultural competence and global learning development, but we also began to construct best practices for developing preservice teachers' cultural competence and global learning development. Through the sharing of our various perspectives and experiences, we have been able to critically examine and challenge our past, our biases, and our assumptions, which has led us to be committed to providing such opportunities for our future students.

Assessing In-Service Teachers' Culturally Responsive Teaching Practices.

Dr. Shoudong Feng, Dr. Odunola Oyeniya
University of Central Arkansas, Conway, Arkansas, USA

Abstract

The purpose of the presentation is to share a survey research study that aimed to identify the common teaching practices related to culturally responsive teaching among in-service teachers. The participants were a group of in-service teachers from two charter schools in a southwestern state who attended a summer professional development program. A questionnaire was developed based on Geneva Gay's theoretical framework on culturally responsive teaching (2018). The questionnaire's validity and reliability were tested by having experts look at the questions and piloting it with some graduate students. Responses were analyzed to find patterns in classroom practices and determine the teachers' needs.

Dissertation Student Satisfaction Instrument: A Mixed Methods Study of Student Satisfaction With the Dissertation Chairperson

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Abstract

Problem Statement

After 30 years involvement in the dissertation process as a student and a professor it has become apparent that oftentimes there is a disconnect between students and overseers of the dissertation process. Students are often confused about their responsibilities in the process as well as their understanding of the responsibilities of those who oversee the process of their dissertation.

Theoretical Grounding

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

Methodology

An exploratory sequential mixed methods study was conducted in order to fill these gaps in the literature. The initial strand of the study was the qualitative strand. The qualitative strand

consisted of semi-structured interviews with 49 participants. Twenty participants were present dissertation students and 29 participants were former dissertation students. The findings of the qualitative strand consisted of student expectations related to five groups who were involved in the dissertation process: students, institutions, dissertation chairs, dissertation committee members, research/content instructors.

The second strand of this study was the quantitative strand. The quantitative strand consisted of translating the qualitative findings into five distinct constructs. Ten items were written for each construct. The items were pilot tested by administering the survey instrument to 147 participants. The sample consisted of 64 individuals who were former dissertation students and 83 individuals who were presently engaged in the dissertation process. The survey instrument collected the following demographic data: gender, ethnicity, first generation college student, department of study, position in the dissertation process.

Results

This presentation will focus attention upon the construct of Dissertation Satisfaction With Respect to the Dissertation Chair. Of the ten items tested for validity six items clustered with an EFA coefficient greater than .70 which is considered to establish validity. Two items clustered with an EFA coefficient between .60 and .70 which is considered acceptable validity. One item clustered with an EFA coefficient below .50 which is considered unacceptable for validity.

Of the ten items tested for reliability six items registered a Cronbach's Alpha coefficient between .70 and .90 which is considered to be reliable. Two items registered a Cronbach's Alpha coefficient between .60 and .70 which is considered acceptable reliability. Two items registered a Cronbach's Alpha coefficient below .60 which is considered not to be reliable.

Implications

The results of this study will provide a valid and reliable survey instrument for the study of dissertation students and their

satisfaction with the dissertation process. Future researchers will benefit from the findings of this study in that there will now be an effective way to investigate this important topic with a survey which will measure quantitative data collected for data analysis.

Lessons learned from the Robb Elementary School, Uvalde, TX school shooting

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Abstract

Since the country was first shocked by the Columbine school shootings on April 20, 1999, there have been 337 school shootings. A decade ago when Sandy Hook Elementary School was devastated by the loss of life of 20 children and six staff members, there were 11 school shootings. In the years since Columbine and Sandy Hook, our schools have continued to face an increasing likelihood of an active school shootings. For instance, during the first six months of 2022 there were 24 school shootings.

One of the most recent examples, where On May 24, 2022, Salvador Rolando Ramos, entered the Robb Elementary School with a Daniel Defense Armalite Rifle. He fired 100 rounds in total killing 19 children and two teachers. The subsequent review of the actions taken by the ISD, local and federal Law Enforcement, the media and the parents have shown several missteps and lapses in judgement. The greatest threat to future mass murder events in schools is complacency. This project hopes to explore the lessons learned in Uvalde, so we, as educators can ensure preparedness and reduce the likelihood that tragedies like Uvalde are not repeated. This presentation will discuss the lessons learned from Uvalde and other school shootings, including how to combat a false sense of security, and the “four D’s”(deter, detect, delay, and destroy) of security.

The Influence of Teachers' Unions on Principal Decision-Making Abilities in Public Schools

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Abstract

Historically, teachers' unions and their impacts on schools have been one of the most contentious research topics. Previous studies have shown that teachers' unions impact students' outcomes, school spending, and other districts' policies (Cowen & Strunk, 2015; Hess & Leal, 2005; Grissom, 2010). However, only a few studies investigate how teachers' unions influence school administrators' decision-making processes in schools (Willower, 1975; Grissom, 2010). By using a more direct measure of union strength from the nationally representative data from the National Teachers and Principal Survey (NTPS) with over 7000 principals, this study seeks to bridge this gap in the literature. The results generally provide evidence that teacher union membership slightly decreased principals' decision-making abilities only in some domains but not in all outcomes measured, and it is more apparent in right-to-work states. There are also some significant differences in the decision-making abilities between principals who serve in the district and charter schools with the same union membership measure, with principals in charter schools having more autonomy than district schools' principals. Implications about these results are discussed.

Pre- and Post- Covid-19 Impact on Marginalized High-Potential K12 Learners and their Teachers

Ms. Laura Marshall, Dr. Alicia Cotabish, Dr. Debbie Dailey
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Abstract

Researchers found that gifted students did not receive adequate services during the pandemic, and their social and emotional well-being suffered (Wolfgang & Snyderman, 2020). With the recent school disruption caused by the pandemic, school districts and educators made quick decisions on which programs could be "sacrificed" or reduced to meet the school staffing demands. This issue is still a concern with the ongoing teacher and substitute shortage that is currently affecting our school districts (Cain et al., 2022; Lieberman, 2021). Using a mixed-methods approach, this study sought to understand the impact of the pandemic on gifted programming now and going forward. The specific research questions are:

1. What gifted programming services were provided to students during the pandemic?
2. How has gifted programming changed since the pandemic?

Methods and Results

Using the state data website, we collected information on enrollment in gifted programming from 2020-2022. Initial results from the state data website found a decrease in gifted program enrollment from 2020-2022. In 2020, 9.06% of students in the state were receiving gifted services. This number decreased in 2021 to 8.06% and increased slightly in 2022 (8.49%). Alarming, Black student enrollments decreased from 15.2% in 2020 to 14.9% in 2021 and 13.7% in 2022. Whereas, white student enrollment showed little

change (2020-69.78%, 2021-69.67%, 2022-70.10%).

Additional data will be collected in the summer of 2022 from at least 50 gifted and talented teachers across the state from both rural and urban school districts and low and high diversity schools. This data will include survey and interview responses describing how gifted programming changed during the pandemic and how this is affecting gifted services moving forward.

Discussion and Conclusions

Findings from our study can be used to advocate for gifted programming and improve the education of gifted students. Gifted students need in-person gifted programming, social interactions and collaboration with other gifted students, and opportunities to participate in extracurricular activities (Wolfgang & Snyderman, 2020). Additionally, activities to improve social and emotional wellness should be added to the curriculum for all students due to the traumatic events associated with the pandemic. There are positive lessons learned from moving to a virtual program and these include the multiple interactive technology tools that can broaden communication and collaboration for gifted students with both peers and mentors, acceleration and enrichment opportunities using virtual learning platforms, and opportunities for more individualized learning.

Systematic Literature Review for the Outcomes of Digital Citizenship Curriculum in an Elementary School

Ms. Kristy Bentley, Dr. Jason Trumble

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Abstract

As technology becomes increasingly prevalent in the lives of young students, educators have worked to establish ways to be proactive in how digital safety and ethics are taught. Digital citizenship embodies many different definitions, elements, and curricular ideas. While much research has been done about the perceptions of teachers and parents about what is important to know about digital citizenship and many articles written about the best practices of teaching digital citizenship, little is known about how these elements and practices measure outcomes or impact student behaviors, especially in an elementary setting. This systematic literature review examines journal articles written about digital citizenship and elementary students to discover what has been learned about how these curriculums measure outcomes and impact the behavior of elementary students. The literature review revealed that there is one scale that has been created to evaluate digital citizenship in preadolescents, but little that explains the impact of digital citizenship on student behaviors.

This systematic literature review explored two research questions: How are digital citizenship outcomes measured in elementary students and do digital citizenship curriculums impact elementary students' behaviors? Using the ERIC database and the search terms "digital citizen*" AND elementary, results were limited to scholarly or peer reviewed journal articles available in English and published after 2010. The results of the search revealed that little empirical research has been conducted about how digital citizenship impacts the behaviors of students. A variety of proposed standards and goals for elementary digital citizenship curriculum have been

established, but a clear gap exists in the literature. The literature review revealed that little has been done to assess the impact of digital citizenship education and if digital citizenship education is effective in molding the habits of elementary students, and future research is needed to evaluate the effectiveness of digital citizenship education and if digital citizenship education is effective in molding the habits of elementary students.

Sounding the Alarm: Arkansas High School Freshman GPAs and Course Failures

Ms. Sarah Morris

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

Abstract

This study assesses the course failures among Arkansas high school freshmen by different student demographic and programmatic characteristics. We analyze 10 independent cohorts of Arkansas freshmen for descriptive analyses, and then we limit our analytic sample to the two most recent years of data. Algebra I is the most commonly failed course among Arkansas freshmen. Using logit analyses, we find economically disadvantaged students are nine percentage points more likely to fail a course their freshman year than their more advantaged peers after controlling for prior academic achievement and district characteristics and fixed effects. This study is the first research study conducted on Arkansas course failure high school freshmen. We discuss our findings in the context of course failures among different demographic and programmatic characteristics and conclude with policy suggestions for district leaders to implement and help lead more students to success.

Failure rates have declined over the past ten years, from 31.7 to 21.9 percent of high school freshman failing at least one course. Descriptively, Black students have the highest failure rates followed by students who are eligible for federal free-or-reduced lunch programs and English Language Learners. The results of multivariate analyses that control for prior student achievement and district characteristics, find that Black students are slightly less likely to fail a course than White students. We also find that students receiving services through English Learner programs or special education programs are less likely to fail a course freshman year than their peers who are not receiving these services. FRL-eligible students,

however, are 9 percentage points more likely to fail a course than their more advantaged peers. FRL-eligible students who are White are more likely to fail a course than FRL-eligible students who are Black or Hispanic. Among White students, FRL-eligible students are 11.2 percentage points more likely to fail than more advantaged peers.

This research is the first dive into failures for freshman in Arkansas and the consequences that follow.

Understanding the Early Predictors for Alternative School Placement: Evidence from Arkansas

-- Kathryn Barnes, Dr. Sarah McKenzie
University of Arkansas, Fayetteville, AR, USA

Abstract

This quantitative study examines the predictive characteristics of Arkansas public school students being placed in an Alternative Learning Environment (ALE) in high school. In Arkansas, ALEs are a non-punitive student intervention program within a public school or school district that has goals of eliminating traditional barriers to student learning. Students placed in ALE in high school typically drop out of school at a rate that is 10 times higher than their counterparts in traditional public schools. This project seeks to identify the common characteristics that ALE high school students share at a younger grade. The goal of this project is to identify the predictors to therefore create policies that better support students with the same characteristics so that an ALE placement is not made.

Using five cohorts of anonymized student-level data from the Arkansas Department of Education, this research uses maximum likelihood estimation in the form of a logit model to investigate if characteristics from the 7th grade, the most common middle school transition year in Arkansas, can predict placement in an ALE school. Results from the analysis show that the most common predictors of place are students identified low-income and students who have reported discipline infractions. We further researcher by examining specific types of discipline infractions and learn that there is hardly any difference in ALE placement in regard to the subjectivity and objectivity of the infraction. Our report ends with suggestions for policy improvements at both the state and district level.

Research Question: What early-childhood characteristics strongly predict a student's enrollment in an alternative secondary school in the state of Arkansas?

Data Sources: Anonymized student-level data from the Arkansas Department of Education

Methods: To test the hypothesis of looking for the strongest predictor, I used a logit model controlling for demographic information as well as information gathered from the previous years of a student's academic career.

Is there a relationship between the American College Test (ACT) and retention rates at Northwestern State University of Louisiana?

Ms. Jessica Lemoine, Dr. Christy Hornsby
Northwestern State University, Natchitoches, La, USA

Abstract

In response to the COVID-19 pandemic, many colleges and universities in Louisiana removed the American College Test (ACT) score submission requirement from their admissions policies. In 2020 the Louisiana Board of Regents (BOR) removed the admissions standardized test scores and because of this many universities, including Northwestern State University, waived their standardized test score requirements for student admission. Therefore, first-time first-year freshmen who would not have been admitted in the past due to their lower-than-required standardized test scores were allowed admittance without an American College Test (ACT) score. But are these students academically prepared for the rigor and coursework they will face at these institutions? Because of their possible lack of preparedness, first-time first-year freshmen may be affected psychologically and academically by the difficulties they face in their first year at these colleges and universities (Zeidenberg et al., 2007).

This study seeks to answer the following research questions: Is there a relationship between the waiving of ACT score admission requirements because of the COVID-19 Pandemic and first-time first-year freshman retention rates at NSLUA? Of those first-time first-year freshman students who did submit an ACT score during the time that ACT scores were not required, was there a significant difference in retention rates as opposed to years prior? Is there a significant difference in the high school grade point averages (HSGPA) of those students who were retained as opposed to those who were not retained at NSULA? Lastly, is there a relationship between NSULA first-time first-year freshman students' financial aid status and their

retention?

The theoretical basis of this study stems from William Perry's cognitive theory of student development. Perry's theory explains how students organize and make sense of information. Perry examined how people make meaning of their world and experiences. He also looks at students' differences in meaning and how it relates to cognitive complexity and growth.

This quantitative study will retrieve data that is readily available from NSULA. The data will consist of pre-pandemic and post-pandemic ACT standardized test scores, HSGPA and retention rates. The researcher will analyze the data to see if a relationship is present between ACT scores and retention rates.

The Allure of the STEM Path

Dr. Rene Couture¹, Dr. Valerie Couture²

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Abstract

It is generally accepted that there is shortage of students entering Science, Technology, Engineering, and Mathematics (STEM) fields in the United States. The push for additional students, particularly for women and students of color, in STEM fields is necessary. However, some students will declare a STEM major upon enrolling in college without fully understanding the required course work and commitment involved, such as the not uncommon real example of a student who decides to major in chemistry because it seemed exciting on television show. When a student's abilities, desires, and motivations are not a good match with a program of study, it can sometimes lead to frustration, course failure, and self-doubt. In this session, we explore some areas of concern resulting from the growing emphasis on STEM fields. Students hear messages from parents, the media, and government officials that everyone should go into STEM, but as evidenced by the recent and ongoing issues with supply chains, people are needed in all disciplines.

Several states are experiencing increased funding to encourage students to pursue STEM disciplines, but unintended consequences for non-STEM disciplines are being felt. For example, one state representative publicly reprimanded a university for posting a billboard promoting one of the only dance majors in the state (Riddle, 2017). Across the U.S., institutions of higher education, as well as federal programs, are experiencing cuts to arts and humanities programs (Cohen, 2016; Naylor, 2018; Zakaria, 2015).

Students of all ages are interpreting the message that STEM disciplines are the most valued and therefore most secure career path, and "this hyper focus can have serious drawbacks" (Jacobson,

2017, para. 3). According to a recent report (Chronicle of Higher Education, 2019), 46% of incoming undergraduates were STEM majors. More students had declared Biology majors (15.5%) than Business (13.8%), and over 20% said they were following a pre-med path. Typically, about 40% of these students will change to non-STEM majors and about 60% of the pre-med students will abandon that dream (Drew, 2011).

Leaving a desired major or discipline involves a form of loss and sometimes a piece of one's identity. The fear of disappointing family members when students change their academic and occupational plans has been documented (Levpuscek et al., 2018). Supporting and advocating for these students can help them through these transitions. College and university academic advisors have been helping students with parallel planning for many years (Streufert, 2020), but the concept is still a novel one to each individual going through the process. Students in the K-12 system should be exposed to many career options. If they feel they must specialize in a STEM area too early, this could potentially limit exposure to other options. Students who end up in careers they despise may end up spending more money in adulthood seeking degrees that better suit them. Students could benefit from more career guidance, such as learning how to use their RIASEC code, identifying their Strengths (Rath, 2007), and understanding their values (Bolles & Brooks, 2020).

Visibility Matters: LGBTQ-affirming Teaching in the US South

Dr. Melissa Smith

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Abstract

Teachers are critical to the overall project of including and affirming K-12 LGBTQ students because students spend most of the school day in academic classrooms. Research on teachers' perceptions of gender or sexuality-based bullying has shown that educators' attention to LGBTQ harassment can be ambivalent, inconsistent, and conditional on a variety of social, institutional, and personal factors (Anagnostopoulos et al., 2009; Fredman et al., 2015; Greytak & Kosciw, 2014; Meyer, 2008; Shelton, 2015). Furthermore, research focused specifically on teachers who identify as LGBTQ allies provides insight to the complicated implications of deciding to integrate ally work into one's professional practice. Extending support to LGBTQ students involves navigating personal privilege, teacher professionalism discourses, students' identities and attitudes, community contexts, school power structures, and pervasive heteronormativity (Shelton, 2019; Smith 2015 & 2018)—all of which contribute to professional contexts where the easier choice is to remain “neutral” or silent about LGBTQ concerns.

This research project engages with the general question of how educators execute LGBTQ-inclusive practice in socio-political contexts where LGBTQ safety and civil rights policy debates have produced persistent doubt about whether or not LGBTQ youth are guaranteed the same quality of life as their heterosexual, gender normative peers. The eighteen participants are cisgender, heterosexual public or charter school teachers from a single state in the southern United States. All were interviewed using semi-structured interview methods (Carspecken, 1996), with interview times ranging from 90 minutes to three hours. In this paper, I will explore how participants engage in the work of establishing their

own visibility as allies for LGBTQ students, and of increasing LGBTQ visibility throughout the school environment. Through their visibility narratives, educators described the challenges of practicing LGBTQ inclusion in schools and communities that they characterized as “conservative,” “traditional,” or “southern.” These words were used as codes for value systems that participants generally understood to be the dominant ideology of their communities, and in direct opposition to LGBTQ students’ safety and their own efforts to increase LGBTQ visibility. This research addresses the underrepresentation of the southern US in education research about LGBTQ-inclusive schooling and aims to complicate the dominant narrative about southern schools as hostile environments for LGBTQ students. Undeniably, participants perceived the cultural and political context of their state to be significant barriers to LGBTQ youth success and safety. However, they did not experience these barriers to mean that making their schools safer or more equitable is out of the question.

The Relationship Between Participation in Peer Mentorship Programs and Attaining Semester Requirements of Academic Success Plans for Students Who are Under a Financial Aid Appeal

Mr. Bob Jordan, Dr. Christy Hornsby
Northwestern State University, Natchitoches, La, USA

Abstract

Creating and improving programs to assist students has been a priority for colleges and universities for some time. A low-income and first-generation college student can negatively impact students' chances of earning a college degree. Research shows that there are strategies that colleges and universities can use to improve these students' chances of graduating. Northwestern State University of Louisiana (NSU) placed an Academic Success Center (ASC) in the university library so students would have access to peer-assisted academic support in the form of tutoring and paper editing. Along with these services, the ASC assists students who are not making Satisfactory Academic Progress (SAP). Satisfactory Academic Progress (SAP) impacts a student's ability to receive financial aid and complete coursework in a timely manner. In order to combat a student falling behind in coursework and not being able to receive financial aid, the ASC creates Academic Success Plans known as an APLAN for each of these students. The APLAN serves as a guideline for maintaining Satisfactory Academic Progress (SAP) and is a contract between the university and the student, outlining requirements that the student must achieve to meet SAP and ultimately, complete required coursework for their desired degree. Academic Success Plans may also require or encourage students to meet with their academic advisor and use the Academic Success Center's tutoring or paper editing services. Finally, the plan provides students with information about other support services through NSU.

The overarching research question for this study is, "what is the relationship between the level of student participation in a peer

mentorship program conducted within NSU's Academic Success Center and meeting semester requirements of Academic Success Plans (APLAN)s?" In addition, this research will also answer the following research question: Does the relationship between mentorship participation and a student's GPA impact meeting semester requirements of APLANS?

This research intends to investigate how participation in a peer mentorship program for students who have had to appeal their financial aid status influences their ability to meet the requirements of their APLANS. Research results will improve how the ASC provides services to a specific set of students.

The peer mentorship program will be designed based on Asgari and Carter's (2016) and Cornelius et al.'s (2016) studies. This peer mentorship will follow Asgari and Carter's timeline, contacting students at times related to the university's mid-term and final schedule. Mentors will be student workers assigned to the Academic Success Center (ASC). The researcher will conduct a Chi-square test for both groups; those who took part in the mentorship program (experimental group) and those who did not participate in the mentorship program (control group). The researcher will use the results to determine whether participation in the peer mentorship program impacted students' ability to meet the requirements of their APLANS.

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Discipline, Disorder, and Decision-making

Dr. Jennifer Hune, Ms. Alike Nichols
UA Little Rock, Little Rock, Arkansas, USA

Abstract

Years of legal and empirical attention have been given to disciplining learners with disabilities. Still schools have difficulties with the process. The presentation addresses the difficult topic of teacher, administrator, and district level responsibilities in the discipline of children with disabilities. The presenter will describe a process for developing a protocol for disciplining students with disabilities for the school campus and the local education agency. Participants will learn the legal and educational implications for discipline and be provided a framework for designing a protocol to be used on the local campus and the local education agency.

English Language Learners and Their Post-Secondary Education Outcomes: Evidence from Arkansas

Mr. Rian Djita, Ms. Kathryn Barnes

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Abstract

The population of English Language Learners (ELLs) is rapidly growing in the U.S. K-12 education system (Kanno & Harklau, 2012a, 2012b). As of 2019, there are roughly 5 million students in public schools who are identified as ELLs. This equates to about 10% of the total student population (NCES, 2019). In recent years, a growing body of literature has addressed the experience and outcomes of ELLs in the context of K-12 education. However, studies surrounding ELLs have mentioned potentials for more research, particularly regarding post-secondary education (PSE) outcomes (Kanno & Cromley, 2013; Kanno & Varghese, 2010; Varghese & Fuentes, 2020). Additionally, since states have autonomy regarding funding for ELL students, research which allows policymakers to make state-by-state comparisons on this topic are essential (Aguilar, 2010; Flores, Batalova & Fix, 2012). This study aims to bridge the gap observed in literature.

Using six cohorts of anonymized student-level data gathered from the Arkansas Department of Education, National Student Clearinghouse data, and U.S. Census Tract data, this study seeks to answer the following questions:

1. What are the overall post-secondary education enrollment rates for students identified as English Language Learners?
2. Are there any key differences in the type of institution English Language Learners are applying to?

To empirically test our hypothesis for the first research question, we utilized a logistic model with our outcome of interest being if ELL

students enrolled in a post-secondary institution. We used the model below:

$$Y_{it} = \beta_0 + \beta_1 \text{ELL Status}_i + \text{Student Demographics Control } X_{it} + \text{Year Fixed-Effects } \mu_t + \epsilon_{it}$$

To empirically test our hypothesis for our second research question, we utilized a multinomial logistic model. For our second research question, we were exploring the following outcomes regarding the type of institution ELLs enrolled in: 4-year colleges and universities or community colleges, and schools that are in Arkansas or out of state.

Our study found that holding all else equal, on average, ELLs in Arkansas are ten percentage points less likely to attend post-secondary institutions post high school graduation compared to non-ELLs. We also found that students identified as ELL in Arkansas are associated with a higher likelihood of attending community college relative to the university by about 16 percentage points. Lastly, on average, ELLs in Arkansas are less likely to pursue their post-secondary education outside the state compared to their counterparts by about 3 percentage points.

The goal of this study is to bridge the observed gaps in literature surrounding ELL students. We argue that these results from Arkansas' are essential for several reasons. First, Arkansas is among the top 10 states with the highest increasing number of ELLs (NCES, 2019). Furthermore, Arkansas has the second-highest graduation rate for ELLs nationally (National Clearinghouse for English Language Acquisition, 2017). Finally, some ELLs in this state are located in non-urban settings, providing a more nuanced understanding of the results of ELLs and their PSE outcomes. We conclude our report with policy recommendations regarding ELLs and their PSE for both policymakers and district leaders.

“What is Math?”: Expanding My Perspective as a Teacher Candidate

Ms. Rebecca Hasenbein

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Abstract

For many early Childhood and Elementary students, mathematics is associated with numbers and counting (Counsell, 2016). Many believe that an increase in focus on mathematics could take time away from language and literacy activities (Samara, 2010). However, oral language development has an impact not only on proficiency in reading, but also proficiency in math (Pace, Ortiz, 2015). Elementary and early Childhood programs possess a lot of potential for rich engineering and technology education, however this potential is often unrecognized (Van Meeteren, 2019). Many teachers report feeling underprepared or as though they do not have the sufficient content knowledge to teach Science, Technology, Engineering, and Mathematics (STEM) content (Akerson, 2004). Others feel as though it is not their responsibility to teach these subjects in their classrooms (Riley, 2018).

The purpose of this study was to explore the opportunity hands-on activities have for oral language development through the introduction of the activity “Ramps and Pathways” to urban and suburban classrooms ranging from Kindergarten to 6th grade. As a teacher candidate, I had the opportunity to observe and facilitate this activity, first with my professors and then in my own field experience. To understand the opportunities for development this activity provides, I facilitated a pre and post assessment and observed language used during the students’ engagement in the activity.

Throughout this activity, I observed students using mathematical terms and descriptive language, as well as a shift in their personal dispositions of mathematics.

Impact of Work-Based Learning on Work Ethic of High School Students

Ms. Kelli McGaha-Martin

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Abstract

1. Statement of the problem

Although Work-based Learning (WBL) has been proven to help students develop positive work ethics, few high school students are exposed to WBL in the curriculum. If more high school students get immersed in WBL experience, they will develop better work ethics for the workforce.

The purpose of this literature review is to synthesize current research addressing work ethic as an important employability skill. Employers have identified work ethic as one of the top five employability skills needed for success in the workforce (Kraljic et al., 2020; Lavender, 2019; Rios et al., 2020). The literature review also provides evidence of the impact work-based learning could have on high school students' work ethic as postulated by (Kenny et al., 2016; Rutledge et al., 2015). There are few studies addressing WBL in high schools from the literature reviewed. Many of the current research identified in this literature review analyzes or explores WBL at the collegiate level (Algers et al., 2016; Fergusson et al., 2020; Ishengoma & Vaaland, 2016; Kamaliah et al., 2018; Rintala & Nokelainen, 2020).

Social cognitive theory (SCT) will be used to frame the literature

review. The development of work ethic for high school students will be viewed through the three SCT components: environment, people interactions, and behaviors. This is in keeping with the literature that applies SCT to research on learning environments, that explores how student behaviors or student learning outcomes are impacted by personal interactions.

1. Method for selecting articles/studies

The method used for selecting articles and studies started with keyword searches. Keywords included “workforce”, “work-based learning”, “workforce and high school”, “employability skills”, and “work ethic”. In addition, research was selected by conducting searches using Google Scholar as well as library databases.

1. Basic findings

Findings from the literature review include (1) the work ethic gap is a significant and growing concern of employers; (2) WBL opportunities such as internships, career practicum, or apprenticeships have a positive impact on employability skills; (3) high schools are not required by federal law to provide WBL environments; (4) the issue of equity and social justice come up for many high school students who have not been exposed to WBL, therefore, some groups are less likely to get jobs because of the lack of work ethic; and (5) employers are demanding that high school graduates who choose to enter the workforce need to have a good work ethic (Library of Congress, 2018).

1. Implications

This literature review will help to fill the gap in the literature addressing WBL at the high school level. More high schools need to immerse students in WBL learning environments. Implications for

future studies include researching policies, procedures, funding, and practices needed to develop work ethic in high school students. Additionally, conducting a survey of all schools across the U.S.A., that have a WBL curriculum. The poster also will have the references cited in this literature review.

Improve College Attendance After High School

Ms. Tanya Wasmer, Dr. Christy Hornsby
Northwestern State University, Natchitoches, La, USA

Abstract

The purpose of this study is to examine the relationship between a student who earns a Wisconsin technical college credential during high school and continues their education at the technical college. Quantitative research will be conducted using data from two technical colleges for the past three years. The enrollment rate are significant factors to promote the effectiveness of attaining a credential during high school to foster students attending college.

Dual enrollment serves many purposes to include assisting underserved and underrepresented groups and supporting improvement of completion rates, socialization of high school students, academic momentum, and the reduction of remediation. Therefore, students attaining a credential during high school appears to increase students attending college and being successful in college. This is significant for underserved and underrepresented groups for college student success.

Despite the substantial body of literature devoted to understanding dual enrollment course work and educational outcomes, less is known relative to the completion of a two-year college credential during high school and its potentially positive influence, especially among two-year college. This study will examine the Wisconsin technical college enrollment rate of students who receive a technical college credential while in high school.

The following research question guides this study. What is the relationship between a student who earns a Wisconsin technical college credential during high school and who continues their education immediately following high school graduation at the technical college?

The study investigates whether the Wisconsin technical college students' completion of a credential in high school predicts the likelihood of enrollment at the technical college, the semester following high school graduation. A quantitative approach is selected for this study as the study aims to analyze college choice using frequency and chi-square statistical tests. This approach aligns with the research problem and question by defining the relationship of students completing a credential during high school and attending college after high school. The chi-square statistical test will be applied to determine if the relationship is statistically significant.

Determining Teacher Effectiveness for Continuous Improvement in Teacher Preparation Programs

Dr. Merideth Van Namen, Ms. Dori Bullock
Delta State University, Cleveland, MS, USA

Abstract

Spurred by accreditation requirements for evaluating and reporting program completers' impact on P-12 learning, the purpose of this three-year case study at a regional institution was to solicit data and information from teacher preparation program completers and their administrators to determine teacher effectiveness, their impact on P-12 student learning and development, and overall classroom instruction. Additionally, other data collected included program completers' perceptions of their preparation for the teaching profession. Data collected were to serve as a catalyst for continuous improvement of the teacher preparation programs.

Recent graduates of educator preparation programs were selected to participate in the study to represent the varied educator preparation programs at the university. These included participants from secondary education programs (English, Physical Education, Math), elementary education, and the alternate route program, Master of Arts in Teaching (MAT). In this study, multiple assessments, interviews, and surveys were used to determine the impact of program completers on the P-12 student learning; these included student perception surveys, universal screener data, teacher evaluations by principals and university personnel, interviews, and other unit-created assessments. The study was piloted in year one, then replicated in year two and year three to give three years of data.

After careful consideration of the data, program completers were

most successful at setting high expectations for both behavior and learning in the classroom, creating an effective learning environment, developing a good rapport with students, using technology to enhance instruction, completing professional responsibilities, modeling instruction, making learning relevant, connecting previous learning to new learning, engaging students in the learning process, teaching well-designed lessons, and exhibiting strong content knowledge in their area with some expressing some weakness in math, science, and writing instruction. Areas in which students showed weakness included monitoring student learning through data analysis, asking higher-order questions, providing effective explanations, remediating struggling students, planning additional enrichment for students, using community to aid in learning, and satisfying the Lesson Design Domain on the Teacher Growth Rubric.

The educator preparation programs have made targeted improvements based on this extensive case study, replicated over three years. One effort currently underway includes incorporating more opportunities with hands-on experiences with remediation, enrichment, and differentiation, particularly in methods courses. An additional course on data analysis and assessment was created and implemented for all secondary education programs to address the identified weaknesses on data analysis, data driven instruction, and assessment variety. To enhance confidence and experience with math instruction, math lesson development and implementation are now requirements in methods courses for all elementary majors. There will also be a greater emphasis on pedagogy, particularly in math and science methods courses.

“Sink or Swim: Using Mursion Virtual Reality (VR) Simulations in Preparing Student-Teachers

Ms. Brianna Presley, Ms. Sawyer Hendrix, Ms. Kassie Davis, Dr. Natalie Johnson-Leslie
Arkansas State University, Jonesboro, AR, USA

Abstract

(1) Description of Topic:

The purpose of this qualitative research is to demonstrate how Virtual Reality (VR) can be useful to future educators. VR can be used to simulate teaching, conflict management, conferences, and so much more. Due to the Covid-19 pandemic, many student-teachers did not gain field-1 teaching experience. Luckily, Mursion VR simulation was available to provide student-teachers with simulated real-world application.

(2) Significance of Topic:

There is significance for student-teachers and teacher preparation programs. The positive experience with Mursion VR simulation provided an average of 3.5 hours of teaching experience for student-teachers. The simulation also brought a sense of relief to student-teachers because they learn to first teach AVATARS, giving them room for error as they practiced. As English majors they “swam” with the Mursion simulation navigating classroom management skills; conducting parent teacher conferences, and having to redirect student behavior. When the lessons are planned, VR brought to life the content and was not simply an additional layer of expensive or unreliable entertainment. Experience was gained over the first seven weeks of class prior to student-teachers going in the physical classroom. Student-teachers who did not have any field-1 experience benefitted the most from the use of Mursion VR.

“This is everything to us students who have not been able to go into the classroom...” (English major-1)

“I think that it’s a great tool as is for those who want to be a teacher but I do think that maybe adding a few more students with the higher levels could be helpful because the majority of classes we will teach will not have just 5 students.” (English major-2)

(3) Methodology-

This qualitative case study was conducted Spring 2022. Secondary education student-teachers were introduced to Mursion VR simulation to supplement their field experience. Of the 24 student-teachers in this section, only three completed their field-1 experience prior to the COVID-19 pandemic. Student-teachers are required to complete 20 hours of field experience in field-1 and 45 hours in field-2. For the first 7 weeks, student-teachers were immersed in the Mursion VR simulation and had to sink or swim. In this poster, three English majors reflect on their experiences. In this case study, the Mursion VR application had different scenarios and levels of classroom activities for each student-teacher according to the major selected. In our particular case, we used the secondary level scenarios. Many of us did not have a Field 1 experience in our education path because of the pandemic, so this is a relief to us. It allowed us to experiment with the curriculum and strategies beneficial in the classroom. VR education have been embraced by many educators, but some are still reluctant to use it in their classrooms. Others see the value of both VR and Augmented Reality (AR) as entertainment, but not as effective teaching tools in the classroom (EdTech report, 2021). This means current and aspiring teachers should take steps to learn about the benefits of VR in the classroom. We swam with Mursion VR Simulations.

The Rating Game: How students use the 'Rate My Professors' website

Dr. Chanel Schwenck, Dr. Jessica Pryor
Murray State University, Murray, KY, USA

Abstract

In the United States, universities offer opportunities for students to provide professor feedback in the form of course evaluations. However, course evaluations are limited to internal department use only and not available to students. Rate My Professors, on the other hand, is a website that serves as a resource for students to publicly share their experiences about professors and classes with other students. This quantitative study provides insight on college students' usage of Rate My Professors, specifically comparing the differences in responses between education and non-education majors. Using a Likert scale, surveyed participants highlight the frequency with which they utilize the website and how the ratings impact their class selection process. This research examines students' perceptions and evaluations of the website and its impact on their overall college experience.

Understanding the Perceptions of African American High School Students on the Development of Student-Teacher Relationships to Improve Teaching and Learning

Dr. Michael Hensley, Dr. Sarah Gordon, Dr. Tennille Lasker-Scott
Arkansas Tech University, Russellville, AR, USA

Abstract

Studies have shown the positive associations between academic achievement, student engagement, and student-teacher relationships (Willms, 2003; Roorda et al., 2011). However, limited research exists on the subject of student-teacher relationships from the student perspective, and virtually no literature focuses on student-teacher relationships from the student perspective in the southern United States. This qualitative study examined the perceptions of African American high school students in Arkansas on the development of student-teacher relationships. Data were collected through focus groups held with African American students in two diverse high schools. While there were many valuable takeaways in the data, there were four key findings: 1) everyday, meaningful experiences are important in building relationships between students and teachers; 2) teachers should be proactive in understanding students individually and culturally; 3) racism, discrimination, and stereotyping continue to be common experiences for African American high school students; and 4) Self-Determination Theory (Ryan & Deci, 2019) serves as an adequate framework from which to examine student-teacher relationships. The findings of this study have implications for teachers, school leaders, and educator preparation programs, and future research can benefit from the conclusions of this study.

To Report or Not? Exploring Deterrents to Reporting Sexual Assault in College Populations

Ms. Kelly Davis, Dr. Kasia Gallo

Mississippi State University, Mississippi State, MS, USA

Abstract

Sexual assault is a prevalent problem on college campuses. Universities attempt to reduce sexual assault and assist survivors through various trainings and campus agencies. Students experience barriers and deterrents to reporting sexual assault, which may prevent them from obtaining the supportive services they need. The purpose of this literature review is to identify what those influencing factors are. By understanding these barriers and deterrents, colleges may be able to reach more survivors of sexual assault and provide needed support services. The articles for this review were primarily found through the APA PsycINFO (Ebscohost) Database, with a focus on articles published within the last 10 years. The majority focused on male and female undergraduate student populations. Most utilized survey research methods to gather data about sexual assault experiences or opinions relating to sexual assault. Barriers to reporting sexual assault include the nature of the relationship between the victim and perpetrator, common rape myths, social and situational factors, and internal thought processes of the survivor. Less violent assaults are often not viewed as significant enough to report by the survivor. These rape myths place blame on the victim or situation, rather than the perpetrator. The higher the acceptance of these myths, the less likely a survivor is to disclose an assault. By overcoming these barriers, survivors could perceive their situation as a sexual assault and understand it to be valid for reporting, leading them to the supportive measures they may need. Students may choose to disclose their assault to an informal source, known as an informal support person, or to a formal agency. These formal agencies may include criminal agencies, Title IX offices, medical facilities, and victim advocacy centers. For each of the informal and formal reporting methods, there are deterrents that prevent or

dissuade survivors from reporting their sexual assault. Two of the primary deterrents are revictimization and accessibility. Revictimization is defined as extended or added trauma after an incident of sexual assault, usually caused by a third party such as an intervention agency. It was found that future exploration is needed into the depths of revictimization and whether an advocate or other means could alleviate some of the impacts of reporting. Accessibility explores the idea of how easily college students can find and utilize the supportive resources at their disposal, while also navigating around limited schedules and distractions. A key concern is the importance of fully informing all college students about where and what services are available to them. Future studies may consider whether a central department for all services is effective at improving accessibility. Gaps were found in the demographics of the studies considered, where minority populations were significantly underrepresented. Of the 17 articles reviewed that listed the participants as college students, 15 contained a majority of white participants, one contained a majority of African American participants, and one contained a majority defined as non-white participants. Increased diversity is needed in future studies of sexual assault among college students.

Improving Communication Consistency in Internship Courses in Interpreter Education

Ms. Meagan Beaty

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Abstract

A school-to-work gap in American Sign Language Interpreters graduating from Interpreter Education Program (IEP) is an identified area of concern for the profession. This study is focused on the Internship course as the last course before interpreting students enter the field of interpreting. The project site for the study is an accredited Interpreter Education program at a four-year post-secondary institution. The problem of practice is the lack of consistency in communication amongst the internship students, internship site supervisors, and the internship course facilitator. Two implementation tools were developed as an intervention to the problem of practice: (a) sequential timeline document and (b) electronic communication application. The participants in the study were five IEP students, two internship site supervisors, and two internship course facilitators. All of the participants stated that the use of the electronic communication application was easily accessible by all parties, useful for having the internship information in one location, and appropriately set-up for direct communication between all the parties of the internship. The implications of the study were focused on the importance of establishing an internship environment for transparent communication that is accessible by all parties.

The AIP was designed to bring supervisor consistency to the Internship process at the end of a four-year Interpreter Education Program. The theoretical foundation for the AIP was Kolb's (2017) experiential learning theory. The experiential learning theory serves as both a lens for understanding the problem of practice and the intervention in the AIP. Kolb (2017) outlined four stages to completing a learning cycle, which are rooted in the individual

continuously creating and implementing ideas for improvement. Communication is imperative during each stage of the theoretical cycle. Communication is also needed in various directions amongst the internship team. The intervention in the AIP was designed to address each stage of the theoretical cycle and provide intervention materials to ensure guidance in the completion of each stage. The following sections discuss the experiential learning theory, the application of the experiential learning theory, and the similarities and differences in the application of the experiential learning theory.

Exploring teacher perceptions of preparedness to teach elementary mathematics through completion of an alternative preparation program

Dr. Susan Ferguson, Dr. Kelly Byrd
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Abstract

In order to address the national teacher shortage, institutions have created alternative routes to initial certification in addition to traditional teacher education programs (Abell et al., 2006) resulting in approximately 20% of teachers entering the profession through completion of a non-traditional teacher certification program (NCTQ, 2020). While these programs offer a well-intentioned path to certification and to alleviating the teacher deficit, they often lack requirements for teacher candidates to demonstrate strong content knowledge prior to admission (NCTQ, 2020). Furthermore, while elementary teacher preparation programs should provide candidates opportunities to learn and understand the mathematics content that they will teach (AMTE, 2017), many have limited curriculum focused on specific content courses to both refresh prior knowledge and build a foundation for these teacher candidates (Chappelle et al., 2001). The purpose of this qualitative study was to identify strengths and deficits of alternative teacher certification programs with particular emphasis on approaches to strengthening mathematical content knowledge and pedagogy. Six participants responded to a solicitation email and included both teacher candidates enrolled in their internship semester of the alternative master's elementary or early childhood program and recent graduates of the program at a university in the southeast. Data were collected through semi-structured interviews conducted in an online focus group. The semi-structured protocol elicited conversation among the participants that painted a picture of their combined perceptions of program level recommendations that would better prepare them to teach

elementary mathematics. Multiple cycles of coding were used to analyze the transcribed data collected, revealing common themes of student perceptions of preparation program components, including both beneficial aspects and recommendations for improvement. Findings were triangulated between the two researchers and their graduate assistant, and discrepancies, though few, were discussed. Recommendations for program improvement included elements of coursework and methods for fluency of mathematics concepts, depth of knowledge, and content specific pedagogy related to the different mathematical domains.

Preservice and First-year Teachers' Intention to Use and Actual Use of Technology-enabled Learning: A Case Study

Dr. Jessica Herring-Watson

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Abstract

Problem Statement

Technology-enabled learning (TEL) is the student-centered use of technology to communicate, collaborate, develop critical thinking skills, and solve authentic problems (Ertmer & Ottenbreit-Leftwich, 2012; Jonassen, 2005; Nelson & Hawk, 2020). While the research base is replete with studies examining preservice teachers' attitudes toward and intentions to use technology (e.g., Farjon et al., 2019; Joo et al., 2018; Sanchez-Prieto et al., 2019), few studies examine TEL specifically or the transition period from student teaching to first-year teaching (Han et al., 2017; Nelson & Hawk, 2020). Even in programs of study that center TEL and student-centered pedagogies, research indicates preservice teachers' intention to use TEL decreases as they move through teacher preparation and is lowest during student teaching (Author, 2021).

Theoretical Grounding

This study was grounded in research regarding the role of technology in facilitating constructivist pedagogies. Scholars have established the effectiveness of TEL (Barak, 2017b; Bower et al., 2013; Ertmer & Ottenbreit-Leftwich, 2012; Hirsh-Pasek et al., 2015; Jonassen, 2005). Additionally, professional and accrediting organizations have centered the need to prepare educators and students to be constructive users of technology (CAEP, 2022; ISTE, 2017). However, the use of TEL aligned with constructivist practices has seen slow adoption (Barak, 2017a; Lee, 2018; Nelson & Hawk, 2020; Tondeur et al., 2016). Because this study examined intention and actual use of

TEL, Ajzen's (1985) Theory of Planned Behavior (TPB) also provided a theoretical lens through which to examine the data.

Methodology

This qualitative, embedded single case study aimed to provide a rich description and explore the unique development of preservice teachers' intention to use and actual use of TEL during student teaching and first-year teaching. The study also aimed to provide lessons learned from preservice teachers who have completed a TEL-rich program of study. Data were collected from candidates in two phases: during student teaching and their first semester as teacher of record. To appropriately limit the scope of participation, participants were middle level education majors within a shared cohort at a mid-size public teaching university in the southeastern United States. Data sources included one-on-one interviews, direct observations, and digital artifacts (e.g., lesson plans). In addition to applying theory-based qualitative codes to the data, open coding was conducted to identify emerging themes across the body of evidence.

Results

The data yielded rich descriptions of the case, which was bounded and defined as a shared cohort participating in the same program of study in the college of education at a mid-size public teaching university in the southeastern United States, and robust descriptions of each participant's teaching settings. The data revealed both theory-based themes (e.g., Explaining intention and actual use of TEL) and emerging themes that surfaced during open coding (e.g., Shifting from idealistic to realistic thinking about TEL).

Conclusions and Implications

The multiple layers of evidence extended previous TPB research regarding preservice teachers' intention to use TEL and yielded practical implications for teacher educators seeking to cultivate TEL intention and use in preservice and novice teacher populations.

Twin Texts in the Secondary Social Studies and English Classroom

Dr. Sally Quong, Ms. Gabrielle Vogt
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Abstract

Problem Statement

Educators should teach history like a story. Jacobs and Tunnell (2004) stated why they believe history textbooks are inadequate: “The people are missing! The best one-word definition of history is, in fact, ‘people’. Without human beings, whose emotion and actions influence the times, there is no history” (p. 117). Researchers have reported the lack of student interest and engagement in social studies as a result of inadequate social studies textbooks.

Theoretical Grounding

This study is grounded in research regarding best practices in the integration of literature into social studies curriculum. Paired Texts was given the alternate name Twin Texts by Deanne Camp (2000) who claimed that using fiction and nonfiction trade books was an authentic way of introducing content material into the curriculum. Textbooks have been the primary reference for teaching social studies; textbooks present concepts impersonally and from a single perspective. Literature provides multiple perspectives. Historical fiction allows students to make connections between students’ background knowledge and concepts. Ciecierski and Bintz (2015) propose incorporating literature into the curriculum: “when teachers use authentic literature, students learn content area material more efficiently and effectively” (p. 18).

Summary of the Methodology

This qualitative study explores the implementation of Twin Texts and its effectiveness in the U.S. History and English classrooms with

regard to perpetuation of deeper learning. Data were collected through two groups of high school students in North Mississippi. Students in the treatment group selected the paired curriculum: the implementation of Twin Texts in the English Language Arts classroom in addition to traditional lecture in their U.S. History classroom. The control group received traditional lecture in their U.S. History classroom. Researchers used the Student Engagement Observation Checklist for observations conducted over a semester. Thirteen participants in the treatment group interviewed to determine how the paired courses affected student engagement. Researchers gained an in-depth understanding of how the implementation of Twin Texts perpetuated deeper learning.

Results

Observations revealed that students in the treatment group were more engaged in comparison to the control group. The percentage of student engagement was consistently higher for the treatment group. None of the students in the treatment group exhibited behaviors of disengagement. Students in the control group exhibited behaviors of disengagement including frustration and complaining, unable and unwilling to complete the assignment, and a lack of participation during class discussions. Through the interviews, four themes emerged regarding student experiences: enjoyment, shared experience, connection between literature and history, and background knowledge/chronological understanding.

Conclusion/Implications of the Study

Researchers investigated the implementation of Twin Texts and its effectiveness in the U.S. History and English classroom with regard to perpetuation of deeper learning. Results demonstrate an improved student perception of understanding and an enjoyment of the paired courses. Literature on paired texts or Twin Texts corresponds with this study's findings. Results from the study support the notion that teaching history is less effective if educators rely solely on textbooks to teach objectives. Educators can bridge the gap by teaching history through fiction.

Working Together Apart: Collaborative Accomplishments During the Pandemic

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Abstract

Communication and collaboration are vital to support an organization's ability to accomplish their mission (Groysberg et al., 2018). Before COVID 19, the College of Education (COE) faculty at a regional, public university managed to successfully accomplish tasks via channels of communication and collaboration in a physical space. The near lock-down conditions of the pandemic, however, greatly limited the ability to collaborate in the same space and complicated the ability to meet daily responsibilities. First, looking beyond daily tasks took adaptability and ingenuity; the thought of accomplishing or even making progress towards more substantial goals was overwhelming.

We, the presenters, were asked to accomplish far more than what is often thought of as normal daily operations, during the 2020-2021 academic year. In addition to the usual roles for College faculty and staff (e.g. teaching, scholarship, committee work, program administration, and advising) the presenters were also planning for accreditation and state re-authorization visits that were to occur during the spring semester of 2021. Despite the challenges the pandemic created, accreditation and agency requirements were not relaxed in any sort of way. Thus we were required to find new ways to work together in spite of emergent challenges. During this session, the presenters will share their story so that others can improve their practice by the lessons learned. This presentation will also consist of a literature review on collaboration, teamwork and collaboration.

Assessment of Intellectual Disability: An Examination of Current State Special Education Guidelines for Intelligence and Adaptive Behavior

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Abstract

The assessment of Intellectual Disability (ID) under IDEIA 2004 requires the measurement of intelligence and adaptive behavior (i.e., conceptual, social, and practical skills). For ID eligibility and classification deficits in intelligence and adaptive behavior (i.e., dual-criterion) are required and the disability must manifest during the developmental period (i.e., before age 18) (Schalock, et al., 2010). Therefore, when assessing referred students for ID school psychologists use individually administered, standardized norm-referenced tests of intelligence and adaptive behavior that are reliable, valid, and appropriate given the referral. To meet eligibility and classification criteria for ID the full-scale intelligence score must be approximately two standard deviations below the mean (i.e., 70 or below) based on age norms. Given measurement error the use of confidence intervals around the full-scale score equal to plus or minus 5 score points (i.e., a 95% confidence interval band) should be considered (Kranzler & Floyd, 2020). In terms of adaptive behavior measurement, best practices call for the total composite adaptive behavior score to be well below the mean (e.g., greater than 1 1/2 standard deviations) (Kranzler & Floyd; Alexander, 2017; National Research Council, 1992). Reliance on conceptual, social, and practical skills domain scores is discouraged due to lower reliability validity concerns (Kranzler & Floyd). Furthermore, the use of confidence intervals and the collection of data from multiple informants (i.e., parents and teachers) in the assessment of adaptive behavior is necessary. The collection of data from both parents and teachers is critical given they observe the student in different

settings therefore reducing the likelihood of overidentification (Kranzler & Floyd). Additionally, the use of multiple informants may result in the identification of specific adaptive behavior skills that merit further assessment and possible intervention. Finally, the assessment of adaptive behavior by multiple informants has been a long-standing recommendation (Harrison & Raineri, 2008). Past research specific to state special education guidelines for ID found that slightly more than half recommended for the intelligence score to be 70 or below while one-fifth required it to be below 70. Only one state required the score to be below 78 (i.e., 1 1/2 standard deviations below the mean). Approximately, half of the states recommended the consideration of measurement error or confidence intervals (McNicholas et al., 2018). Aggregated information specific to state special education guidelines for the assessment of adaptive behavior pertaining to ID is currently unknown. This study expands past research by examining current state special education guidelines across all fifty U.S. states and territories for the assessment of ID for the measurement of intelligence with the addition of adaptive behavior. Aggregated and disaggregated data pertaining to state and territory requirements and recommendations for ID intelligence and adaptive behavior assessment will be presented including cut-scores and confidence intervals for both intelligence and adaptive behavior scores, information specific to composite adaptive behavior scores versus domain scores, and multiple informants. Finally, implications and recommendations for school psychologists, special educators, and state departments of education will be discussed.

Discoursing 'dis course: Discourse analysis for undergraduate American Sign Language/English interpreting students

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Abstract

In this paper, we explore a strategy for teaching undergraduate American Sign Language/English interpreting students about discourse types and genre boundaries. To do so, we describe a project-based learning approach employed with a cohort of second-year students, detail the assessment method, and analyze students' work. Specifically, the project required students to read a scholarly paper in the field of interpreting studies and create an American Sign Language video-recorded reformulation of the paper in a different discourse genre (e.g., a television news broadcast or a product infomercial). The findings indicate that, despite exhibiting a concerning lack of fluency in American Sign Language, students demonstrated remarkable creativity and critical thinking abilities. Students created video-recorded reformulations that incorporated salient points from their assigned articles while also applying principles of discourse analysis learned throughout the semester. Taken together, the findings suggest that applied discourse analysis projects and inter-genre reformulation activities can be used as valuable pre-translation and translation training.

Cultivating Culturally Responsive Teacher Candidates Through Case-based Learning

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Abstract

Problem Statement

According to the National Center for Education Statistics (2019a; 2020), 80% of public school teachers in 2018 were white and female. In contrast, 45.8% of students identified as white in 2020 with that figure projected to decrease relative to enrollment for students of color over the next decade (NCES, 2022). Research has shown that the cultural mismatch between teacher and student backgrounds impacts how teachers approach classroom management and instruction (Caldera et al., 2019; Weinstein et al., 2004). Developing culturally responsive awareness and practices for a predominantly white female teaching force represents an ongoing imperative in teacher preparation. Scholars have argued that if preservice teachers fail to develop a culturally responsive lens and recognize their implicit biases, they enter the field ill-equipped to navigate student interactions in a manner that is respectful and culturally affirming and sustaining (Caldera et al., 2019; Evertson et al., 1983; Gay, 2000; Leath et al., 2019). It is vital, then, that teacher educators prepare preservice teachers to examine their implicit biases, increase their culturally responsive teaching expectations, and develop culturally responsive practices. In response to these data, teacher educators must ensure that preservice teachers examine the impact their cultural biases have on students before entering K-12 spaces. Teacher candidates can engage in this analysis through authentic experiences in school settings (place-based practices) as well as through assignments that are intentional in establishing reflection focused on authentic problems of practice (case-based learning).

Theoretical Grounding

This study is grounded in research regarding culturally responsive teaching (CRT) (Gay, 2002; Gay, 2018; Martin et al., 2017) as a framework for cultivating culturally-sustaining environments that benefit everyone. Additionally, we sought to examine the role of CBL, specifically, the use of failure cases (Tawfik & Kolodner, 2016) to increase preservice teachers' CRT outcome expectancy. Essentially, if preservice teachers engage in CRT practices, what expectations do they hold that those practices will result in positive outcomes for individuals and the class community.

Methodology

This quantitative study aimed to examine to what extent, if at all, CBL supports the development of preservice teachers' CRT outcome expectancy. The Culturally Responsive Teaching Outcome Expectations Scale (Siwatu, 2007) was administered as a pre- and post-test to 30 undergraduate students seeking initial licensure and enrolled in a course titled "Diverse Learners in Inclusive Settings." Participants engaged in structured CBL reflections and discussions throughout the course.

Results

After completing the CBL-enhanced course, participants were more likely to agree that positive outcomes would result from using CRT practices. Results indicated that from pre- to post-survey, participants increased positive CRT outcome expectations on all item measures. Each item also demonstrated a smaller standard deviation, indicating less variation in participants' responses.

Conclusions and Implications

These findings indicate that CBL can be an effective intervention for increasing preservice teachers' CRT outcome expectancy. Additional study, with a larger sample size and a comparison control group, is ongoing to confirm these results. Furthermore, using qualitative methods to describe changes in participants' thinking after engaging in CBL will further enhance the study findings.

More than Slavery, Civil Rights, and Struggle: Expanding the Teaching of Black Literature

Dr. Vincent Price

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Abstract

In the English classroom, literature is more than stories. It is a tool for reflection—whether positive or negative, flat or complex. In the classroom, positive representation and reflections foster a positive sense of self within our students (Bishop, 1990; Bowles, 2019; Taylor, 2021). Thus, there is power in who we see, how we see them, and even how often we see them. As novelist Chimamanda Adichie shared, “many stories matter”—not simply a single story here and there—for in those single stories lie the danger of inaccuracy, the danger of limited portrayals and perceptions, the danger of perpetuated bias. Through the texts we choose to teach—our literal inclusion of multiple stories—we as teachers have the powerful privilege to simultaneously acknowledge multiple stories of people, cultures, and communities. However, classroom literature is often limited, bounded by teachers’ levels of comfort and expertise and the constraints and stability of school curricula, among other factors (Applebee, 1993; Stallworth, Gibbons, & Fauber, 2006). Elements such as these determine not only what texts are taught but also how and when they are taught.

Guided by critical race theory, this qualitative research study used grounded theory methodology to answer the following question: How do high school English teachers teach Black literature in their classrooms? The study surveyed a selection of high school English teachers on their rationales for teaching Black literature and their text selections for the 2016-2017 school year. Phase 2 of this research study focused on interviewing four of the survey participants for an in-depth exploration of their rationales and pedagogical practices around Black literature. The results indicated that, while there is variety among the text selections, there is also

consensus; certain texts (e.g., *Their Eyes Were Watching God*), authors (e.g., Langston Hughes), and even time periods (1950-1969) received more attention among the teachers. Many of the teachers' rationales for teaching Black literature revolved around "getting students to see": getting them to see that literature is all-inclusive and includes more than White voices, getting the Black students to see reflections of themselves and their cultures in school, and getting the non-Black students to see worlds and experiences beyond their own.

What can we learn from these teachers' approaches to teaching Black literature that would help us incorporate more high-quality lessons on diversity from these texts? Implications from this research study focus on the teacher, who significantly influences text selections and classroom representation. Because teachers teach from experience, expanding the kinds of Black literature taught as well as teachers' knowledge and comfort begins with expanding their experience with the literature. Future teachers would benefit from early exposure, starting in grade school and continuing into the teacher education program. The more normalized the literature and representation are in their classrooms as students, the more likely the future teachers would continue that normalization in their own classrooms. Doing so will help teachers and students alike understand that Black literature, like Black lives, extends beyond themes of slavery, civil rights, and inherent struggle.

Analysing the Influence of Principals' Cultural Intelligence on Teachers' Perceived Diversity Climate in United Arab Emirates Schools

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Abstract

Analysing Influence of Principals' Cultural Intelligence on Teachers' Perceived Diversity Climate in United Arab Emirates Schools

Problem Statement

Effective management of a diverse workforce in the United Arab Emirates (UAE) presents a peculiar importance as two-thirds of residents are expatriates, who have diverse ethnic and cultural backgrounds. Like any other organization in the country, UAE schools have become upmost diverse settings in the world (Malik & Singh, 2017). Workforce diversity can be conceptualized as the representation of different identities, values, norms, backgrounds, beliefs, personal biases and dispositions that blend together in a diverse work environment (Cox, 2001). Workforce diversity can generate both advantages and disadvantages for organizations in the same organizational system. Research on diverse work environments shows that such diversity creates better decision-making processes in organizations, greater creativity and innovation, and increased global competitiveness (Jauhari & Singh, 2013). However, it may also lead to increased conflict, communication breakdown, less productivity, low cohesion, reduced organizational commitment, and high turnover (Duyar et al., 2015). The challenge of global competition for UAE schools requires culturally intelligent principals who can deal more effectively with teachers from diverse cultural backgrounds and fulfill their diverse needs to achieve overall

organizational effectiveness.

Theoretical Foundations

The guiding theory of this study was the cultural intelligence theory, which emerged as a novel perspective in response to the realities of globalization and the increased diversity in today's organizations. This theory is a viable entrée from which global business leaders can "see beyond surface-level cultural differences" (Earley & Ang, 2003, p. 29). Cultural intelligence is defined as "an individual's capability to function and manage effectively in culturally diverse settings.

Methodology

A quantitative causal-comparative research design was employed to analyse the data. Participants included random samples of principals and teachers working in the private and charter schools in the Emirate of Abu Dhabi. The measures of study variables included the multidimensional short-form measure of Cultural Intelligence (CQ) and the diversity climate scale were used to measure the study variables. Multivariate statistics, including the analysis of multivariate analysis of variance (MANCOVA) and structural equation modelling (SEM) was employed to examine the relationships between the study variables.

Results

The preliminary analyses of data showed that principals and teachers have differing views of diversity management and climate in schools. Findings also showed that principals' cultural intelligence has both direct and moderating influences on teachers' perceived diversity climate. The study findings are expected to inform policymakers and practicing educational leaders in addressing diversity management in a country where the majority of the residents are the ones who have diverse ethnic and cultural backgrounds.

Conclusions & Implications

The challenging reality of diversity and multiculturalism created a strong demand for school principals working within the UAE schools to be equipped with unique leadership competencies, namely cultural intelligence. Leading with cultural lens and positively influencing diverse teachers' work attitudes at the schools where they work have become the heart of the current study.

Keywords: Diversity management, United Arab Emirates, school principals' cultural intelligence (CQ), teachers' perceived diversity climate.

Dissertation complete: Publishing should be easy! Right?

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Abstract

In all the effort to write the "perfect" dissertation, little to no thought is given to what could become of this manuscript that includes ones own blood, sweat, and tears. Something should become of this work, but who (other than my committee) wants to read this, where do I even begin to look for publications, and why would I want to publish when I just felt the relief and sense of accomplishment from my defense? Discussion of roadblocks and incentives for publishing as well as working with your faculty mentor, and not taking it personal if/when rejected will take place. Activities will include individual and group thinking and reflection as well as situational analysis will be addressed during this serious but fun training session!

Early Career Teachers: Effective Practices in Measuring Student Learning Growth

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Abstract

As a component of our institution's accreditation reporting, we sought to explore the methods, confidence, and perceived efficacy of graduates' approach to determining student learning growth in their classrooms. Key assumptions about the effectiveness of our teacher education program being reflected through our program completers' teaching strategies, behaviors, and assessment practices served as a pivotal framework for this inquiry.

With a nod to program evaluation, utilizing a case-study approach, qualitative and quantitative data was collected from participants through semi-structured interviews, a reflective questionnaire, and a survey to collect self-ratings of comfort and perceived efficacy of a number of factors related to student learning growth in order to answer the following research questions:

- In what ways are program completers contributing to student-learning growth?
- What teaching strategies, behaviors, and assessment practices are our early career teachers using to impact student growth and evidence of student progress?

Although the study focuses on qualitative data from interviews and participant self-reflection, the survey's quantitative data allows for corroboration with additional valid sources of data as Greene (2015) recommended that self-report measures be accompanied by additional forms of data. Analyzing the results of all data points allowed a more complete understanding of completers' perceptions of evaluating student growth.

Participants (n = 8) prepared a unit of study and shared their plans with researchers, participated in an hour-long interview, taught the lesson with students, and completed the survey and reflective writing. Interviews were conducted via Zoom, transcribed, and analyzed using an inductive process to determine emerging codes, categories, and themes. Data from the reflective questionnaire and the self-rating survey allowed researchers to triangulate data and support the validity of the findings.

At this stage of the research, the preliminary findings reveal the following themes: Research question #1

1. Program completers are contributing to student learning growth by creating rationales for instructional decisions through the synthesis of contributing factors.
2. Program completers increasingly work to develop agency within their students to determine their own growth.
3. Relationships are essential to evaluating student learning growth.
4. Program completers emphasized the value of experience in developing comfort with their skill in determining student growth.

Research question #2

1. Novice teachers hold much closer to teaching to the test and are less student centered.
2. Concern over classroom management contributes to perceived abilities in assessment of student growth and planning for instruction.

Understanding and exploring the process completers implement in their contextual settings provides an authentic representation on how completers are contributing to student growth. As the study is ongoing, we are hopeful to recruit participants in rural secondary settings to have a well-rounded perspective of our program's effectiveness in impacting students in diverse educational settings.

It is encouraging to note that repeatedly, throughout the

interactions with program completers, our graduates are purposefully attending to and care about how they approach assessing student growth. In a time where teachers are consistently second-guessed, discovering the intentional steps our graduates are taking to be effective and responsive educators is reassuring.

Faces at the Bottom of the Gap: Counterstories of Black Elementary Students & Their Experiences With White Teachers

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Abstract

Scholars have spent decades trying to determine the cause and solution to an overwhelming issue called the achievement gap. The achievement gap refers to the gap in academic achievement between certain subgroups of students. One of the most prevalent determiners between those who achieve academic success and those who do not is race. The majority of research done on this topic has been through a quantitative design. However, a knowledge gap exists within the research on how Black students' perceptions of the schooling experience is influenced by the treatment they receive from their White teachers. This study aims to use Critical Race Theory as a theoretical framework to collect qualitative data via creative products by and conducting one-on-one interviews with Black students regarding their lived experiences as students most at-risk of experiencing the achievement gap. Using the method of counterstory, this study will amplify a voice far too long silenced in the academic conversation surrounding the achievement gap—the voice of the students experiencing it themselves.

Elementary and Middle School STEM Teachers' Perceptions of Integrated STEM Education

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Abstract

Recent educational reports indicate a need for students to develop 21st century skills through emphasizing practices and integration of STEM disciplines. Reports from organizations such as the World Economic Forum (2017) and the U.S. Bureau of Labor Statistics (2021) have indicated that the future workforce will be highly dependent on STEM-related jobs. Furthermore, recommendations from the National Research Council (2012) include an emphasis on the practices and procedures of mathematics and science along with the integration of the STEM disciplines in the school setting. In response to these needs, many schools have developed a variety of learning experiences - classes, clubs, labs - for students in integrated STEM. However, without a guiding set of principles that these learning experiences must follow, many teachers feel under-prepared to effectively teach integrated STEM content (Hammack, 2017). Thus, the purpose of this exploratory, research study was to determine the availability and characteristics of STEM programs in local elementary and middle schools in districts in a southeastern region of the U. S. Researchers also sought to identify needed teacher supports in implementing effective and meaningful STEM learning experiences. Research questions for this study included: 1. What is the educational and professional background and preparation of teachers currently leading STEM programs? 2. What do teachers identify as needed supports to more effectively engage students in integrated STEM learning? 3. What are the similarities and differences between elementary and middle school STEM programs and perceived needed supports? 4. What are the similarities and differences between public and private school STEM programs and perceived needed supports?

The study followed a mixed-methods design with a survey of teachers designed to gather data regarding research questions 1, 3, and 4, followed by individual interviews to respond to research question 2 and add depth to survey data. Participants included elementary and middle school teachers that were identified by their principal as the lead STEM teacher at their school. Twenty-two teachers completed the online questionnaire, and nine of those agreed to complete a 30-minute interview with the researchers. Descriptive statistics, including measures of central tendency, were used to initially describe, summarize, and interpret the quantitative data noting any possible trends. Open-ended responses from the questionnaire and transcribed interview data were analyzed using multiple cycles of coding. Findings indicated that the participants were diverse in their educational background and training to teach integrated STEM. There was also a variety in the number of programs and types of learning experiences offered at the different schools. Participants described a need for more supports and training to help them be more successful in their STEM teaching practices. In this session, we will present the findings of the study and discuss plans for future support of STEM teachers.

Using CANE and Care to Develop Executive Functioning Skills in Our Students

Dr. Taine Duncan, Dr. Thomas Bruick, Ms. Leslie Gomes, Ms. Vicki Parish, Dr. Amy Hawkins

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Abstract

Executive functioning skills such as stress tolerance, flexibility, and goal-directed persistence have been stretched to their breaking points for students and faculty during the COVID-19 pandemic (Dawson & Guare 2016; Foster 2021). However, strategies for cultivating interdependent care ethical relationships, socioemotional well-being in higher education, and a growth mindset reorient faculty and students to practical strategies for creating inclusive and responsive environments for academic success (hooks 1994; American University School of Education 2020; Bozalek, Zembylas & Tronto 2021; Sahagun et al 2021). In this presentation, we provide the conceptual framework for understanding as well as implementing success strategies. Additionally, we reflect on the recent University of Central Arkansas Teaching Excellence Institute, where such practices were workshopped and addressed by faculty across disciplines. Suggestions for educators focused on inclusive care-based pedagogy and development strategies for executive functioning skills are addressed, including the framework for the original CANE approach: **C**oaching **A**gency while **N**ormalizing **C**hallenges and Success through **E**xploring Changes and **O**bservations.

Shifting the Paradigm Towards Online Doctoral Student Success

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Abstract

Institutions of higher education have long been plagued with difficulty in overcoming the high rates of incompleteness of candidates who enroll in doctoral programs. But growth in doctoral programs, as well as graduation from them, is on the rise. Between 2009 and 2019 the total number of conferred doctoral degrees increased by 18 percent (NCES, 2021). This is, in part, driven by the rise of online programs and thereby creates another layer of difficulty (Rockinson-Szapkiw, 2010). As a result, in online learning environments, candidate completion has widely been noted as being up to 20 percent lower (Rockinson-Szapkiw et al, 2019). As the number of online doctoral programs continue to rise it is imperative that institutions, departments, and programs shift the traditional paradigm to meet the unique needs of these students (Provident et al, 2015).

In summer of 2020, Middle Tennessee State University (MTSU) accepted its inaugural class of doctoral students into a new higher education concentration of the Assessment Learning and Student Success (ALSS: HE) program. During the past few years between the program's original design and inception, ALSS: HE faculty have been seeking to answer the questions related to doctoral student attrition, especially at the dissertation or ABD phase.

When it comes to student success in online doctoral work, the ultimate measure has to be a completed degree, conferred to the student that opens up doors to lead change in the future. Through applying these strategies, institutions of higher education can help to build a better mouse trap and catch more graduates by supporting them holistically and integrating work systematically so that their growth works in harmony with their progress in the

program. Driving this work has been a key question: What can online doctoral programs do to maintain the highest standards of excellence in student work and dissertations while simultaneously seeing high rates of retention and graduation? Over the past two years since the program's inception, the team has identified and integrated several key elements that appear to be making a difference and their alignment towards a central theme, which is displayed in figure 1.

Figure 1.

Personal Factors

Gender

Marital status

Race/ethnicity

Stage in program

Socialization Factors Belongingness

Synchronous interaction

- Group setting
- Individual mentoring

Programmatic Factors

- Course design and development
- Dissertation planning and mentorship

Online EdD Program

- Capstone research

Helping shift online graduate students towards a sense of belonging is something that can make a notable difference in their experience and in their ultimate success. The program has had early successes as of this writing with the first graduate in Fall 2021, two successful dissertation proposals in 2022, and an institutional 3rd place award for doctoral level research. This format has also allowed faculty to successfully navigate challenges with one of our early students who needed extensive formative feedback and an extended opportunity to complete his proposal.

Launching a PLC in an EPP

Dr. Chelsea Bradley, Dr. Landon Pinneo, Dr. Leslie Sharp
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Abstract

Collaboration is vital in educational spaces. Whether educators are working with colleagues, students, professors, or administrators, ensuring they are given ample opportunities to collaborate can strengthen their teaching and learning. Currently, much of this collaboration is taking place within the PLC (Professional Learning Community) Model (DuFour et al., 2016).

While PLC work is being implemented in many K-12 buildings, educator prep programs (EPPs) seem to be lagging behind. In the summer of 2021, the School of Education at the University of Arkansas at Little Rock began work to implement the PLC Model. Three tenure-track faculty members became what is now known as the PLC Power Team. This team set about to research, learn, and analyze all they could about the PLC Model and how to structure the School of Education as such.

Thus far, the PLC Power Team has provided professional development to fellow colleagues, created a module for undergraduate and graduate students, attended multiple trainings, and met with various schools to discuss their own PLC implementation in order to learn how to better prepare the University's students. The work with the School of Education faculty directly impacts their interactions with students in the EPP. These teacher candidates are entering schools in Arkansas where the PLC Model is already implemented, so ensuring that they have the content knowledge to effectively take part in the PLC process in schools is essential.

The PLC Power Team began working with faculty using the following critical question, "What do you want our school of education students to know and be able to do when they graduate from UA

Little Rock?” Faculty answered by describing both content and pedagogy in their respective programs. This discussion led to the creation of seven common competencies for the School of Education as a whole. The competencies are: content, planning, instruction, professionalism and ethics, research and technology, teaching philosophy, and human relations. Using a matrix that was created by the entire School of Education, the faculty have begun determining where each identified competency is or could be addressed in each course. This work is currently in process, but the PLC Power Teams hopes to present the completed work at the MSERA Conference and provide a template for other EPPs to implement the PLC Model within their own respective courses and programs.

RETENTION AND SOPHOMORE PERSISTENCE: Does campus residency affect retention? How about other factors? Is there a correlation?

Dr. Raglena Salmans^{1,2}, Dr. Teresa Clark²

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Abstract

This quantitative study examined whether on-campus residency is a predictor of retention for first-year students and persistence into the sophomore year, as well as taking into account major declaration and on-campus involvement. Utilizing historical data from a regional comprehensive university in the midsouth, the variable of campus residency was studied using linear regression analysis. The results of this study showed that on-campus residency was a predictor of retention, but that engagement and major declaration were potentially less of a predictor. As such, additional research utilizing qualitative or mixed methods may shed additional light on the efficacy of these areas in developing programming and first-year experiences for colleges and universities.

School Leadership Initiatives and The Concerns-Based Adoption Model: Measuring the Process of Change to Promote Equity, Inclusion, and Diversity for English Language Learners and their Families

Ms. Lillian Holley

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Abstract

More needs to be known about change initiatives and planning efforts that are implemented by school leaders and designed to engage families in the school setting, especially families of English Language Learners (ELL). Current school improvement planning efforts are often incomplete and do not consider other factors when implementing school initiatives. One factor is the change process itself. When school systems want to implement meaningful change initiatives, they must have a clear framework for what they want to change. In addition, school systems must be able to gauge the change process that occurs. Many change initiatives that are implemented by school systems are "time limited demonstrations and do not contribute to the sustainability of the change required. School leaders require research-based strategies to guide the change process and succeed.

U.S. public schools continue to show less than remarkable gains in school performance and learning outcomes for ELL students.

School systems have been mandated to implement legislation to improve school performance and student learning, but have been unsuccessful in maintaining significant gains for ELL students or developing programs to engage their families.

This study aims to understand and document changes that coincided with a school leadership initiative using the Concerns-Based Adoption Model (CBAM) to promote equity, inclusion, and

diversity for ELL students and their families. CBAM will be used to provide an understanding of the change process that school leaders will experience as they implement district-wide initiatives. The perspectives of the school district leadership team and families of ELL students will be important to this study.

Change theory will be used as the theoretical framework for this study. A theory of change describes why a particular way of working will be effective, illustrating how change happens over time to achieve the intended goal.

This study will employ a qualitative approach which will provide a rich and meaningful understanding of the research. Surveys will be administered to school leaders to assess changes in promoting equity, inclusion, and diversity in schools for ELL students and their families. Interviews will be conducted with parents of ELL students who participated in parent focus groups. CBAM will be used to gather data to measure change.

Results and conclusions of the study are pending since this is a work in progress.

Measurement Issues Regarding Academic and Research Self-efficacy in College Students

Dr. Eli Jones, Dr. Leigh Harrell-Williams, Mr. Anthony Eldridge, Ms. Justine Piontek, Mr. Luke Walden

The University of Memphis, Memphis, Tennessee, USA

Abstract

This research symposium explores measurement issues related to research self-efficacy in undergraduate and graduate college students. Our objectives are to (1) describe the construct of research self-efficacy and its importance in higher education settings, (2) describe available research self-efficacy scales and associated measurement issues, (3) discuss associated measurement implications for research and practice. Finally, we will present preliminary work on developing a 20-item sources of research self-efficacy (SRSE) scale for higher education settings.

The Importance of Research Self-Efficacy

Research self-efficacy (RSE) is a belief in one's ability to complete specific research tasks. According to Social Cognitive Career Theory (Lent et al., 2002), RSE is strongly influenced by students' exposure to mastery research experiences, vicarious research experiences, social persuasion of peers, and emotional and physiological states. High RSE is predictive of greater research outcome expectations and is theorized to influence students' future academic and career trajectories.

Measurement Issues in Current RSE Instruments

We present the results of studies exploring measurement issues of various RSE scales used with undergraduate and graduate students. Participants and audience will discuss measurement qualities of each scale including (a) the construct validity of scales and subscales, (b) item functioning, (c) reliability of scales and subscales, (d) connection to theory, and (e) associated implications for research

and practice.

Graduate Education Self-Efficacy Scale (GESES). The 49-item GESES (Williams, 2005) consists of three subscales: academic self-efficacy (ASE), research self-efficacy (RSE), and social self-efficacy (SSE). Previous analysis supported subscale use and demonstrated high internal consistency ranging from .89 to .96 using a sample of African-American McNair Scholars (Williams, 2005).

Self-Efficacy for Research Measure (SERM). The Self-Efficacy for Research Measure is a 33 item instrument measuring participants' self-efficacy in four research subdomains: Research Design skills, Practical Research skills, Quantitative and Computer skills, and Writing skills (Phillips & Russell, 1994). The scale has shown good internal consistency in previous studies ($\alpha = .96$; Phillips & Russell, 1994).

Research Self-Efficacy Scale (RSES). The RSES (Bieschke et al., 1996) contains 49 items that measure participants self-efficacy when completing common research tasks in academic settings. Previous research suggested four subscales: Conceptualization (16 items), Early Tasks (5 items), Implementation (20 items), and Presenting Results (8 items). The RSES has shown good internal consistency overall ($\alpha = .96$), and acceptable internal consistency for each subscale (α range: .75 - .96) in a sample of doctoral students.

Research Outcome Expectations Questionnaire (ROEQ). The ROEQ is an eight item unifactor instrument measuring participants' perception of research outcome expectations, or beliefs about the effects of participating in research (Bieschke, 2000). The scale uses a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree". The scale has shown good internal consistency ($\alpha = .94$).

Discussion of Future Directions for RSE Measurement

The central focus of the symposium will be a discussion of the implications of these issues in research and practice. Participants and audience will discuss ideas including:

- Measuring the sources of RSE.
- Differences in RSE across student groups.

- Changes in RSE across the academic career.
- Developing a shared understanding of RSE subdomains.

Investing in Our Students' Well-being Means Investing in Our Educated Future

Dr. Neeru Deep, Dr. Kimberly McAlister

Northwestern State University of Louisiana, Natchitoches, LA, USA

Abstract

The coronavirus pandemic immensely challenged the well-being of college students all over the world. Many colleges have joined the efforts to improve the well-being of college students by opening well-being centers. The leaders of Northwestern State University of Louisiana (NSU) invested in the well-being of their students by opening the Center for Positivity, Well-being, and Hope. The mission of the Center for Positivity, Well-being, and Hope is to promote positive thinking, enhance well-being, and instill resilience and hope to members of the NSU family so they can enhance their lives, transform communities, and positively impact the world. The purpose of this study is to evaluate the efficacy of the Center for Positivity, Well-being, and Hope in promoting well-being in college students. The current research is an observation phase of the action research which applied an identical concurrent mixed methods research design. A purposive sample of 19 graduate students enrolled in the Psychology and Counseling program evaluated the efficacy of the Center by using PERMA-Profilier Measure (Butler & Kern, 2016), the PERMA-Profilier Measure overview (Butler & Kern, 2016), the CoPWH Evaluation I, and the CoPWH Evaluation II questionnaires (Self-developed questionnaires). These individual and focus group qualitative and quantitative questionnaires generated 25 data sets. The integration of the thematic analysis of qualitative data and descriptive statistics for quantitative data concluded that the Center promotes well-being as described in Seligman's theory of well-being, including holistic health in college students. The research literature supports that improving the well-being of college students results in college success, professional success, and improved quality of life. The presentation will have three folds: First, it will share how to invest in our students' well-being using action research.

Secondly, it will communicate the action research results in promoting students' well-being. Thirdly, it will discuss the practical implication of this action research for our educated future.

Educators are Creators: Please Keep Your Well-being Cup Full

Dr. Neeru Deep, Dr. Kimberly McAlister

Northwestern State University of Louisiana, Natchitoches, LA, USA

Abstract

The COVID Pandemic has changed many things, but for educators, it has amplified their responsibilities from educating subject matter to providing first aid for students' mental health issues. Educators are not only juggling their personal, professional, and social life but also working hard to bring some normalcy to their students' life. In this case scenario, are educators compromising their well-being? Huppert and Johnson (2010) define well-being as "the combination of the good feeling and functioning well" (p. 264). Seligman (2011) describes well-being as a construct. Many scholars have worked to define well-being, flourishing, and happiness, and their quest to define these constructs results in many theories and models of well-being (Jayawickreme et al., 2012). This literature review aims to share four models of individual well-being with educators to enhance their well-being and provide practical steps to promoting educators' and students' well-being. The presentation will share the subjective well-being model (Diener, 1984), the psychological well-being model (Ryff, 1989), the social well-being model (Keyes, 1998), and the PERMA model of well-being (Seligman, 2011). The subjective well-being model (Diener, 1984) highlights how people make cognitive judgments and affective reactions to their life experiences. Subjectivity, positive measures, and life satisfaction are the three hallmarks of subjective well-being (Diener, 1984). The psychological well-being model (Ryff, 1989) focuses on six dimensions: self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relation with others. The social well-being model (Keyes, 1998) describes social acceptance, social actualization, social contribution, social coherence, and social integration are five essential components of social well-being. The PERMA model of well-being (Seligman, 2011) shares that positive

emotion, engagement, positive relationships, meaning, accomplishment, and health are the elements of well-being. The presentation will also provide insight on how educators can implement these models to enhance their and their students' well-being.

THE IMPACT OF VIRTUAL LEARNING MODALITIES ON THE ACADEMIC SUCCESS OF STUDENTS IN ONE ARKANSAS SCHOOL DISTRICT

Dr. Diane Richards^{1,2}, Dr. John Freeman¹

¹Arkansas Tech University, Russellville, AR, USA. ²Conway Public Schools, Conway, AR, USA

Abstract

Abstract

Background

The COVID-19 pandemic changed the way Arkansas public schools' offered students an education. While moving through this pandemic, many Arkansas schools implemented optional methods of educational delivery for their students. Some schools tried to maintain face-to-face classes, while others offered completely online classes. Still, others offered a hybrid format where students attended some face-to-face classes and online classes. One Arkansas school district offered all three options.

Problem

School districts need guidance as to which teaching methods worked well. Schools could benefit from a guide with useful strategies and practices of virtual learning in public schools. How does the compulsory implementation of virtual learning impact student academic success during the COVID-19 pandemic? How effective was the virtual learning implemented regarding student academic success?

Study Design

The purpose of this quantitative causal-comparative study was to explore any differences between learning delivery options offered by

one Arkansas school district in terms of student performance on the state-mandated ACT Aspire assessments and educators' perceptions of educating through a pandemic. Students were placed in one of three categories: Face-to-Face, Online, or Hybrid. The sample population for this research study was one Arkansas school district's class of 2024. The class of 2024 had 695 students classified as tenth graders with ACT Aspire scores for the 2021 spring test in this district. The researcher removed district students from the sample who did not have ACT Aspire test scores from both spring 2019 and spring 2021. The sample consisted of 539 students who took the ACT Aspire examination in both seventh and ninth grades at the same public school district. The student sample was comprised of 264 females (49%) and 275 males (51%) of the research population. Student learning modalities of the group included 303 - Face-to-Face (56%), 91 - Online (17%), and 135 - Hybrid (27%). The sample population for the surveys and interviews came from educators at the junior high and high school which includes eighth-grade through twelfth-grade students. The survey was sent to 26 mathematic teachers, mathematic support staff, and mathematic instructional facilitators with 13 individuals responding (50%).

Results

- Evidence of overall learning loss.
- Decline in math benchmark readiness.
- Educators reveal difficulties.
- Lack of preparedness to educate during a health crisis.
- Responsibilities overwhelmed educators and students.
- Recovery will take time.

Conclusion

There was not a statistically significant difference between the three groups. When outside factors are reduced by exclusion the online delivery option was just as effective as the other options. One recommendation is to develop online courses for public schools that would offer options to students that can show successful skill acquisition. Educators demonstrated an option that expectations of teaching all three types of delivery caused stress and reduction of effectiveness. An additional recommendation is allowing more time to learn concepts well by examining the requirements of each

mathematical framework. This researcher would recommend that the State of Arkansas reexamine the reason and level of mathematical concepts and classes to graduate to better prepare students for the future.

Examining Representation of Gifted Students in an Urban Gifted Education Program Through the Lens of Social Capital Theory and Culturally Relevant Leadership

Ms. Kisha Brown, Dr. Bryan McCoy, Dr. Patsy Hughey
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Abstract

The purpose of the study is to understand, through a social capital and culturally relevant leadership lens, how gifted policy impacts representation of students in a secondary gifted education program in an urban school district. Gifted identification relies heavily on teacher recommendations; therefore, it is important to understand teachers' perceptions of giftedness when investigating underrepresentation. A gifted student's social capital—networks of relationships that potentially yield access to advantageous resources—may be an inhibitor to identification, and culturally relevant leadership may minimize underrepresentation. Utilizing the framework of Social Capital Theory and Culturally Relevant Leadership, this mixed-methods study investigates representation of secondary gifted students in an urban school district. The researcher implemented a pilot study in one school site in which four educational leaders were interviewed, and 20 educators were surveyed. Educators' and educational leaders' perceptions of giftedness are similar; however, educators acknowledge more need for the social and emotional development of gifted students. Educators and leaders at the secondary level do not prioritize gifted education, though they understand the importance of meeting gifted students' educational needs. Implications from this pilot study include the need for professional development for secondary educators and educational leaders to understand gifted characteristics in order to refer students for gifted education. The researcher modified the survey and interview questions to ensure participants' meaning and to better address research questions for

future implementation in other secondary schools in the entire school district.

Institutional and Leadership Factors Associated with Generating Funding for Research

Ms. Courtney Jarrell, Dr. Bryan McCoy
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Abstract

The strategic goal of increasing funding for research at a university is a complex objective dependent on various institutional and leadership factors. The purpose of this study is to create an instrument for leaders to assess institutional and leadership factors associated with generating funding for research in a research-intensive university. The research design includes a modified Delphi panel to gain consensus on a comprehensive set of institutional and leadership factors and survey items associated with research productivity. The panel participants are experts in research administration from various institutions. Through a literature review and feedback from panel participants, the current researcher identified twelve institutional factors and four leadership factors to include in the instrument. The institutional factors include recruitment and selection, clear coordinating goals, research emphasis, culture, positive group climate, mentoring, communication with a professional network, resources, sufficient work time, rewards, promotion and tenure requirements, and diversity, equity, and inclusion initiatives. The leadership factors include scholar, research-oriented, inclusive leadership, and transformational leadership. The current researcher is conducting the modified Delphi process and will finalize the instrument. The next phase will be conducting a pilot study at a research-intensive university to validate the instrument's usefulness further. The final phase will be to present the outcomes to key research leaders at the university and conduct interviews to assess its usefulness and value. The current researcher will seek to determine if the leaders better understand the faculty assessment of the institutional and leadership factors associated with generating funding for research and if any weak factors can be identified for improvement.

Experiencing Positional Turbulence: High School Social Studies Teachers' Perceptions of Instructional Leadership Support While Teaching During National Crises

Ms. Lynn Walters-Rauenhorst

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Abstract

By most accounts, the 2020-2021 school year was fraught with challenges. In the wake of the COVID-19 pandemic, educators faced school closures and migration to online and hybrid learning models.

Outside of the schoolhouse, educators grappled with the effects of an economic crisis, numerous natural disasters, the flashpoint of George Floyd's death, and a contested presidential election that culminated in the U.S. Capitol riot on January 6, 2021. Meanwhile, social studies teachers across the country were taking to social media seeking instructional ideas and materials to use as they prepared to face their students the next day.

The purpose of this research was to understand the perceptions and experiences of social studies teachers' instructional leadership supports while experiencing positional turbulence during the 2020-2021 school year. Utilizing a conceptual framework that borrows from turbulence and leader-member exchange theory, this heuristic phenomenological study examined the experiences of eight Louisiana high school American Government and/or United States History teachers as they navigated teaching to politically and socially aware students in a polarized political and social climate, while also meeting the demands of a standards-based curriculum. Data included semi-structured interviews and review of curriculum materials used during instruction. Utilizing a thematic analysis approach, interviews were coded using open, axial, and selective coding to identify common themes. In line with the thematic analysis of participant interviews, curricular materials were analyzed and categorized in terms of who produced the content and

implementation. A content analysis of teachers' social media posts captured following the January 6th capitol riots was also included in the data to provide context beyond the participants' stories.

Themes that emerged from the data included participants' perceptions that school leaders and teachers were in survival mode. Consistent with prior research, leaders' primary focus was on structural issues such as the school schedule, student safety, delivery of technology, and internet access. Participants also expressed primary reliance on colleagues and self-directed learning to manage curriculum matters. Additionally, teacher identity salience played a role in some participant's perceptions that their instructional leader respected them as professionals and felt that may be a factor in the lack of instructional support offered. Identity salience also influenced participants belief that they could manage curricular questions on their own and practiced self-censoring to "get it right" and manage student biases. However, participants noted that their instructional leader intervened in curriculum matters when parents lodged complaints relative to classroom discussions of controversial current events. Consistent with turbulence and LMX theories, relationships can play a key role in navigating severe turbulence in schools. However, this research indicates that the relationship between the instructional leader and participants was not the primary relationship that enabled participants to manage the complexities of teaching social studies during politically controversial events. This may indicate that an instructional leader's focus and facilitation of relationships throughout the learning community may be more helpful in times of turbulence than cultivating dyadic relationship with faculty members.

How Do I Start?: Writing a Qualitative Thesis or Dissertation

Dr. Jill Channing

East Tennessee State University, Johnson City, TN, USA

Abstract

This session will overview strategies for writing a qualitative thesis or dissertation. Topics include qualitative topic development, data collection, analysis, report organization, and writing strategies. The objectives of this session are (a) to provide a general overview of qualitative data collection and analysis; (b) to review several possible outlines for organizational strategies for qualitative dissertations and theses; and (c) to describe writing strategies for completing qualitative research reports. Direct instruction will be provided in qualitative analysis, data collection, and report writing. Participants will review organizational and writing strategies in small groups and discuss which would be the best fits for their projects.

Learning Communities: Relationship-Based

Dr. Chelsea Bradley

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Abstract

The purpose of this study was to gain insight into common lived experiences of learning communities among pre-service teachers in online undergraduate college courses. The data were derived from a broader phenomenological study to examine undergraduate pre-service teachers' perceptions of learning community (Author, 2018). The data identified three sources in which learning communities are generated within online settings. This report will describe the second identified source. Data analyses indicated that experiences of online learning communities were relationship-based. According to Merriam-Webster's Dictionary, a "relationship" is, "a connection, association, or involvement; an emotional or other connection between people" (Relationship, n.d.). This connection between people emerged as a major observation regarding learning communities. Interview transcripts were coded as relationship-based if participants described connections, emotional connections, associations, or involvement with any person in an online course.

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

The author's phenomenological study included four phases:

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

Generally, most participants agreed relationships were important in any learning environment. Participants discussed the following for establishing relationships within an online learning space: authenticity of discussion board posts and responses, determining offline and online personalities, emotional support, and different types of learning opportunities (group work and face-to-face interactions). These all provided participants the opportunity to get to know their classmates and collaborate with one another.

Additionally, participants shared 'Wish List' items that they wished were more prevalent in their online courses. Most of the characteristics of these items focused on improved peer interaction. Whether using technological tools or meeting face-to-face, participants desired more interaction with their peers. Multiple participants suggested the idea of in-person study groups, where classmates would meet outside of class to discuss course content, address any concerns, receive feedback, and even simply share resources and personal experiences.

Along with face-to-face meetings, three participants suggested the use of various technological tools which would allow students to communicate and build relationships more easily, which they felt might help nurture learning communities. These ideas included ways to communicate and work together in real time, such as using a chat room or video-conferencing tools.

What Does It Mean to Value Equity and Inclusion Now?: Rhetorical Analyses of Anti-Critical Race Theory and Anti-Inclusive Educational Laws in the U.S.

Dr. Jill Channing

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Abstract

Throughout the United States, but in particular the Southeastern United States, many laws have passed in recent months focused on codifying anti-inclusive practices in PK-12 schools, colleges, and universities. Using Kenneth Burke's (1966) Terministic Screens Theory to provide a theoretical grounding, I conducted a rhetorical analysis of state laws that target equity and inclusion initiatives. Burke (1966) described "a screen composed of terms through which humans perceive the world, and that direct attention away from some interpretations and toward others" (p. 131). Specifically, in the realm of anti-equity and inclusion legislation, arguments are developed to misconstrue critical and moral aims of equity and inclusion proponents and to encourage a misinterpretation of Critical Race Theory. Burke suggests that people's reasons for interpreting messages differently depend on the construction of symbols, meanings, and reality. Language conjures a variety of images and ideas to influence support of particular beliefs and opinions. Receivers of messages interpret meaning through a terministic screen related to their vocabulary and worldview. Words convey particular meanings, conjuring images and ideas that induce support toward beliefs or opinions. Lawmakers have capitalized upon language of "protecting children," "ensuring fairness for White people or all people," and "preventing the teaching of divisive concepts" to reflect, select, and deflect and ultimately shape "symbol systems that allow us to cope with the world" (Burke, 1966, p. 139). This rhetorical analysis suggests that there are numerous logical fallacies within these pieces of legislation and that, although

flawed, the rhetoric of anti-inclusivity has been largely persuasive in many states across the United States. Further, this analysis suggests a need for stronger challenges to these laws, as they can hinder the provision of appropriate, effective, and safe educational environments.

An Examination of Mathematics Teachers' Views of Mistakes Following Professional Development

Dr. Angela Barlow¹, Dr. Lucy Watson², Ms. Elizabeth Barlow³, Dr. Natasha Gerstenschlager⁴, Dr. Kristn Hartland⁵, Dr. Alyson Lischka⁶, Dr. James Willingham⁷

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Abstract

In their work on implicit theories, Dweck and Leggett (1988) indicated that individuals may view an attribute as malleable (i.e., an incremental theory; growth mindset) or non-malleable (i.e., an entity theory; fixed mindset). These theories direct how an individual responds to mistakes, with the incremental theorist viewing mistakes as an opportunity to learn and an entity theorist viewing mistakes as an indicator of shortcomings. Recognizing the role of mistakes in the mathematics classroom (cf. Boaler, 2016), this research examined how teachers with opposing implicit theories engaged in and learned from professional development focused on embracing mistakes in learning mathematics.

We utilized a multiple case study design (Yin, 2014) with two contrasting cases: Eliza, an entity theorist, and Izzy, an incremental theorist. Data were collected in two phases. Phase 1 occurred during a two-week, summer institute and included writing prompts, interviews, and observations. Phase 2 occurred four months later and involved observations of the participants teaching and follow-up interviews. To analyze the data, we built a case narrative (Yin, 2014)

for each participant and coded the data, looking for espoused views of mistakes and connecting these views to the classroom observations. Then, we conducted a cross-case comparison.

Initially, both participants spoke to the importance of examining mistakes, with a goal of avoiding common mistakes. At the end of Phase 1, Eliza stated that she should not be telling students about common mistakes and directing them to avoid them. Instead, she saw mistakes as a way to create valuable communication and believed that students should have to figure them out. In Phase 2, Eliza privately told a student to make a mistake during the observed lesson. As students shared their work, the mistake went unnoticed by the class. Although Eliza pushed students to recognize the mistake, there was little discussion of it.

In contrast, at the conclusion of Phase 1, Izzy noted that although no one likes to make mistakes, she believed that mistakes are where learning occurs. She also differentiated between insignificant and conceptual mistakes. During Phase 2, Izzy displayed student solutions with different answers and used questioning techniques to advance student thinking as they examined the different solution strategies. In her post-interview, she noted that her goal was not to correct mistakes but rather to examine mistakes as a way to support her understanding of her students' thinking.

The cross-case comparison revealed the influence of the participants' implicit theories on their instructional practices in their classrooms. These results serve to inform the design of professional development, as they embody differing pedagogical representations of mistakes. These differing pedagogical representations, in turn, influence the opportunities for students to engage in meaningful mathematics learning.

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Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273.

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Leadership Development in Collegiate Club Sports

Ms. Kane Allen

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Abstract

Recreational programming provides various opportunities that can be attributed to positive effects of physical, mental, and social benefits. Other benefits identified associate positive relationships between recreational sports and the development of leadership skills. However, more needs to be known regarding leadership development associated with collegiate club sport programming. This study sets out to identify leadership skills attributed to time served within club sport officers' leadership roles. In addition, this study hopes to identify reasons behind why individuals seek to serve in leadership capacities, specifically focusing on an individual's motivation. This study is a sequential mixed-methods design that will explore leadership development through collegiate club sport programming focusing on self-determination theory. Specifically, this process will evaluate how programming affects leadership development, why individuals seek to serve in leadership roles, and determine attributes leaders develop as compared to non-leaders through club sport programming, divided into two phases. Phase one consists of interviewing to be completed at the beginning of officers' term and academic school year. Phase two consists of quantitative measures by issuing survey instruments to club sport members. Surveying (pre-test) will commence before or directly after the first academic quarter begins. Surveying (post-test) will be conducted directly after the second academic quarter to ensure exposure within designated leadership roles. Findings will help to identify one's motivation to lead and skillsets attributed regarding leadership efficacy, resilience, and leadership behaviors (i.e., social perspective taking).

Keywords: students, leadership development, recreation, club sports,

higher education

What Difference Does It Make?

Dr. Louis Henderson II, Dr. Quentin Ransburg, Dr. Leander Bridges
William Carey University, Hattiesburg, MS, USA

Abstract

In a time where the melting pot known as the United States of America is facing a multitude of issues associated with health, immigration, racial unrest, violence, and complicated communication factors, educators are uniquely positioned to help students navigate these challenges. Leadership practices in low-income, high minority schools can make a huge difference in the way classroom teachers approach these difficult topics. By building professional, caring relationships, principals can provide the support for teachers to explore new and appropriate ways of teaching all students regardless of their ethnic or racial background. When classroom teachers have the liberty to utilize literature and resources outside of what has been traditionally used to teach the course standards, they can incorporate timely materials to which students can relate to increase student interest, engagement, and academic performance. A positive by-product is the resulting empathy students develop for one another as they learn more about their similarities and differences. In this session three educational researchers will discuss how they researched and analyzed the services provided to low-income students and parents in various low-income schools and districts in Mississippi based upon the utilization of culturally relevant instruction and culturally relevant instructional materials, leadership practices that support parent and family engagement, and utilizing effective leadership practices at the building level.

Edge Fearless Learning: A Michigan Online Reading Intervention Pilot Study

Dr. Amy Thompson, Dr. Rachelle Miller

University of Central Arkansas, Conway, Arkansas, USA

Abstract

This presentation analyzes the efficacy of Orton Gillingham-based tutoring for students with low reading scores. Edge Fearless Learning engaged in a pilot study in 2021-2022 with 3rd and 4th-grade students in Michigan. After analysis of pre-test scores, tutors provided online multi-sensory, systematic, cumulative, and intensive instruction using materials based on the Orton-Gillingham methodology. Students received tutoring 2 days a week for 30-minutes over an 18-week period. At the conclusion of the intervention sessions, students were post-assessed. The purpose of this evaluation was to examine the following: (a) efficacy of Orton-Gillingham-based tutoring and (b) student growth between pre and post-assessment for students tutored. The pretest-posttest design began and ended with students assessed remotely using aimsweb Plus. This pilot study aimed to describe the impact of an online, partner-supported reading intervention designed for children with reading difficulties. Data were analyzed using descriptive statistics and t-tests. Analysis of the data showed growth in all areas for third graders and in two areas for fourth graders. Both showed statistically significant growth in oral reading fluency. Online-based reading interventions have the potential to help children with reading difficulties, especially those in resource-constrained environments who otherwise might not have access to support. (Dean, Pascoe, & Roux, 2021). The Edge Fearless Learning is a timely catalyst for children with reading difficulties, particularly those who are economically disadvantaged.

Meeting the Needs of Students with Dyslexia

Dr. Amy Thompson, Dr. Erin Shaw, Dr. Rachelle Miller, Dr. Susan Perry
University of Central Arkansas, Conway, Arkansas, USA

Abstract

Schools are experiencing growing numbers of students with reading difficulties, particularly dyslexia, and are recognizing that more resources must be committed to successfully serve the changing student population. Resources needed include people to assist in providing early identification and intervention. In some schools, paraprofessionals; music, physical education, and art teachers; and librarians are being called to assist in this process. This mixed-methods research study relies on data from the Dyslexia Belief Index Survey to analyze the ability of school librarians to implement intervention. Quantitative data were analyzed using descriptive statistics, a t-test, and an ANOVA. Qualitative data were analyzed using a constant comparative analysis. The findings from this study suggest that school librarians are not strong in their knowledge of dyslexia but want the training needed to help students. The findings also suggest school librarians have many tools and strategies already in place and in use with students with dyslexia. Researchers build upon these by suggesting additional tools and strategies.

research student examines data from the Dyslexia Belief Index Survey, a mixed-methods research design, to analyze the ability of school librarians to implement reading intervention. The findings from this study suggest that school librarians are not strong in their knowledge of dyslexia but want the training needed to help students. The findings also suggest school librarians have many tools and strategies already in place and in use with students with dyslexia. Researchers build upon these by suggesting additional tools and strategies.

Changes in Teachers' Mobility and Attrition in Arkansas During the First Two Years of the COVID-19 Pandemic

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Abstract

Problem Statement

The COVID-19 pandemic has been a trying period for teachers. Teachers had to adapt to unexpected conditions, teaching in unprecedented ways. As a result, teachers' levels of stress and burnout have been high throughout the pandemic, raising concerns about a potential increase in teacher turnover and future teacher shortages. These potential shortages are especially concerning as efforts to address pandemic-related learning losses nearly universally rely upon teachers for implementation. Understanding the extent of teacher attrition and mobility during the pandemic is of great importance for both policymakers and educational leaders hoping to address the significant learning losses students have experienced.

Theoretical Grounding

Even before the pandemic, former teachers cited stress as a major reason they left the profession. Using nationally representative surveys, researchers have previously found that teacher's levels of stress and job-related burnout have been especially high during the COVID-19 pandemic and that these teachers with elevated levels of stress and burnout also report having considered leaving the profession at higher rates (Diliberti et al, 2021; Zamarro et al., 2021).

Summary of Methodology

We use administrative data for the state of Arkansas to document the effects of the COVID-19 pandemic on teachers' mobility and attrition during the 2018-19 through 2021-2022 academic years. Using logit and multinomial logit models, we describe the association between teacher, school, and district characteristics and teachers' labor force outcomes. We include measures of schooling modality, student demographics, and teacher characteristics to capture the relationship between each factor and teachers' probabilities of moving schools or exiting the Arkansas teacher workforce entirely.

Results

We find stable turnover rates during the first year of the pandemic (2020-2021) but an increase in teacher mobility and attrition in the second year (2021-2022). Teacher mobility and attrition increased by 2 percentage points (10% relative increase) this second year but with heterogeneous effects across regions and depending on the teacher and school characteristics. Teachers approaching retirement age, Black teachers, and teachers in high poverty schools demonstrate especially large increases in turnover. We additionally find significant differences in turnover patterns in different regions of the state.

Implications for Policy

While not rising to the level of a mass teacher exodus, our results raise concerns about increased strain in areas already experiencing teacher shortages and a potential reduction in the diversity of the Arkansas teacher labor force. Our results also raise concerns about a potential reduction in the diversity of the Arkansas teacher workforce. We observe a significant decline in the retention of Black teachers during the pandemic, which could negatively affect students' outcomes. Finding ways to support and better retain

racially minoritized teachers in the state should be a high priority. Finally, our results show that teachers who worked in a district that changed learning models during the 2020-2021 academic year were less likely to be retained the next academic year. Finding ways to facilitate a supportive work environment and adopting mitigation measures when needed could help reduce changes in learning modes and help retain teachers during this pandemic.

Take OFF in Higher Education: Mentoring

Dr. Tammy Benson

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Abstract

Problem Statement: As many are leaving teacher education, what can we do? We need highly qualified individuals to teach our students both at the university level and the public school K-12 level. In the wake of the coronavirus pandemic, 55% of U.S. university and college faculty have seriously considered either changing careers or retiring early (Nietzel, 2021). It is imperative that we have effective professionals that can navigate the changing world of higher education. I became a clinical instructor at 23 and worked my way through the sometimes crazy system of higher education. I am now a full professor with tenure and feel that my experiences along the way offer insights and valuable navigational tools for others interested in a career in higher education. What can those who have survived three decades of higher education change teach us as we move forward in an everchanging world? Jim Davidson (2011) offers valuable insights in his book about how our life goes through pivotal changes where we learn in the first part of our life and earn in the second part of our time, and finally we give back. This proposal is about the process of taking all we have learned and earned and giving back to those that are our future in higher education and teacher education.

Theoretical Grounding: Research is prevalent on what mentoring is but HOW can mentoring be effective to a sometimes resistant audience in higher education? Mentoring is an interpersonal relationship that fosters support between a mentor and protégé. While this seems to be an ideal developmental tool for employees, few faculty mentoring programs survive in higher education and not much is known about mentoring faculty in higher education (Knippelmeyer & Torraco, 2007). One key impediment to good

mentoring is that mentoring is usually not compensated; faculty offer to mentor colleagues out of the goodness of their hearts. (Misra, Kanalee, & Mickey, 2021). Senior faculty members have the responsibility of passing on information and lessons learned to help young faculty achieve greatness for their students and their own professional lives.

Summary of the Methodology: This study involves a qualitative approach where five participants that each have over 30 years of experience in higher education share their insights, lessons learned and concerns for our future.

Results: Using a creative flight plan theme, the results of this study show that there are many lessons that can be learned and carried forth in a creative way for those wanting to thrive in higher education including:

- Knowing your plane (the higher education culture)
- Having a flight plan that is clear and organized.
- Maintaining a balanced plane (work life balance)
- Having a flight plan (yearly goals)
- Checking your luggage (losing baggage).
- Sit in the exit seat (volunteer).
- Be sure to look out the window (appreciate the view).
- Call the Air Marshall (conflict resolution)
- Put the oxygen mask on you first (self care)
- Avoid danger zones (retirement prep)
- Survive the crash and burn (stuff happens)

- Mentor, mentor, mentor (it's our legacy)

How Critical Incidents Shape School Leaders' Knowledge, Skills, and Dispositions to Become More Effective Leaders in Inclusive Settings

Ms. Alyson Perry, Dr. Lynne Stratton
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Abstract

Abstract

Leading inclusive schools with diverse students with individual special needs is a complex and challenging problem school leaders face. The purpose of this study is to learn how critical incidents shape school leaders' knowledge, skills, and dispositions to become more effective leaders in inclusive settings. This qualitative, instrumental case study, with multiple embedded cases, will use direct observations, semi-structured interviews, and document analysis to explore the following research questions: (1) What are specific examples of critical incidents that have shaped leaders' knowledge, skills, and dispositions to become more effective leaders in inclusive settings? (2) How do critical incidents shape school leaders' leadership in inclusive schools? The theoretical framework used in this study is sensemaking. The conceptual framework includes: (1) fostering a positive school culture includes taking into consideration and celebrating the cultures, experiences, knowledge, and beliefs of the stakeholders at the school, (2) having high expectations for all stakeholders will promote both inclusive education and positive school culture, (3) the previous experiences, knowledge, and personal beliefs of those who experience an event are what determines if that event will be considered a critical event for that individual or organization, and (4) the school leader is the most influential person in the school when it comes to inclusive education practices and the school culture.

Keywords: Critical incidents, school leaders, leadership development, leadership roles, inclusive schools, inclusive practices, perspectives,

school culture, school climate

Perceptions of Sexual Harassment within Collegiate Sports

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Abstract

Title IX defines sexual harassment as “unwanted sexual behavior, advances, or requests for favors.” It may include things such as unwelcomed verbal, visual, or physical sexual conduct; it may also include offensive, severe, and/or frequent remarks about a person's sex. Sexual harassment is a serious issue, and in recent years there has been an upsurge in sexual harassment claims within the athletic world. This study was conducted to assess university students' perceptions of sexual harassment in the context of student athletes.

One hundred and eleven participants (79.3% female, 18.9% male, .9% non-binary/fluid, .9% prefer not to answer) were recruited from the student body at Arkansas State University. Interactions between a coach and a student athlete were presented and students were asked to rate how much they agreed or disagreed that each statement was sexual harassment. After each rating, participants were asked to explain their answer on several of the questions as to why they gave the rating that they did. This report focuses on answers to the open-ended questions.

Nine different categories of responses emerged when reading the answers. Emerging categories were: body shaming, clearly sexual harassment, inappropriate or unprofessional behavior, needed more context, causal or normal behavior, coach was doing their job/part of the sport, and not sure.

Differences emerged when considering the type of situation. For instance, when considering “coach touched upper thigh” 34% replied this was clearly sexual harassment. In contrast, when considering “coach talking about personal matters such as dating” 42% replied it would depend on the context. Thirty-two percent viewed behaviors

such as talking about weight in front of the team as inappropriate or unprofessional.

This study provided a deeper insight into the perceptions of sexual harassment within the athletic world. It was initially believed that behaviors such as “talking about personal matters such as dating or marriage” would be rated more as inappropriate or unprofessional, due to the fact the coach/trainer is asking the student athlete about their love life when that is unrelated to the sport. However, after conducting the survey and reviewing the open-ended questions, most of the participants rated the behavior as contextually dependent, because the intention behind why the coach/trainer is asking such a personal question is unclear or needed more context.

These findings also provide insight to educators, allowing them to understand more about what students believe constitutes a behavior to be sexual harassment or not. Whether the environment is in a traditional classroom environment or a playing field, educators will be able to learn about what is acceptable and what is not acceptable when it comes to behaviors. Topics such as sexual harassment can be difficult to talk about, so having this research will also provide educators with information about which behaviors are acceptable, without making students and/or staff feel uncomfortable.

Keywords: sexual harassment, student athletes, perceptions

The Role of Positive Psychology in Effective Instruction

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Abstract

Education, and life, have been very difficult the last 2 years, but have been getting incrementally more stressful for approximately 10 years. As educators we are increasingly seeing students who are unmotivated to learn and teachers who are unmotivated to teach. Many people in both categories have a negative outlook regarding school, and in many cases, life. Teachers are receiving low pay and being asked to do more and more and more to ensure a bottom line of students achieving acceptable standardized test scores. This creates a profession with a high burnout rate. At the same time, students are increasingly disengaged from learning and dropout rates continue to increase. Carroll's traditional model of effective instruction isn't specific enough to address the current stressful environment, though it does contain a motivational element. Positive Psychology, however, is in a position to change the culture of current educational settings. It focuses on assets humans naturally contain and positive functioning in daily life (Lopez et al., 2018.) This interactive discussion will illuminate the necessity of instituting positive psychology's caring, trust, and respect for diversity as the foundation upon which learning, and thus instruction, is based. Such an institution represents a considerable culture shift. One that is based on valuing the assets each human brings to a learning situation rather than one that focuses on what is missing from a person - the facts and information a teacher is tasked with teaching.

Religion and Public Schools

Dr. Gail Hughes¹, Dr. Larry Daniel², Dr. Kevin Badgett², Dr. Jennifer Hune³

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Abstract

The American society continuously negotiates the balance among the establishment, free-exercise, and free-speech clauses of the First Amendment. Controversy surrounds prayer in school, school funding, educators' responses when asked about their personal beliefs, and students' religious expression. The seeming lack of clarity on the issues is evidenced by the continued debate reaching all the way to recent cases before the U. S. Supreme Court. In this symposium, a panel of university educators will share their insights on the issues of religion and public schools and address a number of key questions, including: Do prevailing interpretations of the establishment clause result in infringement on the free-exercise clause? What implications do recent Supreme Court decisions have for educators? What guidance can be proffered for teachers and school leaders grappling with the myriad of issues arising from the tension among these clauses of the First Amendment? Perhaps more importantly, how do these issues impact students? Do current school practices inhibit students from expressing their religious beliefs?

Our discussion will focus particularly on recently decided cases by the United States Supreme Court. In *Carson v. Makin* (Case No. 20-1088), the Supreme Court upheld the use of vouchers to support students attending private schools, including the students' participation in worship and religious instruction. Yet, this decision seems contradictory to the 2003 *Locke v. Davey* (Case No. 02-1315) decision in which the Supreme Court upheld Washington state's denial of scholarship funds due to the student's theology major.

Educators' rights to free exercise and free speech have recently received increased protection when the Supreme Court ruled in favor of the plaintiff. In *Kennedy v. Bremerton School District* (Case No. 21-418), a former football coach lost his job after praying on the 50-yard-line after football games. At issue for educators is the determination of where personal speech ends and professional speech begins.

In addition to discussing the impact of these particularly new court decisions, we will also provide our professional opinions, formed from our expertise as education professors and as leaders in education, regarding ways that public schools can maximize students' free exercise of religion while refraining from activities that constitute establishing religion. We explore, in particular, the classic doctrine of "separation of church and state," a term which interestingly is not used in the Constitution.

Finally, we will present some commonsense ways that public school educators can maximally respect students' rights to free exercise of religion. We will share these ideas within the frameworks of culturally-responsive teaching (CRT), and student-led activities. CRT obviously includes students' right to express themselves in consonance with religious beliefs or to refrain from any school activity that violates their religious beliefs. We will also present a rationale for maintaining the long-standing practice of schools having a high level of tolerance for religious activities at school that are led by students. Knowing that there are a plethora of ideas and opinions regarding these issues, the panel welcomes audience participation and an open discussion of issues pertaining to religion and public schools.

Building Support Systems Beyond the University Classroom: Empowering New Teachers

Dr. Kimberley Sartain

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Abstract

The Covid-19 pandemic created challenges for preservice teachers who needed additional support in developing teaching strategies, using instructional resources, and learning remotely. A shift from face-to-face classes to remote learning in courses and teacher internships changed the traditional methodology of teacher education programs. The lack of face-to-face courses with peer and instructor interactions created a sense of disconnect among many university students in teacher education programs. Research has shown the experiences of preservice teachers can impact their engagement in teaching practices (Murray et al., 2020). The pandemic created innovative educational strategies through technology, remote learning, and creative lesson planning. In fact, Kalloo, Mitchell, and Kamalodeen (2020) believe teacher education programs should prepare teachers for the emerging trends and challenges in the classroom. University teacher education programs bear the responsibility to serve and prepare their students for a new era of education in teacher internships and their own classrooms. This qualitative study sought to examine the needs of preservice teachers and to develop a three-step support system that reaches beyond the university classroom. Sepulveda-Escobar and Morrison (2020) believe the pandemic had two impacts on preservice teacher development. First, social development due to physical detachment, and secondly, personal development due to becoming a teacher in extraordinary times. The three-step support system was developed as a result of student needs and structured to address the findings of the Sepulveda-Escobar and Morrison study. The three-step support system was developed for university students as they enter college and the teacher education program. At this stage, a mentor meets with each student twice a year not to advise for course work, but

rather as a future teacher. The second step assists preservice teachers as they begin teacher internships. Within this step, teacher interns and their teacher mentors meet in groups to discuss successes and concerns. It is also a time when students from step one can attend the meetings to get peer feedback. Lastly, the third step provides content-specific support to new graduates and early career teachers within the first three years after graduation. Based on the data collected from students and mentors in this study, the support system was an effective tool for empowering preservice teachers entering the teaching profession.

Parent Implementation of Repeated Reading Using Video Modeling and Feedback

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Abstract

A major problem that many school systems face is a lack of resources and time to provide individual interventions to children needing additional academic support (McCormick et al., 2020). One proposed solution is parent implementation of academic interventions in the home. Additional goal setting to a reading intervention has been shown to produce increased benefits. Video modeling has successfully taught individuals from various backgrounds a range of new skills (Hitchcock et al., 2004). Research also suggests another key component to teaching a new skill is performance feedback (Downs et al., 2008). The current study assesses video modeling to aid in parent training to implement a repeated reading intervention in the home setting.

A multiple baseline design across three participants (parent-child dyads) was used to assess the treatment integrity of parent implementation for the repeated reading intervention with goal setting. First, the parents were given a repeated reading protocol to follow. Researchers observed the parents implementing repeated reading intervention to their child and collected data on the number protocol steps correctly implemented by the parents. Baseline data observing parent implementation of the repeated reading protocol was collected prior to training. Parents were trained to implement the repeated reading intervention which included a video model provided by researchers. After watching the video model, parents were asked to implement the intervention.

Data was collected indicating the number of steps followed correctly on the protocol. After reviewing the data, the researchers provided

feedback based on percentage of steps correct. If 80-100% of the steps were implemented correctly, only verbal feedback was provided for which steps the parents' made errors in the treatment integrity. If greater than (<) 80% of the steps were implemented correctly, the video model was shown again in addition to verbal feedback. This sequence was repeated for the session duration.

Video modeling and feedback were introduced after baseline data has been collected. Training for how the researcher's provided feedback was discussed prior to implementation of intervention to enhance reliability that all participants received the same type of feedback. As parents implemented the repeated reading intervention, the researchers followed the protocol, marked if steps were complete or incomplete, and discussed which steps needed review during corrective feedback. Interobserver agreement on the percentage of steps correctly followed by parents was collected during each phase. Interobserver agreement was calculated by dividing the number of disagreements by agreements and multiplying by 100. The researchers also followed a procedural fidelity protocol. Interobserver agreement and procedural fidelity was at 100% through the duration of the study.

The results support the researcher's hypothesis that parents can be trained to accurately implement a repeated reading intervention with goal setting with video modeling and feedback. Our data indicates that parents require the use of this specialized training as there was only one baseline point that reached 80% accuracy prior to intervention. All participants were able to implement the intervention at above 80% accuracy following intervention. Additionally, participants intervention data also ended stable at 100% accuracy of implementing the intervention.

Generational Differences in Instructional Strategy Preferences and Success in Community College Students

Ms. Tina Garrett

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Abstract

A typical community college class includes students ranging from high-school students to the elderly. Community college instructors have academic freedom to teach their classes and use strategies that they feel work best, and they can adapt their instructional strategy to meet the needs of their students. According to andragogy, it is important for community college instructors to understand the nature of and motivation of adult learners. There is very little research available exploring generational differences in the preferences and success of students based on the instructional strategy used by the instructor. This study will look at the three instructional strategies of lecture, student-led/cooperative learning, and online learning. With new and growing technology, community college instructors can easily move away from the traditional lecture-based classroom and incorporate hands-on and online learning strategies into their classroom instruction. The purpose of this study will be to explore whether there are generational differences in the preferences and success of students based on the instructional strategy used by the instructor. The target population for this study will be community college students enrolled in a psychology class. The research design will be a quasi-experimental study using an equivalent time-samples design to answer the research question: are there generational differences in the preferences and success of students based on the instructional strategy? Data will be collected using an Instructional Strategy Preference Questionnaire and Unit Test Scores. Upon completion of this study, participants will have been exposed to three different instructional strategies. Analysis of the Instructional Strategy Preference Questionnaire will reveal

whether there is a preference toward a particular instructional strategy. A MANOVA will be used to see if there are significant differences between generations and instructional strategy preferences and success on Unit Tests. Implications from this study will help community college psychology instructors plan and structure their classes so that students of diverse backgrounds are effectively educated. Long term implications of this study will guide administrators in budgeting funds for needed instructor resources and resources for students to succeed in the classroom.

Increasing Diversity in Teacher Education Program

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Abstract

While most students in the US are of color, only about 20% of teachers are of color. Specifically, Black students make up about 15% of the public-school population in the U.S. but make up 7% of the teacher workforce. Of those statistics, only 2% of Black males make up this workforce. Teachers of African descendant are assets.

Data indicates that Black teachers have a strong positive influence on students' academics, positively alter behavioral assessments, raise expectations, and improve diversity into the teacher profession. A 2017 study found that low-income Black students who were paired with a Black teacher in third, fourth, or fifth grade had a 19% increase in aspiration to attend a four-year college. Black teachers based on their connection to the culture of Black students have a different set of expectations for Black students than White peers.

Gershenson (2016) found that when White teachers and Black teachers assessed the same African American students, White teachers were 40% less likely to believe that their African American students would complete high school and 30% less likely to graduate from a four-year college program. The suggestion is that teachers with low expectations on their African American students could negatively affect these students academically. Increasing the number of Black teachers may affect the goals and expectations that Black students set for themselves.

However, the benefits of Black teachers are not limited to students of color. Research indicates that Black teachers may be better poised to deconstruct the racial and cultural biases present in school systems. Black teachers may provide opportunity for White students

to form critical relationships that could alter how racism is passed to the next generation.

The state of Tennessee is assertive in the recruitment and employment of teachers from underrepresented groups including African Americans/Blacks. This document is a summary of a \$50,000 enhancement grant aimed to increase the number of minority teacher education candidates by 10% during the 2020-2021 academic school year. The grant was implemented in August 2020.

The university's enrollment database was used to identify 110 students who were listed as undeclared majors among the underrepresented student groups. These students were emailed an information package and invited to complete a 7-item online survey indicating their interest in becoming a teacher. Follow emails and phone calls were made to encourage participation. The survey generated 27 candidates, in which 10 (8 African American and 2 Hispanic) students enrolled in YOED 2500 and applied for admission to teacher education.

The results of the grant offered some plausible suggests for recruiting, enrolling, and retaining student in the teacher education program from underrepresented groups. This project also, suggested that some efforts do not work toward increasing enrollment. However, the overall results of this project were positive, encouraging, and provided insight to avenues for better working collaborative with students and colleagues to increase the number of applications from underrepresented groups.

Exploring Affect in the COVID-19 Global Pandemic Era: Educational Literature Published between 2020-2022

Dr. Jacqueline Craven

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Abstract

Statement of the Problem:

Without question in the U.S. and across the globe, the past two years have brought about many changes to P-12 school teachers and leaders, post-secondary instructors and administrators, as well as independent educational professionals' practice. When COVID-19 emerged in early spring of 2020, it disrupted the normalcy of not only educational practitioners' day-to-day activities, but also those of students and parents alike. Indeed, the pandemic has lived up to the description of an "unprecedented catalyst for social transformation that underscores the need for multilevel and cross-sectoral solutions to address systemic changes to improve health for all" (p.909, Dominguez, Garcia, Martinez, & Hernandez-Arriaga, 2020). Undoubtedly, the world has changed significantly throughout this global threat.

Method of Selecting Relevant Articles/Studies:

Literature searches were conducted using Academic Search Premier, ERIC, PsycInfo, Open Dissertations, and Google Scholar utilizing many combinations of search terms and Boolean operators including *COVID, student, instructor, impact, needs, changes, perceptions, social, health, affect* and others in order to collect maximum information for a comprehensive review. All articles yielding information about any of the search terms were included in this review.

Basic Findings:

Educational research studies have examined a number of affect-related topics with regard to COVID-19 related shifts in just a two-year timespan. Some of those include teacher well-being as well as the daily challenges and ways teachers manage stress (Chan, Sharkey, Lawrie, Arch, and Nylund-Gibson, 2021; Herman, Sebastian, Reinke, and Huang, 2021). Parents' stress levels have also been explored (McGoron, Wargo Aikins, Trentacosta, Gómez, and Beeghly, 2021). Research in higher educational settings has reviewed which approaches are best for pandemic-era issues while studies in international settings have examined psychological concerns among students (Shahbaz, Ashraf, Zakar, Fischer, and Zakar, 2021). Garris and Fleck (2020) examined postsecondary online self-efficacy, emotional well-being, computer anxiety, online student engagement, and student perceptions of instructor confidence with transitioning online. Gonzalez, de la Rubia, Hincz, Comas-Lopez, Subirats, Fort and Sacha (2020) examined online student performance while intrinsic motivation, persistence, procrastination (Pelikan, Korlat, Reiter, Holzer, Mayerhofer, and Schober, et al. 2021) as well as stress, anxiety (Son, Hegde, Smith, Wang, and Sasangohar, 2020), and shock (Aucejo, French, Araya, and Zafar, 2020) have been explored in other studies. The role of adaptability was found to be key for students as they transitioned to online learning spontaneously (Besser, Flett, & Hill, 2020) due to COVID-19 requirements.

Implications:

Educational practitioners should be aware of the social and emotional affect changes and experiences of others during this period of rapid transition beginning in 2020, which includes both students and colleagues. By doing so, we can better communicate and collaborate as we realize and reach the needs of those around us. This literature review is ongoing throughout 2022.

Teaching, Learning, and Building Communities Amid the COVID-19 and Racial Pandemics: Using Reflective Practices to Refine Teaching Strategies for Education

Dr. Crystal White, Dr. Denise Winsor, Ms. Dana Barchak, Ms. Chloe Fann, Ms. Olivet Neethipudi, Ms. Danielle Newman
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Abstract

In the Fall of 2020, at an urban university, six instructors prepare to teach another semester of their university's high enrollment (i.e., 12 sections/30 students/section) undergraduate educational psychology course which focuses on life-span human development. Implementing reflective teaching practices, following the global pandemics, these instructors embraced the challenge of (re)designing their courses for a semester online. This course is traditionally taught in a hybrid modality to teacher-educators, counseling students, nursing students, and as a prerequisite for undergraduate programs across campus. The instructors considered their teaching presence by adapting as both an actor and conductor of student learning. Instructors were tasked with creating engagement that was authentic, personalized, relevant, student-centered, and practically applicable so that student-learners avoid cognitive overload and appreciate the activities.

This proposed paper will address how the advisor and instructors implemented various teaching strategies to cultivate effective learning communities online. This was done first, by collectively making decisions about course requirements that were consistent across all sections; and second, individual instructors figuring out how to encourage and support peer interactions, and develop student-teacher relationships within their sections. Throughout the six semesters that followed COVID-19 restrictions, it was clear that undergraduate instruction needed to change in order to ensure teacher effectiveness and students' academic success. There will be

a reflective narrative from the faculty advisor and instructor narratives focused on teaching, learning, development, and culture/context within the sections of the course.

This qualitative, single-site, multiple case study was conducted at an urban mid-south university in the U.S. to understand which strategies are most effective for implementation of online learning. Qualitative methodology was employed because individualized experiences illuminate new knowledge about phenomena as well as place emphasis on using the participants' own words, experiences, and capturing their voice to explain the concept. The research questions guiding this study focus on implementation for online learning.

After reflecting on collective experiences to quickly and effectively pivot core instruction, the group decided to conduct a study. The population (i.e., 10 doctoral-level teaching assistants), sample/sampling (N=6/purposeful), and recruitment (i.e., email solicitation) will be described and the instrumentation (i.e., open-ended questionnaire and individual reflective narrative) will be explained.

Triangulated levels of analysis and emergent themes for each case will be presented. Case one, focused on the teaching of this shared course. Case two, focused on the learning styles and strategies of one student and how her academic self-regulatory behaviors drastically shifted after being forced into an emergency remote/online learning environment. Case three, focused on the educational psychology tenet of development by examining the experiences of two undergraduate college students. Case four, focused on the cultural context and deliberate instructional design of this shared course.

Additional findings center around ambivalence of planning, decisions-making, observations, challenges of not knowing, and feelings of preparedness. Exam and final course grade data provide insights when thinking about the qualitative findings.

The paper will close with a brief discussion of the limitations; and will focus primarily on recommendations for future research and teaching practices.

“A MORE COMPLEX EXPERIENCE OF SCHOOLING” AND “THE WEIRDNESS I WAS LOOKING FOR”: A GROUNDED THEORY STUDY OF STUDENTS’ EXPERIENCES OF AN IMMERSIVE, SECONDARY ARTS SCHOOL

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Abstract

Problem Statement

Despite a thriving network of arts schools in America, no studies have articulated the phenomenon of immersive, secondary arts schools, their existence, and the experiences and benefits to students within these schools’ cultures, structures, and curricula.

Purpose Statement

This study's purpose was to explore how recent graduates described their experiences attending a secondary, immersive arts school and develop a theory to explain the phenomenon of the process through which they go.

Previous Research

Arts education research has focused on arts integration, arts education community partnerships, and traditional arts programs/electives. Findings have emphasized instrumental benefits, namely, academic outcomes. Few studies have explored cognitive, social, attitudinal, or behavioral outcomes as instrumental benefits and fewer have identified intrinsic benefits. No research has explored the intrinsic and non-academic instrumental benefits for students in schools which immerse students in arts education. The theoretical framework which informed this study combined studio habits of mind (Winner, 2013) and intrinsic benefits vocabulary

(McCarthy, 2004).

Methodology

This study employed qualitative, constructivist grounded theory methodology to explain the process experienced by students in an immersive, secondary arts school.

Method

Conversational interviews and theoretical sampling were used to discover emerging themes to develop a conceptual framework for a unified theoretical explanation.

Participants

Purposeful sampling, central to grounded theory methodology's identification of the constituency of the experiences under examination, was employed. Interview participants were aged 19 or older and recent graduates from an immersive, secondary arts school (Alabama School of Fine Arts) in Birmingham, which provided an information-rich environment to demonstrate "the phenomenon of interest intensely" (Patton, 2002, p. 234). Participants were recruited via social media posts where alumni visit, and 12 participants were selected based upon maximum variation demographics.

Data Collection

Data were collected in 60-75-minute interviews with each participant. After transcription, each received their transcript for member checking validity and participated in 15-25-minute follow-up interviews.

Data Analysis

The data were analyzed in four stages of grounded theory coding: initial, focused, axial, and theoretical (Charmaz, 2014).

Results

These six dominant themes emerged: contextual factors of

previous school experiences; participant drive; group identity development; critique and critical consciousness; artist identity development; and results of participants' experiences. This proposal submission will limit its focus to the group identity development.

Conclusions

Participants reported that the school culture, structure, and curriculum had significant positive benefits that continue to impact them. The emerging conceptual model illustrates how participants conceptualized the process of pursuing, auditioning, attending, graduating from, and experiencing an immersive, secondary arts school in very similar ways. Participants' identity development and habits of mind and practice evidence the need to continue to develop an understanding of the experiences of students in immersive, secondary arts schools.

Implications

Many implications arose from this study, including these related to the theme of group identity development: benefits of diverse student populations, social bonding and cohesion, student involvement with diverse populations at an early age, and small school size. Students benefit intrinsically and instrumentally in school cultures with diversity, specialized curricular focus, and smaller populations.

More than the sum of its parts: Senior faculty leadership efforts to build college capacity through programmatic mentoring investments in junior faculty.

Dr. Kevin Badgett, Dr. Yolanda Salgado, Dr. Kara Rosenblatt, Dr. Maria Avalos, Dr. Roy Hurst

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Abstract

The academy is a complex system where individual institutions have their own cultures and rituals. Generally speaking, faculty are hired for their individual expertise, and the tenure system and process encourages and rewards individuals with the highest levels of achievement. Likewise, chronic turnover is a barrier to professional achievement, growth of the university, and student achievement. Faculty retention is a multifaceted concept that is riddled with many moving parts. More recently, institutions have begun to better appreciate the potential that exists within teams and realized that an organization's performance is enhanced with the collective effort of teams, or faculty learning communities. These communities can increase the chances of faculty success and retention. To this point, the senior faculty at a regional institution in the southwest formed and executed a faculty learning community of practice that was organized to break silos, build relationships, and orient and equip faculty for their various roles. This presentation is instructive to the focus for describing how faculty learning communities of practice can lead to institutional change as a way to reduce faculty turnover and improve faculty retention and is informed by efforts during the 2021-2022 academic year.

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The Reading Habits of Teachers and School Librarians

Dr. Erin Shaw, Dr. Amy Thompson, Dr. Kevin Powell, Dr. Jeff Whittingham

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Abstract

Developing student interest in reading continues to be a national topic among educators and policymakers (Butler 2012; Grambs 1959; Kittle 2020). Little research, however, has been conducted on teacher and school librarians' reading habits and how they may affect student interest in reading. This mixed-method study sought to examine the reading habits of K-12 teachers and school librarians. Participants in this study included 555 survey respondents and 8 interviews.

Participants consisted of 555 teachers and school librarians who responded to a digital survey. Five hundred and seventeen participants identified as female and 38 identified as male. There is a significant gender gap in participants as there is a significant gender gap in the teaching profession (National Center for Education Statistics, 2018). Participants self-identified as one of four job titles. One hundred and eighty-nine participants were school librarians (34%), 58 taught only literacy (11%), 196 taught only content (35%) and 112 taught both content and literacy (20%). Participants represented 31 states with a mean of 16.07 years of experience. The survey was distributed digitally to all educators, but for the purposes of this study, the researchers focused primarily on the responses of school librarians and literacy teachers.

Three hundred and twenty-eight participants indicated they were willing to participate in a follow-up interview with researchers. Eight participants were randomly selected for interviews. four of the interviewees were teachers and four were school librarians.

The interview responses were coded to identify trends. In coding the

qualitative data, researchers used a constant comparative approach where codes, relationships, and patterns were identified as emergent in an inductive and iterative process (Creswell, 2013; Saldano, 2016). The researchers independently coded the data, then met to compare codes and align their coding using joint probability of agreement.

An analysis of the eight interview transcripts resulted in three trends that were identified from the data. Participants reflected on their own experience with reading. Participants repeatedly mentioned the importance of books, and participants repeatedly mentioned the importance of providing access to books.

Findings suggest that teacher and school librarian training programs should emphasize the importance of reading children's and young adult texts as teacher candidates enter the profession, provide current information on graphic novels and audiobooks, and help pre-service students become aware of online tools to promote reading. We conclude by offering insight on how teachers and school librarians can impact the reading interests of their students by making informed selections for their classrooms and school libraries.

Success for All? The Education Equity Mindset of University Faculty Members

Dr. Charlotte Rainey Parham, Dr. Louis Nadelson, Dr. Michael Mills, Dr. Odunola Oyenyi, Dr. Stacey Loyless, Dr. Thomas Bruick, Dr. Valerie Couture

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Abstract

The desire to broaden participation and increase campus diversity requires more than simply recruiting students of color. Faculty members' education equity mindset may be useful for determining their motivation to provide students with opportunities to achieve at their highest capacity. The extent to which faculty members think about inclusion and equity and act on those thoughts reflects the strength of their education equity mindset. To begin filling a gap in the literature, we engaged in a cross-section methodology, collecting quantitative and qualitative survey data from 180 faculty members working at four-year institutions to document their education equity mindset and associated teaching practices. We found the faculty members held a moderate education equity mindset, with differences by gender, discipline, years in higher education, number of students taught, age, and level of instruction. Our findings have implications for preparing faculty members and the focus of professional development provided to faculty members.

Dissertation Student Expectations With Respect to the Dissertation Chairperson: An Exploratory Case Study

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Abstract

Problem Statement

After 30 years involvement in the dissertation process as a student and a professor it has become apparent that oftentimes there is a disconnect between students and overseers of the dissertation process. Students are often confused about their responsibilities in the process as well as their understanding of the responsibilities of those who oversee the process of their dissertation. One of the most important relationships involved in the dissertation process is between the dissertation student and the chairperson of the dissertation. A literature search which extended over the past 12 years uncovered four studies which have focused upon this relationship.

Theoretical Grounding

This research endeavor was grounded theoretically on the basis of the philosophical assumptions of constructivism. Ontologically it is assumed that multiple realities exist and are constructed by means of lived experiences and social interactions. Epistemologically it is assumed that reality is co-constructed between the researcher and the researched. Axiologically it is assumed that individual values are honored and negotiated among individuals. As such, it is also assumed that research is value-laden. Methodologically it is assumed that research is emergent and that findings are best attained through consensus (Lincoln et al. 2001).

Methodology

A qualitative exploratory case study was conducted in order to further explore the relationship between the dissertation student and the chairperson of the dissertation process. The study consisted of semi-structured interviews with 49 participants. Twenty participants were present dissertation students and 29 participants were former dissertation students. The interview questions were derived from the research question, "What expectations do dissertation students have of the chairpersons of their dissertation."

Results

The overall finding of this study was that most of the dissertation students who were interviewed were unsure of what expectations they should have with respect to the chairpersons of their dissertation. Many of the responses were hesitant and labored. A large number of the participants expressed that they had always wondered what they should expect from their chairperson. A large number expressed the opinion that if they had been aware of what was expected of their chairperson their dissertation experience would have been more pleasant. The responses from the participants in the study were categorized into five themes. With respect to the dissertation process the participants expected the chairperson to (1) communicate responsively, (2) advocate effectively, (3) educate efficiently, (4) enumerate skillfully, and (5) explicate proficiently.

Implications

The findings of this study will have implications for understanding the dissertation process, for improving the relationship between the dissertation student and the dissertation chairperson, and improving the process by which dissertations are produced. The previous studies which have been conducted isolated the problem of expectations. The findings of these studies implied that there was a lack of understanding between what dissertation students considered to be the responsibilities of their chairperson and what the chairpersons considered to be their responsibilities to the student. The findings of this study will clarify for chairpersons what dissertation students expect from them. With this information the dissertation process can be improved.

Impact of Instructional Leadership Teams on Teacher-Leader Efficacy: A Mixed Methods Instrumental Case Study

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Abstract

School leaders are faced with multiple complexities in the decision-making process. They are being held accountable for policies and mandates from district leaders, the community, and state departments that include technological, organizational, and social constraints. School leaders are tasked with developing a culture of learning in their schools that promotes authenticity and purpose while facing issues concerning equitable practices for their students. They are charged with meeting the organizational and instructional needs of all stakeholders, but managing these high expectations requires assistance. Decisions about instructional best practices can be distributed to those on campus who have the knowledge, skills, and expertise to aid in the decision-making process. This distributed authority enables the school leader to attend to organizational concerns without losing focus on teacher needs. Team Effectiveness Theory informs the conditions, processes, and measures of team effectiveness, and how this translates to others within the organization. Team effectiveness is defined by the operating environment and relative application of attention to team tasks. In practice, the teams utilize the functions of every member to strengthen the team structure but also to increase team capacity. The right tools and resources must be accounted for in order to meet the team outcome. The collaborative efforts of the team members play an important role in guiding the social context of the team itself. This context is defined by the knowledge, skills, and expertise of the team members. The purpose of this study is to explore how instructional leadership teams affect teacher-leader efficacy. This mixed-methods, instrumental case study will utilize the Team Diagnostic Survey, semi-structured and formal interviews, document

analysis, and direct observation. No results have been acquired as research is in progress. Instructional leadership team collaboration and coaching interventions are crucial for instructional leadership teams to develop the conditions, processes, and measures required to effectively implement the teaming process. This study will provide insight into the criteria required for effective teaming.

Examining the Measurement Qualities and Structure of the Academic Locus of Control Scale in Undergraduate Students

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Abstract

College students often exhibit stress and anxiety over their academic performance (Kausar, 2010). Locus of control has been identified as a notable predictor of stress and anxiety, among other personality factors (Drago & Detweiler, 2018; Saklofske et al., 2012). Rotter (1966) stated that locus of control describes generalized patterns of expectancies in relation to perceived control of outcomes. An individual's locus of control may be external, where outcomes of events are believed to be due to chance or factors outside one's control, or internal, where outcomes are contingent on one's behavior or personal characteristics (Rotter, 1975). When applied to higher education settings, Academic Locus of Control (ALC) is a construct of interest to the study of college students. In the current study, we describe locus of control in academic settings, and explore the measurement qualities of a specific scale designed to measure ALC (Trice, 1985) in undergraduate students. The ALC scale was initially conceptualized as a unidimensional construct. However, further studies suggested a multidimensional construct was more appropriate. A revised version of the ALC scale incorporated a multidimensional structure consisting of Hopelessness, Distractibility, Poor Student Attitude, and Impaired planning (Curtis & Trice, 2013). The internal consistency of the revised scale was questionable for the subscales ($.24 < \alpha < .62$; $.70 < \omega < .83$). Outside of the original publications of the measure, few articles have examined the factor structure and validity of the scale. This paper seeks to explore the psychometric properties of the Academic Locus of Control scale and will consider the validity evidence of the scale under the revised standards for validity (AERA, APA, & NCME, 2014). We present the preliminary results of an analysis of ALC responses

from 183 undergraduate college students at a public research university in the southern United States. We discuss the psychometric structure of the scale and subscales, including reliability and construct validity as tested by a confirmatory factor analysis. We also present the results of a Rasch model assessing item difficulty parameters, unidimensionality, fit, and scale functioning. We discuss the implications for practice and research in light of our findings and discuss the implications for future use of the Academic Locus of Control scale.

Data Use: To What End and By What Process - Lessons Learned in Partnership with US Prep

Dr. Kevin Badgett, Dr. Shelly Landreth, Dr. Larry Daniel, Ms. Lorraine Spickermann

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Abstract

Integration of data collection and analysis in support of decision making informed by data into the systematic work of a College of Education is an important goal that is not always executed at a level of desirable effectiveness (Mandinach, Gummer, and Muller, 2011). In fact, as of the publication of their research, Mandinach, Gummer, and Muller noted education units generally lacked systems and practices for ongoing, high quality orientation and preparation for this type of data-ground decision making. This is despite the fact that accreditation groups emphasize the importance of data to support purposeful efforts to improve educator preparation programs (Davis and Peck, 2020). Despite system challenges and common practice, there are ways of improvement and organizations that support related efforts. One such organization is US PREP (University-School Partnerships for the Renewal of Educator Preparation), a Gates Foundation funded organization that seeks to support teacher preparation programs in efforts to reimagine and reorganize efforts to prepare teacher candidates for the work of teaching through a preparation approach that emphasizes teacher residencies.

The purpose for this training is to share data organization and use systems at a West Texas university that has been engaged with US PREP in implementing a teacher residency program that it hopes to scale up to 100% of candidates in the coming years. This training will orient attendees to the process employed to establish data collection, storage, and use processes that inform relevant stakeholders (i.e. the funders, district partners, and internal

stakeholders including administration and faculty) about their efforts and which are used to support ongoing, structured conversations. Data tools used in related efforts include but are not limited to a matrix, MS Excel, SharePoint, TK-20, and Power Bi. The discussion will include considerations connected to support from the US PREP organization, coordination with personnel and resources that are found in the university and efforts to impact the culture of how data are used to support program improvement.

This training will also explore relevant connections to program improvement efforts in other program areas and ways this work has situated and is situating this College and its faculty as a support structure in the shared work of teacher and leadership preparation across the state.

A discussion will follow/is invited.

Davis, S. C., & Peck, C. A. (2020). Using data for program improvement in teacher education: A study of promising practices. *Teachers College Record*, 122(3), 1-48.

Mandinach, E. B., Gummer, E. S., & Muller, R. D. (2011, May). The complexities of integrating data-driven decision making into professional preparation in schools of education: It's harder than you think. In Report from an invitational meeting. Alexandria, VA: CNA Analysis & Solutions.

Creating and using scenarios to examine online teaching approaches

Dr. Allison Freed, Dr. Odunola Oyeniyi
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Abstract

In this poster, we will discuss using Teacher Moments, an immersive digital simulation software (MIT, 2020), to create and distribute scenarios to collect data on how teachers react to student concerns during online class situations. Since online teaching is less likely to be examined within the moment, online teaching scenarios can be used to explore teachers' in-the-moment decisions more closely as they interact with students in online learning settings. We created online teaching scenarios that would engage teachers in examining how they would respond to students in different situations.

Cultural humility was used as a theoretical framework. We created a series of scenarios and questions probing online faculty on how they engage with students from various cultures and backgrounds. In preparation for the study, we asked a select number of university professors and K-12 teachers to respond to a set of scenarios. The scenarios were crafted using our understanding of cultural humility and experiences with students in online classes. One vignette representing cultural awareness asks instructors to re-assess and reflect on their icebreaker activity to accommodate a student who does not feel comfortable sharing personal information with their classmates. Another scenario representing sensitivity to student concerns asks instructors to respond to students who are not feeling connected to their classmates and wonder if they belong in the program. To analyze the responses, a rubric was designed around the central concepts of cultural humility, including sensitivity, responsiveness, and awareness.

The information presented in this poster will provide conference participants a chance to discuss and explore the use of scenario

research in education. In the poster, we will discuss our experience with developing scenarios and using the Teacher Moments software to create and disseminate the scenarios to instructors in higher education and K-12 settings. Overall, the presenters will examine the strengths, weaknesses, and opportunities to use scenarios to collect data on teaching, pedagogy decision-making, and teacher dispositions. The focus of the poster will be on four major themes. We will discuss creating teaching scenarios based on the cultural humility framework and the three-component of cultural humility. We will discuss the experience of using Teacher Moments as a platform for research and data collection. We will then reflect on the experience and discuss the next steps for our data collection and analysis.

References

Teacher moments - teaching systems lab. MIT. (2020, September 10). Retrieved June 30, 2022, from https://tsl.mit.edu/practice_space/teacher-moments/

The Disenfranchised Grief of a Black Bird: Teacher discernment, introspection, and healing through autoethnography

Ms. Crystal Voegele

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Abstract

Studies featuring teachers typically focus on teacher novices, teacher induction, and teacher education. Of those studies, teacher performance, mentoring, and, ultimately, impact on student learning are critical areas featured both quantitatively and qualitatively due in large part to their highly politicized nature and stakeholders.

Teachers, specifically “experienced” teachers, are often called upon to mentor and serve beyond their pay scale and job responsibilities, teach to standardized tests, and work in conditions that are not equitable, which along with a plethora of other factors are cited as contributing to teacher disenfranchisement and eventual attrition (Faber, 2015). Many teachers face disenfranchisement both personally and professionally throughout their careers and from different sources, but studies featuring disenfranchised experienced teachers are limited. The scarce research focusing on experienced female teachers with a lens on disenfranchisement speaks volumes when focused on framing disenfranchised grief as a lived experience worthy of notice. If teachers are stressed, suffering, and, ultimately, grieving to the extent that many of our most experienced teachers are fleeing the profession, clearly, this problem is one that now, more than ever, needs addressing. Teacher wellbeing ultimately impacts student wellbeing (Cardoza, 2021).

Developing a discernment tool that will support experienced teachers in their introspection, discernment, and, ultimately, grief work is the overall hope of this research. Because I believe that teaching can be healing, grief work, if properly supported, can lead

to both personal and professional illumination as well as liberation. My substantive interest is the disenfranchised grief of teachers, how it manifests and perpetuates oppression within oneself and within the profession, and how, despite disenfranchisement, teachers can heal. My epistemic interest is exploring and explaining the lived experiences of an experienced disenfranchised female teacher, uncovering connections within oneself through grief work while examining the intersectionality of culture and positionality both personally and professionally.

Theoretically, the exploration of the disenfranchised grief of a teacher will be conducted through a Marxist feminist lens, creating a space for an in-depth analysis of intersectionalities of gender, class, and disenfranchisement in teaching to be examined. Despite disenfranchisement, the possibility of transformative learning through grief work is foundational to the theoretical framework of this dissertation. Finally, disenfranchised grief will be reviewed with a lens on the disenfranchised grief of an experienced teacher.

I would like to examine my own perception, revisiting grief within my personal and professional contexts. From storying my way through my profession, I will examine how teaching, although oppressive from without and within, can be healing by constructing a disenfranchised grief model for introspection and action. Capturing this data, I will utilize autoethnography, a methodology that “involves the self (auto), culture (ethno), and writing (graphy)” which allows experiences to be “turned inside out” (Adams, Jones, & Ellis, 2015, p. 46). To shed light on disenfranchisement within any context, voices from the culture itself must rise up. Stories must be shared to shed light on the struggles, and they must be accessible to reach the intended audience- educators from K-12, adult education, and higher education.

A Pioneering Conceptual Model for Crisis Leadership Storytelling

-- Daphne Heflin, Dr. Thelma Roberson, Dr. Jim Young
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Abstract

An emerging body of literature has suggested a need for further research in the area of crisis leadership through storytelling. However, there has been an absence of a conceptual framework researchers could use for studying crisis leadership storytelling in PK-12 schools. Also, no conceptual framework has existed that aligned the purposes of storytelling (as explained by Denning, 2011; Stone & Livengood, 2021) with the most frequently recommended crisis leadership actions. To that end, the researcher created such a conceptual model through a synthesis of relevant literature. The purpose of this paper will be to present that model and discuss the process used in its development which involved a combination of a literature review and thematic coding. Upon discovering similarities and differences within the literature, the researcher coded 21 sources before determining that a preponderance of evidence existed to identify the stages of crises and for recommended actions of leaders during crisis leadership. Also, the researcher used thematic coding to categorize the most frequently suggested crisis leadership actions and examined these themes' alignment with the purposes of storytelling as explained by Denning (2011) and Stone and Livengood (2021). The results yielded a working conceptual model, the Crisis Leadership Storytelling Model (CLSM), that includes components of crisis leadership storytelling and illustrates the alignment of the components, the related purposes of storytelling as explicated by Denning (2011) and Stone and Livengood (2021), and the most frequently suggested crisis leadership action steps according to a preponderance of evidence in the literature. The CLSM is foundational. The model illustrates how storytelling during crisis leadership is conceptualized and how the model served as a framework for a recently completed study, School Leaders' Crisis

Leadership Storytelling (Heflin, 2022). Potential exists for more crisis leadership actions and additional purposes of storytelling.

Findings and Implications of a Groundbreaking Study: School Leaders' Crisis Leadership through Storytelling

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Abstract

Leaders in all organizations face growing challenges —namely, the increasing frequency of crises and effects of crises. Shifts in technology, globalization, climate control, geopolitical issues, disease control, and terrorism are among the changes contributing to crises' escalation. So, all leaders can expect to lead through crises during their careers and must be adept at crisis leadership. Organizations either improve, recover, falter, or fail because of leadership during the various phases of a crisis. Storytelling, which has served various purposes in the business domain, may be purposeful in crisis leadership, specifically crisis leadership in PK-12 schools.

This qualitative-exploratory study was a foundational study that explored school leaders' crisis leadership through storytelling. At the time of the study, the concept of storytelling as a leadership practice in schools had barely been considered, and there were no known studies on school leaders' storytelling during crises. Although limited in number and scope, studies involving storytelling and crises existed primarily in the health field and mostly involved studies of storytelling and reputational repair following a crisis. Considering the pioneering nature of the topic of study, an exploratory approach was used and involved semi-structured interviews and the researcher-developed Crisis Leadership and Storytelling Interview Guide. Participants in the study included 12 public school principals who had led a school through at least one crisis. Principals included one elementary, one middle, and one high school principal from each of the four Congressional Districts in Mississippi.

The conceptual basis for this study was a groundbreaking conceptual model that the researcher constructed. The model, Crisis Leadership Storytelling Model, was informed by a preponderance of evidence in crisis leadership literature, *The Leader's Guide to Storytelling: Mastering the Art and Discipline of the Business Narrative* by Stephen Denning (2011), and *Story Intelligence: Master Story, Master Life: Unleash the Full Potential of your IQ and EQ Using the 7 Powers of Story* by Richard Stone and Scott Livengood (2021). The storytelling literature provided thorough insight into the purposes for which stories can be used and suggested that stories can be used in urgent situations and crises.

The study's findings were compared to the Crisis Leadership Storytelling Model and include answers to questions about types of crises school leaders experienced, examples of stories school leaders told in crisis leadership, purposes for which school leaders told stories during crisis leadership, and outcomes of storytelling during school leaders' crisis leadership. The study's implications apply to school leaders and other leaders during crisis leadership and enhance the knowledge bases in education, leadership, crisis management, crisis leadership, and storytelling.

What's in a Name? A Critical Look at Nomenclature for Sorting College Students

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Abstract

When addressing college students, the words we use to label them can have an impact. In the higher education literature and in commonly-used language of practice, the field often sorts students across various background factors. For example, the field has long distinguished between “traditional” and “nontraditional” students based on the students’ age, level of independence, and/or time since graduating high school prior to initiating college attendance (Tinto, 1975). Other terms such as “adult student,” “dropout,” “stopout,” “part-time student,” “working student,” and “career changer” are also common. In this paper, we present a comprehensive review of the literature on the history and use of nomenclature for labeling college students. We examine the longevity of use of the various terms, proffer explanations as to why certain terms persist, and propose language that better represents the students that higher education is serving in the third decade of the 21st century. In presenting our analysis, we rely upon our own experiences as academic and student affairs leaders as well as ideas gleaned from the literature.

Kim (2002) noted that “nontraditional” is at least sometimes used pejoratively in the literature and further that the term is much too broad to adequately explain the vast diversity of the students attending college in the 21st century. Apling (1991) noted that there were at least five different groups of students in higher education who have typically been described using the nontraditional label; hence, the term has lacked precision. Further, the practice of identifying people by what they are not (i.e., the “non” in nontraditional) also results in inadequate description of the qualities that actually best define them. Leggins (2021) pointed out problems

as well with the “traditional” label and recommended it be replaced with the term “neo-traditional” to include “first generation, parent-students, veterans, Pell-eligible, and those that have transfer credits from a previous institution” (p. 36).

The traditional/nontraditional dichotomy also infers that traditional students are in the majority. Nontraditional, in effect, identifies the exception rather than the rule. In reality, for many colleges and universities with larger commuter populations and a chronologically older student population, the typical student served would be classified as nontraditional. For these and other reasons, we argue that the traditional/nontraditional nomenclature is less than adequate and has become trite and obsolete. Following a review of the literature, we propose more contemporary nomenclature to replace traditional and nontraditional. For the former, we propose “preparing for life (PFL) students”, and, for the latter, we propose “learning while living (LWL) students.” PFL students are those who are typically younger, likely to be in school full time, and have typically not lived independently of their families. LWL students are typically, but not necessarily, older, are living largely independent of parents or guardians, and are engaged in work, family responsibilities, or other key life activities in addition to their college attendance. LWLs may move through their degree programs more slowly than PFLs and may be more likely to stop out as factors outside of school demand.

Teacher Preparedness: A study of technology integration

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Abstract

This study is a pre-COVID benchmark to examine the use of technology integration in the K12 classrooms using the Technology Integration Matrix (TIM) as a framework for describing and targeting the use of technology to enhance learning. The mixed-methods survey collected quantitative and qualitative responses to learn more about teacher preparedness to integrate technology into a variety of instructional activities along with identifying the types of activities for which students use technology in the classroom. This study is significant because it will inform preservice teacher preparation programs on curriculum development needs and develop relevant learning opportunities for students that will strengthen the profession. Hutchison et al. (2012) found that the learning potential of iPads is directly related to the teachers' ability to effectively leverage iPads' affordances and creatively link them to the curriculum. The findings in our study suggest that a decade later, integration of technology is still a challenge on more than an introductory level. Kucirkova (2014) ponders the question of how would these findings be different if iPads were replaced with other than iPad devices? Teacher (and student) competence and comfort with the devices along with factors of the instructional context need to be considered.

The data show statistically significant differences ($p < .05$) in feelings of preparedness for Elementary (Grades PK-5) compared to Secondary (Grades 6-12). There were also statistically significant

differences ($p < .05$) in feelings of preparedness based on years of teaching experience and three of the instructional activities. Lastly, there were statistically significant differences ($p < .05$) based on subject areas taught. Significant differences existed when comparing elementary and special education teachers to other groups.

Qualitative findings suggest teachers implement technology in their classrooms for the use of basic skill development, assessment, and playing educational games. Teachers rarely described using technology for coding, conducting research, virtual field trips, and data collection. Teachers often described multiple uses of technology within their classrooms.

In a post-COVID learning landscape, it is reasonable to conclude that both students and teachers have had more access and experience with technology. The question remains, how do we integrate technology in a meaningful way that represents real-world experience, transferable knowledge, and an authentic understanding of content? The approach would be a shift in teacher thinking about technology and pre-service teacher training. The detailed findings will be discussed in the session with an opportunity for dialog with session attendees as we frame the next step in the research.

Stalling Factors to African American Male Students Learning

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Abstract

The ongoing phenomenon of African American males' poor academic performance has been evidenced in research data, indicating this subgroup of students tends to have one of the largest academic deficits, behavioral issues, and high school dropout rates which often leads to the prison pipeline process.

Historically, there have been programs in service of African American adolescents for over 50 years to help defeat academic disparities, yet there is minimal evidence that ascribes to a positive, systemic change for students (University of Minnesota Libraries, 2020; Grace & Nelson, 2019; Duncan, 2010). Researchers today are still unsure why African American adolescents remain disproportionately low in academics and the largest subgroup of students who drop out of school. However, scholars and researchers understand that environmental and cultural factors significantly influence academic performance (Noguera, 2008).

Duncan (2010) reported findings from a two-year ethnographic study suggesting factors such as poverty, self-efficacy, and school belonging as contributing to the academic disparities among this population of students. Martin (2015) suggest that poverty alone is not a quintessential factor because living in poor urban neighborhoods almost always give rise to at least one traumatic event.

This research was designed to better understand why African American male students remain academically at-risk students and if there are confounding reasons when students feel connected or

marginalized from school and learning environments. The purpose of this hermeneutic phenomenological qualitative study aimed to engage fourth-grade African American adolescents to share personal experiences and stories about learning in public school. Two research questions were derived to guide this study.

RQ 1. What are the perspectives of African American male adolescents and their experiences in urban schools?

RQ 2. How and when do they feel (valued) and disconnected (marginalized) from classroom learning?

To solicit responses for these two questions, the researcher aligned 28 open-ended questions to these two research questions.

African American adolescent males were recruited from one elementary school located in a southern, mid-sized urban setting in Tennessee. After conducting a seven-week qualitative analysis of transcripts from participants' focus group interviews and classroom observations, the researcher utilized a constant comparative method to force-align themes of poverty, trauma, self-efficacy, and school belonging (Duncan, 2010; Martin, 2015). Findings in this study provided insight into how African American male adolescents perceive school, their learning experiences, and how external factors can impede academic achievement.

The results of this study suggested that: poverty, trauma, self-efficacy, and school belonging adversely impact learning and social experiences in the classroom. Therefore, it could be suggested that educators utilize the present study to understand the importance of Culturally Relevant Pedagogy when educating minority students and Global Dexterity (Hollie) 2000 to address situational appropriateness for students to learn how Validation, Affirmation, Building, Bridging (VABB), can play an integral role in how African American males can fit into school culture and rise to higher academic attainment without giving in to their cultural identity.

Making a Change: Successes and Challenges in Moving from Traditional to Standards-Based Grading

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Abstract

“Grading” can be one of the most difficult parts of being an educator.

With issues such as grade inflation, rigor, and students’ demonstration of minimum competencies, standards-based grading could be the solution to the “grading” problem (Nilson, 2016). A noted gap in the traditional grading system is that the end “grade” typically does little to pinpoint students’ knowledge and performance based on various learning outcomes (Nilson, 2015). With standards-based assessment, instructors evaluate students on learning outcomes of the course. Knowing what to assess and how to assess it is critical in the assessment process, but one of the foundational pieces of standards-based assessment (Chappuis & Stiggins, 2020). This research seeks to explore the principal researcher’s journey in converting from a traditional-based grading practice to standards-based grading, identify a process to make the change, and to determine and describe successes and challenges associated with that transition. This qualitative, action research study took place in an online foundations of education course during Summer, 2022, at a M1-designated regional university in the southeast. Data includes the previous course syllabus and current course syllabus, anecdotal notes kept by the instructor (Creswell, 2013), and feedback on the syllabus from the co-researchers (Wiggins & McTighe, 2005). Data will be coded and analyzed, and themes will be established (Miles & Huberman, 1994). Data will be fully collected by August 1, 2022, in which the results and conclusion(s) will follow.

Exploring the Link Between Implicit Bias and Discriminatory Disciplinary Practices in K-12 Education.

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Abstract

An extensive review of current research suggests there is a direct link between implicit bias and discriminatory disciplinary that negatively affects minority students. Research indicates this bias has the most significant influence on black males, followed closely by black females. Discriminatory disciplinary practices negatively influence school culture, decrease parental engagement, encourage behavioral issues, and result in loss of classroom instructional time for minorities.

The study of discriminatory discipline is deeply rooted in the theoretical framework of Critical Race Theory (CRT). CRT explores the intersection between race, society, and law involving social injustice. CRT encourages educators to address inequality experienced by students in the K-12 educational system. There is a demand to identify and address areas related to racial inequity, such as discriminatory discipline.

To expanding upon current research, I developed an action research project aimed at informing K-12 educators about the negative impacts bias has on students. I was given guidance on this project from the associate director of the school of Education at ULM, Dr. Shalanda Stanley. This project was conducted as a four-part professional development series. The four sessions focused on educating faculty about implicit bias, exploring data related to bias, and encouraging participants to shift personal mindsets. The initial implementation was conducted on a small scale, consisting of 14 educators from a rural Louisiana school.

Success of the project was assessed using predominantly qualitative measures. One measure of project was the Harvard black-white implicit bias test. This test was given to participants prior to any bias training and scores were recorded. The participants took the measure for a second time following training. Scores were compared to initial test data to look for shifts in mindset. The overall majority of participants were able to reduce their levels of bias according to the implicit bias measure. Participants were also given a survey prior to training, and immediately following training. This survey used a Likert scale and measured teacher competency related to implicit bias. In addition, teachers were asked to share personal reflections in their experience throughout the professional development sessions. Overall, the teachers who participated in the training responded positively to the professional development and survey results indicated teachers felt more knowledgeable about implicit bias.

Data collected in this project suggested a positive impact on participant knowledge regarding implicit bias. The opportunity to present this research and share results of the project, could be a catalyst to assist other educators and educational leaders in reducing bias impacting students.

AFRICAN AMERICAN STUDENTS IN CENTRAL AND UPSTATE SOUTH CAROLINA: THE RELATIONSHIP BETWEEN DISPROPORTIONALITY IN DISCIPLINE AND ACADEMIC ACHIEVEMENT

Ms. Joyce Conyers

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Abstract

(1) Statement of the problem

African American students reportedly represented a higher percentage (13.7%) of out-of-school suspensions than any other racial or ethnic group while only 3.4% of White students received out-of-school suspensions. The purpose of this non-experimental quantitative correlational study created in poster format is to examine the disproportionality in discipline of African American students in two urban South Carolina school districts and the impact on academic achievement that includes the graduation rate and passing score on South Carolina Department of Education (SCDE) end-of-course tests. The end-of-course tests are administered as the final exam in the Algebra I, Biology I, English II, and U.S. History and the Constitution, which were chosen by the SCDE. Data from the National Center for Education reveal that approximately 2.6 million public school students (5.3%) received one or more out-of-school suspensions in the 2017-2018 school year.

Critical Race Theory (CRT) is the dominant framework for a critical study of race and education (Leonardo, 2013) and will be used as the theoretical framework for this study. One of the goals of CRT is to create equal opportunity and equitable education for all students (Durr, 2019). Parker and Lynn (2002) noted that CRT focuses on race and how racism is deeply embedded in the framework of the American society.

(2) Method for selecting articles/studies

As part of the dissertation process, selecting articles and studies has been a continuous process. The general rule for selecting articles were how relevant the article was to the topic, when the article was written, the journal that published the article (not just top-ranking), and the author. This is terms of the best and most authoritative authors on the topic showing how the ideas developed over time. To select the best articles first, key word searches were carried out using Google; second, a deep dive into more research articles were conducted using Google Scholar; third, through the library, other databases such as EBSCO, Education Database, ERIC, and Race Relations in America, also were used to select relevant articles and researches. These searchers informed the review of literature carried out. Articles using different methodologies were selected (qualitative, quantitative, and mixed-methods).

(3) Basic findings

Disproportionality of discipline of African American students affects their academic progress at a higher rate than White students. Based on the data the frequencies of office referrals, suspensions, and expulsions for African American is greater in comparison to those of White students. However, for this research in progress, it will only be after the study is completed that proof of a statistically significant difference in the disproportionality of discipline affecting African American students' academic progress compared to White students will be established or denied.

Effects of the COVID-19 Pandemic on Adolescent's Identity Establishment

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Abstract

Abstract

Adolescence is a significant developmental period where growth is observed in different domains, including biological, cognitive, and social (Steinberg, 2017). This developmental period requires strong social interactions and peer relationships among adolescents to develop normally and establish their identity. The recent COVID-19 pandemic has caused havoc among the humans who needed to discover new technologies for practical living and learning strategies. Today's adolescents, who were already born into a digital era (Wiid et al., 2020), started depending on technology not only for fun interactions but also to learn and develop daily with the impact of COVID-19. Social interactions are essential for normal growth and development among adolescents (Steinberg, 2017). When these interactions have shifted from tangible, face-to-face encounters to intangible, virtual interactions, it creates a problem.

The problem this study addressed was how adolescents could establish their identity within this mandatory shift from face-to-face to virtual interactions. Therefore, the purpose of this study was to review the literature on COVID-19 and adolescents while observing the impact of virtual interactions on adolescents' identity formation. This literature review researched the effect of digital devices on adolescents and how they managed to identify themselves without fundamental face-to-face social interactions. According to Erickson's theory of eight psychosocial stages, adolescence in the life of a human is the fifth stage ranging from 12 to 18 years. At this stage, adolescents either identify themselves or are pushed to confusion without identifying themselves as they focus on social relationships

to identify who they are by questioning what they have learned in their childhood (Erickson, 1985).

According to the theory, adolescents identify themselves by embracing the virtues of devotion and fidelity if they can find answers satisfactorily to their questions. Yet, if this stage is not positively completed, they will be confused with a weak sense of self by developing the pathology of abandonment. This study addressed the research question of what factors contribute to adolescents' identity formation in virtual spaces and how adolescents manage to identify themselves without face-to-face social interactions. This study conducted a literature review with specific inclusion criteria regarding adolescents, peer relationships, technology use, COVID-19 impact on social interactions, and found the literature on adolescents' vulnerabilities, their addiction to devices, and the transition of their peer social interactions to virtual spaces.

Research findings revealed that there are complex positive outcomes on the one hand and significant negative consequences on the other. This research argues that in either case, whether positive or negative effects in virtual interactions, adolescents' identity establishments are becoming weak, leading them to a pathological crisis of confusion and abandonment rather than embracing the virtues of devotion and fidelity. Thus, making their online interactions less meaningful by pushing today's adolescents to enter a new historical and social context that has impacted their ability to form their identity. Implications of the study include creating and encouraging meaningful virtual peer interactions that allow adolescents to explore their world to their satisfaction by using more theoretical work and parental interventions.

Understanding Test Anxiety from a Psychometric Perspective: An Item Response Theory Based Investigation

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Abstract

Although test anxiety is the most widely researched academic emotion, much of the test anxiety research to date has been focused on either its predictive relationship with test performance or its associations with learners' trait (e.g., perfectionism) or state (e.g., self-efficacy) characteristics. The purpose of the current study was to gain insight into the conceptualization and operationalization of test anxiety as a psychological construct. Using Sarason's (1984) Reaction to Tests Scale (RTT), we collected responses from a sample of 975 undergraduate and graduate students from a large, four-year, public university in the U.S. southwest. The RTT consisted of 40 binary (*true/false*) items, which were purported to measure a respondent's level of test anxiety in four dimensions: Tension, Worry, Test-Irrelevant Thinking, and Bodily Reactions. First, exploratory factor analysis (EFA) with categorical factor indicators was performed in *Mplus*, and it was found that a 3-factor structure showed optimal model fit as compared to a 1-, 2-, 4-, or 5-factor solution, $\chi^2(591) = 1716.42$, $p < .0001$, CFI = .952, TLI = .949, RMSEA = .048, $p(\text{RMSEA} \leq .05) = .859$, SRMR = .088. While the Tension (e.g., "I feel distressed and uneasy before tests.") and Worry ("Before taking a test, I worry about failure.") dimensions converged to be one, which was thus renamed as Tension/Worry, the other two dimensions, Test Irrelevant Thinking (e.g., "During the tests, I think about recent past events.") and Bodily Reactions (e.g., "I get a headache during an important test.") stayed as suggested by Sarason (1984) and subsequent validation studies (e.g., Benson & El-Zahhar, 1994; Pereira, 2021). Tension/Worry positively correlated with both Test Irrelevant Thinking, $r = .33$, $p < .001$, and Bodily Reaction, $r = .42$, p

< .001, while the Test Irrelevant Thinking and Bodily Reaction had a significant yet weaker positive correlation, $r = .15$, $p < .001$. Next, item response theory (IRT) based analyses were performed on the three subscales. Comparing the fit statistics from the Rasch, two-parameter, and three-parameter logistic models, we determined that the two-parameter (a = item discrimination, b = item threshold) logistic (2PL) model fit the data best. Results of the 2PL IRT modeling indicated that, while all items showed high ($a > 1.0$) discrimination, $M_a = 2.36$ for Tension/Worry, 3.03 for Irrelevant Thinking, and 1.70 for Bodily Reactions, the Tension/Worry subscale was only able to capture most information among those who were low ($M_b = -0.89$) in such latent trait, as compared to Test Irrelevant Thinking ($M_b = +0.05$) and Bodily Reactions ($M_b = +0.31$). Our findings provide important implications for researchers and educators:

1. The measure of Test-Irrelevant Thinking, or cognitive overload, appeared to be most reliable in gauging learners' test anxiety.
2. Future instrument development studies in this field need to focus on raising the threshold/difficulty of items measuring tension, worry, or psychological stress, as well as lowering the threshold/difficulty of items measuring bodily or physiological reactions.

Transforming Teacher Education Program Philosophy: Impact of Adopting a US PREP Teacher Residency in a Small College of Education

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Abstract

US PREP (University-School Partnerships for the Renewal of Educator Preparation) is a national organization devoted to assisting universities in reforming teacher preparation programs to recruit and retain exemplary teachers for underserved communities (US PREP, n.d.). A primary feature of the US PREP model is the expectation that teacher candidates complete a full-time, year-long teacher residency. There is growing literature on the impact of US PREP and other teacher residency programs on teacher quality, longevity, and impact on students; however, the literature on the impact of US PREP in transforming a teacher education program's philosophical underpinnings is less well established. Consequently, the purposes of this paper are to discuss the importance of a teacher education program philosophy supporting teacher residencies and to provide examples of how the philosophy of our teacher education program at a smaller public university in West Texas has shifted over two years of implementing a teacher residency program.

Academic programs are resistant to change, and professional programs, due to their multifaceted nature, experience change slowly (Cutler, Gilkerson, Bowne, & Stremmel, 2009). Even when faculty embrace a new programmatic model, changes in roles and responsibilities create cognitive dissonance as faculty simultaneously hold on to established work routines and embrace a new program philosophy and curriculum (Paul, Epanchin, Roselli, & Duchnowski, 1996). In the US PREP programmatic model, these shifts are most

clearly embodied in the role of the “teacher residency site coordinator,” a replacement for the traditional role of student teaching faculty supervisor. Site coordinators spend an appreciable amount of their time at the school sites where they work with residents, regularly coach and mentor teacher residents, and assume primary responsibility for building relationships with partner schools and facilitating program governance.

Within our teacher preparation program, we have found it necessary to modify the workload of our site coordinators, closely examine the connectedness between their instructional and service responsibilities, and work with them to identify lines of scholarly inquiry unique to their site coordinator roles. Paul et al. (1996) noted that teacher education programs often find it necessary to develop philosophies that are “culturally dissonant with the university in which the teacher educator is employed” (p. 311). This sentiment rings true in our own experience. Our joys and frustrations have included implementing a new program that better prepares our teacher candidates, struggling to convince students that a year-long residency is preferable to traditional student teaching, helping our central administration understand resource needs based on changes in faculty responsibilities, and working with colleagues to modify curriculum. Overarching all of this is a substantial change in program philosophy. We are working diligently with colleagues to understand linkages among all facets of the curriculum. Our faculty are highly collaborative and positively disposed toward reform, but reconceptualizing our program and work is time-consuming, and, at times, quite frustrating. We provide a host of examples of the incremental steps we have taken in modifying our program philosophy and identify lessons learned along the way.

What are we doing to address the social emotional learning of teachers?

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Abstract

The teaching field is an ongoing process of learning. For many veteran, as well as novice educators, changes and the push for progress incorporates continuous training to better serve the needs of a variety of learners within the classroom. Continuous improvement in the profession can be overwhelming. Educator support is needed to enhance the teacher's personal social-emotional learning, so it is replicated in the educational environment (Ginsberg & Wlodkowski, 2019). Due to limited or no training, educators lack the skills to recognize their own social emotional strengths and needs (Oliveira et al., 2021).

The purpose of the survey is to identify the social-emotional learning needs of rural educators within the Blackbelt region of Alabama. The study includes both quantitative and qualitative data from a variety of rural districts that range from sparse to small suburban areas within the state. Five qualitative, fifteen quantitative, and five demographic questions are included in the online survey.

Data collected will be used to develop professional learning communities to address educator mental health as it relates to the continuous learning cycle required of teachers to create positive learning environments within their classroom. These training sessions will be provided to the partner districts as well as incorporated into the field experience block courses for juniors and seniors in their educator preparation program.

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Analyzing Patterns of Success and Retention in Online Developmental English and Traditional Developmental English in at Mississippi Community College

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Abstract

As advances in technology push society forward, education seems to follow suit, allowing college students to gain credits from behind the screen of devices at vastly increasing rates. Although electronic learning (E-Learning) provides access to education for many students who are unable to attend a brick and mortar campus, most of these students have responsibilities of great commitment alongside their educational journey, be it caring for parents, caring for children, having jobs, or a combination of these. While this type of course may be the only option for some students, it is apparent that academic advisors are recommending the same developmental courses over and over for students, especially those who take online classes.

Community college students testing into developmental English courses come to college underprepared and suffer from lower success and retention rates than that of their college-level skilled peers. Semester after semester, academic advisors are suggesting the same developmental courses to the same students because they fail to finish the course or they were not successful in obtaining a grade high enough to advance to the next level of course.

Meanwhile, the student's satisfactory academic progress (SAP) is dropping, causing financial aid to be pulled from the student. The purpose of this study is to identify patterns of the success and retention of online and face-to-face developmental English students at a local Mississippi community college.

Prior to this study, research has been done and presented on

improving retention in online classes while offering suggestions of improving student engagement and instructor presence. Articles have also been published addressing the growing needs of developmental learners at the college level; however, sources that address the developmental learner online are few and far between. Patterns of these learners online need to be analyzed and addressed for the success of the students before their progress in education becomes halted.

This study will contribute to education by analyzing patterns of a particular group of students who are seemingly failing to progress in their educational journeys in hopes of procuring a solution to addressing the specific needs of these students. Not only does failure of progression reflect poorly on the school, but these students are hindered, and many of them, likely due to little fault of their own.

A quantitative, non-experimental, correlational study will be used to analyze archived data for patterns of retention and success among developmental and regular general education students English students. Data previously collected over a 4-year period, years 2018-2022, will be employed. Implications from this study are that planning and execution of developmental English courses, both online and traditional formats, can be more informed.

Choose Where You Will Learn: The Appeal of Residential Special Schools as Alternative Settings for Gifted Students

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Abstract

The social-emotional health of gifted students has been a hot topic for decades, as educators have sought to understand their motivations and advocate for programming options that support their needs (Coleman & Cross, 2005). In the last four decades, special statewide residential public schools have become popular alternative settings, claiming to be uniquely able to support all aspects of their development. What advantage does this model provide that traditional schools cannot?

This literature review served as the foundation for dissertation research (in progress) into the choice of attending residential special schools for gifted students. While students may cite motivators like academic opportunities, anecdotally many describe feeling out-of-place at home. A synthesis of theoretical models juxtaposing internal and external factors illustrates why the residential special school model has been a popular option for gifted students across the country:

- According to Kaufman (2020), humans are generally motivated by ensuring their needs are met. First, they seek security (safety, connection, self-esteem), and then they are driven for growth (exploration, love, purpose), with the ultimate goal of self-actualization.
- Gifted children may have a heightened drive for self-actualization, and may experience hyper-sensitivity in one or more domains (Dabrowski, 1964).
- Bronfenbrenner's Social Ecological Systems Model (1979) demonstrates how self-perception is affected by concentric

- spheres of influence from microsystems to macrosystems.
- One characteristic trait of gifted students is asynchronous development compared to their typical peers, with advanced intellectual abilities for their age, but typical or even delayed physical and emotional maturity (Coleman & Cross, 2005).

There are many benefits to a self-contained academic environment for advanced students, from academic acceleration to social-emotional development with like-minded peers (Coleman & Cross, 2005). The residential special school model offers them the chance to stretch their limits academically but remain in an age-appropriate environment with peers rather than trade the high school experience to start college early (Beatty, 2002). The social-emotional development of students is an important component of the residential experience, navigating typical teenage mental health in a population known for asynchronous development, many of whom were far from their parents for the first time (Ebarb, 2015).

The researchers will describe what happens when students find themselves out-of-sync with the values, interests, and motivations of their home-school environments. They will also show how residential special schools are distinctively able to support these needs when traditional public schools cannot. This review provided justification for dissertation research in progress, the results of which will be submitted for publication on completion.

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Racial Diversity in K-3 Literacy: Teaching Through Culturally Relevant Literature

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Abstract

Ladson-Billings (1992) uses the term *culturally relevant teaching* to refer to instruction that encourages students to relate course content to their cultural context, relies on teachers displaying cultural competency, and brings to the classroom an appreciation of students' assets. Multicultural picture books are one of the most appropriate instructional tools for helping young children form positive attitudes towards other races and cultures, and learn about different races not encountered in their daily lives (Ching, 2005; Mendoza & Reese, 2001; Salas, Lucido, & Canales, 2001; Kim, Wee, & Lee, 2016). While there is a heavier focus on culturally relevant literature in middle and high school grade levels, there is also a critical place for this in the early childhood classroom. Including culturally relevant texts in the curriculum helps students build a foundation for understanding themselves and the world around them (Ladson-Billings, 1992). This session will offer a review of the research on culturally relevant literature in the primary grades (K-3), as well as best practices in multicultural literacy instruction. It will focus on the importance of early exposure to a multicultural curriculum, and specifically, multicultural literature. The following questions will be addressed: 1) What happens when children don't see themselves or other races and cultures represented in literature? 2) What are the benefits of and obstacles to exposing young students to different perspectives of the world around them? 3) How are educators creating an environment in which young students are developing stereotypes and prejudices early in life? Information will be provided about various books that are appropriate for K-3 students, along with strategies for instruction and curriculum alignment.

Guiding Organizations through Transformational Change and Crisis

-- Tonya Oaks Smith

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Abstract

The COVID-19 pandemic required universities all over the world to make transformational change in how services and learning experiences were delivered. How did higher education leaders work to ensure these changes were accepted and acted upon?

This study-in-progress is examining the institutional logics used in presidential communication related to changes precipitated by crisis, specifically the COVID-19 pandemic. This research is reviewing the connection between the use of sensemaking and organizational logic and culture in presidential communication at institutions of higher education.

I seek to find the answers to the questions:

- What strategies and messages do university leaders employ to frame organizational events and actions?
- Are institutional logics and culture used within leadership communication related to university presidents' framing of the change process, and if so, how are they related?

The framework for this study is sensemaking. When an organization undergoes change or crisis, members of that organization must reconcile their prior beliefs with the new reality precipitated by the change or crisis. This process was defined as sensemaking – literally making sense of changes that are occurring in a system or organization.

The research is qualitative and grounded in naturalistic inquiry. Through CAQDAS analysis of leadership communication and interviews with university presidents and chief communication

officers, I hope to find common categories within communication related to sensemaking. Analysis of these artifacts and interviews will yield a thick description of the collective culture in higher education as well as the context for higher education during the time.

Mentor Feedback Characteristics that Improve Teacher Skill Development during a Mixed Reality Simulated Teaching Experience

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Abstract

Background:

Adequately preparing teachers for the demands of the classroom requires a clinical, skill based approach (Walkoe & Levin, 2018) with experiential deliberate practice (Pecore et. al., 2022). Obstacles to providing a clinical, skill-based approach, which include limited instructional activities, pedagogies, and repeated practice (Peercy & Troyan, 2017), can be addressed using mixed reality simulations that are skill based (Klassen et al., 2021). More importantly, focused formative feedback on direct skill development can be impactful in a focused mixed reality simulation experience.

McDonald et al. (2014) and Davis et al. (2017) showed the benefits of practice opportunities that include feedback on skill development. Additionally, feedback providing direction on skill improvement and appraising learners of progress (Kluger & DeNisi, 1996; Brookhart, 2017) advances growth (Natriello, 1987; Crooks, 1988; Black & Wiliam, 1998). The framework for investigating this study on characteristics of feedback relied mainly on Hattie and Timperley's (2007) feedback categories of task, process, self-regulation, and self. Other feedback models to inform this study include Van den Bergh et al (2014) five categories of feedback, Brookhart's (2017) description of feedback as comments, and Page et. al's (2020) 10 elements of feedback. The research question guiding this work asked what characteristics of written feedback are helpful with skill development?

Methods:

Using a naturalistic inquiry approach, this study examined written feedback provided to 20 preservice elementary education majors that volunteered to participate in a mixed reality simulation experience. During the three-week experience, each participant practiced the skill of questioning by facilitating a class discussion on the water cycle with five avatars. Each participant completed three cycles of mixed reality simulations receiving mentor feedback throughout the process. Data collection consisted of mentor written feedback, participant iterative questioning, and mentor interview. Data analysis entailed an initial coding of written feedback as task oriented, process oriented, self-regulation, and self. Subcategories were identified from the works of Van den Bergh et al (2014), and Page et. al. (2020) and Chan & Luo (2021). These were then organized to further define the initial four categories. Overlaps were collapsed into a single subcategory where appropriate.

Preliminary Findings and Conclusions:

Preliminary findings revealed that initial mentor feedback related primarily to task oriented feedback (i.e. “most of your questions were lower level meaning they had one correct response determined in advance”). As participants progressed through subsequent mixed reality simulations, mentor feedback became more process focused (i.e. “make sure you are asking students to explain their thinking and respond to other students.”) Self related feedback, encouragement from the mentor, consistently served to start all written feedback (i.e. “great job for your first lesson. I know it can be intimidating and awkward, but you did push through.”) Mentor feedback was determined to be a main factor in over 80% of the participants improving in questioning skill. This study provides insight into the characteristics of feedback that assist with advancing skill development growth of preservice teachers during a focused mixed reality simulation experience.

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The Effects of Fidget Manipulation on Improving Attention in Intellectual Disabled Students in Ghana.

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Abstract

Relatively few studies have focused on techniques designed to increase attention in developmentally disabled individuals. The present study employed a mixed-methods approach including a quasi-experimental design component, the non-equivalent control two-group reversal design, to assess the effects of access to fidget spinners during instructional time on the attention of thirty special school students in Ghana. A repeated-measures ANOVA was used to evaluate the students' attention patterns during the four-week intervention. In addition, content analysis was used to analyze qualitative data provided by the students' instructors. The results revealed that the students' attention improved over the four weeks when the students had access to the fidget spinners as compared to times during which they did not.

Development of a Rubric Using the Modified Delphi Methodology

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Abstract

This dissertation in progress offers to fill an existing gap in the literature concerning radiography programmatic assessment and provide a method of self-assessment for programs to evaluate their programmatic assessment plan. There is limited radiography-specific literature concerning programmatic assessment plans, and what does exist concerns general assessment best practices and some other allied health or health science related empirical research. Assessment plans are a necessary part of JRCERT accreditation which is required by many programs. However, education for many radiography program assessment plan contributors is limited in this area, and JRCERT citations concerning assessment plan standards are numerous. In order to mitigate this problem, the proposed study will create a rubric to evaluate the quality of radiography programmatic assessment plans. The planned methodology for this study is the modified Delphi technique to both develop and validate the rubric. The modified Delphi panel will be made up of radiography programmatic assessment plan experts and will consist of multiple rounds to gain consensus for each of the rubric's criteria and indicators.

Because of the audience, the focus of this dissertation in progress presentation will be development and validation of a tool (in this case rubric) through the modified Delphi methodology. At the time of this abstract submission, recruitment of the panel experts is in progress. At the time of the presentation, results of the study will also likely be presented.

Computer Game-Based Pedagogy: An Experimental Investigation

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Abstract

Many graduate students have developed a constant mindset about statistics, trusting that they are either inherently successful or bad at it (Akçapinar, 2015). Changing from these “fixed” preconceived mindset cannot just help change the ways those students perceive statistics, but also how they understand themselves. Therefore, this present study examined the effects of a computer game-based learning intervention on graduate students basic statistics related anxiety and achievement. The investigator developed the intervention for this objective. Experimental pretest-posttest within-subjects design was employed to examine the effects of a computerized basic statistics learning game on achievement and statistics-related anxiety of students enrolled in introductory graduate statistics course. Participants were students enrolled in an introductory graded statistics course delivered in an online format at state-supported research university in the Southeast United States of America. Data were analyzed using paired samples t-test. The paired samples t test indicated that the computer game-based learning had statistically significantly more effects on students’ statistics achievement for treatment group pretest - posttest than had on students’ statistics achievement for control group pretest - statistics achievement test for control group posttest, $t(11) = 7.253$, $p = .001$, $d = 0.70$. With the Cohen's d of 0.70, about 75.9% of the mean of “experimental” group will be above the mean of the “control” group (Cohen's U3). Also, about 72.6% of the control and treatment groups will overlap, and there is about 69.0% chance that student to be picked at random from the treatment group will have a higher score than a student to be picked at random from the control group-probability of superiority. However, statistics achievement test for the control group pretest - statistics achievement test for control

group posttest, $t(11) = 1.613$, $p = .135$, and the effect size $d = .47$ approximately was near medium using Cohen's (1988) effect size guidelines. In this case, with a Cohen's d of 0.47, about 68% of the "experimental" group will be higher than the mean of the "control" group (Cohen's $U3$). Also, about 81% of the treatment and the control groups will overlap, and there is about 63% chance that a participant picked at random from the experimental group will have a higher score than one picked at random from the control group - probability of superiority. The paired samples t test indicates that the computer game-based learning is significantly more effective on reducing students' statistics related anxiety for treatment group pretest - posttest than had on students' statistics anxiety for control group pretest - statistics anxiety test for control group posttest, $t(11) = 7.868$, $p = .001$, $d = 1.02$ approximately. This means that with a Cohen's d of 1.02, about 85% of the "experimental" group will supersede the mean of the "control" group (Cohen's $U3$). Also, about 61% of the control and treatment groups will overlap, and there is a 77% chance that a person picked at random from the treatment group will have a higher mean score than a person picked at random from the control group.

What makes classroom observation feedback useful?: The perceptions of secondary Math and English teachers

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Abstract

Feedback from classroom observation is routinely utilized as a lever to improve classroom practice and an operating assumption of formal teacher evaluation policies is that evaluation will be useful for such purpose. Unlike the summative assessment produced with student achievement data, observation feedback occurs practically in real time and has the potential to be used formatively to change teacher practice. Drawing on interview data collected from fourteen high school teachers at two timepoints during the 2016-2017 school year I address the following research question: What criteria do teachers identify as necessary for feedback from classroom observation to be useful in changing classroom practices?

This study seeks to identify whether teachers perceive classroom observations as a useful source of feedback and to determine the characteristics and conditions that teachers feel are necessary for feedback to be useful in influencing classroom practices. It is important to understand how to provide useful feedback to teachers, as without such most teachers' performance plateaus. As such, paper contributes to a growing field of research attempting to understand how observation feedback can be most effective at improving teacher practices.

Overall, teachers reported that the frequency and timing of observations, which contributed to a better understanding of classroom context, as well as an observer's understanding of teaching and subject area knowledge were factors in creating beneficial observation experiences. Additionally, three specific observer domains had been identified: of classroom context, subject

area, and pedagogy. Each domain impacted teacher perceptions of whether they received effective feedback from the observer.

Teachers and Health: Developing an Argument for Validating Perceptions of Teacher Workplace Well-being Using Minimally Invasive Biomarkers

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Abstract

(1) A 2017 report from the American Federation of Teachers (AFT) comparing work quality survey data from the general workforce to teachers found that teachers were more likely to self-report poor or fair overall health than the average US workers. In the same poll, teachers were also more likely to self-report hypertension and blood sugar disorders than other professions and the report stresses that similar findings have been reported by other polls (MET Life; Gallup).

(2) This paper is an argumentative literature review informing a larger study (in collaboration with a medical school) using longitudinal data in an attempt to validate measures of teacher perceptions of well-being by linking them to minimally invasive cardiac biomarkers. In this review, I specifically attend to literature of measures that have been connected to teacher well-being, such as self-report of symptoms, sleep patterns, assessments of mental health, and hormone levels. Because I seek to connect this data to teacher attrition, I also review literature in this realm, particularly more recent work geared towards the influence of the Covid pandemic.

(3) For several years, the United States has faced a growing teacher shortage as measured by increased vacancies for certified positions (Cross, 2016; Hale, 2015; Sutchter et. al, 2016). When there is a vacancy for a certified teaching position, there is an additional shortage of substitute teachers to fill the gap which has amplified in recent years due to the COVID-19 pandemic, causing schools to resort to shutdowns or remote learning (Liu et al., 2020). It has been documented that teacher turnover, particularly among those newer

to the profession, causes both economic losses for schools (Carroll, 2017; Ingersoll et al., 2014; Raue & Gray, 2015) and educational loss for students (Ingersoll et al., 2014; Mclean & Connor, 2015; Robert Wood Johnson Foundation, 2021, Ronfeldt et al., 2013). Of particular concern is that these negative effects are more pronounced in vulnerable and disadvantaged student populations (CarverThomas et al., 2017; Ronfeldt et al., 2015,). Because some teachers leave the profession due to concerns over their well-being, the use of novel tools that help identify these teachers is needed to develop and evaluate programs and interventions that promise to improve teacher well-being and retention (Robert Wood Johnson Foundation, 2021).

(4) In short, teachers who are concerned about their well-being are more likely to leave the profession, particularly early in their career, and at economic and educational costs and more data is needed to create policies that can combat this issue. (Barshay, 2022). Such treatment of educator perceptions has led to some resorting to psychometrics to try and validate measures of perceptions in education (e.g. validity studies on teacher observations, such as Bell, et al., 2018). Thus, there is a need overall for validating teacher perceptions of well-being in research.

How do preservice teachers build their assessment literacy practices when engaged in coaching cycles during their student teaching semester?

Ms. Shae Miga

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Abstract

1. Problem Statement

According to Stiggins (1999), classroom assessments dictate the quality of instruction in that classroom. Black and William (1998, 2004) suggest formative assessment is an advantageous practice for increasing learning and achievement and teachers need living examples of formative assessment practices in action. Given the policy emphasis of evaluating teachers and schools using summative assessment results, developing assessment literacy in teachers is vital. Popham (2011) emphasizes the need for preservice teachers to have ample amount of training in assessment literacy. Mertler's (2004) research finds practical experience is important for using data. Practical experience of preservice teachers with mentor teachers around data use in planning instruction is worthy to study. Preservice teachers need to be literate in formative assessments to leverage its power in improving classroom teaching and learning. These ideas prompt the following research questions:

1. How do preservice teachers build their assessment literacy practices when engaged in coaching cycles during their student teaching semester?
2. How do we see these practices remain in the first year of teaching?

2. Theoretical Grounding

Formative Assessment as a theory of socio-cultural and socio-cognitive influence. Black and Wiliam (2009) adopted a framework derived from cultural historical activity theory. They outline formative assessment that includes teacher, peers, and learner being components important to gathering data and each are essential in the learning process. Black and Wiliam (2009) also outline three driving questions of “where the learner is going,” “where the learner is right now,” and “how to get there” show an inclusive view of formative assessment. Black and Wiliam’s (2009) theory emphasizes interrelationship of these components and unifies practices of formative assessment.

3. Summary of the Methodology

The methodology action research is advantageous for a means to study the research questions. Dewey’s emphasis on the richness of human experience and inquiry in action research to solve problems and gain understandings that arise in context of the educator researcher is ideal (Herr and Anderson, 2012; Mills 2000). Participant selection will be convenience, access, and geographic proximity sampling for preservice teachers and their mentor teachers (Creswell, 2016). Participants will be two K-6 mentor teachers and two K-6 preservice teachers in their second residency class during their final semester of undergraduate work. Mentor teachers include the researcher and a volunteer.

I will run at least two cycles of continuous reflection (DuFour, DuFour, and Eaker 2008). I will train mentors on strategies of formative assessments and how to coach data-use in planning lessons with residency students. (Pastore and Andrade, 2019).

Anticipated results will address how preservice teachers build assessment literacy practices and their endurance in their first year of teaching.

4. Results

Initial analysis will be completed by August 2023 as part of my ALSS Doctoral Program dissertation. Final analysis will be completed November 2023.

5. Conclusions/Implications of the Study

This study will inform other mentor teachers working with preservice teachers and building preservice teachers' assessment literacy skills. It will also inform the efficacy of preservice teacher coaching of assessment literacy skills.

The Impact of Golf Shots on PGA Players Performance: Examining the Relationship between In-game Elements and Scoring Average

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Abstract

As with most sports, golf has continued to evolve over the years. Particularly, Professional Golfers' Association (PGA) players today are much different from what they used to be in the past. One of the significant differences is golfers' driving distance, which may have resulted from the enhancement of technology (Alexander & Kern, 2005). As the driving distance is found to be an important in-game element in a golfer's performance, new golf courses have been made longer to offset the impact of greater long driving distances (Wiseman et al., 2013). Research related to golf performance has also been examined to understand the impact of different golf shots on total scores (e.g., fairway accuracy, driving accuracy, and average putts; Quinn, 2006). However, research has shown contrasting results. For example, some studies have identified that golfers' short-range performance, namely chipping and putting are the most important in-game elements (Ketzscher & Ringrose, 2002). By contrast, others have found that hitting the ball long and straight off the tee contributes the most to lowering one's average score (Wiseman & Chatterjee, 2006). Likewise, there have been constant debates on the PGA Tour about which factors of the game are most significant to a better scoring average.

Despite the importance of golf shots on performance, the contrasting results would limit a comprehensive understanding of effective game strategies for PGA golfers. Thus, research is warranted to further the understanding of the most important golf shot so as to provide important insights for golfers about their game strategies. The identified outcome would provide important insights for golfers

regarding the direction their practice should take. Overall, the purpose of this study is to investigate the relationship between types of shots on scoring average.

Data were collected from the official PGA website from the 2010–2022 seasons. Within the sample, we collected PGA golfers' driving accuracy, driving distance, putting, and scoring average. Multiple regression analysis was performed. The results indicated that the regression model is significant ($F = 33.69$). These three factors including driving distance ($b = 5.06$, $p < .05$), driving accuracy ($b = 4.55$, $p < .05$), and putting ($b = 8.01$, $p < .05$) were found to be significant predictors of average scores. Among these shots, putting was identified to be the shot with the most impact. 23% of the variance in average scores is explained by the predictors.

This study provides theoretical and practical contributions. It is revealed that the driving accuracy for PGA Tour players may not be considered the most important to lower scoring average, but rather putting lowers scoring average the most. These results would provide great insights given that PGA players frequently have a challenging time deciding on their game strategies, especially between hitting a long drive off the tee, choosing fairway accuracy, or focusing on putting. Even though this study has significant contributions to the literature, further investigation is needed to fully understand other aspects of the golf game that significantly lowers scoring average by including vital factors (e.g., psychological factors).

Behavior Based Decisions with Manualized Treatment Programs in Schools

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Abstract

Purpose

Cognitive Behavioral Therapy (CBT) is an effective intervention for chronic pain (Morasco et al., 2013) because of its effectiveness in teaching and implementing adaptive coping strategies. However, there is limited literature for behaviors being indicators of coping skills. The Learning About Managing Pain (LAMP) (Thorn et al., 2017) workbook is an effective CBT pain education treatment program intended for adults in a group setting with minimal health literacy (Eyer & Thorn, 2015; Thorn et al., 2018). The 10-week program teaches participants about chronic pain, coping methods, emotions correlated with pain, and provides opportunities for generalization. The research questions for the present study are: Is the LAMP program effective in (1) reducing the participant's level of pain, (2) improving the participant's coping skills, (3) decreasing the participant's level of stress, (4) improving the participant's adaptive skills, and (5) reducing the participant's level of anxiety and depression.

Methods

The participant is a 14-year-old neurotypical female attending a northern Mississippi high school who recently experienced a major traffic accident, sustaining multiple injuries. The student gained eligibility for Special Education within Orthopedic Impairment. Preventative services were requested and fulfilled through weekly 45 minutes sessions in a private office at the school. The dependent variables for the present study included pain, coping skills, adaptive skills, stress, and anxiety and depression, which were combined as one variable. Each variable was measured by the participant's self-

report ratings.

Materials included the Tennessee Self-Concept Scale: 2nd Edition (TSCS-2), a 10-item self-monitoring questionnaire (SMQ), and the LAMP Program workbook. A final 10-item social validity questionnaire (SVQ) assessed the participant's understanding, acceptance, feasibility, and effectiveness of the services overall.

The clinician first administered a TSCS-2 pre-test. Five weeks of SMQs were completed before beginning the LAMP Program, completing two chapters weekly. SMQs continued at the beginning of sessions. The SVQ and TSCS-2 post-test were given during the last session. A two-week follow-up session occurred and a final SMQ was completed.

Results

The TSCS-2 pre-test reported low scores in Self-Criticism, requiring cautioned analysis. The participant was low average for Conflict and Social Self-Concept, but average for all other categories. Coping and adaptive skill levels showed an overall increase. Average pain and stress levels also showed an overall increase but had a significantly decreasing trend. Anxiety and depression levels showed an overall decrease. The SVQ displayed positive results with a 4.6 out of 5 rating. The TSCS-2 post-test reported average scores in all areas except Faking Good and Identity, which received high scores.

Implications and Limitations

The prevalence rate for traffic related injuries is high among the school-age population, suggesting school districts invest in manualized treatment programs for students who experience similar events. By tracking the participant's progress, the clinician determined if services were beneficial, should continue, and if other students could benefit from this program. Limitations for the present study include the services being preventative and unnatural pauses in services due to planned school breaks and severe weather circumstances.

Analyzing early reading skills of English language learners (ELLs) and non-ELLs through the lense of the Simple View of Reading.

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Abstract

Problem and Background: English language proficiency is key to academic success in an English dominant environment. In U.S. K-12 public schools, increased enrollment of bi/multilingual students designated English Language Learners (ELLs) due to limited proficiency in English calls for greater understanding of their literacy development. Extant research has documented differences in the language skills of ELLs and non-ELLs (Geva & Massey-Garrison, 2013), yet limited studies have categorized these students based on commonly adopted reading profiles to understand the literacy needs of ELLs in kindergarten and early elementary. The current study investigated differences in the early reading skills of ELLs and non-ELLs by classifying them into reading profiles that emerge from the simple view of reading to address the following research questions:

Research Question 1: Is the prevalence of the reading profiles the same for monolingual English-speaking students and ELLs?

Research Question 2: Do monolingual English-speaking students and ELLs differ in their literacy skills (phonological awareness, letter knowledge, oral vocabulary, reading vocabulary), and if so, are these differences moderated by reading profiles?

Method: A sample of 5,515 students in 117 elementary schools from a single U.S. state was used for the current study. Indicators of literacy skills measured using IStation (Mathes et al., 2016) were available for the spring of kindergarten and the fall of first grade. Both ELLs and non-ELLs were subdivided into reading profiles using listening comprehension and decoding scores. A chi-square analysis

and a 4(Reading Profile Group) X 2(ELL status) MANOVA followed by a series of univariate analyses were conducted to address research questions 1 and 2.

Results: ELL and non-ELL students were differently distributed across the reading profile groups. Further, monolingual students performed better than ELLs on all literacy skills except letter knowledge, but the reading profiles did not moderate these differences.

Conclusion: ELL present different literacy needs from monolingual English-speaking students.

Are Teachers Prepared for Writing? Insight on the Training and Development of Teachers for Writing Instruction in K-2 Classrooms

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Abstract

The purpose of this proposed study is to determine the degree to which how pre-service teachers are prepared to teach writing and how these skills are further developed in the beginning years of teaching to ensure students are receiving foundational literacy skills to be successful in both reading and writing. Research has shown that due to time, prioritization of reading instruction, and a lack of knowledge and experience with writing instruction, teachers feel unprepared to teach writing to students. Many pre-service programs and professional development focus on developing reading skills. Although research also shows the importance of writing skills to be taught with reading to increase phonemic awareness, phonics, fluency and comprehension skills, writing is not always considered a priority in schools. This qualitative study includes interviews with classroom teachers about their preparation and development in writing instruction and how they implement writing. Instructional coaches for these teachers were also interviewed to determine how teachers are further developed in writing instruction. Classroom observations in K-2 classrooms and analysis of student work were also conducted to determine how writing is delivered in the classroom and student performance. University faculty teaching literacy methods courses were interviewed to discuss how decisions regarding methods courses are made and how writing instruction and training is implemented in methods courses for pre-service teachers. Data has been collected for this study and is currently in the beginning stages of analysis.

This study is grounded in Cultural-Historical Activity Theory to examine the preparation of pre-service teachers, Constructivist

Theory to determine how pre-service teachers and K-2 students learn about the writing process, and Social Learning Theory to examine the context of how pre-service teachers and K-2 students interact with each other to develop an understanding of the writing process. This study will build on past and current research of the importance of preparing pre-service teachers and developing beginning teachers in writing instruction and how this impacts the implementation of writing in K-2 classrooms.

Analyzing Rhetorical Appeals in Multimodal Texts: An Entry Point to Critical Media Literacy Analysis and Production

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Abstract

The incalculable growth of technology and media forms has led to a collapse of media gatekeeping (i.e., filtering) of fact-based information, resulting in the normalized spread of disinformation in our daily lives (Allcott & Gentzkow, 2016; Kellner & Share, 2019). Students must be engaged with critical media literacy (CML) so that they can make informed decisions about the messages they produce, consume, and distribute (Mattson & Curran, 2017). Critical media literacy expands upon media literacy by exploring power-laden relationships between speakers and audiences, the sociopolitical production of harm (e.g., racial stereotypes reproduced by media), and change resulting from social action (Kellner & Share, 2019).

Teaching CML is important work but may seem daunting to educators unsure of where to begin. Analyzing rhetorical appeals (i.e., appeals to emotion, logic, and authority) in multimodal texts can serve as an entry point to engaging students in CML analysis and production. Examples of multimodal texts are news broadcasts, as they layer oral and written language, other sounds, and imagery to produce their messages. The “reader” of the broadcast should take into account verbal, visual, and aural communications, such as the “talking head,” the scrolling words at the bottom of the screen, the title card, the colors used to frame the different image boxes, tone of voice, displayed graphics, recorded film, style of dress, prop use, shuffling papers, pans, zooms, music intros and outros, and so forth (Fairclough, 1995).

As part of my dissertation research, I engaged a 5th grade girl

named “Crystal” (pseudonym) in CML through the analysis of Covid-19 news media coverage. Specifically, Crystal and I explored how popular news media (e.g., Fox News, MSNBC) covered the science and politics of Covid-19 from January to March 2020 using Kellner and Share’s (2019) “Conceptual Understandings and Questions to Guide Critical Media Literacy” (p. 8) as a guide. Crystal was able to use rhetorical appeals as an entry point to analyze increasingly more complex multimodal texts over the course of the study, and by the end, used her knowledge of rhetorical appeals to produce her own messages. The eight-week study took place during the summer of 2020.

Data collected included descriptive and reflective fields notes, lesson plans, transcribed audiovisual recordings, and student-generated formative artifacts. The data yielded two key findings: 1) Analysis of rhetorical appeals was a point of entry into CML analysis and production, and 2) Crystal was able to apply her gained knowledge about rhetorical appeals towards creating a five-part YouTube series designed to provide information about Covid-19.

The study yielded three major implications for further teaching and research: 1) CML requires significant preparation by teachers; 2) CML requires building contextual knowledge of the texts under analysis; and 3) CML requires taking action. This study adds to the literature promoting CML instruction in schools and provides a detailed case of CML instruction for practitioners and teacher educators to adapt for use in their own classrooms.

Emergency Pivot to Online Instruction of Writing-Heavy Courses Highlights Self-Efficacy of University Faculty

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Abstract

In the wake of the COVID-19 pandemic, higher education institutions pivoted to online learning. As this change was implemented on an emergency basis, it posed multiple challenges to faculty, and highlighted their professional self-efficacy and problem-solving skills. In this qualitative study, we investigated self-efficacy (beliefs one holds about one's abilities in a domain; Bandura 1997), problem-solving approaches, and motivation of faculty who teach junior/senior professional writing courses across multiple disciplines at a large, public, southern, comprehensive university. Writing-heavy courses are difficult to teach online because they often require live demonstrations and intensive interaction between the instructor and students.

The following questions guided our study: 1) What tools and resources have instructors leveraged to switch from traditional to online teaching of professional writing courses? 2) How have professors adjusted their writing courses to address course-specific characteristics? and 3) What have professors learned from this experience, about themselves and their course, that was useful at that time and will be useful in the future?

We conducted 19 semi-structured interviews with instructors from six academic colleges: College of Agriculture and Life Sciences (4), College of Architecture, Art, and Design (2), College of Arts and Sciences (10), College of Business (1), College of Education (1), and the College of Engineering (2). Participants volunteered to be

interviewed via Webex during the 2021 summer term. After identifying the themes within the transcripts, we conducted first cycle and second cycle coding to understand our participants' experiences.

All participants adopted problem-focused coping strategies by seeking out university-provided or external training (i.e., on YouTube). All participants were mastery-oriented in seeking to quickly learn new skills and increase their understanding of effective distance education. Most participants sought to maintain the integrity of courses by only minimally changing the assignments (e.g., group project to individual project, or class presentations to recorded videos). When implementing the changes, faculty became aware of the digital divide, or unequal student access to technology needed for online learning and worked with students to accommodate their online learning needs. Lastly, all participants believed that emergency online teaching increased their professional self-efficacy by: (a) forcing them to learn new instructional strategies such as flipped classroom, (b) making them seek strategies to foster ALL students' engagement, and (c) helping them grow as educators (e.g., "I wasn't thrilled with the way March 2020 went but I think there were some wonderful things about it. I had always wanted to teach online, and it's just one of those things that I [had] put off and now I know, and I did.")

While no one asked for this challenge, many face-to-face instructors rose to the occasion and adapted to the demanding new reality of online instruction during the COVID pandemic. Our study highlights self-efficacy, strategies, and resources that allowed some faculty to "bend but not break" when pivoting online. Faculty who volunteered for our study were overall proud of their pedagogical outcomes during this trying time; it would be interesting to hear from those who felt unsuccessful.

The Impact on Teacher Retention as a Result of Mentoring Resident or Novice Teachers

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Abstract

Teacher retention is a palatable concern throughout the educational world, as seen with more educators leaving the educational field before the end of their first three to five years of teaching. While many factors play into this issue, it is quite clear, based on several relevant articles and studies, that lack of mentorship is one of the most prominent reasons teachers and residents (student teachers) exit the profession. The researcher's method of selecting relevant articles or studies began on EBSCOhost, as it is the most commonly used research platform at most universities. However, many EBSCO articles linked to JSTOR, ERIC, and other relevant platforms to further the research. Many of the articles or studies the researcher reviewed indicated a link to mentorship and teacher retention. Teachers or residents who have someone who can guide them, advise them, and listen to them when necessary are more likely to stay not only at the school for a longer period of time, but also in the educational field as a whole. Education is a rewarding field, but it can also feel very isolating for some educators, especially when the curriculum is always changing, new regulations or laws go into place at any given notice, and updated acronyms permeate the profession, leaving so many good educators confounded and frustrated, especially if they do not have a mentor to help them decode or unpack the expectations placed on them yearly, if not daily. Therefore, the literature implies that, overall, mentorship for teachers, both novice and veteran, is more likely to produce a higher retention rate in both the school setting and the field. Teachers or residents who feel heard, understood, appreciated, and guided see no reason to leave and understand that all educators both struggle and succeed.

Barriers to evidence-based instructional practices and materials selection in the elementary literacy classroom: A national survey

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Abstract

This national survey aims to explore the extent to which K-5 literacy teachers' knowledge of evidence-based practices impacts their ability to discern the quality and use of instructional materials and practices in classrooms. With the rise of technology, social media, the growing network of teacher-created materials, and the prevalence of "high-quality instructional materials," it is critical to understand whether teachers possess the knowledge of evidence-based practices necessary to evaluate the materials supporting certain practices in the classroom and what barriers may exist preventing utilization of evidence-based practices. In addition to teachers' knowledge of evidence-based practices, this survey ventures beyond teacher knowledge to investigate the "why" behind teachers' instructional materials selection and instructional practices by analyzing Reyna's (2004) five barriers to evidence-based practices and Kahneman's (2011) two brain functions.

Student Success: A Qualitative Study Exploring A Guided Pathways Approach at a Four-Year Public Institution through Living Learning Communities

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Abstract

The purpose of this qualitative, phenomenological research study was to discover how to improve student attrition rates of today's students attending four-year, large, public institutions by examining the Guided Pathways approach through Living Learning Communities upon academic major persistence. This research study was designed to find answers concerning how Living Learning Communities at four-year public institutions impact a student's choice to remain in or change their major, what factors impacted a student's choice to remain in or change their major, what factors were involved in remaining in or selecting a new academic major, and what services or support mechanisms are used to assist student's in remaining in or selecting a new academic major. The major findings of this research study include: Helpful Peers, Positive Experiences, Job-Related Decision-Making, and RAs as Mentors. Based on these major findings, implications for future research and higher education leaders were identified concerning the length of the Living Learning Communities program, which demographics need more support within the Living Learning Communities program, and how to increase awareness of offices that will best help the student within the Living Learning Communities program.

Secondary Educators' Perspectives on the Importance of Teacher Attire

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Abstract

The purpose of this study is to investigate the views and opinions of secondary educators on how teacher attire affects how students perceive teachers. This study will use a survey of secondary educators to explore the following research questions. (1) What are secondary teachers' views on how their attire affects how students perceive them? (2) Does a relationship exist between a teacher's typical attire choice and how they believe teacher attire affects how teachers are perceived by students? (3) Does a relationship exist between a teacher's age and how they believe teacher attire affects how teachers are perceived by students?

This study is framed by Social Learning and Nonverbal Communication Theories. In many education situations, knowledge is transmitted through observation and replication, and one of the critical avenues through which individuals are perceived by others is the nonverbal communication aspect of clothing. The combination of Social Learning and Nonverbal Communication Theories frame this proposed study and guide the exploration and discussion of literature related to this proposed study.

The body of research exploring teacher attire is fairly limited, and few studies exist that explore the topic of how teacher attire affects students' perception from the perspective of educators and none of the studies focus on secondary teachers and students. The field of research relating to how students perceive their teachers based on how teachers are dressed is also very inconsistent. This is due to a variety of reasons, including the relatively small body of work, changes in attire norms over time, and differences of opinions and feelings of students belonging to different age groups. Many

researchers have concluded that a teacher's attire has little to no effect on how teachers are perceived by their students. However, other researchers have concluded that attire does affect how students perceive the competence, credibility, quality, and warmth of high school and college instructors. The disagreement within the field further highlights the need to explore the perspective of educators on how their attire affects their students.

The research questions will be explored by surveying secondary educators. The instrument for this survey is an adaptation of instruments previously used to explore similar questions from the perspective of students. At this time, data for this study is still being collected.

Learning in the Black Belt: Examining Southern Rurality through Black Geographies

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Abstract

In the popular American imaginary rural is often racialized as white (Tieken, 2014; Williams, 2017). We contextualize this work within the American Southern Black Belt—over 600 counties from Virginia to Texas known for its fertile soil and location of plantation spaces (see Dantes, 2021; Rankin, 1992). In this paper, we pull in concepts about place and race from Black Geography to examine the antiblackness of schooling and the widely accepted social construction of rural America as white space. We draw from Katherine McKittrick’s work in Black Geography as a framework to interrogate the racialized disparities in schooling along the Black Belt (Hudson & McKittrick, 2014; McKittrick, 2006; 2011). McKittrick (2006) provides a means for disrupting the hegemony of rurality as white, and the connection between geography and the Black condition, as a result we hope to better understand racialized disparities in education in the plantation South (i.e. Black Belt).

First, to theorize Blackness in the Black Belt we turn to McKittrick (2006) who explains that geography includes three-dimensional spaces and places, physical landscape and geographic imaginations, the practice of mapping, and social relations in and across space. Aligned with our position on rurality, McKittrick calls for analysis beyond merely acknowledging context or describing landscape, “the individual, the community, the land are inextricable in the process of creating history” (2006, p. xxii).

Second, we locate our critique of the silence about racism in schooling within the Black Belt by pointing to the social construction

of Black placelessness in rurality that was normalized through the construction and reconstruction of plantation logics. "...the plantation as a very meaningful geographic prototype that not only housed and normalized (vis-a-vis enforced placelessness) racial violence in the Americas but also naturalized a plantation logic" (McKittrick, 2011, p. 951). We recognize the complexities bound up in the Black Belt, we view plantations as historical sites that story the violence of chattel slavery and narrate present-day celebrations of white supremacy (____ & Author, 2021).

Third, we forward suggestions for data collection and analysis based on McKittrick's (2006) work. As a means of collecting data that speaks to Black matters as spatialized, (see p. xvii). McKittrick states that "sites/citations of struggle indicate that traditional geographies, and their attendant hierarchical categories of humanness, cannot do the emancipatory work some subjects demand... in the struggle for social justice" (p. xix).

Finally, we call for an application of the conceptual tools to diverse forms of spatial data. Together with McKittrick (2006), we reject the silent acceptance of "black populations and their attendant geographies as 'ungeographic' and/or philosophically undeveloped" (xiii). Thus, we analyze counter-stories of Black cartographies, topographies, technologies that represent more than Black death: we seek Black life.

While we critique the ways in which rural realities, or rurality, are often portrayed as white space and have been intentionally constructed to perpetuate antiblackness; we see a hopeful way forward. We see a greater potential for humanizing rural educational spaces by centering a conceptualization of Blackness within the Black Belt.

Efficacy of an Intervention to Foster a Sense of Belonging among International Students

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Abstract

Abstract

Over the past several decades, the number of international students in higher education in the United States has risen dramatically. However, international students often report experiencing significant challenges due to complications in acclimatizing to a new life socially, academically, and culturally. As the sense of belonging is vital for the achievement in higher education, it is significant to examine the issues that positively influence the social connectedness of international students. International students may academically struggle and feel alone as well as invisible on campus, thus affecting their self-esteem especially when they attempt to enter various group activities (Young et al., 2013). Healthy and positive faculty and peer interactions both in and out the classroom can go a long way in mitigating such effects. Thus, enhancing a sense of belongingness among international students feeling on university/college campuses could mitigate such challenges and help them integrate culturally and socially. In this study, the goal was to examine the effectiveness of an intervention to foster a sense of belonging (SoB) among West African international students at a midsize R2 university in the southeastern United States. The study employed a pre-post-test experimental design to examine the effectiveness of a socialization intervention in fostering a sense of belonging among international students. This study investigated the following research question: Is there a difference in the level of international students' sense of belonging before and after participating in one of three similar interventions intended to help

foster a sense of belonging? It was hypothesized that sense of belongingness would show the most increase in Group 1 intervention, an intermediate increase in the Group 3 condition, and the least increase in the Group 2 condition since the groups 1 and 3 interventions allowed personal discussions related to acculturation and sense of belonging specifically. Thirty students were randomly assigned to one of three groups that met for one hour each week for five weeks. Participants completed a pretest prior to the commencement of the study; a post-test was administered at the end of the fifth meeting. The participants were exposed to a five-week sense of belonging coffee-hour intervention aimed to correct academic associated difficulties, self-beliefs and anti-social manners. The study revealed that the coffee-hour socializing intervention indicated the most increase in the level of sense of belongingness in Group 1 the intervention, an intermediate increase in-group 3 condition and the least in-group 2 condition. Because groups 1 and 3 interventions allowed personal discussions related to acculturation and sense of belonging specifically. The intervention had effect on the level of sense of belonging among the West African international students on the university campuses. I conclude by suggesting that the International Student and Scholar Services office embrace a diverse perspective when developing programs, services, and events such as cultural events that will maximize the sense of belonging of the international students on campus.

Keywords: international students, social integration, cultural acclimatization, sense of belonging

A Systematic Review of Research of Race in Rural Education scholarship since 2001.

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Abstract

The purpose of this systemic review of research is to learn about the ways rural educational scholarship includes, discusses and examines race and racism in scholarship. This examination of race takes up the challenge Brenner et al. (2021) set forth and called for researchers to “critically think about how systemic racism perpetuates educational disparities in rural areas” (p. 75). In this systematic review, we join these voices Brenner, et.al, 2021; Gallagher et.al, 2021; Means, 2021 and Swain & Baker, 2021 that are calling for an explicit focus on race in rural education. Through this systemic review of research on race we sought to answer two research questions:

- How is race and racism typically represented (defined, discussed) in rural education literature?
- What factors have been explored at length in regard to race and racism? Where are the predominant gaps in the research literature?

Article selection:

1. Conducted in the U.S.A.
2. Used 3 librarians for data pull, between January 15, 2022-February 28, 2022.
3. Search parameters (peer-reviewed, from these three journals

Theory and Practice in Rural Education; The Rural Educator, and Journal of Research in Rural Education) we limited the results to sources published between Jan 1, 2001, and February 28, 2022.

4. Search terms (race, racism, racial equity, Black Belt, American South).
5. In order to organize the articles from the librarians, we created a comprehensive spreadsheet, combining all three lists from the librarians.

We found that the ways that race was discussed came in four constructed themes: Race as...

- Description of participants (Oyen & Schweinle, 2021; Crumb, Chambers, Chittum, 2021; Longhurst & Thier, 2021; Smith, Stern, Shatrova, 2008; Crumb, Chambers, Harris 2019)
- An identity of privilege and oppression (Means et al, 2021)
- Socially constructed (Brenner et al. 2021; Grant-Panting, 2021; Gallagher et.al, 2021; Swain & Baker, 2021)
- An element of diversity/Race as multicultural/cultural (Reed, 2010)

This finding helped us to recognize the ways that color-evasive strategies are operating to discuss race with limited or no explicit definition of race.

Our findings related to racism warranted three themes, Racism as..

- Systemic and institutional (Brenner et al. 2021; Gallagher et. al, 2021; Grant-Panting, 2021)
- A factor (Wilcox, 2021; Villalba et al., 2007)
- Structural (Wilcox 2021)

A glaring gap in the literature was the use of a definition of race or racism. While we searched articles for the use of race or analysis of

race and racism. We found there were very few definitions of race or racism. Furthermore, another gap in the literature is using race as an analysis and not just a descriptor. Moreover, when race terms were included they consistently were not inclusive of an analysis of the racial category of white.

The implications of this work are to continue to take race-conscious approaches to rural scholarship. Being in conversation with rural scholars on how to expand the ways that rural educational researchers take up analyses of race and racism extends our knowledge as scholars and sets an intention to address race and racism within our rural educational scholarship.

“The Overriding Consideration”: Evaluating How the Louisiana Department of Education Has(n't) Prioritized the Best Interests of Students With Disabilities in Monitoring State-Authorized Charter Schools

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Abstract

In the 1995 legislation establishing charter schools in the state of Louisiana, the Louisiana Legislature indicated their intention “that the best interests of at-risk pupils be the overriding consideration in implementing the provisions of this Chapter” (Charter School Demonstration Programs, 1997). Furthermore, the legislation required a mechanism to analyze the efficacy of these schools in order to replicate positive results and eliminate negative results.

The purpose of this study was to examine the policies and practices the Louisiana Department of Education (LDOE) uses to monitor charter schools authorized by Louisiana Board of Elementary and Secondary Education (BESE) in light of the legislative intention for these schools and using a Disabilities Studies in Education lens to define “best interests.” In order to do so, the researcher conducted a mixed methods program evaluation using Bernhardt’s Multiple Measures of Data as the baseline of a framework for both collecting data about these monitoring processes and understanding the data that LDOE and BESE collect within these monitoring processes. Because the Louisiana Legislative Auditor (LLA) had previously evaluated these processes, the first phase of this study was to understand LDOE’s current monitoring process for state authorized charter schools relative to previous recommendations made by LLA. The next phase of the study involved synthesizing data collected in the current monitoring process to consider the performance of BESE-authorized charter schools. Finally, the researcher collected

perceptual data from leaders of these schools to consider the data they prioritize for school improvement and the data they believe BESE and LDOE should prioritize in monitoring their schools in light of the legislative intention for these schools.

This study included data from 46 state-authorized charter schools and additional perceptual data from school leaders of 12 of these 46 schools. The schools under the administration of these school leaders include a geographic and demographic range representative of all 46 schools.

The program evaluation revealed that LDOE's current monitoring processes heavily rely on a narrowly defined set of student learning data, that LDOE has in many cases not incorporated the recommendations of the LLA, that many charter schools are not fulfilling their legal obligation to enroll students with disabilities and economically disadvantaged students at rates comparable to their local public school district, and that many charter school leaders do not prioritize the use of data specific to students with disabilities relative to overall data. Furthermore, as a mechanism to analyze the efficacy of these schools, LDOE's current monitoring process neither determines school efficacy nor is designed in a way to effectively understand the instructional and organizational inputs leading to this efficacy.

Can Beginning Readers Use Decoding and Context to Read Irregular Words?

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Abstract

Problem: While much is known about how children learn to read, what comprises skillful reading, and even how to remediate reading difficulties, important questions remain about the most effective methods of teaching children to quickly and efficiently read irregular words. Experimental and quasi-experimental research have provided crucial guidance in the structuring of reading programs. Tested theories and resulting instructional recommendations and implications operate on the assumption that beginning readers cannot accurately decode words with irregular spellings. They are taught, instead, to memorize them.

Theoretical Grounding: Ehri and Wilce suggested in 1982 that readers may flag irregular word parts as exceptionalities and that irregularities such as silent letters can make irregular words easier to store in lexicons because their uniqueness leaves a mark and is memorable enough to give the word superior recall. Perfetti (1985) found that as a reader engages in word identification to read printed text, regardless of whether decoding strategies or sight word recognition is used, confirmatory processes are rapidly and automatically occurring to help the reader maintain accuracy, make him sensitive to reading errors and offer the reader a means of self-correction when reading errors affect comprehension. These confirmatory processes include alphabetic knowledge, which confirms that the pronunciation matches the spelling; syntactic knowledge which confirms the word fits the sentence; and schemata and text memory which confirm that the word fits in with the meaning of the text (1985). Share's self-teaching theory (1995, 1999) offered the hypothesis that orthographic learning occurs as a

result of phonological decoding within context. According to this theory, when children attempt to phonologically decode unfamiliar words, the attempt functions as a self-teaching mechanism that builds orthographic representations (Share, 1999). Share argued that orthographic learning depends on decoding even when the mapping is not predictable and that readers apply decoding strategies to irregular words, though the resulting orthographic representation might be imprecise (1995). Context is needed when decoding is inadequate.

Methodology: This experimental study tests the theory that beginning readers attempt phonological decoding and use context to crosscheck in order to confirm or reject the pronunciation when reading irregular words. IRB approval has been secured and the study will be conducted in elementary schools in August and September. First and second grade readers will be randomly assigned to either an experimental or control group. Readers in the experimental group will be taught to use decoding and context to read irregular words in addition to regular classroom reading instruction. Readers in the control group will receive regular classroom reading instruction. Pretests and posttests will be compared using ANCOVAs to evaluate whether the means on the dependent variable are the same across groups while adjusting for the covariate. The results will indicate whether the adjusted group means differ significantly from one another.

Study results will be analyzed in late September. These findings can have powerful implications, particularly as more states pass legislation mandating stronger reading instruction.

Effects of Three-Step Guided Compliance Procedure

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Abstract

Teachers may find it challenging to work with students who demonstrate behavioral issues. When working with students with Autism Spectrum Disorders, non-compliance with simple requests can present challenges at times. Not only is it essential to comprehend the function of the behaviors, but also to find ways to promote positive outcomes. This study investigated the efficacy of three-step guided compliance using receptive commands with a student diagnosed with ASD. The participant was a five-year-old male diagnosed with ASD. His parents were concerned about his refusal to comply with simple requests. The clinician used receptive commands to implement the guided compliance procedure during weekly sessions, once per week for 45 minutes. During the sessions, the clinician begins each trial with an instruction to complete a known task every 15-30 seconds (e.g., hand me the block). If there is no compliance within 5 seconds, the clinician repeats the instruction while demonstrating the response. If compliance is not achieved within 5 seconds of the demonstration, the clinician repeats the instruction while physically assisting the child. Only compliance with instruction or demonstration is reinforced by the clinician. There is no reinforcement for trials that require physical assistance. The results indicated that the effectiveness three-step guided compliance resulted in a significant improvement from baseline. The incidence of child's compliance per session increased from 10-20% at baseline to 100% within 12 sessions. Per parent report, the participant also experienced an increase in compliance within the home environment.

Gaming-centered intervention for reading comprehension

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Abstract

Reading comprehension requires integrating information and reasoning about events, characters, and their logical relationships throughout the reading material. Reading comprehension is often used to test a student's level of reading ability. Students who struggle with reading comprehension often have to face additional academic challenges, such as difficulty understanding math problems. Traditional reading comprehension interventions often require students to achieve gradual improvement in reading ability skills in the form of extensive reading. Finding reading materials of interest to the child may assist in reading comprehension skills. The purpose of this study was to allow students to achieve improved reading skills through things they enjoy, such as games.

The participant in this study was an 8th-grade female who was reading at a 3rd-grade level as indicated by an assessment. During a weekly intervention session, the clinician provided a novel game to the participant. The participant was asked to read the instructions and "instruct" the clinician on how to play the game. During the game, the clinician asked the participant questions about the rules of the game, and the participant was asked to answer these questions using the evidence in the instruction.

According to the findings, this game-centered intervention may be effective in increasing reading comprehension. Following 11 weekly intervention sessions, participants' reading comprehension levels improved from 3rd-grade equivalent to 5th-grade equivalent. Furthermore, participants were motivated to participate in this game-centered reading comprehension intervention. According to parent reports, the participant's attitude toward the weekly reading

comprehension intervention sessions was very positive, and she looked forward to them.

Examining Experiences of Cultural Mismatch for First-Generation STEM Students with Intersecting Stigmatized Identities.

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Abstract

Overview and Rationale:

First-generation college students (FGCSs), students whose parents did not attend or graduate college, make up over one-third of the undergraduate student population nation-wide [13], and much larger portions of many regional public 4-year institutions[8]. FGCSs are among those vastly underrepresented in the STEM field, and experience unique and persistent challenges in their pursuit of undergraduate STEM degrees [5, 10]. FGCSs are known to experience greater social alienation and marginalization due to a mismatch of cultural values [4, 11, 15], which is often compounded by the fact that many FGCSs hold multiple stigmatized identities. Cultural mismatch theory illuminates inequalities that occur when dominant cultural norms common in institutions of higher learning do not match with the norms of those in underrepresented social groups [16]. Our study examines STEM students institutional and disciplinary perceptions of inclusivity mediated through instances where their cultural values (i.e., religion, race/ethnicity, social class, political) aligned or misaligned with the cultural values and norms of their academic environment in efforts to create more equitable opportunities in STEM education.

Methodology and Preliminary Findings:

Undergraduate STEM majors enrolled in a southeastern, public, R-2 university took a survey in which they indicated their demographic information and responded to items conceptualizing their sense of academic belongingness and current STEM identity. Of the 893

participants who completed the survey, 256 (28.67%) identified as FGCSs. We then sent recruitment emails to all FGCSs surveyed and 28 agreed to participate in a semi-structured interview. Our interview protocol was significantly informed by the cultural mismatch theory [2] which guided our qualitative analyses of interview transcripts to examine instances where students' cultural values were misaligned with institution or STEM department values. The interview questions were designed to elicit the academic experiences or instances when FGCSs felt valued, devalued, or most aware of their intersecting identities. Through thematic analysis, we isolated critical experiences of cultural mismatch and organized them according to intersecting identities. Our qualitative analysis revealed that many students expressed feelings of isolation, bias, and fear depending on their identity. Students with stigmatized racial/ethnic backgrounds often felt pressured that they needed to perform well because of their culture or race. Non-traditional students were apprehensive about asking instructors for assistance or clarification on material. Non-traditional and commuter students indicated that they felt left out of meetings or had difficulty making friends and relationships because of their status. Our poster session will share additional preliminary results in hopes of contributing to the scholarship leveraging the unique experiences of FGCSs holding intersecting identities.

Building Productive Relationships Among Differing Personalities Within Middle School PLC Group Members

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Abstract

Because of the middle school framework, there are a myriad of opportunities at the middle level to find oneself working as a member of different forced faculty groups called Professional Learning Communities (PLCs). These middle level forced faculty groups are involuntary assemblages of teachers who are individually hired to fulfill a position and specific role, but consideration toward other interpersonal factors during the hiring process that may affect productivity in groups are often secondary in nature or non-existent (Kell, 2019). Cooperative interaction between colleagues is often referred to by researchers as collegiality, and research suggests that when fully realized, collegiality in small groups builds on shared knowledge, promotes common goals, and supports collaboration as teacher relationships shift from independence to interdependence (Bess, 1988; Cipriano & Buller, 2012; McFarlane, 2016).

Because of the popularity of PLCs, educators at the middle level may find themselves in the midst of poorly functioning groups due to the differing quality of collegiality between its members. The purpose of this in-progress qualitative, ethnographic study was to examine collegiality among forced groups of teachers at the middle school setting, as colleagues at this level are still asking, "Why can't my group function?"

By responding to cues in their environment, Feist & Feist (2009) contend that behaviors are interactionary among group members, can be predicted, and are reinforced based on preference. To achieve this purpose, this study explored how "Bright Side" personality traits and behaviors, as identified by the Five Factor Model, positively

affected group functioning. The aim of this in-progress study was to identify patterns of positive behavior that can provide an avenue for more democratic dialogue, a risk-free place to express ideas, and cultivation of practices that lead to constructive ways to resolve conflict and confront issues with adults of differing personality traits.

An Exploratory Study of Self-Assessment Teaching Approaches in ASL/English Interpreter Education Programs

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Abstract

Self-assessment is an emerging topic in interpreter education that is being recognized as critical for students completing the degree-to-certification process and, thus, needs to be thoroughly explored. Using Scaffolding Theory and self-assessment drawn from Self-Directed Learning Theory, this exploratory, qualitative interview study discusses the importance of self-assessment in interpreter education. The purpose of this study was to explore how instructors in ASL/English Interpreter Education Programs are teaching students to engage in self-assessment and the types of Commission on Collegiate Interpreter Education (CCIE) required self-assessment they are teaching, product-based and process-based. Product-based assessment focuses on the outcome of the interpretation, while process-based assessment focuses on identifying why errors are occurring. Nine instructors from six different accredited Interpreter Education Programs across the United States were interviewed via Zoom. A two interview protocol was using semi-structured interviews. The first interview was used to ask introductory and primary questions. The second interview was a follow-up interview process. All of the participants agreed that self-assessment is crucial to interpreter skills growth, and they require self-assessment as part of course assignments. Although all of the participants taught self-assessment, only two taught both product-based and process-based self-assessment as required by CCIE. This study revealed key components for self-assessment as implications for theory and implications for practice indicated that teaching scaffolding and self-directed learning may help students understand the importance of self-assessment. Scaffolding is a useful theory in studies on self-assessment in interpreter education because it supports self-directed

learning. It is recommended that instructors teach both, types of self-assessment required by the CCIE and to use interpreting models to teach process-based self-assessment.

The educational resilience of the Ministry of Education during Covid-19: A view from Belize

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Abstract

A 2019 Statistical Institute of Belize report revealed that only 57.2% of households have Internet access. This implied that when schools closed during the pandemic on March 20, 2020, a fully technology-enabled distance learning would disengage a large number of students. Therefore, the resilience of the Belize education system relied on the capacity of the Ministry of Education (MOE) to continue the delivery of education during the pandemic. This paper examines the innovative approaches used by the MOE to continue the delivery of education during the period 2020-2021. The focus questions are as follows: How did the MOE support curriculum and instruction during the pandemic? What challenges does Covid-19 pandemic present for MOE? What are the post-pandemic implications for education?

The theoretical perspective is grounded in student engagement. The research literature describes student engagement as participation in educationally effective practices. However, with the abrupt change in schooling caused by the pandemic, research shows challenges for learning continuity and general student engagement. While engagement is critical to student's success, all students do not have equal access to learning opportunities. Consequently, maintaining student engagement during the pandemic was significantly important especially for marginalized students.

I qualitatively analyzed and triangulated research studies conducted about Belize on the issues of school closures, resiliency, distance learning, and also technical documents from open sources (official websites of local, regional and international government bodies, and mass media) that spoke of the MOE's response to Covid-19. I used

content analysis to analyze the data and categorized key phrases and statements that referenced the Ministry's resiliency and approaches used for continuous learning and engagement during the pandemic.

In conclusion, the MOE was resilient in supporting the continuity of schooling during the pandemic especially among the most vulnerable and rural communities where technology infrastructure was weak or almost nonexistent. The results revealed that 82% of preschools and 91% of primary schools integrated the Ministry's printed resources into their learning continuity plans; 65% of preschools and 77% of primary schools used the radio resources and 43% of preschools and 44% of primary schools integrated electronic resources. Video resources were utilized by 37% of preschools and 39% of primary schools. Regarding high schools, 52% were provided with printed resources.

The findings revealed that the MOE faced several challenges, including insufficient funding to provide devices to support distance learning to all levels of education. Consequently, the Ministry resorted to printed learning packages and school radio broadcast. The findings revealed that teachers were immersed in the necessary planning and implementation to reach students via school radio. The findings also revealed that printed learning packages had low completion rates and the Ministry was very concerned regarding the lack of student engagement.

A key lesson of the pandemic is for the MOE to keep track of the effectiveness of education response and recovery measures locally, regionally and globally, and build an evidence-based education management system for effectively responding to challenges and emerging opportunities of the current pandemic and possible future challenges.

Leveraging Learning Out of a Crisis: Focused Journaling as a Precursor to Debriefing

Dr. Rod Uzat

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Abstract

This paper examines the steps that can be taken before, during, and after a crisis in order to make certain that the district's strategic governance team (senior district leadership and elected board members) assesses what has been learned and applies those learnings for the benefit of the team and the district as a whole. A set of guiding principles upon which the strategy is grounded will be offered based on the literature on school policy and politics as well as implications for further consideration.

The nation's post pandemic tense social climate and sharp political discord has left Americans not only with frayed nerves but a deep conceptual divide that began with mask mandates but quickly spread to larger issues of individual freedom vs government control, employer prerogatives, and institutional jurisdiction. These issues have made their way directly to America's classrooms and school board meetings, as frustrated and sometimes angry parents have taken to challenging library books, school resources, curriculum, new district initiatives and the like. Today, such challenges don't always come in the form of a phone call or email placed to an individual with institutional authority - nor do they always come from parents. A snapshot or video on social media from an activist group can set off a firestorm that suddenly demands and consumes the time and energy of school board members and district staff alike.

While many districts may struggle to gain their footing initially when a crisis hits, most superintendent/CEO's will quickly marshal together a team to deal with a new predicament and move forward. However, just as quickly as the crisis hits, it abates - and with it the individuals who were charged with managing the situation move on, scrambling

to catch up on work that has no doubt piled up through the emergency. Too often, the lessons learned and conceptual understandings that could be leveraged for improving systems, processes and relationships are lost without a well-structured post-crisis debrief. This paper will offer school system chief executives a path to meaningful organizational reflection that can help people make sense of the most recent crisis and be better prepared going forward.

Quo Vadis? What a Jesuit High School Sponsorship Review Can Teach Us About Conducting Self-Assessments of School Effectiveness for Strategic Planning

Dr. Rod Uzat

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Abstract

Assessment and schools have been coupled together since the beginning of formal education. However, the study of schools as organizations and strategic planning in schools has only emerged more recently. Beach and Lindahl (2015) noted that while the American corporate world had implemented some form of strategic planning, it was not until the late 1980's that it was promoted through professional educational associations. With its roots in military and corporate organizations, educators have struggled to answer whether or not strategic planning does in fact make a measurable difference in terms of any benefits to students academically, socially, or emotionally. This is quite understandable given how intuitively familiar educators are with the process of assessment and how relatively unfamiliar they are with strategic planning – and by extension any school system performance measurement that does not include raw student achievement measures or qualitative appraisals of student social skills or attitudes. The emergent problems seem to be: How do you practically connect student performance measures with organizational characteristics in such a way as to identify the critical paths and relationships that will lead to improvement? How do you, in the manner of Tom Peters (1987), measure what's important?

Ostensibly, strategic planning is about answering, "Quo Vadis?" - Where are you going? Operationally, any good assessment of effectiveness requires clearly defined outcomes and a baseline measure. As Deming (2018) asserted, improvement requires an intimate understanding of where your system stands, what variation

in outcome looks like, and what the special and common causes of variation are.

St. Paul's High School in Winnipeg, Manitoba, Canada is a Jesuit Roman Catholic college preparatory high school for young men that was founded in 1926. As a routine requirement, and in the Jesuit tradition of reflection, Jesuit schools periodically engage in a sponsorship review process with a representative from the Society of Jesus. The purpose of this process is "...to evaluate the effectiveness of the school as an apostolate of the Society of Jesus and how well it manifests the global Jesuit mission" (Jesuits UCS Province, School visits | Jesuit Sponsorship Review - Jesuits Central and Southern 2022). The sponsorship review includes a self-study by the school, and a school visit by a representative of the Jesuit provincial office. In the case of St. Paul's, this has been a point of departure for the school's strategic planning process.

This paper utilizes the entire review process to reflect on lessons learned with regards to defining what a school is about, assessing school effectiveness beyond student performance measures, and considering implications for school culture and strategic planning.

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Gaps in College Student Reader Identity: Issues of Reading Self-Determination and Reading Self-Efficacy

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Abstract

There is a dearth of research on how a college student perceives or identifies themselves as a reader, which is more commonly known as reader identity . Using assignment artifacts as data, we conducted a narrative inquiry analysis seeking evidence of the students' reading self-efficacy, reading self-determination, reading self-regulation, reading success, and reading competency as indicators of reading identity. We found the students expressed lower levels of reading self-efficacy, struggled with reading self-regulation, and lacked reading self-determination. We also found lower levels of reading success, and few indicators of reading competency. Interpreting the results, we concluded that the students tended to not hold a reader identity, and therefore, typically do not embrace reading as part of their intrinsic desire to learn. This presentation will share the results of this study as well as generate a conversation around the potential implications of college students who do not see themselves as competent readers.

Understanding the Perceptions of African American High School Students on the Development of Student-Teacher Relationships to Improve Teaching and Learning

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Abstract

Studies have shown the positive associations between academic achievement, student engagement, and student-teacher relationships (Willms, 2003; Roorda et al., 2011). However, limited research exists on the subject of student-teacher relationships from the student perspective, and virtually no literature focuses on student-teacher relationships from the student perspective in the southern United States. Using a qualitative study, the perceptions of African American high school students in Arkansas on the development of student-teacher relationships were examined. Data was collected through focus group meetings held with African American students in two diverse high schools. While there were several valuable pieces of learning identified in this study, there were four key findings: everyday, meaningful experiences are important in building relationships between students and teachers; teachers should be proactive in understanding students individually and culturally; racism, discrimination, and stereotyping continue to be common experiences for African American high school students; and Self-Determination Theory (Ryan & Deci, 2019) serves as an adequate framework from which to examine student-teacher relationships. The findings of this study have implications for teachers, school leaders, and educator preparation programs, and future research can benefit from the conclusions of this study.

Undergraduates' Conceptions of the Nature of Mathematics and the Implications

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Abstract

There has been a call for students of mathematics to understand the construct of the nature of mathematics (NOM). In order for students to understand and become familiar with NOM and their own view regarding NOM, students need opportunities to grapple with different foundational aspects of NOM.

We utilized an exploratory mixed methods design with embedded cases to begin to understand undergraduate students' conceptions regarding NOM. Data was collected over a spring semester via a survey that was made available to all students enrolled in any math course. We sought to gain insight about students' overall conceptions of NOM, ultimately making claims about why examining the topic of NOM can help students gain a better understanding of mathematics as a discipline. The survey, originally designed by Szydlik (2013) and modified slightly for this project, consisted of 10 Likert scale questions and 5 open-ended questions related to the NOM. The likert scale questions consisted of statements such as, "There is usually only one correct way to solve a mathematics problem" and "Mathematics reveals hidden structures that help us understand the world around us." For the open-ended prompts, students responded to "What is math," "What does it mean to be good at math," and were asked to reflect on the Five Point View of NOM (Author, 2020). Over the course of a summer research program, we interpreted the quantitative data and then looked at the emerging themes from qualitative data for all students. Then, we used cases to gain a deeper understanding of the student responses and relationship between the quantitative and qualitative data sources.

The initial survey was designed to measure how one's beliefs about mathematics as a discipline align with mathematicians, thus a score of -20 would indicate misalignment where a score 20 would indicate alignment. Analysis of students' overall scores on the survey ($M=3.92$, $SD=5.037$, $n=212$) suggests undergraduate students are slightly more aligned with mathematicians' views than not. An examination of students' scores by STEM ($M=4.82$, $SD=5.142$) versus non-STEM ($M=3.37$, $SD=4.675$) majors revealed that STEM majors did in fact have a higher score than non-STEM majors, $t(199) = -2.072$, $p=0.020$.

Analysis of the qualitative, open-ended prompts is still ongoing. However, we have made notes of a few emerging themes to date. First, when students were asked to specifically reflect on the Five Point View of NOM, the majority ($n=161$) said they agreed with the list, explaining "Yes. Even though it is a very broad definition it does define everything in the scope of mathematics." No one student stated that they fully disagree, but instead commented on specific aspects. For example, "I agree with everything except beautiful. I think you have to be passionate about math to see it as beautiful." We believe they will be at the forefront of encouraging a more well-rounded, exploratory, problem solving classroom for future students of mathematics.

Bridging the Gap: A Qualitative Study on Women's Stories About Becoming a Superintendent in Mississippi

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Abstract

A narrative qualitative methodology was used to examine the stories of women superintendents within Mississippi. This study explored the superintendency for women seeking to advance their education careers. Among the nation's 13,728 superintendents (U.S. Department of Education, 2019), only 1,984 are women, and of the 142 superintendents in Mississippi, only 39 are women (Mississippi Association of School Superintendents, 2018). Due to the disproportionate number of women serving as superintendents, there was a need for a more thorough investigation into women who have successfully obtained a superintendent position.

The study was framed using feminist theory. A feminist theory approach allowed for critical stakeholders and the majority serving in superintendent positions to receive insight into women's struggles in past times and today's workforce. The feminist theory posits that women throughout history have been underrepresented in leadership positions with the help of society's perception of gender roles. Additional themes associated with feminist theory are discrimination, objectification, oppression, patriarchy, and stereotyping (Kiguwa, 2020), which provided insight into the disproportionate representation of women in the superintendency.

This study found that gender continues to impact women as they advance towards superintendent positions. The findings indicated that hard work, a strong work ethic, collaboration, relationships, and empathy are necessary when women seek to advance to superintendent positions. Furthermore, findings from this study showed that societal perceptions, gender norms, fear, and self-doubt

are significant barriers to women who advance to the superintendent position. Most importantly, this study found that family, networking, and mentorships provided pathways of success for women to overcome barriers and advance to the superintendent position.

Published research supports these findings and proves that despite various barriers during career advancement, mentorship serves as a support for women. Mentors and networking are often critical components in the superintendency's career path (Walker, 2019). Angel et al. (2013) explained that mentoring relationships would increase the likelihood for women to succeed in advanced leadership roles. Finally, this study should encourage aspiring female superintendents that they can successfully balance family and careers. All participants from this study chose to pursue both family and a career. Significant family demands created a challenge in work-life balance for participants, but their web of support allowed them to balance families and careers. Personal and family support for female superintendents were crucial in minimizing the work-life balance pressure experienced by female superintendents. In keeping with the broader research literature, this study indicated that women who accept the support of others and build healthy relationships could maintain a successful superintendency.

Who Are Their Leaders? College Students Perceptions of and Engagement with Campus Leaders and Administrators.

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Abstract

The interactions college students have with campus leaders are critical to the student's overall success, especially in situations of distress. Astin and Astin (2000) argue that regardless of formal titles, each member of a campus community (faculty, staff, administration) can serve as a leader, stating, "...students will implicitly generate their notions and conceptions of leadership from interactions inside the classroom and in the residence hall, through campus work and participation in campus activities, and through what is taught intentionally and across the educational experience" (p. 7). There is a gap in the literature about college students' knowledge, perceptions, and identification of campus administrations, faculty members, and staff as leaders and their interactions with these campus leaders. Therefore, we applied a cross-sectional methodology to gather a combination of qualitative and quantitative data. The data was collected through an online survey distributed to students across three institutions. A combination of 60 first-year students participated in the exploratory study by completing the online survey.

The results indicated that most students felt that advisors were leaders on campus. A troublesome result from the data is that some students stated they do not have someone they view as a leader on campus. The data indicated that most students seek assistance from those they feel get things done, are knowledgeable, and exhibit a sense of understanding and/or empathy. Participants noted that they

seek help from someone they have already established a relationship with. Students described the leadership of those they identified as leaders by their role/position. However, the results showed most participants avoided campus leaders in fear of judgment, intimidation, and/or feelings of anxiety. In addition, students also avoided campus leaders because they felt they were too busy, they did not want to bother them, and they did not know who they were and/or how to contact them.

Our research goal was to attempt to address the gap in the literature by further exploring college students' knowledge, perceptions, and identification of campus administrators, faculty members, and staff as leaders and their interactions with these leaders. We found issues with students not fully understanding campus leadership and/or being able to identify who the leaders are on the college campus. Leaders within higher education institutions need to support student knowledge of campus leaders, the leaders' roles and responsibilities, and how a positive relationship can enhance overall student success. Our results have implications for campus leadership, college administrators, student retention, and campus climate.

Enhancing Support through Establishing the Development of Mentorship Relationships for Women Working in Higher Education Institutions

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Abstract

The researchers seek to explore how women working in higher education who balance multiple roles develop mentorship relationships. Research demonstrates there are several struggles women in higher education are faced with that negatively impact their overall well-being, and balancing the demands of multiple roles is one of them (Baxter, 2012; Mostert, 2009). Therefore, we strive to provide awareness and support for these women. In addition, the literature is rich in promoting the significance of mentorship relationships for women (Lee, 2021); however, there is a gap in understanding how mentorship relationships are developed for women working in higher education who are balancing multiple roles. Thus, with the plan to use a mixed-methods approach, we are currently developing a research study to explore further how women working in higher education institutions who balance multiple roles develop mentorship relationships.

Three-year Trends in Online Advanced Placement Professional Learning for Teachers

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Abstract

Statement of the problem. The University of Arkansas, Little Rock has provided College Board-endorsed professional learning institutes since 1995. However, with the impact of the COVID-19 pandemic, institutes were forced to redesign services to teachers. How does an institution of higher education provide quality professional learning effectively via online platforms? What are the trends over time in teacher response to online intensive services?

Description of the program. Due to the severity and persistence of COVID-19, UA, Little Rock redesigned professional learning for Advanced Placement teachers who rely on College Board-endorsed institutes to meet state preparation requirements. 2020 marked the first year that online week-long summer institutes were offered to teachers. The institutes are now in the third year of online professional learning. A key feature was the embedded support for consultants and participants, both prior to and during the Advanced Placement Summer Institute (APSI).

Methods. Participants: (Year 1) = 25 consultants and 690 APSI participants; (Year 2) = 27 consultants and 518 APSI participants; (Year 3) = 17 consultants and 419 APSI participants. Data Collection: data were collected from consultants and participants at completion of the institute via SurveyMonkey web links. Instrumentation includes demographic information, consultant feedback survey, and participant evaluation survey. Demographic information was obtained from the professional learning registration. The consultant

feedback survey focused on their level of satisfaction with the technical support they received from the university in transitioning to an online platform. The participant survey focused on the degree to which the participants felt the professional learning was effective. Both surveys included quantitative and qualitative items. Data Analyses include descriptive statistics on participant school setting, teaching assignment, and teaching experience. T-tests were used to determine means for the consultant level of satisfaction and for the effectiveness of the professional learning for participants. Qualitative items were coded and analyzed for trends.

Results. Across Years 1, 2, and 3, 100% of the consultants reported they were highly satisfied with the support received prior to and during APSI. Consultants commented that the communication, planning, and real-time support made it a positive experience. We also observed a positive trend in participant satisfaction. In Year 1, 90% of participants indicated they had a better understanding of and felt better prepared to teach the AP course for which they attended an institute. Satisfaction increased to 95% for Year 2 and to 97% for Year 3.

Conclusions/implications of the study. As with many professional learning opportunities provided by institutions of higher education during the pandemic, UA, Little Rock rapidly moved a traditionally face-to-face experience to an online format. The initial changes occurred 2-3 months prior to the start of large-scale professional learning in Year 1, with most consultants and participants being unfamiliar with the platform. After three years with extended preparation time and sustained support, both consultants and participants became more familiar with online learning platforms. We continue to observe the necessity for appropriate infrastructure support from technical services and from experienced AP teacher course assistants for both consultants and participants

Technology Applications for the Post-COVID Music Classroom: Implications and Applications for 21st Century Teaching and Learning

Dr. Nancy Barry, Ms. Fatemeh Jamshidi, Mr. Chase Moore, Dr. Nancy Barry

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Abstract

Currently, as schools resume face-to-face instruction after COVID shutdowns, teachers face the choice to go back to traditional instructional approaches or embrace technology and online instruction to enhance and motivate student learning beyond the classroom. What is the role of instructional technology as music educators navigate the “new normal” of teaching in the post-COVID school environment? What did we learn about the benefits and limitations of on-line learning during COVID-19 that can help music educators harness instructional technology as a powerful tool for 21st century music education?

While most teachers would agree that face-to-face interaction is an optimum approach to music teaching, music instruction technology and online learning can supplement and enhance classroom instruction by providing additional opportunities for practice outside the classroom, increasing additional time students interact with music content beyond the limitations of the school schedule, and accommodating individual student interests and needs.

Panelists on this Symposium will provide interactive sessions including Blended Learning; review and demonstration of Must Have Technology for the 21st Century Music Classroom; and using technology to develop an Intelligent Classroom: Critical review of Information and Communication Technology, Machine Learning, Web Application, Augmented Reality (AR), Cloud Computing, and Hardware.

This Symposium will provide strategies to help music teachers harness online learning technology and other Apps, not to replace face-to-face teaching, but to enhance and extend students' music learning beyond the classroom. Our goal is to share practical ideas and strategies so audience members can achieve successful and painless instructional technology integration.

Symposium participants will be invited to engage in discussion and offer their own critique and recommendations for music education Apps.

Examining Perceived Discrimination Among Talented Hispanic Students

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Abstract

Introduction

An increasing number of students at all levels of education in the United States identify as Hispanic or Latino/a. The U.S Census estimates that 22.7 percent of all students enrolled in schools identify as Hispanic (Bauman, 2017). These students enter American classrooms from varying backgrounds with diverse needs and talents. Some of these students are monolingual, while others are biliterate. Approximately 62% of the Latino population was born in the U.S. (i.e., native-born). The remaining $\approx 37\%$ were born in other countries and are referred to as foreign-born or first-generation immigrants (American Immigration Council, 2012). Hispanic foreign-born individuals are from families varying in household income, educational attainment, language spoken at home, and country of origin (U.S. Census Bureau, 2007).

Problem Statement

While the Latino high school dropout rate is decreasing (Gramlich, 2017) and the overall school attendance rate of Hispanic students is increasing (Bauman, 2017), there are two major concerns specific to this population. National data continues to document the prevalent Latino academic achievement gap (National Assessment of Educational Progress, 2017), and their underrepresentation in gifted and talented programs (Yaluma & Tyner, 2018). To help resolve these discrepancies, the proposed dissertation study aims to contribute to the research centered on the educational experience of young Hispanic, gifted, and immigrant students.

The proposed study aims to highlight the heterogeneity of Hispanic

students by examining differences among immigrant and non-immigrant Hispanic students. Additionally, the literature suggests that non-cognitive factors impact students' academic achievement (West et al, 2016), therefore perceived discrimination will be examined.

Theoretical Grounding

Young Hispanic immigrant students encounter various obstacles such as acculturative stress from migration (Moreno & Gaytan, 2013), few educational resources at home, weak relationships with teachers (Chiu et al., 2012), poverty and its ramifications (Camarota & Zeigler, 2016), language barriers (Suarez-Orozco et al., 2009), and unwelcoming attitudes and discrimination from school personnel and peers (Weissglass, 2001). These factors can negatively affect students' academic achievement and educational attainment. This study aims to analyze Hispanic students' experiences with discrimination to raise awareness of its prevalence among educators and to encourage social justice.

Summary of the Methodology

Young Hispanic students will be asked to complete an online survey that measures perceived discrimination. The data collected will be analyzed to investigate if there are differences between groups of Hispanic students (immigrant vs. non-immigrant and gifted vs. general cohort).

Implications of the Study

Apart from research implications, it is anticipated that results from this study will have implications on how to counteract the negative effects of discrimination in the lives of young Hispanic students. Strength-based factors, such as school belonging and academic resilience, may act as protective factors against the many hurdles that Hispanic students (especially immigrants) face. There is evidence in the literature that extracurricular activities and school friendships promote school belonging and mediate the adverse effects of discrimination (Delgado et al., 2016). Similarly, previous literature suggests academic resilience can reinforce achievement among Hispanic student samples (Jarvis, 2020).

“We’re all really good friends and I’d go crazy without them”: A narrative-based inquiry into a novice science teacher’s experience with community of practice

Ms. Sabrina Stanley

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Abstract

How does a novice science teacher experience membership into an existing community of practice as a new hire at a school? Novice teachers, those new to the field, tend to focus on establishing basic classroom routines and “survival” (Barrett et al., 2002). Membership into the teacher community can be a means of support to advance the skills of novice teachers beyond classroom management and toward developing their pedagogy. Community of practice (CoP) is a social theory that describes groups of people who work collectively within a given setting to share in contextual learning (Lave & Wenger, 1991). CoP has been used in education research as the conceptual framework for social theories of learning. CoPs coalesce from social interaction and knowledge sharing, contributing to the growth and development of the organization, and are therefore referenced as a process rather than an organized entity (Manuti et al., 2017; Pyrko et al., 2017). This study utilizes a CoP lens to explore a newly hired teacher’s participation with the teacher community. A narrative inquiry approach brings to light the participant’s life experiences revealing what they value in their new work environment. The narrative inquiry methodology for this study includes data collected through semi-structured interviews and observations of one novice science teacher and their mentors over the course of an academic year. The focus for this study is the interactions between the novice and experienced science teachers, the networking of resources as co-workers, and the work among these teachers to set goals and implement curriculum. For example, Poppy, the novice science teacher, described rotating lab material

sets from the mentor's class to their own the next day so both teachers could optimize use of the resources they share. Working together in this way saved Poppy preparation time and provided her additional guidance. While this project is research in progress, it has already yielded findings from the analysis that reveal relationships between teachers greatly influence the daily interactions and effectiveness of the novice teacher as they develop into a science educator. Poppy said, "outside of school we spend time together and just build those connections." Schools and administrators can use these results as a means to promote cohesion and productivity among their teachers.

Charter School Leadership Practices in the Context of an All-Charter System: A Quantitative Descriptive Study of Post-Katrina New Orleans Academic Performance

Mr. Christopher Smith

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Abstract

In the early 2000s, the public education system that existed in New Orleans was a failure by virtually all measures. Then, in August 2005, Hurricane Katrina made landfall, breaching levees and flooding 80% of the city's neighborhoods, including its schools. This presented city, state, and even national educational leaders, public and private, with a once-in-a-lifetime opportunity to remake the face of public education in New Orleans, indeed, to reconsider from the ground up what public education should look like in the 21st century and how to go about delivering on the promise of providing free, world-class educational opportunities to all of the children of New Orleans. Not without controversy, New Orleans chose to go the charter school route, tentatively at first, but by 2018, New Orleans became the first all-charter public school district in the country. This study examines how this process unfolded over time, focusing its research lens first on the political decisions that were made in the immediate wake of Hurricane Katrina, how those decisions resulted in the mass firing of all 7,000 public school teachers in New Orleans, further examining the people who subsequently replaced them, both as classroom instructors and as school leaders. This study also closely examines the "No Excuses" model of charter school education, a model that is used primarily in urban and high-poverty school settings, and examines whether the results borne of this model are sustainable outside of the controlled school setting and whether the model, itself, is any longer desirable, in 2020s America. Finally, this study examines stand-alone charter and network-based charter schools to determine if there are substantive differences in their respective

approaches to charter school education and if these different approaches yield different outcomes, as measured by state tests in English/Language Arts and math. This research aims to add to the growing body of research on charter schools, specifically to the research on educating high-poverty students in urban areas.

Connecting The Development of Teacher Identity To Teacher Retention for Early Career Math Secondary Educators.

Ms. Chalandra Gooden

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Abstract

Problem Statement

The purpose of this study is to contribute to the body of knowledge on the development of math teacher identities. Approximately 50% of teachers consider leaving the profession, while persistent and increasing tensions accompanied by lack of support lead to teachers' decision to prematurely leave the profession (Borman & Dowling, 2008). Approximately, 17% of novice teachers leave the profession within 5 years (Poll, 2019) before they truly discover themselves as a math educator. Thus, the research questions that guide this study are: How are math teachers' identities constructed, challenged, and modified within their first five years of teaching? What do pedagogical practices reveal about math teacher identity? And, in what ways does math teacher identity influence/impact teacher retention?

Theoretical Grounding

Teacher professional identity is dynamic and influenced by career motivation and goals. The role of a teacher reflects their identity occupationally, and personally and includes the social ties developed in the profession and their commitment to the career. Professional identity theory recognizes that teachers are not independent of their environments. Their identity development is closely linked to the affordances of their social and physical environment (Pappa et al., 2017), and their preparation for teaching (Jackson, 2018). Vygotsky's (1978) sociocultural theory supports teacher identity development through the theory's principles of

social environments influence on an individual's cognitive development. In addition, discovering teachers' motivations through expectancy-value theory (EVT) assists in the understanding of math teachers' behaviors in the classroom. This study will use EVT and sociocultural theory to understand teachers' motivations and the development of their professional identities in particular work contexts.

Summary of Methodology

A mixed-methods case study design is used to study the experiences of early-career secondary mathematics teachers in the Tuscaloosa County and City School Districts. This approach offers a holistic view of the development of teacher identities and provides a way to understand math teachers' feelings about teaching. This study examines teacher identity development through the Factors Influencing Teaching Choice (FIT-Choice) scale. The FIT-Choice scale is derived from EVT constructs of self, value, and task variables that predict choices and measure factors influencing the choice to teach (Richardson & Watt, 2006). Using the FIT-Choice responses, teachers are interviewed to understand their philosophy of teaching, how they believe a student learns, what role a teacher plays in the classroom, and their intentions to remain in the teaching profession. Observations will be conducted to examine teachers' pedagogical practices. The analysis of survey results, interview transcriptions, and observation field notes using sociocultural and expectancy-value theory will illustrate how math teacher identities are developed and characterized in math classrooms.

Wholetheme Constructivism: An Updated Discussion on Integrating Knowledge and Learning

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Abstract

The intent of this discussion is to provide an updated review of Dr. Asghar Iran-Nejad's development of wholetheme constructivism, which has produced a significant impact in the field teaching and learning over the past several decades. Wholetheme constructivism, rooted in biofunctional understanding, argues that human beings learn best by thematically restructuring and reorganizing knowledge via integrating themes (Iran-Nejad, 1989).

This discussion highlights the distinctiveness of this approach to education by contrasting it to the piecemeal approach. Iran-Nejad's model of education called a new vision or a wholetheme response to the monolithic view held by many that asserts that students learn best when instructed to break down information into small pieces that are later assembled into a whole. While many areas of education have abandoned the concept that learning is the sum of its parts, others have recognized the limitations of piecemealing information. For example, language teachers and students understand that memorizing vocabulary is different from being able to speak or understand another language. Therefore, the wholetheme constructivist approach avoids the road most traveled when it comes to the future of the educational system. In other words, wholetheme constructivism argues that knowledge is more complex than breaking down a whole in order to reassemble it in a student's mind. Instead of separating pieces of information for learners to learn, wholetheme constructivism promotes a more organic view of learning because it integrates knowledge within a holistic environment. For education, which means that instead of separating knowledge into diverse subjects and discrete units,

learning is best accomplished when information is integrated across multiple areas (Iran-Nejad, 1994). In wholetheme constructivism, the problem of transfer occurs precisely because of the isolation of knowledge devoid of practical use.

What is unique about wholetheme constructivism is that it promotes a more consonant way of looking into how humans learn without falling into a potential reduction of knowledge by piecemeal simplification. It can provide learners with a more wholistic view of knowledge domains (Iran-Nejad, 1992). Wholetheme learning is more than an intuitive approach to teaching and learning because it is rooted within the theoretical framework of biofunctional cognition (Iran-Nejad, 1989).

The attendees of this presentation will learn how wholetheme constructivism has impacted the field education with its emphasis on integration of learning across domains and subject areas. Wholetheme constructivism has also had applications and implications in language learning, motor skill learning, and skill development in multiple domains.

The Impact of Deaf Culture on Math Teacher Practices Within the Secondary Classroom

Ms. Felicia Smith

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Abstract

Statement of the Problem

Deaf or hard of hearing (D/HH) students have skillsets and funds of knowledge that apply to math education with the support of cultural understanding. However, in mathematics education, deaf culture is rarely considered within asset-based frameworks of teaching and learning. Instead, discussion of educating D/HH students is in relation to disability in special education. As a result, D/HH students rarely have access to advanced mathematical learning because there are few supports for higher order thinking, D/HH cultural knowledge and experience, and access to educators competent in secondary mathematical concepts. According to NAD (2020), of the 75,000 D/HH children served by IEPs, 77% are in public schools. Furthermore, in a study including standardize norm-referenced assessments, D/HH students usually score 3 to 4 years behind their hearing peers (Leigh et al., 2022; Qi & Mitchell, 2012). Educators can benefit from including deaf culture in math education to create opportunities for D/HH students to learn secondary mathematical topics. Thus, the research question used to guide this study is: How might understanding deaf as a culture improve the ways D/HH students learn secondary mathematics?

Theoretical Grounding

Teachers are adept at educating students within the parameters of the dominant society's shared languages and culture. Creating a revitalized educational environment where students can completely belong to their cultural identity within the dominant society (cultural and linguistic pluralism) requires educators to shift their beliefs about being more transformative and inclusive. Cultural and

linguistic pluralism happens when educators foster a positive intersection between various experiences, communities, identities, and languages (Parris, 2021). In essence, educators who offer access to the governing cultural understandings and are supportive of sustaining students' cultural and linguistic experience of their communities improve students' mathematical learning opportunities. The focus of this study will be on the fluid nature of children's community practice and activity as it relates to Culturally Sustaining Pedagogies (CSP) of D/HH students in the math classroom.

Methodology

A mixed-methods case study will be conducted to understand deaf students' involvement in mathematics instruction and how they perceive the relevance of that learning from a public school compared to a residential school for the Deaf in the southeastern region of the United States. First, Deaf students will be given the Deaf Acculturation Scale (DAS) to identify psychological and cultural identification with deaf culture. Second, teachers will be given the National Survey of Science and Mathematics Education: Mathematics Teacher Questionnaire to assess the background and beliefs, professional development, instructional objectives and activities, instructional resources, and factors affecting instruction for mathematics teachers. After the surveys, the classrooms will be observed to identify instructional mathematical practices. Students and teachers will be interviewed to support student and teacher perceptions of learning mathematics. The analysis of survey results, observation field notes, and transcriptions will use the Culturally Sustaining Pedagogy framework to understand pedagogical pathways that consider the Deaf culture and its relevance to teaching and learning mathematics

From Frustration to Insights: Exploring the Transitional Experiences of K-12 Administrators When Moving into Higher Education Faculty

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Abstract

Problem Statement: Given the recent challenges of teacher shortages and COVID-19, coupled with responsibility overload, the equitable distribution of professional duties needed by a school administrator has caused major obstacles to achieving this goal. Generationally, the desire to step into an administrative role has changed in the last decade due to a lack of clarity regarding job expectations, role stress, and a need for a complete job redesign regarding positional duties that fit 21st century needs (Rios et al., 2020; Stone-Johnson, 2014). This challenge has caused educational administrators to exit the K-12 educational system at alarming rates (Yan, 2020). This study will investigate the experiences of two school leaders who made the decision to exit the administrator job and transition to higher education faculty.

Theoretical Grounding: Role theory (Biddle, 1986; Kahn et al., 1964) and job choice theory (Pounder & Merrill, 2000) served as dual frameworks and grounded this study. Where role theory provided contextual perspective as it pertains to individual behaviors, social activities, and human experiences that surface when transitioning into a new role, job choice theory considers the reasons/motivations for changing careers. Both theoretical frameworks are positioned in social systems, as new faculty members are faced with possible role-related conflict, stress, ambiguity, and overload when navigating the new position.

Summary of Methodology: To better understand the transition that administrators make from K-12 schools into the academy, this study will use narrative inquiry. Narrative inquiry explores a participant's experiences to understand a life event. (Clandinin & Connelly, 2000; Maynes, Pierce, & Laslett, 2008). In order to understand administrators turned academic faculty, we must also identify their choices, motivations, and career trajectories. This study utilizes qualitative data from the year of exiting the school administrative profession to the first year as a faculty member including reflective journaling, PD agendas/calendars, interview notes/materials, and job-related artifacts (Creswell, 2013; Patton, 2000). Data were content analyzed to identify possible patterns of experiences, changes that occurred when transitioning, and recurring themes, followed by a pattern analysis across experiences (Saldana, 2015; Strauss & Corbin, 1998).

Results: Preliminary findings revealed that school administrators were primarily motivated to exit the role due to role stress, school-wide conflicts, COVID-19 procedures, school performance accountability measures, and overall burnout from administrative duties and responsibilities. Job satisfaction was markedly related to emotional exhaustion and role stressors thus leading to an exit from the role. When considering a position in academia, school administrators cited wanting to stay in the education field, an improved work/life balance, and job flexibility as motivations to enter a different educational space.

Implications: These findings hold salient implications for PK-12 scholars and practitioners to identify areas of stress, provide solutions to critical issues within the profession, and offer insight into how to navigate a role change within another educational field. Aligned with MSERA's special track of innovative initiatives in education, this study contributes to an emergent subfield of educational leadership scholarship—research focused on work-role transitions and continuing the profession in another academic environment.

Re-imagining the Future of Music Learning and Practicing by Developing a Machine Learning Web Application for Music Teaching and Learning in Blended Environments

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Abstract

The COVID-19 pandemic forced teachers to modify and adjust their practice as delivery moved online in educational settings. This time, after COVID-19, while schools are going back to in-person instruction, teachers can use technology-based lessons learned during COVID-19 to enhance and motivate students to learn outside of the limited time in the classroom. Online learning can:

- supplement and enhance classroom instruction,
- motivate students,
- provide additional opportunities for practice outside the classroom, and
- increase the additional time students interact with music content beyond the limitations of the school schedule.

The purpose of this research is not to replace teachers with technology but to develop an intuitive and efficient system that teachers can use to improve and expand their instruction and interaction with students beyond the classroom.

As a part of my doctoral work in computer science, I am developing an online application to support students' keyboard practice.

The main question in this research is:

"How can we build an artificial system that improves its ability to sense and coordinate with human musicians' learning skills and

auto-generates practice lessons based on an individual student's expertise/learning style as they are learning and practicing music?"

Artificial Intelligence and Machine Learning have enhanced computer music systems' capability to perform with humans through various applications. However, musical interaction between humans and current educational applications is still less musical than the interaction between actual humans.

This project combines various techniques, especially machine learning and deep learning algorithms, to make the experience of learning and practicing music more intuitive and efficient for music students and educators. The current system includes three fundamental aspects of human-computer collaborative music performance and practice:

1. Automatic music transcription (AMT) aims to create a symbolic music representation (e.g., MIDI) from raw audio performance.
2. An artificial intelligence system to auto-generate practice lessons based on an individual student's learning style.
3. Score following to keep track of students' mistakes while practicing a music piece.

We plan to develop a web-based prototype to assist music educators in evaluating students' performance and provide them with a system to personalize practice lessons based on each student's strengths and weaknesses. To address this problem, we aim to implement our prototype in two phases. The first one is for music educators to upload their music scores and lesson plans based on provided music theory lesson plan templates.

Secondly, students can practice what they learned by playing through auto-generated practice lessons for the music score and lesson plans uploaded by teachers. The application can connect to students' own digital or acoustic piano and provide real-time feedback and guidance based on note accuracy, rhythm accuracy, dynamics, constant pace, and tone accuracy. The application will then detect students' weaknesses and generate practice lessons according to the uploaded music piece and each student's music

skills.

I hope my research will provide a resource to help music teachers harness online learning technology, not to replace face-to-face teaching but to enhance and extend students' music learning and practice beyond the classroom.

Implications from the Science of Reading for Content Area Reading Courses

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Abstract

State policies supporting the science of reading passed since 2017 impact the way that content area reading courses are taught within teacher education programs. Emphasis is traditionally placed within content area reading coursework on the development of reading in the content areas for middle school and high school students. Instructors of content area reading courses face the challenge of adjusting to changing state policies while making changes to curriculum in the coursework.

This paper explores implications from state policies across the United States for content area reading courses. Additionally, this paper examines the literature base of the science of reading in terms of implications for instruction in content area literacy courses. The analysis sheds light on dominant trends since 2017 in state policies related to the science of reading. Policies are analyzed through the lens of path-goal leadership theory. Implications for instruction in content area reading courses are explored through sociocultural and critical frameworks.

An integrative literature review provides for the inclusion of theoretical and empirical research to inform this study. The five stages followed include: problem identification, literature search, data evaluation, data analysis, and presentation of findings.

Legislation that has so far passed in 18 states emphasizes the delivery of evidence-based literacy instruction. Policies that are tracked along vertical dimensions of formal policy and horizontal dimensions of discourse related to science of reading demonstrate a strong emphasis on the Simple View of Reading and structured literacy. This analysis reveals both explicit and implicit value

judgments behind state policies.

Leader Inspiration During a Time of Transition

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Abstract

Over two semesters during the Covid pandemic era, doctoral students in an educational leadership program were given the Leader Acumen (short) assessment (LA-s) developed by Maulding Green and Leonard for self-completion as well as for 360-evaluation (hereafter referred to as the leader's CIRCLE). The LA-s assessment is an instrument used to measure a leader's proficiency in five leader imperative areas (credibility, competence, ability to inspire, vision, and emotional intelligence/soft skills). The assessment is comprised of 33 Likert-scale type items for both the self and CIRCLE. In addition, the CIRCLE assessment includes two open-ended questions, "What does this leader do best?" and "How could this leader best grow?" Students were to choose an area for growth based on the results of both assessments. All CIRCLE participant responses were submitted anonymously via Qualtrics. The purpose of this investigation was to help practicing or aspiring leaders improve their leadership.

One group of students received the assessment as near completers in the educational leadership doctoral program and the other group during their first semester. A total of 15 students completed the assessment. After completion of these instruments, a group report (as well as individual reports) was shared and thoroughly explained.

The near completers reported their feedback through a class journaling activity while the entry level students were asked to submit a one-time reflective writing. The results of the data reveal that not only do the CIRCLES of the leaders indicate *Ability to Inspire* as a primary growth area, but also that the students' choice for improvement was the *ability to inspire*. This is particularly interesting in light of the fact that when queried in class regarding the relative importance of the imperatives, *ability to inspire* was selected fifth of

the five imperatives listed above.

Included will be the group LA-s results as well as individual student feedback that informed this qualitative case study.

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Exploring the lived experiences of Black women higher education professional staff and counterspaces as sites of resistance

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Abstract

Problem Statement:

There is ample amount of literature that discusses Black women faculty or Black students but little that focuses exclusively on Black women higher education professional staff. The literature that exists usually talks about Black women professional staff in conjunction with other populations such as students and or faculty, or it is limited in discussing just student affairs or academic advisors. Within the ecosystem of college campuses, professional staff encompasses many professional positions including financial aid, disability resources, housing and residence life, etc. So, although there is literature, it does not address the experiences of staff- in the professional sense.

The purpose of this study is to center the experiences of Black women, higher education professional staff, removing them from the margins, and giving them the agency to foster self-definition, personal/professional development, and development of strategies used to survive the academy. The research questions of this study include: 1) What are the experiences of Black women professional staff in Higher Education? 2) How do relationships with other Black women professional staff their sense of community? 3) How are professional counterspaces used as sites of resistance?

Theoretical Grounding:

Black feminist theory is the theoretical framework used for this proposed study. Specifically, I draw heavily on Collins' (1989, 2000)

perspectives on Black feminism to inform my study as I sought to gather the lived experiences of Black women professional staff in higher education. Black feminist theory is ideal for this project because it centers Black women's experiences as ways of knowing because of their situation at intersecting oppressions (Collins, 2002). Black feminist thought entails ideas and knowledge generated by Black women that foregrounds the perspectives and lived experiences of Black women (Collins, 1986).

Summary of the Methodology:

This study will be a qualitative study that uses Black feminist theory (Collins, 2002) as a theoretical framework. The chosen methodology for this study is narrative inquiry (Kim, 2008) with a focus on centering and amplifying the voices of Black women (Mackey, 2021; McClish-Boyd, & Bhattacharya, 2021). The method of data collection for this proposed study will be individual (Brinkmann, 2014) semi-structured interviews (Alsaawi, 2014; Brinkmann, 2018). In addition to transcribing each interview, I also plan to keep a researcher journal (Janesick, 1999) during the process of the interviews. The proposed method of data analysis will be thematic analysis which will involve interview transcriptions, researcher journal, and coding. I plan to utilize qualitative coding software such as NVivo or MAXQDA to help organize and ease the coding and identification of themes.

“Messier Than What You Might Expect:” Graduate Student Reflections on Conducting Course-based Mixed Methods Research

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Abstract

One-semester research methods courses often include only portions of the research process and may not result in student-produced research that builds on a larger project or publication. To address the limitations of conducting research within a semester, an instructor at a large public research institution implemented a collaborative teaching and research model in a graduate-level mixed methods course. The model was designed to facilitate students' learning about mixed methods research by completing a study from the cleaning and analysis of raw data collected by the professor to manuscript preparation while also giving them real-world research experience.

Purpose and Research Questions

While there is anecdotal evidence about faculty utilizing innovative models to teach research methods, few existing studies highlight collaborative methods of instruction that use authentic data and are designed to lead to publishable results. The purpose of this study was to explore the phenomenon of a collaborative model for mixed methods research in a graduate course. The research questions are:

1. How do graduate students who participated in a research methods course reflect on their learning about mixed methods research?
2. How do these graduate students reflect on their experiences collaborating within a graduate course to conduct a mixed methods

research study?

Theoretical Framework

This paper uses social constructivism as its theoretical framework. Social constructivists maintain that social exchanges between learners are central to knowledge construction (Stage et al., 1998), and learners cultivate understanding when discussing problems or completing tasks together (Driver et al., 1994). Thus, learners and teachers engage in interactive discussions instead of straight lecturing (Picciano, 2017). While a teacher may introduce concepts to students, the learning process is interactive (Stage et al., 1998).

Methods

To answer the research questions, this study employed a single-case study methodology. The guiding criterion for selection was participation in the course. Semi-structured interviews were conducted with six graduate students, along with a collaborative interview among the two authors and the course instructor. The interview protocol included questions about the participants' perceived effectiveness of the collaborative teaching methods, their prior understanding of and experience conducting research, and their interest and engagement with the publishing process during and after the course.

The researchers coded the transcripts using descriptive coding to identify patterns in the data (Saldaña, 2021) and applied thematic analysis, particularly similarities and differences (Ryan & Bernard, 2003), to determine themes related to the research questions. In addition to the interviews, the instructor provided the aggregate results of the course evaluation for review and assimilation into the study results.

Findings & Significance

The collaborative model gave graduate students a hands-on approach to learning about and conducting mixed methods research. Students gained practical experience working with raw data through the course, including presenting preliminary findings, drafting a manuscript, and determining authorship.

Because the data for this study were collected beforehand, students in this course participated in the later stages of the research process. Regardless of whether graduate students are on an academic career path, research skills can be applied to experiences beyond graduate coursework.

Exploring Motivational Factors and Demographics of Postsecondary CTE Students' Vertical Transfer to a Bachelor of Applied Science Degree

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Abstract

Due to the traditional design of the Associate of Applied Science (AAS) degree, it has been considered terminal making the path much harder for AAS graduates to pursue a four-year degree (Pierce, 2022). However, the introduction of a Bachelor of Applied Science (BAS) at four-year institutions has removed the barrier of a lack of articulation for postsecondary career and technical education (CTE) students. This newer bachelor's degree design provides pathway choices for AAS students using a directed, holistic approach that balances technical skills preparation with complementary academic preparation. The degree requirement design also helps AAS transfer students avoid a national average 13 credit hour loss upon transfer (Giani, 2019) which not only signals an economic burden on transfer students but has also been shown to lessen the probability of earning a bachelor's degree (Zinsser and Hansen, 2006; Fincher et al., 2016). Due to the design of the BAS degree, it avoids typical AAS degree pitfalls where it negatively impacts the likelihood of students not only pursuing a bachelor's degree (D'Amico, Chapman, Robertson, 2020; Giani, 2019; Kopka & Crosta, 2016).

Even with the anecdotal positive outcomes related to the degree, the impact of the theory of transfer student capital on these students has yet to be studied. Transfer student capital includes factors that explain the transition, achievement, and support structures present for these students. This study used a modified version of the Laanan-Transfer Students' Questionnaire (L-STQM) for 212 transfer students that enrolled in the BAS degree program of study at Mississippi State University (MSU) from the spring 2020 semester to the present. This

instrument was selected due to its acceptance in measuring the transfer student capital of postsecondary students (Lannan, 2004; Moser, 2013). Participants were invited to respond to a survey in the summer of 2022 using the Qualtrics XM web platform. Since the number of students is limited, the researcher chose to survey the population of students instead of a sampling method. In this population, most of the BAS transfer students were White (66.04%). 50.94% of the students were male and 49.06% of the students were female.

Based on these results, the university should provide dedicated resources to support students during and after the transition (Dean, Jenkins, & Fink, 2016). Building a robust data system that shadows students could help students overcome the negative influences of falling GPAs or low academic self-confidence (Lanaan, 2007). Postsecondary institutions should consider a combination of listening sessions and other qualitative measures to formatively evaluate the transfer student experience at each phase of their process. Results of the sessions will help guide continual improvement and responsiveness to not only the students' needs but also the community college's needs (Wyner et al., 2016). Further research in this area should include qualitative methodologies as outlined in studies by Cepeda et al. (2021) and Morgan (2021) to design effective transfer student support policies and procedures not only for BAS students but also for all transfer students at MSU to improve the universities' recruitment and completion efforts.

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Students' Perception of Standards-Based Grading in an Online Course

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Abstract

College students are quite concerned with how “grades” are calculated in their courses. According to Buckmiller, Peters and Kruse (2017), the traditional method of grading (accumulation of points and percentages on various assignments and extraneous factors) is still widespread across higher education institutions, though standards-based grading is increasing in K-12 education. Standards-based grading has many potential benefits in higher education. Norton, Quayle, Cantwell, Barra, Chapman, and Chan (2020) found that students enrolled in clinical courses in a nursing program perceived standards-based grading as more consistently aligned to course learning outcomes, the practice held them accountable for learning at a higher level, it created consistency in grading across course instructors, and it enabled them to use feedback to achieve at higher levels. In the current study, the principal researcher implemented a pilot change in an online course at a M1 regional university from traditional to standards-based grading. The research team sought to answer the question, “What are students’ perceptions of standards-based grading?” In this qualitative action research study, a questionnaire was developed to be administered during the last two weeks of the Summer, 2022, semester in order to gain students’ perceptions on this method of grading and evaluation. All data will be collected by August 1, 2022. Once this data is collected, it will be coded and analyzed, then themes will be developed (Creswell, 2013; Miles and Huberman, 1994). Results will follow.

An Investigation of Cultural Competency in Early Childhood Educators through Self-Reflective Assessments Responding to Anti-Racist Training

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Abstract

The National Center for Education Statistics (NCES) states that 75 percent of public schools are minority students, while 79 percent of the teachers are White (NCES, 2022). A diverse student body and a lack of diverse teachers require teachers to be aware of the necessary skills and knowledge to educate their students effectively. Unfortunately, despite schools' increasingly diverse student population, teachers lack cultural competency (Allen et al., 2017; Miller & Fuller, 2006). A lack of cultural competence produces ill-prepared teachers, hindering the growth of their culturally diverse students, possibly due to weak collaborative interactions with the students and their families (Miller & Fuller, 2006; Moule, 2012). Additionally, as inherently racist practices infiltrate educational systems, the need for culturally competent teachers should be emphasized (Affolter, 2019; Steed & Kranski, 2021).

In education, cultural competence is the ability to proficiently educate students of a different culture through self-awareness and personal growth (Anderson & Fees, 2018; Moule, 2012). Cultural competence entails the development of both individual and interpersonal cognizance and sensitivities, the acquisition of distinct knowledge, and the development of practical communication skills that, when all placed together, produce successful, cross-cultural teaching (Miller & Fuller, 2006; Moule, 2012). Through cultural competence, teachers have the opportunity to develop knowledge about themselves and others and establish their views and beliefs about their community and society (Gallavan, 2005).

Teachers' cultural competency must begin at the early childhood educator level, as preschool years play a pivotal role in the students' lives (Abdullah, 2009; Phoon et al., 2013). During this time, children begin to develop their society's ethical guidelines and moral values (Phoon et al., 2013). Moreover, children's social and emotional development, which involves their abilities to interact with others and their self-awareness, is nurtured from the preschool years (Abdullah, 2009; Phoon et al., 2013). Thus, early childhood educators must be equipped with the knowledge and skills to address cultural diversity as they are likely to influence children's developing attitudes toward culturally diverse individuals (Abdullah, 2009; Baldwin et al., 2007).

As this study focuses on cultural competency to minimize racial interactions between teachers, students, and their families, critical race theory (CRT) will be applied. Ladson-Billings and Tate (1995) describe CRT as a race-based critique stemming from the early 1980s crucial legal studies movement and its lack of attention to race (as cited in Lynn et al., 2002). Since then, CRT has been applied in different fields such as education and sociology (Lynn et al., 2002). The use of CRT for this study will highlight how racism is embedded into this society's fabric and the existing power imbalance. Furthermore, CRT will guide the qualitative nature of this research through open-ended interviews, written reflections, and participant observations.

I would love to seek guidance for further developing this research study as I believe it will benefit educators. Our schools are rapidly diversifying (NCES, 2022), so it is essential that we also ensure that our educators are equipped with appropriate knowledge. Therefore, cultural competence should be a basic standard for all educators.

Elementary Preservice Teachers' Critical Reflections of Situating Race and Antiracism Within the Literacy Curriculum

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Abstract

The paper explores implications from a qualitative study that examined how elementary preservice teachers situate race within the literacy curriculum. Through the lens of critical race theory, this study sought to understand what influences preservice teachers' ability to engage in critical reflection about race, racism, and antiracism within literacy instruction. This paper addresses a gap that exists in understanding how elementary preservice teachers explore their own positionalities in systems of privilege and oppression while addressing issues of race across the literacy curriculum.

To examine how teacher beliefs and experiences about race shape their teaching experiences, research in the following areas provide the critical paradigm for this study: critical race theory, critical reflection, racial literacy, antiracist pedagogy, and culturally relevant pedagogy.

Utilizing a critical race theory analysis, this qualitative study examined how elementary preservice teachers situate race within the literacy curriculum to better understand how a) what influences preservice teachers' ability to engage in critical reflection about race, racism, and antiracism and b) how prepared preservice teachers feel about discussing issues of race across the literacy curriculum. Upon IRB approval, this study involved interviews with 21 preservice teachers currently enrolled in a teacher preparation program in Arkansas. Twenty-one preservice teachers participated in

one 60-minute semi-structured interview. This qualitative study was conducted over the course of eighteen weeks. The study consisted of three phases: 1) preparation phase, 2) data collection phase and, 3) data analysis and reporting. The study utilized reflexive thematic analysis while drawing on the tenets of critical race theory and Brookfield's lenses of critical reflection to guide the analysis of the experiences of preservice teachers regarding race and literacy instruction.

The preservice teachers in this study expressed ways in which family and community dynamics influenced how they viewed and interacted with others outside of their own race. These influences, often earlier in their lives, caused an internal struggle. Preservice teachers addressed the limited degree in which they incorporate lessons about race and racism within literacy instruction. Additionally, preservice teachers described tension between their beliefs about including race within literacy instruction and the systemic barriers that make it difficult for them to incorporate race within the classroom. These barriers include lack of coursework and training, policies, and mandated curriculum.

Findings suggest that preservice teachers may not be aware of historical and systemic practices, therefore incorporating content about whiteness and structural racism into teacher preparation programs is critical. Preservice teachers from all backgrounds need opportunities to question their own biases and take notice of issues regarding privilege.

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How Teacher Self-Efficacy and Use of Mental Health Practices Affect Instructor Success

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Abstract

1. Statement of the Problem

University faculty members who are not effective may have students who experience academic failure due to lack of engagement in the classroom and/or with needed mental health services. This issue may be even more impacting if they experience poor self-efficacy, an individual's belief in his or her capacity to perform a desired task. If a person does not have a firm belief in their own ability to execute behaviors necessary to produce desired performance attainments in their chosen activity, it may be difficult to persist in their given task (Bandura, 1997). This can be applied to an instructor's ability to effectively do their jobs. Engaging in mental health care may produce substantial benefits in terms of mental health improvement, and subsequently, increase numbers of teacher success and retention of students through successful academic interactions.

2. Method of Selecting Relevant Articles/Studies

I selected relevant articles and studies using psychology and internet databases that used peer-reviewed journals.

3. Basic Findings

University faculty members experience a wide range of emotions and mental health issues in the process of their role as teachers and researchers with expectations in the triad of teaching, research, and service. Faculty members who engage in practical and useful mental health practices reap the benefits and are more effective with students.

4. Implications

Teacher self-efficacy is an outcome of early teaching experiences and can be maintained with specific pedagogical training and mentoring (Hoy, 2004). Teachers with higher levels of efficacy are more likely to learn and use new approaches for teaching, encourage student autonomy, and enhance students' self-perceptions of their academic skills, set reasonable goals, and persist in the face of failure, (Ross, 1994). Studies have found that early teaching experiences would be important shapers of efficacy judgements. Future research should compare novice with expert instructors to determine the difference between expert and novice teaching, and how self-efficacy contributes to success outcomes for each group.

Family Matters: An Examination of Family Support, Emerging Adulthood Characteristics, and College Adaptation Strategies of Generation Z Students in First Year Post-Secondary Transition

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Abstract

The family support role for Generations Z students in post-secondary education has changed considerably. These changes are due to the rising cost of post-secondary education, the swift advances in communication technology, and the evolution of family dynamics. Understanding how Generation Z students communicate with family members and what support students seek from various family members is a challenge facing higher education institutions. This quantitative study explored first-year emerging adulthood Generation Z college student characteristics and the impacts of family interactions and support during the first academic year of their post-secondary studies.

Both Schlossberg's Transition (Schlossberg, 1995) and Arnett's Emerging Adulthood (Arnett, 2000) theories were used to answer the overarching research question guiding the study, How do Generation Z emerging adult students perceive family support during their first year of post-secondary studies. The study results validated the researcher's instrument: The family Support for Emerging Adult Post-Secondary Student Questionnaire, which will provide reliable data to guide future researchers and higher education administrators on Generation Z communication preferences and the support structures families offer students transition to post-secondary education.

The term "parent" proposes a narrow definition of the person(s) who

support students during the college transition process (Kiyama & Harper, 2018). The results of this study support higher education efforts to move away from a "parent" to a "family" mindset (Kiyama et al., 2015; Kiyama & Harper, 2018). This progression in parent and family support and involvement in higher education investigates the shift from *in loco parentis* - "in place of parents" (Lee, 2011) to *in consortio cum parentibus* - "together with parents" (Henning, 2007). However, this study proposes an updated model to encase the evolution of family dynamics. The research supports a more appropriate new model describing the evolving student, family, and higher education relationships, *in consortio cum familiali*, or "in partnership with the family."

Reflections on Educators and School Leaders Struggles with Truancy and the Social and Emotional Well-Being of Students Pre, During, and Post Pandemic

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Abstract

Social distancing guidelines prompted by the nationwide school closures during the COVID-19 pandemic and post-pandemic have left education policy makers scrambling to find solutions for a myriad of new challenges. One especially troubling concern is the far-reaching social and emotional effects of ongoing displacement from the schoolhouse. According to Birioukov (2016), a multitude of research exists on truancy due to the strong correlation between absenteeism and negative future outcomes. Students who are frequently absent from school miss out on important learning and developmental opportunities and research has shown that they are at heightened risk of unfavorable outcomes later in life (London, Sanchez & Castrechini, 2016).

High school student absenteeism in rural school settings was problematic prior to the global pandemic and continue to plague schools post pandemic. The pandemic, in some instances, created a greater divide among these students because most schools required some form of distance learning. How can teachers motivate students who consistently missed school prior to the pandemic to engage in school virtually? Did this create even greater issues for teachers, school leaders, and even the students themselves? Minahan (2020) reported, as a result of the pandemic, to say many school leaders, teachers, and students will experience “whiplash, disorientation, and anxiety are an understatement.” During a pandemic, such as we experienced with COVID-19, most every aspect of daily life was altered; therefore, participating in distance learning lessons via Zoom, Google Classroom, or any other online

learning platform, was probably the furthest thing from the minds of teenagers who already do not enjoy school.

The leadership implications for minimizing stress on students who were previously disconnected from the educational process because of truancy issues during and post-pandemic are what formed the basis for this reflection. Two overarching questions were considered. What are the long-term social and emotional implications of truancy; and what leadership style of school administrators has the greatest impact on mitigating truancy issues during and post- pandemic? The motivational theories of Maslow (1943), Deci, & Ryan (2008) who postulate that a person will not be motivated until their basic needs have been met are guiding principles in the discussion. Accordingly, if school leaders hope to reduce rates of truancy during a global pandemic, they must create the right combination of intrinsic and extrinsic motivators for students. The purpose for this reflection is to retrospectively examine leader behaviors and beliefs about truancy and conclude with recommendations for closing attendance gaps post COVID.

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We's Tied Boss: The Lived Experiences of Black Professional Staff during the Black Lives Matter Movement

Ms. A. Shea Kuykendoll

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Abstract

Historically, higher education in this country has not been an inclusive environment for Black folks. Moreover, historically white institutions (HWIs) profited from the Transatlantic Slave Trade but have not faced their participation during slavery or in contemporary higher education institutions. The historical relevance of amassing wealth and reputation via the enslaved's exploitation and labor resulted in oppressive regimes that are yet to be dismantled. Thus, HWIs remain complicit in being part of an institution and structure that upholds systems of racism that create a hostile and isolating environment for Black folks, including Black Professional Staff (BPS).

Critical race theory (CRT) in education, drawing inspiration from William Tate and Gloria Ladson-Billings, will aid in exposing educational disparities in HWIs. While CRT in education examines structural racism, anti-Black racism focuses on how Black folks are dehumanized and demeaned in modern culture, including the violence Black folks face while working at HWIs. Together CRT in education and anti-Black racism will be useful for analyzing how plantation politics remains entrenched in our HWIs by drawing parallels between the infrastructure design of slave plantations and present-day HWIs.

The primary focus of this study is to understand the lived experiences of BPS at HWIs and expand the literature on understanding the experiences of BPS employed at HWIs, particularly during the BLM movement. The BLM movement has galvanized a resurgence of grassroots efforts to resist anti-Blackness, which adds to the expanding research on the significance

of this movement in higher education.

Critical race methodology will serve as an analytical tool to disrupt systems of power and provides a vehicle for liberation and resistance in higher education. I will conduct semi-structured interviews with eight to ten Black/African-American professional staff working at a public HWI in the Mid-South to capture their rich counterstories. This method of inquiry will provide an understanding of how counterstories function as a method of resistance against oppressive acts.

The following research questions will guide this study.

- How do Black Professional Staff experience and navigate racism at Predominately White Institutions (HWI) in the Mid-South during the Black Lives Matter Movement (BLM)?
 - What are the dehumanizing and discriminatory acts experienced by BPS at HWIs?
- What are Black Professional Staff's acts of resistance at HWIs?

I will analyze the data using one of two approaches. The first approach is Riessman's dialogic/performance analysis, which will examine how narratives, stories, or identities are performed, including the use of language. Gee's critical discourse analysis works to reveal those implicit and unseen power dynamics in discourse, and the focus is placed on how words are used to identify culture, sources of power and possibly marginalize Black folks. This study will be conducted over five months. This final defense has not yet been defended.

A STUDY OF EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL PRINCIPALS AND THE IMPACT OF THAT EMOTIONAL INTELLIGENCE ON SCHOOL CLIMATE

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Abstract

Strong leaders require emotional intelligence (EI). Research on EI of educational leaders is minimal. Due to the lack of research and literature in education on the emotional intelligence of school leaders, one may only assume that principals have the same leadership characteristics that are noted in current leadership books and publications. However, in the field of education, one major difference is evident. Educators and educational leaders have the responsibility of helping mold the families' most prized and vulnerable possession - their children.

The purpose of this sequential qualitative study was to examine how emotionally intelligent principals impact school climate by coaching teachers in a safe and trusting environment. The findings of this research will inform educational leaders and decision makers in their hiring practices and policies. By adding to the literature, this research supports professional development of current principals and the retention of newly appointed principals. The research should further be considered for building a prerequisite class for educators and educational leaders at the university level.

The researcher utilized a qualitative phenomenology research design and instrumentation of semi-structured individual interview and focus group. Four primary school principals who met both comprehensive and intensity data were individually interviewed by the researcher. Interview questions were derived from the four major research questions. After all interviews were completed, the researcher adjusted the focus group protocol based on trends and a

partial analysis of the interview data and then moderated the same four principals in a focus group.

The results of the study revealed that emotionally intelligent primary school principals use a variety of key words, actions, and coaching tools, especially empathy, to remain levelheaded and composed in front of those they lead. These principals' leadership actions are strongly grounded in their personal and professional beliefs. Prior to the interview experience, these leaders were unaware of their emotional intelligence and the influential role it played in their everyday life as a principal.

The findings of this study presented three critical implications. First, districts and secondary institutions must collaborate and strategically plan coursework using findings of this study. Pre-service teacher and educational leadership certification programs should be co-created and designed. For educators already serving as administrators, structures and processes from this research should be implemented to address voids in current practices. The final implication of this research addresses educational policy and the evaluation of administrators. Proficient leaders must have the ability to build emotional intelligence, influence school climate, and ensure physical and social-emotional safety is maintained for all stakeholders.

Recommendations for future research included that the study be replicated in other regions with a different sampling and population that would include both middle and high school campuses. Additional future research between behavior concerns, an SEL curriculum, and the collective emotional intelligence of the adults on a school campus should also be explored. Finally, the development of a survey tool using the findings and conclusions from this research is a next step in helping a campus leader understand how their emotional intelligence is perceived by followers.

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The Effect of English-Medium-of Instruction Policy on Primary and Secondary School Pupils in Rwanda

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Abstract

A Proposal Summary: MSERA 2022

As a critical issue, introducing English as the sole medium of instruction in a non-English speaking country has created a lot of concerns among teachers, students, and all other education partners. English has been introduced as the sole medium of instruction in Rwanda since 2008. This abrupt Rwandan Cabinet decision to overturn the reform that mandated teachers to deliver lessons in Kinyarwanda for the first three years of primary school (P1-P3), and switch to English in year four, made parents, teachers, pupils, and global education donors dismayed at the decision. Preliminary investigations seem to suggest that English as the medium of instruction may prove to be a barrier to more meaningful learning for most primary school children in Rwanda. It is worth mentioning that there are several studies suggesting that academic outcomes of primary and secondary school pupils are negatively influenced when the medium of instruction is a language other than the pupils' mother tongue (MT). Therefore, it is critical to explore this seeming problem systematically.

The purpose of this study was to explore, using Yin's Case Study (2009), the effect of English medium-of-instruction policy on primary and secondary school pupils' performance in History in Rwanda. The study further explored whether the use of code-switching as a teaching-learning strategy helped primary and secondary school pupils improve their English performance. Clearly, this study seeks to understand whether instructing children in History through English is better than instructing them in Kinyarwanda. For the study, a critical

exploratory methodology was adopted where in-depth qualitative data were collected through a classroom observations and semi-structured interviews with History teachers, pupils, Rwandan Ministry of Education officials, and school leaders. Although the use of English as the language of instruction policy has been considered to prepare Rwandan elementary and secondary school pupils for the global labor market, the majority of participants expressed concerns about the potential negative effects on students' academic achievement and effects on the learning process. A few participants complained that the EMI policy has not only created serious pedagogical challenges for teachers and students, but also some adverse effects on the teachers' professional identity, including negative self-perception, low confidence, and anxiety. Despite the promises, a few other participants were pessimistic that the much-anticipated outcomes of the rapid and early switch to English as a medium of instruction were unlikely to be realized by most of the Rwandan youth. Among the reasons for this prediction, we have that most schools remain poorly equipped and lack even basic supplies and textbooks, and school drop-out rates have been high due to factors such as lack of funds, parental attitudes, and high poverty levels necessitating that young child work at home to help the family to survive.

This study makes several recommendations that are expected to improve the learning conditions of primary and secondary school pupils studying through EMI in Rwanda. The recommendations include for example the use of mother tongue (MT) in primary school.

Rerouting the School to Prison Pipeline: Improving African American Males Educational Experiences in P-12 Schools

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Abstract

It has been almost seventy years since the historic case, “Brown v. Board of Education”, which dealt with the injustice of unequal educational systems. While progress has been made in addressing the educational inequalities and inequities of the 1950s, inequalities in public education are still evident in “disproportionality” or the disproportionate number of minority students who are removed from school by zero tolerance policies (Reyes, 2006).

Since the inception of the Gun Free Schools Act in 1994, zero tolerance policies have affected African American students more than any other group of students. Zero tolerance policies are policies that punish all disciplinary offenses, no matter how minor, severely. The creation of zero tolerance policies seems to have been a key force in the evolution of the discipline gap between various student groups. When school discipline data is reviewed annually, there is an increase in the number of minority students who are being referred to the office for disciplinary infractions and also in the number of minority students being suspended and expelled from school.

Zero tolerance policies are not aiding in school improvement, they are harming students because of the “prison track” that has been developed as a result (Sanchez & Sandler, 2001). Sanchez and Sandler (2001) describe the “prison track” as a series of practices that channel and/or place students in the juvenile justice system. They believe that zero tolerance policies have helped to create a climate in schools which has helped to expand the prison track by

increasingly placing police officers on school campuses or calling them to school campuses for minor disciplinary incidents that would not normally have been perceived as warranting police involvement (Sanchez & Sandler, 2001).

Why are black students more likely to be suspended or put on probation than white students? One of the findings in the literature reviewed was that “cultural mismatch” may play a role in disproportionality. In other words, perhaps black students are disproportionately suspended, expelled or put on probation because they have white teachers who feel inadequately prepared to meet the needs of disadvantaged students and the behaviors exhibited in the classroom appear to be especially challenging for them, and these behaviors are intensified due to cultural gaps and misunderstandings (Skiba et al., 2006).

What are the educational experiences of African American males who have been suspended or expelled from public school settings?

- What do African American males perceive as barriers to their success in traditional educational settings?
- How do these students describe their relationships with their teachers and administrators?
- To what degree do African American males perceive the roles of race, and racism in their educational experiences?

Do parental levels of education and expectations influence the success of African American males in the public-school setting?

These questions will be addressed in this study and recommendations for improving educational outcomes for African American males will be suggested.

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Recruiting and Retaining Alabama's Future Educators

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Abstract

In the 2021 survey of secondary school principals, 68% of principals reported concerns over the teacher shortage during the 2021-2022 school year (NASSP, 2021). Burnout, stress, and low pay are commonly cited factors to many teachers leaving the profession. Although the teacher shortage has been taking place for years, it has been exacerbated by the pandemic, resulting in 567,000 fewer educators in public schools (Jotkoff, 2022). Amidst this nationwide crisis, our research focuses on the state of Alabama and on local efforts to develop a diverse, high-quality teacher pipeline at The University of Alabama (UA). Locally, enrollment in teacher education programs has steadily decreased by 48 percent from the 2008-2009 to 2014-2015 academic school year (Gilmore, 2018). The dwindling pool of qualified teaching candidates makes it challenging to develop a racially and ethnically diverse educator workforce to meet the needs of all students. Nevertheless, research indicates the positive impact teachers of color can have on all students' academic and nonacademic achievement (Rafa & Roberts, 2020). Hence, prioritizing educator diversity is one pathway to delivering our students the high-quality education they deserve.

The research site for this study will be UA's Empowering Educators Conference 2022, a half-day conference that aims to increase inclusion and multiculturalism in schools. The following research questions will guide this study:

1. How can stakeholder perspectives improve teacher recruitment and retention?
2. How can learning environments promote educational justice?

A qualitative approach will be adopted throughout the research process to answer the research questions. Voluntary focus group interviews with high school students, community college students, educators, and planners involved in the UA Education Conference will be held in three sessions simultaneously, comprising two separate groups for students and one group for educators and planners. The interviews will be recorded and later transcribed for insights and meanings into issues of equity, inclusion, and justice in education. Through an intersectional lens, this research study will explore the perceptions and attitudes of educational stakeholders on increasing the percentage of historically minoritized students enrolled and retained in UA's teacher education programs. Intersectionality, with its origins in Black feminism, highlights "the way power has clustered around certain categories and is exercised against others" (Crenshaw, 1991, p. 1297) and affirms that our social identity markers (i.e., race, gender, class, sexuality) are enmeshed, making it difficult to isolate one singular cause of oppression or continued oppression. Furthermore, research that centers on intersectionality seeks to understand how marginalized identities overlap and construct an individual's perception of reality (Esposito & Evans-Winters, 2022). Our anticipated findings include revealing influential factors that aspiring teachers of color identify as impacting their educational and career choices. In addition, our findings will also uncover how systems of academic oppression manifest in educational settings and how they can be deconstructed. The results of the study will help inform educational leaders and policymakers about the personal and sociocultural barriers that aspiring teachers of color face, along with proposed measures that can be taken by education programs to diversify the teacher pipeline.

Using Antecedent Interventions to Increase Oral Reading Fluency Skills

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Abstract

Antecedent-based interventions have been well established in the research literature in addressing problem behaviors in children and adolescents. These procedures are primarily concerned with the effectiveness of antecedent interventions in reducing problem behaviors in children and adolescents with atypical development. Concerning academic issues, considerable evidence indicates a decline in motivation and academic performance for many students as they progress from elementary to middle and high school. However, few studies have examined the effects of antecedent interventions in enhancing academic achievement. Consequently, the purpose of this study was to use the standards of What Works Clearinghouse to determine the effectiveness of using an If-then board with a reinforcement menu to increase oral reading fluency in a high school aged participant. This study was conducted using an ABAB design. The researcher hypothesized that the antecedent plus reinforcement phase would have the most significant level of impact. Results of the study revealed an effect size of 1.00 when examining the impact of using an antecedent-based intervention paired with reinforcement. Implications of the study suggest that antecedent interventions alone may not produce significant changes in high school students' academic performance. However, oral reading fluency is improved by this process when it is combined with reinforcement.

From Pedagogy to Heutagogy: A Historical Review of Significant Learning in Doctoral Education

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Abstract

As MSERA celebrates 50 years of educational research, researchers celebrate significant advances to the art and science of teaching and learning, especially for the teaching and learning of graduate students. Pedagogy is historically rooted in Western philosophy, and its basic concepts can be derived from the teachings of Socrates, Plato, and other Greek philosophers; however, the past 50 years have brought new theoretical concepts to improve learning outcomes of academic experiences at the collegiate level. New paradigms, such as andragogy and heutagogy, have been introduced and refined to support faculty in improving academic experiences for adult learners. These paradigms are specifically aimed to support autonomous and self-directed learning, which is a basic tenet of significant learning experiences, according to Fink's Taxonomy for Significant Learning (2013).

Students enrolling in graduate-level programs are often shaped by the academic journey, which makes it essential for faculty to consider the landscape of doctoral education. Doctoral programs are built on the premise that students learn to become self-directed learners, which allows them to develop the necessary dispositions and confidence to evolve as scholarly practitioners. While pedagogy supports doctoral education, andragogical and heutagogical strategies enhance the academic experiences to allow for significant learning to take place. However, these strategies often take a back seat to pedagogy due to a lack of understanding in how these strategies can specifically support adult learning.

In order to better understand andragogy and heutagogy, this session

will explore the historical impacts of pedagogical practice and its evolution to the andragogical and heutagogical paradigms. Through an extensive review of literature from the past 50 years, the researcher has identified major historical developments in teaching and learning paradigms that led to way we presently view pedagogy, andragogy, and heutagogy. The literature consists of foundational studies of notorious frameworks and empirical studies that identifies best practices associated with each paradigm and advancements in doctoral education. The implications of this review will aim to identify best practices for enhancing course experiences for those designing graduate-level courses and support various methods of instructional design and course development. While this review specifies best practices for doctoral programs, strategies may be used to support masters-level courses as well. Furthermore, this session will also help those enrolled in graduate-level courses, specifically doctoral courses, better understand the concepts associated with self-directed learning and Fink's Taxonomy of Significant Learning.

Strengthen the Competency of Pre-service Teachers: Using Math Manipulatives in Traditional and Online Learning Environments

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Abstract

With rapidly changing social conditions and expanding modes of instruction, there is an urgent need for preparing preservice teachers (PSTs) who are enrolled in early childhood and elementary teacher education programs to become competent in utilizing manipulatives in different instructional settings. PSTs need to know why, what, and how to use concrete manipulatives (CMs) and virtual manipulatives (VMs) in traditional and online learning environments.

This study examines the implementation of manipulatives in face-to-face, hybrid, and virtual instruction. We utilized our Methods Course Instructional Re-Design (MCIRD) Model to re-envision our teaching practices amidst the COVID-19 pandemic. Our MCIRD model drew from the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006), Universal Design for Learning (UDL) (CAST, 2018) and the Standards for Preparing Teachers of Mathematics (AMTE, 2017). TPACK differentiates between technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). By exploring the integration of manipulatives in multiple modes of instruction, we offer practical suggestions for teacher educators engaged in this work.

Preservice teachers need to be competent in integrating manipulatives in different instructional settings. Hands-on learning experiences not only support children's mathematical reasoning skills, but also help them connect abstract ideas to concrete representations. In face-to-face math lessons, teachers can utilize

both CMs and VMs to increase students' engagement by providing multiple ways of representing problems. The Concrete-Representational-Abstract (CRA) approach allows students to associate one stage of the process with the next. Similarly, during online lessons, teachers can use CMs made from everyday objects as alternatives to support students' conceptual understanding and mathematical thinking. In addition, VMs modeled during in-person lessons can be elaborated upon during online sessions. In virtual learning environments, VMs that closely resemble their CM counterparts offer students tools to express mathematical thinking and represent problems visually.

The researchers employed two case studies embedded within the discussion of why and how to effectively implement concrete and virtual manipulatives in multiple instructional modes. Case Study 1 details an elementary teacher educator's processes implementing CMs and VMs in a face-to-face and synchronous online course. Case Study 2 details an early childhood teacher educator's incorporation of both CMs and VMs in face-to-face, hybrid, and virtual courses. Case study research begins with the desire to derive an in-depth, personal understanding of a case set in its real-world context and assumes that examining the context and other complex conditions related to the case are integral to producing new learning about behavior and its meaning. Our experiences revolved around our use of manipulatives with the underlying goal of examining how our practice as teacher educators could be improved. Lastly, we identify what we do not yet understand about using manipulatives in different modes of instruction and how we can advance the field.

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Addressing the Science of Reading Within English and Social Studies Methods Courses

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Abstract

This paper examines the impact of science of reading research findings and state policies on instruction in methods courses in English and Social Studies. The emphasis on structured literacy and the Simple View of Reading and structured literacy that is found in discourse on the science of reading has the potential of changing traditional instruction in both English and Social Studies methods courses.

The paper describes the results of a literature review into the science of reading as well as trends within English and Social Studies methods coursework. This paper addresses a concern that an emphasis on basic literacy skills can potentially neglect sociocultural factors, motivation, self-regulation, and the ability to take other perspectives into account in the literacy process. Further, the paper is based on a premise that discussion of a science of reading should include evidence from both qualitative and quantitative research while drawing on diverse perspectives and disciplines.

Structured literacy in a language arts classroom would result in the adolescents learning through a scope and sequence that builds from basic skills toward increasingly difficult concepts. This paper, instead, is grounded in a critical and sociocultural theoretical framework. An argument is made in favor of including student exploration of concepts by exploring life experiences and social and cultural aspects of the literature.

Implications from the study will include ways of implementing curriculum that is grounded in critical pedagogy while meeting state and district reading and language arts standards. The authors view it as important to address both English methods and Social Studies

methods together given their mutual privileging of social, cultural, and historical contexts. Strategies for linking instruction in English and Social Studies will be explored.

Impact of Writer's Plus, a Comprehensive Writing Program, on Quality of Writing Outcomes and Motivation for Kindergarten Students

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Abstract

Writing is a skill that is necessary to be successful today. Many kindergarten classrooms are using Writer's Workshop and Interactive Writing Instruction to teach writing; however, the most impactful writing instruction is uncertain. Researchers have identified a need for writing instruction that considers both theories of writing: cognitive theory and sociocultural theory (Freedman et al., 1987, Graham & Perin, 2007, Jones, 2015, Shanahan, 2006). Researchers and educators are seeking effective strategies for teaching kindergarten students to begin and perpetuate their writing journey. The purpose of this study is to evaluate the impact of a comprehensive writing program, Writer's Plus (WP), against the traditional kindergarten writing instructional programs of Writer's Workshop (WW) and Interactive Writing (IW) using a standardized measure (TEWL-3) for writing outcomes (i.e., foundational writing, compositional writing). In addition, this study aims to identify how the impact of Writer's Plus with the addition of motivational constructs (i.e., self-efficacy and goal setting) can affect performance and thinking in kindergarten students. Quantitative data will be collected using an experimental randomized control trial, pre-test, post-test, control group design. Three conditions (i.e., one experimental and two control) will be used to address the research questions. This study will take place in the mid-South area in kindergarten classrooms. This study will address specific gaps in the research concerning the combination of writing theories, identify a comprehensive kindergarten writing program that potentially increases students' writing abilities, both foundationally and

compositionally, and evaluates and observes students' self-efficacy and goal-setting strategies in writing.

Teacher Perceptions and The Impact of Instructional Coaching

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Abstract

The Cambridge Handbook on Expertise and Expert Performance, 2nd Edition describes what thousands of teachers across the nation feel daily: “Teaching is a complex system of interacting elements, and effective teaching requires that all of these elements work together to produce the desired outcomes” (Stigler & Miller, 2018, p. 431). Federal and state governments have left spent vast amounts of energy and resources on the production of student outcomes in the form of teacher evaluation, as the quality of teachers is essential in raising student achievement (Branch, Hanushek & Rivkin, 2013 & Marzano, Toth, & Carbaugh, 2013). However, The Marzano Institute (2013) reports that traditional teaching frameworks and teacher evaluation do not improve teaching practice. Despite considerable evidence regarding improving teachers, policies still align with traditional practices, “Still there is a considerable gap between what research knows and what U.S. educational policies do” (Marzano, Toth, & Carbaugh, 2013, p. 13).

Developing expertise in teachers can maximize the instructional coaching process for teacher improvement. Expertise could provide landmark improvements in education (Stigler and Miller, 2018). The first step in the journey of expertise for teachers is understanding the process of instructional coaching, followed by acknowledging instructional coaching as superior to traditional teacher evaluation regarding the professional development of teachers, and the process leads to expertise.

As necessary to students as teachers are, we must understand what effective and expert teaching is and the process in which it is generated (Stigler & Miller, 2018). By understanding this evolution,

the comprehension of how improvement occurs can also emerge. Teacher perceptions play an important role in understanding the improvement process as valuable strategies emerge from their context of what helps the individual teacher the most (Bernhardt, 2018). Individualized coaching can be much more effective than the ready-made checklists that claim to improve teacher performance; as Knight (2016) reiterates, "...helping adults is more complex than simply giving expert advice" (p.28). Perceptions from teachers are used in this study as part of a focus group to gather insights on the impact of the instructional coaching process in order to erect an assessment tool to improve instructional coaching.

The use of this assessment instrument to measure the impact of instructional coaching can potentially have profound effects on improving teachers and increasing student learning. Another byproduct of the impact assessment is the improvement of instructional coaches' practice by providing feedback to the coach from the teacher they work alongside. The assessment form can provide valuable self-reflection and measurement for instructional coaches to aid in improvement for teachers and students.

Instructional coaching is a crucial lever for improvements in teacher practice. Instructional coaching is universally utilized nationwide in schools and districts; however, the expectations and impacts are unclear. The central questions emerge: does instructional coaching impact teacher practice, and if so, what is the extent of that impact? The outcomes of this study could potentially lead to enhanced teacher performance and increased student outcomes and learning.

Principal Professional Development: Where can principals get what they need?

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Abstract

Statement of the Problem

The principal has many responsibilities that include managing the day-to-day tasks of school, developing relationships with parents, the community, students and staff to create an environment that promotes student learning. The principal, as the instructional leader of the school, is also responsible to provide meaningful professional learning for staff. Yet with all these responsibilities, principals have limited access to professional development that benefits their own practices. Principals agree that professional learning should be ongoing, job-embedded, and connected to school improvement goals, but few principals participate in professional development that includes those qualities (Bizzell, 2011). While principals may desire meaningful professional development, time, distance, and cost can prevent them from accessing it (Bizzell, 2011). For principals whose districts do not have the capacity to provide professional development for them, do principals venture beyond the district structure to find meaningful professional development? Do virtual learning networks or virtual professional learning communities help to fill the gap? Considering the recent shutdown due to the COVID-19 pandemic where virtual forms of instruction became an option for teachers to reach students, did principals use virtual learning options to extent their own learning?

Method of Selection

This literature review focused on key searches about professional development for principals using EBSCO database. The articles

addressed the need for principal professional development, the types of principal professional development receive or seek from districts, school leader centers, professional learning communities, and professional learning networks.

Basic Findings

Results indicate that principals desire professional development that is “ongoing, job embedded, and connected to school improvement goals,” (Bizzell, 2011). They believe that professional learning should be ongoing and collaborative so that ideas can be explored, revisited, and applied (Lutrick & Szabo, 2012). Most professional development that principals have access to is focused on supporting teachers, but the learning provided for teachers may not translate into relevant professional learning for principals (Bizell, 2011).

Because of the lack of professional development for principals, many have sought out to find their own professional learning experiences that have included school leadership centers (SLC) (Barth, 1986).

Participants in SLCs have experienced greater self-awareness and more connectedness (Campbell, et al., 2006). A newer form of professional learning for principals includes the professional learning network (PLN), a social media format that is focused on connecting with and learning from others (Trust, et al., 2018). While the definition of PLN is emerging (Trust, et al., 2018), the PLN gives the participants the option to access learning of choice removing barriers of cost and accessibility (Cho, 2016). PLNs give principals the opportunity to connect outside the local school and district to glean new ideas (Trust, et al., 2018).

Implications

Principals often are not receiving the professional development they need from within their district if they get any at all. Principals seek out other forms of professional learning that may include professional learning networks. More research is needed about the professional learning in which principals engage and their ability to apply learning to their work setting.

How Frustrated Are Evangelical Christian Parents and Teachers with K-12 Public Schools?

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Abstract

Using national randomized survey data from 2019, this study compares perceptions of public schools between evangelical Christian parents and non-Evangelical parents, as well as evangelical Christian K-12 teachers and non-Evangelical K-12 teachers. The research questions measured frustration with 1) pressure to 'fit in'; 2) religious bias; 3) LGBTQ bias; 4) civic instruction; 5) Bible instruction; and 6) comparative religion classes. Evangelical Christians have had a contentious relationship with public education since the 1960s when the U.S. Supreme Court banned teacher-led prayer and Bible readings in school and authorized the teaching of evolution in science instruction. However, this study finds that both Evangelical and non-Evangelical parents hold high, statistically comparable rates of frustration in each area studied, except that Evangelical Christian parents had an increased frustration with comparative religion classes. Evangelical Christian teachers working in public schools were also more likely to be worried about comparative religion classes, though they were also more highly frustrated with the content of civics instruction than non-Evangelical Christian teachers. The more ideologically conservative the parents and teachers were—independent of their religious affiliation—the more frustrated they tended to be with public schools.

The Effects of Integrating Evidenced-based Open Education Resource Interventions, Ongoing Data-Driven Decision Making, and Smartboard Technology on the Reading and Math Fluency of Students in a Summer Tutoring Program.

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Abstract

Many community organizations, such as Boys and Girls Clubs, struggle to offer full-time summer programs for children that support their physical, social, and academic development. The number of students served and the high staff-to-pupil ratio makes it difficult to offer programs that are engaging, appropriate, and effective. This is especially true when academic programs are offered that are designed to maintain and increase student performance in math and reading. In addition, staff may not have the knowledge or resources to provide effective instruction to meet the needs of individual students. To address this problem, researchers teamed with Faulkner County, Arkansas Boys and Girls Club (FCGBC) to design, implement, and evaluate their 2-month/six hours-per-day summer tutoring program.

A design-based research approach was used to design and iteratively evaluate and modify each component. One hundred and twenty students going into 1st through 5th grades were enrolled in the program. The program was staffed by two certified teachers, one in literacy and one in math, two uncertified classroom coaches, and one supervisor. All students were given reading and math skill tests at the beginning and end of the program. Researchers and program staff worked collaboratively to set goals, design, implement, and

evaluate academic activities.

Based on pretest data, intervention levels were established and evidence-based Open Education Resources (OERs) were assigned to individual students for online, whole group, and small group instruction. Group instruction using OERs was provided with an interactive smartboard. Student practice with peers and at instructional stations was structured so that all students received group, individual, and peer-assisted instruction five days a week; one hour in literacy and one hour in math each day. A different aspect of reading instruction and practice was targeted daily. (i.e., cold reading, reading to each other, students reading their passage for 3 minutes into ZUNI Learning Tree's recording feature, and then listening to their reading). Throughout the week corrective reading strategies were taught to focus on various components of fluent reading. Finally, on Friday students were given an oral reading fluency assessment.

Math fact fluency took place three days a week through peer-to-peer studying models focused on rote memory, card games, and online games. Researchers met with program staff weekly to collaborate on the design of program components and to improve implementation and student learning. Program staff members were especially concerned about being able to replicate program components with fidelity for future summer and after-school program planning. Data will be presented that shows weekly student progress as the program evolved across the program. Results showed that the majority of students improved performance in both reading and math. Implications for replication and the future use of program components for beyond-the-school day programs will be presented. An interactive smartboard will be used to describe components, present data, and demonstrate how OERs were used.

White Fraternity Members' Conceptualization of Hazing Severity and Prevalence

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Abstract

For decades, Historically White fraternities (HWFs) have been among the most influential forces in predominately White colleges and universities (Syrett, 2009). However, FSL organizations (FSLOs) face scrutiny and accusations that these benefits do not justify the adverse and harmful outcomes that they cause (Brown, 2020; Flanagan, 2014; Kuh et al., 1996). In particular, hazing incidents in fraternities have led colleges and universities to question the value of FSLOs on their campuses.

Hazing looks different across organizational types and even has varying iterations among councils when examining FSLOs. Defining hazing is one issue, but eliminating hazing is another. Students must understand what hazing is if they are to follow hazing prevention policies. Thus, it is critical to explore how different students define hazing; the purpose of this study is to understand how undergraduate HWF members conceptualize hazing and describe the prevalence of hazing in their chapters and institution.

Grounded in Festinger's (1957) Theory of Cognitive Dissonance, this mixed-methods study employed an explanatory sequential design. Results from a quantitative survey and phenomenological interviews provided insight into how undergraduate HWF members conceptualize and recognize hazing in their fraternity and on campus. The study took place at a large, public institution (SU, pseudonym) in the southeastern United States.

Findings

Conceptualizing Hazing

The variation in definitions of hazing was evident in both phases of the study. In interviews, members delineated hazing behaviors as severe and inconvenient. Several interview participants shared examples of “bonding experiences” that met institutional and legal definitions of hazing but were perceived as harmless. Notably, members were less likely to identify activities that they personally experienced as hazing. Members also observed that the line between severe and inconvenient hazing can be blurry.

Prevalence of Hazing

Considering the prevalence of hazing today, members felt that hazing had significantly decreased. Some participants attributed the decrease in hazing to the increased regulation of chapters and investigation of hazing reports, though other participants felt that the institutional oversight had simply driven chapters to be more secretive with their hazing and take the behaviors “underground.” Several participants also noted that current HWF members were less likely to brag about hazing experiences than they were in the past; participants felt that the possibility and consequences of a hazing investigation have quieted boasting about enduring hazing.

Conclusions

Varying definitions and conceptualizations of hazing continue to present challenges for eliminating hazing on college campuses. This study supports that undergraduate HWF members conceptualize hazing differently depending upon the severity of the behavior. As institutions develop programs and policies, they must consider that students view hazing behaviors differently based on severity.

While study participants described significant increases in institutional oversight and policy enforcement since a student death in 2017, most participants also felt that the severity and prevalence of hazing at SU had decreased. The combined educational efforts and policy changes at SU have been effective at curbing many severe hazing behaviors, but several participants perceived that the changes at SU had compromised the fraternity experience without solving the hazing problem.

Building Elementary Mathematics and Special Education Co-Teaching Partnerships Through Content- and Collaboration-Focused Shared Professional Learning

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Abstract

For decades, education researchers have discussed co-teaching models for general education and special education instruction in the inclusive classroom. While studies have shown that co-teaching has the potential to provide equitable, gainful instruction for students with educational needs, there is little empirical evidence to prove its efficacy. This shortage, in part, is a consequence of the barriers schools face when implementing traditional co-teaching models. Common obstacles are the lack of co-planning time, limited personnel, heavy caseloads, and a need for shared content knowledge and merged effective teaching practices across disciplines. This study focuses on a year-long professional learning opportunity for 4th-5th grade mathematics general and special educator instructional teams designed to offset these barriers. The project's goal is to build partnerships by strengthening teachers' mathematical content knowledge, developing consultation practices, and fusing the collective knowledge of the team and individual strengths of each team member to best meet student needs.

A socio-cultural theoretical framework was used to investigate the collaborative, transferable knowledge that develops as teachers join in like experiences. The study follows the conceptual framework of Communities of Practice as teachers engage in self-reflection and consultation to amass collective knowledge over time. This paper focuses on RQ3: How does a content- and collaborative-focused PD program for special education and general education teachers influence co-teaching partnerships in the elementary mathematics classroom?

Project participants are co-teaching teams from across Mississippi who were nominated by their school's administration. Fourteen teachers from seven schools completed the project. Teachers attended a one-week summer institute, two one-day follow-ups, and monthly virtual check-ins. Data collection correlating with RQ3 included administrator and teacher narrative responses on application materials, observational field notes collected during in-person learning, audio of monthly check-ins, focus groups conducted during the spring follow-up, written participant reflections, and the Coteaching Rating Scale (Gately & Gately, 2001). The project wrapped on May 31, 2022, and data analysis has begun using qualitative coding methods.

Participants report being more confident in content knowledge and feeling that their partnership has grown stronger through the project. Special educators have expressed feeling more acknowledged professionally, and general educators report relying more on the expertise of the special educator. Preliminary findings suggest that engaging in mutual content development and consultation practices helps teachers to form collaborative partnerships regardless of administrative and logistical barriers.

This research supports the development of effective, equitable co-teaching models that are practical and sustainable for high-need rural schools. Much knowledge is gained from teachers' lived experiences as they navigate successful inclusive instruction in schools where traditional models often fail. One co-teaching concern is that classroom power tends to tilt toward the general educator, with special educators assuming a subordinate role. This research suggests that content training, consultation, and intentional merging of strengths and expertise serve to negate much of the inequality associated with co-teaching. Teams in this project also observed that exceptional learners seemed more engaged when teachers reinforced one another, indicating that there may be need to explore the influence of teacher relationships on student engagement.

Reconnect and Reimagine: Integrating Culturally Responsive Teaching in Math Talks

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Abstract

This study focuses on culturally responsive pedagogy, mathematical instructional strategies, and practical applications of integrating culturally responsive teaching (CRT) into mathematics discussions. There is an urgent need for math teachers to become competent in integrating culturally responsive teaching in their mathematics instruction to meet the needs of a growing diverse student population. Students are more motivated to engage in math discussions if they can make connections between their personal and community lives and math learning tasks.

Culturally responsive teaching (CRT) is a corner stone for practical application of culturally responsive pedagogy. Math talks are authentic avenues connecting culturally responsive pedagogy and student learning outcomes. Culturally responsive teaching supports children's social emotional learning (SEL). During math talks, in order to participate, children have to be able to understand the mathematical concepts they are learning. They also need to be motivated to put their thoughts together and share their learning with the appropriate academic vocabulary. Productive math talks require both cognitive and psychological aspects of learning.

Action research was employed to investigate mathematical instructional strategies that are embedded in culturally responsive teaching during math talks. When working with young children, teachers need to intentionally scaffold children's conversations that are relevant to children's everyday lives with the context of diverse cultural background. By integrating CRT in children's math talk, teachers provide children with authentic learning tasks to maximize

their engagement in mathematics discussions. In turn, children are motivated to actively participate in discussions and share their learning with something they are familiar with and have prior knowledge of. More importantly, math talks guided by CRT build children's confidence in their capability to learn math.

Teachers who work with young children are challenged when integrating CRT in their practice of guiding children's mathematical discussions. The challenges teachers are facing include understanding children's diverse backgrounds in relation to their culture, language, and social-economic status. When teachers select prompts and questions for math talks, they struggle to make them relevant to children. Similarly, when organizing math talks for children, they often do not know how to accommodate children's language ability. Furthermore, when teachers design math inquiry tasks for math discourse, they have a hard time embedding prompts and questions with the reality of the socioeconomic backgrounds where children come from. Therefore, it is essential for teachers to be competent in understanding children's cultural backgrounds, language ability, socioeconomic status in order to apply culturally responsive teaching (CRT) during mathematics discussions.

This study aimed to provide early childhood and elementary teachers practical guidance for selecting prompts and questions that are culturally responsive for math talks. Additionally, recommended mathematical instruction strategies in accommodating children's language ability were presented. More importantly, suggestions for designing math talk tasks were provided concerning the socioeconomic backgrounds of where children are from.

Improving Education in Nigeria: Using School Data Beyond Student Performance Data

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Abstract

Nigeria, as a developing country, has been in a perpetual struggle to improve its educational system at all levels of compulsory schooling through senior secondary years. Many factors have been identified as major setbacks to the attainment of the country's educational goals. Some factors include inadequate funding, poor implementation of educational policies, unqualified teachers, and lack of accountability. The phrase 'lack of accountability' within the context of this work refers to inadequate use of data in both the administrative and instructional decision-making process. While different data types are available in schools in Nigeria, there is little or no evidence indicating that data are put to optimal use. This under-utilization of data resources could be linked to a lack of data analytic and interpretation skills on the part of some school administrators and teachers. Overtime, most schools have relied solely on student performance data or students' results (grades from tests and government approved examinations) to measure how well a school is performing in meeting its educational goals. However, research confirms that student performance data as output data is limited because it does not provide information on the processes that led to the output. It is therefore necessary to incorporate input data (demographic, perception, and school process data) to gain a comprehensive view of student progress, identify root causes for not meeting goals, and plan action steps for improvement. In addition to performance data, this presentation discusses demographic, perception, and school process data and the major role each has in crafting a school vision for maximal student achievement and overall

school effectiveness. With this understanding and utilization of data as a backdrop, the discussion culminates in prescribing the way forward for improving teaching and learning in schools in Nigeria. As this happens, generations of young people will be better equipped with knowledge and skills to move Nigeria from a developing country into a more self-governing and self-sustaining nation.

Navigating the IRB Process: A Step-By-Step Guide for Doctoral Student Success

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Abstract

(1) Scope

Most students in pursuit of the doctoral degree must complete a dissertation to receive their terminal degree such as the Ed.D. or the Ph.D. More than likely, doctoral students must also submit a proposal regarding their respective research project to an Institutional Review Board, or IRB, for final approval and prior to conducting their research. Yet, navigating the IRB process can be a rather daunting task and overwhelming experience for doctoral students as they wrap up the coursework within their programs of study and endeavor to complete their dissertation research projects.

The Institutional Review Board at research universities and institutions of higher learning are tasked with the critically important responsibility of reviewing research proposals and application materials to determine whether a potential research project adheres to the guidelines established by the Office of Human Research Protections. The Institutional Review Board typically consists of faculty members and other university or institutional staff who systematically review research project proposals to ensure compliance with protocols established by the IRB. Depending upon the size of the institution, the IRB may even be divided or subdivided into various content areas such as Biomedical or Social Sciences, among others. Often, applications are available online at the institution's website; however, comprehensive step-by-step guides or support materials with regard to navigating the process for Institutional Review Board approval are quite limited. The few

materials that do exist are sometimes as overwhelming and as difficult to follow as the IRB process itself.

(2) Objectives

In our proposed presentation for training, we will provide faculty, staff, research advisors, and students with information outlining an easy-to-follow, step-by-step system by which all can successfully navigate the Institutional Review Board process and receive approval in a timely manner. We will also provide a brief overview of the history and purpose of ethics reviews, as well as the establishment of Institutional Review Boards. In addition, we will share insight, actions, and considerations that will aid in ensuring quick Institutional Review Board turnaround time, thus setting the tone for safe, fair, and successful dissertation research projects.

(3) Summary of Activities

As part of our proposed presentation for training, we will provide several interactive and engaging activities, to include scenarios and a question/answer component. Furthermore, attendees will be invited to participate by sharing experiences of their own and offering personal insights into the topic of Institutional Review Board Navigation for doctoral students, specifically in education research.

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Coping strategies and academic outcomes

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Abstract

Academic stress among students has been a widely researched topic. Academic environments pose a variety of stressors, academic and non-academic, which could lead to adverse student outcomes. Research indicates that there is a connection between the type of coping strategy utilized and the type of academic outcome achieved (Freire, 2020; Mete & Subasi, 2021). The type and extent of coping strategies can be instrumental in buffering or exacerbating the stressors encountered. The review of literature suggests that coping strategies adopted from the family environment heavily weigh on the style of coping utilized most in the academic environment (Kim, 2010; Sanchez-Romero et al., 2020). The current literature review summarizes experiments related to familial coping strategies and subsequent academic outcomes.

Motivations for Effective and Equitable Co-teaching Collaboration Between General Education Mathematics Teachers and Special Education Teachers in the Middle School

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Abstract

Since 2001, schools have attempted to implement traditional models for general education and special education co-teaching in the inclusion classroom. However, it has been difficult for researchers to get a clear picture of co-teaching outcomes due to multiple logistical threats. These threats are reported by teachers to be a lack of administrative support, a lack of common planning time, and unrealistic expectations placed on special education teachers who are often stretched across many grades and classrooms. Despite these complaints, attitudes toward co-teaching are optimistic. Both general and special education teachers, across volunteer and mandated teams, have reported co-teaching to be a positive experience that they believed benefits their practice and their students. Thus, research tends to focus on finding solutions to the reported barriers in order to foster effective co-teaching in the inclusion classroom.

A recent study conducted by the author included a year-long professional learning opportunity for mathematics co-teaching teams designed to strengthen teacher collaboration practices by supporting access to teachers' needs per the literature. However, there were teams within this project who formed successful co-teaching partnerships even though they continued to struggle with little to no co-planning time, minimal co-teaching time, and lackluster administrative support. Alternatively, there were teams who were provided with adequate co-planning time, extended co-teaching time, and enthusiastic administrative support, yet they struggled to form a truly collaborative team. There seemed to be some

component within the team relationship that was more effective toward collaboration than outside influences.

The proposed project will seek to answer the following questions: 1) How do the interactions between mathematics and general education teachers within the co-teaching team influence their motivation toward equitable collaboration?, and 2) How do mathematics co-teaching team members' individual experiences with co-teaching guide their team's collaboration in the development of inclusive teaching practices?

This study will employ two theoretical models: Activity Theory (AT) and Self-Determination Theory. I will also utilize Engeström's (1987) Human Activity Framework which is an AT-based adaptation of Communities of Practice. The research design is qualitative, specifically a comparative case study within and across established co-teaching teams. The research model will be both heuristic and educational, but as a consequence of the chosen theoretical framework, may be more closely aligned to the educational model. The study will be bounded by the lived experiences and activities of two mathematics co-teaching teams and the interactions within each team, with a focus on the internal actors (the teachers themselves and their shared classroom). This project will not take logistical concerns such as administrative support into consideration beyond those definitions and experiences voluntarily revealed by subjects in relation to their own perceptions.

This research is a sub-study of a larger grant-funded project and will follow two co-teaching teams conveniently selected from this project during the fall semester of 2022. Data collection will include individual and paired teacher interviews, classroom observations, and teacher reflections. Data will be analyzed using coding methods and discourse analysis.

College Student Engagement with and Distraction by Social Media

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Abstract

Social media has become an integral part of the lives of most college students. College students spend on average about 10 hours a day looking at their phones, with the majority of the time spent browsing social media. Further, on average college students spend about 20% of their class time off task looking at their digital devices and 97% say they check their devices during class (McCoy, 2016). Given the predictable high levels of engagement and the potential for distraction, we sought to learn more about the emotional implications of social media engagement and the potential implications for student development. Thus, our research question was, how does student engagement with social media influence their college experience? To answer this question we created an asynchronous simulation using the publicly available teachermoments.mit.edu web interface. Our simulation included eight individual prompts that included statements such as, "Your friends were all sharing a new social media post and did not include you. How does this make you feel?" which students respond to using the audio interface. Their responses are transcribed by the interface and compiled into a database. We distributed an invitation to participate in our research by engaging with the simulation to about 250 first-year students. We collected data for about 3 weeks. We downloaded the database of responses for coding and additional analysis. We found the students expressed emotional and motivational responses to our prompts indicating a desire to justify their use of social media from the perspective of belonging. We also found they were aware that their social media use limited their engagement in learning, exercise, and other related activities but

continued to make social media engagement a priority. Our data collection is ongoing and will resume early in the fall semester. In our presentation, we will share more details of the students' responses and the implications for their academic success and personal growth.

Supplemental Instruction: An Assessment of Confidence in Freshman Chemistry Courses

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Abstract

Supplemental Instruction: An Assessment of Confidence in Freshman Chemistry Courses

Abstract (500 words)

Peer-led learning sessions, identified as supplemental instruction, were implemented at a central southern university in three sections of College Chemistry I and three sections of College Chemistry II during the 2020-2021 academic year and continued to the 2021-2022 academic year. This qualitative study provided supplemental instruction as small group learning opportunities separate from the lecture and lab exercises. The data in this paper is related to the focus group question: If you have interacted or worked with an SI, please share how your experiences with the SI encouraged your success and built confidence in your chemistry ability or performance (or not). This study used transcendental phenomenology as the theoretical framework for these questions.

Analyzing transcendental phenomenological data requires a systematic procedure, according to Moustakas (1994). First, the researcher identifies and clusters participants' significant statements into meaning units and themes after the researcher describes their own experiences with the phenomenon (epoche) in order to set aside their personal news of the phenomenon (Moustakas, 1994). Next, the researcher synthesizes the themes into a description of each participant's experiences, and finally constructs a composite description of the meanings and the essences of the experience.

This study of SI in chemistry is contrary to many SI studies (i.e., Rath et al., 2012; Nocera et al., 1996; Skoglund et al., 2018) where claims of what happened in the SI sessions were usually not accompanied by evidence and may be aspirations or expectations rather than actual observation.

Focus group sessions were held virtually using Flip due to necessary adjustments required caused by COVID-19. This alteration to the focus group sessions showed an increase in student participation from the face-to-face sessions because Flip provided an asynchronous online communication platform for students to upload short videos or live-record their responses to the focus group questions. While students answered questions posed by the researchers individually, they could watch their peers' video responses and comment on them. This possible interaction between participants using Flip continued the process of data collection that follows the definition of focus groups (Kitzinger, 1995).

This data represents information from the first two years of a four-year data collection process. Three themes/meaningful units emerged:

1. **Helpful Actions by the SI Leader:** Students stated that SI Leaders demonstrated good interpersonal skills providing constructive feedback and creating multiple learning opportunities to answer questions about the lecture's content, homework problems, or questions on upcoming exams.
2. **Benefit of Participating in SI:** Data revealed SI group discussions boosted chemistry content knowledge as group members shared their understandings and evaluated these understandings from what they heard their peers share.
3. **Structure of SI Session:** Students responded with positive comments regarding group size, length of time for the session, and time of day the sessions occurred as being important facts in the structure of SI.

In conclusion, the essence of the experience is confidence in chemistry as the result of SI Leaders and SI Sessions.